



## Orientation

Ensure that you have read about using the plan in the Program Guide.

### Book summary

Read the following summary to the student.

Zack knew he wanted to be a DJ when a friend gave him a tape that contained furious beats and energetic sounds. Check out the equipment Zack uses and how he makes every gig a success.

### Introduction

Foster interest and activate the student's background knowledge. Be concise – focus on motivating and involving the student. Encourage prediction by using the text and illustrations on the cover of the book. Discuss new vocabulary and remind the student to use the glossary (when applicable). Also remind the student to ask him/herself questions before, during and after the reading.

Ask the student if they have ever been to a party, a dance, or a club where there was a DJ. If so, ask the student about the DJ and their equipment. If not, explain that a DJ plays recorded music for the crowd to enjoy and dance to. Discuss the equipment shown on the cover and described on pages 6 and 7 of the text. Remind the student to use the glossary and the subheadings on pages 6 and 7 to help them understand technical vocabulary as they read.

## Conferencing

### Check how well the student reads

When you are conferencing, the student reads all or part of the book to you. Then:

- praise, pause, and prompt appropriately;
- check for accuracy (by counting mistakes) and fluency;
- check for understanding by using one or more of the following methods:
  - asking the comprehension questions provided and any others that seem necessary;
  - asking the student to retell the story in their own words;
  - asking questions about and discussing aspects of the story, such as the theme, plot, main ideas, sequence and characters;
  - encouraging the student to confirm the predictions they made during the orientation.

### Decide what the student does next

Next recommend that the student:

- practices some more on the same book, with or without the audio;
- completes one of the activities provided that is related to the book;
- practices with another book from the same level; or
- is assessed for promotion to the next level.

## Comprehension questions

1. How did Zack become interested in being a DJ?
2. What are a turntable, a slip mat, and a mixer?
3. How does Zack know when he's doing a good job?
4. Do you think being a DJ would be a difficult job? Why?/Why not?
5. Is this a book that teenagers would enjoy? Why?/Why not?

## Answers to the Comprehension questions

1. He was given a tape of music that made him want to be a DJ.
2. A turntable is what a record is played on; a slip mat is a plastic mat that helps the record move more easily on the turntable; the mixer controls the sounds from two records.
3. Both he and the crowd will be having fun.
4. Answers will vary.
5. Answers will vary.

## Supporting English Language Learners

The following are suggestions for optional lessons to take with your English language learners. See the overview chart in the Program Guide for a summary of the text features of this book.

### Purpose

Using jargon appropriately

### Introduce the concept and practice

Analyzing jargon will help the student to see it as a useful communication tool and give them confidence to use jargon when appropriate.

When the student has read the book, discuss the use of jargon in *Meet the DJ*. Explain to the student that jargon is vocabulary associated with a particular trade, profession, or group. Write "DJ Jargon" in the middle of the board, then write examples of jargon from pages 2–3 around it, for example "bass," "DJ," and "spin." Have the student find jargon on pages 4–5 and add it to the board.

Ask the student to choose an interest, such as music, fashion, a game, or a sport and to record its jargon in the same way. Discuss the positive aspects of jargon; for example, it allows you to talk precisely and shows that you are familiar with the topic; and the negative aspects; for example, people sometimes look down upon those who don't understand particular jargon.





Name: ..... Date: .....

Introduction: Zack knew he wanted to be a DJ when a friend gave him a tape that contained furious beats and energetic sounds. Check out the equipment Zack uses and how he makes every gig a success.

Errors  
M S

**Dance DJ** On the crowded dance floor, the bass is thumping. You can feel the \_\_\_\_\_. Your eyes are bombarded \_\_\_\_\_ lighting effects. The music \_\_\_\_\_ from one song into \_\_\_\_\_, like the colors of \_\_\_\_\_ sunset. The crowd, the lighting, \_\_\_\_\_ the music come together \_\_\_\_\_ make the party complete. \_\_\_\_\_ person responsible for bringing \_\_\_\_\_ elements together is the \_\_\_\_\_. Hundreds of people are \_\_\_\_\_ at the club. Everybody \_\_\_\_\_ individual tastes and preferences, \_\_\_\_\_ people are gathered here \_\_\_\_\_ the same reason – to \_\_\_\_\_ fun. That’s what they \_\_\_\_\_ the DJ to deliver. \_\_\_\_\_ the DJ’s job to \_\_\_\_\_ records that make the \_\_\_\_\_ dance faster or slower \_\_\_\_\_ to dazzle them with \_\_\_\_\_. **Meet the DJ** Zack has been a \_\_\_\_\_ for nearly a decade. \_\_\_\_\_ first became interested in \_\_\_\_\_ job when he was \_\_\_\_\_ kid.

Accuracy Chart (Exact word replacement only)		
Words Entered	Score	Level
More than 11 correct		Independent
10 or 11 correct		Instructional
Fewer than 10 correct		Frustration

**Errors**  
**M** = Meaning (makes sense) \_\_\_\_ **S** = Syntax (sounds right) \_\_\_\_  
 Heard  Seen  Unseen   
 Comments: \_\_\_\_\_





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Zack has been a DJ for nearly a decade. “I played my first real gig when I was 15. It was incredible, and from there, my career really took off.” Zack has been booked at parties and clubs around the country ever since. Zack uses two turntables for playing the records and creating the flow from one song to the next.

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When used with a mixer, these turntables can play records at the same time or one after the other. The cross-fader knob on the mixer controls which record the crowd hears. When a DJ moves from one record to the next, it’s important that the flow of the music continues uninterrupted.

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The mixer allows this to happen and helps to keep the audience happy. The most rewarding thing for a DJ is when a crowd enjoys the music. Zack prepares for a gig by finding out what age the crowd is and what kind of music they like.

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That way, he knows what kinds of records to bring. Zack has found that younger crowds tend to like faster, harder music, while older people like a more mellow sound. “Older people are usually more set in their tastes, so it can be difficult to introduce new styles to them.

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I still sprinkle in fresh new beats here and there, but if the people don’t like them, I’ll put on a known crowd pleaser right away.” Although the younger audiences are more open to new styles, they’re also more demanding, and it’s tougher to hold their attention.

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“They’re fun to play for because they keep me on my toes. If I show up prepared with a wide variety of music, I know I’ll be fine.” Next time you’re on the dance floor, look around for the DJ. While you’re enjoying the music, think about all the things the DJ is doing to make sure everyone is having fun.

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Name: ..... Date: .....

Words can be found in these directions:



The letter in each square can only be used in one word.

i	i	i	n	c	r	e	d	i	b	l	e	m	a	k	e
n	i	n	o	n	e	e	q	u	i	p	m	e	n	t	t
d	m	b	t	a	r	o	u	n	d	m	a	a	s	a	o
i	p	c	e	e	b	t	e	t	a	u	t	n	i	u	g
v	o	e	o	c	r	e	h	o	n	s	t	o	m	d	e
i	r	f	x	m	a	e	c	e	d	i	e	t	i	i	t
d	t	o	l	p	p	u	s	a	s	c	n	h	l	e	h
u	a	u	i	c	e	l	s	t	m	e	t	e	a	n	e
a	n	n	k	a	a	c	e	e	e	e	i	r	r	c	r
l	t	d	e	s	t	n	t	t	u	d	o	u	n	e	u
d	i	f	f	i	c	u	l	t	e	p	n	f	u	n	s
s	a	r	r	i	v	e	p	l	a	y	i	n	g	q	u
o	d	e	l	i	v	e	r	v	a	r	i	e	t	y	a
n	i	d	i	f	f	e	r	e	n	t	f	r	o	m	l
g	p	e	o	p	l	e	f	r	i	e	n	d	o	f	l
s	p	r	a	c	t	i	c	e	m	i	d	d	l	e	y

### Words to find:

- |           |           |            |         |          |
|-----------|-----------|------------|---------|----------|
| and       | because   | found      | like    | practice |
| another   | can       | friend     | make    | similar  |
| around    | complete  | from       | middle  | song     |
| arrive    | deliver   | fun        | music   | these    |
| at        | different | important  | of      | together |
| attention | difficult | incredible | one     | up       |
| audience  | equipment | individual | people  | usually  |
| became    | expect    | interested | playing | variety  |

Use the letters that are left to make the word that tells what Zack asks before he gets to a gig. ....





- ★ Spin the numbered spinner.
- ★ The highest number starts.
- ★ You need to spin the exact number to move onto the END square.

**START**  
 You are a DJ. It's your job to spin records that make the guests dance and enjoy themselves.

**1** You use two turntables for playing the records. Name 2 numbers. If you spin one of them, go on to 5.

**2**

**3**

**19** The older crowd are set in their tastes, and it's difficult to introduce new styles. Go back to 15.

**20**

**21**

**22** You manage to hold the attention of the younger audience. Go on to 25.

**4** You use slip mats to help the records move more easily on the turntables. Go on to 7.

**18**

**END**  
 The crowd is having a good time, so you're having a good time, too!

**23**

**5**

**17**

**30**

**24** You are prepared with a wide variety of music. Spin again. If you spin a 3 or 4, go on to 26.

**6** You use a mixer to make sure the music flows smoothly. Go forward 4 spaces.

**16**

**29**

**25**

**7**

**15**

**28**

**27** You have some hits to play between some of the unknown music. Spin again. Go forward that number.

**26**

**8**

**14** You take suitable records to a party and everybody wants to dance. Go forward 3 spaces.

**13**

**12**

**11**

**10**

**9** A beat doesn't flow smoothly. You miss it and the crowd notices. Spin again. Go back that number.



