

Joe and the Bike

Before reading

- Read the title and ask the children: *What do you think will happen to Joe and his bike?*
- Look through the story to confirm the children's predictions.
- Talk about what is happening on each page, introducing and pointing out the difficult words and phrases (e.g. "speedway", "rider", "in front").

During reading

- Ask the children to read the story. Encourage them as they read and prompt when necessary.
- Praise the children who retained the words you introduced above in "Before reading" and who are able to recognise high frequency words.
- Encourage the children to look closely at the words "shouted", "pushed", "liked" and "rider". Help them to recognise the words within the words.

Observing

Check that the children:

- read on sight the high frequency words
- recognise the critical features of words, e.g. length, common spelling patterns and words within words .

Group and independent reading activities

Text level work

Objective To make simple lists for planning, reminding, etc.

- Ask the children to look in the book and write a list of things that Joe or his dad need to take part in their races.

Observing

Can the children write a list?

Sentence level work

Objective To draw on grammatical awareness.

- Talk to the children about how the story happens in the past.
- List the verbs in the story, using the present tense form (e.g. is, shout, says, push, give, like).
- Ask the children to re-write the verbs in the past tense, using the story to help them.

Observing Are the children aware of the difference between the past and present tenses?

Word level work

Objective From YR, to practise and secure the ability to rhyme.

- Ask the children: *I know a word that rhymes with "hike" in this lesson. Can you find it?*
- Ask the children to find the word and think of other words that rhyme with "bike".
- Repeat with the words: spent, tin, face, bell, had.

Observing Are the children able to hear the rhymes and match the words to rhyming words?

Comprehension

Ask the children:

- On page 46-①, who was allowed through the gate? (Joe)
- On page 46-②, what is Joe holding, and who is it for? (A helmet; his dad's)
- On page 47-③, who is in front? (Joe's dad)
- On page 47-④, how is dad feeling? (surprised, shocked)
- What time of year is it when Joe is in the race? (p 49-⑦ illustration: winter)

Speaking and listening activities

Objectives Organise what they say ; extend their ideas in the light of discussion; listen to each other.

- Discuss with the children how Joe was feeling when he fell off his bike. (hurt, angry, mad, embarrassed)
- Ask them to describe an incident when they felt mad and upset at the same time.
- Encourage them to listen to each others' stories.



Cross-curricular links

D&T: moving pictures

Numeracy: ordinal numbers

Writing

Objective To write captions for their own work.

- Look at the front cover and ask the children to draw a picture of themselves and their favourite toy.
- Prompt them to write a caption: "_____ and the _____."