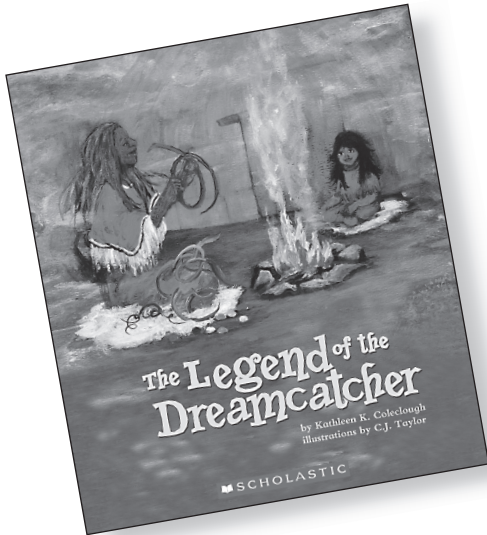


The Legend of the Dreamcatcher



Written by Kathleen K. Coleclough

Illustrated by C.J. Taylor

Text Type: Fiction: Narrative — Legend

Guided Reading Level: O

Summary: This book tells of the Ojibwa legend in which Chief Anangmigi's daughter, Rain Cloud, journeys to an Elder with extraordinary healing powers. Rain Cloud receives the gift of a Dreamcatcher to help rid her father of his bad dreams and make their people happy and prosperous again.

Text Features

- ▶ legend synopsis
- ▶ glossary
- ▶ list of characters' names with pronunciation guide

Text Supports

- ▶ illustrations support text
- ▶ glossary containing pronunciation and definitions for Ojibwa words
- ▶ summary of legend on back cover
- ▶ text under illustration on each page

Possible Text Challenges

- ▶ complex sentences
- ▶ Ojibwa vocabulary
- ▶ complex/extended vocabulary

Reading Strategies

Comprehension

- ▶ inferring
- ▶ evaluating

Working with Words

- ▶ integrating letter, sound, and context cues to solve unfamiliar words
- ▶ using letter clusters (syllables, suffixes, and prefixes) to analyze unfamiliar words
- ▶ expanding and contracting sentences to build understanding of simple and complex sentences

Assessment Opportunities

Note each student's ability to:

- ▶ infer using prior knowledge and text cues
- ▶ evaluate the legend to determine whether the Dreamcatcher works
- ▶ use letter clusters to analyze unfamiliar words
- ▶ use a glossary to determine pronunciation and meaning of unfamiliar vocabulary

Oral Language Opportunities

- ▶ offering opinions
- ▶ responding to peer opinions and evaluations
- ▶ oral re-enacting of the legend



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Show students the front cover of the book. Read the title, then the names of the author and illustrator. Show the back cover and read the text. Say, *This reminds me of how much I don't like bad dreams.* Ask, *Did you ever have a bad dream? Tell me what happened after your dream. How did having a bad dream affect your sleep?* Give students an opportunity to share their experiences, then ask, *What did your family do to help stop your bad dreams?*

Text features

Overcoming Text Challenges

Give each student a copy of the book. Read page 3, then ask students to locate the name *Anangmigizi* under the “Characters’ Names” section on page 16. Have students use the pronunciation key and then read the definition. Give them time to share their thoughts on the definition with a partner. Have students try several other words from the “Characters’ Names” section and the glossary. Explain that the purpose of the glossary is to help the reader obtain the meaning of some words in the text. Do a text skim/scan to see if students can spot the Ojibwa words.

Word solving and building

Have students identify challenging words, then say, *Look at the word chunks, root words, or endings. For example, look at nestled.* If students pronounce it as *nest-led*, ask, *Does that make sense? Try to find another way to say it. What words do you know that have a “-tle” ending?* Help by reminding them of words like *little* or *bottle*. Have students note the pronunciation for “-tle” in these words. Then have them try the word *nestled* again, beginning with the “-tle” sound and adding the “-nes-” and “-d” chunks progressively. Have students repeat the word using the correct pronunciation.

ESL Note: Explain that there are many past-tense verbs that end in “-led.” Write these words on the board in two columns. Column 1—*nestled, settled, huddled, paddled*; Column 2—*pulled, smiled, filled*. Ask students to read the lists aloud. Talk about the differences in pronunciation. Column 1 words have two syllables, while Column 2 have one syllable.

Teaching Tip: Remind students that, after several attempts to decode a difficult word in context, they may want to isolate the word. Play a “sounds like, looks like” game with chunks of the words, but stress that once students have decoded the word, they should always reread the sentence for meaning.

Inferring

Setting a Purpose

Discuss how students will know that Rain Cloud’s discovery of the Dreamcatcher helped her father and their community. Tell students to note details and inferences about the results of bad dreams and good dreams.



DURING READING

Ask students to read the book independently, starting with the cover and thinking about the purpose that has been set. Allow them to read at their own pace.

Observe and listen to students as they read, noting their word-solving strategies, their use of the glossary, and their use of other reading strategies. Prompt them, if necessary.

Note students' successful use of reading strategies and discuss with them any difficulties they encounter.

If some students finish before others, ask them to review the purpose, then go back and reread the text. They can then share with a partner what they think happened in the story.



AFTER READING

Inferring

Discuss with students how they knew what effect Star Eagle's bad dreams had on the land. Encourage students to give examples from the text to validate their responses. Ask, *How did you know when Star Eagle was having good dreams? What do you think the community thought about Rain Cloud at the end of the story?*

Evaluating

Remind students that legends are traditional tales that often have a basis in history. Ask, *Which part of this lesson might be history and which part just a story?* Allow students time to discuss their thoughts and opinions. Divide a sheet of chart paper in two. On one half, list which parts of the legend might be history (the journey of the Elders, the meeting, the quest, hearing valuable advice, a circular symbol that protects or heals someone.) On the other half, list the parts that might be story (the scarcity of game and crops, the descending darkness, the return of fresh game and berries.) Explain that the Dreamcatcher is a symbol.

Word solving and building

Point out positive reading strategies you observed during the lesson. For example, say, *I noticed Zita used word chunks to decode difficult words, but then she said the word one more time and reread the sentence to get the meaning of the word. Good readers use letter clusters to understand unfamiliar words.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Writing/Drawing/Oral Re-enacting

Making connections: text to self/synthesizing

Provide students with copies of the "Dreamcatcher" BLM. Invite them to write and draw about their bad dreams on the left-hand side of the chart and write and draw about their good dreams on the right-hand side. Students can then use this as an oral re-enactment chart for their own Dreamcatcher story.

Inferring/synthesizing

Story Mapping

You may want to provide students with generic story maps of their choosing or use the one in the *Reading Guide*. Students can then map out the story.

Dreamcatcher

Name: _____

Bad Dreams

Good Dreams

