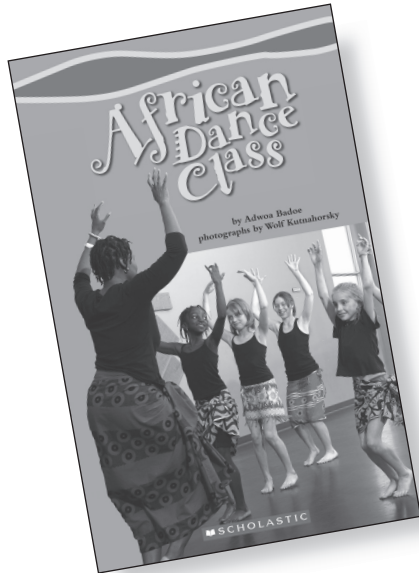


# African Dance Class



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**Text Type:** Non-fiction: Retell/Description — Account

**Guided Reading Level:** I

**Summary:** Michelle tells about the fun she has at her African dance class with her best friend. She describes the drums, her costume, and some of the movements she learns.

**Word Count:** 294

## Text Features

- ▶ boxed author blurb

## Visual Literacy

- ▶ inset photographs
- ▶ inset map of Africa
- ▶ dancing figures beside page numbers
- ▶ ribbons at top of pages

## Text Supports

- ▶ photographs support text
- ▶ each sentence begins on a new line

## Possible Text Challenges

- ▶ punctuation (commas, quotation marks, exclamation marks)
- ▶ some unfamiliar vocabulary: *Michelle, Esme, GO-pa-ta-pa-ta, wrap, Koukou, rhythm, chocolate*
- ▶ use of conjunctions and time-sequence words (e.g., *and, so, then, now*)

## Reading Strategies

### Comprehension

- ▶ making connections: text to self
- ▶ sequencing

### Working with Words

- ▶ using photographs to help read unfamiliar words
- ▶ using word parts to help read unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ make text-to-self connections
- ▶ sequence the order of events
- ▶ use word parts and photographs to read unfamiliar words

## Oral Language Opportunities

- ▶ discussing with a partner or a small group
- ▶ retelling similar personal experiences
- ▶ chanting rhythms with opportunities to create their own rhythms
- ▶ listening to others



## BEFORE READING

**Making connections:**  
text to self

### **Activating and Building Prior Knowledge**

Ask, *Who goes to dance class, or knows someone who does? What kinds of dance classes do people take?* Have students share their experiences and ideas.

**Visual literacy/  
analyzing/predicting**

Students may not know very much about Africa. Help them locate Africa on a map or globe. Ask, *What do you know about Africa?* Have students brainstorm ideas and create a web including ideas about climate, landscape, what clothes people might wear, etc.

**Predicting**

Tell students they will be reading a story about an African dance class. Ask, *What might African dancing be like? What kind of music might they have? What kind of dance costumes might they wear? What might the dance moves be like?* Have students discuss and share their ideas.

**Word solving and building**

### **Overcoming Text Challenges**

Ask students to find the last sentence on page 2. Ask, *What do you notice about the punctuation marks used in this sentence?* Read the sentence aloud, using vocal cues to stress the comma and the exclamation mark. Ask, *How do these marks help us read the sentence?*

Show the unfamiliar words that will be challenging for students. Model using multiple strategies to solve unfamiliar words, such as beginning sounds, picture and context cues, and personal knowledge. For example, on page 10, focus on the word *rhythm* and say, *I asked myself, "What makes sense and sounds right here?" I looked at the photograph of the boy drumming and the one beside it of the girls dancing. Then I looked at the beginning of the word and figured it out by saying it out loud in two parts: ri-thum.*

**ESL Note:** Make a chart of the punctuation marks, their use, and examples of sentences using those punctuation marks.

**Sequencing**

Tell students that this story is an account, which tells about events that happen in order. Point out words like *and, so, then, now, at the end*, and explain that these words help us understand the order of events. Ask students to watch for these words while they read.

### **Setting a Purpose**

**Sequencing**

Say, *While you are reading this story, you should be thinking about all the things Michelle does in her dance class, in the order they occurred.*



## DURING READING

Ask each student to read the book independently, thinking about the purpose that has been set.

Observe and listen to individual students read, assisting them with word-solving strategies, vocabulary, punctuation cues, and comprehension strategies. Offer prompts with questions such as, *Can you break the word into chunks?*

*If you take off the ending, will that help? Can the photographs help you? What would make sense here? What sounds right here?*

Observe students' successful use of reading strategies and any problems they encounter.

If students finish before others have completed the story, have them reread the selection with a partner, practising using good expression and making use of punctuation cues.



## AFTER READING

### Analyzing

When students have all finished reading the story on their own, discuss what Michelle did at her dance class. Ask, *How is African dance similar or different to dance classes you know about?*

### Sequencing

Have students recall as a group the events in the order they happened, and record them on chart paper or the board. Ask, *Were there any words that helped you understand the order of events?* (e.g., *we start, then, now, at the end*)

**ESL Note:** Make a chart of words that help with the order of events.

### Print concepts

Have students find the words the teacher said on page 13. Discuss the use of quotation marks.

### Visual literacy

Discuss the map of Africa on page 10. Depending on students' experience with mapping skills, discuss the compass directions and the location of West Africa. Ask, *Did the map help you see where West Africa is?*

Ask students if they notice anything different about the tops and bottoms of each page in this book (dancing figures beside each page number at the bottom; ribbons along the tops of each page). Ask, *Why do you think the author decided to include these extra features?*

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner. This selection easily lends itself to dance and movement opportunities. Allow students time to try some of the movements, with a drum accompaniment, if possible.

## Focused Follow-up

The following activity is optional. You can choose to do it if it meets the needs of your students.

### *Fun at Dance Class*

### Sequencing

Have students use the BLM to describe the events that happened in the dance class. If support is needed, students may refer to the class chart created earlier in the session.

# African Dance Class

Name: \_\_\_\_\_

Use these helper words to tell what Michelle did  
in her African dance class:

**First**

**Next**

**Then**

**After that**

**At the end**

