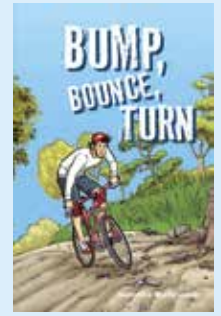


Bump, Bounce, Turn

Carlo is practising mountain bike tricks. They come in useful when he and Team Turbo find a man who has fallen off his horse and broken his leg. But where is the horse? Carlo rides down into the valley to help.



Reading strategy

Asking questions as you read

- What do I know about the characters?
- Why did the character say that?
- Why did the character do that?
- What does that tell me about the character?
- What will the character do?

Comprehension focus

- Analysing characters

Fluency focus

- Reading with emphasis when you see an exclamation mark

Genre focus

- Instructional text

Day 1: Before reading

- Introduce *Bump, Bounce, Turn*. Have students make predictions about the content by looking at the title, cover illustration and blurb, then choral read it together.
- Review the term “main character”.
- Allow time for students to scan the book, including the contents page, to see who they think the main character will be and to note features of the storyline. They share their predictions with the group.
- Introduce the reading strategy by discussing the importance of asking ourselves questions about the characters before, during and after reading. Explain that we do this to aid prediction and comprehension.
- Record and share the questions for the reading strategy on a chart.
 - What do I know about the characters?
 - Why did the character say that?
 - Why did the character do that?
 - What does that tell me about the character?
 - What will the character do?
- Ask: What do you already know about Carlo? Have students record three facts on sticky notes, then share their opinions with the group.
- Identify common elements and differences of opinion.

During reading

- Read the title for Chapter 1 and ask, What do you think this chapter will be about? Discuss responses.
- Students scan the Chapter 2 title and illustrations and predict how Carlo will do with his practising. Encourage them to justify their opinions.
- Read Chapter 1 with students.

- Jointly describe Carlo's attitude to riding the track in Chapter 1, e.g. "I was excited" (page 5) or "I felt strong and steady" (page 8).
- Students reread Chapter 1, then ask: Do you think Carlo will feel like this throughout the story? Why or why not?
- Allow time for students to refer to their sticky note facts about Carlo.
- Read Chapter 2 with students, stopping at appropriate places to pose questions about the characters. Ask: Why do you think Carlo rode Saddletop Mountain track before walking up it? What did Benjy think of Carlo's riding?

After reading

- Read Worksheet A and model how students can use excerpts from the text to record information about Carlo.
- Have students record the information for Chapters 1 and 2.

Fluency focus

Read *Riding Tight Bends* or *Mountain Bike Rap* with students. Discuss how a reader uses their voice when reading to an audience. Model this to students. Students read along with *Mountain Bike Rap*, practising reading with emphasis when they see the exclamation mark. Compare the parts of Carlo and Evie.

Vocabulary and spelling activities

Goals

To develop understanding about:

- variant graphemes for /ur/
- figurative language
- pronouns
- interesting vocabulary
- compound words

Activity 1 Variant graphemes for /ur/

Record the following words on the board – *turn, Turbo, curved*. Read the words together and ask: What sound can you hear in each word? What letter(s) represent the sound? Underline the vowel sound /ur/ in each word. Write the words *first* and *perfect* on the board. Read the words together and ask, What vowel sound can you hear? Underline the letters that represent the /ur/ sound. (ir, er) Think of other words with these spellings for /ur/, e.g. *herb, bird, dirt, fern*. List them, read them and underline the letters that represent /ur/ vowel sound.

Activity 2 Figurative language

Introduce the term *figurative* and discuss its meaning in the context of the book. Use an example of what Carlo said – *hairpin bends* (page 7). Invite students to find and list other examples such as *slithered between trees* (page 14). Involve students in creating other figurative language for Carlo to say. Record the figurative language and include it in appropriate places when reading the text aloud.

Activity 3 Pronouns

Revise the term *pronoun* and its usage. Invite students to select a pronoun from the text, e.g. *they, we, I, him*. Discuss who *they* refers to on page 32. Compile a list of pronouns from the text and discuss their meaning. Brainstorm other pronouns to add to the list.

Activity 4 Interesting vocabulary

Revise the term *vocabulary* and what it means. Point out that this story has interesting vocabulary because much of it is to do with mountain biking and has been developed by mountain bikers themselves. Invite students to look at the glossary. It will help with the meaning of some words. Ask: What's a hairpin bend? Why is it called that? Discuss how familiar vocabulary can be used in an activity like mountain biking to create its own language.

Activity 5 Compound words

Find compound words to list and read, e.g. *backyard*. Discuss the meaning of each separate word and then the meaning of the combined, compound word, e.g. *backyard* means a yard at the back of the house. Also look at the words *hairpin, saddletop, lookout, superman*.

Day 2: Before reading

- Explain how asking questions about characters aids prediction and comprehension. Read the chart of questions from Day 1 together.
- Involve students in orally retelling the story so far through Carlo's eyes.
- Allow time for students to check headings for Chapters 3 and 4, then record a prediction about Carlo on sticky notes.

During reading

- Read the opening of Chapter 3 to students, then students form pairs to take turns to read the rest of the chapter to each other (quietly!) Ask: Why did Maddy suggest an ambulance? Why did Carlo have a different idea to Benjy?
- Repeat the process for Chapter 4 after orally predicting what will happen to Flash.

After reading

- Explain expectations for Chapters 3 and 4 on Worksheet A and encourage students to fill in the worksheet with their own examples.

The rap: rhythm, rhyme and repetition

Goals

- To provide a forum for meaningful reading practice
- To use rhythm, rhyme and repetition and shared reading experiences to build students' confidence
- To further develop students' ability to read important words automatically

Activity 1 Introduce the rap

Read *Mountain Bike Rap* with students. Invite volunteers to read the rap independently. Review how to read a sentence with an exclamation mark.

Activity 2 Perform the rap

Encourage students to perform word or sound percussion in time with the rhythm of the rap. Pairs of students perform the rap with one student chanting a repetitive phrase or sound quietly in the background while the other student reads the rap.

Activity 3 Identify rhyme

Identify the rhyming words in the first verse. (*hill, thrill*) Establish that some of the rhyming words are not spelt with the same letter pattern, e.g. *dirt/hurt, flew/tattoo*. Brainstorm other rhyming words that could have been used. Group the words according to their letter patterns.

Activity 4 Alliteration

Read the rap together and discuss the use of alliteration (same initial sound in the word) in these words – *burning round the bend, flying free*. Have students suggest words with alliteration to describe mountain biking, e.g. *pumped and puffing, strong and steady, bent to balance*. They create a verse using alliteration.

Activity 5 Identify rhythm

Identify the rhythm of verse one by counting the syllables in each line. Brainstorm other phrases that repeat the rhythm of the first verse. Students read the verses with the substitutions.

Day 3: Before reading

- Review the reading strategy by inviting students to recall questions they can ask themselves about characters before, during and after reading.
- Involve students in summarising what they know about Carlo in this story after allowing time for them to refer to their sticky-note predictions about him.
- Discuss how knowing and analysing characters aids prediction and comprehension.

During reading

- Read the opening of Chapter 5 to students, then students read independently in silence. Ask individuals to read a few sentences as a way of checking their reading. Discuss the way Carlo responded to the challenge. Ask: Why did Harry suggest “two of you” deserve the name “Flash”? How did Carlo feel about Harry’s suggestion? (page 34)
- Encourage diversity of opinion and allow time for students to voice their ideas and opinions and demonstrate respect for differing views.

After reading

- Discuss expectations for Chapter 5, then have students complete Worksheet A.

Describe how to ride a steep hill

Goals

- To read, understand and write a set of directions
- To identify and discuss the features of an instructional text and introduce related terminology
- To rewrite an instructional text

Directions for mountain bike tricks or moves tell you how to do them. They are an instructional text, written in a sequence of steps. The steps can be numbered or lettered to show the correct order. By following agreed steps, everyone can learn how to control a bike on a steep hill. Diagrams and labels are also useful to help the rider.

- Ask: What do you know about instructional texts? Discuss responses.
- Allow time for students to read *Riding Tight Bends*. Refer to the glossary for a description of hairpin bends.
- Talk to students about how directions are written. Model how to begin writing the directions using Worksheet B.
- Students brainstorm a list of alternative headings for directions on how to ride down a steep hill. Listen for important words and phrases when they share their ideas. Have students write and share their headings. They can refer to online descriptions for safe riding on steep hills.
- Students prepare to write the steps. They note that most steps begin with a verb. They write the steps. Brainstorm possible diagrams with labels to make the steps clearer.
- Have students complete the task by editing the steps.
- Listen to students read their directions, noting how they vary the pace of reading to suit the content.

Bump, Bounce, Turn

Worksheet A Analysing characters

Name: _____ Date: _____

Add a few words about what Carlo says and does in each chapter.

Chapter 1 Tight Turns

Chapter 2 Saddletop Mountain

Chapter 3 Bucked and Broken

Chapter 4 Finding Flash

Chapter 5 Dash to Flash

Bump, Bounce, Turn

Worksheet B Reading and writing an instructional text

Name: _____ Date: _____

Write directions for how to ride down a steep hill safely.

Heading
Prepare the steps
Directions
Step 1
Step 2
Step 3
Step 4