

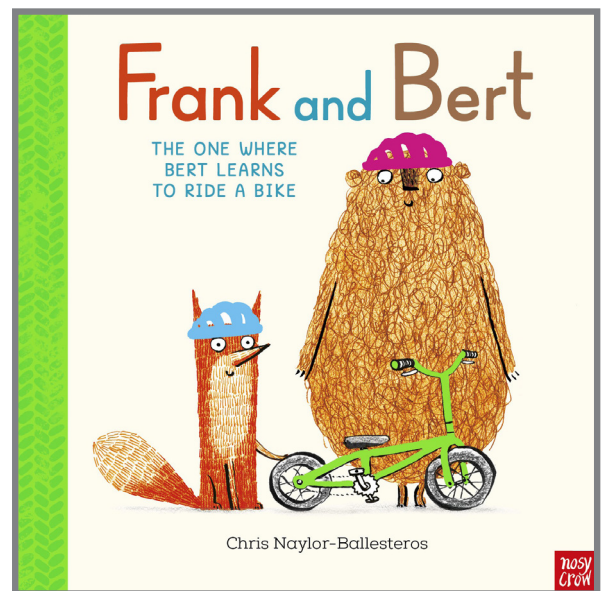
# Frank and Bert: The One Where Bert Learns to Ride a Bike

AUTHOR/ILLUSTRATOR  
**CHRIS NAYLOR-BALLESTEROS**

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RECOMMENDED FOR: Lower Primary



## SYNOPSIS

Bert is CERTAIN he can ride his bike as well as Frank, but he is very wobbly! And even when they BOTH try riding Frank's bike . . . it still goes very wrong! Will the best friends make it all the way down from the big hill? Of course! All they need is a little bit of confidence and trust in each other!

## ABOUT THE CREATOR

Chris Naylor-Ballesteros studied Illustration and Graphic Design at Bradford College of Art. In 2000, he moved to France where, amongst other things, he was an English teacher before working in newspaper layout and design. When his children were small he realised he loved the picture books he read to them, sometimes even more than his children did—the Picture Book Bug had truly bitten. Chris has since written and illustrated several books and is currently thinking about the next one, probably with a cuppa in hand at home near Limoges.

## STUDY NOTES

- Before reading *Frank and Bert: The One Where Bert Learns to Ride a Bike* with your students, look at the cover together and discuss the following:
  - What sort of story do they think this is going to be? Happy? Sad? Funny?
  - Read out the subtitle 'The One Where Bert Learns to Ride a Bike' and look at the characters on the front cover. Can they guess what might happen in the story?
- Read the book and discuss these questions together as you go:
  - What happens when Bert learns to ride his bike?
  - Why is learning something new difficult sometimes?
  - What is Frank's first idea to help Bert ride his bike?
  - Why is Bert annoyed with Frank when the plan goes wrong?
  - What does Frank do to make it up to his friend after breaking his promise?
  - How does Bert help Frank when he is tired?
  - What happens at the end of the story?
  - How did the book make you feel? Did you have a favourite part of the story?
- Frank and Bert are best friends. Encourage students to think about moments in the book that show what being a good friend means.
- In small groups, write a list of what makes someone a good friend and what is important to them in a friendship. For example, a good friend is caring or a good friend is a good listener. Think about how you should treat your friends

and how you like to be treated. Once finished, encourage groups to share ideas and compile a Friendship Code with contributions from everyone. Display your Friendship Code in the classroom.

- Frank and Bert love to ride their bikes together. Frank helps Bert to gain confidence riding his bike, and Bert helps Frank to get home when he is tired. The following game is a wonderful way to give students the experience of being the ‘helper’ and the ‘learner’, as well as explore trust and patience in a team. Ideally set this activity up on grass outside in an enclosed area, such as a playing field. Make sure you supervise this activity closely! This game is best played in smaller groups. Use the below instructions to guide you:
  - Set up a squiggly path using cones or markers. You could include some card as a ‘river’ as well, or an item that children have to pick up along the way. Make your obstacle course as interesting as you like, but not too hard!
  - Put children into pairs—one person will be Bert and the other person will be Frank.
  - First up, Bert will be blindfolded and it is Frank’s job to direct them through the obstacle course by giving instructions only—eg. two steps forward, one step left.
  - Then the pair can switch over so it will be Frank’s turn to be guided through the obstacle course by Bert.
  - Once the pairs have finished the course, ask students how they found the game.
    - How did they feel during the game and what helped them the most?
    - What did they learn about the other person?

AUTHOR OF NOTES  
**CAROLYN WALSH**