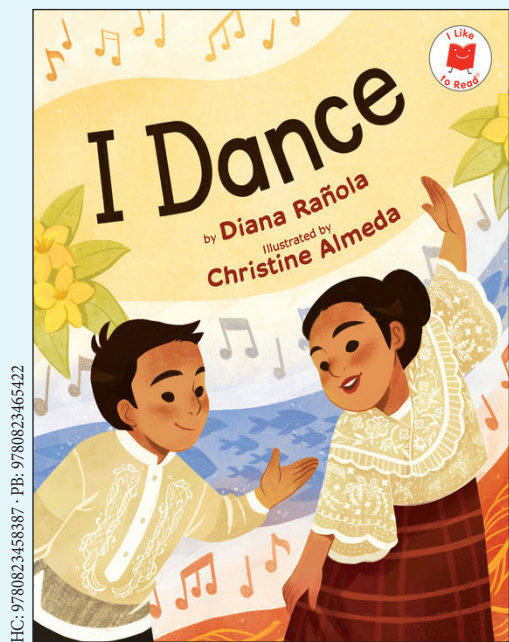




An **I Like To Read®** Book

I Dance

by Diana Rañola; illustrated by Christine Almeda

ABOUT THE BOOK

An easy-to-read book for girls and boys who love to dance.
Perfect for kindergarten and first-grade readers.

Interest Level: Preschool–3
Age: 4–8

INSTRUCTIONAL STANDARDS

Reading Literature: RL.K.1, RL.K.2, RL.K.3, RL.K.7, RL.K.10

Reading Foundational Skills: R.F.K.1, (a-d), R.F.K.2 (a-d), R.F.K.3(a-d), R.F.K.4

Writing: W.K.1, W.K.2, W.K.3, W.K.5, W.K.6, W.K.8

Speaking and Listening: SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6

Language: L.K.1 (a-f), L.K.2(a-d), L4 (a-d), L.K.5 (a-c), L.K.6

LEARNING OBJECTIVES

Students will:

- Identify new vocabulary words
- Learn about letter sounds
- Improve reading fluency
- Sequence events
- Actively engage in group reading activities with purpose and understanding
- Ask and answer questions about key details in the story

BEFORE READING

1. Read the title to the students. Have the students read the title aloud as you point to the words. What does the title tell us about the book we are going to read?
2. Discuss the cover illustration. Where do you think the story takes place? Why are there musical notes? Look at the endpapers. Does that give you a clue to where this book might take place? Who is the author? Who is the illustrator? Discuss the role of the author and illustrator.
3. Tell the students that the dances in the story are Philippine folk dances. Tell the class where the Philippines are. (Islands in Southeast Asia.)
4. Ask the students: What kind of book do you think this is? Real or make-believe? Fiction or nonfiction? Explain.
5. Take a picture walk through the book and have a “book talk.” What do you think this book is about? Who are the main characters in the book?



DURING READING

Model and encourage conversations about the text.

1. First reading: Teacher reads aloud to the group as the students point to the words.
2. Second reading: Students read softly in unison with the teacher.
3. Third reading: Students read independently and point to the words silently.

Ask and answer questions:

1. How do the illustrations help you understand what is happening in the story?
2. As you read and look at the pictures, have students check their predictions about the story.
3. Ask focus questions. What is this story about?
4. Do you notice how the style of clothes changes on each page?
5. Do you notice that there's a different movement and way of dressing on each page?
6. Who is having fun in the story?
7. Discuss the meaning of the text.
 - Is this book about dancing? What else do you think this book is about?
 - Does the book show how a certain culture dances?
 - Is this book about friendship? How do you know?
8. Explain something that you learned from the illustrations that the words did not tell you.
9. Retell the story in the correct sequence together.

AFTER READING

1. Have the students retell the story in their own words.
2. Have students share their favorite parts from the book. Encourage them to listen and respond to each other's thoughts.

ABOUT THE AUTHOR

Diana Rañola was born in the Philippines and moved to the U.S. when she was 20 years old. She attended De La Salle University in the Philippines where she completed her thesis on Singkil, a Philippine ethnic dance from the Maranao. She is a naturalized U.S. citizen and lives in Stanford, Connecticut.

ABOUT THE ILLUSTRATOR

Christine Almeda is a Filipino American freelance illustrator and character designer from New Jersey. She grew up reading cozy books and filling countless sketchbooks with drawings. She later graduated from Montclair State University, earning a BFA in Animation & Illustration. Christine illustrates book jackets and picture books. She believes, through the power of creativity, art can make life more beautiful.



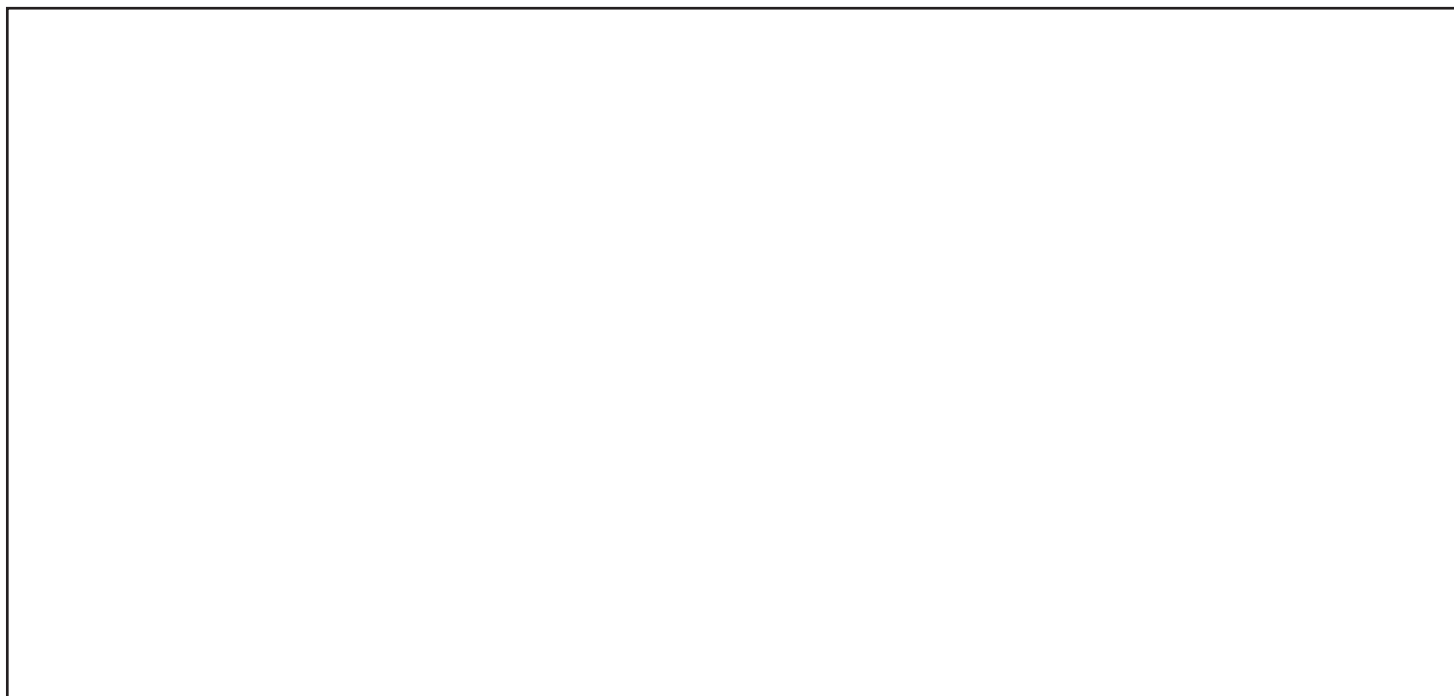
HOLIDAY HOUSE | LESSON PLAN

Name: _____

Date: _____

ART ACTIVITY:

Draw yourself dancing. What kind of dance are you doing? How does dancing make you feel? Are you dancing by yourself, or with someone else?

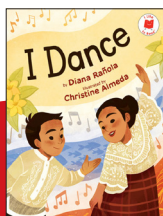


RESEARCH ACTIVITY:

1. Research more about Philippine folk dances using the author's note on the title page. Discuss how each dance is similar or different. Can you think of other dances you have learned about from other cultures? Use the space below to write down what you have learned.

PLAY A GAME:

Hand out a set of the I Dance flash cards to each student. Say a word aloud and have the students find that card and say it aloud. Repeat for all the flash card words.

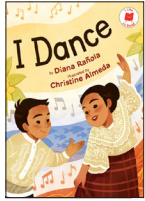


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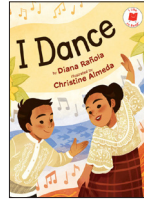


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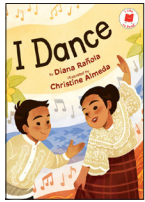
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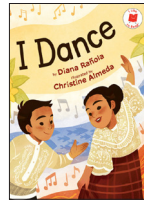
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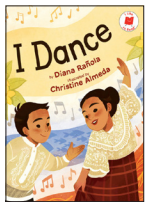
dance



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duck



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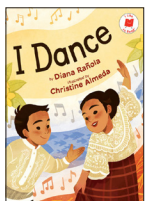
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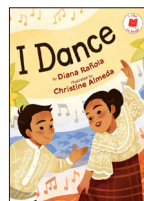
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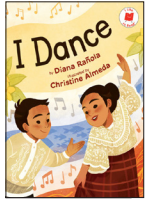
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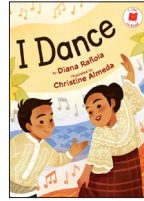


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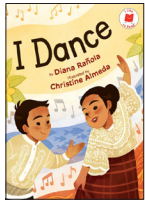
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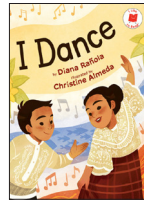
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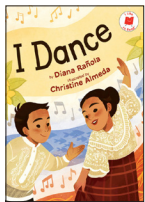
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harvest



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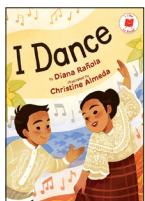
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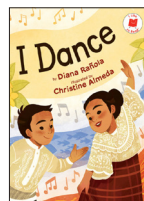
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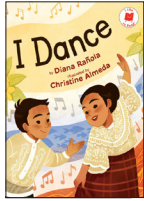
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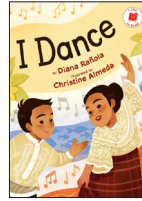


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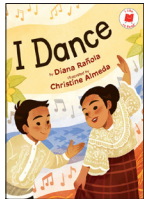
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me



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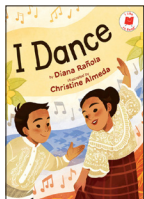
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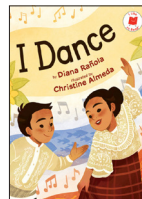
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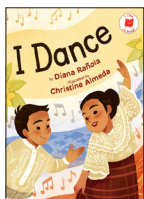
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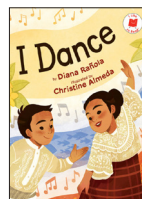
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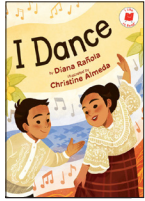
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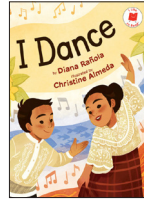


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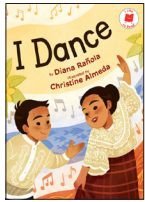
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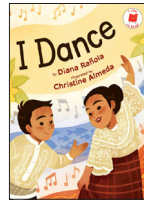
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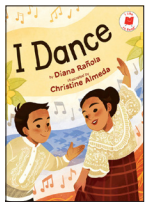
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