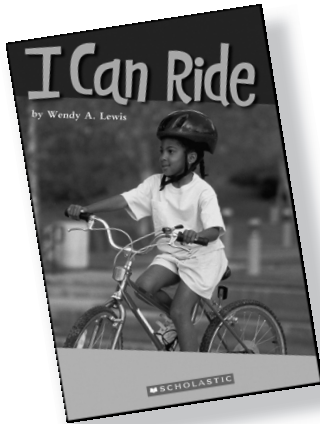


# I Can Ride



Written by Wendy A. Lewis

**Text Type:** Non-fiction: Description — Account

**Guided Reading Level:** A

**Summary:** Children are shown riding on familiar kinds of transportation.

**Word Count:** 30  
**High-frequency Words:**  
*a, can, dad, I, my*

## Text Supports

- ▶ repeated language pattern on every page (“I can ride”)
- ▶ photographs depicting the kinds of transportation

## Possible Text Challenges

- ▶ the words *bike, train, bus, horse, and wagon*
- ▶ environmental print on page 7 (“601” and “SCH” — all that’s visible of the label “SCHOOL BUS”)
- ▶ text moves to below the photograph on the last page (page 12)
- ▶ exclamation point on page 12

## Reading Strategies

### Comprehension

- ▶ making connections: text to self and text to world

### Working with Words

- ▶ using photo cues to support word recognition
- ▶ word solving and building: using beginning letter sounds to read unfamiliar words

## Assessment Opportunities

Note each student’s ability to:

- ▶ demonstrate understanding of print concepts
- ▶ use photo cues to support word recognition
- ▶ use initial letters/letter sounds to aid word recognition
- ▶ make text-to-self and text-to-world connections



## BEFORE READING

### Predicting

#### Activating and Building Prior Knowledge

Show students the front cover of the book, and read the title and the author’s name. Ask students what they can ride. Show them the back cover and read the blurb. Ask, *Does the photo give any clues about what this girl is riding? What makes you think that?* Record all of the predictions offered, so that students can confirm or change them later.

## Print concepts

### **Overcoming Text Challenges**

Give each student a copy of the book. Note that the photo on page 3 is also on the front cover. Make sure that every student has located the first word on page 2, and is ready to read. Choral read the first two pages of text with students. Ask them what they noticed about the first three words on both pages (“I can ride,” just like the title). Tell students that “I can ride” will be at the beginning of every page they read.

Ask students if the photographs helped them to read the text. Note that checking out photos and illustrations can often help them to figure out words they’re not sure of (e.g., *train*, *wagon*).

## Making connections: text to self

### **Setting a Purpose**

Tell students to start at the beginning, and to read the whole book to themselves to find out what all of the children can ride. Ask them to think about which things they have ridden.



## **DURING READING**

Observe and listen to students as they read, and note print tracking progress and word recognition strategies (e.g., eye-voice matching from left to right as the text is verbalized, or a general sweep under the line of text; or photograph and/or initial letter cues used to aid word recognition). Offer prompts, as needed, and positive reinforcement for effective strategy usage. Note any difficulties encountered, and the use of effective reading strategies to overcome them.

**Teaching Tip :** With Level A books it’s possible to hear every student read two or three pages during the first reading or when they’re rereading the book. Keep track of your observations on each student’s Reading Behaviours and Strategies Record Sheets (see the Reading Guide).

Ask early finishers to reread the book independently, or with a partner.



## **AFTER READING**

### **Predicting**

Ask students to describe all of the things the children in the book can ride. Refer to the predictions made about what the girl on the back cover can ride, and ask students to confirm or change their predictions.

## Making connections: text to self

Go back to the original purpose for reading and ask, *Have you ridden any of the things in this book? Tell us which ones you’ve ridden.*

## Word solving and building/visual literacy

Review any challenges observed, especially the environmental print on page 7 (“601 and “SCH...”).

Mention effective reading strategies observed as you heard students read, e.g., *When Rob wasn’t sure about this word (point to bus, page 7), he checked the photo then read bus. The photo gave him a clue that helped or When Anika was reading the last page (turn to page 12), she read “I can ride a dad,” then she*

*noticed that this word (point to my) didn't say a like it did on all the other pages, so she checked the first letter (point to the "m") and figured out that the word was my and that "my dad" made sense.*

**Making connections:  
text to world**

Invite students to pair up and talk about things that can be ridden that weren't in this book. Then ask them to share their thoughts with the group.

**ESL Note:** Make available pictures of things students may be able to ride. During discussion, early ESL learners can point to or hold up pictures of things they can ride or have ridden (e.g., camel, bus, streetcar, mule, taxi, etc.). Students may recite the pattern sentence, "I can ride a \_\_\_\_\_" as they hold up their pictures.



**Home Links**

Have students take home a reproducible version of this text. See [www.lpey.ca](http://www.lpey.ca).

**Making connections:  
text to self**

**Rereadings**

Provide opportunities for each student to reread the book independently or with a partner.

**Focused Follow-up**

The following activities are optional. Choose those that best meet your students' needs.

***Make a Group Book***

Ask students to draw a picture of themselves riding their favourite mode of transportation and to complete a matching "I can ride ..." line of text. When completed, all of their responses can be made into a big book for small group and independent reading.

***Oral Discussion***

Ask students to generate possible names for the horse, or new names for the train. Jot the names on the board, or on chart paper, so that all options are available for later reference. Take a vote to choose the most popular name, and ask for reasons why that name is the most appropriate.

**Making connections:  
text to world/evaluating**

***Types of Transportation***

Provide copies of the BLM and ask students to think of kinds of transportation that didn't appear in the book. In the first column, students can draw and label all of the living things they could ride (e.g., a pony). In the second column, have students draw and label all of the non-living things they could ride (e.g., boat, Ferris wheel). Invite students to discuss their completed charts with a partner.

**Predicting/infering**

***Word Building***

Ask students to build some of the book's high-frequency words (e.g., *can*, *my*, or *find*), or type of transport words (e.g., *bike*, *train*, or *dad*) using magnetic, plastic, or card letters.

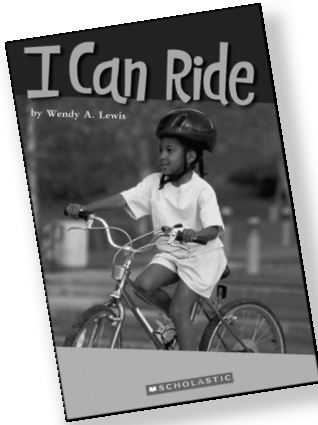
**High-frequency words**

# Types of Transportation

Name: \_\_\_\_\_

Living	Non-living

# I Can Ride



Written by Wendy A. Lewis

**Text Structure:** Non-fiction: Description — Account

**Summary:** Children are shown riding on familiar kinds of transportation.

For more information on Small-Group Shared Reading, see the Reading Guide for grade one.

## Text Features

### Visual Literacy

- ▶ environmental print on page 7 (“601” and “SCH” — all that’s visible of the label “SCHOOL BUS”)

### Print Concepts

- ▶ text appears on the left-hand page, with a matching photograph on the right-hand page (pages 2–11), but changes to a single line of text below its matching photograph on page 12
- ▶ exclamation point

## First Reading

### Reading Strategies

#### Comprehension

- ▶ making connections: text to self and text to world
- ▶ analyzing

#### Working with Words

- ▶ attending to print
- ▶ tracking print
- ▶ using photo cues to support word recognition

### Assessment Opportunities

Note each student’s ability to:

- ▶ make predictions about content, based on front and back covers
- ▶ use picture cues to aid word recognition
- ▶ join in with the predictable language pattern
- ▶ make text-to-self and text-to-world connections



## BEFORE READING

**Making connections:**  
**text to self**

### Activating and Building Prior Knowledge

Use one copy of the book, holding it up so that all students can see it. Point with your finger/pointer as you track text. Look at the photo on the front cover and invite students to make personal connections about riding a bike. Support with prompts, as needed, e.g., *Have you ever ridden a bike? Tell us about it. Did you wear a helmet?*

### Text features

Read the title and the name of the author, noting that the author wrote the book.

### Inferring

Look at the photo on the back cover, and read the blurb. Ask, *What clue in the photo will help us figure out what this girl can ride? Why do you think that?*

### Making connections: text to self

#### **Setting a Purpose**

Tell students, *As we read this book together, I want you to think about what these children are riding. When we finish reading, take another look at the things being ridden in this book and tell us which ones you've ridden.*



## DURING READING

### Tracking print

Model as you get ready to read. Say, *Let's start on the first page.* Inviting students to join in, start to read the first page, finger tracking beneath each word.

### Building confidence

After reading "I can ride ..." (page 2), pause to encourage students to read/ verbalize "a bike." Give positive reinforcement, and say, *Thumbs up if you used the photo to check that the word bike was right. Nice going. We always need to check photographs and pictures. They can help us to work out words.*

### Analyzing/predicting

Continue reading, pausing to discuss the photos with students, and encouraging them to notice small details like the bike helmet and the training wheels on the bike (page 3) and the number "601" and the partial text of "SCHOOL BUS" (page 7). Revisit the photo of the girl on the back cover and verify or change initial predictions about what she can ride. Invite discussion about how "ride my dad" is different to all the other rides (page 12).

### Print concepts

Talk about the print being placed under the photo on page 12 to support the students' attention to changes in text positioning.



## AFTER READING

### Making connections: text to self

Go back to the original purpose for reading and ask, *Have you ridden any of the things in this book? Tell us which ones you've ridden.*

### Analyzing

Explore photo details that didn't emerge during reading, encouraging elaborations that support new avenues of comprehension (e.g., on page 3, both a bike helmet and training wheels are safety measures).

### Making connections: text to world

Ask students to pair up and tell each other about something they'd like to ride that isn't in the book. Ask them to share their thoughts with the rest of the group.

#### **ESL Note:**

Make available pictures of things students may be able to ride. During discussion, early ESL learners can point to or hold up pictures of things they can ride or have ridden (e.g., camel, bus, streetcar, mule, taxi, etc.). Students may recite the pattern sentence, "I can ride a \_\_\_\_\_" as they hold up their pictures.

# Second and Further Readings

For rereadings of the text, give each student a copy of the book but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your copy of the book and by assisting individual students when necessary.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words Strategies from the following suggestions. Make your selections based on the needs of your students.

## Print Concepts, Book Handling, and Text Features

**Text features**

Review the title and author.

**Print concepts**

Talk about the function of the exclamation mark on page 12.

**Print concepts/  
tracking print**

Give students opportunities to develop print concepts and to practise tracking print. Note students' ability to do one or more of the following:

- ▶ locate the first page and the first word on the page
- ▶ move from left to right pages, and turn to the next page
- ▶ track print from left to right under a line of print
- ▶ track print word by word

## Focusing on Comprehension

**Analyzing**

Ask students to explore details in greater depth, e.g., the significance of "601" (page 7).

**Making connections:  
text to world**

Ask students to think about new places they can visit using their favourite form of transportation, and how their particular mode of travel will help them move from place to place.

**Making connections:  
comparing**

Explore similarities and differences between the various modes of transportation photographed, e.g., living beings (horse, dad) and vehicles (bike, train, bus, wagon).

**Making connections:  
text to world**

Make a chart of other living beings (e.g., camel, elephant) and vehicles (e.g., airplane, car) used for transportation. Draw a picture or include a photo of each item and provide a label.

## Working with Words

**Letter knowledge**

Find all of the words that start with the letter "b" (e.g., *bike*, *bus*).

**Phonological and  
phonemic awareness**

Orally stretch words from the text, e.g., *Let's say the word dad very slowly. Stretch it out: d-a-d.*

**Word solving and building**

Generate words that rhyme with key words in the text (e.g., *bike—hike, like, and ride—side, hide*).

**High-frequency words**

Frame some of the high-frequency words to introduce or review them (e.g., *I, dad, can, a, and my*).

## Word solving and building

Locate words by beginning letters/beginning letter sounds in one or two words. Ask, *What letter do you think is at the beginning of the word wagon? What sound does that letter make?*

**ESL Note:** Students may need additional practice with some letter sounds, as they may be brand new to them. The “w” sound, for example, is not present in all languages, and students may need help with forming the sound by listening as well as watching the shape of the mouth as the letter is sounded.

**Teaching Tip:** Always finalize isolated word activities with a rereading of the words in context.



### Home Links

Have students take home a reproducible version of this text to read chorally with family members. See [www.lpey.ca](http://www.lpey.ca).

**Making connections:**  
**text to world**

**Inferring**

**Making connections:**  
**text to world**

## Rereadings

Provide opportunities for each student to reread the book with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet your students’ needs.

### Comparison Chart

Ask students to draw items to add to the comparison chart of living beings and vehicles as forms of transportation (e.g., donkey, mom, boat, and truck). Have them label each item.

### Generating Names

Ask students to generate names for the horse (page 9) that describe how fast or slow it might travel, e.g., Lightning (fast), Lazy Bones (slow).

### Make a Group Book

Make a group storybook based on *I Can Ride* language patterns, and featuring different types of transportation that haven’t been mentioned yet/that don’t yet exist. Each student illustrates a mode of transportation, which could include a driver, and completes a sentence strip of text about the illustration. Each illustration and matching text is glued onto a separate page, and the pages are compiled into a big book that can be used for subsequent shared reading lessons and during independent reading times.