

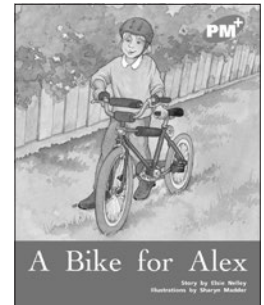
A Bike for Alex

PM Level 15

Orange

Text Type Narrative

Running Words 306



Preparing for Guided Reading

Orientation to the text

- Invite students to name things that are sometimes repaired and repainted to make them look new again, e.g. car, rocking horse, furniture, etc.

Prior knowledge

- Alex is a new character who will feature in other PM stories. Students who own toys that have been repaired and repainted so they look like new again will read this story with expression and understanding.

Building the Balanced Reader

Vocabulary

Key vocabulary

brakes, hope, nine, small, soon, wait

Content Words

could, fixing, just, locked, opened

Decoding

- Encourage automatic recognition of high-frequency words.
- Recognise and use word parts, such as onset and rimes, to break words into small parts.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when required.
- 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 and attending to print details.

Focusing on the story – guided reading

- Read the title together. Introduce Alex as a new character.
- Read the story and talk about how Alex wanted a bike she could ride. Even though the bike was broken and second-hand, her dad fixed it
- and painted it to look like a new one. Discuss Alex's feelings in the story. Ask students if they have ever had to wait for something to be fixed.
- Talk about bike safety and what brakes are. Ask why it would be unsafe for Alex to ride the bike when the brakes were broken?

- Notice the old bike. Discuss things that students have outgrown like clothes, footwear and toys. Talk about what sometimes happens to these things. Observe Alex's pleased expression.
- Discuss other features for safe cycling, e.g. helmet, seat the correct height, etc.
- Observe Alex's shocked expression when she sees the bike in bits! Ensure that students understand that Dad had to take the bike to pieces to check it thoroughly. Talk about what is meant by the sentence, *She wanted a bike that she could ride.*
- Discuss occasions when students have had to wait all day for something to happen!
- Enjoy Alex's excitement with what now looks like a 'new' bike.
- Examine letter clusters, e.g. *ix – six, fix; ight – right, night.*
- Revise the possessive apostrophe in *Hannah's mum, Hannah's little blue bike.*
- Revise verb endings added to the base word: *fix, fixed, fixing.*
- Revise the use of speech marks to indicate the actual words spoken by characters in the text, e.g. *"Hannah, Hannah!" called Alex. "Come and see my new bike."*

Comprehension

- What did Hannah tell Alex to come and see? (*Literal*)
- Why was Alex's bike in bits all over the floor? (*Inferential*)
- Why did Alex call her bike "new"? (*Inferential*)

Follow-up activities

- Have students pretend to be Alex and write a thank-you letter to Hannah's mum.
- Study the illustrations of Alex in the story. Notice how the illustrator portrays her when she is pleased, upset, disappointed and finally delighted when Dad comes out with the bike. Draw and label portraits of Alex showing these different expressions.
- Have students write about and draw occasions when they have had to wait all day for something special to happen.
- Make posters describing safety rules for riding a bike.

A Bike for Alex

Date _____

PM Level 15

Orange

Learning Intentions

- We are learning to integrate a variety of skills and strategies to decode unfamiliar words.
- We are learning to use a variety of comprehension strategies to predict or check meaning.

• _____

Success Criteria

- I can use meaning, language structures and visual information to help me decode fluently.
- I can apply prior knowledge, think aloud, and attend to details in illustrations and print to bring greater meaning to the texts I read.

• _____

Guided Reading Notes

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