

# Wind Dance

## GOALS

### Comprehension

**Reading Strategies:** Ask students, “What are some of the things good readers do?”  
Model how to use picture, print and contextual cues.

### Vocabulary

**High-frequency Words:** and, at, down, in, it, look, me, my, the

**Content Words:** around, boy, dance, flaps, flicks, girl, hair, leaves, man, park, petals, street, sways, swirls, turns, twists, washing, wind

### Phonemic Awareness

Recognise and produce words that have the same vowel sound: /ow/

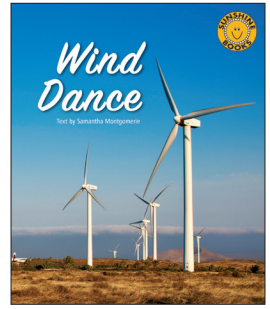
### Phonics

**Letters and Sounds:** /ow/ how

**Words to Blend and Segment:** how, down, now, cow, town

### Fluency

Model fluent reading of a section of the text (emphasising the alliteration and attending to punctuation) for students to repeat, e.g. twisting and turning.



The wind blows trees  
and people and clothes  
and hair.

## Before Reading

- Have students describe how it feels to be out in the wind? Read the title and then read it together. Discuss the meaning of *Wind Dance*. Look at the cover? Discuss what students see. Ask: Have you ever seen a wind farm? Read the name of the author. Discuss the role of the author. Have they read any other books by Samantha Montgomerie? (*Rain Music*)
- From the cover photo and title students predict what the text might be about. Discuss why this is a nonfiction text. How do you know? (photos) What is the difference?
- Read the title page together. Talk about what they see in the picture. Ask: Why are the plants leaning?
- Talk/walk through the pictures. Discuss what students see on each page and what the wind is doing to plants, things or people.
- Before turning to page 16 ask students how they think the book might end.

## Reading the Text

- Ask students, “What are some of the things good readers do?” (Use picture, print and contextual cues.) Look at the cover and the title page together. Read the words.
- On pages 2–3 discuss the picture. Ask: What is happening to the tree? What is causing it? Would you say the wind is dancing? Which word is *dancing*? How would dancing start? Find the word that starts with d with -ing on the end? Does it look right? Read the first sentence together. What does the wind do to the leaves? Look at the second sentence. Find the two words starting with /t/? What do you think the wind is doing to the leaves? Think of words starting with /t/ (*twist* and *turn*). Have students say *twist* slowly and listen for the sounds. Point to the correct word, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page. Make sure the words match what they see in the picture, make sense and look right.

## **After Reading**

Invite students to discuss the information. Prompt if needed.

- Why do you think the author called the story *Wind Dance*?
- Discuss the ending. Have you felt the wind twist and turn your hair?

## **Phonemic Awareness**

- Recognise and produce words that have the same vowel sound: /ow/ Students listen for the /ow/ sound as words are spoken, then they repeat, how, down, now, cow, town.
- Brainstorm and listen to more words with the /ow/ vowel sound, e.g. clown, frown, gown.

## **Phonics**

- Recognise words that have the same vowel sound /ow/ how. Write the words how, down, now, cow, town on the board to practise blending and segmenting the sounds together as a group, e.g. /d/ /ow/ /n/. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each. Together write a sentence using words with /ow/.

## **Word Study**

- Talk about the words *me, down, at, in, and, look, it, my*. Read the flash cards from the inside front cover together. Ask students to locate and read these words in the book.
- Help students to understand the meaning of new words in the context of the text and with picture support, e.g. *petals, washing*. Discuss other new vocabulary and the meaning.
- Notice the alliteration words: *sways, swirls; flicks, flaps; twists, turns*.
- Notice the sentence that repeats on every second page. Ask: How does this help the reader?
- Recall another story you have read about weather, *Rain Music*. What is similar? Both are written by the same author and are about weather sounds and actions. They both feature alliteration and sound words.

## **Fluency**

- Model fluent reading of a section of the text (emphasising the alliteration and attending to punctuation) for students to repeat, e.g. twists and turns.

## **Writing**

- Have students write a new text using the pattern of the text, e.g. Look at the wind dancing. It shakes and shoots the acorns off the trees. They write the text and illustrate it.
- Make a time line of the text. Use labels and small illustrations. Students use the time line to retell the story.
- Students make a chart to show interesting words that can be used to describe the wind, twist/turn; crack/crash. They illustrate these as shape words.

## **Home/School Link**

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