

### About the Book

Text Type: Fiction/Humor Page Count: 16 Word Count: 368

#### Book Summary

Dad, Jennie, and Charlie are ready for a bike ride to the park—or are they? *Safe Biking with Dad* points out bike safety rules in a humorous way. Students have the opportunity to identify cause-and-effect relationships. Detailed, supportive illustrations, high-frequency words, and introductory words support emergent readers.

### About the Lesson

#### Targeted Reading Strategy

- Make, revise, and confirm predictions


#### Objectives

- Use the reading strategy of making predictions and then revising or confirming them to understand text
- Determine cause and effect
- Segment syllables
- Identify short vowel /o/
- Recognize and use commas after introductory words
- Recognize and use compound words

#### Materials

Green text indicates resources available on the website.

- Book—*Safe Biking with Dad* (copy for each student)
- Chalkboard or dry erase board
- Cause and effect, short vowel o, commas after introductory words worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *his, said, up, was*
- Content words:
  - Story critical: *handlebars* (n.), *helmets* (n.), *nervous* (adj.), *pedaled* (v.), *signal* (n.), *swerve* (v.)
  - Enrichment: *honked* (v.), *pothole* (n.), *protect* (v.)

### Before Reading

#### Build Background

- Write the phrase *bike safety* on the board and point to the phrase as you read it aloud with students.
- Have students share some bike safety tips they already know. Discuss reasons people might need to know safety rules before riding a bike.

## Book Walk

### Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Safe Biking with Dad*. (Accept all answers that students can justify.) Record students' predictions on the board.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

### Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that good readers make predictions, or guesses, about what will happen next in a story. Emphasize that making a prediction that makes sense on the basis of clues from the story is more important than getting the prediction right, or confirming it. Reassure students that they can always change, or revise, their prediction as they learn new information.
- Model making predictions using the information on the covers of the book.  
*Think-aloud: When I read the title, I think that the story will be about riding bikes safely. In the picture, I see a dad, a boy, and a girl with their bikes. I think they are getting ready for a bike ride. Based on these two clues, I predict that the dad is going to teach the children about safe biking rules on their ride. As I read, I will check to see if I can confirm my prediction or if I need to revise it.*
- Remind students of the predictions they already made while looking at the covers. Invite them to offer any additional predictions, and add these to the other recorded predictions. Keep these predictions for later use.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Cause and effect**

- Explain to students that one way to understand information in a story is to think about what happened and why it happened. Explain that a *cause* is an event that makes something happen, and the *effect* is what happens as a result of the event.
- Draw a T-chart on the board with two columns, one labeled *Cause* and the other *Effect*. Write the following sentence under the *Cause* heading: *I forgot to put my shoes away in the closet.*
- Model identifying a series of cause-and-effect relationships.  
*Think-aloud: If I forget to put my shoes away, I have to find them. If I have to take time to find my shoes, I will be running late for work. If I am running late for work, I might drive too fast. If I drive too fast, I might get a speeding ticket. Sometimes a cause and its effects cause other things to happen.*
- Retell the series of cause-and-effect relationships about not putting shoes away. Ask students to identify the causes and effects. Write each cause and its effects on the chart on the board. When finished, point out how each cause-and-effect relationship leads to other cause-and-effect relationships.

### Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though Jennie, Charlie, and Dad are going to ride their bikes to the park. Dad looks as though he might be afraid or nervous to ride bikes with Jennie and Charlie.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *pedaled* on page 5 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows the children riding their bikes. When I look at the first part of the word, it starts with /p/. However, the word riding starts with the /r/ sound, so this can't be the word. I know that when people ride their bikes, they pedal. The word pedaled starts with the /p/ sound. The sentence makes sense with this word. The word must be pedaled.*

## Set the Purpose

- Have students revise or confirm predictions as they read the story. Ask them to think about the bike safety rules they use when they ride their bikes.

## During Reading

### Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Mom*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
- Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 6, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model making predictions and revising or confirming them.  
*Think-aloud: Based on what I have read so far, I know that Dad is nervous about making the bike trip to the park, but Jennie and Charlie are eager to get going. Earlier, I made the prediction that Dad would teach the children about safe biking. I can confirm this prediction because he reminds them to put on helmets and stay on the right side of the road. I notice that when Dad reminds Charlie to stay on the right side of the road, he forgets to follow the rule, and a car honks at him. I predict that this might cause Dad to have an accident on his bike.*
- Review the predictions that students made earlier in the lesson. Ask if they wish to revise any predictions. If so, change them on the board. Also, check to see if students can confirm any predictions, and add a check mark next to those.
- Invite students to make more predictions, now that they have read more of the story.
- Return to the *Cause and Effect* T-chart on the board and write the following sentence under the *Cause* heading: *Charlie was riding in the middle of the road*. Explain that this story has many cause-and-effect relationships. Have students read the new sentence in the *Cause* column.
- **Think-aloud:** *In this story, Charlie rides in the middle of the road. What happens because he does this? His dad pedals up to him and reminds him to stay on the right side of the road. This is an effect.*
- Write the effect on the T-chart. Ask students to share other effects that are caused by Charlie riding in the middle of the road (*Dad is left in the middle of the road, the car honks at Dad*).
- Introduce and explain the [cause-and-effect worksheet](#). Have students write the sentence from the *Cause* column in the first box on the worksheet. Guide students to choose one effect that happened because of this cause and write that effect in the second box on their worksheet.
- **Check for understanding:** Have students read to the end of page 9. Encourage them to share more predictions. Emphasize any predictions that they confirmed or need to revise. Record this information with the other predictions.
- Have students read the remainder of the book. Remind them to use predictions to help them understand new information as they read.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

## After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

## Reflect on the Reading Strategy

- **Think-aloud:** *As I read the remainder of the story, I learned that Dad did remind the children about bike safety rules. This confirms one of my predictions. I can revise my prediction to include that when Dad gives bike safety advice, he forgets to follow it himself. I also predicted that this would cause Dad to have an accident. I can confirm this prediction because he hit a pothole and had a wreck. Now that we have finished reading the story, we can check all of our predictions to see whether or not they are confirmed.*
- *Discuss as a class the remaining predictions. Put a check mark by those that were confirmed and cross out those that were not. Remind students that it is more important to make a prediction that makes sense, on the basis of clues in the story, than it is to confirm a prediction.*
- Ask students to explain how making predictions, and revising or confirming them, helped them to understand and remember the story.

## Reflect on the Comprehension Skill

- **Discussion:** Review the *Cause and Effect* T-chart. Invite volunteers to share new causes to write on the board. Remind students that causes are actions that characters take.
- Discuss possible effects for the causes listed on the board. Record all reasonable answers that students provide.
- **Independent practice:** Have students complete the cause-and-effect worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about some bike safety rules. Now that you know this information, why do you think it's a good idea to pay attention and follow safety rules when riding a bike or scooter?

## Build Skills

### Phonological Awareness: Segment syllables

- Explain that every word contains one or more parts. Point out that these parts are called *syllables*.
- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *pothole*. Clap each time you say a syllable (two claps).
- **Check for understanding:** Say the following words, one at a time, and have students clap the syllables and tell how many syllables are in each word: *handlebars, honked, protect, signal, honked, helmets*.

### Phonics: Short vowel /o/

- Write the word *honked* on the board and say it aloud with students.
- Have students say the short /o/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /o/ sound in the word *honked*.
- Have students practice writing the letter o on a separate piece of paper while saying the short /o/ sound.
- **Check for understanding:** Write the following words that have the short /o/ sound on the board, leaving out the vowel: *pot, stop, mom*. Say each word, one at a time, and have volunteers come to the board and add the letter that represents the short /o/ sound to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel /o/ worksheet](#). If time allows, discuss their answers.

### Grammar and Mechanics: Commas after introductory words

- Write the following sentence on the board: *First, Charlie was riding in the middle of the road.* Ask a volunteer to come to the board and circle the comma. Explain that the word *First* is an introductory word leading into the sentence. Point out that a comma separates that word from the rest of the thought.

## Lesson Plan *(continued)*

## Safe Biking with Dad

- Ask students to turn to page 7. Ask them to find the following sentence: *Next, Jennie was riding too close to the parked cars.* Ask a volunteer to identify the introductory word (*Next*). Discuss the location of the comma. Read the sentence aloud, emphasizing how the comma separates the introductory word from the rest of the sentence.
- Write the following sentence on the board: *Then Dad saw a stop sign ahead.* Have students turn to a neighbor and tell where the comma should be placed. Check individual answers for understanding.
- **Check for understanding:** Have students search the text for other examples of sentences with introductory words set off by a comma. Monitor their answers and, if necessary, clarify the different uses of commas found in the text.
- **Independent practice:** Introduce, explain, and have students complete the [commas worksheet](#). If time allows, discuss their responses.

### Word Work: **Compound words**

- Point to the word *handlebars* on page 11. Tell students that the word *handlebars* is made up of two smaller words put together: *handle* and *bars*. Explain that this type of word is called a *compound word*.
- Have students look on page 12 to locate and read a different compound word (*pothole*). Have them identify the two smaller words that make up the compound word (*pot* and *hole*).
- **Check for understanding:** Have students work with a partner to list other compound words they know on a separate piece of paper. Share the lists of compound words and discuss the two smaller words that make up each compound word. Have volunteers use the words from the list in oral sentences.

## **Build Fluency**

### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them identify cause-and-effect relationships with someone at home.

## **Extend the Reading**

### Realistic Fiction Writing and Art Connection

Have students write another cause-and-effect sequence similar to the ones in the story using one of the safety rules listed on page 16. Have them illustrate the story.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on narrative writing.

### Social Studies Connection

Discuss the bicycle safety tips listed on page 16. Determine why each of the tips might be important to keeping bike riders safe. Have students practice making the hand signals. Divide students into groups and have them illustrate each tip. Collect the drawings and make a class book about bicycle safety tips.

### Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.

Lesson Plan *(continued)*

## Safe Biking with Dad

- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment****Monitor students to determine if they can:**

- consistently make, revise, and confirm predictions to understand text
- accurately determine cause-and-effect relationships during discussion and on a worksheet
- accurately segment syllables during discussion
- identify and write the letter symbol that represents the short /o/ sound during discussion and on a worksheet
- correctly understand and use commas after introductory words during discussion and on a worksheet
- correctly identify and use compound words during discussion and on a separate piece of paper

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)