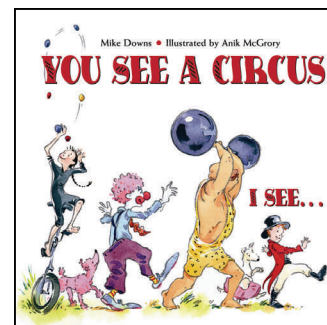


## *You See A Circus. I See...*

Mike Downs • Illustrated by Anik McGrory  
ISBN 9781580890977 HC, 9781580891554 PB  
32 pages, Ages 3-6



### CURRICULUM LINKS

*Language Arts:* Poetry; rhythm and rhyme, interpreting visual images, narrative text, and imaginative story

### COMPREHENSION QUESTIONS

Before reading *You See A Circus. I See...*, show students the cover.

Pose questions about the book:

- ◆ What do you think the book is about?
- ◆ What types of characters or acts have you seen, or would you expect to see, at a circus?
- ◆ What do you think the people who perform in circuses, such as the clowns, jugglers, or trapeze artists are like when they are not performing? Why?

After reading *You See A Circus. I See...*, ask students these questions:

- ◆ After reading *You See A Circus. I See...* do you view the circus performers differently?
- ◆ Can you name some of the performers mentioned in the book and how the main character sees them differently than we would see them?
- ◆ Why do you think people like going to circuses? What elements of circuses make them fun for the audience?
- ◆ Why do you think the author, Mike Downs, chose the title *You See A Circus. I See...*?

### ACTIVITIES

#### Portraying Details in Visual Images

As *You See A Circus. I See...* illustrates, circuses contain many different acts, performers, and other elements that make them entertaining for audiences of all ages. Ask students to draw a descriptive picture of what they have seen, or would expect to see, at a circus. Ask students to pair their artwork with a few sentences about why they included the different details in their drawing.

#### Poetry

Ask students to write a short rhyming poem about a circus performer or a character described in *You See A Circus. I See...* If you would like, have students share their poems with the class.

#### Create Your Own Story

Have students to pick their favorite circus performer and to imagine they were that performer for a day. Ask them to write a short, narrative story about what they would do, see, hear, and experience during that day as the performer. Then, have students compare and contrast their normal lives and their lives as circus performers, as well as their personalities as each. With your class, reflect on how the students' responses relate to the contrasting perceptions of the characters in *You See A Circus. I See...*