CURRICULUM GUIDE

FEEDING THE FLYING FANELLIS
AND OTHER POEMS FROM A CIRCUS CHEF

KATE HOSFORD

ILLUSTRATED BY COSEI KAWA

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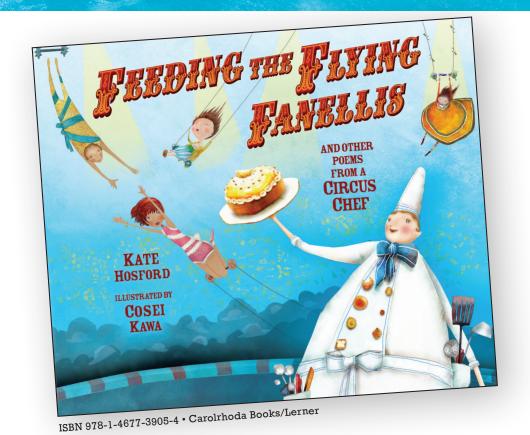
"Keeping performers well-fed and happy is a challenge. However, this chef is up for it, as his quirky poems attest. . . . Enjoy a ringside seat and be enthralled by a circus that's like no other."
—*Kirkus Reviews*

I've never turned a cartwheel, and I'm dizzy in high places.
I couldn't ever be a clown—I don't make funny faces.

But put me in the kitchen, and I think you'll be delighted.
Join us for a circus meal. Everyone's invited.

WHAT DO YOU FEED a trapeze family to keep them aloft? What do you serve a homesick strongman, or a lion with a gourmet palate? Poems from this jolly chef give a behind-the-scenes look at what it takes to satisfy this hungry circus troupe.

Children in grades 1-4 will devour this poetic exploration of circus life and eagerly ask for seconds!

"Hosford's nimble wordplay describes the demands of the circus's hungry, finicky, and sometimes overindulgent performers . . . a highly enjoyable and inventive blend of circus feats and culinary treats."
—*Publishers Weekly*

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The Common Core State Standards addressed by the discussion questions and activities in this guide are noted throughout. For more information on the Common Core, visit corestandards.org.

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DISCUSSION QUESTIONS

From whose point of view are the poems in *Feeding the Flying Fanellis* told? What type of story information is *not* available to readers because of the point of view in the poems? **CCSS.ELA-LITERACY.RL.1.6; CCSS.ELA-LITERACY.RL.2.6; CCSS.ELA-LITERACY.RL.3.6 CCSS.ELA-LITERACY.RL.4.6**

Discuss "The Human Cannonball." What is the problem the character in this poem faces? How is this problem resolved by the end of the book? **CCSS.ELA-LITERACY. RL.1.1; CCSS.ELA-LITERACY.RL.2.1; CCSS.ELA-LITERACY.RL.3.1; CCSS.ELA-LITERACY.RL.4.1**

Who is the chef's favorite circus performer? Reread the poem featuring this performer and look for reasons why this member of the circus might be a favorite. **CCSS.ELA-LITERACY.RL.1.1; CCSS.ELA-LITERACY.RL.2.1; CCSS.ELA-LITERACY.RL.3.1; CCSS.ELA-LITERACY.RL.4.1**

Reread "The Homesick Strongman." What emotion is the poet trying to convey with this poem? How do the strongman's feelings change from the beginning to the end of this poem? **CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3; CCSS.ELA-LITERACY. RL.3.3; CCSS.ELA-LITERACY.RL.4.3**

In the poem "The Flying Fanellis," these trapeze artists are described as being on a "sugar high." How is the term "sugar high" used to convey two meanings in the poem? **CCSS.ELA-LITERACY.RL.1.4; CCSS.ELA-LITERACY.RL.2.4; CCSS.ELA-LITERACY.RL.3.4; CCSS.ELA-LITERACY.RL.4.4**
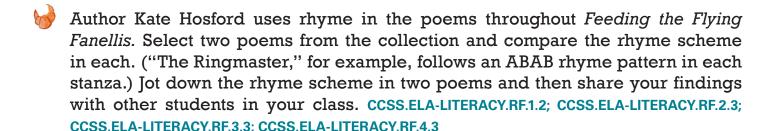
The discussion questions and activities in this guide were created by Leigh Courtney, Ph.D. She teaches in the Global Education program at a public elementary school in San Diego, California. She holds both masters' and doctoral degrees in education, with an emphasis on curriculum and instruction.

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ACTIVITIES

🔶 Author Kate Hosford uses rhyme in the poems throughout *Feeding the Flying Fanellis.* Select two poems from the collection and compare the rhyme scheme in each. ("The Ringmaster," for example, follows an ABAB rhyme pattern in each stanza.) Jot down the rhyme scheme in two poems and then share your findings with other students in your class. **CCSS.ELA-LITERACY.RF.1.2; CCSS.ELA-LITERACY.RF.2.3; CCSS.ELA-LITERACY.RF.3.3; CCSS.ELA-LITERACY.RF.4.3**

🌀 These poems beg to be read aloud by a performer or a group of performers. Have soloists, partners, or groups randomly select a poem-related prop—clown nose, tutu, small weights, etc.—from a pre-stocked bag. Performers can then share the poems utilizing the prop and their expressive voices. **CCSS.ELA-LITERACY.RL.1.10; CCSS.ELA-LITERACY.RL.2.10; CCSS.ELA-LITERACY.RL.3.10; CCSS.ELA-LITERACY.RL.4.10**

🍩 Create a circus-themed menu with dishes named after the circus performers and inspired by the ingredients listed in the poems. Divide your menu up into categories: appetizers, entrées, and desserts. Sort the dishes you name into the categories. Include descriptions of each dish, what ingredients the dish includes, and perhaps how the dish is cooked. For example, a dish named after the fire eater might be named "Lava Chili" and include a description such as: "rich roasted flavors slow cooked, with the added fire of Miss Miranda May's Flaming Chili Sauce." **CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3; CCSS.ELA-LITERACY.RL.3.3; CCSS.ELA-LITERACY.RL.4.3**

🍪 Design an invitation to the "Summer Circus Feast" described in the last poem in *Feeding the Flying Fanellis.* Include the details of where and when the feast will be held. List the menu that will be shared at this special event. Decorate the invitation with a circus theme. **CCSS.ELA-LITERACY.RL.1.1; CCSS.ELA-LITERACY.RL.2.1; CCSS.ELA-LITERACY.RL.3.1; CCSS.ELA-LITERACY.RL.4.1**

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Circus Math

The circus chef has a big responsibility to keep the entire troupe of circus performers fed each day. How many meals does the chef make each day for the animals and people who perform in the circus? Think about the steps you will need to take to calculate the number of meals. Use pictures, words, and number sentences to show your answer.

CCSS.MATH.CONTENT.1.OA.A.1; CCSS.MATH.CONTENT.2.OA.A.1; CCSS.MATH.CONTENT.3.OA.A.1; CCSS.MATH.CONTENT.4.OA.A.1

PICTURES

WORDS

NUMBER SENTENCES

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SPECIAL ORDERS

Some of the performers have certain foods that they like, and others have certain food that they need. Complete the chart below with information from the poems about which foods or types of food the chef makes for each of these performers. **CCSS.ELA-LITERACY.RL.1.1; CCSS. ELA-LITERACY.RL.2.1; CCSS.ELA-LITERACY.RL.3.1; CCSS.ELA-LITERACY.RL.4.1**

CIRCUS PERFORMER	PERFORMER'S DIET
The ringmaster	
The strongman	
The juggler	
Little Blue	
The contortionist twins	
Boris	
Martin McGarrigle	
The tightrope walker	
The clown	
The lion	
Hugo, The Human Cannonball	
The Flying Fanellis	
Gorgeous Lena	
Angeline	
Miss Miranda May	

One More Mouth To Feed

Imagine that a new performer joins the circus. It could be a trick-performing elephant, a tiny troupe of acrobatic fleas, a mysterious snake charmer, or whatever you wish! What foods might this performer like to eat? What challenges feeding him/her might the chef encounter? Write a short poem from the chef's perspective about this new performer and what food/s the chef fixes for him/her. As an extra challenge, see if you can use one of the rhyme schemes from the circus poems when you write your own poem. **CCSS.ELA-LITERACY.W.1.3; CCSS.ELA-LITERACY.W.2.3; CCSS.ELA-LITERACY.W.3.3; CCSS.ELA-LITERACY.W.4.3**

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