

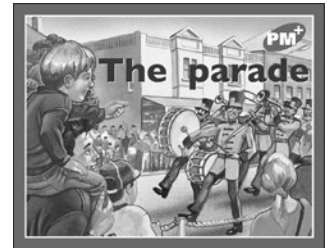
The parade

PM Level 2

Magenta

Text Type Repetitive

Running Words 67



Preparing for Guided Reading

Orientation to the Text

- Write the word *parade* on the whiteboard. Encourage students to talk about the street parades they have seen. List the relevant interest words, e.g. *clowns*, *trucks*, *balloons*, etc., and add a pictorial representation beside each word. Have students refer to this list when they are reading the text.

Prior Knowledge

- This book is about a young boy watching a parade with his father.

Key Language Structures

- In this book, the high-frequency words *can* and *see* are introduced in the form of a question. These questions are preceded by a one-line statement on each page of text.

Building the Balanced Reader

Concepts About Print

- Model the correct intonation of both the statements and the questions.
- Focus on the words *come* and *comes*. Discuss the variation in the spoken pattern.
- Full stop and question mark – discuss the punctuation symbols, purposes and positions.

Vocabulary

Key High-frequency Words

Here, come, comes, the, can, you, see

Content Words

band, horses, clowns, bears, cars, dragon, truck, balloons

Decoding

- Locate some high-frequency words in the text.
- Recognise words with the support of meaning, language and structure.

Fluency and Phrasing

- Point and read at a consistent steady rate.
- Observe the purpose of commas and full stops by stopping for periods.

Focusing on the Book – Guided Reading

- **Cover** Show the cover to students. Ask them to read the title. Point out the link with the word *parade* on the whiteboard. Discuss the illustration, focusing on the boy and the reason why he is sitting on his father's shoulders. Ask students to read the title page and comment on the clown's special trick.
- **Pages 2–3** Read the text with students. Point out the question mark at the end of the sentence and discuss its purpose. Discuss the different intonation used for the statement and the question. Focus on the visual patterns and sounds of the new high-frequency words *Can* and *see*. Use the illustration and the sound of the letter *b* to decode the word *band*.
- **Pages 4–15** Discuss each illustration with students. On each page, encourage students to look in the same direction as the boy (this is a direct left-to-right eye movement) to see where the interest word has been illustrated.
- **Page 16** Have students read this page independently. Note those who focus on the print and the punctuation.

Comprehension

- What was the boy looking at? (*Literal*)
- Why was the boy on his father's shoulders? (*Inferential*)
- What was keeping the crowd safe? (*Inferential*)

Follow-up Activities

- Use the whiteboard to write additional text for some of the pages, using high-frequency words introduced in the books at levels 1 and 2, e.g. *I can see the clowns. Look at the clowns, Dad.*
- Have students make a wall mural featuring all the characters and vehicles from *The parade*.

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Date _____

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Learning Intentions

- We are learning that when we read our voice needs to match the print.
- We are learning to use different strategies to help us to read unknown words.

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Success Criteria

- I can make return sweeps to read two or more lines.
- I can use the first letter of a word, as well as meaning, to help me to read some unknown words.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up