

# Justin's New Bike

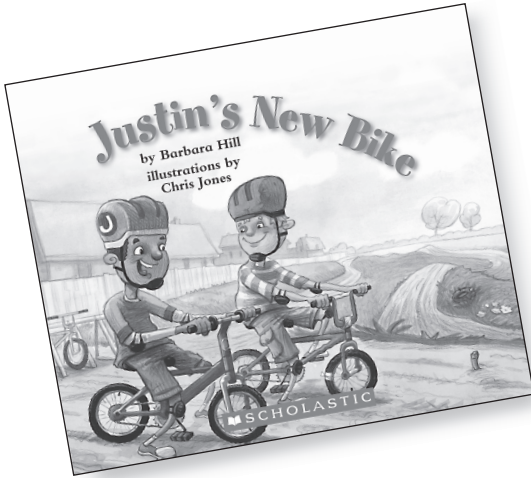
*Written by Barbara Hill*

*Illustrated by Chris Jones*

**Text Type:** Fiction: Narrative — Realistic Story

**Guided Reading Level:** F

**Summary:** This is a book about two friends named Justin and Danny. Justin has a new bike and Danny has an old bike. In this story, the two friends take their bikes to a bike track.



**Word Count:** 158

**High-frequency Words:** *fast, took, start, face*

## Text Supports

- ▶ illustrations highly supportive of text
- ▶ illustrations support a second, “hidden,” story line (the worm’s story)
- ▶ each sentence begins on a new line

## Possible Text Challenges

- ▶ quotation marks
- ▶ ellipses

## Reading Strategies

### Comprehension

- ▶ inferring
- ▶ making connections: text to self

### Working with Words

- ▶ word solving and building: using word parts to solve unfamiliar words
- ▶ demonstrate awareness of word structure: “-ing” and “-ed” endings

## Assessment Opportunities

Note each student’s ability to:

- ▶ make inferences and support them using picture cues
- ▶ make text-to-self connections
- ▶ use word parts to solve unfamiliar words

## Oral Language Opportunities

- ▶ responding to questions
- ▶ listening to others
- ▶ retelling
- ▶ oral reenactment with a group

**Teaching Tip:** When assessing students’ learning, make sure you observe them throughout the Guiding Reading session and not just at the end.



## BEFORE READING

### Inferring

#### **Activating and Building Prior Knowledge**

Show students the front cover of the book and read the title, then the author's and illustrator's names. Ask, *Does the illustration give any clues about which child is Justin? How do you know? How does the illustrator show that Justin's bike is new? Do you notice anything else on the front cover?* Talk about how bike safety is revealed on the cover and how the two characters are being responsible cyclists.

### Predicting/making connections: text to self

#### **Overcoming Text Challenges**

Hand out copies of the book. Show students the back cover and read the text there. Ask, *What do you think this book is going to be about? What adventure do you think the children will have?* Record students' predictions so they can confirm or change them later. Invite students to share their personal experiences riding a bike, or with other methods of transportation that allow them to go fast. Ask, *How did you feel when you got a new bike or toy?* Have students share their feelings and, if necessary, prompt them to explain their reasons, such as being nervous about scratching it or getting it dirty.

**ESL Note:** Invite ESL students to talk about bikes. Ask, *Do you enjoy riding a bike? Do you have a bike? What does your bike look like?*

### Print concepts

Direct students to page 7 and have them find the spoken words. Ask them to read the dialogue themselves, and then ask, *Who is speaking? Who is being spoken to?* Tell them that when authors want to show someone's exact words, they put the words in quotation marks.

Have students turn to page 12 and ask about the ellipses. *What do the three dots mean? Why do we use them? What are they called?* Then say, *You will see more ellipses as you read the book.*

### Inferring

#### **Setting a Purpose**

Say, *As you read the book, I want you to think about how Justin feels about his new bike. Be prepared to explain your ideas using examples from the story.*



## DURING READING

Ask each student to read the book independently, thinking about the purpose that has been set. Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension strategies. Offer prompts to help students problem-solve as they read. For example, ask, *Does this remind you of a similar situation? It looks like these children are going fast. Have you gone really fast? What were you doing?*

Note students' use of reading strategies and discuss with them any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread the book with a partner.



## AFTER READING

### Predicting

When all students have completed their reading, confirm students' predictions. Ask, *Who knew this story would be about a race? How did you know? What clues led you to believe this?*

### Inferring

Talk about the events in the story. Discuss how Justin began the race. If necessary, prompt students by asking, *What did Justin do when Danny began riding? Why do you think he hesitated before starting? Do you think Justin will hold back if he and Danny race again? Why or why not?*

### Word solving and building

In this story, Justin and Danny ride their bikes fast around the track. Explain to students that the author uses words other than *fast* to describe how the boys ride their bikes. Have students skim the book looking for such words and phrases.

Point out good reading behaviour you observed while students read. For example: *I noticed Tara studying speeding to see if there were any parts of the word she knew. She recognized speed and she found the "-ing" ending. When she blended them together, she read the word speeding.*

## Rereading

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

Have pairs of students retell the story to one another. Invite them to close their eyes and see the story as a movie in their heads. When confident that they have the events in order, encourage them to retell the story in their own words.

## Focused Follow-up

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

### Inferring/synthesizing

#### ***The Worm's Story***

Have students look for the worm on pages 3, 4, 6, 12, and 16. Point out the worm's actions and expressions, and discuss with students what the worm might be thinking. Ask students to write the worm's story using the storyboard BLM.

### Word solving and building

#### ***Word Endings***

Have students divide a piece of paper in two. Put one word ending at the top of each column: "-ing" and "-ed." Have students go through the text and find words to write in each column. Students can look for more words in other texts or on Word Walls.

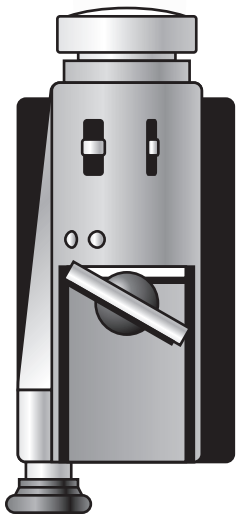
### Synthesizing

#### ***Dramatizing***

In groups of three, have students take the roles of narrator, Justin, and Danny. Have students practise reading their parts with fluency and using expression. If students have written "The Worm's Story" (see above), they might enjoy adding another role for the worm.

# The Worm's Story

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



## Story Board

