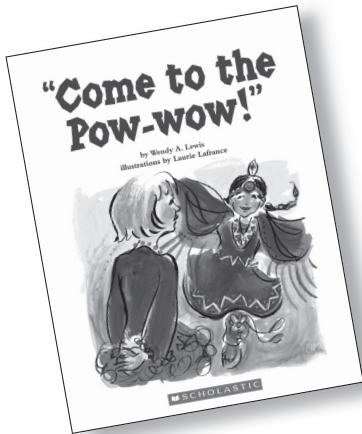


“Come to the Pow-wow!”



Written by Wendy A. Lewis

Illustrated by Laurie Lafrance

Text Type: Fiction: Retell — Realistic Story

Summary: A young girl makes a new friend who invites her to a pow-wow. The girl doesn't know what a pow-wow is, but she goes with her mother to find out.

Audio Available Online
www.lpey.ca

See the Planning Charts in the *Grade Two Reading Guide* to find Guided Reading texts that use these comprehension focuses.

Text Feature

- ▶ dialogue

Visual Literacy

- ▶ illustrations with patterns
- ▶ text all in capital letters
- ▶ title in unusual font

Print Concepts

- ▶ quotation marks
- ▶ exclamation mark
- ▶ hyphens

First Reading

Reading Strategies

Comprehension

- ▶ making connections: text to self
- ▶ evaluating

Working with Words

- ▶ reading verbs with inflected endings

Assessment Opportunities

Note each student's ability to:

- ▶ predict what the story will be about
- ▶ make connections between the story and personal experiences
- ▶ evaluate the story to identify new information
- ▶ read verbs with inflected endings
- ▶ recognize dialogue in the text

Oral Language Opportunities

- ▶ predicting what the story will be about
- ▶ sharing prior knowledge
- ▶ reading some of the dialogue chorally
- ▶ listening to the teacher read action verbs
- ▶ identifying action verbs with inflected endings



BEFORE READING

Predicting

Activating and Building Prior Knowledge

Show the front cover of the book, and read the title. Point to the quotation marks around the title, and say, *The title has quotation marks around it. These mean that someone is speaking. Who do you think is saying, “Come to the Pow-wow”? Who is the person speaking to? Do you think that person will come to the pow-wow?*

ESL Note: Show a few examples of reading verbs with inflected endings and contractions.

Making connections: text to world/evaluating

Ask students to share aloud anything they know about a pow-wow. Working together as a class, fill out the first two columns of a KWL chart (“What We Know” and “What We Want to Know”) about pow-wows.

Evaluating

Setting a Purpose

Say, *As we read this book, keep track of the things you learn about pow-wows. We will check our KWL chart after we finish the story and add anything new that we learn.*

ESL Note: Write “Prompts to Solve Unfamiliar Words” on chart paper for students to refer to for self-monitoring and fostering independence.



DURING READING

Word solving and building

Read the book, stopping to explain, where necessary, the explicit vocabulary on the following pages:

- Page 2: *twirled*
- Page 6: *thumping*
- Page 8: *admired*
- Page 9: *soared*
- Page 10: *jingling, bustles*
- Page 13: *stomped*
- Page 15: *weaved, brushed, winked*

Then have students mimic the actions and repeat the words in chorus.

Evaluating

At the end of page 8, ask, *What have you learned so far about pow-wows?*

Tracking print/ building confidence

Use a sweeping motion with a pointer to mark the meaningful phrases as you read the story. Use the pointer to highlight the quotation marks. Invite students to chime in for the parts within quotation marks when someone is speaking.



AFTER READING

Predicting

Have students share their predictions with a partner and discuss whether they were correct.

Evaluating

As a group, check the KWL chart, confirming the information put there previously and checking whether the questions in the second column were answered. Ask, *Is there any information on our chart that was in the story? Is there any new information you learned that is not on our chart?* Add this new information in the last column under “What We Learned.”

Making connections: text to self

Have students draw a picture of one of the activities that was part of the pow-wow that reminds them of something they have experienced in their own lives. Have some of them share their pictures and connections with the class.

Word solving and building

On the board, write some of the colourful action verbs (e.g., *twirled*, *thumping*, *stomped*). Ask for volunteers to demonstrate the action.

Point out the inflected endings on a couple of the verbs, and ask, *What ending do the words twirled and stomped both have?* After the “-ed” ending has been identified, ask, *Can you find any other action words with this ending?* Repeat the process for “-ing” verbs.

Second Reading

Reading Strategies

Comprehension

- ▶ making connections: text to world
- ▶ synthesizing

Working with Words

- ▶ using known word patterns to solve multi-syllabic words
- ▶ reading and understanding common contractions

Assessment Opportunities

Note each student’s ability to:

- ▶ make connections between the text and his or her knowledge of the world
- ▶ use text features to help synthesize prior knowledge with new information
- ▶ identify a new speaker in the text
- ▶ use known word patterns to solve multi-syllabic words
- ▶ read and understand common contractions

Oral Language Opportunities

- ▶ summarizing information
- ▶ explaining and giving examples of patterns
- ▶ identifying patterns in the text and in the classroom
- ▶ discussing the use of capital letters



BEFORE READING

Synthesizing/sequencing

Activating and Building Prior Knowledge

Say, *The last time we read this story, we learned what a pow-wow was.* Show the KWL chart made during the First Reading and have students summarize what they've learned. Ask them to write down the sequence of events as they occurred in the story.

**Making connections:
text to world**

Say, *The reason Raven thought her friend would like the pow-wow was that her friend liked patterns.* Ask, *What is a pattern?* Ensure students understand that a pattern is something that repeats. Invite some students to give examples of patterns.

Print concepts

Show the cover of the book, and read the title. Have students point out the quotation marks and the exclamation mark, and remind them of the purpose of these marks. Turn to page 4, and say, *The quotation marks go around the exact words someone is saying. When a new speaker starts talking, the text starts on a new line.* Have students point to the line where a new speaker starts talking.

Setting a Purpose

Synthesizing

Say, *As we read the story today, see how many patterns you can find.*



DURING READING

**Tracking print/
building confidence**

Divide the class in two, and have each half read the dialogue parts of one of the two girls in the story along with you as you track the print.

Synthesizing

Stop reading after every few pages and ask, *Are there any patterns on this page?* Emphasize that patterns can be found in sounds and movements, as well as in things they see.



AFTER READING

Synthesizing

Ask students to count up the number of patterns they found. Ask for a show of hands as you ask, *How many of you found one pattern? Two patterns? Three or more patterns?* Have a group discussion about the different types of patterns (i.e., design, colour, music, dance).

**Making connections:
text to world**

Ask, *Are there any patterns you can find in this classroom? What are they?*

Print concepts

Turn to page 6, point to the hyphens in *BOOM-boom-boom-boom*, and say, *The author used these short lines, called hyphens, between the words BOOM-boom-boom-boom. These hyphens connect the pieces of a pattern.* Clarify the difference between a hyphen and a dash in *POW-WOW—THIS WAY*.

Visual literacy

Turn to page 13, and ask, *Why is the first BOOM all in capital letters?* Discuss its significance in the pattern.

Word solving and building

Say, *In the words we see, there are patterns of letters that repeat over and again. We use these patterns of letters to help us solve unfamiliar words.* Print the words *day*, *say*, and *stay* on the board. Ask, *What pattern of letters do you see in the words day, say, and stay?* Print the words *away* (from page 3) and *playground* (from page 2) on the board, and ask students to use the pattern to help solve these words. Repeat this process for “-and” words (e.g., *band*, *hand*, *sand*), and then have students solve the word *grandmother* (from page 4).

Word solving and building

On pages 4, 5, 7, 8, and 13, point out the contractions *What’s*, *wasn’t*, *didn’t*, *It’s*, and *Let’s*. Say, *These words are short forms of two words joined together. They are called contractions.* Challenge students to come up with the two words represented by each contraction, and make a list of these words and their contractions.

Third Reading

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ evaluating

Working with Words

- ▶ finding words with the same inflected endings

Assessment Opportunities

Note each student’s ability to:

- ▶ evaluate in writing what he or she liked best about the pow-wow
- ▶ analyze the illustrations to find patterns
- ▶ evaluate which pattern he or she liked best
- ▶ synthesize what he or she has learned about patterns
- ▶ find words in the story with the same inflected endings
- ▶ use punctuation to read fluently

Oral Language Opportunities

- ▶ discussing the font used for the title
- ▶ reading parts of the story
- ▶ describing a pattern in an illustration to a partner
- ▶ discussing how illustrations contribute to the story



BEFORE READING

Visual literacy

Activating and Building Prior Knowledge

Read the title. Point out the unusual font. Ask, *Why do you think this kind of type, or font, was used for the title? What does it make you think of?*

ESL Note: Make a chart for “reading” punctuation marks.

Evaluating

Say, *Think about the pow-wow in the story. Then jot down on a piece of paper what you liked best about it.* Invite students to share their writing with a partner.

Analyzing/evaluating

Setting a Purpose

Say, *As we read the story this time, look carefully at the pictures. Find as many beautiful patterns in the pictures as you can. Think about how these pictures help make the pow-wow seem so wonderful.*



DURING READING

Building confidence

Read the story, inviting the class to chime in whenever possible. Remind them to gather important information about the story from the illustrations, as well as the text.

Analyzing/evaluating

Stop reading at the end of page 3 and ask, *What pattern do you see in the picture on this page?* Do the same at the end of pages 5, 8, 11, and 12. Then ask, *Which pattern was your favourite?*



AFTER READING

Synthesizing/evaluating

Say, *Describe to a partner one of the patterns you found in the pictures. Use a colourful word from the story, or come up with one of your own.* After students have shared descriptions, say, *Discuss with your partner how the pictures help make the pow-wow seem so wonderful.*

Synthesizing/making connections: text to self

In pairs, have students make up a pattern they can act out, sing, or perform for the rest of the class. Remind them that patterns can be made from sounds and movements.

Word solving and building

Turn to page 6. Point to the word *followed* and say, *Find the word on page 7 that has the same pattern of letters at the end.* Have a student read the word (*realized*). Do the same for the word *beating* (walking, wearing).



FURTHER READINGS

Many texts benefit from being reread with the students. The three readings suggested in this plan can be expanded to include further readings. As a book becomes familiar, participation will increase and students will become more comfortable taking turns and using a pointer to track print.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Book Handling, and Text Features

Print concepts

Have students look through the book to find sentences that end with an exclamation mark. Remind them that this mark tells readers to read the sentence with a lot of feeling. Have students practise reading the sentences that have exclamation marks with expression.

Print concepts

Have students find the words that are all in capital letters on pages 13 and 15. Invite them to read aloud the sentences containing these words with the proper emphasis on the capitalized word. They might enjoy tapping the rhythm of the *BOOM-boom-boom-boom* on their desks.

Focusing on Comprehension

Making connections: comparing

Read the book *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault. Ask students to tap out the rhythm of the repeating phrase and compare it to the *BOOM-boom-boom-boom* of “*Come to the Pow-wow!*”

Analyzing

Lead students on a walk around the school, either inside or outside, looking for patterns. Discuss and make a list of the patterns upon return to the classroom.

Working with Words

Word solving and building

Have students read the book aloud with a partner. Then say, *Open your book to any page, and read aloud a word that has a familiar pattern of letters. Ask your partner to come up with another word that has the same pattern. Take turns reading a word and coming up with other words that match the pattern.*

Word solving and building/ language predictability

Have students search through the text for colourful action words (e.g., *twirled, stomped, jingled*). They can list these words in their personal dictionaries and add pictures to show the meanings.



RESOURCE LINKS

Writing

Have students pretend they were at the pow-wow. Have them write a letter to Raven to thank her for the invitation, and tell her what they liked best about being there.

Independent Reading

Make the six small versions of "Come to the pow-wow!" and the online audio available for students. Invite students to use these materials to read the book independently.

Teaching Tip: The online audio for this book includes a fluent reading and a cloze reading, as well as drum music. In the cloze reading, selected words have been omitted. Students listening to the cloze reading have the opportunity to chime in with the missing words.

Working with Words

Once concepts have been introduced in context, see the focused lessons in the *Working with Words Guide* for more direct instruction for those students who need it. For example, see "Word Expansions and Contractions—Words I know from Stories We Read" under Word Solving and Building, and "Word Meaning from Context: Come to the Pow-wow!" under Language Predictability.

See also the specific Building Words lessons ("Patterns" and "Twirled") under Word Solving and Building in the *Working with Words Guide*.

Read Aloud

Read aloud other books containing patterns. The patterns could be in the wording, the sequencing of text, the rhythm of the words, the sounds of the words, or the illustrations. Some books with patterns are:

- *The Mouse and the Apple* by Stephen Butler
- *Patterns* by Ivan Bulloch
- *The Important Book* by Margaret Wise Brown
- *The Very Quiet Cricket* by Eric Carle
- *Dots, Spots, Speckles, and Stripes* by Tana Hoban
- *A House Is a House for Me* by Mary Ann Hoberman



Home Links

Send home a sheet with some words containing the same pattern (e.g., *say, play, day, stand, sand, hand*).

Have students work with family members to find and list other words from books, newspapers, and magazines that have these word patterns.