

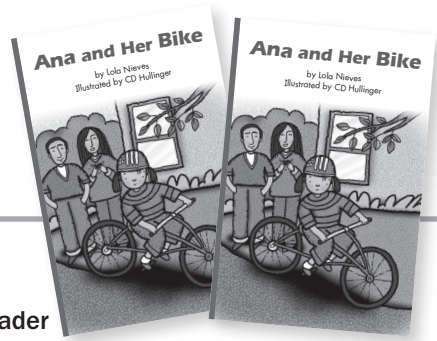
1.3.2

Ana and Her Bike



Question of the Week: What do we learn as we grow and change?

ELL Reader



ELD Reader

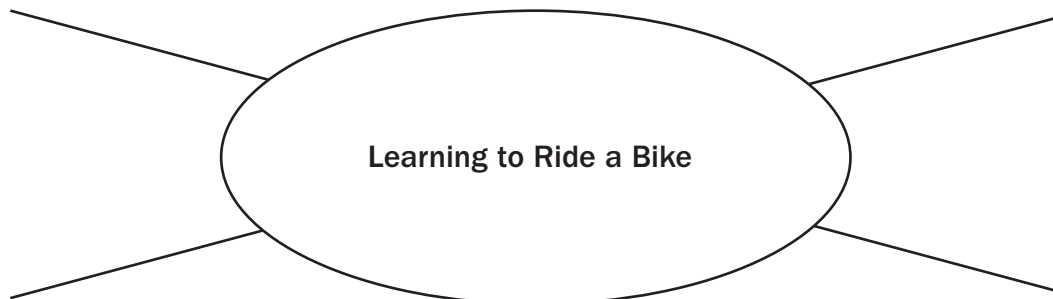
Summary This fictional reader tells the story of a young girl and her first bike. With the help of her parents and days of practice, Ana learns to ride her new bike. The content supports and extends the concept of learning as we grow and change.

Activate Prior Knowledge Distribute copies of the ELL and ELD Readers, *Ana and Her Bike*, to children at their proficiency level. Read the title and discuss what *Ana and Her Bike* might be about. Tell children that it is a fiction book about a girl learning to ride her first bike. Ask children to think about a time when they learned to do something. Make a list on the board of things children have recently learned to do. Have pairs discuss their learning experiences and then share with the group.

Build Background Knowledge Take children on a picture walk through the reader and have them read the labels. Discuss the meanings of *bike*, *helmet*, *own*, *practice* and any other terms or phrases that children might not understand.

Set a Purpose Work with children to set a purpose for reading. Ask questions such as *What is this story about? What things will we learn about?* Write children's answers on the board. Then summarize information into one sentence that states a purpose for reading. For example, *We will read to find out about a girl who learns to ride her bike.*

Develop the Concept Start a word web on chart paper with the topic *Learning to Ride a Bike*, and add to it as children read the book. Ask questions such as *What is needed to ride a bike? Who can help someone learn to ride a bike?*



PRACTICE SHELTERED READING

ELD READER: Ana and Her Bike

- BEGINNING
- INTERMEDIATE

Read *Ana and Her Bike* aloud to model fluent reading, pausing during reading to provide background knowledge. Encourage active student involvement by using one of the Participation Routines on pp. 5–6. After reading, have children do a choral reading with you.

Then, to monitor comprehension, have children read each page silently. Pause to guide their comprehension by asking the following questions.

- **p. 2** Why is Ana happy? (*Ana has a new bike.*)
- **pp. 3–4** Why does Ana need a helmet to ride? (*Possible response: Ana needs a helmet to be safe.*)
- **pp. 5–6** What does Ana learn to do? (*p. 6: Ana learns to ride her bike.*)
- **pp. 7–8** Who helps Ana learn to ride? (*p. 7: Dad helps Ana. Mom helps Ana.*)

ELL READER: Ana and Her Bike

- INTERMEDIATE
- ADVANCED
- ADVANCED HIGH

Read *Ana and Her Bike* aloud to model fluent reading, pausing during reading to provide background knowledge. Encourage active student involvement by using one of the Participation Routines on pp. 5–6. After reading, have children do a choral reading with you.

Then, to monitor comprehension, have children read each page silently. Pause to guide their comprehension by asking the following questions.

- **pp. 2–3** What does Ana need to ride her bike? (*p. 3: Ana needs a helmet.*)
- **pp. 4–5** Whom does Ana ask to help her? (*p. 5: Ana asks Mom to help her.*)
- **pp. 6–7** How many days does Ana practice? (*p. 7: She practices for seven days.*)
- **p. 8** What can Ana do at the end of the story? (*Now Ana can ride her bike.*)

ELD READER

BEGINNING • INTERMEDIATE

MONITOR COMPREHENSION

Discuss the **Talk About It** questions on the inside back cover with children.

1. Ana learns to ride a bike.
2. Ana wears a helmet to be safe.

WRITING

3. Read the **Write About It** activity on the inside back cover with children.
Encourage children to tell why they want to learn this new thing and who might help them learn.

EXTEND LANGUAGE

Read aloud the **Extend Language** activity on the inside back cover as children read along. Have them write the words. Possible responses: *ride, learns*
Provide cloze sentences using *ride* and *learns*.

VOCABULARY

Call children’s attention to the high frequency words and the concept words on the inside front cover. Reread the words in context and discuss their meanings. Distribute copies of the Vocabulary reproducible page (p. 127). Have children work in pairs to confirm their answers by looking through *Ana and Her Bike* to find the words used in context. Provide assistance, as needed, with concept words.



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To review the high frequency words, write the following sentences on the board: Ana _____ ride a bike. Ana will ride _____ day. _____ Ana can ride a bike. Ana rode her bike all _____.

Beginning Write the high frequency words (*now, can, every, day*) on the board and have children copy them onto pieces of paper to make word cards. Read the sentences on the board aloud, pausing for each missing word. Have children hold up the correct word card for each sentence.

Intermediate Write the high frequency words on the board. Have children write the sentences from the board on a separate sheet of paper, adding the missing high frequency words.
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FLUENCY

To help children build fluency, model appropriate rate and accuracy by reading aloud. Read pp. 4–6 aloud and have children repeat after you. Scaffold comprehension by helping children retell the main idea in their own words.

ELL READER

INTERMEDIATE • ADVANCED • ADVANCED HIGH

MONITOR COMPREHENSION

Discuss the **Talk About It** questions on the inside back cover with children.

- 1. Possible responses: Her mom and dad helped her. She practiced.
- 2. Possible response: A helmet will keep your head from getting hurt.

WRITING

- 3. Read the **Write About It** activity on the inside back cover with children.
Encourage children to tell about who and what is in the picture. Have them tell what the person in the picture is doing.

EXTEND LANGUAGE

Read aloud the **Extend Language** activity on the inside back cover as children read along. Have them write the words. A biker sits on a *seat*. Feet go on the *pedals*. Provide cloze sentences using *wheels*, *seat*, *pedals*, and *helmet*.

VOCABULARY

Review the concept words by talking about the definitions and discussing the meanings of the words in context: *new* (p. 2); *help* (pp. 5, 7).



To reinforce the concept words *new* and *help*, have children draw a picture of themselves learning something new and the person who gave them help as they learned it.

Intermediate Have children use sentence frames like these to describe what they learned. *I learned something new. I learned to _____.* *My _____ gave me help.*

Advanced Have children describe in words the new thing they learned and how someone helped them learn it.

Advanced High Have pairs ask and answer questions about each other's drawings.

Study Guide Distribute copies of and have children complete the Study Guide (p. 128). Scaffold by helping children look through the reader to find the labels for the parts of the bike. Review their responses together.

FLUENCY

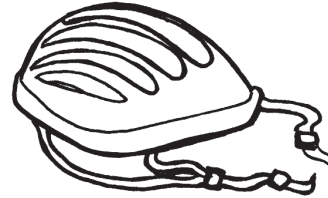
To help children build fluency, model appropriate rate and accuracy by reading aloud. Read pp. 4–6 aloud and have children repeat after you. Scaffold comprehension by helping children retell the main idea in their own words.

Name _____

Vocabulary

Directions Match each word to its picture.

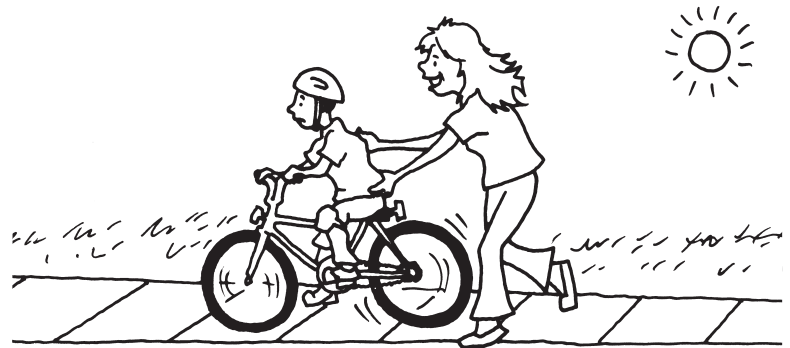
1. ride



2. helmet



3. learns



Match each concept word on the left with its meaning on the right.

4. learns

a. This keeps you safe when on a bike.

5. ride

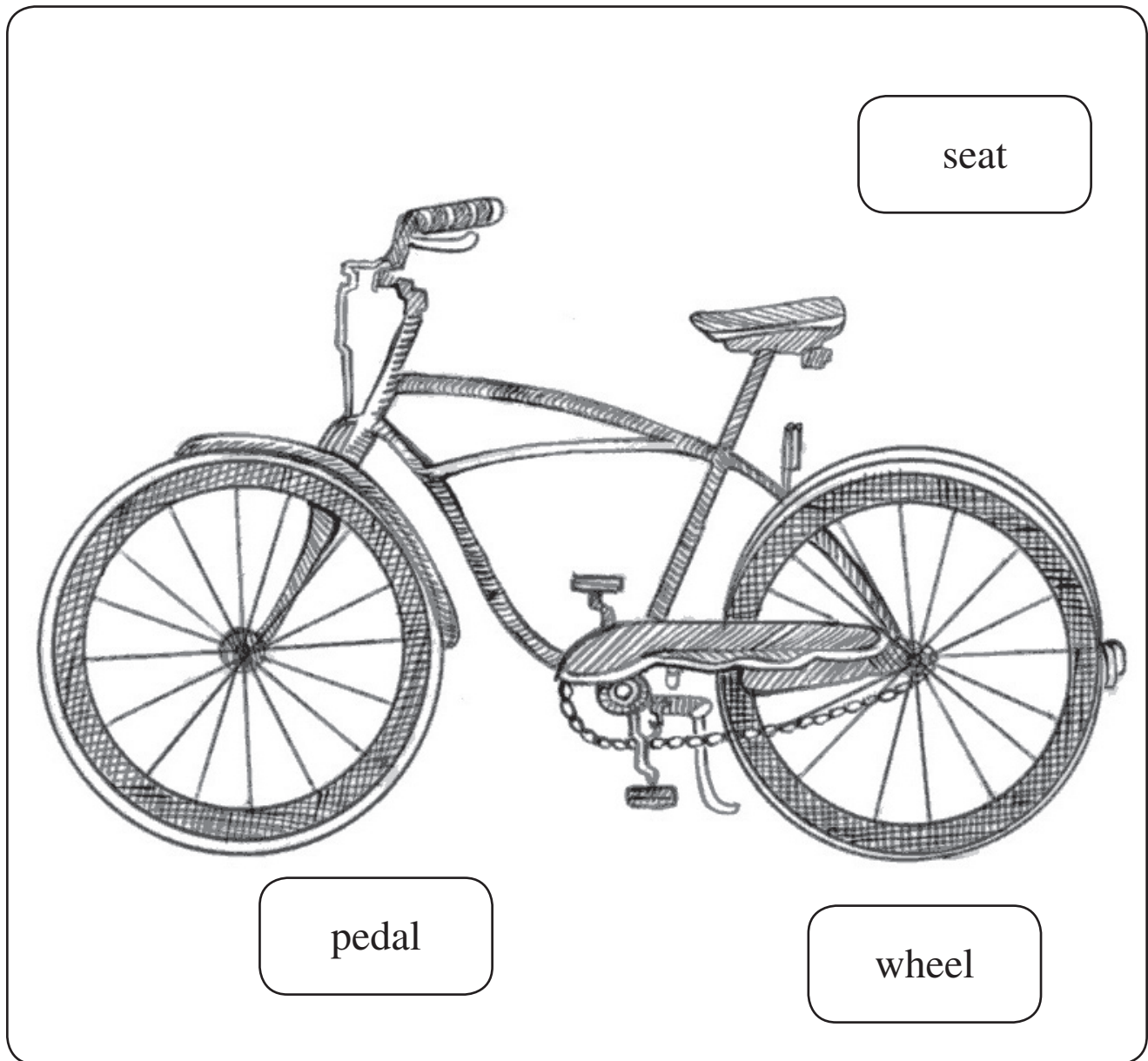
b. You do this on a bike.

6. helmet

c. This is what a child does in school.

Name _____

- **Read** *Ana and Her Bike* again.
- **Connect** the words to the parts of a bike. Use lines.



Family Link

Ask family members if they like riding bikes.

How old were they the first time they rode?

What was it like?