

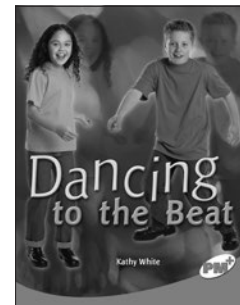
Dancing to the Beat

PM Level 26

Emerald

Text Type Information Report / Procedure

Running Words 1343



Preparing for Guided Reading

Orientation to the text

- Dance is one of the oldest forms of communication. People dance to celebrate, to tell stories, and to stay fit. People also dance just for fun. Many dance forms, such as belly dancing and waltzing, have been around for hundreds or even thousands of years. Other dances, such as the macarena, are short-lived crazes. Learn some basic flamenco steps, and the five basic feet positions used in ballet. Read interviews with a choreographer, and a cheerleading team. Find some useful tips about training to be a dancer.

Prior knowledge

- Have students discuss their personal dance experiences, e.g. where and when they dance (clubs, lessons, aerobics, parties).

Building the Balanced Reader

Grammatical conventions

- Revise elements of the layout of the text, e.g. contents, headings, sub-headings, bold text, lists, glossary and index
- Ask students to re-read the *Try for Yourself!* sections and identify which part of each instruction gives precise descriptions about how to perform the steps.
- Ask students to identify commas used to separate items in a list.

Vocabulary

Key vocabulary

aerobic, ancestors, audition, choreographer, communicating, complicated, contemporary, culture, energetic, entertainment, flexible, gypsies, international, ochre, performances, qualification, rehearsals, rhythmic, solo, techniques, technology, visual, warriors

Spelling

- Draw students' attention to the letter pattern *tion* in the word *position*. Have students perform a text search (from pp. 4–19) for other words with the same letter pattern. Ask students to suggest an appropriate synonym for each of these words.

Visual Literacy

- Note various types of visual information contained in the text, e.g. Technology Fact boxes, tips, photographs and timelines. Ask questions to determine students' level of understanding of these visual forms.
- Ask students to explain the purpose of the yellow 'snaking' line on pp. 10–13

Focusing on the story – guided reading

- Ask students to read to the end of p. 11 after setting the focus question: *Do the traditional dances mentioned have anything in common?*
- Ask students to create a set of questions that they would ask a professional ballet dancer, aerobics instructor and video-clip choreographer. The questions should be specific and designed to gain knowledge about the similarities and differences of different dance styles.
- Ask students to read to the end of p. 17 after setting the focus questions: *What is a dance craze? Are there rules for dancing? What does this mean?*
- Share students' responses to the focus questions. Then discuss the following: *Why do you think it is important for people to perform traditional dances? Are there any dance styles on the timeline that are not popular anymore?*
- Discuss the following: *In what ways are today's popular dances different to those from the past? Why do both flamenco and ballet dancers have to train for a long time?*

Comprehension

- Why do people dance? (*Literal*)
- In what ways is flamenco different to ballet? (*Inferential*)
- Which customs are important parts of traditional dances? (*Applied Knowledge*)

Follow-up activities

- Ask students to select a piece of music and allow them to create a dance. Show these routines to members of another class.

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Learning Intentions

- We are learning how to use a glossary to understand some of the technical vocabulary in the text.
- We are learning to identify typical structural and language features of a range of text types.

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Success Criteria

- I can use the glossary to locate the meaning of specific words in the text.
- I can identify different text types by referring to their structure and language features.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up