

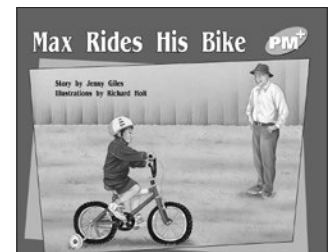
Max Rides His Bike

PM Level 8

Yellow

Text Type Narrative

Running Words 143



Preparing for Guided Reading

Orientation to the Text

- Read a suitable poem or a story that shows the very positive role that grandparents can take in a young child's life.
- Max and his grandpa are new characters. Max's positive relationship with Grandpa is evident as Max decides that he can now ride his bike without the trainer wheels.
- Read the title with students and discuss the cover picture and vignette. Point out Max's helmet and the little wheels on his bike. Ask students to talk about their experiences of learning to ride a bike.

Prior Knowledge

- Introduce Max and Grandpa as the central characters. Read the title and draw students' attention to the little wheels on the bike. Discuss the purpose of these wheels. Ask students if they had trainer wheels when they were learning to ride a bike.

Key Language Structures

- Identify speech marks around the words spoken by the characters, e.g. "The little wheels can come off your bike **today**," he said.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

little, look, went, your

Content Words

back, grass, help, shouted, wheels

Decoding

- Teach students to apply their phonemic awareness to decode or predict words, e.g. *wh-ee-l-s, b-a-ck, sh-ou-t-ed*

Fluency and Phrasing

- Explicitly teach students to attend to meaning. Say, *Does that sound right?* Model using context and knowledge of letter-sound relationships to decode or predict unknown words.
- Ensure that students pause after full stops and at line breaks to reinforce reading fluency.

Focusing on the Book – Guided Reading

- After students have read pp. 2–3, ask them why Grandpa may have emphasised the word **today**.
- Use *wh* (**PM Library Alphabet Blends**) to develop the sound: *wh* – *wheels*.
- Discuss the opposites: *up, down; off, on*.
- Introduce the rhyming pattern: *ike* – *like, bike*.
- Encourage students to 'read' the illustrations as well as the text. Anticipating what will happen next is an important reading skill.
- After reading pp. 8–9, ask, *How do you think Max is feeling now?* Discuss Max's determination to ride his bike without the little wheels.
- Talk about Grandpa and Max's delight at Max riding without the little wheels.

Comprehension

- What did Max ask his grandpa? (*Literal*)
- What happened when Max first tried to ride the bike without the little wheels? (*Inferential*)
- How did Max feel when he rode his bike without the little wheels? (*Inferential*)

Follow-up Activities

- Have students draw and then talk about their own experiences of learning to ride a bike. Display these pictures around teacher-written statements, collated from students' talk.
- Using crayons and dye, encourage students to draw pictures of special times they have shared with their grandparents (or an older person). Paste these pictures on to a flip chart. Help students write their stories.
- Invite grandparents to share a special afternoon in the classroom with students.

Max Rides His Bike

Date _____

PM Level 8

Yellow

Learning Intentions

- We are learning that a narrative text has an orientation, complication and a resolution.
- We are learning to use connections between letters, sounds and/or spelling patterns to decode unknown words.

• _____

Success Criteria

- I can identify the orientation, complication and resolution in the text.
- I can use my awareness of spelling patterns to chunk sounds together to help me to decode unknown words while reading.

• _____

Guided Reading Notes

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