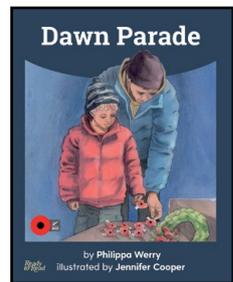


Dawn Parade

by Philippa Werry
illustrated by Jennifer Cooper



Shared reading

Shared reading provides students with opportunities to behave like readers and to engage in rich conversations about texts that they are initially not able to read themselves. The focus is on engagement, enjoyment, and comprehension. Shared reading involves multiple readings of a text, led by the teacher, with increasing interaction and participation by students. After many shared reading sessions, students become able to read the small books that accompany the big books, with increasing independence and fluency.

Overview

This book presents a moving account of a child's first experience of a dawn service. With his dad, Leo watches the marchers with their medals glinting, listens to the speeches and the "Last Post", and joins in singing the national anthem. After the service, Leo and Dad leave poppies on the war memorial and read the names of those who have died. Leo's story is followed by a short section

of informational text, explaining why we wear poppies and have dawn parades. This book has rich but sensitive content and themes that are likely to generate discussion at home as well as at school. Note that this story is told from Leo's viewpoint, and as such, the term "dawn parade" is used to refer to both the parade itself and the whole dawn service.

There is an audio version of the text as an MP3 file at www.readytoread.tki.org.nz

Cross-curriculum links

Social sciences (social studies)

- (level 1) – Understand how the past is important to people.
- (level 2) – Understand how cultural practices reflect and express people's customs, traditions, and values.
 - Understand how people make significant contributions to New Zealand's society.

Text characteristics

Key text characteristics as described in the reading standards for after three years at school are shown in the boxes with a solid outline. Other boxes show additional characteristics.

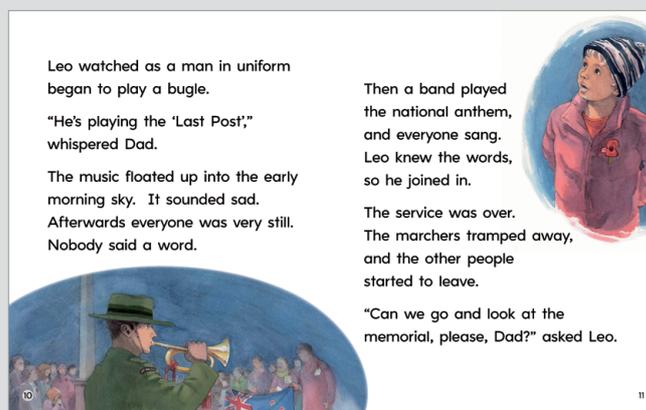
A mix of explicit and implicit content within text and illustrations that requires students to make connections between ideas in the text and their prior knowledge to make inferences

A variety of sentence structures, including compound sentences, a few complex sentences, and some very short sentences (for dramatic effect), so that students are required to notice and use punctuation as a guide to phrasing and meaning

The context of a dawn parade (and dawn service), which may be unfamiliar to students

The theme of paying tribute to people who have served and died in wars

A mix of fictional and informational text



Ideas and information organised in paragraphs

An excerpt from the Ode of Remembrance on page 8

Some unfamiliar words and phrases, the meaning of which is supported by the context, the sentence structure, and/or the illustrations, including descriptive language (for example, "tiptoed", "... tramp, tramp, tramp came the sound of marching feet", "music floated up into the early morning sky"); subject-specific vocabulary (for example, "bugle", "carved", "karakia", "mayor", "medals", "pinned", "poppies", "service", "soldiers", "solemn", "national anthem", "uniform", "war memorial"; and the proper names: "Anzac Day", "Australian", "First World War", "Gallipoli", "New Zealand", "the Last Post")

Related texts

Texts with content about WW1: “Torty, the Lucky Tortoise” (*Junior Journal 48*, Gold 2)

Texts about ceremonies to mark special events: *Diwali* (shared); *White Sunday in Sāmoa* (Turquoise 2); *Matariki* (Gold 2)

Texts about remembering people who have died: *A Quilt for Kiri* (Purple 2); *A Gift for Auntie Ngā* (Gold 1)

Reading purposes and learning goals

(*What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?*)

Select from and adapt the suggestions in this teacher support material according to your students’ strengths, needs, and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8*, Knowledge of the Learner, page 6). In particular, be mindful of the diversity of experiences and understandings your students may have in regard to war.

Each reading purpose is accompanied by learning goals. The learning goals are the sorts of behaviours that you want your students to demonstrate after multiple readings of this text.

Often the first reading of a shared text will be with the whole class. The first reading of a shared text is about making meaning. The teacher leads the reading (with students invited to join in as they feel confident) so that the students can focus on responding to the storyline and thinking critically about the theme or main idea. Further reading to develop understanding of the topic, and exploration of word and text features, should be left for subsequent readings.

A suggested purpose for the initial reading

To find out what happens when Leo goes to a dawn parade

Possible learning goals

During the first reading, the students can:

- make connections to their prior knowledge and experiences to make inferences about (visualise) how Leo is feeling and what he is thinking
- ask questions about aspects they are not sure of
- identify and discuss the main events of the story
- notice how the illustrations add to the meaning.

Introducing the text

- Adapt your introduction according to your knowledge of your students, in particular, any who may have had personal experiences of war.

- To provide support for English language learners, make time to explore the illustrations and introduce some topic vocabulary before you read the book with the wider group. If you have students who share a first language other than English (or you have a bilingual teacher aide), provide opportunities for them to explore the topic in their first language.
- Read the title and the names of the author and the illustrator. Explain that dawn means very early in the morning. *Has anyone been to a dawn parade?* Encourage the students to share their experiences. Otherwise, check that the students know what a parade is. You could make connections to their experiences of a Christmas parade or a parade for a sports team to support the idea of a parade as a procession of people. Explain that instead of being noisy and funny, a dawn parade happens in the early morning of Anzac Day and is quiet and serious. If possible, show a brief video clip. For some students, this may be a lot of new information so don’t overburden them at this point.
- Discuss the cover illustration together. Tell the students the boy’s name is Leo. Encourage them to share their predictions and questions about what Leo and Dad are doing, for example, *What time of day is it? Where are they?* You may need to explain that the red flowers are poppies.
- Discuss the items in the title page illustration and what they might be telling us about the story. Expect the students to make a connection to the hat Leo is wearing in the cover illustration.
- Share the purpose for the reading.

Reading and discussing the text

- Allow plenty of time for discussion and questions to build students’ understanding of the components of a dawn service and of the underlying theme about honouring those who have died. This understanding will develop over several readings of the book (see Suggested purposes for subsequent readings).
- **Pages 2 and 3** – Remind the students to follow with their eyes as you read, using a pointer to track the print. At the end of page 3, ask them to think about why Leo has a torch and why they are tiptoeing. Ask the students if they have any questions. For example, they may want to know why Dad pinned a poppy on to Leo’s jacket. Record any questions on the whiteboard.
- **Pages 4 and 5** – Discuss what is happening in the illustrations and where the people might be. *What are you noticing about the colours in the illustrations?* Draw out the idea that it’s dark and the streetlights are still on. The students may recall from the

previous page that Dad had given Leo a torch. Use the illustration to explain what a war memorial is. *I wonder what the people are waiting for.* Pause at the end of page 5 to build anticipation before turning the page.

- **Page 6** – After reading page 6, check that the students understand that this is the parade. Ask the students to share what they notice about it: *What did Leo hear? What did he see?* Discuss what medals are and why the marchers are wearing them. Clarify that many of the people who march in dawn parades have been soldiers or have family members who have been soldiers. (Note that ex-servicemen and women wear their medals over their hearts, whereas other marchers wear their relatives' medals on their right side.)
- **Page 7** – At the end of page 7, pause for the students to confirm that the people had been waiting for the marchers. Ask if they have any more questions, or have noticed any answers to their questions.
- **Pages 8 and 9** – After reading, discuss what is happening in the page 9 illustration. Clarify who “We” and “them” refer to in the poem. Prompt the students to notice the connection between “in the morning” and “dawn”.
- **Pages 10 and 11** – After reading, remind the students that the dawn parade is on Anzac Day, a day when we remember New Zealand soldiers who have died. Support the students to notice that the page 10 illustration shows people holding the New Zealand flag and that the band played the national anthem. Prompt the students to speculate about why Leo might want to have another look at the memorial.
- **Page 13** – Encourage the students to discuss what is special about the names on this war memorial.
- **Pages 14 and 15** – The students will probably notice the link to the cover illustration. *Why is Leo putting his poppy on the memorial? I wonder what he's thinking.*
- The end of the story is a reminder that the parade and the service have all been happening in the early morning. Prompt the students to think critically: *Do you think Leo will want to go to the dawn parade next year?*
- Note that the final two pages introduce new information, so you may decide to defer the reading of these pages to another session. If you decide to stop after page 15, remind the students of the reading purpose and ask them to briefly recall what happened in the story (summarise). Discuss their list of questions, checking if any of them have been answered during the reading. Plan for ways to find answers to the rest of the questions. (Note that some may be answered in the next two pages, and that the audio for this text includes part of the “Last Post”.)

- **Pages 16 and 17** (the inside back cover) – Read the headings and discuss why this information is included. (It's quite likely that the students will have already come up with similar questions.) Read the explanations and prompt the students to make connections with what they have found out from reading about Leo's experience.
- Encourage the students to think critically about why this parade is different from other parades they have seen: *Why did the people go? How were they feeling? What happened that made them feel like that?*

Suggested purposes for subsequent readings

You can return to this text many times to build students' understanding and explore different purposes. Subsequent readings of the big book may be with a group of students who have similar learning needs rather than with the whole class. **Select from and adapt** the following suggestions.

Suggested reading purpose

To find out more about what is special about Anzac Day and dawn parades

Learning goals

Over a number of sessions, the students can:

- locate and discuss ideas and information (in both the story and the informational text) about the dawn parade
- make connections between the text and their own experiences to make inferences about why people go to dawn parades
- identify objects and practices that help us remember people and events from the past.

Choose or adapt one of the suggestions below for each session.

- Reread the story and review what happened. Support the students in making inferences, using Leo's story to come up with a more generalised list of what happens at a dawn parade, for example, people get up early, they wear poppies, some wear medals, some wait at the war memorial, some march in a parade, some make speeches, a person plays the “Last Post”, everyone sings the national anthem, people put flowers on the memorial. The students could draw and write about one or two things that they thought were special or complete a sequence map of the events and write a caption for each event.
- As you reread the story, ask the students to think about what Leo learned about the dawn parade. Prompt them to notice that he learns some things by experiencing them (through seeing and hearing) and some things from Dad telling him (for example,

where the parade would be, the name of the “Last Post”, why the names were on the memorial). Have the students draw and write about three things they learned about the dawn parade from reading the story about Leo.

- Reread the heading and the explanation on page 16. Carefully explain ideas that are unfamiliar, for example, the First World War, Gallipoli, and the meaning of “friends who had died”. You could make connections to the students’ own experiences of remembering and honouring family members who have died. You could show them where Gallipoli is on a map and how far away it is. Introduce the idea that although we have Anzac Day on 25 April because of Gallipoli, it is a time to remember soldiers who have died in other wars as well. As they identify the information and discuss it, you could record the main ideas about why the dawn parade started.
- Reread the text, then have the students share their ideas about what helps us to remember the people who died in the war. Point out the war memorial on page 5 or page 12. *What is carved into the war memorial? Who has seen one like this?* You could visit a local memorial.
- Reread the explanation of the poppies on page 17 and have the students discuss how they help us remember. Discuss some other aspects that are specially linked to Anzac Day, for example, the war medals, the lines from the Ode of Remembrance, and perhaps, Anzac biscuits. Draw out the idea that the New Zealand flag and the national anthem are important on Anzac Day but also important at many other times as well.
- Encourage the students to find out more about Anzac Day. They could ask their parents and grandparents about family members who went away to war. They could use the internet for further information at: www.firstworldwar.tki.org.nz
- After reading, the students could reinforce their learning about Anzac Day. They could:
 - make a wall picture of images that remind them of the Anzac soldiers and the people who have died in wars
 - make or decorate New Zealand flags and practise singing the national anthem
 - choose a question from their earlier list and write an answer, using what they have since found out.

Suggested reading purpose

To look at some of the ways the writer has used language in this story

Learning goals

Over a number of sessions, the students can:

- explore the way the author uses descriptive language to help the reader understand what the dawn parade was like for Leo (visualise)
- explore word meanings.

Choose one of the suggestions below for each session.

- Reread the story together, prompting the students to notice the author’s descriptions of the sounds that Leo hears. After the reading, have the students identify how the author has described the sounds, for example, the relative silence at the beginning of the story (“The house was quiet”; “Leo tiptoed out the back door”; “Everyone waited. Everyone was quiet”) and the contrast with the “tramp, tramp, tramp” of the marchers on page 6. Draw out the way the onomatopoeic sound and the repetition create a marching beat. The students could repeat the above activity with a focus on what Leo *saw*, for example, the contrast of dark and light, the way the marchers swung their arms, their solemn faces, and the glinting medals.
- On page 10, reread the last paragraph to see how the writer showed how the music made the people feel. *What words describe the music? Does music really float?* Support them to infer the writer used “float” to give the idea of the sound stopping and everything becoming quiet again. Look at the impact of the last sentence and prompt them to consider why everyone was still. *What do you think the writer was telling us when she described what it was like afterwards?* You may need to prompt them to connect the words “very still” and “nobody said a word” with remembering the people who have died. *I wonder what they might be thinking about.* You could play a recording of the “Last Post” and ask students what words describe the music (in English and in other languages).
- Explore word meanings. For example:
 - Have the students use the illustration to help them work out the meaning of “solemn”. *Can you show your partner a solemn face? Who can think of another word to describe a solemn face?*
 - Prompt the students to identify words that are special to Anzac Day. For example, *What do some people wear on Anzac Day? What instrument did the man in uniform play? Where did the soldiers land on 25 April 1915?* List the words for the students to refer to in their writing. The students could create a glossary for some of the words.



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