

The Bicycle Book

PM Level 26

Emerald

Text Type Information Report / Procedure

Running Words 1764



Preparing for Guided Reading

Orientation to the text

- Before you start riding, you need to learn about your bike and how to ride it safely. Information includes the parts of a bike, standard fittings and extras, how to tell if the bike is the right size, and the right clothing for biking, focusing on safety and comfort. It is important to practise bike-riding skills and to know how to use brakes and gears before going out onto the road.

Prior knowledge

- Read the title and ask students to predict the type of book that this might be; for example, fiction or non-fiction (factual).
- Ask students to suggest the kind of information they would expect to find in a factual book about bicycles. Make a list of broad categories and headings for information and discuss how this information may be organised and presented. Turn to the contents page and compare the chapter titles with students' predictions.
- Draw students' attention to the titles of the first three chapters and ask them to brainstorm everything that they know about bicycle parts, clothing and safety equipment.

Building the Balanced Reader

Grammatical conventions

- Identify specialised vocabulary used in the text, e.g. *cyclist, waterproof, pedalling, gears, signals, brakes*.
- Locate headings and subheadings that help organise information in the text.
- Locate cause and effect sentences, and identify words that indicate this relationship, e.g. *If it's raining, wear a raincoat or a waterproof jacket to keep you warm, dry, and visible*.

Vocabulary

Key vocabulary

adjusting, alert, comfortable, communicate, confident, defensive, dehydrated, essential, freedom, gears, intersection, lubricate, ought, paralysed, pedestrians, permanent, predict, punctures, reflectors, serviced, situations, survival, tightening, yield

Spelling

- Distinguish between *your* (possessive pronoun) and *you're* (contracted form of *you are*).

Visual Literacy

- Identify and name various visual forms that support the written text, e.g. labelled photographs, road signs.
- Note the photos taken from close range that show specific details of the bike mentioned in the text.
- Read and question students' understanding of the safety tips highlighted in the coloured circles.

Focusing on the story – guided reading

- Direct students to read silently to the end of Chapter 3, then ask, *If you were to become an expert in bicycle parts, clothing and safety equipment, what information would you get from these chapters?*
- Compare students' predictions about what information may be in the book with the information that they actually find.
- Conduct an anticipation activity that draws on students' prior knowledge and sets a context and focus for their reading. List the following statements:

Pedalling is easier when you push with all of your foot.

You have to be pedalling to change gears.

Gears help you ride faster and use more energy.

One of the common causes of bicycle accidents is cyclists failing to stop at intersections.

Students should consider each statement and write whether it is true or false.

- Ask students to skim pp. 6–7 and find the reasons for wearing a helmet, bright clothing, cycling gloves and sunglasses.

Comprehension

- What do you need to learn before you start riding by yourself? (*Literal*)
- Why do you need to be able to straddle the bar on the bike with your feet on the ground? (*Inferential*)
- What would be a sensible coloured raincoat to wear when riding in the rain? (*Applied Knowledge*)

Follow-up activities

- Ask students to write a list of road safety rules to follow when riding a bike on the road. List these in order of importance and justify the ranking.
- In small groups, make a list of places in your local community where it is safe to learn to ride a bike.

Learning Intentions

- We are learning how to use a glossary to understand some of the technical vocabulary in the text.
- We are learning to identify typical structural and language features of a range of text types.

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Success Criteria

- I can use the glossary to locate the meaning of specific words in the text.
- I can identify different text types by referring to their structure and language features.

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Guided Reading Notes

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