

Books for Young Learners Teacher Resource

Book Notes



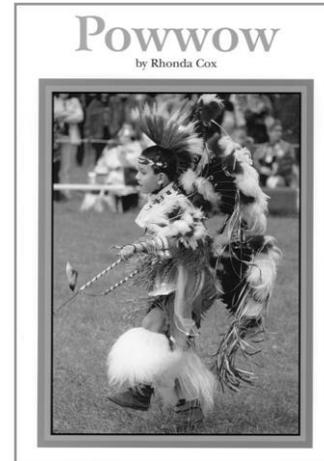
Powwow

Author and Photographer Rhonda Cox

12 pages ■ 29 words

Fountas and Pinnell Level F

Intervention Level 8



POWOW

SYNOPSIS

Dancing is an essential part of a powwow, especially for the children at this one.

WHAT THE BOOK OFFERS

- Nonfiction recount
- First person plural text but singular photographs
- Present and future tense
- Short sentences, little description
- Change of verbs main challenge
- Contractions: we'll, we've
- Initial blends
- Cultural celebration
- Extra information on inside back cover

POSSIBLE SKILLS EMPHASIS

- Understanding that sentences always contain a verb/action word
- Attending to initial blends (*st-*, *tw-*, *wh-*, *br-*) and medial letter patterns for predicting and confirming
- Working for accuracy

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Powwow (continued)

INTRODUCING THE BOOK

- The cover gives a clear lead into and/or summary of the content. Discuss what the group knows about powwows and about when else dancing is an inherent part of celebrations.
- Draw attention to the *ow* in powwow as a reminder to students to look for familiar letter patterns when predicting, confirming, and self-correcting.

FOCUS OF INSTRUCTION

Pages 2 and 3: *Scan the line for any unfamiliar word. What letter patterns can you see?*

How does that help you work out what the word says? Now check that you understand what it means on this page.

What is the difference between the text and the photograph?

That is the author telling you to look carefully at the words and not to just rely on the illustrations.

Look at page 3. What do you notice here? What does each page tell you? Which word tells what they do? We call that the action word/verb/doing word.

See if the author continues the pattern of who and then an action word.

FOLLOWING THE READING

- Make a word web for dance, with the spokes listing the words used in this book to describe the powwow dance. The students should find the words and make the list. Ask the children if they can add to the web.
- Discuss the clothes worn at the powwow, with each student choosing and describing their favorite. Encourage descriptive language.
- Discuss the sentence pattern of “who” plus “what they/he/she did.” Students could use this pattern, but encourage them to use descriptive verbs. Build up some rhyming pairs after discussing whirl and twirl: dance, prance; scurry, hurry; stare, glare; walk, talk; flutter, mutter.

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**Powwow** (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>Moccasins are very useful shoes because . . . If I went to a Powwow, I would . . .</i>
USE YOUR MEMORY	<i>What's a Powwow and who can come to it? Check the Powwow box on the inside back cover to see if you were right. Name five colors that you saw on the bright costumes in this book. Look in the book and see if there are any more than five colors.</i>
WHAT'S YOUR OPINION?	<i>How do you think the dancers feel when the Powwow is over? What do you think the kids will do when they stay up late after the Powwow? What would you do?</i>
BE CREATIVE	<i>Draw a costume for one of the dancers who perform in North American Indian Powwows. Use the costumes in the book to help you. Be sure the costume is bright and colorful. Then write 2 sentences that describe your costume. What makes it different from other costumes?</i>
VOCABULARY AGENT	<i>There are lots of action words in this book. For example, 'whirl' is an action word. Write down all the action words you find in this book and use each word in a sentence. You may add 'ing' or 'ed' to any action word if you need it for your sentences.</i>