

GABRIELLE KENT

KNIGHTS AND BIKES

Their friendship will warm your heart. Their bravery will make them legends.



“THRILL A MINUTE
LAUGH A SECOND”
EOIN COLFER

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PERFECT FOR:

Students aged 7-9; an exciting adventure with evil knights, cursed treasure, underwater lairs and a honking pet goose sidekick; building friendships; myths and legends; comedy; breaking stereotypes; the importance of diversity; learning about magnets and force; direction and map work; and having fun with two brave female characters.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Poetry; Reading Comprehension;
Creative Writing; Writing to Entertain and Inform

Drama, Speaking and Listening

Design Technology & Art

Science

Maths

History

Music

Geography

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SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Use dictionaries to check the meaning of words and understand words in context. - Draw inferences, such as inferring characters' feelings, thoughts and motives. - Identify how language and structure contribute to meaning. <p>Maths</p> <ul style="list-style-type: none"> - Describe positions on a 2D grid as co-ordinates in the first quadrant. <p>Music</p> <ul style="list-style-type: none"> - Use your voice and instruments with control and expression to create a stormy soundscape. <p>Drama, Speaking and Listening</p> <ul style="list-style-type: none"> - Write and perform a play script, using musical instruments and props to convey meaning and create atmosphere. 	<ol style="list-style-type: none"> 1. Create a spider diagram of words, themes and ideas linked to 'quest'. Is a quest always dangerous? How is a quest similar to an adventure? How is it different? 2. Write a dictionary definition of the following words from Chapter 1: <i>rabid, occupants, gnarled, enigma, nomad</i>. 3. Why do you think Demelza says, 'Begone! Back to the pit from whence you came!' Why is she speaking like this? What does she mean? (page 3) 4. Read to the end of Chapter 1. What do we know about Nessa? What don't we now about her? What questions would you like to ask her? 5. Why doesn't Demelza have many friends at school? Would you like to be friends with her? Why? Why not? (page 17) 6. How does the author create a sense of tension and excitement at the end of Chapter 2? 7. What might Demelza's dad be thinking and feeling at the top of page 48 when he says, 'Just like...'? 8. Use the information in the story and your own imagination to draw and label a picture of The Amulet of Revelation. (page 54) 9. Demelza is irresponsible and foolish. Do you agree with this statement? Why? Why not? 10. How is the relationship between Demelza and Nessa developing and changing as the story progresses? 	<p>Before reading, spend some time exploring the map of Penfurzy, discussing any unknown vocabulary. What kind of adventure might occur in each place? Place a co-ordinates grid over the map and plot the points of each landmark. In which direction would you travel to get from the Scrapyard to the Tor?</p> <p>Create a stormy soundscape to accompany the events in Chapter 1. Work as a group to use your voices and percussion instruments to create the sound of the howling wind and any other sounds you may hear on the island.</p> <p>Design and make your own Guest-of-Honour hat for anyone visiting your classroom.</p> <p>Prepare a play script based on the legend of the Penfurzy Knights and then perform your scene. You may wish to use musical instruments and props to create a spooky, tense atmosphere or use Wagner's 'Ride of the Valkyries' (which is mentioned later in the story) to accompany your performance.</p>

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Predict what might happen from details stated and implied. - Retrieve and record information. <p>Writing to Entertain and Inform</p> <ul style="list-style-type: none"> - Write a newspaper report and biography, thinking carefully layout and features for this type of writing. <p>Science</p> <ul style="list-style-type: none"> - Group together everyday materials, make predictions and identify magnetic materials. <p>Maths</p> <ul style="list-style-type: none"> - Create a bar graph to show the diversity and range of main characters in books from your class library. 	<ol style="list-style-type: none"> 1. Look at the title of Chapter 5 and make a prediction about what will happen. Now read the first page – has your prediction changed at all? What might the chapter be about? 2. Read Chapter 6. How many questions can you think of with an answer of ‘Neon Justice’? 3. Read page 63. What might be causing the pong? What might the pong be doing to the inhabitants of Penfurzy? 4. Why has the author included so many different ideas about the cursed treasure on pages 67-70? What effect does it have? 5. What does the verb ‘scoffed’ suggest about how the librarian feels about the legend? (page 72) 6. Look at the layout of the text on page 80. Why is it set out like this? What effect does it have? 7. Explain why the Staff of Truth doesn’t ‘stick’ to the magnet. What is the scientific term when something ‘sticks’ to a magnet? (page 99) 8. Demelza is cross with dad in Chapter 8, but Nessa thinks she is being too harsh. Summarise the arguments for and against moving into town, using a table to record your ideas. 9. Why does Nessa go ‘bonkers’ in Chapter 9? Explain why she feels like she was ‘moved with a remote control’. (page 124) 10. Read to the end of page 143. Predict what Nessa and Demelza will find in the castle. Will Captain Honkers stay where he is? Write the opening paragraph to the next chapter. 	<p>Plan and write a newspaper article about the terrible fates that have befallen the people who have found the knights’ cursed treasure. Include a headline, photos, captions and witness statements from the characters in Saffron Records.</p> <p>Write a biography about one of the famous female historical figures mentioned on page 75 (including Boudicca, Joan of Arc and Trieu Trinh) thinking about their childhood, family, legacy and achievements.</p> <p>The Staff of Truth does not get ‘stuck’ to the magnet because it is bronze. Look at a range of materials and predict whether they will attract or repel a magnet. Now, test each material. Record your results in a table.</p> <p>The publishers of this book, Knights Of, are passionate about including EVERYONE in their stories. Look at the main characters in the books in your class library. How many are male? Female? How many are white? How many are BAME?</p>

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<p>Reading: Comprehension</p> <ul style="list-style-type: none"> - Identify and discuss the main themes in the story. - Create comic strips and character profiles, exploring how the characters have developed. - Retrieve and summarise information from a passage and use it to inform writing. <p>Science</p> <ul style="list-style-type: none"> - Make predictions and understand what happens when chemical reactions take place. <p>Creative Writing</p> <ul style="list-style-type: none"> - Write a sequel, using the language features employed by the author. <p>History: Myths and Legends</p> <ul style="list-style-type: none"> - Research myths and legends from around the world. - Create a classroom display. 	<ol style="list-style-type: none"> 1. What are your first impressions of Sir Cubert? Can you describe him in three words and share your ideas with a partner? (page 155) 2. Look at the riddle on page 159. Perform it with a friend with the appropriate intonation and expression. Now, can you solve the riddle before reading on? 3. In groups of six, act out pages 177-182, taking it in turns to play Nessa, Demelza, the pickled knight, Sir Bude, Sir Launceston and Sir Bodmin. 4. Use the information on pages 186 and 187 to draw and label a picture of Sir Warleggan. What might his name suggest about his character? 5. Summarise in one sentence what happens to Sir Warleggan at the end of Chapter 13. Does he deserve this? 6. What do we learn about Nessa in Chapter 15. Use a Venn Diagram to compare and contrast Nessa and Demelza. 7. What lessons do you think Demelza learns throughout the story? Summarise your ideas in a short paragraph. 8. Can you think of any other stories that feature a curse? How is <i>Knight and Bikes</i> similar? How is it different? 9. How important is imagination and storytelling in <i>Knights and Bikes</i>? Do you think all the events in the story really take place? 10. Which of these do you think is the most important theme? <i>legends, greed, friendship, team work, secrecy</i> 	<p>Create a comic book strip summarising the main events in the story and showing the characters, their relationships and how they develop as the plot progresses. Use panels of different sizes, speech and thought bubbles and action words.</p> <p>Have some fun outside by creating your own popping candy explosion, using Mentos and cola. Predict what might happen when the two materials are mixed and then explain why this has happened.</p> <p>This may be the end (for now), but what other adventures might Nessa and Demelza go on? Write a new thrilling quest for them based on one of the following titles: <i>The Penfurzy Pendragon</i>, <i>The Piskies of Penfurzy</i>, <i>The Legend of the Golden Hare</i>.</p> <p>One of the main themes in this story is myths and legends. As a class create a display entitled 'Myths and Legends from Around the World', using photographs, artwork, book covers, poems and your own writing to share a myth or legend you've enjoyed.</p>

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KNIGHTS AND BIKES REBEL BICYCLE CLUB



“COMPELLING”
THE GUARDIAN

