

Before Reading



Prepare for Reading

Elicit Prior Knowledge and Build Background

Ask questions related to the content of the book that will help you determine what students already know about dances from other cultures.

Do you know how to dance? Could you show us a few of your favorite moves?

Have you ever seen people from another country dance? Tell us what it was like.

Use students' prior knowledge to guide how you build background knowledge and teach vocabulary.

Show students pictures of people dancing from other cultures. Have them discuss what they notice about the costumes and props. Play some music from other countries for students to hear. If you are able, play music and show the dances from the same country.



Develop Vocabulary

Make a word web with students. Have them name different dances they are familiar with and list the actions/movements and props (i.e. castanets, ribbon, poles) involved with each. Lead them to include the content words in the web, and discuss their relationship to dancing.

Introduce the Book

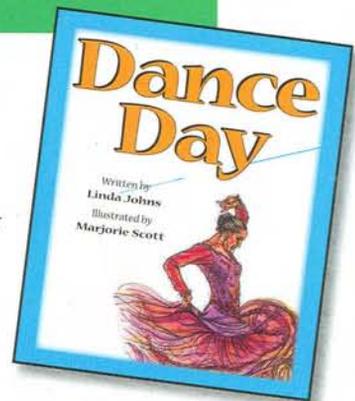
Give students their own copies of the book. Ask them what they think the book is about based on the title, cover illustration, and title page.

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.



ELL/Extra Support

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. (*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.



Teacher Tip

Break dancing, Irish step dancing, ballet, flamenco, and tap are mentioned in the nonfiction book about dance at this level. Have students make links between what they learned from this book and its nonfiction pair. If they have not read the nonfiction book yet, have them discuss what they know about these forms of dance. If possible, have them demonstrate and try each type of dance.