

Motorbikes

PM Level 27

Ruby

Text Type Information Report (Informative), Response (Imaginative)

Running Words 2096



Preparing for Guided Reading

Prior knowledge

- Have students share thoughts about whether they would like to ride motorbikes, or if they have tried already. Have them brainstorm all the safety considerations that motorbike riders need to observe.

Orientation to the text

- In this book, the reader learns about the main types of motorbikes, the particular terrains they are designed for, and safety considerations that must be considered when riding. Through a fictional imaginative response, the reader also shares a vivid experience of what it is like to watch motorbike racing from the trackside.

Building the Balanced Reader

Grammatical conventions

- Discuss why a first-person voice is ideal for the Response from pp. 18–30. Have students share thoughts about how this voice conveys the action, excitement and sensory information (such as noises and smells) so vividly.

Vocabulary

Key vocabulary

accelerated, circuits, clearance, deployed, designated, exhilaration, marshals, motocross, motorbikes, podium, precision, recreational, sponsor, vibrations, weather, wheels, windscreen

Spelling

- Discuss the doubling of the final letter when verbs such as *pedal* are changed to the past tense.

Visual literacy

- Before reading the text, have students look at the illustration on p. 27 and share thoughts about what the chequered flag signifies in this kind of race.

Focusing on the book – guided reading

- Discuss the fact that there are three main types of motorbikes: street bikes, off-road bikes and bikes that can be used for both on- and off-road activities. Ask students why they think most off-road bikes cannot be ridden on public roads.

- Have students share thoughts about why clearance between the ground and the bottom of the bike affects a cruiser's handling around corners.
- Discuss why sports bikes need to be able to reach high speeds very quickly. Ask students if they think it would be dangerous to brake suddenly while riding at high speed.
- Ask students to observe which features are fitted to off-road bikes to make them suitable for on-road biking.
- Discuss why long sleeves and pants are important for motorbike riders, and how leather clothing helps them slide on the surface of the road if they fall off their bikes.
- After reading p. 18, discuss with students whether they think the girl and her dad have good seats to watch this race. What views do these seats offer? Ask, *What do you think the girl means when she says the start of the race was a surge of power?*
- Discuss what the ground staff did to keep everyone safe after the rider's skid. Ask students if they can think of anything else that could have been done in this situation.

Comprehension

- Why are standard motorbikes ideal for beginner riders? (*Literal*)
- Why do trial bikes have a small engine? (*Inferential*)
- What skills are taught at a motorbike training course? (*Applied Knowledge*)

Follow-up activities

- Using the BLM, have students sort the descriptive sentences and phrases into the correct box to classify each motorbike.
- Have students choose their favourite type of motorbike from the book, and write a story about an adventure or race on this bike. Ensure that the riders in their stories are equipped with all necessary safety gear.

Learning Intentions

- We are learning how to understand a range of situations that we encounter in everyday life, and understand the impact these have on us.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- _____

Success Criteria

- I can identify situations in the text that we encounter in our lives, and can talk about the effect they have on us.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- _____

Guided Reading Notes

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