

# Indian Education for All



## Model Teaching Units

### *Language Arts - Elementary Level*

## Volume One

Developed by the Office of Public Instruction, Indian Education for All  
Revised 2013 with MCCS IEFA Connections

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Language Arts

## Elementary Level Volume One

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Published 2010, Revised 2012

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# Indian Education for All Model Teaching Units – LANGUAGE ARTS – ELEMENTARY LEVEL – Volume One

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Indian Education Division  
Montana Office of Public Instruction



CONNECTING IEFA AND THE MONTANA COMMON CORE STANDARDS  
in

## **Exploring Powwow Traditions with *Jingle Dancer*: Model Literacy Lessons Incorporating Indian Education for All in the Elementary Grades**

These pre-unit pages are intended to provide guidance for instruction that incorporate a specific Indian Education for All (IEFA) resource aligned with the **Montana Common Core Standards: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects**. Educators can be assured that by utilizing this unit in their instruction, they are addressing the Standards. **Indian Education connections provide the content that makes the standards come alive.** Grade-specific Montana Common Core Standards (MCCS) with American Indian focus and the OPI [Essential Understandings Regarding Montana Indians](#) (EU) connections are identified, along with activities to meet the standards.

IEFA units feature text dependent questions - those which specifically ask questions that can only be answered by referring explicitly back to the text being read - promoting close analytic reading. In support of the greater emphasis on proficient reading of complex informational text, each unit specifies the use of related informational texts (regardless of whether the unit focus is fiction or non-fiction), within the lessons and/or extension activities.

Please note that although the Montana Common Core English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects Standards that have been identified as facilitating information about American Indians are highlighted here, IEFA curriculum resources are aligned also with and incorporate the necessary complements of the **College and Career Readiness Anchor Standards**, as well as the **grade specific** ones. While this Indian Education for All recommended resource provides strong connections to the identified grade specific standards (standards approved by the Board of Public Education, Nov. 2011, that specifically reference Montana's commitment to Indian Education for All), the resources listed in this document are not meant to exclude other useful resources or activities.

Teachers are ... free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards, Montana teachers can use American Indian topics, resources, and literature to meet standards, even where Indian Education for All is not specifically mentioned. (*English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects by Grade-Level*; MT OPI. November 2011, pp. 4.)

Please see the OPI website to access the depth and breadth of key and support information available regarding the **Montana Common Core Standards: English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects**:  
<http://opi.mt.gov/Curriculum/montCAS/MCCS/index.php>

Also see the OPI IEFA [Curriculum Resources](#) page for a complete listing of IEFA curriculum units.

**NOTE: This unit is also aligned with these current Montana Social Studies Standards:  
3.1, 3.2, 6.1, 6.2, 6.3, 6.4, 6.6**



## Grade 2 MCCS Reading Standards for Literature

<b>KEY IDEAS AND DETAILS</b>	<b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.*
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<b>Resource</b>	<b>Essential Understandings</b>	<b>Activities to Meet Standards</b>
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[Language Arts - Elementary Level: Volume One](#)

Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lessons 3-1 – 3-15 <i>Jingle Dancer</i> demonstrates the circle of love surrounding a child, the importance of tradition, and the way her extended family supports her.
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\*[NOTE: Each of the stories in Volumes One and Two can be used to meet Standard RL.2.2, with emphasis on the central message, lesson, or moral. However, when using traditional stories, particularly *Beaver Steals Fire* and *The Gift of the Bitterroot*, teachers should take notice of Tammy Elser’s “Teacher Notes and Cautions” on page 2-15 of Volume One: “. . . it would be inaccurate and possibly demeaning to refer to traditional stories as *fables, myths, or tall tales*. They are often called legends, but even that term does not capture the essence of these stories coming out of an oral tradition. A good rule of thumb is to use language that is respectful . . . the way you might expect stories from the Bible to be treated – with respect.” It is also particularly important that teachers use Coyote stories only when snow is on the ground.” *Beaver Steals Fire* and lesson plan are particularly useful for developing students’ understanding of oral tradition and EU #3.]

## Grade 2 MCCS Reading Standards for Literature continued

<b>CRAFT AND STRUCTURE</b>	<b>RL.2.5</b> Describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action.
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<b>Resource</b>	<b>Essential Understandings</b>	<b>Activities to Meet Standards</b>
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[Language Arts - Elementary Level: Volume One](#)

Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lesson pp. 3-4 and 3-5 Students create “beginning, middle, and end” story maps--teachers may use the graphic organizer from <a href="http://www.readingrockets.org/strategies/story_maps/">http://www.readingrockets.org/strategies/story_maps/</a> .
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## Grade 2 MCCS Reading Standards for Literature continued

<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	<b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures including American Indian authors or cultures.
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<b>Resource</b>	<b>Essential Understandings</b>	<b>Activities to Meet Standards</b>
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[Language Arts - Elementary Level: Volume One](#)

Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lesson pp. 3-5 to 3-7 and 3-12 Students compare/contrast <i>Jingle Dancer</i> with <i>The Powwow</i> , by Lorraine Adams and Lynn Bruvold, <i>Powwow</i> by George Ancona, <i>Eagle Drum: On the Powwow Trail with a Young Grass Dancer</i> by Robert Crum.
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Grade 2 MCCS Reading Standards for Informational Text		
KEY IDEAS AND DETAILS	<b>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<a href="#">Language Arts - Elementary Level: Volume One</a>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1,#2, #3,#6	Lesson pp. 3-1 to 3-13 and 3-7 to 3-8 In the Author's Note at the end of the book, Cynthia Leitich Smith provides information about Jingle dresses. Students can illustrate a jingle dress and label parts of the regalia.

Grade 2 MCCS Reading Standards for Informational Text continued		
CRAFT AND STRUCTURE	<b>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. Recognize words and phrases with cultural significance to American Indians.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<a href="#">Language Arts - Elementary Level: Volume One</a>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1,#2, #3,#6	Lesson pp. 3-10 <i>Jingle Dancer</i> can provide an opportunity to introduce "onomatopoeia," where words sound like the objects or actions they name. <i>Jingle Dancer</i> may connect to music, art, and dance, as well as math.

Grade 2 MCCS Writing Standards		
KEY IDEAS AND DETAILS	<b>W.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<a href="#">Language Arts - Elementary Level: Volume One</a>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1,#2, #3,#6	Lesson pp. 3-12 In the Extensions section, #4 Science, students can consider the way references to time in the story add to the reader's connection to the natural world. Through research, students can learn ways other peoples and other cultures measure or keep track of time.

Grade 2 MCCS Writing Standards		
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	<b>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.</b>	
Resource	Essential Understandings	Activities to Meet Standards
<a href="#">Language Arts - Elementary Level: Volume One</a>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1,#2, #3,#6	Lesson pp. 3-12 In the Extensions section, #4 Science, students can consider the way references to time in the story add to the reader's connection to the natural world. Through research, students can learn ways other peoples and other cultures measure or keep track of time.

## Grade 2

### MCCS Writing Standards

<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	<b>W.2.8 Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.</b>
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Resource	Essential Understandings	Activities to Meet Standards
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[Language Arts - Elementary Level: Volume One](#)

Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lesson pp. 3-1 to 3-13 Students consider these questions: "When did an adult neighbor or family member help you make something or help you with a project for school or church or 4-H?"
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## Grade 3

### MCCS Reading Standards for Literature

<b>KEY IDEAS AND DETAILS</b>	<b>RL.3.2 Recount stories, including fables and folktales from diverse cultures, including American Indian stories; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.*</b>
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Resource	Essential Understandings	Activities to Meet Standards
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[Language Arts - Elementary Level: Volume One](#)

Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lesson 3-1 – 3-13 <i>Jingle Dancer</i> demonstrates the circle of love surrounding a child, the importance of tradition, and the way her extended family supports her. Students may select one of the central themes and identify what characters say or do or think that conveys that theme.
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\*[NOTE: Each of the stories in Volumes One and Two can be used to meet Standard RL.3.2, with emphasis on the central message, lesson, or moral. However, when using traditional stories, particularly *Beaver Steals Fire* and *The Gift of the Bitterroot*, teachers should take notice of Tammy Elser's "Teacher Notes and Cautions" on page 2-15 of Volume One: "... it would be inaccurate and possibly demeaning to refer to traditional stories as *fables, myths, or tall tales*. They are often called legends, but even that term does not capture the essence of these stories coming out of an oral tradition. A good rule of thumb is to use language that is respectful . . . the way you might expect stories from the Bible to be treated – with respect." It is also particularly important that teachers use Coyote stories only when snow is on the ground." *Beaver Steals Fire* and lesson plan are particularly useful for developing students' understanding of oral tradition and EU #3.]

## Grade 3

### MCCS Reading Standards for Literature continued

<b>CRAFT AND STRUCTURE</b>	<b>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. Include works by and about American Indians.</b>
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Resource	Essential Understandings	Activities to Meet Standards
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[Language Arts - Elementary Level: Volume One](#)

Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lesson pp. 3-1 to 3-13 Jenna wants to dance at the powwow, so she borrows jingles from four women who are her neighbors or her relatives. Students may consider what they would do in a similar situation. What is so important to them that they would ask for help to complete a dream?
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Grade 3 MCCS Reading Standards for Literature continued		
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	<b>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author, including American Indian authors, about the same or similar characters (e.g. in books from a series)</b>	
<b>Resource</b>	<b>Essential Understandings</b>	<b>Activities to Meet Standards</b>
<a href="#">Language Arts - Elementary Level: Volume One</a>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1, #2, #3, #6	Lesson 3-1- 3-15 Cynthia Leitich Smith has also written a chapter book about a boy and his grandfather: <i>Indian Shoes</i> . Students may compare/contrast the themes, settings, and plots of <i>Jingle Dancer</i> and <i>Indian Shoes</i>

Grade 3 MCCS Reading Standards for Informational Text		
<b>KEY IDEAS AND DETAILS</b>	<b>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. Include texts by and about American Indians.</b>	
<b>Resource</b>	<b>Essential Understandings</b>	<b>Activities to Meet Standards</b>
<a href="#">Language Arts - Elementary Level: Volume One</a>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1,#2, #3,#6	Lesson 3-7, 3-12 and "Author's Note" Students can examine the transitions in the text that move the sequence of events forward: now, then, every night, when, "As Sun fetched morning," "As moon glowed pale."

Grade 3 MCCS Writing Standards		
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	<b>W.3.7 Conduct short research projects that build knowledge about a topic. Include sources by and about American Indians.</b>	
<b>Resource</b>	<b>Essential Understandings</b>	<b>Activities to Meet Standards</b>
<a href="#">Language Arts - Elementary Level: Volume One</a>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1,#2, #3,#6	Lesson pp. 3-1 to 3-13 Using the details in <i>Jingle Dancer</i> as prompts, students may wonder and write about other kinds of Indian dances, how to make fry bread, law firms and what attorneys do, the Muscogee (Creek) Nation or the Ojibway people.

Grade 3 MCCS Writing Standards		
<b>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>	<b>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Include sources by and about American Indians.</b>	
<b>Resource</b>	<b>Essential Understandings</b>	<b>Activities to Meet Standards</b>
<a href="#">Language Arts - Elementary Level: Volume One</a>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1,#2, #3,#6	Lesson pp. 3-11 "Extensions" Students conduct a web-quest for students to Powwow related web-sites featuring Montana Powwow and drum groups from various MT tribes. Students may also access any of the resources in the Bibliography 3-12.





Grade 3		
MCCS Speaking and Listening Standards		
PRESENTATION AND KNOWLEDGE OF IDEAS	SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Include sources by and about American Indians.	
Resource	Essential Understandings	Activities to Meet Standards
<a href="#">Language Arts - Elementary Level: Volume One</a>		
Exploring Powwow Traditions with <i>Jingle Dancer</i> by Cynthia Leitich Smith	#1,#2, #3,#6	Lesson pp. 3-11 Students may take any of the material they prepared to meet the Writing Standards with <i>Jingle Dancer</i> and share what they've learned with their peers.

*Model Teaching Unit – Language Arts – Elementary Level – Volume 1 - Unit 3*

# Exploring Powwow Traditions with *Jingle Dancer*: Model Literacy Lessons Incorporating Indian Education for All in the Elementary Grades

Unit written by Carrie Drye

## Unit Introduction

In this week long unit, primary students will develop a sense of some modern American Indians and the ways in which they sustain their traditions, including powwow celebrations. It also shows the importance of the interconnectedness of the extended family. This book is contemporary view of an American Indian family framed by one child's quest to dance following the tradition of women in her family.

## Anchor Text

Leitch Smith, C. *Jingle Dancer*. Illustrated by Cornelius Van Wright and Ying-Hwa Hu) New York, New York: Morrow Junior Books. 2000.

## Support Texts

Adams, Lorraine, and Lynn Bruvold. *The Powwow*. British Columbia: Eagle Crest Books, (Reading Recovery Level 16), 2003.

Ancona, George. *Powwow*. New York: Houghton Mifflin, 1993.

Crum, Robert. *Eagle Drum: On the Powwow Trail with a Young Grass Dancer*. New York: Four Winds Press, 1994.

Harjo, Joy. *The Good Luck Cat*. (P. Lee, Ed.) New York, New York: Harcourt. 2000.

Harvey, Roger, Ronda Howlett, Hope Litzsinger, Kathy Felsman, and Jan Bennett. Arlee Powwow Big Book – *At the Powwow*. Arlee: Arlee Elementary School, 1995.

## Fast Facts

<i>Genre</i>	Picture Book
<i>Suggested Grade Level</i>	2-4 (More advanced 2 <sup>nd</sup> graders unless adapted.)
<i>Tribe (s)</i>	Muscogee (Creek) and Ojibway (Chippewa/Anishinabe)
<i>Place</i>	A Midwestern suburban community

Denise Juneau, Superintendent Montana Office of Public Instruction [www.opi.mt.gov](http://www.opi.mt.gov)

## *Jingle Dancer*

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<i>Time</i>	Present day
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### About the Author and Illustrator

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Cynthia Leitich Smith was born in Kansas City, Missouri. She is a mixed blood member of the Muscogee (Creek) Nation. This was her first book. Other books you might enjoy by Leitich Smith include *Indian Shoes* and *Rain is Not My Indian Name*. She also writes Young Adult gothic themed novels. Her previous states of residence are: Missouri, Kansas, Illinois, Michigan, and Oklahoma. She is a tribal member of the Muscogee (Creek) Nation. Today, she lives in Austin, Texas, with her four cats and her husband, award-winning children's book author Greg Leitich Smith. Her website, rich in information about the author and her work, is <http://www.cynthialeitichsmith.com>.

Cornelius Van Wright, a native New Yorker, and Ying-Hwa Hu, who was born in Taiwan, are a husband-wife children's book illustration team living in New York City. They have illustrated many picture books, including *Jewels*, by Belinda Rochelle (Dutton), which was selected as a Notable Trade Book in the Field of Social Studies. The couple lives in New York City with their daughter and son. There is an interview with them about the illustrations for *Jingle Dancer* on the author's web page.

### Text Summary

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The front cover of the book jacket of this picture book provides a summary. "Jenna's heart beats to the *brum, brum, brum, brum* of the powwow drum as she daydreams about the clinking song of her grandma's jingle dancing. Jenna loves the tradition of jingle dancing that has been shared by generations of women in her family and she hopes to dance at the next powwow – how will her dress sing if it has no jingles?" The author provides notes at the end of the book that present much of the background information that a teacher might need in understanding this book and presenting it to his/her class.

### Materials

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- Picture book *Jingle Dancer*
- PC access
- *Arlee Powwow Book* (download from <http://www.arlee.k12.mt.us/Page/498>). Scroll to Grade PK -2 Arlee Powwow Big Book
- Other Powwow books (see bibliography)
- Chart paper
- Markers
- Drawing paper and art materials (markers, watercolors, colored pencils)
- White board and/or LCD projector
- Drawing paper
- Art supplies (possibly water colors, for extension as needed)

## *Jingle Dancer*

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### Overarching Learning Targets

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- I listen attentively.
- I describe some dances common to Powwows.
- I compare and contrast powwow dances
- I know names of some pieces of dance regalia and can recognize them in pictures.
- I write a summary of the story.
- I use my background knowledge and clues from the text to infer information about a character from a story.

### Day by Day Plan - Steps

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The time required will vary based on the teacher's intended goals. As a standalone read aloud, this book can be presented including the book walk, predictions, uninterrupted reading, discussion and possible re-reading (Day One steps) in about 40-50 minutes. The lesson design provided here uses *Jingle Dancer* as an anchor text with lessons, extensions, and companion texts that can unfold over a week with 40-50 minutes per day devoted to returning to the themes in the book, contextual information related to the Powwow traditions and cultural values presented in the story.

#### *Day One*

##### *Targets Day One*

- I ponder a mystery and guess at its origins
- I make predictions about a book based on its cover
- I listen actively and attentively
- I discuss details from the book

### Before Reading - Book Walk

## *Jingle Dancer*

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1. To practice critical thinking, engage all the senses and encourage curiosity, play the audio only of a video clip of jingle dancing. Many clips can be found quickly by typing “video of jingle dancing” into any search engine. If you have access, an excellent one is at the following URL

<http://www.youtube.com/watch?v=tZaF1EuDOK0&feature=related>.

*Teacher Tip:* Reading aloud well takes practice! Always read the book in advance. Your own children will love having you try it out on them. If you have *several* children in your classroom who would benefit from the extra attention and a pre-reading of the book, ask them if you can practice in front of them during prep a day before the whole class read aloud. You will be amazed at how much this extra support will help in terms of attention, participation, interest and comprehension.

2. Invite students to visualize how that unique and beautiful sound is being made.
3. Ask students to pair up and share with each other what images come to mind. Ask questions like:
  - What sounds did you hear?
  - What word describes the sounds?
  - What do you imagine is making the sounds?
4. Have each pair, share one answer.
5. Conduct a book walk to build new background knowledge, activate prior knowledge and engage students.
6. Introduce the book, author, and illustrator.
7. Write the book title on the board and say slowly providing one to one matching support. This is a good opportunity to access prior knowledge and text-to-text connections by asking for word definitions and other texts about either jingles or dancers.
8. As a group, make predictions about the book based on the title and the front and back cover art.
9. Write these predictions on the board or chart paper where students can see them.

### During - Book Reads

10. Read the entire story aloud to the students for pure enjoyment.

### After - Book Talk

11. Refer students back to the list of predictions made at the end of the book walk. Ask, them:
  - Which of our predictions turned out to be correct?
  - Which ones were partly true?
  - Which ones were not true, now that we have read the story?
12. As they confirm or reject predictions, go back to the book (use both text and pictures) to prove or disprove.
  - We predicted ....
  - What did the book say?
13. Invite discussion of the story and as it unfolds, go back to the book to confirm and support students’ comprehension. Discussion questions focused on the plot, characters and Essential Understandings might include:
  - What was Jenna’s problem?
  - Who tried to help her? How?
  - Jenna’s friends and relatives do many different things. What are some of them?

*Teacher Tip:* Avoid interrupting the first reading of a story to conduct explicit teaching of phonemic awareness, phonics or sight word attack skills. These teacher intrusions distract students from comprehension and will be addressed later in the lesson. The only interruptions during the first reading of any story should be selective support for comprehension. Sometimes, these are actually invited by the author in the form of a question or prompt to make a prediction or to solve a problem.

## *Jingle Dancer*

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- How did Jenna finally solve her problem?
  - How does Jenna get her jingles? Why doesn't she get all of her jingles from one person?
  - How did Jenna feel at the powwow? Why?
14. Have students make "beginning, middle and ending" story maps by drawing three pictures to retell the story of *Jingle Dancer* --one picture for the beginning of the story, one for the middle of the story and one for the end. Keep these pictures.

### *Day Two*

#### *Targets Day Two*

- I can determine the beginning, middle and end of a story
- I can use my understanding of beginning, middle and end to help me retell that story.
- I can sequence events in a story.

#### Picture Retell

1. Ask students "Do you remember our story from yesterday?" Discuss briefly.
2. Ask students to share the story maps they did on the first day with a small group and then present a set of three pictures that the group feels best represents the story. Pictures can be mixed and matched within the group.
3. Post the composites and do a gallery-walk, where students look at each set of pictures. As they conduct the gallery walk have them ask at each set of pictures:
  - What do you notice? And,
  - What do you wonder?
4. Encourage students through these questions to notice that there are many different things that happen in the middle of this story. It is probable that the beginnings and endings will be similar but the depictions of what happened in the middle will probably differ widely.
5. Do a whole group debrief of the gallery walk where you talk about what they noticed about each set of pictures and what they wondered.

#### Reread the Story

6. Reread the story, pointing out how each set of picture composites show different parts of the story.
7. Explore with the students if there are any specific pictures that, if combined in the right order, would best represent what happens in the middle of the story.
8. Make a class composite of the stories using a sequence of pictures representing events in the middle of the story. It is possible additional pictures would need to be drawn to complete this activity.

#### Essential Understandings

9. Explore the terms "Powwow" and "regalia" as presented in this book.
10. Provide students with pictures of the following types of dancers: men's traditional, men's fancy, men's grass dance, women's traditional, women's fancy shawl, and jingle dress.

## *Jingle Dancer*

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11. Ask students to look at the pictures closely to see what things are the same and what are different. You can either use the pictures from ***At the Powwow*** or you can use pictures from the internet sources such as: <http://www.powwows.com/> or <http://gatheringofnations.com/>. Divide students into small groups to read, jig saw style, the short nonfiction descriptions of the various dances from the McCloskey book found at <http://www.opi.mt.gov/pdf/IndianEd/Resources/PowWows.pdf>. The short passages can be printed directly from the PDF copy.
12. After reading the dance descriptions jig saw style in groups, direct students to use the Asking Questions–Non Fiction form found at the end of this lesson to record the information about several different kinds of dancing.
13. You can assign your groups to research only one dance style and be the experts or you can have students research several dance styles. One could also have students access internet resources, as previously stated, to conduct further research on their dance style.
14. Students who are struggling readers can be assigned the Arlee Powwow Book – *At the Pow Wow*.
15. *Arlee Powwow Book* (download from <http://www.arlee.k12.mt.us/Page/498>). Scroll to Grade PK -2 Arlee Powwow Big Book.
16. These students can then prepare a presentation to share with the class on Day Four about the types of dancers you might see at a powwow. As this is available to you electronically as a PDF file, if you have a PC projector or Smart Board, you can project this book so the entire class can see it easily.
17. Using the diagram of the parts of the regalia from *At the Powwow*, compare it with the picture of Jenna on the last three pictures in the book.
18. Naming each part and using that vocabulary, ask students:
  - Can you find parts of the dance outfit that Jenna had?
  - What parts were not in her dance regalia?
  - What parts of Jenna’s regalia are unique to a jingle dress?
19. Close the lesson by watching the video clip used on the first day, if you have access to it.

### *Day Three*

#### *Targets Day Three*

- I can identify, visualize, and create figurative language.
- I retell details from a story read to me.

#### Reengage

1. Ask, “Who remembers our story of *Jingle Dancer*?” (Do not display the book this time.)
2. Call on one or more students to briefly retell the story.

#### What is Figurative Language?

1. Reread the story, but this time ask students to listen for language that refers to the sky and how the moon and the sun sit in the sky. This is figurative language.
2. Figurative language is defined as speech or writing that departs from literal meaning in order to achieve a special effect or meaning, speech or writing employing figures of speech.



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3. Leitich Smith uses two types of figurative language extensively, personification and onomatopoeia.
4. The figurative language used in this book connects this modern day story to the natural world in some very important ways. Examples for personification include:
  - “As Sun fetched morning...”
  - “Rising sunlight reached the windowpane and flashed against...”
  - “As sun arrived at mid-circle...”
  - “As sun caught a glimpse of Moon...”
  - “As moon glowed pale...”
  - “High above, clouds wavered above like worried ghosts.”
  - “...and for Grandma Wolfe, who warmed like the sun.”
5. Reread the language that students find and compare the words with what students think the clock might say. Use a digital clock and a conventional clock to display the times.
6. Pass out a half sheet of paper to each student.
7. Ask them to choose one of the personification examples from the book.
8. Have them copy and place in quotation marks a selected example of figurative language written by Leitich Smith in *Jingle Dancer* at the bottom of the page caption style.
9. After the selected quote, teach them how to put the name of the author and year of publication in parentheses to correctly identify the source.
10. Now, allow students time to draw a picture that represents what is being described in words. They can draw, water color etc. based on what is available.
11. Talk about how language can draw a picture in your mind by comparing two things that are not alike at all or connected at all in real life. Figurative language draws on our senses. Brainstorm with students some examples of figurative language.
12. If they are struggling you can provide other examples of personification, where an animal or object is given human characteristics.
13. Continue to work on the board until you feel that students have a good grasp of how figurative language (imaginary) is different from literal text (real).

### *Teacher Tip:*

**Personification** (per-son-if-ih-KAY-shon): giving an animal or object human-like characteristics.

Example: “As Sun fetched morning...”

**Onomatopoeia** (ON-uh-maht-uh-PEE-uh): a word that imitates the sound it is describing.

Example: “Tink, tink, tink, tink”

(Definitions from [www.Flocabulary.com](http://www.Flocabulary.com), site on figurative language, examples from *Jingle Dancer* by Leitich Smith)

### Writing Figurative Language

14. Allow students to work individually or in pairs to write and illustrate their own figurative language. They can write single sentence examples of personification, metaphors or similes (using *like* or *as*.)
15. Have students share their figurative writing examples with the class and provide a word splash space on the wall for their examples. Students can be encouraged to write or find in their reading additional examples of figurative language to post on the wall.
16. Close the lesson by looking at pictures of the various kinds of dancing from <http://powwows.com/> that has a video, photos and a wealth of related Powwow information. Or use a search engine to search for the names of specific dances and watch actual performances. The author of *Jingle Dancer* also has powwow information on her website <http://www.cynthialeitichsmith.com>

### *Day Four*

### *Targets Day Four*

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- I can compare and contrast powwow dances.
- I know names of some pieces of dance regalia and can recognize them in pictures.

### Essential Understandings

1. Go back to the pictures and non-fiction pieces from Day Three about the different powwow dances.
2. Provide students with a simple chart so that they can compare and contrast the elements in each kind of dancing. It will look something like this.

Dance Type	Regalia for that Dance Type
Jingle Dance	Jingle dress, shawl, fan
Men's or Boys Fancy Dance	

3. On Day Two, some students worked on a presentation using *At the Powwow*. Today they will present what they learned to the class using the text and a PC projector or the book in big book format.  
 Use the labeled pictures with both male and female regalia terms found in *At the Powwow* and the labeled picture on Page 8 of the Indian Reading Series book *A Little Boy's Big Moment* from the Blackfeet Stories. This book is available as a PDF file on the Northwest Labs website so it can be projected. Go to <http://www.nwrel.org/indianed/indianreading/1/index.html> for *A Little Boy's Big Moment* or to the Arlee Powwow Book (download from <http://www.arlee.k12.mt.us/Page/498>) Scroll to Grade PK -2 Arlee Powwow Big Book to project and talk about the pictures in *At the Powwow*.
4. Again talk about the names for the specific parts of the regalia.
5. Go back to the pictures and non-fiction pieces from day two about the different powwow dances.
6. Have each small group share the information from their non-fiction reads as a part of this presentation.
7. Each group should be able to help the class identify the parts of dance regalia that are specific to the dance they read about.
8. Using the chart to elicit the elements that allow students to compare/contrast the dances.
9. Close the lesson by looking at pictures of the various kinds of dancing from <http://powwows.com/> that has a video, photos and a wealth of related Powwow information. Or use your Internet search engine to search the names of the dances and watch actual performances. The author of *Jingle Dancer* also has powwow information on her website <http://www.cynthialeitichsmith.com>
10. As an extension, each student/group could make the cards for a concentration game of regalia terms by using index cards one with the name and the other with a picture illustrating the item specific to the kind of dance they learned about. These would include one card with the label name and one card with a picture for the regalia. (For example, the word *bustle* on one card, a picture of a

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bustle on the other card.) These could be put together for a class concentration game of regalia terms.

### *Day Five*

#### *Targets Day Five*

- I can write a summary of the story.
- I can use my background knowledge and clues from the text to infer information about a character from a story.

#### Reengage

1. Conduct a picture walk of the book *Jingle Dancer* or have one or more of your students lead a picture walk.
2. Discuss the story again, this time focusing on how the inferences in this story let us learn things about the character without really telling us directly.
3. Put the Making Inferences chart found at the end of this lesson on the board and ask students:
  - What do we know about Jenna?
  - How do we know that?
  - Where in the book do we find that information?
4. Help students to understand that sometimes we have to infer things from text.
5. Remind students that an inference is something they know about a character or circumstance in a story by drawing on their own background knowledge. It is not literally stated in the text.
6. What can we “infer” about Jena? Possible responses include:
  - She is thoughtful, because she does not want each of her other family member’s dress to lose its voice by taking too many jingles.
  - She is not greedy, because she does not want each of her other family member’s dress to lose its voice by taking too many jingles.
  - She is respectful in the way she interacts with each of her relatives.
7. Do two or three of these character traits as a whole group.
8. Students can then work independently or in pairs using the Making Inferences Chart to finish Jenna or choose any other character in the story.
9. Give each group a chance to share something from their chart with the whole group.

#### Writing Summaries

10. Talk about a summary paragraph with the students.
11. Discuss what events in the story might be included in a summary of the story as a form of rehearsal for writing their own summary paragraphs.
12. Model at the board for the students by going back to their beginning, middle, and end pictures and use one set of them to **explicitly demonstrate** the development of a five to seven sentence paragraph summarizing the book.
13. Emphasize that each person’s summary will be similar in some ways, but unique in other ways.

*Teacher Tip:* When you model writing on the board, vocalize the words as you write. Students learn phonics in context from writing and watching you write and talk about your thinking as you write and reread what you have written. This is important modeling and language experience. Plagiarism is something that teachers often forget to teach. Copy and paste has become the standard at all levels of composition. We need to intervene early in the writing process to encourage students to write using their own words.

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14. Talk about not copying words from the book to write a summary. Remind them how we attributed words to an author when we did our figurative language drawing captions.
15. Allow students to use their own picture series, one of the composite picture sets, or the book to write their own summary of the story in their own words.
16. Have students share their summary in the same small groups that were used to do the beginning, middle, and end composites on Day Two.

*Teacher Tip:* Plagiarism is something that teachers sometimes neglect to teach. “Copy and paste” reports have become a common problem at all grade levels as students write. We need to intervene early in the writing process to teach students how to write using their own words.

### Follow Up

17. Close the unit by asking students if they would like to hear you reread *Jingle Dancer* again.
18. Invite them to return to this book, *At the Powwow* and the McCloskey descriptions of the various kinds of dancing, found in *Your Guide to Understanding and Enjoying Pow Wows*, in their free time and display along with other powwow related books in a center in the classroom.

### Assessment

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- Direct observation of listening behaviors
- Direct observation of discussion response regarding Powwow, figurative language, summaries and inference
- Details inferred from the text regarding Jenna, captured on the Making Inferences Form
- Recognition of differences in dances based on fast or slow, or regalia
- Two elements of dance regalia recognized in pictures
- Each student’s accurate retelling of the story
- Sequence of events evident in drawings or story map of the beginning, middle and end
- Summaries in the form of a paragraph that show understanding of that process
- Class charts for inference and non-fiction questions

### Teacher Notes and Cautions

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Be sure that students understand that regalia is not the same thing as a “costume” in most contemporary American Indian cultures. Dancers talk about regalia and sometimes refer to them as their dance outfits, but never as “costumes.” Regalia are very personal outfits created over long periods of time and maintained and treasured by the owner. Each element of a dancer’s regalia has unique meaning for the individual dancer connected with who made it, how it was passed to the dancer and also symbolic meanings connected to the element itself.

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### **Vocabulary**

above again animals answered arrived asked Aunt ball bat beat big  
borrow breathed brum burrowing calves carpet cheek clanked  
clinked closet cousin dance danced dancing difference dough dress  
Elizabeth enough family fetched firm flour fried game go good  
Grandma hanging heart high home hug Jenna Jingles kiss kite hen  
knew law long lose man may moccasin moon morning Mrs.  
Needed night now once open powwow reached rising room row  
Scott shoulder shuffled side silent sing sis skipped slipped steps  
story strolled sun take time tink told tossing tugged voice waited  
wanting Wolfe won

### **Extensions**

1. **Language**
  - *Encourage additions of figurative language found in other class reading to the wall splash.*

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2. Powwow
  - Provide a center with Powwow related books for independent and guided reading.
  - Build a web-quest for students to Powwow related web-sites featuring Montana Powwow and drum groups from various MT Tribes. A wealth of great drumming, singing and dancing footage has been posted. Take this opportunity to teach students good cyber citizenship, including citing and referencing sources found on the Internet.
  - Conduct a guided reading group for students at their instructional level based on a running record. Or, again based on the running record, promote independent reading with students able to read a Reading Recovery Level 16 text (near end of 1<sup>st</sup> grade benchmark). For example, if your district has access to it, the Eagle Crest title *The Powwow* has a word count of 328 words and includes high frequency words practiced in this mini unit, “I, see, a, she, the” and topical words introduced including “powwow, dance, and regalia.”
  - Address the powwow and regalia themes as well as the theme of the story.
3. Math
  - Using representations of jingles on a ribbon, students may work on beginning multiplication problems. How many jingles does it require to have 30 inches of ribbon, with jingles attached not more than 2 inches apart? If you have only have 36 jingles, how many rows would you be able to make if each row was 30 inches long, and jingles could not be more than 2 inches apart? Multiplication and division problems can be written by students or by you connected to sewing challenges in creation to the jingle dress. To simulate and make a hands-on example, use inexpensive ribbon and safety pins to simulate the placement of jingles.
  - Examine the number four in this book. It is an important number in many American Indian cultures. How is "four" important to this book? What other things come in fours?
4. Science
  - Understanding of the natural world is integral to most American Indian cultures. How does talking about time in the story add to the reader’s sense of connection to that natural world?

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**Making Inferences**

Character Name \_\_\_\_\_

Text Clues + Schema = Inference

Inference	Evidence from Text	Background Knowledge / Schema Used

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ASKING QUESTIONS - NONFICTION

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Title

Author

Facts	Questions	My Thinking





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