

# Family Bulletin

## Vocabulary:

lion  
circus tent  
elephant  
clown  
trapeze  
strongman  
dumbbell  
cannon  
juggling pin  
face paints  
juggling  
clapping  
laughing  
swinging  
jumping  
roaring  
popcorn  
eating  
soda  
drinking

## Olivia Saves the Circus

The main book for this unit is **Olivia Saves the Circus** written and illustrated by Ian Falconer. This is a delightful story about a girl who goes to the circus only to find that all of the performers are out sick. So, Olivia saves the circus by performing all of the acts. This story was chosen because it sets the scene for a classroom circus. The story outlines the main events in the circus and provides a natural transition to theme-based centers.



The related book for this unit is **Little Monkey Says Good Night** written by Ann Whitford and illustrated by Paul David Walker. This book provides wonderful illustrations of a young monkey saying good night to the acts in a circus. The pictures provide a strong representation of various circus acts. Children will enjoy the story's simple, repeated text.

The rhyming book for this unit is **Put Me in the Zoo**

written and illustrated by Robert Lopshire. This is a rhyming story about a leopard who can do tricks with his spots and thinks he should be exhibited at a zoo. By the end of the story, two children convince the leopard that he should be in the circus. This book has excellent rhyming text and, as the leopard's spots keep changing, lends itself to teaching colors and concepts.

Target Letter

# Tt

As in Tom, cat,  
water

## Other Language Targets:

### Prepositions

on  
through  
around  
in  
behind  
in front

### Language Forms:

**is + verb+ -ing**

(for example, **is sitting**, **is looking**)

**"wh"** questions

(**"Why** does Olivia make pancakes?")

## Holding Hands

*Elephants walking along the trails*

*Are holding hands by holding tails.*

*Trunks and tails are handy things*

*When elephants walk in circus rings.*

*Elephants work and elephants play,*

*And elephants walk and feel so gay.*

*They're holding hands*

*By holding tails.*

### *This unit's rhyming words:*

way—stay

zoo—you

one—fun

me—see

ball—wall

cat—hat

three—tree

all—small

### *Do you know?*

To help your child practice rhyming, use the rhyming pairs above when singing the following song to the tune of “Muffin Man”.

*Do you know two  
rhyming words,*

*Two rhyming words,*

*Two rhyming words?*

*Oh, do you know two  
rhyming words?*

*They sound a lot  
alike.*

## Bringing it Home—The Home and School Connection

Try these great ideas to bring the key concept of this unit, **Circus**, into your home!

≈ Help your child explore some motions that are made by circus performers, like somersaults, walking on toes, and jumping rope.

Encourage your child to invent new moves that he or she can do, and give each new move a special name.

≈ Help your child make a clown face on a paper plate with markers, crayons, scraps of paper, and glue. Draw

and cut out shapes from construction paper and glue them onto the paper plate. Label each of the facial features as your child adds them to the clown's face.

## Guess the Book!

Together with your child try to guess the name of the children's book from the following quote:

**“Our eyes are different. Our eyes are the same. They see, they blink, they weep, they wink.”**

**Answer:** “We’re Different, We’re the Same” written by Bobbi Jane Kates.