

Fluent Lesson Plan

The Big Parade

Fluent Level 13

Lesson rationale

The students will

- Make connections between the text and students' prior knowledge
- Visualize the text
- Analyse the structure of a text

Before the lesson

Read the book yourself and familiarize yourself with how the text is organized and structured. Pay particular attention to the pattern of sentences that make up each page and how this is repeated. Also note the sequence of the vehicles as they stop behind the bus and then journey into town behind the tow-truck.

Prepare the materials you require for the lesson.

Reading and thinking

Discuss with the students the strategies you will be focusing on and practising during the lesson.

Show the students the front cover of the book. Read the title and look at the illustration. Refer to the back cover, read the text and view the accompanying illustration.

Ask the students about parades, *What do you know about parades? What do you see at a parade? What do you hear?* You may wish to record some of their ideas.

Read pages two to the end of page five.

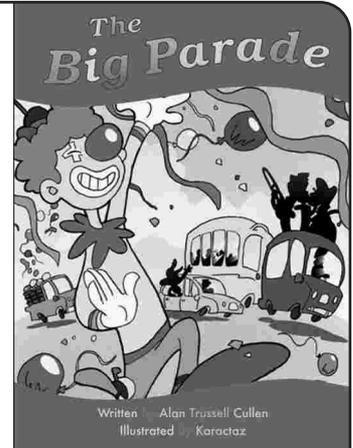
Ask the students, *I think there is a problem. What is it? What do you think will happen next?*

Read pages six and seven. Discuss any queries the students may have.

Read pages eight and nine. Ask the students, *How is this page the same/different from the others that we have read?* Spend time close-reading the similarities and differences of this page with the others. Discuss the language, the sentence structure, the order and sequence of the sentences and also the illustrations. Ask the students to predict what might happen on the next page. Ask them also to predict what the writing may say.

Read pages ten through to the end of 13, keeping similar close reading ideas occurring.

Read the next two pages.



Read pages 16 and 17.

Ask the students, *Is there anything interesting happening with this writing, like it did before? What is the same/different?*

Continue reading and discussing the text until it is completed.

More thinking

Through discussion with the students, recall all the participants in the parade who got stuck behind the bus. Tell the students that they are going to add 'an ice-cream man in his ice-cream van' to the story. The students may have an idea of their own to work with. Again discuss the similarities of the writing on each page of the story and how to apply these 'rules' to the new page being created. Allow and give as much independence or support that is needed. This may be an activity that can be worked on independently, co-operatively or as a group with the instruction coming from you. Manage this according to the needs that present themselves (FUS5). Have the students illustrate their responses to this text.