

PERFECT FOR: Ages 10+, Poetry Schemes of Work; reluctant readers; PSHE topics relating to loss, bereavement and self-esteem.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Poetry; Reading comprehension;

Creative Writing; Writing to Instruct and Inform

Drama, Speaking and Listening

PSHE & Citizenship

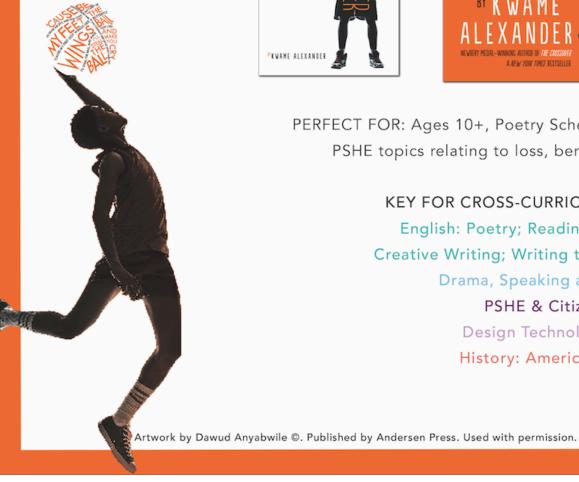
Design Technology & Art

History: American History











WEEK 1 (PAGES 1-50): INTRODUCING CHARLIE BELL



SUGGESTED	COMPREHENSION	EXTRA
OBJECTIVES	QUESTIONS	ACTIVITIES
Reading: Comprehension - Analyse and explore different layers of meaning within the text to make inferences about the protagonist. - Build an interpretation of a whole text, recognising links between ideas, themes or characters and supporting points with evidence and explanation. American History - Research the figure of Harriet Tubman and present findings to the class. Design Technology & Art - Develop ideas about the story's themes through drawing book covers.	1. What is the style and tone of Rebound, judging from the opening chapter? (page 1) 2. What is the effect of narrating retrospectively in 'Looking Back'? (page 1) 3. Can you find any clues that Charlie has dealt with a difficult event in his life? (page 1–17) 4. What is the effect of the changing form of the text in 'May 28, 1988'? (page) 5. What is the effect of the comic book style on page 10 and 11? What does this style convey about Charlie? 6. How does the author Kwame Alexander use space imagery in 'Black Hole'? How is it effective? (page 15) 7. How is Charlie's relationship with his dad represented with his dad in 'Black Hole', versus his relationship with his mum in 'Conversation'? (page 15, 18) 8. What is the significance of sirens for Charlie? What do they symbolise? (page 23) 9. Why is Charlie skipping school? What are his reasons? (page 44) 10. How is the concept of 'memory' important in the opening pages of the book? (page 1–50)	Ask students to consider the title of the book and to come up with as many connotations as possible for the word. What sort of themes might be prevalent in the story? Create a book cover based on these connotations. Read the first few pages of Rebound. Ask students to make a record of what they learn about Charlie, including his interests, ideologies and possible events in his life. Who are 'Harriet Tubman and the Harlem Globetrotters'? Research and feedback to the class. What themes might be important in the book, judging from these two references, and what do they say about Charlie? Do they match up with the themes that students have explored in their book covers?







WEEK 2 (PAGES 51-120): PEER SUPPORT AND PEER PRESSURE



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Analyse in depth and detail the writer's use of grammatical features and their effects. Drama, Speaking and Listening - Create a small drama piece exploring complex and challenging ideas, issues and themes in the text.	1. What is the effect of the repeated question marks in 'Things I Think About Before I Fall Asleep'? (page 53) 2. What do you learn about Charlie's friendship with CJ in 'In Preschool' (page 57) 3. How is the theme of friendship important in the book? How do Charlie's friends help him? (page 65) 4. How does the author Kwame Alexander portray the effects of peer pressure? (page 73) 5. What is the symbolism of Old Lady Wilson's dog? What does it represent for Charlie? (page 89, 103) 6. How does the form of the poem in 'Bomb' textually represent the action that it describes? (96)	Ask students to personify different pieces of punctuation (e.g. if the Question Mark were a person, what would he/she be like?). Then ask students to change the punctuation in 'What I Think About Before I Fall Asleep' (page 53) to change the meaning or emphasis of the poem. How is symbolism used in the book? Choose one of the following symbols and write a summary of its importance to Charlie: basketball; sirens; the dog; or comic books.
PSHE & Citizenship - Explore ideas around peer pressure and its emotional effects. - Understand the effects of unhealthy relationships that are based on coercion and control.	7. How does Charlie rationalise his actions in 'You want to go to jail, Charlie'? (page 97) 8. What is the significance of the comic on page 107? 9. How does the author create a sense of distance between Charlie and his mum in 'Saturday'? (page 117) 10. Why do you think Charlie's mum is sending him to stay with his grandparents? (page 119)	Explore the role of peer pressure in 'On our way to Quik-Mart' (page 73). Create a role-play of the scene in groups. How does each character feel in this scenario? Make a note of your emotions as you play your chosen character.







WEEK 3 (PAGES 121-182): CHANGING RELATIONSHIPS



1	SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
	Reading: Comprehension - Analyse how organisation, structure, layout and presentation creates meaning. Creative Writing - Use form and layout in poetry to create impact and engage the reader. - Shape and craft language to achieve sensory description and imagery in poetry. PSHE & Citizenship - Explore the features of positive and stable relationships (including trust, mutual respect, honesty, equality).	1. Why do you think CJ wants to rename the dog 'Harriet' after Harriet Tubman in 'Renaming'? (page 127) 2. How does the author portray Charlie and CJ's growing relationship? (page 129, 132) 3. How does the form of the poem in 'The Rink' show the movement of the characters? (133) 4. What examples of emotive language can you find in 'Skating with CJ'? How is it effective? (138) 5. How is the length of the car journey and the rising tension presented? (page 144–154) 6. What effect do you think 'Granddaddy' will have on Charlie? How do you know? (page 158, 165, 168) 7. Is there a breakthrough in Charlie and his mum's relationship? Where? (170) 8. How does the language in 'I wake up' use sensory description to create strong imagery? (page 172) 9. How does the author create contrast in 'Kerplunk'? (page 178) 10. How does Charlie's relationship with his grandfather develop as the book progresses? (page 179)	Black out the text in 'The Rink' (page 133) and discuss the shape or form of the poem (stanza length, line length etc.). How does it give meaning without words? Create a unique shape for a poem on one of the following subjects: sunshine; rain; the city; or the ocean. Ask students to complete their poem by using text to fill in their chosen shape. They should try to use sensory description to create a series of images, using 'I wake up' as a model example (page 172). Consider the growing positive relationships in this section: Charlie/CJ; Charlie/his mom; or Charlie/granddaddy. Pick one relationship and draft out a series of text messages between the two characters in order to portray their changing relationship.
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WEEK 4 (PAGES 183-260): DEALING WITH GRIEF



circumstances, such as those associated with family and friendships, achievements and employment. Identify the characteristics of mental and emotional health and strategies for managing it. Explore how to manage or deal with the breakdown of a relationship and the effects of change, including loss and bereavement. Design Technology & Art Create a graphic novel style scene depicting a moment of personal achievement. Dasketball in 'She Got Game'? (page 188) 3. What is the significance of jazz? What is the influence of music in the book? (page 196) 4. Can you see any changes to Charlie's personality and wellbeing in 'Mom calls'? What are they? (page 198) 5. What is the symbolism of the apples in 'Them's my apples'? (page 202) 6. How does the author show Charlie's conflicted emotions in 'On the spot'? (213) 7. How does the author create tension in the basketball game? What linguistic or stylistic features contribute to a feeling of suspense? (page 222) 8. What is significant or different about the comic section on page 224? 9. What emotions are conveyed in 'Amen'? (page 226) 10. What transformation does Charlie go through in this section? How has he made steps forward in the grieving				
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WEEK 5 (PAGES 261-340): THE FAMILY TREE



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	SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
	Reading: Comprehension - Build an interpretation of a whole text, recognising links between characters and supporting points with evidence and explanation.	 What happens to Charlie at the Harlem Globetrotters game? Why is this significant in the wider context of the story? (page 265) How does Charlie exhibit a new-found confidence when he gets on the court in 'C.U.R.L.Y.'? (page 269) How does Charlie feel after reading the letter from CJ in 'I read'? (page 285) 	Use pages 307–313 to create Charlie's family tree. Ask students to consider what the term 'family' means and why it is important in the book. They can add any characters (including Charlie's friends) to the family tree – as long as they justify their choices.
	Design Technology & Art - Create a family tree to explore the importance of relationships.	4. What literary techniques does the author use in 'More Practice'? Why are these techniques effective? (page 288) 5. Why are the sneakers important to Charlie? What do they symbolise for him? (page 296)	Create your own family tree. Who are the most important people to you in your life? Do these people change in different contexts? Design and decorate your
	PSHE & Citizenship - Explore the definition of 'family' and its meaning in different contexts.	6. What doe Charlie learn about his family history when his grandmother shows him the photographs in the kitchen? (page 307, 310, 312, 313) 7. How has Charlie's outlook on his father's death changed in 'Memory' (page 322)	family tree to make it as visually appealing as possible – they can be used to build a classroom display. Choose one of the following two scenes from this section: Charlie reading CJ's
	Drama, Speaking and Listening - Create freeze-frames in groups to depict relationships in the story.	8. Why does Charlie think of 'apples' on page 330? 9. What is the importance of the text's form in 'The Last Shot'? (page 332) 10. What does Charlie mean when he says he wants to be 'the hero' in his story? (page 339)	letter (page 285) or Charlie learning about his family tree (page 307–313). In groups, create freeze-frames to show the relationships/emotions in these scenes.







WEEK 6 (PAGES 341-414): NEW BEGINNINGS



SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Reading: Comprehension - Summarise events in the book based on reading comprehension and inference. Creative Writing - Create a poem to summarise the key events of the story. Writing to Instruct and Inform - Write the opening paragraph of a newspaper interview with the author, Kwame Alexander. Drama, Speaking and Listening - Create a small drama piece exploring the conflicting themes and ideas in the book — and how they are resolved.	1. What are Charlie's emotions when he greets his mother in 'July 2' (page 342) 2. How does Charlie react to his new sneakers on page 344? How does he really feel? 3. The author uses repetition in 'The Fourth' to convey a certain idea or emotion. What is it? (page 346) 4. How does the author introduce Ivan as an ominous figure? What does he represent? (page 352) 5. What is Charlie's real motivation for meeting Skinny at Skate Castle? (354) 6. Why do the boys end up being chased? How does Charlie feel in these scenes? (page 357–363) 7. What are Charlie's resolutions when he is in jail? Why do you think he has these resolutions? (page 369) 8. How do Charlie's family react to his arrest? How do these reactions mirror events in the first half of the book? (page 376, 379) 9. Why do you think Charlie finally wants to change his name to Chuck? (page 385) 10. What is the effect of the jump forward in time to 2018 at the end of the book? (page 397–414)	Plot the key events in <i>Rebound</i> by creating a timeline of the book. When you've finished, create a piece of writing (either a poem or a paragraph) summarising the story. In pairs, discuss the story in terms of the following thematic binaries: hope/despair; losing/winning; love/friendship; confidence/self-doubt. Create a short drama piece to show how you interpret these binaries in the book. Carry out some research into the author of the book, Kwame Alexander. What is his background? What are his influences? Imagine that you are going to carry out an interview with him for a local newspaper. Write a list of ten questions that you would like him to answer. Write the opening paragraph of your newspaper article.



