

My Bike

by Craig Martin



Book Summary

A young girl puts her bike through its paces as she rides through varied terrain faster and faster – to the inevitable conclusion.

Features of the Book

- The structure provided by the diary layout.
- The cumulative story form.
- The high incidence of prepositions – “around”, “under”, “over”, and “through”.
- A close picture/text match to encourage picture-search skills.
- The blends – “tr” and “br”.
- The days of the week.
- The high-frequency words – “On”, “my”, “and”, “the”, and “up”.

Purpose

My Bike can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- reading an increasing variety of high-frequency words in context;
- using visual cues to monitor that reading is making sense;
- incorporating diagrams and tables into pieces of writing to support ideas;
- innovating on an original storyline to write another version.

Introducing the text

Talk to the children about their riding experiences. Encourage them to think about where they ride their bikes. Show them your day planner and explain the format.

– *What is this story about?*

Read the name of the author (who is also the photographer).

Reading the text

- Reading an increasing variety of high-frequency words in context.
- Using visual cues to monitor that reading is making sense.

Title page

- *What kind of bike is this?*
- *How is the rider showing us careful riding behaviour?*

Pages 2 and 3 – Explain that the diary starts on a Monday.

- *Where is she riding today?*

Pages 4 and 5

- *Where is she going now?*

Explain that each day she travels just a little further.

Pages 6 to 13 – Continue to discuss each new setting.

- *What will happen on Sunday?*

Page 16

- *Does she still like to ride her bike?*

The children now read the book independently.

Revisiting the text

- *What happens to this story as you read each page?*

Write the blends “tr” and “br” on the board.

- *Can you find two words in the story that begin with “br”?*

Discuss any words the children found difficult, especially the prepositions.

- *What are some other words that tell us where you could ride?*
- *Find the day when she rode really fast.*
- *How can you tell?*

Following Up

■ Incorporating diagrams and tables into pieces of writing to support ideas.

■ Innovating on an original storyline to write another version.

✎ Make a story map with the group and find a photograph in the book for each of the labelled locations.

✎ Make a group diary using the format in the book. It could be about riding a bike, but encourage the children to write about other forms of transportation, such as skateboarding or skiing.

■ Complete the blackline master opposite.