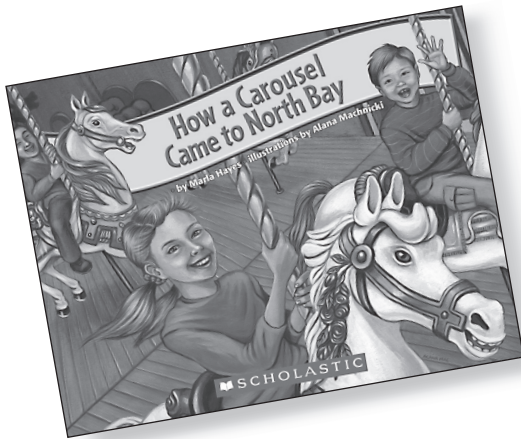


How a Carousel Came to North Bay



Written by Marla Hayes

Illustrated by Alana Machnicki

Text Type: Non-fiction: Explanation/Retell — True Story

Guided Reading Level: O

Summary: Barry Jacobs wanted to pass on to the children of North Bay his enjoyment and enthusiasm for riding carousel horses. With the support of the people from North Bay, he raised money to realize his dream. Many people became directly involved through the Adopt a Horse program, and on Canada Day 2002, with a flip of a switch, the carousel came to life.

Text Features

Visual Literacy

- ▶ labels
- ▶ illustrations
- ▶ diagrams

Text Supports

- ▶ illustrations
- ▶ diagrams with labels

Possible Text Challenges

- ▶ diagrams
- ▶ descriptive vocabulary
- ▶ long paragraphs
- ▶ text contains a lot of new information

First Session (pages 2-10)

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ inferring

Working with Words

- ▶ using diagrams and labels to solve unfamiliar vocabulary
- ▶ using descriptive vocabulary

Assessment Opportunities

Note each student's ability to:

- ▶ retell the sequence of building the carousel
- ▶ make inferences about people's reactions
- ▶ use word parts, clusters, and labels to read unfamiliar words
- ▶ interpret how carousels work

Oral Language Opportunities

- ▶ Think-Pair-Sharing prior experiences
- ▶ describing dream carousels with a partner, then sharing with the class



BEFORE READING

Text features/making connections: text to self

Activating and Building Prior Knowledge

Display the front cover of the book. Read the title, then the author's and illustrator's names.

Locate North Bay and Lake Nipissing on a map.

Have students share their knowledge of carousels and record their responses on chart paper.

Text features/visual literacy

Overcoming Text Challenges

Hand out the books and do a picture walk to page 4. Draw attention to the illustration. Explain that as a young boy, Barry Jacobs dreamed of riding carousel horses.

ESL Note: In the picture walk, emphasize words that might be unfamiliar (e.g., *range, stallion, ancient, stable, antique*) and provide the definitions.

Visual literacy

Point out the two pieces of text and the two illustrations. Note the diagram and labels on page 6.

Inferring

Discuss the fact that although the land and a building had been donated, it was costly to build a carousel, so Barry Jacobs needed to raise money. Ask, *How do you think they can raise money to build the carousel?*

Inferring

Discuss the expressions on the faces of the two girls on page 10. Ask, *How would you describe their feelings?*

Teaching Tip: Stop the picture walk at this point. Have students post a STOP sign with a sticky note at the point in the story where you wish them to stop reading.

Inferring

Setting a Purpose

Tell students as they read the story to themselves to think about how Barry Jacobs got the people of North Bay involved with his project.

ESL Note: Have students review the reading strategies they should be using when solving unfamiliar words. Write down the strategies in a chart for students to refer to.



DURING READING

Ask students to read the text independently, thinking about the purpose that has been set. Encourage students to stop after every couple of pages to reflect on their reading and to think about the sequence of building a carousel.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, and comprehension queries. Offer prompts to help students problem-solve as they read. For example, ask, *How did Barry approach the people of North Bay about his project? Why do you think this project was so important to him? Have you ever had a project that was very important to you?*

Note students' successful use of strategies and any difficulties they encounter.

Encourage students who finish before others to reread pages 1–10 independently and then share with a partner what they have learned.



AFTER READING

Sequencing

When all students have finished reading the text, invite them to relate the steps involved in building a carousel. Record the steps on chart paper.

Inferring

Ask, *How did the people of North Bay feel about this project? Locate a phrase or sentence that supports your answer.* Refer to your notes and describe the strategies students used.

Word solving and building

Have students locate any challenging words/phrases. Then have them relate the strategies they used to solve the words. Record the challenging words on a chart.

Second Session (pages 11–20)

Reading Strategies

Comprehension

- ▶ sequencing
- ▶ inferring
- ▶ synthesizing

Working with Words

- ▶ using diagrams and labels to solve unfamiliar vocabulary
- ▶ using descriptive vocabulary

Assessment Opportunities

Note each student's ability to:

- ▶ sequence: retell the steps involved in creating a carousel horse
- ▶ make inferences about people's reactions to the adopt-a-horse program
- ▶ synthesize: explain in their own words why the carousel was special
- ▶ use word parts and clusters (e.g., “-ed” and “-ing” endings) to read unfamiliar words

Oral Language Opportunities

- ▶ retelling the story of the carousel and sequencing events
- ▶ Think-Pair-Share about the structure for the carousel
- ▶ joining in appropriately in whole-class and partner discussions



BEFORE READING

Text features/sequencing

Activating and Building Prior Knowledge

Show the cover of the book, and review the steps Barry used to get the citizens of North Bay involved with the building of the carousel.

Students could make a chart of the sequence similar to the following:

How Barry got the citizens of North Bay involved in his project
Step 1.
Step 2.
Step 3.
Step 4.

Word solving and building

Overcoming Text Challenges

Review any challenging words from the previous sessions and discuss the strategies used in figuring them out.

Visual literacy

Discuss the diagrams and labels on page 18. Ask students if they recognize any of these labels from the diagram on page 6.

Sequencing

Setting a Purpose

The carvers are set to make Snow Gem. Tell students they are going to read to find out the steps involved with the making of a carousel horse.



DURING READING

Ask students to read the text independently, thinking about the purpose that has been set.

Encourage students to stop after every couple of pages to reflect on their reading and to think about the sequence of building a carousel horse. Observe and listen to students as they read the text, assisting them with vocabulary and comprehension queries. Offer prompts to help students problem-solve as they read. For example, say, *Can you understand what that word means by removing the suffix or prefix? Does the word sound right in that sentence?*

Take note of students' successful use of reading strategies and any difficulties they encounter.

Encourage students who finish before others to reread the entire story and then share with a partner the steps involved in making the carousel.



AFTER READING

Sequencing

When all students have finished reading the text, invite them to relate the steps involved in building Snow Gem (pages 11–16). They could also describe the steps involved in building the carousel (page 18). Record the procedure(s) on chart paper using a similar chart to that used in Before Reading above.

Analyzing

Ask, *How do we know that the people of North Bay shared Barry’s dream? Locate evidence in the text to support your answer.*

Synthesizing

Have students do a Think-Pair-Share for the following: *Why was the carousel so special? Describe how you think Barry felt on Canada Day 2002.* Select various students to share their responses with the whole group.

Word solving and building

Discuss any challenging words/phrases—e.g., *carousel, funds, spinning tub, chariots, strolling, volunteered, tack*—and ask students to relate the strategies they used to solve the words. Point out positive reading strategies you observed during the lesson.

Rereadings

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

Focused Follow-up

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

Steps for Building a Carousel Horse

Sequencing

Have students use the “How to Build a Carousel Horse” BLM to write down the steps involved in building a carousel horse. These steps are included for your information only. Students should be able to write this independently.

1. Design and draw the horse and decorations
2. Project photograph of the horse onto the wall and enlarge to actual size
3. Trace outline onto paper
4. Transfer outline to a block of wood
5. Cut into 8 sections
6. Carve and assemble the horse
7. Paint the horse
8. Install the horse on the carousel

Finding and Using Descriptive Words

Word solving and building

Make a list of six to ten descriptive vocabulary instances from the book (e.g., *galloping, scenery panels, spinning rainbows*). Have students use the “Finding and Using Descriptive Words” BLM to illustrate seven of the descriptive words and write a sentence to accompany the illustrations.

**Inferring/synthesizing/
sequencing**

Role-playing

In pairs or in a small group, one student assumes the role of a reporter and interviews the other characters in the story, such as Barry, a boy from North Bay, and the artist, Edna, asking about the steps involved with the project and their feelings about it. Encourage students to use props for their role-playing. For example, classroom items can be used for the microphone the reporter would need for the interview.

Inferring

Understanding the Characters

Discuss how the various characters in the story felt at various times during the building of the carousel (e.g., excited, nervous, worried, etc.) Have students include an explanation for their thinking.

How to Build a Carousel Horse

Name: _____

1.

2.

3.

4.

5.

6.

7.

8.

Finding and Using Descriptive Words

Name: _____

word	
sentence	
word	illustration
sentence	
word	illustration
sentence	
word	illustration
sentence	
word	illustration
sentence	
word	illustration
sentence	
word	illustration
sentence	