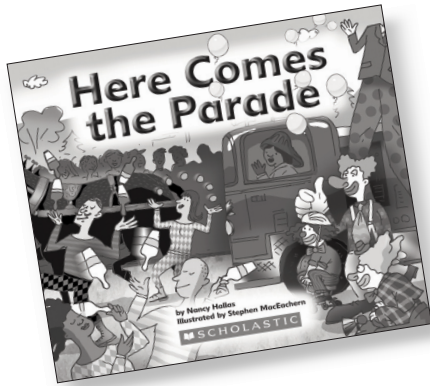


Here Comes the Parade

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Illustrated by Stephen MacEachern



Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: E

Summary: A young boy named Ben goes to a parade and is unable to see all the participants. Finally his father lifts him onto his shoulders so that he can see everything.

Word Count: 98

High-frequency Words:

a, and, can, come, dad, down, he, here, I, is, it, look, mom, said, see, the, up, where, yes, you

Text Supports

- ▶ repetitive language pattern on pages 4, 6, 8, and 10
- ▶ full cover illustration shows all the members of the parade

Possible Text Challenges

- ▶ dialogue with quotation marks
- ▶ the words *marching band, jugglers, and fire truck*

Reading Strategies

Comprehension

- ▶ inferring
- ▶ predicting

Working with Words

- ▶ using illustrations to assist with the recognition of unfamiliar words
- ▶ word solving and building: using beginning sounds to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make inferences and support them using illustrations and the text
- ▶ make predictions about characters and plot
- ▶ solve challenging vocabulary by using strategies such as locating information in the illustrations and focusing on beginning sounds

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Show students the front and back covers of the book and ask them what they think is happening. Read them the title of the book and ask them if they have ever been to a parade or seen one on TV. Invite students to discuss the parades they have seen. If none of the students have seen or been to a parade, then quickly share your own experiences.

ESL Note: If possible, show video clips of parades and discuss, emphasizing vocabulary that tells what students saw. You could use drama activities to demonstrate the concept of barriers that could prevent someone from seeing a parade.

Word solving and building

Overcoming Text Challenges

Hand out copies of the book. Ask, *What might you see at this parade?* If labelling any of the participants in the parade presents a problem, offer support by directing students to the pages in the book where these words occur and have them use the beginning sounds to assist them with their responses. Looking at the illustrations may help students recognize unfamiliar words. For example, if students say *clowns* for *jugglers*, direct them to page 7 in the book and point out the word *jugglers*. Ask them to look at the beginning sounds in the word and tell you why this word is not *clowns*. Lead them to the conclusion that this word is *jugglers* by asking them to give you a word that would not only make sense but look right.

Print concepts

Direct students to page 3 of the book. Ask them to read it to themselves and then ask, *Who is talking on this page?* Ask if they know it is Mom who is talking. Draw students' attention to the quotation marks and discuss how the author uses them to tell the reader exactly what Mom has said. Explain that the author has used the marks throughout the book to show what some of the characters are saying.

Predicting

Read the text on the back cover and ask students if they think Ben will be able to see all the things in the parade. Encourage them to give reasons for their thinking. Record the students' predictions as they share them orally. This allows students to refer back to their predictions after the reading either to confirm them or make changes.

Inferring

Setting a Purpose

Tell students that as they read this book they are to think about Ben and whether or not he can see each member of the parade.

Teaching Tip: Write the comprehension focus on chart paper so that students can refer back to it as they independently read and reread the text. Students need to know the purpose for their reading so they are "tuned in" as they read.



DURING READING

Ask each student to read the book independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read (see the Reading Strategy Checklist in the Reading Guide). Note students' successful use of strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread the story, then share with a partner what they think happened.



AFTER READING

Predicting

When all students have finished reading the text, initiate conversation about what happened. Ask them to explain why Ben was unable to see the marching band, horse, jugglers, and fire truck. Refer them back to their original predictions and have them check their predictions.

Inferring

Have students discuss how they know he could see the clowns but not the other members of the parade. Encourage them to use the pictures to validate their responses.

Word solving and building

Revisit the words *marching band*, *fire truck*, *jugglers*, or other challenging words. Ask students what strategies they used to work these out.

Point out positive reading strategies you observed during the lesson. For example, *I noticed that Mary used the picture and letter sounds to help her work out this word. That's what good readers do.*

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 your students' needs.

Rebuilding the Parade

Sequencing

Provide students with a copy of the BLM and blank paper. Ask, *What didn't Ben see in the parade?* Have them rebuild the parade for Ben by cutting out the pictures and pasting them down in the order they appeared.

Parade Experiences

Making connections: text to self/evaluating

Invite students to write or draw about their own experiences at a parade. If students have never been to a parade, they could write or draw about Ben's feelings when he couldn't see the parade. Encourage them to share and discuss their writings and drawings with each other.

Word Building

World solving and building

Ask students to build a selection of words from the book (e.g., *parade*, *band*, *here*, *comes*, *horse*, and *clowns*) using magnetic, plastic, or card letters.

Rebuilding the Parade

Name: _____



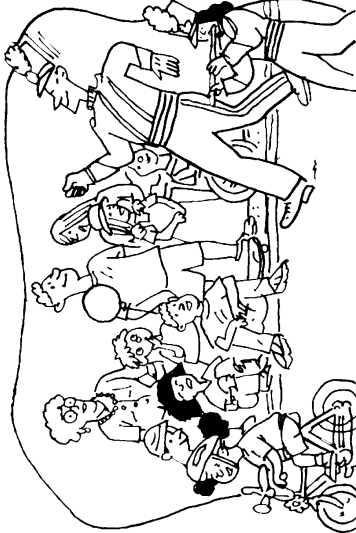
“Yes!” cheered Ben. “I can see the clowns!”



“Look! There’s a fire truck,” said Dad.



“I see the jugglers,” said Mom.



“Look! Here comes the marching band,” said Mom.



“Here comes the horse,” said Mandy.

