



About the Book

Text Type: Nonfiction/Interview Page Count: 12 Word Count: 164

Book Summary

It's spring! Time to prepare the bikes. In *Ready, Set, Bike!*, a boy and his dad check their bikes before they take a ride. Students have the opportunity to ask and answer questions as well as make inferences in this informative book. Detailed, supportive photographs, high-frequency words, and repetitive phrases support readers.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Make inferences / Draw conclusions
- Discriminate short vowel /a/ sound
- Identify short vowel a
- Recognize and locate simple predicates
- Understand and arrange words in alphabetical order

Materials

Green text indicates resources are available on the website.

- Book—*Ready, Set, Bike!* (copy for each student)
- Chalkboard or dry-erase board
- *Make inferences / Draw conclusions, short vowel a, simple predicates worksheets*
- *Discussion cards*



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

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *my, so, the*
- Content words:
 Story critical: *brakes (n.), helmet (n.), inner tube (n.), oil (n.), patch (v.), pump (v.)*
 Enrichment: *fasten (v.), gears (n.), smoothly (adv.)*

Before Reading

Build Background

- Write the word *bike* on the board and point to the word as you read it aloud to students.
- Ask students to tell about times they have ridden a bike. Discuss what they do to get ready to ride a bike.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, authors' names).

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that effective readers ask questions before and during reading a book, and look for answers as they read. Explain to students that asking and answering questions helps readers understand and enjoy the book.
- Model asking questions as you preview the book.
Think-aloud: On the front cover of the book it looks as though the dad and his son are ready to go for a bike ride. Since the title is Ready, Set, Bike!, I wonder if there are things they had to do to get ready to go for a bike ride. I will write that question on the board. (What did they do to get ready for the bike ride?) On the back cover, I see the boy and his dad working on a tire. I wonder what they are doing to it. I will write that question on the board too. (What are they doing to the tire?) I will have to read the book to find the answers to my questions.
- Have students preview the rest of the book, looking at the pictures and covers. Ask them to share any questions they have.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Make inferences / Draw conclusions**

- Explain to students that authors don't always use details to explain everything that happens in a book. Sometimes they give readers clues to figure out what they didn't tell in the words. Readers have to use clues from the story and what they already know to make a guess. This is called *making an inference* or *drawing a conclusion*.
- Model how to make inferences or draw a conclusion using the title page of the book.
Think-aloud: When I look at the picture on the title page, I see a toolbox, a rag, an air pump, and a bike seat. I know that the things I see in the picture can be used to work on bikes. For example, the air pump is used to put air in bike tires. On the basis of the clues from the picture and what I know, I can infer, or conclude, that the dad and the son are going to have to put air in their bike tires before they go on a ride. I wonder if they might have to do other work on their bikes as well. I will have to keep reading and making inferences to find out.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though the tires need air, so the boy will pump up the tires.*
- Remind students to look at the picture and the letter with which a word begins or ends to figure out a difficult word. For example, point to the word *patch* 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 boy repairing the tire's inner tube. When I look at the first part of the word, it starts with the letter Pp. However, the word repair starts with the /r/ sound, so this can't be the word. I know that when people repair things by covering a hole, they use a patch. The word patch starts with the /p/ sound. The sentence makes sense with this word. The word must be patch.*


Set the Purpose

- Have students use what they already know about bikes to ask questions as they read. Remind them to make inferences or draw conclusions as they read.

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 (*Spring*). 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 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model making inferences and drawing conclusions while answering questions.
Think-aloud: Earlier I asked the question, what did they have to do to get ready for a bike ride? Now I know they will have to pump up the tires because they need air. I also read that the boy will have to patch the tire's inner tube because it went flat. I have learned about some of the things they will do to get ready for a ride. It seems as if there are many things to check on. I wonder if they will ever get to go for a ride. I will have to keep reading to find out.
- Invite students to share some questions they asked or answered as they read.
- **Think-aloud:** *On page 3, I learned the dad and his son are ready for a bike ride in the spring. I also read they will have to get the bikes ready before they can go. I know most people don't ride their bikes over the winter because it is too cold. When a bike has been in the garage all winter, it needs to be checked to see if it is safe to ride. From what I have read and what I already know about bikes, I can infer that there will be some things that might need to be fixed before they go for a ride.*
- Introduce and explain the [make inferences / draw conclusions worksheet](#). Have students record the known information on their worksheet.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to use the clues from the story and information they already know to make inferences as they read.
- Have students read the remainder of the book. Remind them to ask and answer questions 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:** *Earlier, I wondered if the boy and his dad would get to go for a ride. As I read the book, I learned they had to check on many things to make sure their ride would be a safe one. Finally, they got everything ready and got to go on a long bike ride. As I read these things I answered one of the questions I had while reading the book. Asking and answering questions helped me remember the details of the book.*
- Ask students to explain how asking and answering questions helped them to understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Ask students how the boy and his dad feel about getting to take the bike ride. Discuss the text clues and prior knowledge they used to help them make inferences.
- **Independent practice:** Have students complete their make inferences / draw conclusions worksheet.
- **Enduring understanding:** In this book, you learned about the things that might be important to check before taking a bike ride. Now that you know this information, what might happen if you decide not to check your bike before you take a ride?

Build Skills

Phonological Awareness: Short vowel /a/ sound

- Say the word *patch* aloud to students, emphasizing the short vowel /a/ sound. Have students say the word aloud and then say the short /a/ sound.
- Read page 5 aloud to students. Have students raise their hand when they hear a word that has the short /a/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word has the short /a/ sound: *fasten, seat, flat, bike, cleaning, rag, ride, dad*.

Phonics: Short vowel a

- Write the word *patch* on the board and say it aloud with students.
- Have students say the short /a/ 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 /a/ sound in the word *patch*.
- **Check for understanding:** Write the following words with the short /a/ sound on the board, leaving out the vowel: *pan, tag, sad*. Say each word, one at a time, and have volunteers come to the board and add the letter that represents the short /a/ sound to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel a worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Simple predicates

- Write the following sentence on the board: *Dad helps me get my bike ready*. Read the sentence aloud with students. Explain that every sentence has two parts—a simple subject and a simple predicate. Review that a *simple subject* tells *who or what the sentence is about*, and a *simple predicate* is a verb that tells *what the subject does*. Ask students to identify the subject and predicate of the sentence (*dad, helps*).



- **Check for understanding:** Have students locate and circle all of the simple predicates, or verbs, in the sentences on pages 4 through 6 with a partner. Have volunteers share their answers and discuss with the group.
- **Independent practice:** Introduce, explain, and have students complete the [simple predicate worksheet](#). If time allows, discuss their responses.

Word Work: Alphabetical order

- Review or explain the process of putting a list of words in alphabetical order. Remind students words are placed in alphabetical order by first looking at the first letter of each word and then deciding which letter comes first in the alphabet.
- Write the words *brakes* and *helmet* on the board. Underline the first letter in each word. Ask students which letter comes first in the alphabet, *b* or *h*. Explain that the word *brakes* would come first in an alphabetical list because the letter *b* comes before the letter *h* in the alphabet.
- Write the words *pump* and *inner tube* on the board. Have students identify the initial letter in each word (*p* and *i*). Ask students to identify which letter comes first in the alphabet (*i*). Explain that the words *inner tube* would come first in an alphabetical list.
- **Check for understanding:** List these words in the following order on the board: *oil, gears, fasten, smoothly, patch, chain, tire*. Have students write the words in alphabetical order on a separate piece of paper. When they have finished, discuss their answers.

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 discuss the connections they made to the book with someone at home.

Extend the Reading

Informational Writing and Art Connection

Have students draw a picture of something they would check to get ready to go for a bike ride. Under the picture, have students write sentences telling about their picture.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Invite the school resource officer or a policeman to discuss bike safety rules with students. Make a list of bike safety rules. Have pairs of students choose a rule to illustrate. Collect the illustrations and make a book about bike safety.

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:

- consistently use the strategy of asking and answering questions to understand text during discussion
- accurately make inferences / draw conclusions during discussion and on a worksheet
- accurately discriminate short vowel /a/ sound during discussion
- identify and write the letter symbol that represents the short vowel /a/ sound in text, during discussion, and on a worksheet
- correctly understand and identify simple predicates during discussion and on a worksheet
- correctly understand the process of arranging words in alphabetical order during discussion

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**