

Maddy's Old Bike

PM Level 13

Green

Text Type Narrative

Running Words 210



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with what a bike is and know that bikes have two wheels.
- Students should understand that people's needs change as they grow.

Orientation to the Text

- When the back wheel on Maddy's bike gets stuck, Dad decides it's time to buy her a bigger bike. When Maddy goes to pick it up, she is surprised by what the bike shop owner has done with her old bike.

Key Language Structures

- Apostrophes are used for possessives and contractions throughout the text – *Maddy's*, *Jill's*, *can't*, *Let's*, *I'm*
- Past-, present- and future-tense verbs are used – *went*, *is*, *take*, *will*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

buy, more, right, still, stopped, There, under, were

Content Words

bike, path, sorry, stuck, wheel

Decoding

- Model using your hand to cover up parts of the word for students, to make it easier for them to break down and read the word.
- Look at the word *stopped* on page 2. Discuss what the base word is and ask students what has been added to it, as well as 'ed', to make *stopped*.

Fluency and Phrasing

- Model reading the text without observing the punctuation and ask students for feedback on how it sounded.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustrations and read the title of the book. Ask students to describe what they see and predict how this might relate to the story.
- Read page 2 together. Ask, *Which two characters has the author introduced us to on this page? What is each of them doing?*

- Continue to page 4. Point out the word *take* and the word *walked*. Ask, *What sound is the 'a' making in each of these words? Can you think of other words where 'a' makes the same sound as it does in take and in walked?*
- Look at pages 6–7. Discuss what type of person Jill is and how students know.
- Read page 10. Point to the word *leave*. Ask, *What sound does 'ea' make in this word? What other sound can these letters make together?*
- Look at pages 14–15. Discuss how Maddy is feeling when she sees her old bike.
- Read to the end of the text. Discuss where Jill put Maddy's old bike and why she might have done this.

Comprehension

- Why did Maddy need a new bike? (*Literal*)
- Who do you think Dad is talking to on page 6? Why? (*Inferential*)
- Why didn't Maddy want to take her old bike home again? (*Inferential*)

Follow-up Activities

- Put students into three groups and allocate each group a different character from the text. Ask each group to retell the story from the perspective of their given character. Have students share their thoughts with the rest of the class and talk about how they felt as the character at each stage of the story.
- Read a familiar story, such as a fairy tale, to students. Before you start, choose one of the minor characters and ask students to think about what that character is doing and how they feel throughout the story. Discuss the character at different points in the story as you read, then write a simple description together.
- Talk about the way Jill reused Maddy's bike. Discuss why it is important to reuse old items when possible. Present a classroom item that is broken or no longer needed, such as a book that is falling apart, and challenge students to think of creative new uses for it.
- Invite students to bring in toys or books from home that are still usable, but that students no longer want. Arrange the items so that students can choose something different to take home with them. Ask students to describe what they chose and how they plan to use it.

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Learning Intentions

- We are learning to read longer words.
- We are learning to understand the role of characters in narratives.

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Success Criteria

- I can discuss and choose the correct vowel sound to use when I read longer words.
- I can explain what each character did in the text.
- I can describe how the characters in the text felt.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up