



Book Title: **Night Dancer = Mythical Piper of the Native American Southwest**

Author: Marcia Vaughan

Illustrator: Lisa Desimini

Lesson Created By Holli Turpin

Summary: Kokopelli, a mystical piper of South West Indian Lore, plays his music to invite the desert creatures out in the night to dance and be jubilant. The story chorus reads: *"Come dance, come dance, come dance with me; Stepping and stamping joyously. Like the stars and the wind, happy and free; who'll dance away the night with me?"* The book has a lot of repeating elements that lend to being sung instead of read. The illustrations are colorful and bright while depicting the desert at night.

Reason for choosing the book: The sing song nature of the books makes it a fun book that students can quickly pick up on and join in especially on the chorus that is repeated several times throughout the book. I also like the book as a way to explore knowledge of desert regions and provide a glimpse into the SW Indian culture. Students are also provided with an opportunity to predict the next creature that will join Kokopelli's group. The only line in the chorus that changes provided hints about the next creature.

Lesson Time Frame:

10min. – Introduction and PreReading question (Whole Group @ desks)

20min. – Read book and discuss (Whole Group@ reading circle)

5min. – Read back page (Non-fiction info on Kokopelli legend – Whole Group)

20min. – Post reading activity (small group during center time)

Introduction to the Book:

- Vocabulary to Explore: Jubilant, Luminous, arroyos, pueblo
- Locate South Western United States on a map and share a few contemporary pictures of the landscape.

Open ended Questions

Right There:

1. Which animal was Kokopelli singing to when he sang 'Sliding and gliding gleefully.'?
2. "Javelina, Hmmm that's a new word. I know it's a creature that is joining Kokopelli's group, but how can I figure out what is a Javelina??" – Show the book and reread the page then let students identify Javelina.
3. What happened when the sun came up?

Inference:

1. Why do you think the parents didn't hear Kokopelli's music and join in the dance?
2. What do you think the streaks coming out of Kokopelli's flute are supposed to be?
3. Why do you think Kokopelli only comes out at night?

Personal Connection:

1. PreReading question – "Has anyone ever been to a desert?"; "What was it like?"
 - a. Make a list on the board – you can categorize the list into –landscape, - animals, -plants, -weather, -habitat, -environment etc. depending on age group.
2. If Kokopelli came to Oregon and played his song what animals do you think would join his night dance?
3. The children in the story live in Pueblo's, (show pictures from book) How are pueblo's different than the type of homes you live in? -Again depending on age you can get into the material that the pueblo's appear to be made out of, why that material is used in the desert as opposed to most homes in Oregon being made of wood.

After Reading Activity:

Have students build their own line of dancers. There are six animals who join Kokopelli's dance. Have students draw or cut out pictures of animals from Oregon (see personal connection question #2 above) to create a line behind Kokopelli, drawn by the student. Student would then write two adjectives to describe the animals, patterned after the second line of the chorus in the book. Older kids can actually write the line and include the adverb.

ESL/Shy encouragement: This story contains legend from Native American culture and several Spanish words throughout. Most often in my area ESL students are Spanish speaking which leads naturally in this instance to having them share the meanings of some of the words. I can also include them by providing an opportunity for them to help with the pronunciation. Though the story takes place in the United States it does provide a different culture and landscape than Oregon. Student's in the classroom are able to learn about a different culture and some may feel a connection to the culture in the book and want to share some of their personal knowledge about what we are reading. I would attempt to provide shy students with an opportunity to share their ideas and predictions as we complete the reading. I would also share all students completed art projects with the class providing opportunity for shy students to share without having to talk in front of the class.