



About the Book

Text Type: Nonfiction/Concept Page Count: 10 Word Count: 24

Book Summary

In *You Can Dance*, readers learn about some of the many movements involved in dancing. Simple sentences; delightful, supportive illustrations; and high-frequency words offer student support. Use this book to discuss dancing as a great form of exercise while also teaching students about identifying the main idea and details and using verbs.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand text
- Identify main idea and details
- Discriminate initial consonant /d/ sound
- Identify initial consonant *Dd*
- Recognize and use verbs
- Identify and use the high-frequency word *can*

Materials

Green text indicates resources that are available on the website.

- Book—*You Can Dance* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- [Main idea and details, initial consonant Dd, verbs worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *can*, *you*
- Content words:
 - Story critical: ***bend*** (v.), ***dance*** (v.), ***hop*** (v.), ***leap*** (v.), ***prance*** (v.), ***skip*** (v.) ***spin*** (v.), ***step*** (v.)

Before Reading

Build Background

- Write the word *dance* on the board and read it aloud. Have students read it aloud with you.
- Ask students whether or not they have seen people dance before. Have students describe the types of dancing they have seen and where they have seen it. Show pictures or videos of several types of dance if students are not familiar with dancing.
- Ask students to think about how dancers move. Have students describe the dancers' movements using verbs and make a list of the words they use on the board.

Book Walk**Introduce the Book**

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Write the following repetitive sentence on the board: *You can _____*. Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the story.

Introduce the Reading Strategy: Connect to prior knowledge

- Explain to students that engaged readers make connections between what they already know and new information they read. Making these connections to prior knowledge helps readers understand and enjoy what they are reading.
- Model connecting to prior knowledge using the pictures on the cover.
Think-aloud: *When I looked at the cover of this story and read the title, You Can Dance, it made me think about the ballet classes I attended when I was a child. In the picture I saw a girl in a leotard, tutu, and ballet shoes. I remember going to buy these things with my mom every year before dance class started. It was so exciting! I also noticed that the girl leaped in the air. This was one of my favorite things to do in dance class because I could always leap high in the air. We practiced many different types of dance movements every week. At the end of the year, we put all of the movements together into a performance called a recital. Our parents came to watch us dance, and it was always so much fun. Connecting what I already know about dancing to what I see in the pictures helps me stay interested while I am reading and helps me better understand the story. As I continue to read, I will pause every now and then to connect what I am reading to what I already know.*
- Have students share how they connected to prior knowledge on the basis of the covers and title page of the story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: Main idea and details

- Explain to students that most stories have a big idea or a *main idea*. A main idea is what the story is mostly about. The story also has details, or extra information and descriptions, that support the main idea.
- Read the title of the story to students. Point out that the title often provides clues about the main idea of the story. Have students share with a partner their guess about what the main idea of this story is, on the basis of the title.
- Discuss student predictions and guide them to the understanding that the main idea of the story is *people move in many ways while dancing*. Write the main idea on the board and read it aloud with students.
- Model how to identify details.
Think-aloud: *The main idea of this story is people move in many ways while dancing. I know the story will have details that help explain the main idea. Details are descriptions that help readers understand the main idea of the story. On the cover I see a girl leaping in the air. I know that dancers often leap high in the air when they are performing. Leaping is one way dancers move. Since this helps explain the main idea of the story, I know leap might be a detail in the story.*
- Write the word *leap* on the board. Review the details about ways dancers move recorded on the board during the Build Background section of the lesson. Discuss with students whether any of these details support the main idea of the story. Circle those that apply. Explain to students that the story will offer its own details to support the main idea, which may or may not match the details circled on the board.

- Explain to students that as they read, they should pause often to identify details from the story that support the main idea.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though this girl can hop. Do dancers hop? Yes, I think you are right, they often jump on one foot and even leap over things. This is what the word hop means.*
- Write the following story-critical words on the board: *bend, prance, step, and skip.*
- Point out that these words can be found in the story and that they are all words that tell how people move while dancing. Divide students into two groups, and give each group two sheets of blank paper and assign two of the words. For each word, have groups write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Have students follow along on page 4 as you read the sentence in which the word *bend* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out more about dancing. Remind them to think about what they already know about dance and to identify important details in each section of the text as they read.

During Reading

Student Reading

- **Guide the reading:** Have students turn to page 3 and point to the phrase *You can*. Read the words *you can* aloud and have students repeat. Explain to students that each page begins with the phrase *you can*. Point out to students where to begin reading on each page. Remind them to read words from left to right.
- Have students read to the end of page 5, using their finger to point to each word as they read. Remind students to use the strategy of looking at the pictures to help determine unfamiliar words. Encourage students who finish before others to reread the text.
- Model making connections to prior knowledge.
Think-aloud: *As I read the story, I learned the children move in several ways as they are dancing. They can hop, bend, and step. I know these are all important ways of moving while dancing. I remember learning all of these movements when I practiced dancing as a child. My favorite part of dance class was doing all these movements to music. Sometimes the music would be slow, and other times it would be fast. Dancing with my friends to the music was always so much fun! I wonder what other types of movements the children will learn to do. I will have to keep reading to find out.*
- Invite students to share their connections to prior knowledge with what they have read on pages 3 through 5.
- Review the main idea of the story: *people move in many ways while dancing*. Ask students to explain whether *hop, bend, and step* are details that support the main idea of the story and why (*yes, these are all ways people move while dancing*).
- Introduce and explain the [main-idea-and-details worksheet](#). Write the word *hop* on the board. Have students write the word and draw a picture that represents this word on one of the spaces provided on the worksheet.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to make and share connections to prior knowledge and explain how doing so helps them understand and remember the story.
- Ask students to think about other details they read that support the main idea, *people move in many ways while dancing*. Have students record and draw a picture of each supporting detail on the main-idea-and-detail worksheet. Ask them to label their drawings using words from the story. Have students share with the class the details they illustrated and labeled.

- Have students read the remainder of the book. Remind them to think about what they know about or have experienced with dancing as they read.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce with students how thinking about what they already know about a topic of a story helps them understand and remember what they read and keeps them actively engaged with the text.
- **Think-aloud:** *As I read the last page of the story, it reminded me of the recitals I danced in as a child. We got to dress up in fancy costumes and wear makeup. We also danced on a huge stage with a large velvet curtain similar to the one in the story. The lights were bright, and it was difficult to see the people in the audience. It was such an exciting day because we had practiced our dancing all year. This was our time to show our parents and friends how much we had improved. I am sure the children in the story feel excited about their performance as well. Thinking about what I already know about dancing helped me to understand how the characters in the story might be feeling.*
- Ask students to explain how thinking about what they already knew about dancing helped them understand and remember what they read.

Reflect on the Comprehension Skill

- **Discussion:** Read the main idea on the board with students: *people move in many ways while dancing.* Review the details students illustrated and labeled on the worksheet. Invite them to explain why each of the details supports the main idea of the story.
- **Independent practice:** Have students complete their main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** *In this story, you learned about the different types of movements involved in dancing. Dancing is moving to music. Now that you have thought about movements, dancing, and music, what kind of music would you like to dance to? Would it be fast or slow? Would it be loud or soft? What kinds of movements would you like to do the most? What kinds of movements would you like to do the least? Why?*

Build Skills

Phonological Awareness: Initial consonant /d/ sound

- Say the word *dance* aloud to students, emphasizing the initial /d/ sound. Have students say the word aloud and then say the /d/ sound.
- Have students practice making the /d/ sound with a partner. Have students pairs generate words that begin with the /d/ sound. Walk around and listen to students to make sure they are making the sound correctly. Have volunteers share some of the words generated with the whole group. Have students give the thumbs-up signal if they agree the word begins with the /d/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /d/ sound: *hop, dodge, dart, bend, dot.*

Phonics: Initial consonant Dd

- Write the word *dance* on the board and say it aloud with students.
- Have students say the /d/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /d/ sound in the word *dance*.

- Have students practice writing the letter *Dd* on a separate piece of paper while saying the /d/ sound.
- **Check for understanding:** Write the following words that begin with the /d/ sound on the board, leaving off the initial consonant: *dig, dip, dad*. Say each word, one at a time, and have volunteers come to the board and add the initial *Dd* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [initial consonant *Dd* worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Verbs**

- Have students read page 3 along with you. Ask them to point to the word that identifies what the girl can do (*hop*). Invite a volunteer to act out the sentence.
- Review or explain that a *verb* is a word that names an action. Say the following verbs aloud one at a time and have students act them out: *walk, talk, throw, sit, stand, and run*.
- Write the following sentence on the board: *I can jump high*. Ask students to point to the verb in the sentence. Invite a volunteer to come to the board and underline the verb (*jump*). Call on a random student to act out the sentence.
- Have students name movements they make while dancing. Formulate sentences similar to the example and write them on the board. Have volunteers come to the board and underline the verbs in the sentences. Ask other volunteers to act out the verbs from the sentences.



Check for understanding: Have students locate and circle the verbs in the story. After they have found all the verbs, invite volunteers to share one verb they found. Have the rest of the class give a thumbs-up signal if they agree that the word is a verb.

- **Independent practice:** Introduce, explain, and have students complete the [verbs worksheet](#). If time allows, discuss their responses.

Word Work: **High-frequency word *can***

- Explain to students that they are going to learn a word they will often see in stories. Write the word *can* on the board and read the word aloud. Have students read the word with you.
- Ask students to use their finger to write the word *can* at the top of their desk as you spell it aloud with them. Then, have them use their finger to write the word in the air as they spell it aloud.
- Explain to students that the word *can* is a verb that means to be able to do something. Get out of your chair and start to jump and say: *I can jump*. Have volunteers use the word in oral sentences to identify things they can do.
- Have students create three oral sentences with a partner, all containing the word *can*. Invite volunteers to share a sentence with the rest of the class and have other students give a thumbs-up signal if they agree the sentence properly uses the word *can*.



Check for understanding: Have students reread the story and underline every occurrence of the word *can*. Then, have each student write a sentence using the word *can* on a separate piece of paper and illustrate it.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the connections they made to the book with someone at home.

Extend the Reading

Writing and Art Connection

Discuss the different types of movements people use when dancing. Have students draw a picture of someone dancing. Under the picture have them use the sentence format *I can _____* to tell about their picture.

Visit WritingA-Z.com for a lesson and leveled materials on writing.

Social Studies Connection

Provide resources about different kinds of dancing for students, including both video and print. Discuss the many different styles of dancing. Discuss how the types are alike and different from the type of dancing shown in the story. Make a chart showing different types of dancing. Have students vote on their favorite type of dancing and give reasons why.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can

- consistently use the strategy of connecting to prior knowledge to understand text during discussion;
- accurately identify details that support a main idea during discussion and on a worksheet;
- accurately discriminate initial consonant /d/ sound during discussion;
- identify and write the letter symbol that represents the /d/ sound in text, during discussion, and on a worksheet;
- correctly understand and identify verbs during discussion, in the text, and on a worksheet;
- correctly identify and write the high-frequency word *can* during discussion.

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)