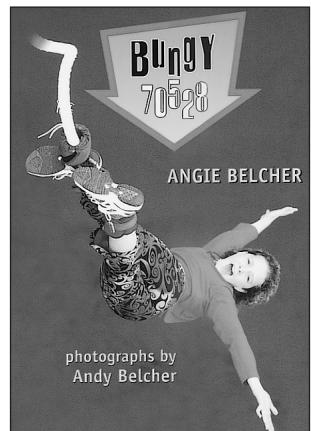


# Bungy 70528

by Angie Belcher

photographs by Andy Belcher



## Book Summary

Adventure photographer Andy Belcher needs some “volunteers” for a bungee photo shoot, and Samantha, Ben, Ricky, and Gemma agree to give it their best shot. This book describes the safety procedures they undergo and their feelings before, during, and after the jump.

## Features of the Book

- The dramatic cover
- Recount genre
- Design features – wide-angle photographs, layered images, backgrounds of bungee cord
- Bold type for effect
- The colloquial vocabulary – *wimp*; *cool*; *a piece of cake*; *Great stuff*; *It'll be a breeze*; *freaky*
- Descriptive language – *bouncing around like a yo-yo*; *wind rashed past*
- Specialised vocabulary – *motor drive*, *bindings*

## Purpose

*Bungy 70528* can be used to introduce and reinforce the following skills:

- interpreting and analysing characters’ feelings and actions;
- making links between students’ experiences and the information in the text;
- supporting interpretations with examples from the text;
- discussing how design contributes to the effectiveness of a book;
- researching a topic area for enjoyment.

## The Guided Reading Lesson

- Interpreting and analysing characters’ feelings and actions
- Making links between students’ experiences and the information in the text
- Supporting interpretations with examples from the text

## Introducing the text

Ask the students whether they’ve ever agreed to do something that they’ve felt very worried about.

- *Why did you say you’d do it?*
- *Did you want to change your mind? What stopped you?*

Encourage them to talk about their feelings and motivation for doing something that stretched the boundaries of their experience. Introduce the idea of peer pressure.

- *Have you ever done something because you were scared of what your friends might say if you said no?*

Look at the cover of the book together and discuss the title and photograph. Ask whether anyone knows what the girl is doing.

- *What do you know about bungee jumping?*
- *Why do you think people do it? Would you like to try something like that?*

Look at the expression on the girl’s face.

- *How do you think this girl is feeling as she is jumping? How might she have been feeling a few seconds earlier?*

## Reading and discussing the text

Read the first page of chapter 1 together.

- *Can you tell how Samantha feels about the idea of doing the jump? Which phrase makes you think that?*

Ask the students to read the rest of chapter 1 independently. As they read, they could consider the following purpose-setting questions:

- *Why do you think Samantha and Ben wanted to take their friends with them?*
- *What tells you that Ricky is not looking forward to the event?*

When the students have finished reading, discuss the purpose-setting questions. Ask them to locate sentences or phrases in the text to support their answers. For example:

- Ricky snuggled down into his sleeping bag, hoping they'd forget about him.
- Ricky just sat quietly as the car headed down the road.

The students can now read the rest of the book independently. You could ask them to think about one of the following questions as they read:

- *Which words or phrases tell you that the children are nervous about what's going to happen?*
- *How do their friends and the people on the platform encourage them?*
- *How do their feelings change after they've made the jump?*

When the students have finished reading, discuss the purpose-setting questions and give everyone the chance to respond and express their ideas.

Introduce some of the issues that the four friends faced and encourage the students to offer their own opinions. They could include:

- It's OK to be scared in situations like that.
- You should only do something like that if you really want to.

Discuss the way that some characters' feelings changed.

- *Why didn't Gemma want to jump again, and what persuaded her to change her mind?*

## Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

### **S** Supporting interpretations with examples from the text

In this story, the way the characters are talking and acting is often different from the way they are thinking. Clues to their feelings are given in the photographs and in the text.

Ask the students to choose one of the four children and to write a brief character profile based on what they can find in the text and photographs. They can use the blackline master on page 63 to present their work to the rest of the group.

### **S** Discussing how design contributes to the effectiveness of a book

This book has been designed to give the reader a number of different visual perspectives. The use of curved images, background images, and close-ups draws readers into the action and helps them to identify with the feelings of the characters.

- *Find an example of an image you feel is very effective. Explain your choice.*

You could also discuss the photographs on pages 19 and 23 where Andy Belcher has used a motor drive to take shots in quick succession, giving the impression of movement.

Look on page 4 at the way the telephone conversations are shown with arrows between the photographs.

- *Could the designer of this book have shown the links between the telephones in any other way?*

### **S** Researching a topic area for enjoyment

If any of the students show an interest in bungy jumping or other extreme sports, they could read other Skyrider titles on the same theme, such as *River Rats* or *Sky Rider*. They could also use the Internet to research the topic. The students should be prepared to present further information to the rest of the group, explaining how they did the research.

Note that it is important that you preview any website before allowing the students access.