

Reviewed by Carol J. McDowell

The Night Parade

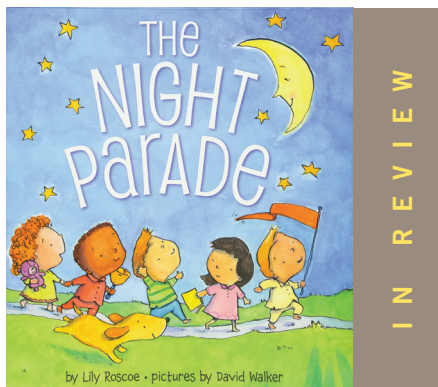
Written by Lily Roscoe/Illustrated by David Walker
Orchard Books, 2014

Reading a bedtime story, drinking a glass of milk, rocking a baby, tucking little ones into bed—all are bedtime rituals to help children fall asleep. But do we truly know what children do after they go to bed for the evening?

Just as the toys in *The Parade of the Wooden Soldiers* come to life after the toy store closes, monsters enter the children’s bedrooms in the movie *Monster’s Inc.*, and snowmen come to life at night in the book *Snowmen at Night*, author Lily Roscoe describes children sneaking out of their beds and heading into town to see *The Night Parade*. The streets are empty, and the children become involved in their various activities.

This story, with whimsical illustrations by David Walker, lends itself well to movement, thanks to all the dynamic verbs it features: “Climb, crawl, run, leap, sneak” Each action could be represented by the movement itself or by a classroom instrument.

Another engaging activity is an action circle. One student reads the story, and, as each verb is introduced, another student demonstrates that action. The remainder of the class (standing in a circle) imitates that action. Students may also



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use a soft, intense voice to chant the questions as a rhythmic speech pattern. Small groups can then play-act the words following each question.

Additional activities could include having students draw a picture or create an icon of the action word, as in the style of the Laban Efforts. Action words may be improvised on the barred instruments, and students might also create different actions based on the question, “What would you do if you could go to a night parade?” Background music for their creative actions might include *Dance of the Sugar Plum Fairies*, *Dance of the Reed Flutes*, *Parade of the Wooden Soldiers*, and *The Music Box Dancer*.

Roscoe’s *The Night Parade* offers students creative movement and expression opportunities as well as instrument exploration. It also offers them the chance to dream together about being in a parade after the lights go out. ■

Speech-Rhythm and Instrument Ideas for Use With *The Night Parade*.

<p><i>*Have-you-ev-er / won-dered what / hap-pens at / night-while / moth-ers and / fath-ers are / sleep / ing?*</i></p>	<p>Climb = step bells Crawl = fingers rubbing on the drum Run = fast drumming Leap = frog rasp Sneak = tapping fingers one-by-one on the drum</p>
<p><i>Have-you-ev-er/ been to-the / Night -Pa / rade-where / chil-dren dance / un-der the / stars?</i></p>	<p>Dance = temple blocks Skip = agogo bells Voices rise high = slide whistle Sing Make cakes = stir xylophone</p>
<p><i>Have-you-ev-er / been to-the / Night -Pa / rade-where / chil-dren play / games / in-the / dark?</i></p>	<p>Build castles = woodblock Paint pictures = wave scarves Somersault = flexatone Ring bells = hand bells Stamp feet = big drum or contrabass bars Bang drums Fly banners = wave scarves Wear costumes and hats Bark Purr = vibraslap Hold hands and march</p>
<p><i>Have-you-ev-er / been to-the / Night -Pa / rade-where / chil-dren read / moun-tains of / books?</i></p>	<p>Circle and fall softly to the ground Read books = Yawn Say good-bye Wave to the moon Lay down their heads = rainstick</p>

*Suggested division of the words into individual beats.

SOURCE: CREATED BY CAROL J. McDOWELL.

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