

Guided Reading with **MY BICYCLE**

Guided Reading: C

DRA: 3

Intervention: 3

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Overview: My bicycle has many parts. Read this book to find out what they are.

8 pages, 33 words

Genre:

Nonfiction

Focus: Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations, initial sounds, or beginning parts of words to read unknown words
- use background and vocabulary knowledge to read unknown words
- read simple plural words with –s endings and check sentence agreement (“This is” vs. “These are”)
- look at each part or syllable of a longer word to read it

Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support all text details
- book depicts simple ideas through text and illustrations
- short, predictable sentences
- text is similar to oral language
- familiar content close to many children’s experiences

High-frequency Words:

my, has, this, is, the, these, are

Phonics

- consonant digraph: ch

National Standards:

- RF.K.1 (a–d), RF.K.3 (a,c), RF.K.4
- RI.K.1, RI.K.2, RI.K.7

ELL/ESL

Mi bicicleta

See back page

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- Do you know how to ride a bike? How does a bike work?
- What parts does a bike have? What does each part do?

2. Connect children’s past experiences with the book vocabulary:

- Hold the book. Call children’s attention to the title.
Read: *My Bicycle*
- Ask children to predict what the boy will say about his bicycle.
- Show the back cover and read the copy. Ask children to say what parts they see on the boy’s bicycle.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the photographs.
- Ask them to notice what bicycle part each picture shows.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, “What will you do if you come to a word you don’t know?”
- Encourage children to look at the pictures and the beginning sound of the word.



- Remind children to point to the words as they read.

4. Be aware of the following text features:

- The book contains familiar words: *my, has, this, is, the, these, are*.
- The book contains one sentence per page that either reads, "This is ____" or "These are ____." The first page has an extra sentence.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what parts are on the boy's bicycle.

2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

3. Look for these reading behaviors during the first reading:

- Do the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go over to the picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds or blending the sounds?
- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to

their reading?

- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

4. As children read, suggest a reading strategy if they are struggling: "Try rereading the sentence. Try looking at the picture to make sense of the print." Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word.

5. Possible teaching points to address based on your observations:

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to make a return sweep to the second line of text.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out what part of a bicycle the page is about.

After the First Reading

1. Have children confirm their predictions about the story.

2. Ask questions like:

- What parts did the boy talk about?
- What does each part do?
- Which parts are there two of? Which parts are there one of?
- How do different parts of a bicycle work together? Point to parts of the illustrations to explain how a bike works.
- How can someone stay safe while riding a



bicycle?

- On page 8, the boy is wearing a helmet. What is the purpose of the helmet?
- What advice would you give someone who wants to learn how to ride a bicycle?

Second Reading

1. Have children reread the book in a whisper voice or to a partner.

2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

Cross-Curricular Activities

Language: Show an enlarged picture or photograph of a bike. Encourage children work together to label the parts with sentences from the book written on sticky notes.

Show another familiar item --or a picture of one-- with many distinct parts, both singular and plural. Create a class chart or book about the parts using the language from the book ("This is the ____" or "These are the ____.")

Brainstorm other things children might have at home that have many parts. Have students create their own books about the parts things have. Provide blank pages with the sentence frames, "This is the ____" and "These are the ____." Remind students to write plurals as appropriate.

Have a class debate on the pros and cons of using a bicycle to get to school. What is great about using a bicycle? What are the challenges?

Mathematics: Compare and contrast pictures of a bicycle, unicycle, and tricycle. List the attributes of

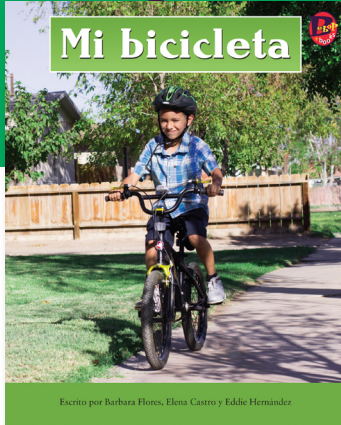
each item. How do the parts differ? How are all the items the same?

Ask the class to take a poll on how their classmates get to school each day. Do they walk, ride a bicycle, take a car, ride a bus, or use the subway? Make a pie chart to visualize the class breakdown on ways we commute to school.

Science: Have children study items or pictures of items from the nature with different parts, such as a flower, tree, or animal. Ask them to make observational drawings of the items and label the parts with sentences beginning with "These are the ____" or "This is the ____."

Social Studies: Help children learn more about how people use bicycles for different purposes by reading books or viewing photos or videos online. How are bicycles used for travel? How are they used for enjoyment or exercise? How are they used as part of people's jobs?

Have children look at how bicycle-friendly their school is. If possible, take a walk around the school. Are there bicycle lanes, crosswalks, and places to park and store bicycles? Can bicycles be used in the hallways or only permitted in certain parts of the school? How can the school be improved to be welcoming to bicycles? How the school be improved to make everyone safe around bicycles and for bicycles?



Guided Reading with **MI BICICLETA**

The book introduction and guided reading lesson follow the outline for the English edition. Children need exactly the same support and strategy instruction as their English-speaking classmates.

Be aware that many children speak dialects or may mix Spanish and English. During the introduction, help children understand that “book language” does not always match the words we use every day. In this story,

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Noun Support: The following bicycle parts are listed: el asiento, los cuernos, la luz, los pedales, la cadena, las llantas

Work with students on the differences between singular and plural nouns. First, print the photographs on cards and then print the bicycle part words on cards. Have students match the photograph with the word.

Then, have students sort the word cards underneath the following headings: el, la, los, and las. Ask students what they notice about the words underneath los and las. How are they different from the words underneath el and la? Repeat this exercise with the following headings: este, estos, esta, and estas.

El: asiento

Los: cuernos, pedales

La: cadena

Las: llantas

Verb Support: Provide students with sentences from the story with blanks for the verbs “es” and “son.” Print out “es” and “son” on word cards, and then have students fill in the blanks in each of the sentences with either “es” or “son.” Ask students to think about why the sentences require “es” or “son.”

If children have difficulty with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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