

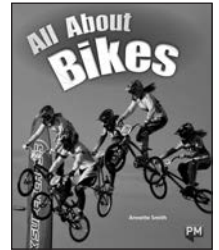
All About Bikes

PM Level 17

Turquoise

Text Type Information Report (Informative)

Running Words 408



Preparing for Guided Reading

Prior knowledge

- Talk about the different kinds of bikes, and the safety precautions that need to be taken when riding.

Orientation to the text

- In this text, the reader learns about the basic mechanics of bikes, and about different styles of bikes used for different functions and over different terrains.

Building the Balanced Reader

Vocabulary

Key vocabulary

quickly, another, other, seat, sat, high, ground, ride, learning, work, home, through

Content words

bikes, roads, paths, wheels, frame, pedals, chain, training, practise, tyres

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of prefixes and suffixes to assist with decoding of unfamiliar words.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including: applying prior knowledge; thinking aloud; attending to details in photos and illustrations; attending to print details.

Focusing on the book – guided reading

- Read the title together and discuss the cover photo. Ask, *What kind of bikes are these riders using?*
- Direct students to look at the different kinds of bikes in the photos on pp. 2–3. Ask them to identify features the bikes have common, and how they are different. Ask, *Why does the bike on p. 3 have big thick tyres? Where do people usually ride this type of bike?*

- Talk about the different purposes of bike riding. For example, as a leisure activity, or as a means of day-to-day transport.
- Discuss the way the pedals, chain and back wheel all work together to help the rider push the bike forward.
- Direct students to look at the bike on p. 6. Ask them if they think this bike would have been difficult to ride. Discuss the skills that would be needed to stay upright on a one-wheel bike like the one on p. 7.
- Discuss how training wheels help children learn to ride safely. Ask, *Have you tried to ride a bike with training wheels? Did the training wheels make it easier to ride?*
- Talk about the gears on a mountain bike. Explain that low gears can make it easier to climb steep hills, while high gears allow riders to push hard and ride faster on even ground.
- Ask students why they think BMX bikes need to have strong frames. Discuss the special things people can do with BMX bikes, including stunts, jumps and races.
- Revise words with silent letters, e.g. *quickly, wheels, high, friends*.

Comprehension

- What did bikes look like a long time ago? (*Literal*)
- Why should children learn to ride bikes on grass or on paths in parks? (*Inferential*)
- Why do some people ride bikes to work? (*Inferential*)

Follow-up activities

- Have students draw a copy of the bike on p. 3 and label as many of its parts as they can, using the text for reference.
- Ask students to look through the text, and make a list of all the safety equipment and precautions used by the riders throughout.
- Have students write a story about a cycling adventure. A bicycle could be damaged far from home, or a rider could get lost in hazardous terrain.

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Learning Intentions

- We are learning to explicitly refer to photos and illustrations to gain a deeper level of understanding of the text.
- We are learning to draw on a range of skills and strategies to improve our knowledge of the text.
- _____

Success Criteria

- I can use photos and illustrations to provide additional information to help me understand the text.
- I can use my knowledge of high-frequency words, prefixes and suffixes, rereading and reading on to gain a deeper understanding of the text.
- _____

Guided Reading Notes

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