



Bicycles

by Michael Price

Introducing the Text

Begin by asking the students if any of them ride a bicycle to school or during the weekend. Talk about what they do and wear to keep themselves safe (wear a helmet, ride in the bicycle lane if one is available, follow the road rules, etc.).

Reading the Text

Ensure each student has a copy of the text. Make sure that the anchor words (*pedal, power, bicycle, horse, wheel, people, machine, tyre, chain, helmet*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the photographs and text to determine the strategies of making connections, finding main ideas, sequencing and questioning as you work through the book.

Cover

Together, read the book's title and the name of the author. Point to the photograph and say *Have you ever been riding in a park with your friends?* (Answers will vary.) Together, read aloud the preview question on the back cover: What are the different types of bicycles? Point to the people riding on gravel track in the forest. Explain to the students that there are different bicycles for different activities. Say *Let's read the book to find out more about bicycles.*

Contents Page

Turn to the Contents page. Explain to the students that a Contents page appears at the start of a book. It lists each section of the book and tells you which page the section starts on. Have the students read the Contents page to themselves. Say *What page would I find information about strange bicycles?* (page 4). *Which page would I turn to, to find out about bicycles with high wheels?* (page 6).

Page 2

Read the heading and then point to the photograph of the men with their horses. Explain to the students

that many years ago people used to ride horses to get from place to place. This was before bicycles were invented. Read the text with the students, pausing on the bolded glossary word *invented*. Have the students provide a definition for the word given the context of the sentence. Then turn to the glossary on page 12 to check their responses.

Page 3

Now turn to page 3 and point out the photograph of the early bicycle. Have the students tell you what the bicycle has that modern bicycles have (two wheels, handles, a seat). Then have them say what the bicycle doesn't have (chain, brakes, rubber tyres). Together, read the body copy text. Then ask the students if any of them know why the bicycle got its name ('bi' means two and 'cycle' means wheels). Now read the caption with the students.

Page 4

Point the heading and read it with the students. Talk about how when bicycles were first invented that people thought they looked strange. Point out that this bicycle is made of wood and has no pedals for your feet. *How do you think people made the bicycle move?* (Answers will vary.) Before you read the text with the students, remind them that it is important to keep the main idea of the page in mind as they read. Have the students read the text with you. Tell the students that the other ideas on the page often tell more about the main idea and that these are called supporting details. Ask the students what the main idea of the page is. (People saw the first bicycle in 1817.) Ask the students to tell you what the supporting details are. (The bicycle was made of wood. It had no pedals. The rider sat on the seat. The rider made it move by walking or running.)

Page 5

Point to the photograph of the bicycle with two different-sized wheels. Indicate that this bicycle now has pedals on the front wheel. Together,

Book Summary

This book features bicycles and how they have evolved over time from wooden bicycles without pedals and brakes to modern bicycles.

Themes

Invention, Leisure and recreation, Safety, Transportation

Features of the Book

- The information contained in the photographs, captions, diagram and glossary
- Anchor words for discussion: *pedal, power, bicycle, horse, wheel, people, machine, tyre, chain, helmet*
- Phonics and phonemic awareness: suffix -er (e.g., *smaller, safer*)

Strategies

Bicycles introduces and reinforces the following strategies:

- making connections
- finding main ideas
- sequencing
- questioning

Materials

- copies of the BM, pencils

Bicycles

read the body copy text. Talk about what it might have felt like to ride a bicycle with metal wheels and no rubber tyres. (Answers will vary, but might include uncomfortable and painful). Now have the students read the caption with you. Enjoy the new word that has been invented for the walking machine. Have fun dreaming up some other possible names for this early bone-shaking bicycle!

Page 6

Read the heading and then point out the picture of the man riding the bicycle with the high wheel. Say *Have you ever seen a bicycle like this?* (Answers will vary.) Together, read the text. If you have a tape measure, show the students how high 1.5 metres is. Then have the students tell you the main idea of the page. (The first metal bike was made in 1870.) Now ask them to provide some supporting details. (The bicycle had a big front wheel and a small back wheel. It was called the high wheel bicycle. Some were 1.5 metres high.)

Page 7

Point to the picture and how the large wheel is almost as tall as the rider. Explain how the rider used a little thin step near the small back wheel to climb up onto the seat. Have the students read the body copy text with you. Then read the caption together. Ask the students if they think the name 'The horse that eats nothing' suited the bicycle. (Answers will vary.) Have the students think of some possible names for the penny-farthing. Explain to the students that the bicycle is named after two British coins: the penny and the farthing. They were different-sized coins, just like the different-sized wheels of the bicycle.

Page 8

Read the heading with the students. Say that a heading often sums up the information on the page. Say *What do you think this new bicycle would be like?* (Answers will vary, but may include small, easy to ride, safer to

ride.) Read the text with the students to confirm what the new invention is like. This is an ideal time to talk about the strategy of questioning. Explain that we often ask questions before, during and after reading. Allow time for the students to ask any questions that they might have about the safety bicycle. For example:

How did it get its name? Why are the wheels still different sizes? and so on. You could write these questions on the board or on paper so that you can revisit and research them at a later time. Point to the glossary word safety. If the students don't know its meaning, have them check the definition on page 12. Then say *Let's find out more about why it was called a safety bicycle.*

Page 9

Read the body copy text with the students. Then have the students look at the photograph and draw on personal experience to discuss the features of this modern bicycle (made of metal, wheels similar size, chain fixed to pedals, tyres filled with air). Then ask them to tell you what features in the photograph help keep the rider safe (helmet, brakes). Now read the caption with the students.

Page 10

Read the heading with the students. Then point to the photograph of the modern bicycle, as well as point to the different parts of the bicycle. Have the students read the labels as you point to them. Now read the body copy text with the students. Ask the students to suggest other words that could replace the word powerful given the context of the sentence (answers might include strong, tough, sturdy). If the students are unsure what powerful means, have them turn to page 12 to check the word's definition in the glossary.

Page 11

Read the heading with the students and point to the photograph of the child riding his bicycle. Ask the students to tell you some of the reasons why bicycles are the best.

(Answers will vary.) Then read the text with the students. Return to the bolded word *pollution* and explain that this is a glossary word. Ask the students to provide a definition for the word. Then turn to page 12 and read the author's definition of it with the students.

Page 12

Look at the glossary. Write the glossary words on the board or on chart paper. Tell them that you are going to read the definitions of the words one at a time and that you want the students to tell you which word each definition matches. Start the activity and offer support where necessary.

Revisiting the Text

- The design of bicycles changed over the years. Write a brief description of the bicycles from 1817, 1870 and 1883. Set the information out as a timeline with a small caption about each bicycle underneath. Use the book to help you.
- Revisit page 8 and point out the words smaller and safer in the second sentence. Talk about the suffix -er and tell the students that the -er suffix may add the meaning "more" to a root adjective or adverb, as in *smaller* (more small) and *safer* (more safe). Have the students suggest other -er words they know (*warmer, colder, bigger, slower, faster, etc.*).

Following Up

- In the early days, people on bicycles used to startle people who were walking along. Imagine that you are a reporter and you have seen for the first time a person riding a boneshaker bicycle. Write about the bicycle. Set it out like a newspaper. Remember, a newspaper article needs a short catchy heading, a first sentence that will grab the readers' attention and text that is factual. You could even weave an eyewitness account into the article.
- Give the students copies of the BM for this title. They can complete the wheel chart.