

Hip Hop



Before Reading

Text Type

Draw children's attention to the:

- chapter titles
- photographs
- visual communicators: map (p.7), text frames (p.4), labels, photograph frames, captions
- glossary and index.

Ask "What type of book is this?" (Non-fiction) How do you know? What type of non-fiction book is this? (Report)

Visual Literacy

What ideas about the book does the front cover give you? What do the clothes, hats and expressions of the people tell you about hip hop culture?

Scan chapters 1 and 2. Describe the shape of the text and photograph frames, the background colours and lines, and the map on page 7. What do they remind you of? How do they reflect the hip hop culture?

Background Knowledge

What do you know about hip hop already? Make a list. What is your opinion of hip hop?

Phonological Awareness

Make sure students are able to break words into syllables and identify the number of syllables in words: song: 1 syllable; culture: cul / ture: 2 syllables; graffiti: graf / fi / ti: 3 syllables; American: A / me / ri / can: 4 syllables

Give students clues to a word in the text based on its meaning and the number of syllables e.g.: A 3-syllable word on page 16 meaning a type of art that is important to hip hop culture. (graffiti) Students say the word and clap the syllables. Give students the opportunity to make up their own clues for a partner.

High Frequency Words

became, between, different, everybody, important, kind, loved, moves, new, some, started, their, too, world

Hide the high frequency words in a string of letters i.e.: someharkindworldcipnewrikmoves. Ask students to circle the high frequency words they see.

This book forms the factual reading record for Level 13

Vocabulary:

African-American, break dancing, Bronx, city councils, clothes, culture, DJing, graffiti art, hip hop, Jamaica, legal, neighbourhoods, New York, poor, popular, public, rap music, records, spoken

Write two high frequency words and one technical word from the text that can be used to make a sentence about hip hop e.g.: graffiti art, important, too. Students read the words, then use the words in a sentence e.g.: 'Graffiti art is an important part of hip hop culture, too.'

Motivation / Purpose

The purpose of the text is to report on hip hop culture. The text links with the *Social Studies* theme *Communities*.

During Reading

Vocabulary in Context

Discuss the meaning of each vocabulary word. Identify 'DJ' as an abbreviation for 'disc jockey'. Note the use of capital letters. What other abbreviations do you know that are used in music and entertainment? (CD, DVD, MP3, TV). What words do these abbreviations stand for? Write 'dancing'. Identify the base word 'dance'. How does the base word change when '-ing' is added? List other words from the book that end in '-ing' e.g.: making, rapping, painting, talking, playing, DJing. Identify the base word in each. Which base words do not change? Which base words do change? How do they change? Have students add '-ing' to these other base words used in the text: move, like, record, give, become, take.

Checking for Meaning

Literal:

- When and where did hip hop start? (p.6)
- What did the DJs talk about when they were rapping? (p.11)
- How did graffiti art become legal in some places? (p.1)
- Where else can you see graffiti art? (p.18)

Inferential:

Why is hip hop culture important to many people in places like the Bronx?

How does hip hop help people to know more about the culture of a community?

Make sure students understand the difference between literal and inferential information.

Response:

What new ideas or opinions do you have about hip hop? How did the visual elements such as the photographs, colours and layout of the pages add to your enjoyment of the book?

Grammatical patterns

Make sure students understand the following components of a report:

- Opening general statement defines the topic: *When most people think of hip hop they think of rap music, break dancing, DJing, graffiti art.* (pp.4-5)
- Characteristic features of the subject: *hip hop and how it started* (pp.6-7), *what DJs talked about in rap music* (pp.10-11), *how graffiti art became legal* (pp.16-17)
- Paragraphs with topic sentences to organise information: *As rap music started to take off, DJs started to use rapping to talk about all kinds of things.* (p.10)
- Use of past tense verbs to describe events: *But, some people liked graffiti art a lot. They asked city councils to make it legal ...* (p.17)
- Use of timeless present tense, indicated by relating verbs: *The Bronx is a neighbourhood in New York.* (p.7)
- Use of general nouns: *people* (p.4), *money* (p.14)
- Use of proper nouns naming places and people: *The Bronx* (p.6), *African-American* (p.6), *Jamaica* (p.8)
- Use of technical and/or subject specific language: *rap music* (p.4), *break dancing* (p.4), *graffiti art* (p.5)
- Use of action, feeling and thinking verbs: *think* (p.4), *dressing* (p.5), *set up* (p.14), *loved* (p.14)
- Use of nouns and noun groups as the beginning focus of a clause to focus the reader's attention on the theme of the text: *Hip hop started in the Bronx in New York in the 1970s.* (p.6)

Fluency and Punctuation Patterns

A colon indicates that a list of information is to follow. Words are listed using dot points: *When most people think of hip hop, they think of: rap music ...* (pp.4-5) Demonstrate how to read the list of words, pausing between each item for clarity.

Sentences are spread over two lines. *The DJs talked about how hard life could be for African-American people and for poor people.* (p.11) Remind students to keep reading without pausing at the end of the line; rather, they should pause at the full stop.

These punctuation patterns occur in the text:

- Use of commas to separate connectives at the beginning of a sentence: *But, hip hop is also a culture.* (p.5)
- Use of commas to separate words in a list: *Now, DJing, rap music, break dancing and graffiti art are popular all around the world.* (p.21)
- Use of exclamation marks to emphasise the importance of a fact: *The council said yes, and handed over some public spaces for artists to paint on!* (p.17)

Critical Literacy

What key ideas about hip hop did the author want to communicate in this book?

What questions about hip hop does the book answer?

Linking Visual and Written

Read the labels and captions that accompany the photographs on pages 4-5, 8-9, 10 and 20-21. What extra information do they provide? How do they help you to understand the text?

Read pages 16-19 on graffiti art. Use the information to write a brief caption explaining what graffiti art is to accompany the photograph on page 16.

After Reading

Talk about graffiti art. What does graffiti art look like? Do you think of graffiti as art or something else? Have the students write and decorate their name in the style of graffiti art.

Activities

Students will:

- make connections between key words to show their understanding of the text
- break words into syllables and locate words in the text using clues based on meaning and syllables
- select words to fill gaps in sentences, then use the words to make a word find
- write research questions, factual statements and key words based on their reading.

Comprehension (meaning) Phonics (visual) Vocabulary (structure) Writing (structure)

