

Bicycle Safety

PM Levels 14/15

Green

Text Type Procedure

Running Words 167



Preparing for Guided Reading

Orientation to the Text

- Tell students that the book is a procedural text about how to ride their bikes safely at a park. Determine students' prior knowledge about bicycle safety.
- Read the title of the book. Discuss the cover photograph. Explain why some bike riders use training wheels to help them as they ride.

Prior Knowledge

- This procedural text teaches students how to ride their bikes safely at a park. The steps are in two sections: *Before you go to the park* and *At the park*.

Key Language Structures

- Some sentences contain a dependent and an independent clause, e.g. *Check the tyres to see that they have not gone down.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

ask, behind, end, keep, past, side

Content Words

brakes, check, ground, handlebars, helmet, metres, seat, size, straps, tyres

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.

Fluency and Phrasing

- 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 illustrations; re-reading; reading on.
- Emphasise reading with fluency. Teach students to use commas to separate information in a sentence into readable units.

Focusing on the Book – Guided Reading

- Turn to the title page. Revisit the purpose of the contents page and glossary in non-fiction texts. Read the chapter headings. Reinforce the meaning

of *goal, materials* and *steps* in a procedural text. Talk about why the materials are listed before the steps.

- Study the photographs before reading the book. Discuss the layout, including the use of bullet points to list the materials, numerals to list the steps, and photographs to support information in the steps. Introduce key interest words. Talk about the importance of safe practices both before and when riding a bike. Notice that each step begins with a verb.
- Discuss the glossary on page 16. Read the labels.
- Discuss the phrase *a bike that is the right size for you*. Make a list of other items that need to be the right size, e.g. *shoes, chairs, hats*.
- Discuss reasons why safety gear such as helmets, knee pads and mouth guards should be worn when participating in some outdoor activities.
- Discuss the *ea* vowel sound in *seat*. List other words that have the same vowel sound.
- Teach students to make connections between the book and prior knowledge when responding to inferential questions.

Comprehension

- What must you check before you ride your bike? (*Literal*)
- What must you do at the park before you get on your bike? (*Literal*)
- How do you let someone know you are coming if they are walking along the path ahead of you? (*Literal*)
- Why is it important that an adult checks your helmet before you start to ride your bike? (*Inferential*)
- Why should people on bikes always ride on the left side of a path? (*Inferential*)
- Why is it important that your brakes are working? (*Inferential*)
- What could happen if you rode your bike through wet, muddy leaves? (*Inferential*)

Follow-up Activities

- Invite students to recall the steps that will help them ride their bikes safely at the park.
- Locate information in the book that could be used on a 'Bicycle Safety' notice. Write students' ideas on a whiteboard. Ask them to use this information in a *Be Safe on Your Bike* booklet.

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Learning Intentions

- We are learning to actively decode words while reading at a consistent pace.
- We are learning to think beyond the text.

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Success Criteria

- I can use word parts to help me decode fluently, e.g. onset and rimes, compound words, spelling clusters.
- I can differentiate between known and new information about a topic as I read.

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Guided Reading Notes

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