Develop Vocabulary and Concepts

There is some figurative language used in the book that may be unfamiliar to ELL students. Discuss examples in the book and demonstrate what the author intended the meaning to be. This will enhance ELL students' vocabulary and help them become acquainted with English.

Examples:
- (nose up in the air, p. 7: dancers reminded me of marionettes, p. 7; feet going a hundred miles a minute, p. 7) As students read through the book, have them place a sticky note near any phrases they do not understand and discuss them after they have finished reading.

Introduce the Book

Give students their own copies of the book. Ask them what they think the book is about based on the title, cover illustration, and title page.

Provide a brief think-aloud that expresses your thinking of possible questions about the title, the cover, and the title page.

Think Aloud

The title, Dance Day, makes me think of dancing. When I look at the title page, I see people dancing and I think that I am right, this book will be about dancing. I wonder if the book will teach me how to dance, if there will be a story about a dance, or if this book will be about people who like to dance. I will keep all of these questions in my mind as I read the book. If I want to know exactly what the book is about, I will need to read the book.

Have students silently read the blurb on the back cover and make additional predictions about the book.