

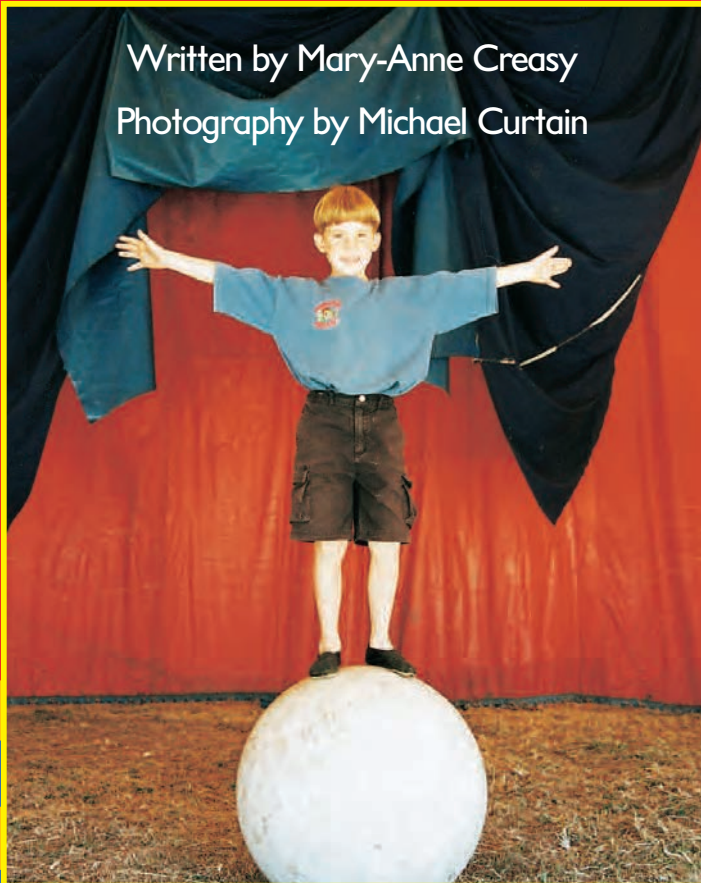
Teacher Edition



alphakids

Circus Boy

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Photography by Michael Curtain



Published edition
© Eleanor Curtain
Publishing 2004

First published 2004

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Eleanor Curtain Publishing
Text: Nicole Di Marco
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3412 6

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04 05 06

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 16 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 book is written in the first person.
- Colour photographs support and extend the text.

Vocabulary

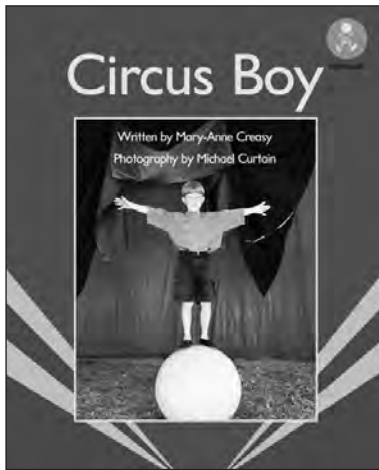
acrobats, artist, audience, band, big top, caravan, cheer, circus, clown, pyramid, show, trapeze, tricks

Setting the context

Have you ever been to the circus? What was it like? What do you think it might be like to live at the circus?

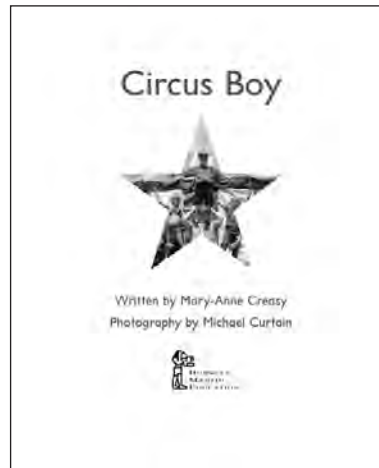
Introducing the book

Give each child a copy of the book.
This book is about a boy called Jesse. He lives at the circus. This book tells us about his life as a circus boy. It is an autobiography.



Front cover

*Who is this on the front cover?
Where is he? What is he doing?*



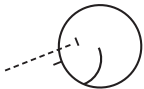
Title page

*What do you notice about Jesse? Why might this picture be in a star shape?
Point out the names of the author and photographer.*



Talkthrough

*Jesse lives and works in a circus. Look at the photographs.
What acts is Jesse involved in at the circus?*



Observe and support

*Can the children use information in the photographs
to understand new vocabulary?
What is an acrobat? What helped you to work that out?*

My name is Jesse.
I live and work
in a circus.



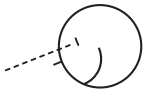
I am one of the acrobats.
I am also in the band.





Talkthrough

Who are the people in these photographs? It says Mum is a trapeze artist. Can you find where it says that? What is a trapeze artist? How do you know? What do you think Dad is?



Observe and support

Can the children use their knowledge of letter-sound relationships to support their reading? If a child has difficulty with ‘trapeze’, ask the following questions: What letter does that word start with? What sound might it make? Can you see another word in ‘trapeze’? Can you think of a word that starts with /tr/ that would fit there?

This is my mum and dad.
Mum is a trapeze artist.
Dad is a clown.



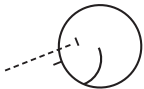
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Talkthrough

Look at the photographs on these pages. They show us the different jobs Jesse does at the circus. What are his jobs?



Observe and support

Do the children check a range of information on the page to assist with problem solving?

I noticed that you looked at the picture as you were working that. What did you notice that helped you to work out that sentence?

I have lots of different jobs
at the circus.

I help Dad to put up the big top.
Sometimes I hold the horses when
their shoes are being changed.



6

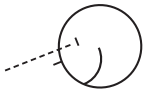


7



Talkthrough

What do Jesse's family live in? Have you ever been in a caravan? What was it like? Why don't the family live in a house? Do you think the circus children have to go to school? Where would their school be?



Observe and support

Do the children cross check the information on the page to support their reading? You read, 'I like reading and painting'. What did you check to make sure that word was 'reading'?

We live in a caravan.
We move from place
to place with the circus.



Other children live at the circus too.

We go to school together
at the circus.

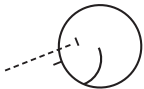
I like reading and painting.





Talkthrough

The circus children go to a circus school where they learn and practise new tricks. What new trick are the children learning here? Can you do any tricks? Were they hard to learn?



Observe and support

Do the children read the text with expression, as if they were the boy in the book?

Can you read so that it sounds like Jesse is talking? How might he feel when he is learning new tricks? How might his voice sound?

We also have circus school.
This is where we practise
our circus tricks
and learn new ones.

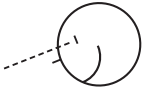
We are learning how to make
a pyramid.
It is very hard.





Talkthrough

Jesse's favourite time is when he does a show in front of an audience. What is an audience? Have you ever been in an audience? What where you watching? What did you do?



Observe and support

Can the children locate what the author actually says? What does Jesse do for the audience? Can you show me where it tells you this?

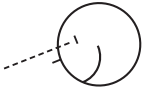
My favourite time
is when we do a show.
I do all my tricks
for the audience.





Talkthrough

What does Jesse love? Have you ever performed before an audience? How did you feel when the audience cheered?



Observe and support

*Can the children correct errors when they occur?
I liked the way you stopped and re-read that. Where was your mistake? What would make sense there?*

I love it when
they clap and cheer.



14



15



Talkthrough

What does Jesse's expression tell us here? Does it match the words?



After reading

Being a meaning maker

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

What do Jesse's mum and dad do at the circus?

What does Jesse do at the circus? What does he like best?

How is his school the same as yours? How is it different?

What would be the best thing about living at the circus?

What would be the worst thing?

Being a code breaker

Explore the following language features:

- High-frequency words: a, also, am, and, are, at, do, for, from, go, have, how, I, in, is, it, make, my, of, one, out, put, the, their, they, this, to, too, we, when, where, with, up, very.
- Hearing sounds: the children could be asked to listen for words that begin with the /s/ sound. Include words with different spellings that represent the sound; for example, circus, school, sometimes.

Being a text user

What does this book teach you about living at the circus?

What other questions do you have about living at the circus?


Where could you find the answers to these questions?


Being a text critic


What does the author think about Jesse?

How do you know?

Responding to text

 The children could work in pairs to develop and record a mock interview with Jesse. These could be played to the rest of the class.

 The children could invent a diary about a day in Jesse's life. These could be shared and discussed.

 The children could use this book and other familiar texts to search for and list words that begin with the sound /s/.

Writing

Model writing an autobiography using *Circus Boy* as a guide. You could use a framework like the one below to organise the information.

My name is
I live
My mum is
My dad is
My jobs include
We live in
My favourite thing is
I love it when

Assessment

Can the children:

- interpret the text to tell how their life is similar to that of the circus boy and how it is different?
- explain what kind of book *Circus Boy* is?



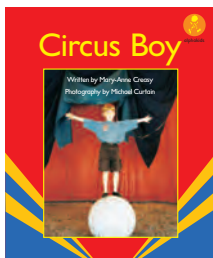
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Family Life

Curriculum link: SOSE

Text type: Autobiography

Reading level: 11

Word count: 161

High-frequency words: a, also, am, and, are, at, do, for, from, go, have, how, I, in, is, it, make, my, of, one, out, put, the, their, they, this, to, too, we, when, where, with, up, very

Vocabulary: acrobats, artist, audience, band, big top, caravan, cheer, circus, clown, pyramid, show, trapeze, tricks

Possible literacy focus

Comparing and contrasting different ways of living.
Exploring the features of autobiographical writing.

Summary

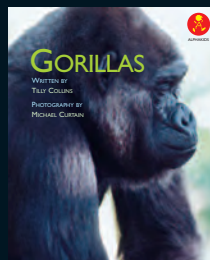
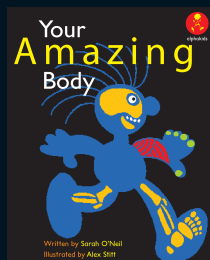
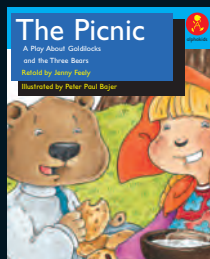
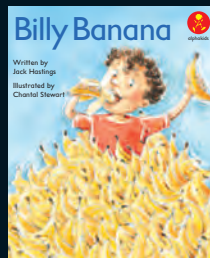
This book explores the life of Jesse, a boy who lives and travels with the circus.

ISBN 0-7253-3412-6



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Other books at this level



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