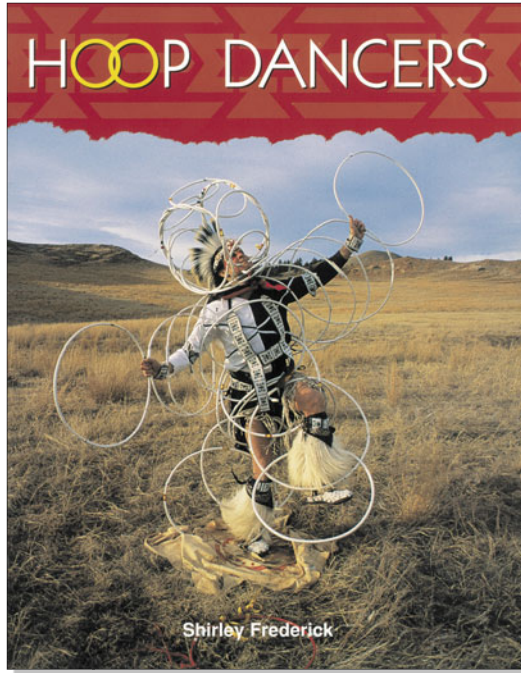


Hoop Dancers



Leveling Systems

Avenues: ●● More Fluent Readers

DRA: NF38

Fountas and Pinnell: P

Lexile: 400

Explore the world of the Lakota people of South Dakota in this book that combines nonfiction and poetry. The author describes the tradition of hoop dancing, while challenging readers to see how the customs of the Lakota people have changed through the years. Photos and graphics support the content.

24 pages, 702 words

In This Guided Reading Lesson:

Skill Lessons:

Background and Vocabulary	Read the Book	Respond to the Book	Comprehension/ Critical Thinking
<p>Action and People: dance/dancer hunt/hunter teach/teacher</p> <p>Lakota World: chief hide share teepee tradition</p>	<p>Spotlight STRATEGY</p> <p>Ask Questions; Reread</p>	<p>A Symbol of My Culture: Symbol Sharing</p> <p>Many Ways to Tell a Story: Poems and Expository Text</p>	<p>Make Comparisons (PDF)</p> <p>Relate Main Idea and Details (PDF)</p>

Build Background

Dancing and Chanting Help students choose a special day, such as the hundredth day of school. Invite them to make up a dance or chant that symbolizes that day. Post the dance parts or chant words where students can see them as they perform.

10, 20, 30 days

40, 50, 60 days

70, 80, 90 days

100 days of school!

Read, write, and share.

Study, learn, and care.

100 days of school!

Build Vocabulary

Who Am I? Invite students to role-play action words with you. Then say: **I teach. I am a teacher.** Repeat for each verb. Explain that we add *-er* to some verbs to show what people do.

Lakota World Use photos in *Hoop Dancers* to introduce words. For example, point to the cover and say:

- ▶ **This is a chief, or leader, of the Lakota people. In this book, he will share, or teach, hoop dancing. Hoop dancing is a tradition, or something people have done for many years. Another Lakota tradition is living in houses called teepees. They are made of hides, or animal skins.**

Invite students to relate words in the Lakota world to words in their world. Ask questions such as:

- ▶ **Who is like a chief in our community?** (mayor, principal, etc.)
- ▶ **What skill could you share?**
- ▶ **What traditions do you have in your culture or family?**
- ▶ **What do you think it is like in a teepee?**
- ▶ **What do you think the hide feels like?**

Key Vocabulary

dance/dancer
hunt/hunter
teach/teacher

Key Vocabulary

chief
hide
share
teepee
tradition

1 Preview the Book

Cover This nonfiction book has facts about the Lakota people. This Lakota **chief**, or leader, **dances** with hoops. He's a hoop **dancer**.

Pages 2–7 Look at the map of the United States on page 2. This is South Dakota. Who can point to our state? Look at the animals, mountains, and flowers. How is this the same or different from where you live?

Pages 8–9 Let's read page 8 together. It's like a poem. You'll see how it's different from the following pages.

Pages 10–11 Let's read some of page 11 together. It sounds like a social studies book, doesn't it? We read that men **hunted** buffalo. The **hunter** in the picture is shooting an arrow at the buffalo to kill it. He will use its skin, or **hide**, to make his home. His home is called a **teepee**.

Pages 12–13 Here are some Lakota people today. I wonder how their lives are different now. Good readers ask questions like this and reread to find the answer. When I reread pages 11 and 12, I see that one difference is they no longer hunt buffalo for food. Now they go to stores.

Pages 14–15 Lakota people have been hoop dancing for a long time. It is a **tradition**. Here's the chief. He **teaches** how to hoop dance. He became a **teacher** because he wants to **share** this important tradition.

Pages 16–19 One child has three hoops. Does that mean something special? How can we find the answer? (Reread.) With three hoops, the child is a flower. Let's read to find out what four hoops means. (an eagle or the four seasons)

Pages 20–23 Page 20 explains hoop dancing. The chief's words are inside these quotation marks. What does he say? Now let's read page 23 together. Do you remember how the book started with the poem? Now it ends with a poem.



2 Read the Book

Independent Reading Have students read the book silently or to a partner. Observe as each student reads aloud.

- Use the **Good Reader Guide** on pages 7 and 8 to coach students as they read.
- **Spotlight Strategy: Ask Questions and Reread** Students may not be familiar with concepts such as dried or stewed buffalo, teepees, hunting, drumming, and the symbolism of hoops on pages 11, 19, and 20. Remind these students to ask themselves questions and reread to help them understand the Lakota traditions.

3 Respond to the Book

A Symbol of My Culture Ask students to find an object, such as the hoop, that symbolizes something important to them. Invite students to bring in or draw the object and tell the group what it symbolizes.

Many Ways to Tell a Story Point out that pages 2–9 and 23 are a poem, and pages 11–21 are expository text. Then display a Venn Diagram. Guide students to complete the diagram by comparing the poem to the expository text.

Then have students write about where they live. Have half of the group write a one- or two-stanza poem following the pattern of the poem in the book. Have the other half of the group write several expository paragraphs. Then have the students read and compare their work.

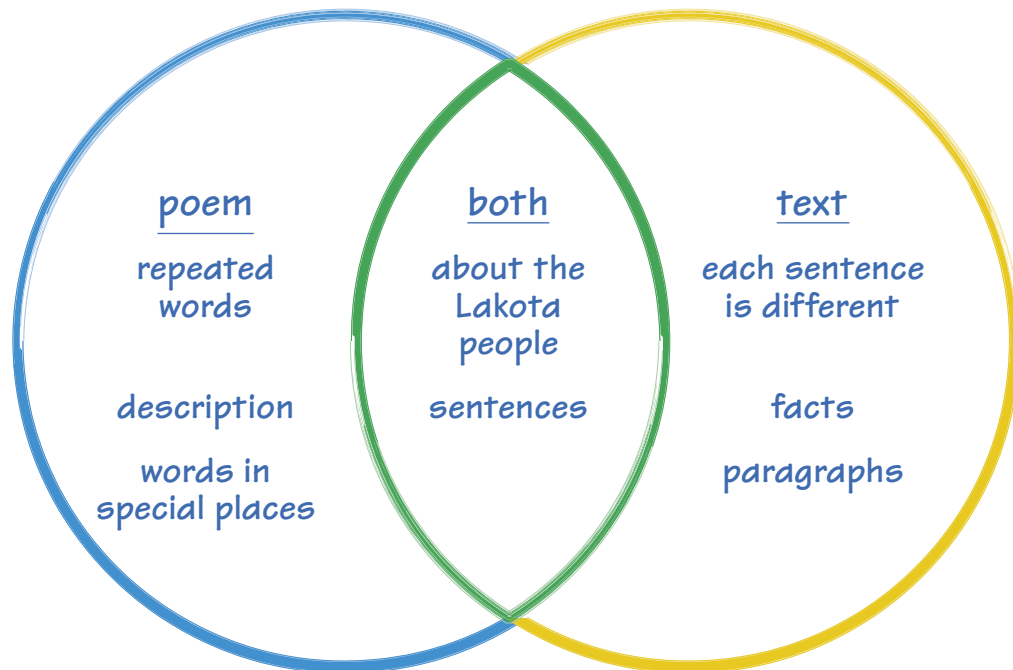
Materials

- Venn Diagram from *Picture It! Big Book*, page 24

Answers will vary. Sample response:

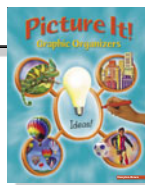
Venn Diagram

Hoop Dancers



24

Use only a black dry-erase marker.



Picture It! Big Book, page 24

from Hoop Dancers

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
14	In this new world lives a man named Dallas Chief Eagle, Jr. He wants to share this world with the children who live here and with the children of the city. When Chief Eagle was a child, he felt sad and angry. After he grew up, he wanted to help children be happy and strong, so he became a teacher. In his school there are no desks or pencils or paper, but there are plenty of children. Chief Eagle explains that the hoop is a circle. It is the circle of life. Each hoop is perfect, just like the boy or girl who holds it.		
16	At the school today, Chief Eagle is showing some boys and girls how to dance. With two hoops each child can be a tree—with three hoops, a flower—with four hoops, an eagle. Then the children dance in a circle. No one is in front. No one is in back. In the circle, everyone is the same.		
		Total	Total

Assess Fluency

Student reads with appropriate:

- expression
- intonation
- attention to punctuation
- rate
- phrasing

Assess Strategy Use

Self-Monitors:

- asks questions
- clarifies
- paraphrases
- uses visuals
- confirms word meaning
- uses punctuation clues
- uses signal words

Self-Corrects:

- asks questions
- rereads
- reads on
- searches for new clues
- adjusts reading rate
- translates
- reduces amount read

Calculate Accuracy Rate


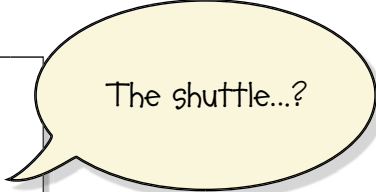

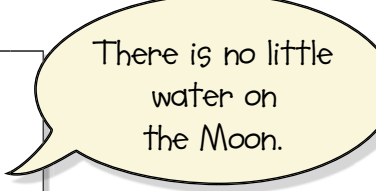
(163 words - _____) ÷ 163 words = _____ %
total errors

Determine Instructional Needs

<p>If Accuracy Rate Is → Then Have Student</p> <ul style="list-style-type: none"> <input type="checkbox"/> below 90% read a lower-level text <input type="checkbox"/> between 90–94% continue at this level <input type="checkbox"/> 95–100% read a higher-level text 	<p>Student needs more coaching in</p> <p>_____</p> <p>_____</p>
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Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
The rocket is going very fast.	 <p>The rocket is gro... going very fast.</p>	<ul style="list-style-type: none">• Observe or ask questions to discover the strategies the student is using, identify the strategy by name, and praise student's use of it. Then have student read on.
The shuttle orbits the Earth.	 <p>The shuttle...?</p>	<ul style="list-style-type: none">• Prompt student to find clues in pictures and/or surrounding context.• Encourage use of cognates and/or word families to guess a meaning. Have student try the guess in the sentence.• If the word is phonetically regular, cover it and then reveal each syllable or letter pattern as student sounds out the word. Have student pronounce the word and try it in a rereading.• Have student skip the word and read on.
No one has been to Mars.	 <p>Nobody has been to Mars.</p>	<ul style="list-style-type: none">• Ignore if the miscue does not affect comprehension.• Validate student's strategic use of picture or context. Point out print cues, such as first letters. As student sees that spoken and printed words do not match, ask him or her to self-correct.
There is no liquid water on the Moon.	 <p>There is no little water on the Moon.</p>	<ul style="list-style-type: none">• Direct attention to pictures or other cues in the text. Ask questions to help student revise the first reading independently.• Talk about pictures and context to make sure the word is in student's vocabulary. Then have student reread.

Good Reader Guide

Use these strategies to coach students as they read independently.

Text	Student Miscue	Coaching Strategies
Craters look like dark circles when you look up at the Moon.	Craters look like dark when you look up at the Moon. Skips important words	<ul style="list-style-type: none">• Repeat and ask: Does it make sense?• Read together; then have student start over.• Have student track the print and sweep a finger to the next line.
There are mountains on the Moon.	There...are mountains...on...the... Moon Reads slowly, word-by-word, without comprehension	<ul style="list-style-type: none">• Assign a book at an easier reading level, allowing student to build fluency and comprehension.• Recall the book's topic and/or title. Ask questions to tie the ideas in the text to the ideas in the preview.• Have student paraphrase small but meaningful chunks of text, relating it to own experience.
That's one small step for man, one giant leap for mankind.	That's one small / step for / man, one / giant leap for / mankind Reads aloud with poor phrasing	<ul style="list-style-type: none">• Highlight punctuation cues. Write out a section of the text. Demonstrate appropriate phrasing and help student mark the text to show how to group words. Then have student reread.• Relate text to student's personal experience to help student read with appropriate expression.
The Moon is full tonight.	TheMoonisfulltonight Reads quickly, without comprehension	<ul style="list-style-type: none">• Model slowing down and pausing to ask yourself questions periodically. Encourage student to apply these strategies.
The Moon is Earth's only natural satellite.	? Gets stuck; is unable to use any strategies	<ul style="list-style-type: none">• Ask questions to discover why student is stuck.• Suggest strategies and supply words.