



Can I Join the Circus?

Readers' Theatre 3

Before you read

Questions to ask

Look at the cover.

What can you see?

What words do you recognise?

Read the title.

Point to the question mark.

Would you like to join a circus?

Who might be asking this question?

What are some possible answers to this question?

Point to the letters that make the /c/ sound. Point to those that make the /s/ sound. What do you notice?

What does 'readers' theatre' mean?

How is a readers' theatre the same and different to a narrative?

What characters do you think are in this readers' theatre?

Things to do

Make some simple props

Students turn to pages 22 and 23 of the book. Working in small groups or individually, they read the instructions and collect the materials to make a safety net, nose for Snoz, clown costume and poster.

While you're reading

Prompts to remember

Does that word make sense?

Can you find a clue in the picture?

Have you seen the word before/on another page/in our classroom?

Does it look like another word you know?

Do you recognise any part of that word?

Can you chunk some of the sounds together?

Try reading the sentence/page again.

If you lose your place, look at the pictures of the characters or follow the colour of the text panel for each character.

And afterwards

Questions to ask

What do you think Snoz might be good at?

At first, why does Ringmaster Roy think Snoz is standing outside the Big Top?

Why is Snoz outside the Big Top?

Why does Snoz interrupt Ringmaster Roy on page 5?

On pages 8 and 9, why does Chuckles run up to Ringmaster Roy and Snoz?

How does the narrator say "I told you so" on page 9?

Why does Chuckles cry?

Why does Snoz cry?

What does Bendy Betty ask Snoz to do?

What happens to Max Manyhands' breakfast? How would that make Max Manyhands feel?

What are the things Snoz cannot do?

How would Snoz feel if he heard Max Manyhands say that he had no place in the circus?

Why does Chuckles say "Stand back everyone" on page 20?

Things to do

What's missing?

Students complete a cloze passage on **work sheet 1**. They can then compare responses with a partner and check with a copy of the book.

Indirect speech

Students talk about the difference between direct and indirect speech. They practise writing some of the lines from the readers' theatre as indirect speech. For example:

Max Manyhands: I have never seen a Snozalot Monster juggle.

Max Manyhands said that he had never seen a Snozalot Monster juggle.

Similes

Remind students about similes. The simile 'as light as a feather' is on page 20 of the text. Students brainstorm other similes, using either 'like' or 'as', to describe one of the characters.

Dancing Snozalots!

Ringmaster Roy tells Snoz that he can join the circus. He says that he will get posters printed with the slogan: 'Circus Bizurkus, the greatest show you will ever see. We've got the lot, including a dancing Snozalot!' Students design a poster on **work sheet 2**.

Invite another staff member into the classroom to pretend they are Ringmaster Roy. Ask them to judge the best poster.



Can I Join the Circus?

Name _____

Date _____

WORK SHEET 1

What's missing?



Use these words to fill in the spaces.

Top morning performance dream join Snozalot
watch afraid stretching people

Narrator: Ringmaster Roy woke up, just like every other _____.

Ringmaster Roy: (_____) Ah, it is just like every other morning.

Narrator: Except there was a _____ Monster standing outside the Big _____.

Ringmaster Roy: I am _____ you are rather early, sir. Our next _____ is not until tonight.

Snoz: I don't want to _____ your circus. I want to _____ your circus.

Ringmaster Roy: Lots of _____ want to join ...

Snoz: (interrupting) It's been a _____ of mine ever since I was a baby Snoz.









