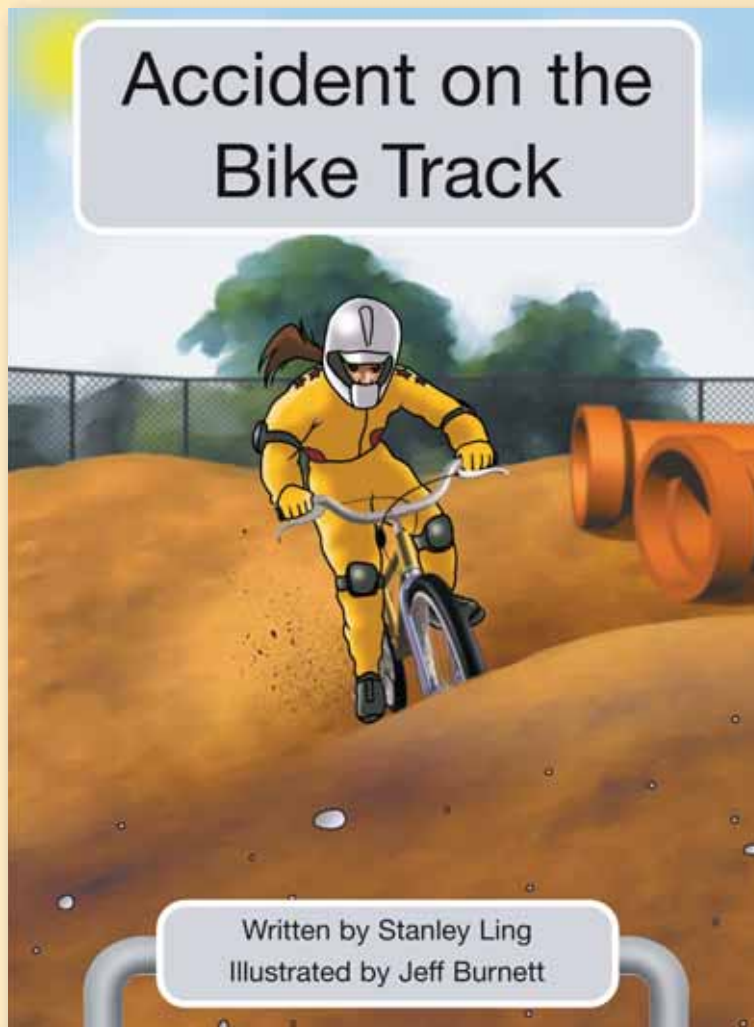




Level 25

Book c



| | |
|-------------------|-------------------------------|
| Level | 25 |
| Word Count | 712 |
| Text Type | Narrative (Realistic Fiction) |
| High-Frequency | soon |
| Word/s Introduced | |

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have the students read the title and the names of the author and illustrator on the front cover. Ask the students – *What does the title suggest this story will be about? Have you ridden on a bike track? Describe a bike track you have seen.*

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *What are the names of the four characters? Why was the bike track closed?*

Pages 4–5 *What dangerous hazard is still at the bike track? Can you predict what might happen?*

Pages 6–9 *Who was involved in the accident? How did it happen?*

Pages 10–13 *Where did Mia land? Who rode off for help?*

Pages 14–15 *What injuries does Mia have?*

Pages 16–17 *What did the boys use to get down to Mia?*

Pages 18–19 *Why didn't Louis want to move Mia? Why did Mia want to get out of the hole?*

Pages 20–21 *Who came to rescue Mia? How did they get her out of the hole?*

Pages 22–24 *What did the policeman think about the behaviour of the children?*

AFTER READING

Read the first two pages to the students, modelling voice intonation, particularly during speech sections of the text.

Ask the students to work with a partner. Have them each reread aloud half the book. Encourage the students to focus on voice intonation.

CODE BREAKER



Developing Specific Skills

Word patterns – *ack* words – *track, back, sack*

Homophones – words that sound the same but have different meanings and spelling – for example, *sore / saw*

See the BLM.

TEXT USER



Bike riding is fun but it can also be dangerous. Ask the students – *Have you ever had a bike accident? What safety gear are the children wearing?*

See the BLM.

MEANING MAKER



Have the students reread the last page of the story.

Ask them to use a dictionary to find the meaning of the word *glum*.

Ask – *What lesson did the boys learn that day? Do you think they will ride on the bike track again?*

TEXT CRITIC



Ask the students – *Do you think this story is predictable, that is, can you easily guess what is going to happen?* Have them explain their answers.

Ask the students to think of another title for this story.

Homophones

Homophones are words that sound the same but have different meanings and spellings, for example, *blue / blew* and *there / their*. Read page 14 of *Accident on the Bike Track*. There are six words on this page that have homophones. Next to these words, write another word that sounds the same but is spelt differently and has a different meaning. The first one has been done for you.

hole

whole

not

weakly

some

sore

one

Read through the book to find further examples. On a separate sheet of paper, write the words with the homophone next to them.

25c Accident on the Bike Track **Name** _____

The illustrations in the book *Accident on the Bike Track* show that the children were wearing safety gear for riding their bikes. List all the safety gear that you see.

Do you think this safety gear prevents Mia from getting more serious injuries?

Bike tracks also need to be safe for riders. Design a bike track that would be a safe and fun place for you to ride your bike.

25c Accident on the Bike Track Name _____

Newspaper Reports

Newspaper reports are different from stories. They are written to inform people about events. Find some short newspaper reports and look at the way they are written. Newspaper reports usually include –

- Headline (the title)
- Short introduction giving the most important facts
- Paragraph giving less important details
- Ending

Imagine you are a journalist who has heard that the police have been called to the bike track. Write a newspaper report about the accident on the bike track, including all the things listed above. Remember to give your report an interesting headline. You may like to interview one of the witnesses or the policeman. On a separate sheet of paper, draw an illustration to accompany your report.