

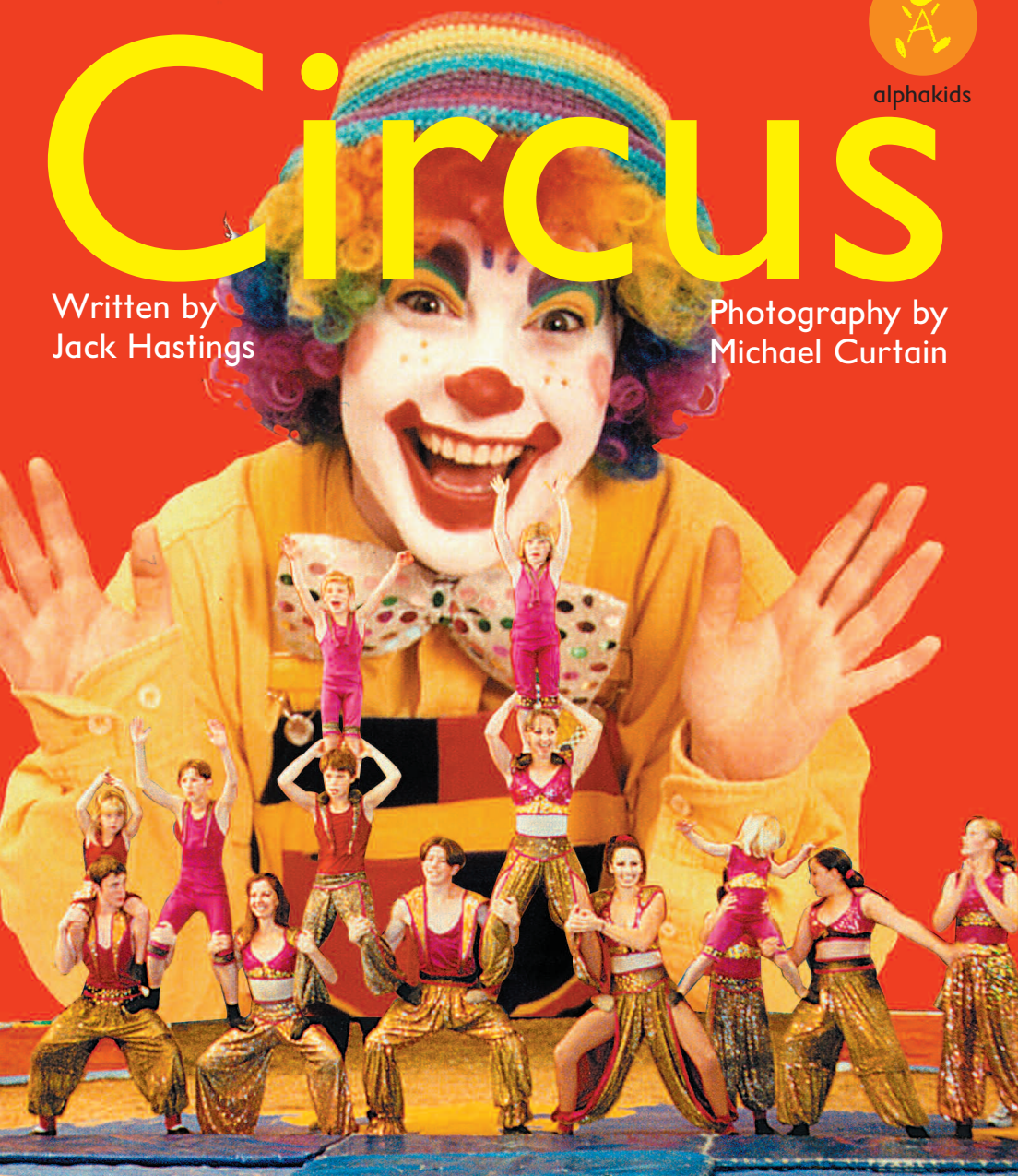


alphakids

Circus

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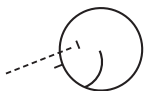
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 8 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- The text is repetitive, consistently placed on the page, and supported by coloured photographs.
- The sentence form: 'I can see the ...'

Vocabulary

acrobat, band, circus, clown, dog, elephant, horse

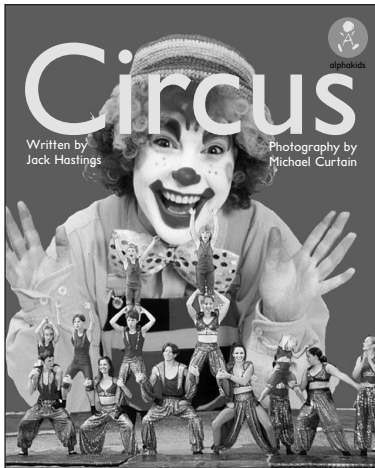
Setting the context

Ask the children if they have ever been to a circus. Discuss what it was like. If not, ask them to predict the things they might see in a book about a circus. Provide pictures to stimulate the discussion. List their ideas on the board.

Introducing the book

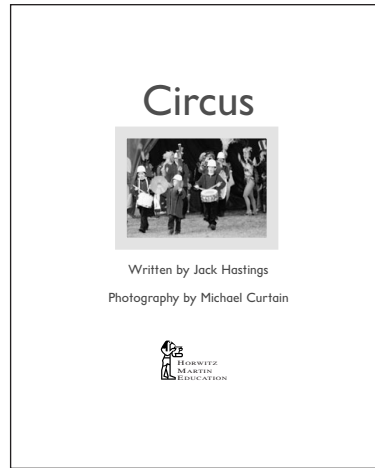
This book is about the things you might see at a circus.

Turn through the book, ensuring the children can name each performer.



Front cover

What can you see on the front cover? What is the clown wearing? What sorts of tricks do clowns do? What are the acrobats doing? Would this be hard to perform?



Title page

Can you point to the title?

Read the title aloud together. Point out that the word 'Circus' begins with a capital letter.



Talkthrough

Point to where you will start reading.

Where do I start reading? Which way do I go? What page will I read next? What can you see on these pages? What tricks do you think the dog can do?



Observe and support

Do the children know where to start reading and which way to go? Can they indicate which page to read next?

Can you show me where to start reading?

Which way do I go?

What page should I go to next?



I can see the clown.

2



I can see the dog.

3



Talkthrough

Here are two of the other performers at the circus. What can you see? What type of trick is the horse performing? What is the acrobat doing?

Point out the capital letter at the beginning of each sentence and the full stop at the end.



Observe and support

Do the children recognise the high-frequency words:
I, can, see, the?

Can you show me the word 'can'? What other words do you know that sound like 'can'?



I can see the horse.

4



I can see the acrobat.

5



Talkthrough

What animal do you see here? What trick is the elephant doing?

How would you feel if you were the man standing under the elephant?

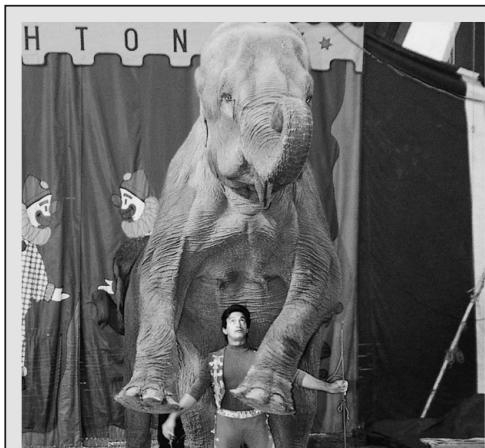
On the next page the band is playing. What instruments can you see? Which instrument would you like to play? Why?



Observe and support

Do the children understand what they are reading?

Who is performing at the circus on these two pages?



I can see the elephant.

6



I can see the band.

7



Talkthrough

Can you find the word 'circus' on this page?

It is in the text and in the picture.

What is the difference in the way the word 'circus' is written?

Point to each instance of the word, telling the children which is in capital letters and which is in small letters.

Which act in the circus did you enjoy the most? Why?



I can see the circus.

8



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

What are some of the things you might see at a circus?

Would you see clowns?

How many people might work at a circus?

Being a code breaker

Explore the /s/ sound when used at the beginning of a word. Ask the children to hold a finger up each time they hear the /s/ sound as you read sentences from the book.

Being a text user

Refer to the list of suggestions made in the 'Setting the context' section on page 1 when discussing these questions:

What did you think you would find in this book?

Which things were in the book? Which things were not?

What does this book teach us about circuses?

Being a text critic

Do you think all circuses are like this one?

How would some circuses be the same?

How would some be different?

Responding to text



Create a readers' theatre performance of the book. Have the children work in cooperative groups to recreate the text. One child could act as the ringmaster and read the text, while the others could be the performers.



Have the children write their own sentence about the circus using the form: 'I can see the ...' Encourage the children to illustrate their sentences. Their work could be collated to make a class book.



Use magnetic letters to make word families based on can; for example, fan, man. The children could make the following high-frequency words from the text: I, can, see, the. Support the children's learning by providing the correct letters if necessary.

Writing

Talk with the children about the performers in the book, referring back to the list made as part of 'Setting the context'. As a group, create a book or wall story about going to the circus. What performers might you see? What are they doing? Have the children illustrate the text.

Assessment

Can the children:

- show where to start reading and which way to go?
- indicate which page to read next?



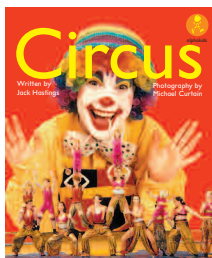
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Leisure activities

Curriculum link: SOSE

Text type: Caption

Reading level: 1

Word count: 35

High-frequency words: I, can, see, the

Vocabulary: acrobat, band, circus, clown, dog, elephant, horse

Possible literacy focus

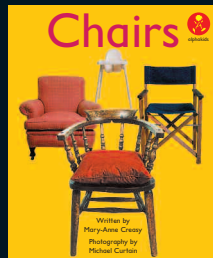
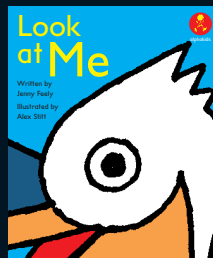
Reading from left to right.

Reading from the front of the book to the back.

Summary

This book explores the topic of the circus. It introduces some of the performers and shows them performing their acts.

Other books at this level



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