

# My New Bike

PM Level 9

Blue

**Text Type** Description

**Running Words** 132



## Preparing for Guided Reading

### Prior Knowledge

- Students should be familiar with some of the main features of a bike, such as wheels and pedals.
- Students should understand the difference between fiction and non-fiction texts.

### Orientation to the Text

- A girl describes different parts of the new bike she got for her birthday as she rides through the park and to the shops.

### Key Language Structures

- Bold type is used to indicate the words that are defined in the glossary.
- Sentence lengths are increased with the use of prepositional phrases.

## Building the Balanced Reader

### Vocabulary

**Key High-frequency Words**

*fast, fun, has, having, make, new*

**Content Words**

*basket, bell, birthday, bottle, helmet, pedals, water, wheels*

### Decoding

- Discuss with students the different letter combinations that make the long 'i' sound as you read – *I, bike, my*.
- Look at the word *basket* on page 6. Ask, *What sound does this word begin with? What can you see in the picture on page 7 that begins with the same sound?*

### Fluency and Phrasing

- Model reading a page of the text, then have students read it after you, copying your expression and phrasing.

### Focusing on the Book – Guided Reading

- Look carefully at the cover photos and read the title of the book. Ask students whether they think the text is going to be fiction or non-fiction and why.
- Look at pages 2–3 together. Ask, *Who is the 'I' in the text? How do you know?*

- Read pages 4–5. Ensure students notice the labels on the photo. Ask, *Why do you think the author included labels?*
- Continue to page 8. Say, *The word **pedals** is in bold because it is in the glossary*. Guide students to find the definition on page 16.
- Continue to page 10. Ask students to find the word on the page that is in the glossary and invite them to explain what it means.
- Look at page 14. Ask students to find two words on the page that rhyme.
- Re-read the text together. Ask students to tell you the important things that happened.

### Comprehension

- Where did the girl put the bread? (*Literal*)
- Why would the girl need a bell on her bike? (*Inferential*)
- Why do you think the author included a glossary? (*Inferential*)

### Follow-up Activities

- Explain to students that the text is called a description. Discuss what this means, linking the word 'description' with 'describe'. List the features of a description text together. Then, in pairs, ask students to talk about how a description text is different from other text types, such as narratives and recounts. Share their ideas to consolidate understanding of what a description text is.
- Ask students to look through the text and find the different types of end-of-sentence punctuation, guiding them to notice that there are only full stops. Compare this with other texts you have read that include exclamation marks and question marks. Discuss how to use expression to make reading a description text more interesting.
- Choose a person or place that all students are familiar with and write a description together. Refer to the features of descriptions that you listed to ensure that captions and a glossary are included in the text. Have students practise reading the text aloud, using appropriate expression.
- Give students other appropriate texts with glossaries. Allow them time to read their given text and then invite them to share a new word that they learned from the glossary. Add the words to a word wall for students to use as a reference for their own writing.

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## Learning Intentions

- We are learning to summarise what we have read.
- We are learning to identify the features of non-fiction texts.

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## Success Criteria

- I can retell the main events from the story in order.
- I can explain what a glossary is and use it to find the meaning of words.
- I can find and read labels in photographs.

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## Guided Reading Notes

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