

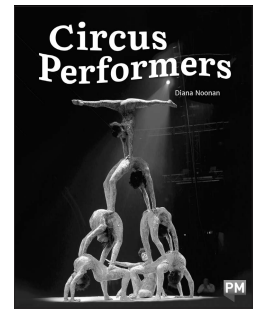
Circus Performers

PM Level 24

Silver

Text Types Information Report/Procedure

Running Words 1276



Preparing for Guided Reading

Prior Knowledge

- Students will need to know what a circus is and have a basic understanding of some of the acts that you might expect to see at a circus. Allow students to share their own experiences of circuses.
- Students should know how to use the features of non-fiction texts, such as the index and glossary.

Orientation to the Text

- Circus performers need special skills that can take many years to develop. This book describes some of the most exciting and entertaining roles for people performing in a circus, and teaches readers how to perform a magic trick of their own.

Building the Balanced Reader

Vocabulary

Key Vocabulary

athletic, audience, balancing, circus, circuses, equipment, exercise, gymnastic, healthy, magician, performer

Content Words

acrobatics, aerial, cable, concentration, cylinder, globe-walker, harness, juggling, muscles, somersault, stilts, tightrope, trapeze, unbreakable, unicycle

Decoding

- Ask students to find words with *perform* as the base as they read. Talk about what has been added to the base, and how it has changed the meaning for words such as *performs*, *performed* and *performance*.
- Guide students to read on and re-read, then go back to an unfamiliar word to try and work it out using phonemic cues.
- Read the word *concentration* together. Ask, *How many syllables are in this word? What is the vowel sound in each of the syllables?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Say, *This book has an information report and a procedure. What might you expect to learn about in the information report? What do you think the procedure will tell you how to do?*

- Read pp. 2–3 together and discuss the general statement of the information report. Ask, *What does the general statement tell us? Would you expect to see the same sort of information at the start of the procedure?*
- Explain that ‘plural’ means more than one. Point out the word *circus* on page 3 and ask, *What does this change to if there is more than one circus?* Ask students to find another noun on pp. 2–3 that has the same plural pattern, and discuss the base of the word.
- Continue to page 11 and challenge students to find all the plural nouns on the page. Ask, *What do these words have in common? Is every word that ends in ‘s’ a plural noun?*
- Read to page 19. Ask, *What is this last part of an information report called? What does it tell us?*
- Read pp. 20–21 together. Ask, *What sections does this procedure have that are not in an information report? Why are they important to a procedure?*
- Continue to page 23. Ask, *How is the information on this page organised? How is the final part of a procedure different from the evaluation in an information report?*
- Instruct students to identify the nouns in the glossary on page 24. For each, ask, *Is this noun singular or plural? Discuss the singular form of acrobatics and harnesses and the plural of tightrope.*

Comprehension

- Which circus performers walk on a high wire? (*Literal*)
- Why might magicians invite members of the audience to participate in their tricks? (*Inferential*)
- Which circus skills do you think you would be best at? Why? (*Applied Knowledge*)

Follow-up Activities

- Make a list of plural nouns from the text with students and group them according to how the plural was formed, for example, adding ‘s’, adding ‘es’, or changing a ‘y’ to ‘i’ and adding ‘es’. Invite students to make generalisations about how to form the plural of different words.
- Practise the magic trick described on pages 20–23 of the text together, following each of the steps carefully. Ask students to try the trick out at home and share how their families responded. You might also like to find some other simple magic tricks for students to learn.

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Learning Intentions

- We are learning to identify the features of different text types.
- We are learning to recognise plural nouns and identify their bases.

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Success Criteria

- I can describe and compare the features of information reports and procedures.
- I can describe what a noun is and what 'plural' means.
- I can explain how the base of a noun, such as *circus*, is changed to make a plural.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up