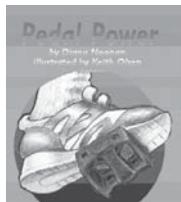


Pedal Power

by Diana Noonan
illustrated by Keith Olsen



Book Summary

Pedal Power provides a close-up look at the mechanics of a bicycle.

Features of the Book

- Simple, explanatory text.
- The repetition – “Around and around.”
- Consistent placement of text.
- The text presented in two-line blocks requiring a left-to-right sweep and return.
- The bisyllabic word “around,” making one-to-one pointing more challenging.
- Singular and plural nouns, with a corresponding change in the verb.
- The high-frequency words – “and,” “the,” and “go.”
- The blends – “ch” and “wh.”
- The close-ups in the illustrations.

Purpose

Pedal Power can be used in a guided reading setting to introduce the following skills and strategies:

- sharing own experiences related to the content of the story;
- hearing and recording the sounds in words sequentially;
- monitoring the reading and ensuring it is making sense using meaning, structure, and visual information from the story;
- practicing writing using some poetic language.

Introducing the text

Ask the children about their experiences as bicycle riders. Look at the cover.

- What makes a bicycle move?

As they talk, record the names of any parts or technical terms that are mentioned.

- What are pedals? What do they do?

Read the title and cover text to the group.

- Do we have the word “pedal” on our list?
- Can you tell that the pedal is moving? How?

Reading the text

- Sharing own experiences related to the content of the story.
- Hearing and recording the sounds in words sequentially.
- Monitoring the reading and ensuring it is making sense using meaning, structure, and visual information from the story.

Look at the title page together and read the text. Discuss the illustrations before the reading to ensure the children have the terminology and understand the concepts.

Pages 2 and 3

- What part of the bicycle can you see here?
- How does it move?

Get the children to make the pedaling motion with their feet.

Pages 4 to 7 – Explain that Diana Noonan uses repetition as she writes.

- What is going around on these pages?
- How can you tell that they are moving?

Page 8

- Was that a surprise? How many people did you expect to see on the bicycle?
- What do you call this kind of bicycle? (a tandem)
- Where are they riding?

Children now read the book independently.

Revisiting the text

Discuss the “ch” blend. Find the word “chain” in the story.

- What sound does it make?
- Can you think of some other words that begin like this?

Following Up

- Practicing writing using some poetic language.

► The children could work together to compose new sentences using “Around and around” or another poetic, adverbial phrase as a sentence starter, for example, “Up and down ...” or “Bigger and bigger”

■ Complete the blackline master opposite.