



Running words: 39

# Line Dancing

by *Jill Brasell*

photographs by *Adrian Heke*

## Book Summary

A girl dresses to go line dancing.

## Building Basic Skills

High-frequency words – I, on, my, go

Content words – Line dancing, shirt, waistcoat, tie, belt, boots, hat, grin, line dancing

Repeated phrase – I put on my

Phonics and phonemic awareness – b (boots, belt), t (put, shirt, waistcoat, belt, boots, hat); word ending -ing (dancing)

Punctuation – full stops, capital letters

## Skills and Strategies

*Line Dancing* can be used to introduce and reinforce:

- hearing the individual sounds in words
- reading a variety of simple high-frequency words in context
- retelling the sequence of the story using own words
- writing using the conventions of capital letters and full stops.

## Materials

- copies of words and punctuation for this book from page 92, cut and ready for use
- copies of BLM, scissors, glue, pencil
- dance music, tape/CD player
- paper, felt-tip pens or paint

## Introducing the Text

To capture children's interest, play some music for them to dance to. Music with a strong beat is best and, if possible, use a compilation of short samples or a piece with a varied tempo. *What kind of music do you like best? How do you feel when you are dancing?*

## Discussion Model

Using only the teacher's copy, discuss each page of the book with the group. Ensure that content words are integrated naturally into the discussion.

**Cover** – *In this book, a girl puts on her dance costume to go line dancing.*

**Page 3** – *What is the first thing the girl puts on? Can you see in the picture what she might put on next?*

**Page 5** – *Were you right? Why does the waistcoat go on after the shirt? What else will she need to put on after the shirt?*

**Page 7** – *Why do you think she wears a tie?*

**Pages 9–13** – Discuss the pictures and draw children's attention to the common "t" sound in "put", "belt", "boots", and "hat".

**Page 15** – *How did the photographer take this picture? What has the girl put on? Why is she looking in the mirror?*

**Page 16** – *Where did she go? Can you name each of the pieces of the girl's costume from the photograph?*

## Reading the Text

Hand one book to each child. Draw children's attention to initial and final consonants. *When we are reading today, we are going to look very carefully at the sounds at the beginning and end of the words.* Together, read the title and the names of the author and photographer on the cover and title page.

**Page 2** – Clarify where to start reading and encourage children to point to each word as you quietly read aloud together.

**Page 4** – Ensure that children know where to begin reading and encourage them to read quietly to themselves. Observe accuracy of one-to-one matching.

**Pages 6–16** – While children read the remaining pages quietly to themselves, observe for recognition of initial and final consonant sounds. If children encounter difficulties, ask questions that encourage using reading strategies, such as attempting the initial sound in a word, rerunning, and checking the picture.

## Revisiting the Text

- Choose one of the children or retell the story yourself while the group mimes the actions for getting dressed to go line dancing. Children can take turns to tell the story.
- Find the high-frequency words "I", "on", and "my" throughout the book. Challenge children to guess and then to find the word that is on every page of the story (not including the cover and title page).
- Using the words and punctuation for this book from page 92, reassemble the sentences with children.

## Following Up

You may like to have the music playing while children do their follow-up activities.

- B** On the BLM activity opposite, children cut out the items of clothing and paste them inside the circle if they end with "t" and outside the circle if they don't.
- Write the high-frequency words "I", "on", "my", and "go" in large letters on a piece of paper for each child. Children make rainbow words by writing over your letters with different coloured felt-tip pens.
  - ✍ Children draw or paint a picture of themselves playing a favourite sport or hobby. Caption the pictures with "I go horse riding", "I go roller skating", etc. You may wish to put a flap over the caption with "Why am I dressed up?" written on it to encourage prediction before reading.