

We Like to Dance

GOALS

Comprehension

Reading Strategies: Connect to prior knowledge: What do you know about different types of dancing?

Vocabulary

High-frequency Words: I, to, like, we

Content Words: dance, dancing, ballet, tap, folk, jazz, hip-hop, ballroom, break

Phonemic Awareness

Identify syllables in words and clap as they are spoken

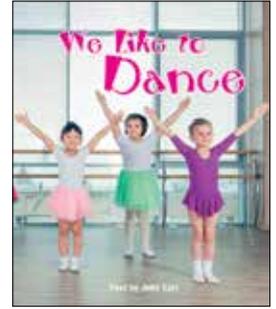
Phonics

Letters and Sounds: d

Words to Blend and Segment: dad, dip, did, and, sad

Fluency

Students practise reading the book on their own and then orally to the teacher.



The children like all sorts of dancing.

Before Reading

- Together look at the cover and describe what you see. Predict what the title might be. Read the title together. Ask: What do you know about different types of dancing?
- Read the title page together. Ask: How is the picture on the title page different to the cover? Talk about the type of dancing.
- Talk/walk through the pictures. Have students notice that they are all photographs. This is a nonfiction text that usually has mostly photographs showing information.
- Discuss the type of dancing on each page, then find the word for the dance, e.g. *tap* on page 2. Look for the first letter that has the /t/ sound. Point to the word *tap*. Continue on through the text in the same way for each page. Ask: How do you think dancing makes you feel? Look at the faces of the dancers.

Reading the Text

- Read the title together. Then read the title page. On page 2 discuss the type of dancing then read the words. Students point under the words as they are read.
- Follow this pattern for each page.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss page 16. What kind of dancing are they doing in this picture?

Phonemic Awareness

- Identify syllables in words and clap as they are spoken, e.g. *danc/ing*
- Students listen for words with one syllable or beat (one clap) as you read the text, e.g. *tap, we, I, like, break*.
- Read the text again and have students listen for words with two syllables or beats (two claps) *danc/ing, bal/let, ball/room*. Clap and say the words together.

Phonics

- Discuss the name and sound of the letter d. Write cvc words *Dad, and, dip, did* and *sad* on the board to practise blending and segmenting the sounds together as a group. e.g. /d / /i/ /d/, *did*.
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each.

Word Study

- Talk about the *I, to, like, we*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Play a game. Say: I am thinking of a two-lettered word beginning with the letter /w/ (*we*).
- On a piece of paper, students draw a picture of someone dancing and write the matching sentence from the text, e.g. *We like _____ dancing*. Find the missing word in the text.

Fluency

- Students practise reading the book on their own and then orally to you. As this is a nonfiction book, it is best read at a moderate speed, not too fast. It is telling the reader information.

Writing

- Have students write a new text using the same pattern. *We like _____*. They write the text and illustrate it.

Home/School Link

Students take the book and any related activity done in class home to share with family.