

### Strand: History/Culture

### Theme: Celebrations

**Purpose for Reading:** To develop an understanding of parades and the different reasons for having them.

**Comprehension Strategies:** Making connections to self, predicting, comparing and contrasting.

#### Vocabulary

*Dictionary Words:* athletes, Carnival, Chinese New Year, fashion, Grand Canal

*Vocabulary Words:* catwalk, costume, crowd, dancers, flag, float, gondola, gondolier, hat, light, performers, wheelchair

*High-Frequency Words:* a, all, are, at, by, from, hold, in, is, it, look, made, of, on, or, takes, the, their, these, they, this, to

#### Before Reading

- Ask the students if they have either seen or been in a parade. Ask them to share their experiences with the rest of the group.
- Read the title and have the students talk about the cover photo. *What is happening in this photo? What do the students think the parade is celebrating? Why?*
- Read the title page together and ask the students to describe what they can see. *What is the large object in the middle? How might it have been made? What might it be made of?*

#### Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. Ask them to predict what the people are celebrating, what is happening

and where it might be, for each of the photos. Make a chart showing the students' responses.

#### Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and discuss the photo in more detail. Read and discuss the labels.
- Pages 6–7: Invite the students to look at the photo and discuss what they can see. Introduce the labels, and ask the students if they know what they are and what they mean. If not, tell them.
- Pages 8–9: Ask the students to look at this photo and discuss what they see. Ask them to look more closely at the float. Ask them why it might be called a float. *What might it be made of? How does it move along the parade route?*
- Pages 10–11: Ask the students to look at this photo and discuss what they see. Ask them who the people in the photo might be and what they are doing. Read and discuss the labels. Introduce and discuss the words *athletes* and *Paralympic Games*.
- Pages 12–13: Ask the students to predict what sort of parade these people are in. *What might they be celebrating?*
- Pages 14–15: Ask the students to look at this photo and discuss what they see. *How is this parade the same as or different from the previous parades in the book?*

#### Read the Book

- Ask the students to return to the title and read it independently.

- Turn to pages 2–3. Have the students read the dictionary words.
- Turn to pages 4–5. Ask the students to read this page independently. Remind them to use their eyes instead of pointing, but to point if they get lost or need to check the words they are saying.
- Ask the students to continue reading the book independently. Provide support where necessary.

## After Reading

### Comprehension

- Invite the students to return to the book and talk about the similarities and differences between the parades. Make a chart to show the students' responses.
- Prompt them with questions, such as *How was the Grand Canal parade different from the rest of the parades in the book?*
- Talk to the students about the reasons for having the parades.
- Have the students think about how much work would need to be done by anyone who was going to be in a parade.

### Vocabulary and Word Recognition

- Have the students find the high-frequency word *from* in the text. Ask the students to suggest sentences containing the word *from*. Write them on the board, excluding the word *from*, and invite volunteers to come and fill in *from*. Ask the students to write *from* five times independently, checking each time to make sure they are correct. Add *from* to a high-frequency word chart or word wall.
- Ask the students to go over the use of capital letters again. Ask them why the parade names have capital letters. Ask them to suggest other parades

that might have capital letters at the beginning of their name.

### Oral Language

- Have the students choose one of the parades and discuss it in detail with a partner. Remind them to talk about the people in the parade, what they are wearing, and what they are doing.

### Writing

- Have the students choose two parades and make their own compare and contrast chart.

### Creative Extension Activities

- Have the students design and build a parade float out of colored cardboard.
- Have the students draw a picture of themselves wearing the costume they would wear on the parade float.

### Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Choose the parade from the book that you liked best. Write the name of the parade.

Write a story about the photo.

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Name: \_\_\_\_\_

Look at the photos in the book. Circle the words that apply to all the parades.

*people**flags**performers**hats**floats**costumes**gondolas**lights**dancers*

Write a sentence using three of the words.

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