

Jump!



Before Reading

Text Type

Draw students' attention to the:

- title
- illustrations
- contents page.

Ask, "What type of book is this?" (Narrative)

Visual Literacy

Look at the cover illustration. What do you think "Jump!" might mean?

In the illustrations on pages 4–7, where are the people? Look carefully at the facial expressions and decide which character seems relaxed and which one seems frightened. What might this tell you?

Background Knowledge

What do you call it when people jump from an aeroplane?

Why do you think they want to do this?

What training do they need to have?

If students cannot answer these questions, provide simple explanations.

Phonological Awareness

Ensure every student knows the following phonological patterns:

- -y = long /i/ sound (p.5): fly, imply, Kyle, rely, reply, style, supply, try, why
- -ow = long /o/ sound (p.6): arrow, below, flown, growth, narrow, pillow, rowing, shadow, slowly, throw, window, yellow
- -ear (p.10): clear, dear, fear, gear, hear, near, rear, tear, year

Say these words to the students. Ask them to identify which part of the words sounds the same. Use the following activity to further develop this understanding.

Say three words containing the same sound e.g. window, below, and slowly. Ask the student to identify the common sound.

High Frequency Words

about, came, come, have, here, moved, out, this, your

Vocabulary:

blind, breath, bumped, cord, dipped, emergency, excited, fear, guide dog, instructor, parachute, problem, worry

- Play 'Snakes and Ladders' with a regular game board and two players. Using known and new high frequency words, create a pack of 20 cards. The first student rolls the dice, and must correctly read the top word from the pack before moving. Otherwise, the other player takes a turn.

Motivation / Purpose

The purpose of this text is to entertain the reader with a story about two boys who parachute from a plane.

During Reading

Vocabulary in Context

Discuss with students the meaning of the words in the vocabulary box. Assist students to decode unknown words by encouraging them to identify an appropriate strategy.

- parachute (p.6): discuss the ch = /sh/ sound in this word. Note other examples (e.g. chef).
- instructor (p.8); emergency (p.12): use syllabification to decode these words (e.g. in / struct / or; e / mer / gen / cy)
- breath (p.9): note the short /e/ sound in this word. Discuss the word 'breathe', formed by adding the 'e' at the end.

Checking for Meaning

Literal:

How many times had Logan jumped from the plane before? (p.4)

How did they know when it was time to jump? (p.7)

Inferential:

When his parachute didn't open, why did Logan turn 'white with fear'?

Why do all jumpers have an emergency parachute?

Response:

How would you have felt when the parachute didn't open?

What senses would Kyle have used most if he couldn't actually see the ground?

Grammatical Patterns

Ensure students understand the following components of a narrative.

- Orientation – introduces the main characters and the setting. (p.4)
- Complication – the sequence of events develops a problem for one or more of the characters: *Two boys jump from a plane, but for one of them, his parachute doesn't open.* (pp.5–11)
- Resolution – the problem is solved and things return to normal: *The emergency parachute opens and both boys land safely.* (pp.12–14)
- Coda – explains clearly how the characters have changed and what has been learned. (pp.15–16)
- Use of particular nouns to refer to particular people, animals and things: *jump* (p.4), *plane* (p.5), *window* (p.6), *clouds* (p.6), *problem* (p.6), *parachute* (p.6)
- Use of adjectives to describe nouns or build noun groups: *first* (p.4), *small* (p.5), *green* (p.7)
- Use of adverbs and adverbial phrases to locate particular events: *by the wind* (p.5), *out of the window* (p.6), *into the clouds* (p.6)
- Use of past tense action verbs to indicate the actions: *moved* (p.5), *watched* (p.6), *flew* (p.6), *jumped* (p.8)

Fluency / Punctuation Patterns

In this text many sentences are simple, as they contain only one idea: *It was time to jump.* (p.7) *Logan took in a deep breath.* (p.9)

In this text some sentences are complex, as they contain an independent and dependent clause: *The small plane bumped and dipped as it was moved about by the wind.* (p.5) *Logan was very excited when he landed on the ground.* (p.14)

Demonstrate to students how to read these sentences. (Use / to indicate phrasing)

The small plane bumped and dipped / as it was moved about by the wind.

These punctuation patterns occur at various intervals throughout the text:

- Use of the apostrophe in a contraction: *didn't* (p.5), *doesn't* (p.6), *don't* (p.7), *let's* (p.9)
- Use of an apostrophe to indicate possession: *Logan's instructor* (p.4)
- Use of speech marks to indicate the actual words being spoken: *"There isn't going to be a problem," said Kyle.* (p.6) *"That sounds like a cool idea," said Logan, smiling.* (p.16)

- Use of punctuation mark immediately before closing speech marks: *"See you on the ground!" shouted Kyle.* (p.8) *"Let's go," said Harry.* (p.9)

Critical Literacy

Who would be most likely to read this text?

What message is the author trying to convey?

Does this fit with what you believe about people?

Linking Visual and Written

Although the text refers to the plane being 'up in the clouds', why do the first pages mostly show close-up views of the people's faces, and not the plane or the sky?

What part of the illustration on page 16 gives you a clue that the dog is a guide dog?

After Reading

Discuss other activities in which disabled people can participate. Is this a good idea?

List other sports considered 'extreme' (e.g. white-water rafting, abseiling, bungee jumping)

Activities

After reading the text, the students will:

- answer questions about the text
- sort given list of words into categories according to common phonological elements
- match words with their meanings
- complete sentences about sections of the text.

Comprehension (meaning) Vocabulary (structure) Phonics (visual) Writing (structure)

