

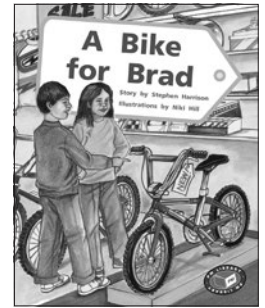
A Bike for Brad

PM Level 20

Purple

Text Type Narrative

Running Words 512



Preparing for Guided Reading

Orientation to the text

- Discuss BMX bike riding. Ask at the school or public library for reference books on BMX riding in order to help those students who do not have any knowledge on this subject.

Prior knowledge

- This story is about two characters new to the PM library. Brad and his cousin Ashleigh love BMX riding. Brad's initial disappointment about his 'new' bike changed once he realised that his skills as a rider were just as important as the bike.

Building the Balanced Reader

Vocabulary

Key vocabulary

balance, decided, disappointed, happier, notice, skidded

Content Words

chance, coach, cousin, easily, wobbled

Decoding

- Encourage automatic recognition of an increased range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the story – guided reading

- Examine the illustrations on the cover and the title page. Look carefully at the BMX bike and the safety gear used when riding.
- Ensure that students realise Brad's last statement on p. 2 raises doubt — will Brad get the bike he wants?
- Talk about a BMX course and the skills required to enable children to take part in a race.
- Brad is disappointed on pp. 6–7. How will he react?
- After reading pp. 8–9, talk about how Brad decides to make the best of the situation and to appreciate his present.

- Before reading pp. 10–11, assist students to interpret the illustration and notice first the unpleasant look on the face of the boy on the left, and second, Brad's deflation.
- Discuss how the illustrations and the text on pp. 12–15 highlight the excitement of the race.
- Discuss the coach's remark and Brad's feelings of achievement on p. 16. The children should point out that Ashleigh is delighted, too.
- Talk about the frequent use of contractions written in sections of direct speech. Explain that this is because contractions are a common element in spoken language.
- Locate adverbial phrases used to add information about *when* or *where* in the text, e.g. *every day that week, in the back yard*.

Comprehension

- What did Brad want for his birthday? (*Literal*)
- What did Brad do to help himself win the race? (*Inferential*)
- What could have caused the big boy to skid on the track? (*Inferential*)

Follow-up activities

- Ask students to collect pictures or photographs of different types of bikes. Discuss how and where these bikes are used. Gather information and attach to each type of bike to make a wall display.
- Discuss other races where the person who was expected to win didn't, and another person took first place.

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Date _____

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, syllables, and affixes and scanning across words to decode the text.
- We are learning to make predictions about the text based on our applied knowledge, and to integrate reading skills and strategies to derive greater meaning from the text.

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Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, affixes and scanning across words to assist me in decoding the text.
- I can predict events in the text based on prior knowledge, and use various reading skills and strategies to improve my understanding of the text.

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Guided Reading Notes

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