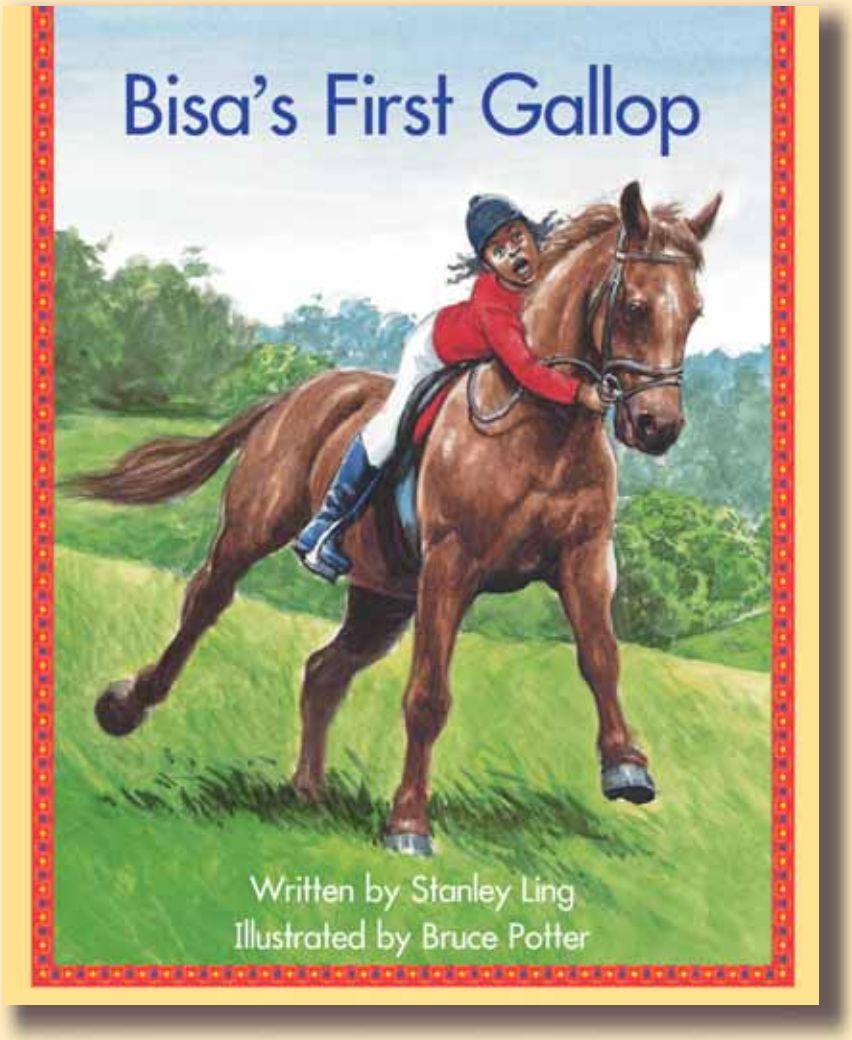
Springboard

Level 18
Book e



Level	18
Word Count	439
Text Type	Narrative (realistic fiction)
High-Frequency Word/s Introduced	across

MACMILLAN

The Maze Race
Ice-Cream
Carla Crocodile's Adventure
An Interview with Alan Ant
Bisa's First Gallop
Big Bird Relatives
A Very Good Idea
Amazing Mudskippers

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. This is not an arbitrary division. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.

This symbol relates to decoding (code breaker)

This symbol relates to use (text user)

This symbol relates to comprehension (meaning maker)

This symbol relates to critical analysis (text critic or analyser)

BEFORE READING

Ask students to read the title and the names of the author and illustrator. Explain to students that Bisa's name is from African culture. Have students make predictions about the story from the title and picture. What is happening to Bisa? Can she ride the horse?

Ask students what *gallop* means and which animal we associate with the word. Have students talk about their experiences with horses.

Tell students that the genre is narrative, written as realistic fiction. Discuss the word *realistic* with students. Ask what a reader would expect from realistic fiction.

Read and discuss the title page. How does this page add to information we already have about the story?

DURING READING

Set students a purpose to read for, with a focus question on each page. Explain to students that you will be asking a question before they read each page, and that they should read silently. They should be ready to answer when they have finished reading the page.

Read the names of the characters and horses. Talk about the meaning of *saddle up*.

Ask, before students read each page –

Pages 2–3 What are they going to do at the riding school today?
Pages 4–5 What did they do so that Bisa would not be so scared?
Pages 6–7 What did the motorcycles do to the horses?
Pages 8–9 What happened when the two horses were spooked?
Pages 10–11 Who was going to have to go for help?
Pages 12–13 What was Pam doing? How did Bisa feel?
Pages 14–17 What was Bisa scared about?
Pages 18–21 What had Bisa done?
Pages 22–24 Discuss why Bisa will never be scared again.

AFTER READING

Ask students to return to the text, and find the page that initiated the problem in the story. Have them discuss, with the person next to them, the events that followed and led to the resolution of the problem.

Ask students, as they reread the story, to note the setting and the route the riders took.

CODE BREAKER

Developing Specific Skills

Word ending *ly* – slowly (page 4), badly (page 11)

Drop *e* before *ing* – ride/riding (page 4)

Parts of speech and tenses – ride/riding (page 4), rode (page 7), ridden (page 12)

Sound *ph* – phone (page 11), phoned (page 24)

TEXT USER

Discuss with students the characteristics of realistic fiction. Have them talk about whether the story could happen. Encourage them to return to the text to reinforce their comments.

Have students write a character profile about Bisa. Ask them to conclude the profile with a sentence about what they learned from Bisa's strength of character.

MEANING MAKER

Ask students to draw a picture map showing Pam's riding school, Newmans' farm, the road, and the beach. On the map mark where the motorcycle incident took place.

Have students discuss what new information they now have about horses.

TEXT CRITIC

Ask students to talk with the person next to them about how the author included leadership responsibilities and actions. Debate whether, despite her injured arm, Pam made the appropriate decision to go after Miranda and send Bisa to get help.

18e Bisa's First Gallop Name _____

1. Match the riders to their horses.

Pam	Star
Bisa	Foxtrot
Miranda	Freddie

2. Draw the riders leaving the riding school.

3. Draw the incident that caused the problem of the story. Name the riders in the picture.

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18e Bisa's First Gallop Name _____

1. Find two words in each compound word.

Foxtrot ____Fox_____ ____trot_____

blackboard _____ _____

motorcycles _____ _____

herself _____ _____

classroom _____ _____

2. Find words in the story that begin with –

scr _____ ph _____

sp _____ sc _____

gr _____ kn _____

3. Find words in the story that rhyme with –

ear _____ paddle _____

day _____ farm _____

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18e Bisa's First Gallop **Name** _____

1. Add *ing* to these words.

ride _____ smile _____

make _____ dance _____

share _____ race _____

2. Add *ly* to these words.

sad _____ kind _____

slow _____ brave _____

bad _____ quick _____

3. Put the right word in each space.

Bisa and Miranda had been _____ horses.

Miranda was a good _____.

She had never _____ by herself.

ridden
riding
rode
rider
ride

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