

The Runaway Nose



alphakids



Honk!



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How to use this book

The Alphakids Plus teacher editions support teachers as they guide children's reading and thinking during one or more guided reading sessions. Teachers can observe children as they read and choose from the given suggestions to suit individual needs.

Before reading

Setting the context, front cover and title page:

The suggestions help teachers to set the scene and prepare children for reading the book. Prompts help to determine children's prior knowledge. Where necessary, background information is provided. Teachers are encouraged to check that children understand the vocabulary listed and to discuss the meanings and/or the structures of these words. Previous experiences with similar text types may also be discussed.

During reading

Predict, Read, Reflect:

Questions encourage children to engage with the text by making predictions. They then read a section of the text and reflect on what they have read. The focus is on the content, language and text features of the book.

Observe and support:

Prompts help teachers to focus on the strategies children use as they read. Teachers can then select from and adapt the suggestions according to the needs of the individual child. The suggestions aim to develop a child's reading abilities. Interruptions to the child's reading should be minimal.

After reading

A selection of reading and writing activities:

The last pages of the teacher edition provide follow-up activities and include the assessment focus.

Selected text features

- Direct speech is used throughout
- Text of different sizes and colours is used for emphasis, e.g. 'BANG!'
- Words are used in the illustrations to indicate sound effects
- Lines and arrows are used in the illustrations to indicate movement

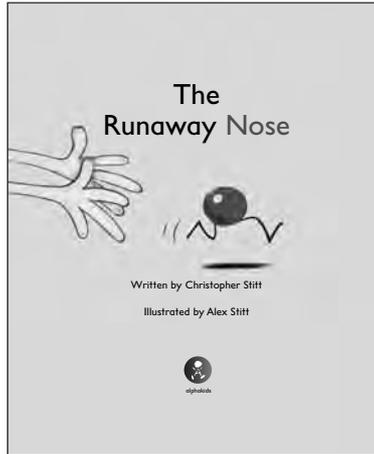
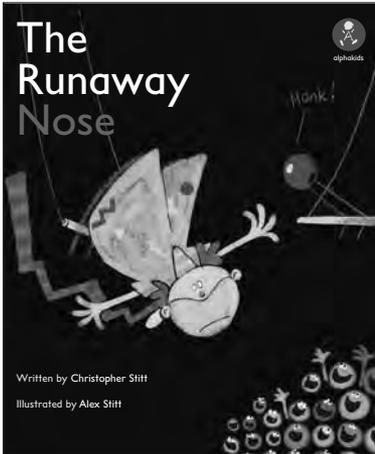
Vocabulary

adjusted, cannon, circus, costume, crowd, enormous, hopeless, nonsense, ordinary, runaway, somersaulted, tightrope, trapeze

Setting the context

Have you ever seen a clown? What did he or she do?

What is a clown's job? What kind of costume do clowns wear?



Front cover

What sort of book do you think this is going to be? How can you tell?

What caught your eye on the front cover?

Do you want to read this book? Why?

Title page

What does the title page tell us?

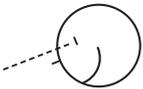
● **Predict**

*What might be special about his nose?
Why do you think his nose will run away?*

● **Read** page 3.

● **Reflect**

*Where does the story take place?
What do you think of Coco the Clown? Do you like him?*



Observe and support

Can the child locate what the author actually says?
*How is the nose described? Show me where it says
so in the text.*

If the child cannot answer, have them re-read each
sentence on the page.

After each sentence ask:

*Does this tell us anything about what the nose is
like?*



It was opening night at the circus and the show was about to begin.

Coco the Clown was busy getting ready.

He adjusted his big, red, magic clown nose.

'My magic nose always makes people laugh,' said Coco to his friend Marco the monkey.

The magic nose lit up and made a honking noise.

'That's enough of that,' said Coco, wagging his finger at the magic nose. 'I'll tell you when to do your tricks.'

'You can't tell me what to do!' yelled the magic nose, and it leapt off Coco's face and ran out the door.



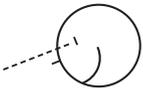
● **Predict**

*How will Coco feel without his magic nose?
How will they know where to look for it?*

● **Read** to the end of page 7.

● **Reflect**

*Why would Coco say ‘Got you!’ to the nose?
How do they know where to look for the nose?
What is unusual about the pictures and the writing? Does
it help you to read the book? Why?*



Observe and support

Can the child understand inferences in the text?
*Why does Marco the monkey say, ‘We’ll have to find
that magic nose, Coco’?*

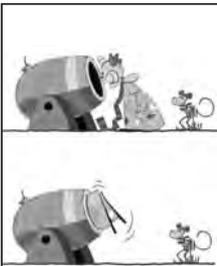


'Come back!' shouted Coco. 'Come back immediately! The show is about to begin!' But the nose was nowhere to be seen.

'This is a disaster,' said Marco. 'Without your magic nose, you don't look like a clown at all!'

And it was true. Coco's own nose was just a very ordinary, not very funny, not at all magic sort of a nose.

'We'll have to find that magic nose, Coco,' said Marco. 'It can't be too far away.' And he pushed Coco out of his trailer.



Coco heard a honking sound.

'My nose!' he cried.

He followed the sound towards the cannon that shot Danny the Daredevil across the big top every night. The honking sound was coming from deep inside the cannon.

Coco climbed inside.

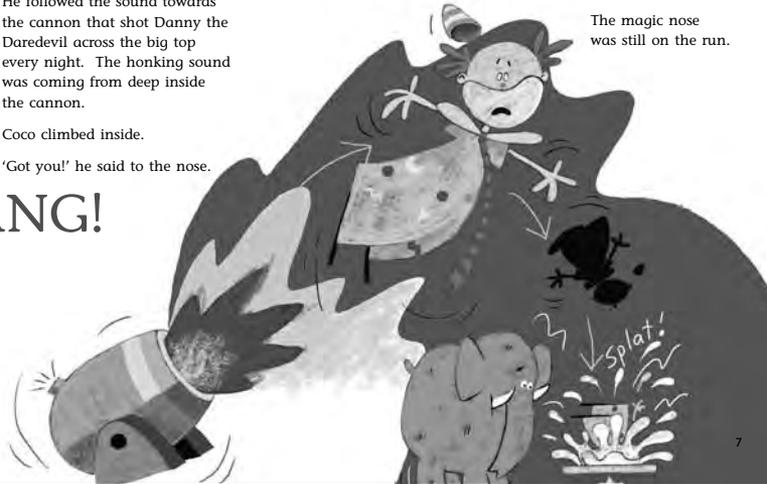
'Got you!' he said to the nose.

BANG!

There was a deafening explosion.

Coco flew out of the cannon and landed with a splat in Ella the elephant's water bucket.

The magic nose was still on the run.



● **Predict**

What problems might Marco and Coco face while trying to catch the nose?

What other circus performers could be involved?

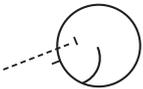
● **Read** to the end of page 10.

● **Reflect**

What is a strong man? How did you know? Why did he throw Marco into the air?

Why did Coco rush out of the tent? How is he feeling?

Would you be feeling the same way?

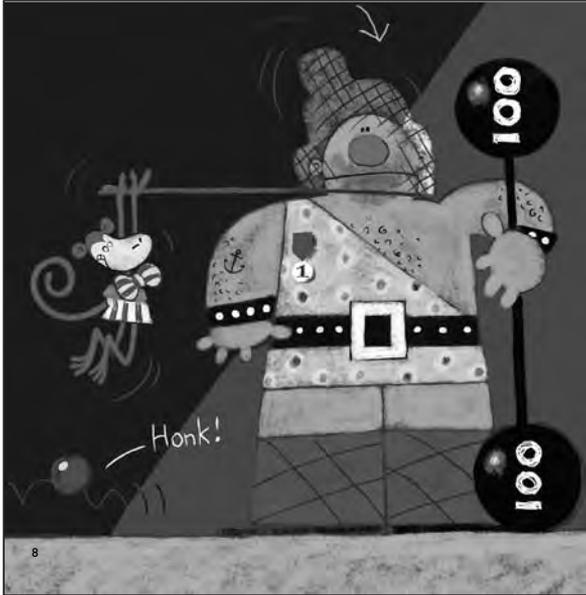


Observe and support

Ask one child to read aloud to you while the others are reading silently. Does the child read expressively?

Can you read it as if you were Coco?

How would he say, 'This is hopeless'?



'Catch that nose!' called Coco.

'I'll get it,' shouted Marco as he ran past waving a large net.

But the magic nose slipped past him and Marco caught Stan the Strong Man instead.



Stan the Strong Man was not pleased. He threw Marco high into the air and tossed him around like a juggling ball.



Meanwhile, Coco was searching behind a big, dark tent.

'That magic nose is hiding somewhere here,' Coco said to himself. He heard breathing inside the tent and crept quietly in. He reached out and felt something round and hard.

'I've got you now!' Coco cried.

There was an enormous roar. This was not the magic nose, this was Lazlo the lion – and Coco was pulling his nose!

Coco rushed out of the tent.

'This is hopeless,' he sobbed to Marco. 'We'll never catch my magic nose. I'll never be a real clown again.'



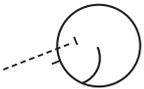
● **Predict**

*How will Coco finally catch his nose?
Have a look at the illustrations on pages 12 to 15.
Do they help you to make a prediction? How?*

● **Read** to the end of page 15.

● **Reflect**

*Was your prediction correct?
Why was the crowd laughing and cheering Coco on?
How did Coco react? Would you have reacted the same way? Why?*



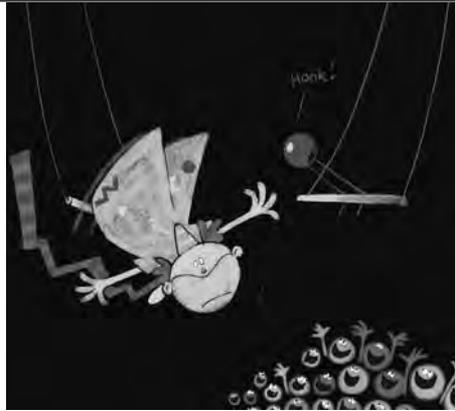
Observe and support

Does the child use a range of strategies to work out new vocabulary?
How did you work out ‘trapeze’? Can you see a word you know in trapeze?

All at once, from inside the big top, they heard the crowd cheering.

Coco and Marco peeked inside and found that the show had started without them.

The magic nose was bouncing along the tightrope. It was flying through the air on the trapeze.



Coco rushed into the ring. He was determined to catch his magic nose. He leapt onto the tightrope. He swung on the trapeze. But the magic nose was always just ahead of him.

The crowd went wild. They laughed and shouted, 'Go, Coco, go!'

13

Coco didn't know what was happening. Here he was, in the middle of the ring, without his big, red, magic clown nose, and the crowd kept cheering and clapping.



14

The magic nose somersaulted through the ring with the acrobats. Coco puffed and panted behind, then collapsed on the ground, exhausted. The magic nose bounced and flipped. It bounced right over Coco and landed... on his face!

Coco leapt up. The crowd shouted with excitement. Coco bowed and his magic nose shone big and red.



15

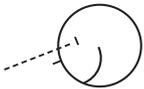
● **Predict**

*How will the story end?
What might Marco say to Coco?*

● **Read** to the end of page 16.

● **Reflect**

*Did the story finish in a satisfactory way? Why?
Which parts did you like most?
Where did the story happen? Does it matter? Why?*

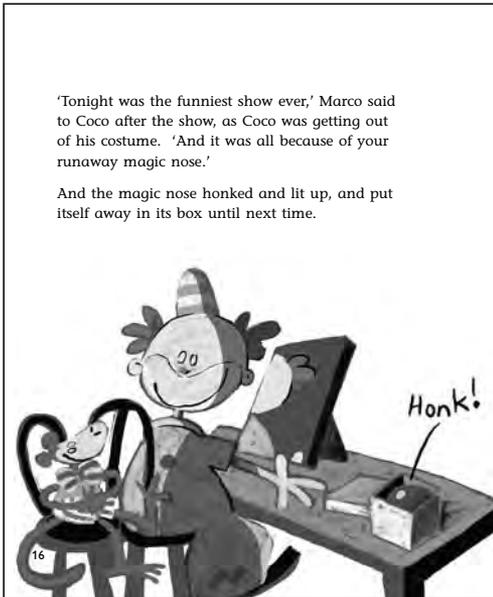


Observe and support

Does the child check a range of information on the page to assist with problem solving?
I noticed that you looked at the picture as you were working that out. What did you notice that helped you to work out that sentence?

'Tonight was the funniest show ever,' Marco said to Coco after the show, as Coco was getting out of his costume. 'And it was all because of your runaway magic nose.'

And the magic nose honked and lit up, and put itself away in its box until next time.



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these questions:

Why did the magic nose run away?

What did Coco do to try to catch his magic nose?

Was Coco only funny when he had his magic nose? Why?

Why did Marco say, 'Tonight was the funniest show ever'?

Being a code breaker

Children may like to explore the following language features:

- the use of double letters in the book: getting, suddenly, off, door
- the use of alliteration in the names of characters in the book: Coco the Clown, Marco the monkey, Danny the Daredevil, Ella the elephant, Stan the Strong Man, Lazlo the lion

Being a text user

How has the illustrator drawn Coco and the other characters in the book? What does this make you think about them?

What would happen to the story if it had more realistic illustrations?

Why has the illustrator used words, lines and arrows in his illustrations?

Being a text critic

Do you like the illustrations in this book? Why?

What do you think the illustrator was trying to make you feel with his illustrations? Was he successful?

Responding to text

 Children could work cooperatively to construct a story ladder. Ask the children to identify the significant events in the story and list them on a chart. Ask each child in the group to select an event to illustrate so that it can be attached to the rungs of a paper ladder. Encourage the children to discuss where each event should be placed on the ladder so that the correct sequence of events is depicted.

 Children could use ideas about alliteration to invent and illustrate a cast of characters for future stories, e.g. Gertrude the gorilla, Trevor the Trapeze Artist. These could be used as a resource of characters when writing stories in the future.

 Get the children to study and discuss the unusual illustrative devices, such as the use

of words, lines and arrows to indicate sound effects and movement. Make a list of all the sound effect words the children can think of. Children could then draw their own illustration which includes sound effect words, lines and arrows like those used in the book.

Writing links

Shared writing

List a range of adjectives, e.g. big, red, magic, ordinary. Select one adjective and use it in a descriptive sentence, e.g. 'The ordinary clown ran into the big top.'

Discuss how using adjectives helps to create a picture in our minds.

What picture of the clown do we get from this sentence?

Create more descriptive sentences using other adjectives from the list.

Independent writing

Children could retell the story from the point of view of the runaway nose.

Possible assessment focus

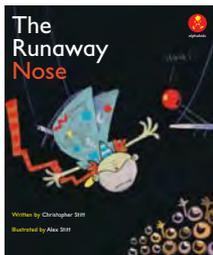
Can the child:

- explain that words indicate sound effects and arrows show movement in illustrations?
- recall the sequence of events in the story?
- identify some adjectives used in the text?

 whole text activity

 sentence activity

 word activity



Teacher Edition

Topic: Circus

Curriculum link: SOSE

Text type: Narrative

Reading level: 23

Word count: 639

Vocabulary: adjusted, cannon, circus, costume, crowd, enormous, hopeless, nonsense, ordinary, runaway, somersaulted, tightrope, trapeze

Possible literacy focus

Understanding illustrative devices, such as the use of words and arrows.

Keeping track of events in a story.

Investigating the use of adjectives in the text.

Summary

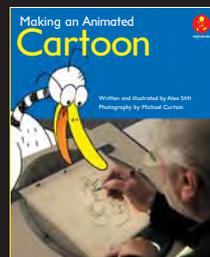
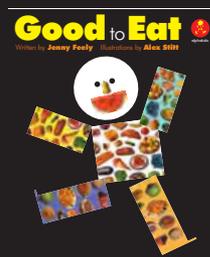
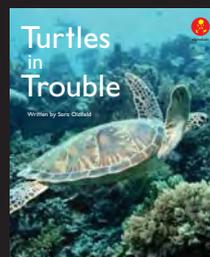
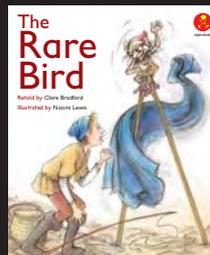
This book is a humorous story about the chaos caused when a clown's red nose decides to run away just before the show starts.

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Other books at this level



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