

The Long Bike Ride

PM Level 10

Blue

Text Type Narrative

Running Words 184



Preparing for Guided Reading

Prior Knowledge

- Re-read *Jake and the Big Fish*. Describe the jetty in both books.
- Explain how and why vehicles are stowed and transported in ferries.

Orientation to the Text

- In this story, Dad and Jake are riding their bikes near the seaside when they see a car ferry. They ride a long way to see it up close and watch the vehicles disembark.

Key Language Structures

- Irregular past tenses: *went, gone, said*.
- Phrases that tell when or where add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

from, gone, It's, Let's, laugh, long, open, slowly, that

Content Words

Dad, Jake, car, ferry, jetty, fishing, ride, beach, fast, slow, slowly, trucks

Decoding

- Recognises the high-frequency words in the text.
- Applies knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

Fluency and Phrasing

- Adjusts the pace of reading to assist with fluency.
- Makes appropriate predictions about the text to assist with understanding.

Focusing on the Book – Guided Reading

- Ensure that the students use the photographs to predict meaning.
- Read the title together and discuss the cover photo.
- Ask students to describe where Dad and Jake are riding. Talk about the fact that they are wearing helmets and riding on a safe path.
- Discuss the purpose of a car ferry.

- Predict how Jake will respond when Dad tells him that it's a long way to the jetty.
- Talk about Jake's eagerness to get to the jetty. Discuss the language structures – *Slow down!* and *Stay with me*.
- Why is Jake worried that they won't see the cars coming out of the jetty?
- Have students describe the ferry, and speculate about how long it will take for all the vehicles to exit.
- Have students find the words *come* and *go* in the story, and discuss their irregular past tenses: *came, gone*.
- Discuss the fact that Dad and Jake have bought ice creams to cool themselves down after the ride.

Comprehension

- Why do you think that Dad wanted Jake to slow down? (p. 8) (*Inferential*)
- Why did Jake ride so fast? (*Literal*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing the correct verb tenses to complete the sentences; writing the different forms of the verbs in the correct boxes; reordering the words to write sentences from the story; writing opposite words.
- Talk with students about car ferries, and why people would want to take their cars with them when they go away. Have students think of an idea for a family holiday that would require their family to use a car ferry. Have them draw or paint their family driving in their car on the holiday.
- Ask students to share their experiences of riding on bicycles. Have them think of a ride they would like to go on with a parent, and help them draw a map of their desired route, beginning with their home and ending at an interesting destination.

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Learning Intentions

- We are learning to more accurately make predictions about events in the text.
- We are learning to recognise a variety of punctuation marks to assist with fluency when reading aloud.
- _____

Success Criteria

- I can more accurately make predictions about events in the text.
- I can recognise a variety of punctuation marks to improve the fluency of my oral reading.
- _____

Guided Reading Notes

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