



Running words: 555

Book Summary

This book is about a donkey named Poppy that is going to take part in a war parade. Poppy's family are also going to take part in the parade. They dress up as nurses and soldiers. How will Poppy react to the loud noises of the parade?

Themes

Overcoming obstacles, Pets, Family, History

Features of the Book

- The information contained in illustrations
- Content words for discussion: *bandage, bowed, brave, donkey, mayor, parade, soldier*
- The sequence word: *Then*

Strategies

Poppy on Parade introduces and reinforces the following strategies:

- making predictions
- sequencing

Materials

- copies of the BM, pencils

Poppy on Parade

by Diana Noonan

Introducing the Text

Begin by asking the students if they have ever been to a parade. Ask:

- *What was the parade like? What was it for?* (Answers will vary.)

Reading the Text

Ensure each student has a copy of the text. Make sure that the content words (*bandage, bowed, brave, donkey, mayor, parade, soldier*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the illustrations and text to determine the strategies of making predictions and sequencing as you work through the book.

Cover

Together, read the book's title and the name of the author. Point to the illustration. Ask:

- *What kind of parade is this and how can you tell?* (a war parade because people are in soldiers and nurses uniforms)

Together, turn to the back cover and point out the illustration of Poppy the donkey. Read aloud the preview question on the back cover: *Will Poppy be brave at the noisy parade?* Talk with the students about how sometimes animals, such as donkeys and horses, get spooked by loud noises and busy loud crowds.

Title Page

Turn to the title page and read the title. Ask the students if they can predict what is happening in the illustration (Answers will vary, but may include Poppy is being rewarded for doing well in the parade.)

Page 2

Look at the illustration. Ask:

- *Why would the girl be holding a large metal spoon and a metal saucepan?* (She wants to make a loud noise.)

Read the text with the students to

check their predictions. Ask:

- *What loud noises do you think would be at the parade?* (people cheering, gun firing)

Page 3

Point to the nurses' uniforms in the illustration. Ask the students about the uniforms. Say:

- *We don't see nurses wearing uniforms like these today, so what does this tell us about what the parade is honouring?* (The parade is honouring nurses from long ago.)

Read the text with the students. Ask:

- *What clue in the text tells us that the parade was for something that happened long ago?* (Dad was looking for his great-grandfather's war medals.)
- *Why do you think Ben was brushing red paint onto a bandage?* (The red paint was meant to look like blood, so maybe he was going to be a wounded soldier in the parade.)

Page 4

Read the text with students. Say, 'We now know that the parade was to honour soldiers and nurses from World War I'. Explain to the students that World War I took place from 1914 to 1918 and that many soldiers and nurses left Australia and New Zealand to take part in the war.

Page 5

Look at the illustration. Ask:

- *How is everyone getting ready for the parade?* (Mum and Iris put on their capes, Ben put the bandage on his head, Dad put on his hat, Iris took Poppy out of the truck.)

Page 6

Look at the illustration. Point out Ben who is riding Poppy and pretending to be a wounded soldier in the parade. Explain to the students that many soldiers from Australia and New Zealand fought in Gallipoli in

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Turkey. Tell them that the medics used donkeys to transport the wounded soldiers to the field hospitals. Read the text with the students. Ask:

- *Why are people wearing red poppies?*

Students may be able to draw on personal knowledge and experiences. If not, explain that the red poppy is a symbol of war remembrance and that red poppies are most commonly worn in Australia and New Zealand on Anzac Day on 25 April.

Page 7

Look at the illustration. Ask:

- *Why do you think it is in black and white and not colour like the other illustrations in the book?* (It is a flashback to World War I.)

Read the text together and check the students' predictions.

Page 8

Read the text with the students. Ask the students to predict what the noise would be that was about to start. Encourage those students who have been to a war parade to think about what loud noise came after the speeches (gun salute). Point out the word *Then* on line 5. Tell students that this is a sequence word, and that we use sequence words to help us understand the order of events in a story. Other sequence words include *first*, *next*, *after*, *at last* and *finally*.

Page 9

Read the first sentence and ask:

- *Why did Iris bow her head?* (to remember those who lost their lives or were wounded in the war).

Ask the students to carry on reading with you to confirm their predictions about the loud noise (six gun shots). Ask:

- *Do you think Poppy would try to run away?* (Answers will vary, but may include that Poppy has been trained not to react to loud noises.)

Page 10

Read the text with the students. Discuss how Poppy also has her head bowed as if she was remembering the donkeys who had helped in the war. Talk about how fiction writers can embellish a story, which is when they exaggerate or add details to a story to make it more interesting.

Page 11

Look at the illustration. Ask:

- *What is the elderly man doing?* (giving Poppy something to eat)
- *Why is he doing that?* (Poppy didn't run away when the guns fired.)

Read the text with the students. Ask:

- *What do the medals on the elderly man's jacket suggest?* (that he was a soldier in a war)

Page 12

Read the text with the students. Ask:

- *Why did the elderly man say that it's a hard thing not to run away when the guns fire?* (He fought in the war, so it sounds as if he was drawing on personal experience.)

Revisiting the Text

- Ask the students to retell the story in their own words. Encourage them to use the illustrations as prompts.
- The word *CLANG* on page 2 is an example of onomatopoeia, which is the use of a word that sounds like the thing it stands for. Brainstorm some onomatopoeic words for the following events from the book: Poppy eating a carrot, the car and horse truck driving along, Poppy walking on concrete and the guns firing.

Following Up

- Imagine that you are a fiction writer. Write a paragraph about the illustration on page 7. Imagine that you are the medic that carries wounded soldiers on the

donkey. Describe the scene. Use descriptive words. Try to make the reader believe that they are there on the battlefield.

- Research an Anzac Day parade. Write down the sequence of events that take place.
- Give the students copies of the BM for this title.