

# Riding My Bike

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alphakids



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## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- The text is written in the first person.
- The sentence form: 'Do you see that girl riding a bike ...? That's me!'

## Vocabulary

bike, dad, everywhere, flowers, gate, new, puddle, riding, through

## Setting the context

*Do you know how to ride a bike? What happened when you were learning? What things went wrong? How did you feel when you could ride the bike well?*

## Introducing the book

*This book is called Riding My Bike. It is about a girl who is learning to ride her bike. Where do you think the girl will ride her bike? What might happen?*

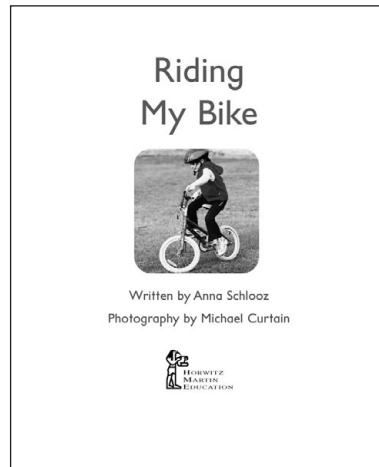


### Front cover

Read the title together.

*Who do you think will be telling us this story?*

Point out the use of the word 'My' in the title, and talk about this as a clue that the book may be written as if the girl is talking to us.



### Title page

Point out the names of the author and photographer. Talk about their jobs.



## **Talkthrough**

*In this book the girl asks us some questions. She says, 'Do you see that girl riding her new bike?' Then she tells us that the girl in the picture is her. She says, 'That's me!'*

Point out the question mark.

*This is called a question mark. It tells us that the sentence is a question.*



## **Observe and support**

Do the children check their reading against other information on the page?

*What could you check to make sure that word is 'bike'?*

Do you see that girl  
riding her new bike?

That's me!





## **Talkthrough**

*Here is the girl with her dad. What is he doing?*

Point out the high-frequency words: a, dad, do, her, me, that, you.

*Can you see the word 'me' on the page?*



## **Observe and support**

Do the children recognise the high-frequency words: do, you, that, me?

*Can you show me 'do'? What about the word 'that'? I like the way you are remembering these words. Knowing these words will help you to work out new ones.*

Do you see that girl  
riding a bike  
with her dad?

That's me!





## **Talkthrough**

*Now the girl is riding by herself. What question will she ask?*

*Then what will she say?*

*Can you find the word 'herself'? What did you check to work that out? What did you think about?*

*Point out the exclamation mark.*

*This is an exclamation mark. It tells us that the girl is saying 'That's me!' in an excited voice.*

*Have the children repeat this phrase.*



## **Observe and support**

*Do the children use their knowledge of letter–sound relationships to work out new words?*

*What can you see at the start of that word? What sound might it make? What could the word be? Try it. Does it sound right?*



Do you see that girl  
riding a bike  
by herself?

That's me!





## **Talkthrough**

*Now the girl has ridden into the flowers. What question will she ask this time? Then what will she say?*



## **Observe and support**

Can the children support their understanding of the text with direct evidence from the page?

*Where does the girl ride her bike this time? Where does it tell you this?*

Do you see that girl  
riding a bike  
into the flowers?

That's me!





### **Talkthrough**

*What do you notice about where the girl is riding now? What do you think she will say?*

*How do you think she is feeling about her riding?*



### **Observe and support**

*Can the children make inferences from the text?*

*Is the girl getting better at riding her bike? How do you know?*

Do you see that girl  
riding a bike  
through the gate?

That's me!





## **Talkthrough**

*Where is the girl riding now? What does that tell you about how good she is at riding her bike? What will she say? How do you think she will say it?*



## **Observe and support**

Do the children read the text with expression, as if they were the child in the book?

*Can you read it so that it sounds like the girl talking? How might she be feeling? How might her voice sound?*

Do you see that girl  
riding a bike  
through the puddle?

That's me!





## **Talkthrough**

*Now the girl is a good bike rider. She can ride everywhere.*

Point out that the repeated phrase ‘That’s me!’ is not written on this page. Instead, it is held over to the following page.

*Why do you think the writer did this? Does it make the book more interesting?*



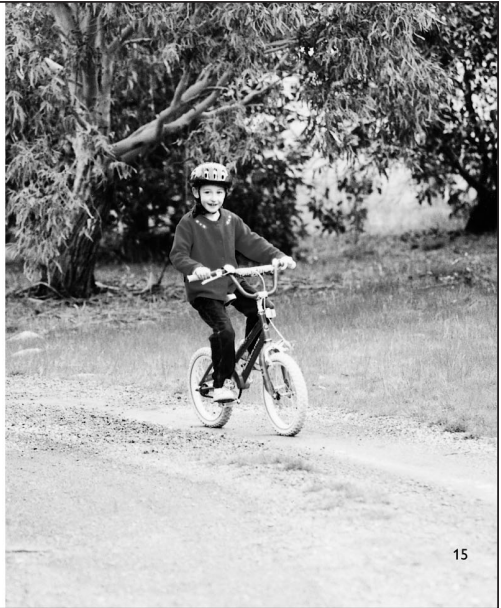
## **Observe and support**

Do the children notice when they make an error?

*What did you notice? Why was it a problem? What could you try instead? What would make sense there? What would sound right?*



Do you see that girl  
riding a bike  
everywhere?





## Talkthrough

Talk about the photograph.

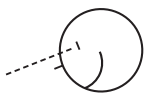
*How do you think the girl is feeling now? What tells you this?*

*How would you feel if you had just learned to ride a bike?*



That's me!

16



## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

*Why did the girl ride her bike with her dad at first?*

*What happened when the girl rode near the flowers?*

*What happened to the girl as she learned to ride her bike?*

*How did you know that the girl was getting better at riding her bike?*

*How did the girl feel when she could ride her bike well?*

## Being a code breaker

Explore the following language features:

- Words that rhyme with 'bike': hike, like, mike, pike, strike.
- Question marks and exclamation marks to end sentences.
- Gender: girl, herself, her; boy, himself, him.

## Being a text user

Refer to the text when discussing these questions:

*Why are the first few photographs in this book on an angle?*

*What effect does this create?*

*How does this match the story?*

## Being a text critic

*Do all children learn to ride bikes?*

*Do you want to learn to ride a bike? Why or why not?*

## Responding to text



The children could work in cooperative groups to draw a map of all the places the girl went on her bike. They could also include a house and any other features they might like to add.



Innovate on the text. Encourage the children to recount a learning experience they have had: 'Do you see that boy with his brand new roller blades? That's me!'



Ask the children to draw a range of things that begin with the letter 'b'. These could be displayed on cards in the shape of a bicycle.

## Writing

Discuss a skill the children may have learned; for example, how to catch a ball. List the problems they had as they learned, then, together, write a short text innovating on *Riding My Bike*. For example, 'Do you see that boy catching a ball with his dad? That's me!'

## Assessment

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Can the children:

- point out exclamation marks and question marks and say what they mean?
- discuss the meaning of the book? Is it easy to learn to ride a bike? Why?



whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Hobbies

**Curriculum link:** SOSE

**Text type:** Recount

**Reading level:** 5

**Word count:** 86

**High-frequency words:** a, by, do, girl, herself, into, me, see, that, that's, the, you

**Vocabulary:** bike, dad, everywhere, flowers, gate, new, puddle, riding, through

### Possible literacy focus

Using question marks and exclamation marks in writing.

Interpreting the text: Is it easy to learn to ride a bike? Why or why not?

### Summary

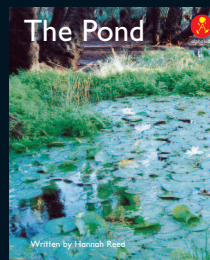
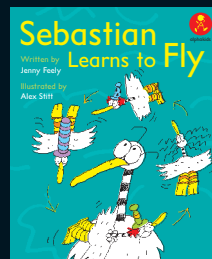
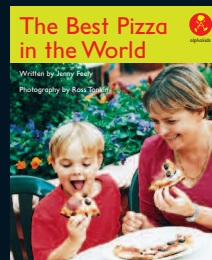
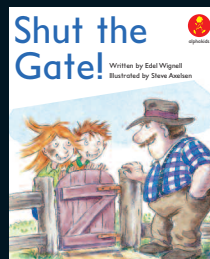
This book recounts a girl's experiences while learning to ride a bike.

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Other books at this level



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