



About the Book

Text Type: Fiction/Fantasy Page Count: 16 Word Count: 236

Book Summary

Jayden receives a letter that says he won a contest, even though he did not enter one. When a big box arrives, Jayden is surprised to find a bike inside. Students will enjoy predicting what might happen to Jayden and his magic bike. Supportive illustrations and high-frequency words make this a great story for early readers.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand text
- Sequence events
- Discriminate /st/ sound
- Identify initial and final st blend
- Recognize and understand the use of contractions
- Understand the meaning of synonyms

Materials

Green text indicates resources available on the website

- Book—**The Magic Bike** (copy for each student)
- Chalkboard or dry erase board
- **Prediction, consonant blend st, contractions 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

- High-frequency words: *began, his, looked, said, took, was, were, with*
- Content words: *contest, envelope, instructions, magic, mail, prize, wondered*

Before Reading

Build Background

- Write the words *contest* and *prize* on the board and point to them as you read them aloud to students. Repeat the process and have students say the words aloud.
- Ask students whether they have ever participated in a contest or won a prize. Discuss different types of contests and some of the prizes that people might win.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they might read about in a book called *The Magic Bike*. (Accept any answers that students can justify.)

- 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 that good readers make predictions, or guesses, about what will happen in a story. Explain that making predictions can help people to make decisions, solve problems, and learn new information. Emphasize that knowing how to make predictions is more important than whether the prediction is right, or confirmed. Readers continue to make new predictions based on clues they read in a story.
- Model using the picture on the front cover of the book to make a prediction.
Think-aloud: When I looked at the front cover, I saw a boy riding a bike. It looked just like a normal bike. Since the title is The Magic Bike, I wonder whether the bike might do something special. Maybe it will fly in the air, go really fast, or automatically go to a place I think of in my mind.
- Introduce and explain the **prediction worksheet**. Model drawing a prediction, such as the bike flying in the air like an airplane. Invite students to make a prediction based on the cover pictures and title, and draw it on their worksheet. Share and discuss the predictions as a group.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that stories are generally told in a specific order from beginning to end.
- Model sequencing the main events of the story *Goldilocks and the Three Bears*. Write keywords about each event in order on the board as you describe them to students.
Think-aloud: If I want someone to be able to tell the story of Goldilocks and the Three Bears, they need to include certain events in order to tell the story correctly. In this story, the first event that happened was that the three bears went for a walk. Next, Goldilocks went into their house and ate their porridge. Then she sat on and broke their chairs. After that, she slept in their beds. Last, the three bears came home and found her in their house.
- Explain that certain words are often used to explain a sequence of events. Read the list of events on the board to students in order, using words such as *first*, *next*, and *last*. Ask students to identify these sequencing words from the example.
- Have a volunteer use the keywords on the board to sequence the events of the story out of order. Ask students to explain why the order of the events is important (the sequence does not make sense out of order).
- Point out the difference between the sequence of events listed on the board and a retelling of the story (the retelling contains more detail and description; the list shows only the events that were most important for someone to understand the story). Ask students to provide examples of details from the story that are not included in the sequence of events.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter in the story. For example, while looking at the picture on page 3, you might say: *It looks as though a letter fell through the mail slot.*
- Remind students to look at the pictures and the letter(s) a word begins or ends with to figure out a difficult word. For example, point to the word *instructions* on page 9, and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows Jayden looking at some directions. When I look at the first part of the word, it starts with /in/. However, the word directions starts with the /d/ sound, so this cannot be the word. I know that another word for directions is instructions. The word instructions starts with the short /i/ sound. The sentence makes sense with this word. The word must be instructions.*

Set the Purpose

- Have students read to find out what happens to Jayden and his magic bike. Remind them to make, revise, and confirm predictions as they read. Have them think about the event that happened first, next, and so on.

During Reading

Student Reading

- Guide the reading: Give students their copy of the book. Have them read to the end of page 6 and then stop to think about the events that have happened so far in the story. Encourage students who finish before others to reread the text.
- Cut out the pictures from an extra copy of the book. Place the pictures from pages 3 and 4 in a pocket chart or along the chalkboard ledge. Model sequencing events and revising a prediction. *Think-aloud: If I want someone to be able to tell this story to someone else, certain events need to be included in order to tell the story correctly. As I look at the pictures, the first event that happened was that Jayden got a letter. Then he found out he was the winner of a prize in the Big Wow Contest. I placed these pictures in order next to each other. Before reading, I predicted that the magic bike would fly through the air, go really fast, or automatically go to a place I think of in my mind. As I thought about the events that happened so far in the story, I knew that a magic bike was one of the prizes he might win, and he received a big box. I wondered whether the bike was in the box. I drew a picture of the magic bike on my worksheet.*
- Have students review the prediction they made before reading. Have them draw another prediction on their prediction worksheet. If their original prediction was confirmed, have them write a check mark next to the drawing of that prediction.
- **Check for understanding:** Have students read to the end of page 10. Remind them to use pictures, sentences, and what they already know to make predictions as they read. When they have finished reading, have them make, revise, and/or confirm predictions on their worksheet. Discuss whether their predictions turned out to be true or whether they needed to be revised.
- Use the cut-out story pictures to discuss the sequence of events through page 10. Discuss with students whether every story picture is important to include in the sequence of events.
- Have students read the remainder of the book. Encourage them to continue to make, revise, and confirm their predictions as they read the rest of the story.



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

- Have students complete their prediction worksheet. Ask them to explain other predictions they made while reading. Invite students to discuss whether their predictions turned out to be true or whether they needed to be revised. *Think-aloud: I predicted that the bike might fly in the air. This prediction was correct. Jayden did ride the bike very fast and rode it upside-down on the ceiling.*
- Ask students to explain how making, revising, and confirming predictions helped them to understand and enjoy the events of the story.

Reflect on the Comprehension Skill

- **Discussion:** Use the cut-out story pictures to discuss the sequence of events through the end of the book. Remind students that a sequence of events contains only the events that are most important for someone to understand the story.

Lesson Plan *(continued)*

The Magic Bike

- Ask students to explain why they think the magic bike was third prize in the contest instead of first prize.
- **Independent practice:** Have students draw and label the main sequence of events from *The Magic Bike* on a separate piece of paper.
- **Enduring understanding:** In this story, Jayden decided to send the magic bike back because it did not turn out to be as great as he thought it might be. Now that you know this information, what does it tell you about how you often expect certain outcomes when entering a new situation based on past experiences, and how you should react if those expectations are not met?

Build Skills

Phonological Awareness: **Discriminate consonant blend sound /st/**

- Say the word *still* aloud to students, emphasizing the /st/ sound at the beginning of the word. Have students say the word aloud and then say the /st/ sound.
- Say the word *must* aloud to students, emphasizing the /st/ sound at the end of the word. Have students say the word aloud and then say the /st/ sound.
- Read pages 3 and 5 aloud to students. Have them give the thumbs-up signal when they hear a word that begins with the /st/ sound and the thumbs-down signal when they hear a word that ends with the /st/ sound.
- **Check for understanding:** Say the following words one at a time. Have students give the thumbs-up signal if the word begins with the /st/ sound and the thumbs-down signal if the word ends with the /st/ sound: *stick, contest, stop, just, stay, store*.

Phonics: **Identify consonant blend st**

- Write the words *still* and *must* on the board and say the words aloud with students, emphasizing the /st/ sound at the beginning and end of the words.
- Have students say the /st/ sound aloud. Then run your finger under the letters in the words as students say each whole word aloud. Ask students to identify which letters represent the /st/ sound in the words *still* and *must*.
- Have students practice writing the *st* blend on a separate piece of paper as they say the sound the letters make.
- **Check for understanding:** Write the following words that begin or end with *st* on the board, leaving off the initial or final blend: *stick, fist, just, stem*. Say each word, one at a time, and have volunteers come to the board and add the initial or final consonant *st* blend to each word.
- **Independent practice:** Introduce, explain, and have students complete the [consonant blend st worksheet](#).

Grammar and Mechanics: **Contractions**

- Have students turn to page 3 and locate the last sentence. Read the sentence aloud with students.
- Write the word *don't* on the board. Explain that the word *don't* is made by putting together the words *do* and *not*. Write the words *do* and *not* under the word *don't* on the board.
- Review or explain that a *contraction* is a word formed by joining two words, and that an *apostrophe* shows where a letter or letters have been left out. Ask students to identify which letter has been left out of the contraction *don't* (the *o* in *not*).
- Have students turn to page 5 and locate the contractions on the page (*that's, didn't*). Write the contractions on the board and have students tell which two words are joined to form each contraction (*that is, did not*).
- Have a volunteer read each sentence with the two words in place of the contraction to see whether it still makes sense.



Check for understanding: Have students find and highlight other contractions in the story. Ask them to write each contraction and the two words that are joined to form the contraction on a separate piece of paper.

- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#).

Word Work: **Synonyms**

- Have students turn to page 6 and read the first sentence aloud. Ask students to identify which word tells what kind of box was waiting for Jayden (*big*).
- Ask students to identify a word that means the same thing as *big* (*large, huge, and so on*). Use the new word in the sentence. Discuss with students how the meaning of the sentence did not change.
- Explain that words that have similar meanings are called *synonyms*.
- Write the following sentence on the board: *There were many tire prints*. Point to the word *many*. Have students work with a partner to identify a synonym for *many* (*several, a lot of*).
- **Check for understanding:** Write the word *happy* on the board. Have students use the word *happy* in a sentence on a separate piece of paper. Then have them choose a synonym for the word *happy* and use the synonym in a written sentence. Invite students to share their sentences aloud and identify their synonym pair.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to 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 students sequence story events aloud to someone at home.

Extend the Reading

Fantasy Writing and Art Connection

Review with students the mysterious nature of the contest and prize that Jayden received. Predict with them what type of contest Jayden won. Then have students draw a picture of a magical prize someone wins in a contest. Have them write a story that tells what the prize is, why it is magical, and what happens to the character who wins it. Invite students to share their story when finished.

Social Studies Connection

Discuss elements of a contest with students, such as rules, prizes, and how winners are determined. Create a classroom contest with students.

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.
- 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:**

- accurately and consistently make, revise, and confirm predictions during discussion and on a worksheet
- accurately sequence events during discussion
- accurately discriminate initial and final consonant blend sound /st/ during discussion
- identify and write the letter symbols that represent the consonant blend sound /st/ during a discussion and on a worksheet
- locate and understand the use of contractions during discussion and on a worksheet
- correctly identify the use and meaning of synonyms

Comprehension Checks

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