

# Curriculum Resources For Ellery's Magic Bicycle





# Lessons at a Glance

## **Introduction:**

*Ellery's Magic Bicycle* is geared to children ages 4–7 years.

- **Australia:** The following activities suit the learning outcomes outlined in Foundation Year and Years 1, 2, and 3 of the Australian Curriculum. (AC)
- **United States:** The following activities suit the learning outcomes outlined in Kindergarten and Grades 1, 2, and 3 of the Common Core State Standards. (CCSS)

## **Adjectives:**

- Objective: Identify and use adjectives.
- AC: ACELA1452, ACELA1468
- CCSS: L.1.1.G, L.2.1.E, L.3.1.A

## **Types of Sentences:**

- Objectives: Identify and write declarative, interrogative, imperative, and exclamatory sentences. Write simple and compound sentences.
- AC: ACELA1435, ACELA1451, ACELA1467, ACELA1481
- CCSS: L.1.1.J, L.2.1.F, L.3.1.I

## **Compare/Contrast Characters:**

- Objectives: Describe characters. Compare and contrast characters.
- AC: ACELT 1578, ACLET 1785, ACLET 1584, ACLET 1591
- CCSS: RL.1.3, RL.2.3, RL.3.3

## **Cause/Effect:**

- Objective: Identify causes and effects.
- AC: ACELY 1650, ACELY 1660, ACELY 1670, ACELY1680
- CCSS: RL.1.3, RL.2.3, RL.3.3

## **Using Illustrations To Describe Story Elements:**

- Objective: Use illustrations and details in a story to describe its characters, setting, or events.
- AC: ACELA1786, ACELA1453, ACELA1469, ACELA1483
- CCSS: RL.1.7, RL.2.7, RL.3.7, L.1.1.J, L.2.1.F, L.3.1.I

## **Onomatopoeia:**

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- AC: ACELT1585, ACELT1592, ACELT1600, ACELT1606
- CCSS: L.3.5



# Adjectives

- **Objective: Identify and use adjectives**
- **AC: ACELA1452, ACELA1468**
- **CCSS: L.1.1.G, L.2.1.E, L.3.1.A**

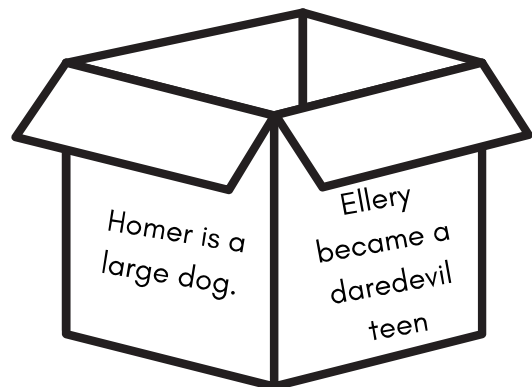
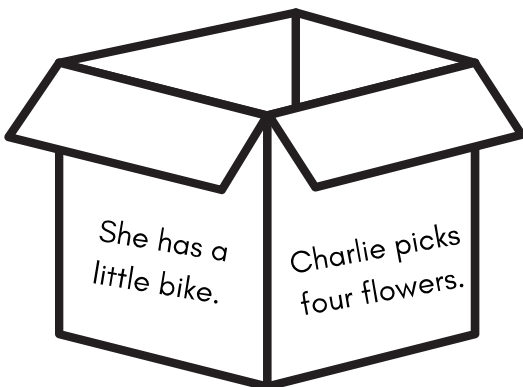
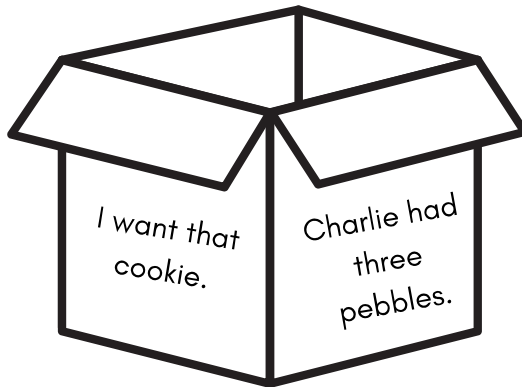
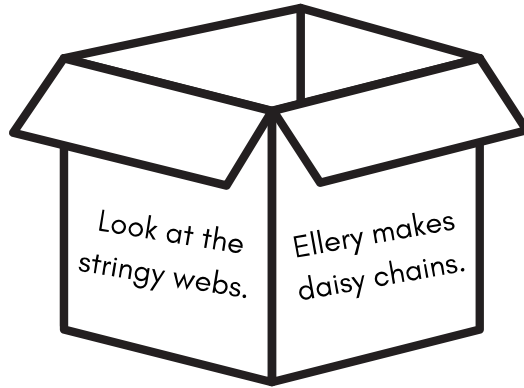
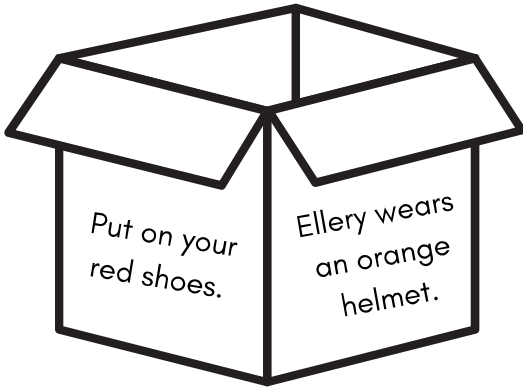
## Teacher Guidelines:

- Explain to students that adjectives describe nouns.
- Put the following sentences from *Ellery's Magic Bicycle* on the board:
  - One day, Ellery found an old purple bicycle.
  - The next day, Ellery threw mud pies at Charlie for hurting her bicycle.
- Have students circle the adjectives in each sentence.
  - *One* day, Ellery found an *old purple* bicycle.
  - The *next* day, Ellery threw *mud* pies at Charlie for hurting her bicycle.
- Explain to students that adjectives answer the following questions:
  - What kind?
  - How many?
  - Which one?
  - Whose?
- Using the sentences on the board, ask students to identify what question each adjective is answering.
  - One day: Which one?
  - Old: What kind?
  - Purple: What kind?
  - Next: Which one?
  - Mud: What kind?
- Student Activity:
  - Awesome Adjectives

Name \_\_\_\_\_

# Awesome Adjectives

**Directions:** Circle the adjectives in each sentence.



**Bonus:** Write a sentence with an adjective. Circle the adjective.

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# Types of Sentences

- **Objectives: Identify and write declarative, interrogative, imperative, and exclamatory sentences. Write simple and compound sentences**
- **AC: ACELA1435, ACELA1451, ACELA1467, ACELA1481**
- **CCSS: L.1.1.J, L.2.1.F, L.3.1.I**

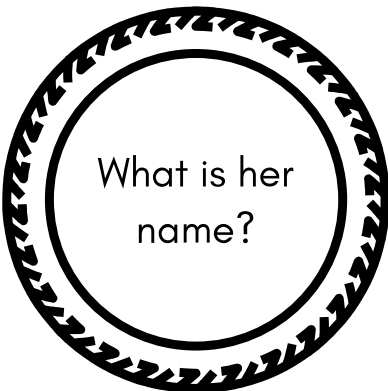
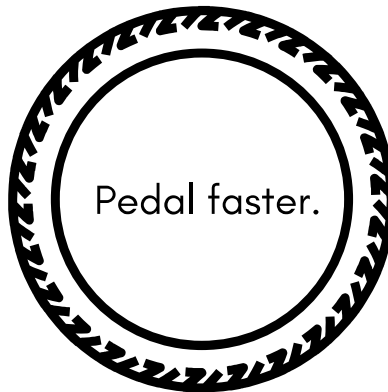
## Teacher Guidelines:

- Explain to students that there are four types of sentences in the English language. They are:
  - Declarative: A sentence that makes a statement.
  - Interrogative: A sentence that asks a question.
  - Imperative: A sentence that makes a command.
  - Exclamatory: A sentence that shows great emotion.
- Write the following sentences from *Ellery's Magic Bicycle*:
  - Protect me!
  - Hold me.
  - Let's exercise.
  - Teach me?
- Have students circle the endmarks in each sentence. Then explain that declarative sentences end with a period. Interrogative sentences end with a question mark. Imperative sentences end with a period or an exclamation point. Exclamatory sentences end with an exclamation point.
- Have students identify the sentence type using the following sentences for *Ellery's Magic Bicycle*:
  - Protect me! (exclamatory/imperative)
  - Hold me. (imperative)
  - Let's exercise. (declarative)
  - Teach me? (interrogative)
- Student Activities:
  - Identify the sentence types
  - Writing sentences

Name \_\_\_\_\_

# Types of Sentences

**Directions:** Color the bike tire red if the sentence is declarative. Color the bike tire blue if the sentence is interrogative. Color the bike tire yellow if the sentence is imperative. Color the bike tire green if the sentence is exclamatory.



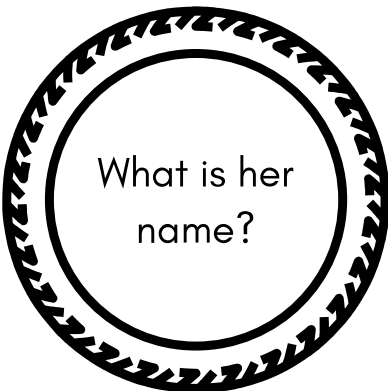
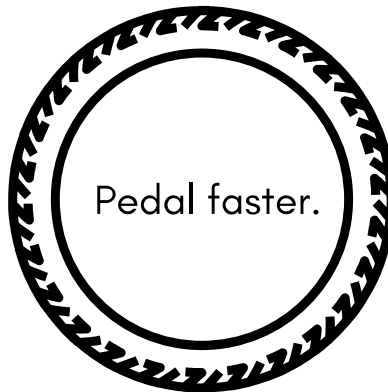
**Bonus:** Write an exclamatory sentence.

\_\_\_\_\_

Name \_\_\_\_\_

# Types of Sentences

**Directions:** Color the bike tyre red if the sentence is declarative. Color the bike tyre blue if the sentence is interrogative. Color the bike tyre yellow if the sentence is imperative. Color the bike tyre green if the sentence is exclamatory.



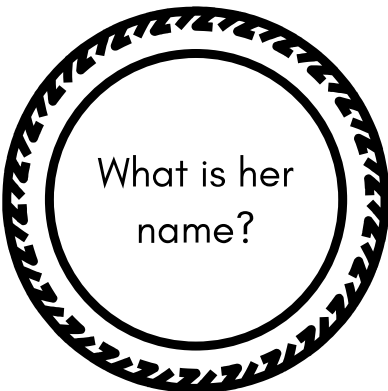
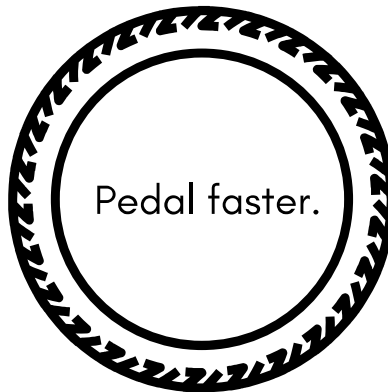
**Bonus:** Write an exclamatory sentence.

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Name \_\_\_\_\_

# Types of Sentences

**Directions:** Color the bike tyre/tire red if the sentence is declarative. Color the bike tyre/tire blue if the sentence is interrogative. Color the bike tyre/tire yellow if the sentence is imperative. Color the bike tyre/tire green if the sentence is exclamatory.



**Bonus:** Write an exclamatory sentence.

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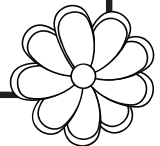
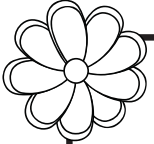


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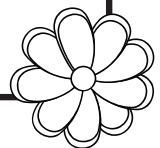
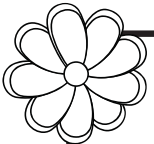
# Types of Sentences



**Write a declarative sentence and illustrate it.**



**Write an imperative sentence and illustrate it.**



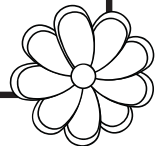
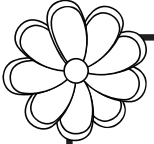
**What type of sentence can use a period or an exclamation point? \_\_\_\_\_**

Name \_\_\_\_\_

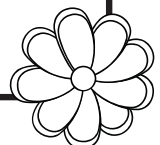
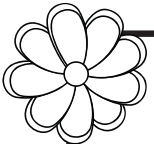
# Types of Sentences



**Write an interrogative sentence and illustrate it.**



**Write an exclamatory sentence and illustrate it.**



**What type of sentence can use a period or an exclamation point?** \_\_\_\_\_

Name \_\_\_\_\_

# Types of Sentences



**Write a declarative sentence and illustrate it.**



**Write an imperative sentence and illustrate it.**



**Write an interrogative sentence and illustrate it.**



**Write an exclamatory sentence and illustrate it.**



**What type of sentence can use a period or an exclamation point? \_\_\_\_\_**



# Compare / Contrast Characters

- **Objectives: Describe characters. Compare and contrast characters.**
- **AC: ACELT 1578, ACLET 1785, ACLET 1584, ACLET 1591**
- **CCSS: RL.1.3, RL.2.3, RL.3.3**

## **Teacher Guidelines:**

- Ask students to identify the two main characters in *Ellery's Magic Bicycle*, Ellery and Charlie.
- Ask students to identify how Ellery and Charlie are the same and how they are different. Write student responses on the board.
- Next, have students complete the Venn diagram.
- Writing option: Have students write a compare and contrast paragraph about Ellery and Charlie.

## **Sample:**

The main characters in *Ellery's Magic Bicycle* have many things in common. First, they are both children. Second, they both love the purple bike. Finally, they are friends with each other. But the main characters, Ellery and Charlie, also have differences. Ellery is a girl, but Charlie is a boy. Ellery wants to make friends with Charlie. But Charlie does not want to make friends with her. Finally, Charlie moves away, but Ellery does not.

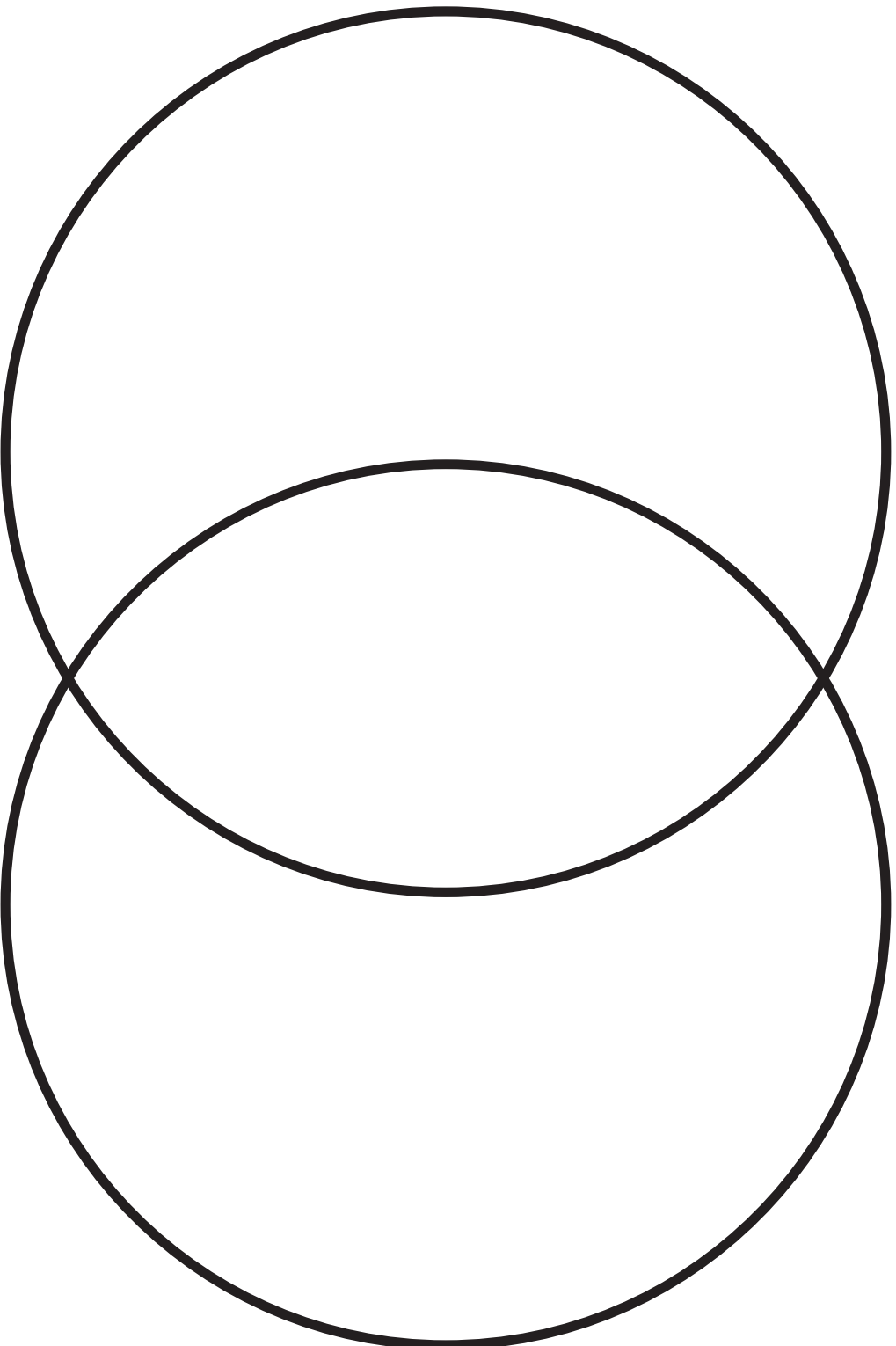


# Compare / Contrast Characters

**Ellery**

**Both**

**Charlie**



Name \_\_\_\_\_



# Cause/Effect

- **Objective: Identify causes and effects.**
- **AC: ACELY 1650, ACELY 1660, ACELY 1670, ACELY1680**
- **CCSS: RL.1.3, RL.2.3, RL.3.3**

## **Teacher Guidelines:**

- Explain to students that stories often have causes and effects:
  - Cause: What makes something happen
  - Effect: What happens because of the cause
- Put the following examples on the board:
  - Tim eats too much cake. → Tim gets a stomach ache.
  - Jane trips when she is running. → Jane scraps her knee.
  - Harry wakes up late. → Harry misses his bus.
- Have students identify the cause and effect in each example.
- Cause/Effect Matching Game:
  - Cut apart the causes and effects.
  - Have students work in pairs or small groups to match the causes to the correct effect.

Name \_\_\_\_\_

Cause/Effect

**Directions:** Cut out the rectangles. Then match the cause to the correct effect.

Charlie threw  
pebbles at Ellery's  
bike.

Ellery grew taller and  
her bike was too  
small.

Ellery grew up and  
was very busy.

Charlie and his  
family moved away.

Ellery didn't have  
time to ride her bike.

The bike had dents  
on it.

The purple bike grew  
to fit her.

Ellery was sad and  
cried.



# Using Illustrations

- **Objective:** Use illustrations and details in a story to describe its characters, setting, or events.
- **AC:** ACELA1786, ACELA1453, ACELA1469, ACELA1483
- **CCSS:** RL.1.7, RL.2.7, RL.3.7, L.1.1.J, L.2.1.F, L.3.1.I

## Teacher Guidelines:

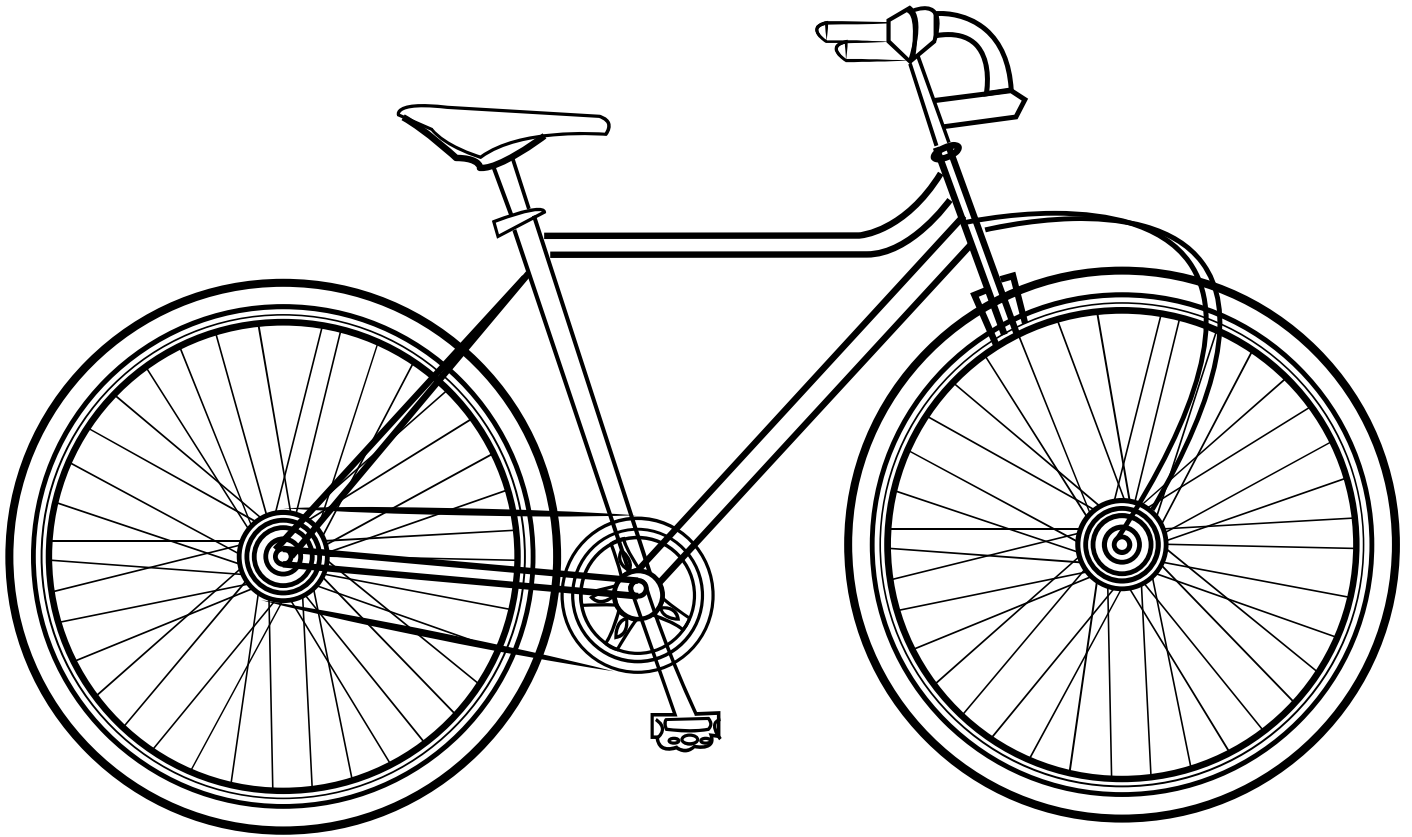
- Explain to students that illustrations help readers learn more about a character, setting, or event.
- Share the following examples with students:
  - Show students the first four illustrations of *Ellery's Magic Bicycle*. Ask students to identify details of the setting (hills, grass, dirt road, trees). What does this tell you about the setting? (It is in the country.)
  - Show students the picture of Charlie throwing pebbles at Ellery and the bike. Ask students to look at Ellery's face. What does this illustration tell you about Ellery? (She is sad/upset.)
  - Ask students to find an illustration that tells them the action is taking place during the fall. (Students should pick out an illustration that has trees that have yellow, red, and orange leaves.)
- Explain to students that authors use details to describe characters, settings, and events.
- Share the following examples with students:
  - "Ellery bandaged her bicycle's dints." Ask students what this detail tells them about Ellery and the bicycle. (Ellery is concerned about her bicycle. Charlie damaged the bicycle.)
  - "The night before leaving, Charlie crept to the bike shed. There, he tied a basket to the bicycle as a surprise for Ellery." Ask students what this detail tells them about Charlie. (He cares about Ellery. He wants to make her happy.)
- Student Activity:
  - Pass out the bicycle worksheet.
  - Explain to students that they will add details and color the bicycle.
  - Next, have students write a sentence describing their bike. Collect the sentences.
  - Hang up the bicycles. Then read each sentence. See if students can match the sentence to the bicycle it is describing.



Name \_\_\_\_\_

## Illustrations and Details

**Directions:** Add details to the bicycle, such as a basket, horn, light, reflectors, and streamers. Then color it.



**Directions:** Write 1-3 sentences describing your bike.

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# Onomatopoeia

- **Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
- **AC: ACELT1585, ACELT1592, ACELT1600, ACELT1606**
- **CCSS: L.3.5**

## **Teacher Guidelines:**

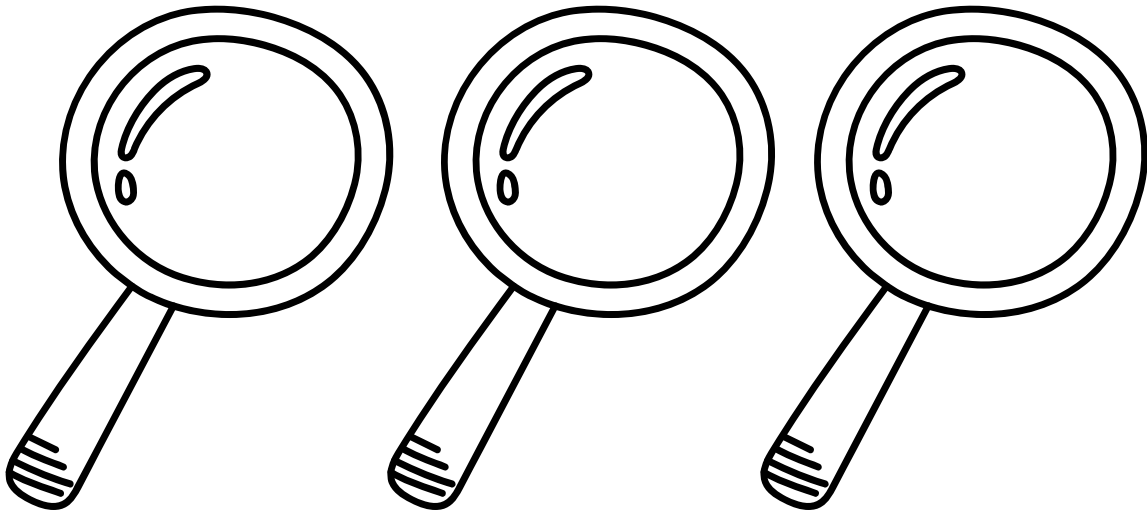
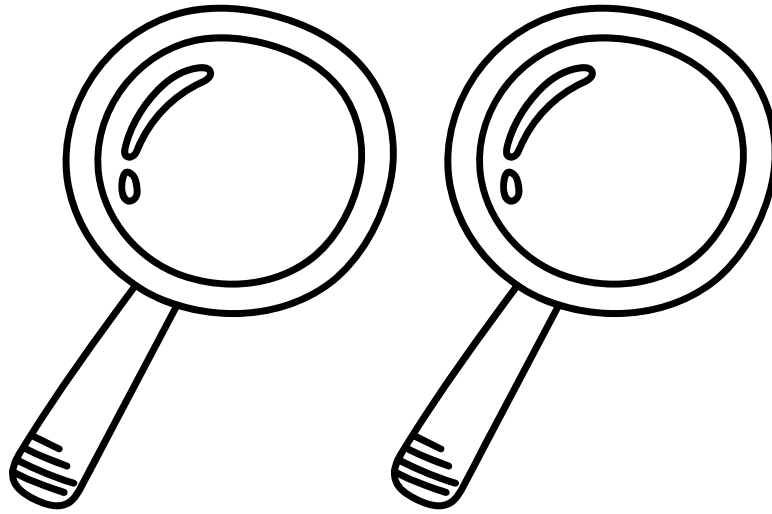
- Define onomatopoeia: a word describes a sound and mimics the sound of the object or action it refers to when it is spoken.
- Share out the following examples:
  - click clack
  - boom
  - moo
- Ask students to brainstorm other examples. Record these on an anchor chart.
- Student Activity:
  - Pass out the scavenger hunt worksheet.
  - Have students reread *Ellery's Magic Bicycle* to find examples of onomatopoeia.

Name \_\_\_\_\_

# Onomatopoeia



Let's go on a scavenger hunt! Reread *Ellery's Magic Bicycle* and find five examples of onomatopoeia. Write your answers in the magnifying glasses.



**Bonus:** Write a sentence that uses an onomatopoeia word.

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