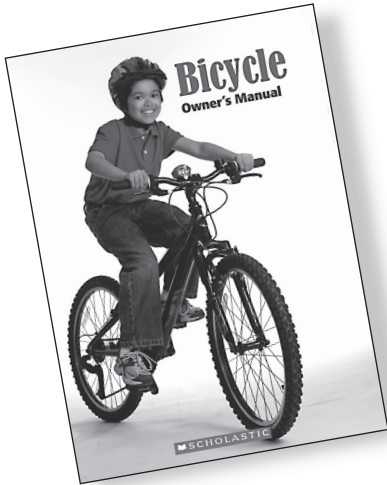


Bicycle Owner's Manual



Photographed by Steve Frost

Text Type: Non-fiction: Procedure — Manual

Guided Reading Level: M

Summary: This realistic handbook focuses on bicycle operation, maintenance, and safety.

Text Features

- ▶ headings, subheadings
- ▶ table of contents on staggered pages
- ▶ acronym (CSA)

Visual Literacy

- ▶ labels with arrows
- ▶ symbols
- ▶ bullets
- ▶ inset images

Text Supports

- ▶ interesting, familiar topic
- ▶ large, clear print
- ▶ supportive illustrations
- ▶ familiar vocabulary
- ▶ colour-coded text sections
- ▶ clear headings and subheadings for quick reference

Possible Text Challenges

- ▶ some challenging vocabulary
- ▶ diagram with labels
- ▶ text organization not always left to right
- ▶ brochure format

First Session (pages 2-5)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ synthesizing

Working with Words

- ▶ identifying special names for bicycle parts/equipment
- ▶ cross-checking across cueing systems
- ▶ using context and picture cues to aid in the reading of unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze: explain details from each section of the manual
- ▶ synthesize: understand the purpose
- ▶ explain the most important aspects of bicycle maintenance and safety
- ▶ use surrounding text and illustrations to find the meanings of unfamiliar words
- ▶ cross-check across cueing systems

Oral Language Opportunities

- ▶ discussing the importance of bicycle knowledge, maintenance, and safety

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading lesson and not just at the end.



BEFORE READING

Making connections:
text to self

Activating and Building Prior Knowledge

Begin by asking students how many of them own a bicycle. Allow time for discussion as needed. Show the front cover of the brochure, and read the title aloud. Ask students if they have ever seen anything similar to this manual, and what its purpose might be. Allow time for responses.

ESL Note: For your ESL students, you may wish to bring in some samples of other owner's manuals to provide scaffolding and continue to build on prior knowledge.

Predicting

Ask, *What do you think the tem manual might mean? What kind of information might be included in this manual?*

Text features

Overcoming Text Challenges

Pass a copy of the brochure to each student. Point out the staggered pages on the right-hand side. Explain that these show us how the brochure is organized. If students do not realize that this is similar to a table of contents, explain as needed. Discuss how the writers have colour-coded the edges of the staggered pages with the print on those pages for easy, quick reference. Draw attention to the two-page spread for each topic.

Predicting

Ask the group to briefly look through the brochure to verify/change their predictions. If they recognize aspects of the brochure (diagrams, labels, headings, subheadings, etc.), discuss briefly.

Word solving and building

As students look at the front cover, ask them how many parts of the bicycle they know. Write as many responses as they can give you on chart paper or the board. Say, *As you read this manual, you'll find some new words that will help you describe parts of a bicycle.*

Analyzing

Setting a Purpose

Direct students back to the front cover. Say, *Today we are going to read the first two sections of the brochure. I want you to read pages 2–5 to find out what it says about bicycle safety, the dangers of bicycle riding, and the tools needed for bicycle repairs.*

Teaching Tip: Write the purpose for reading on chart paper or a board so it is visible to all students in the group. This will help them focus as they read and encourage independence when they finish reading.



DURING READING

Direct students to read pages 2–5, thinking about the purpose that has been set.

Observe and listen to one or two students read orally, as time allows. Assist them with word-solving strategies, vocabulary, and comprehension queries, as needed. Monitor students’ use of pictures and context to read unfamiliar words and self-monitoring to correct any misread words.

Through individual questioning, note whether or not each student understands the safety rules explained in the text and whether students understand the arrangement of the text on the page (headings and subheadings).

Encourage students who finish early to reread pages 2–5 independently or with a partner.



AFTER READING

Analyzing

Ask students to respond to the purpose question. Discuss as necessary. Encourage students to refer to the text as they recount the safety rules. Model as needed.

Teaching Tip:

It is not necessary to have students recall every detail about what they have read.

Synthesizing

Ask, *Are there any tools you might need to do your own bicycle repairs?* Ask students to create a T-chart. On one side, write the heading “Tools,” and on the other side, write the heading “To Repair.” Have students complete the chart.

Word solving and building

Ask students to share any difficult words they encounter. Ask them to explain how they solved them, or work as a group to read and define them. Clarify any words or phrases that are still unclear to students.

Note the positive reading strategies you observed being used by students as they read. For example, say, *I noticed Megan had trouble reading the word surface (show students the word in the text on page 5), but then she remembered having seen the word in our math unit on geometric shapes. She looked at the letters and figured out the word was surface.*

Second Session (pages 6-7, and back cover)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ synthesizing

Working with Words

- ▶ identifying special names for bicycle parts/equipment
- ▶ cross-checking across cueing systems
- ▶ using context and picture cues to aid in reading of unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze: explain details from each section of the manual
- ▶ synthesize: understand the purpose
- ▶ explain the most important aspects of bicycle maintenance and safety
- ▶ use surrounding text and illustrations to find the meanings of unfamiliar words
- ▶ cross-check across cueing systems

Oral Language Opportunities

- ▶ discussing the importance of bicycle knowledge, maintenance, and safety



BEFORE READING

Synthesizing

Activating and Building Prior Knowledge

As you pass copies to students, ask them to look through the brochure to recall what they read in the previous Guided Reading session. Encourage them to briefly review what they remember.

Analyzing

Say, *Today we are going to read about how to get ready to ride your bicycle and about how to care for your bicycle.*

Word solving and building/ language predictability

Review the list of bicycle words that students developed before the first session. Discuss any new words they learned and add them to the list.

Synthesizing/analyzing

Setting a Purpose

Tell students to read from page 6 to the end of the brochure (including the back cover) to find out what it says about getting ready to ride a bicycle and about caring for a bicycle.



DURING READING

Direct students to read independently to the end of the manual, thinking about the purpose that has been set.

Observe and listen to one or two students read orally, as time allows. Assist them with word-solving strategies, vocabulary, punctuation, and comprehension queries, as needed. Monitor for the use of pictures and context to read unfamiliar words and for self-monitoring to correct any misread words.

Through individual questioning, note whether or not each student understands the purpose of the symbol for adult help and whether they comprehend the text organization, e.g., inset photos relate directly to text beside them; purpose of headings/subheadings.

Encourage students who finish early to reread the pages and tell a partner what they have learned.



AFTER READING

Analyzing

Ask students to share their answers to the question set in the purpose for reading. Remind students to verify as necessary, using the text as a reference.

Ask, *What is the most important thing about choosing a helmet? (fit).* Allow students to discuss and justify their answers.

Visual literacy

Ask students if they had difficulty with any words or ideas in the manual today, and how they solved their problems. Point out the human figure symbol. Ask if they know what it means. Indicate the reference at the bottom of page 6.

Word solving and building

Note the positive reading strategies you observed being used by students as they read. For example, say, *I noticed that Beverly had trouble reading the word wrench on page 5, but she remembered that sometimes a “w” at the beginning of a word is silent. She looked at the rest of the letters and guessed the word was wrench. That word was familiar to her, since her mom has a tool by that name, so she kept reading.*

Text features/visual literacy

Direct students' attention to the staggered pages, point form, and brochure format. Ask, *Why do you think the authors of this text arranged it the way it is?* (It is helpful to have everything in point form, with easy-to-find sections so that bicycle owners can quickly find information as needed.)

Synthesizing

Ask, *When you made predictions, did you expect there would be so much information on safety? Why do you think there would be so much information on safety in an owner's manual?* Allow time for discussion. Help students recognize the responsibility of the rider to maintain the bicycle and to ride it safely.

Rereadings

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

Focused Follow-up

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

Compare Manuals

Analyzing

Have students bring samples of other owners' manuals from home to peruse as a group. The samples may be for any piece of equipment, not only sports

equipment. Share and discuss these new manuals, noticing how each one compares with the *Bicycle Owner's Manual*. Since manuals have characteristics in common but may be varied, be sure to allow time for discussion and analysis.

Synthesizing

Create a Manual

Ask students to use the BLM to help create a manual for a piece of equipment of their choice. (Encourage them to choose something with which they are very familiar, ideally something they own. Examples might be skateboards, rollerblades, snowboards, etc.). Discuss and review the purpose of owners' manuals and the importance that they be concise and clear. Suggest that they prepare an owner's manual that would be appropriate for someone younger than themselves. Each member of the group will be responsible for a section of the manual.

Teaching Tip:

Teachers may wish to have students work in pairs or individually on this project, rather than in a group. Students may not need all eight pages provided in the BLM, but they should use at least six. Have them cut and staple the manual when the pages are complete.

Word solving and building

Movement Words

Write the following list of words from the brochure on the board or chart paper: *properly, daily, slowly, smoothly, freely*. Ask students to identify the smaller action word they see in each. Write these down beside the corresponding word in the first list. Tell students that when “-ly” is added to describing words, it indicates how something is done. For example, we say “She moved *slowly*” instead of “She moved *slow*.”

Word solving and building

Describing Words

Ask students to identify describing words from the Word Wall. Examples might include words such as the following: *quiet, loud, quick, quiet*, etc. Accept all words offered, regardless of whether they are correct or not when “-ly” is added. Discuss each of the words on the list, first saying the word chorally and then asking if the word “sounds right.” If a word such as *fastly* is on the list, model how students can decide whether that sounds correct, first saying it to themselves, and then analyzing it to see if it sounds like a word. After the group decides on each word, cross off any words that are not correct when “-ly” is added. The words remaining on the final list will be adverbs. Teachers may wish to write the word *adverb* on the board for students to see. Ask students if they know of any other adverbs they can add to the list. Analyze in the same way.

Create a Manual

Name: _____

page 4

page 5

page 6

page 7

Create a Manual (cont'd)

Name: _____

<p>back cover</p>	<p>front cover</p>
<p>page 2</p>	<p>page 3</p>