

**Book Title:** *Jingle Dancer*

**Authors:** Cynthia Leitich Smith

**Illustrators:** Cornelius Van Wright & Ying-Hwa Hu

**Annotation:** Jenna dreams about her grandmother's jingle dancing and would love to do the same. There is one problem, how to get enough jingles in time for the pow-wow. A modern young Muscogee Nation girl solves the problem in a way that illustrates many of the values in her culture: sharing, gratitude, love, kinship and family.

**Concepts at a Glance:**

- ✚ Family, relatives, dance
- ✚ Generosity, self-reliance
- ✚ Gifts, talents, abilities

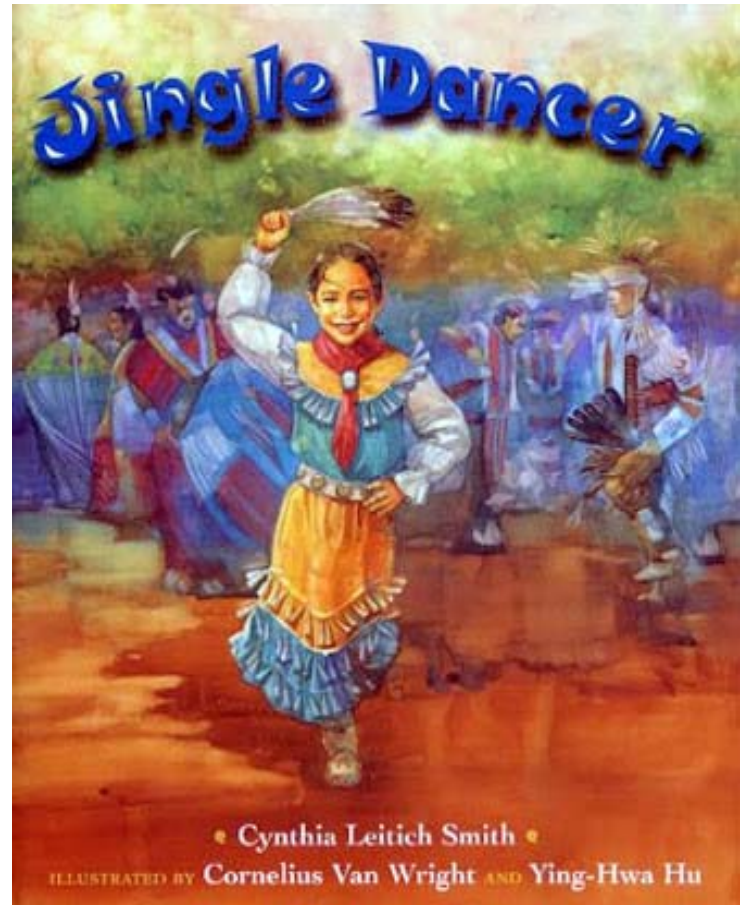
**Text Set on Pow wow:** Images along the Red Road, Spirit of Powwow, Two pairs of shoes (Esther Sanderson)

**Links to explore:**

- Google **Bert Crowfoot** for stunning photographs taken at pow wow.
- Google jingle dancer.

**Projects, Ideas and Activities:**




1. What gifts or talents has each person in your school community been given?
2. Bring in different community members to showcase their gifts and interview them.
3. Find someone to come in to teach the class different pow wow dances.
4. Bring someone in to show and talk about their regalia.
5. Ask if someone can bring in beaded moccasins, lanyards etc. Google pictures of beaded items or regalia from Bert Crowfoot's pictures. Use these patterns as examples to teach repeated patterns. Have students use items to create coloured patterns, and next duplicate the pattern with coloured paper, then large pony beads.
6. Make jingle dresses or other regalia to depict the other dancers in the story. Can be done on people shapes cut from thick paper.



## Jingle Dancer - Curricular Links

### Mathematical Strands:



#### Patterns and Relations

-  (K) Demonstrate an understanding of repeating patterns
-  (1) Translate repeating patterns from one representation to another
-  (2) Demonstrate an understanding of increasing patterns


**Mathematical Processes:** Problem Solving, Reasoning

### Social Studies General and Specific Outcomes:

#### (K) I am Unique –K.1.2

-  Appreciate the unique characteristics, interests, gifts and talents of others.
-  Examine what makes them unique individuals.




#### (1) Moving Forward with the Past: My Family, My History and My Community. 1.2.1

-  Recognize how their families and communities might have been different in the past than they are today, appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging etc.

**Program Foundations: Citizenship and Identity, Aboriginal perspectives**

### English Language Arts

#### 2.2 Respond to texts

-  (K) Relate aspects of oral, print and other media texts to personal feelings and experiences.
-  (2) Connect situations portrayed in oral, print and other media texts to personal and classroom experiences.
  
-  (3) summarize main idea of individual oral, print and other media texts.

### Physical Education General and Specific Outcomes

Students will acquire skills through a variety of developmentally appropriate movement activities: dance, games, types of gymnastics.....