

The Circus Train

Features of the text:

- Punctuation: speech marks, exclamation marks, bold print, hyphen
- Rhythm and rhyme
- Onomatopoeia

Before Reading

- Ask the children to tell you what they know about circus acts and animals.
- Ask, *How do you think circuses move from place to place?*
- Introduce the text: **The Circus Train**.
- Look at the cover and title page. What clues do they give about the story? Ask, *What animals and people do you think will be on the circus train?*

- **Making meaning:** making personal connections
- **Analyzing the text:** visual literacy, prediction

Reading the Text

- Ask the children to read the text quietly.
- Give the children something specific to focus on. For example, *Read the book to find out what happened on the circus train journey.*
- If necessary, guide the children's reading of one or two pages, then encourage them to read on quietly.

- Children may draw upon all text features during the reading of the text. Help individual children as necessary.

After Reading

- Notice the words *coaches/coach* (pp. 3, 4, 6, 10) and clarify the meaning.
- Notice the word *people* (pp. 10, 13, 16) and clarify who these people are.
- Encourage the children to make character headbands and dramatize the train journey.
- Teach the children a simple juggling trick.
- Notice the rhyming patterns throughout the text, e.g. *clack/back* (pp. 2–3), *go/show* (p. 12), *again/train* (p. 16).
- Notice the onomatopoeia *clicketty-clack* throughout the text. Encourage the children to innovate on this pattern.
- Encourage the children to clap syllables, e.g. *clicketty-clack* (p. 2), *coaches* (p. 3), *elephant* (p. 4), *bears* (p. 4).
- Reader's Theatre: read the text, taking parts. Highlight repeated sentence patterns, rhythm and rhyme.
- Notice the illustration on page 16. Ask, *How does the illustrator show that the circus train is tired?*

- **Using the text:** considering how words are used (vocab)
- **Making meaning:** recall, summarizing, inquiry
- **Cracking the code:** punctuation, repeated patterns, rhyming, syllables
- **Analyzing the text:** recognizing illustrator's role