

# Hannah's Bike

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This text is levelled at Red 3.



## Overview

When Hannah discovers she is too big for her bike, she, Dad, and her little brother, Sam, look online to find a bigger one. Hannah sees a red one she likes, and after going to check it out, they buy it. Back at home, Hannah comes up with a good idea about what to do with her old bike.

*Hannah's Bike* supports the development of a self-extending reading processing system by helping students "make meaning of text by applying their increasing ability to attend to print detail and their growing knowledge of sentence structures and also by using their expanding vocabulary and the illustrations" (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text as an MP3 file at [readytoread.tki.org.nz](http://readytoread.tki.org.nz)

## Cross-curriculum links

- Health and physical education (level 1, interpersonal skills) – Express their own ideas, needs, wants, and

feelings clearly and listen to those of other people;

(level 1, relationships) – Explore and share ideas about relationships with other people.

## Related texts

- Stories that include ideas about being too big, too small, and/or just right: *Goldilocks and the Three Bears* (traditional story); *Monster's Vest*, *T-shirts from Nana* (Red 1); *Shoes for the King* (Red 3); *Monster in the Pool* (Yellow 1)
- Stories about problem solving: *A Good Idea*, *Lost*, *The Hole in the King's Sock*, *The Safe Place*, *Dragons! Dragons! Dragons!* (shared); *Grandma's Vase*, *My Book* (Red 1); *The Lost Hat* (Red 2); *Earmuffs* (Red 3); *Painting the Fence* (Yellow 1)
- Stories about being kind and helping others: *My Book* (Red 1), *Mrs Brown's Garden* (Red 2); *Getting Ready for the Visitors* (Red 3)

## Text characteristics

The students are working towards the standard for after one year at school. Many of the characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they relate to this text, are shown in the boxes below.

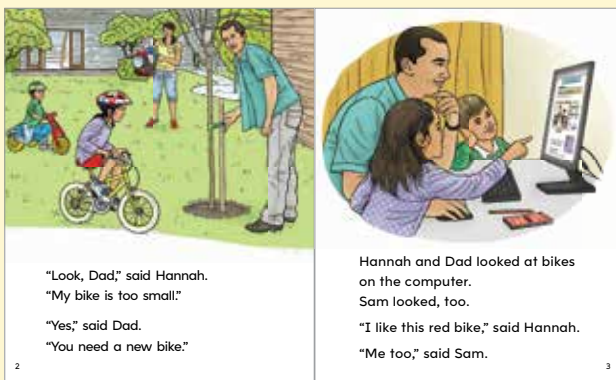
Most content stated explicitly but also some implicit content that provides opportunities for students to make predictions (for example, that the cover illustration is of Hannah) and inferences (for example, that Hannah has a problem with her bike)

The context of growing out of things, which is likely to be familiar to many students

Illustrations that support and extend the meaning but may not exactly match the words

Dialogue between easily identified speakers

Interest words (for example, "bike", "buy", "cleaned", "computer", "hose", "new", "old", "red", "ride", "shed", "small") that are likely to be in a reader's oral vocabulary and are strongly supported by the context, the sentence structure, and the illustrations



Sentences that run over more than one line but do not split phrases and several lines of text on every page

A range of punctuation, including speech marks, commas, exclamation marks, and a question mark to support phrasing and meaning

To support word recognition, many high-frequency words (for example, "a", "and", "are", "at", "can", "Dad", "for", "got", "Here", "I", "in", "is", "it", "like", "little", "Look", "looked", "Me", "my", "on", "said", "see", "she", "the", "this", "too", "Yes", "you", "was", "We", "went", "where") several of which are repeated often

Reading standard: After one year at school

The Literacy Learning Progressions

## Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this book to find out what happens when Hannah grows out of her old bike.

## Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections between their own experiences and the story in order to make predictions and inferences
- summarise the main points in the story
- make meaning by drawing on more than one source of information, for example, meaning (context and illustrations), structure (sentence structure and word order), and visual information (print information including punctuation)
- continue building a reading vocabulary of high-frequency words
- read groups of words together in phrases
- notice some errors in their reading and take action to self-correct.

## Introducing the story

- Use your knowledge of your students to ensure that the introduction to the text is effective in activating their prior knowledge and providing appropriate support for a successful first reading. This story uses vocabulary and language structures (for example, “and”, “can”, “Dad”, “for you”, “got”, “Here is”, “it”, “hose”, “Look”, “looked at”, “like”, “Me too”, “Mum”, “need”, “she”, “We”, “went”) that students are likely to have met before through previous reading and writing.
- A few days before introducing *Hannah’s Bike*, read or tell the students the story of Goldilocks and the Three Bears to introduce (or reinforce) the concepts of “too big”, “too small”, and “just right”.

For English language learners, before reading the book with the group, use the cover illustration to introduce some of the interest vocabulary and clarify the use of pronouns (“this”, “she”, “her”). You could say: *This is Hannah. What is she doing? Yes, she is riding a bike. She is riding her bike. Hannah is big and her bike is small.*

- Discuss the cover illustration. Tell the students the girl is called Hannah. *Hannah looks a bit worried. What is the problem?* If necessary, draw attention to Hannah’s knees touching the handlebars. Support the students to read the title. Encourage them to share their own experiences of getting too big for something.
- On the title page, expect the students to infer that the new character is Hannah’s little brother. Tell them Sam’s name. *I wonder what he’s thinking...*
- Share the purpose for reading.
- Use the illustrations on pages 2 and 3 to establish the setting, context, and characters (where, what, who). Remind them of the reading purpose and encourage the students to predict what the characters are planning to do. Encourage them to share any experiences they have of looking for second-hand items online or of buying second-hand items from other people.
- Browse through the illustrations on pages 4–6 together, briefly discussing what is happening. Clarify the changes in setting on pages 4 and 5. Rephrase the students’ responses to draw out (or feed in) language structures and vocabulary that are new, or that you think might need support. For example:
  - on page 4, to support “just right”, make a connection to the students’ prior knowledge of Goldilocks and the Three Bears. *Is that bike too small? Is it too big? No, it’s just right.*
  - on page 6, remind the students of the purpose for reading and summarise what the characters have done so far. Encourage them to use the page 6 and 7 illustrations to predict why Hannah is cleaning her old bike. Tell them they can find out when they read the story for themselves.

## Monitoring the reading

- Observe closely as the students read the story quietly to themselves, noting their ability to read the high-frequency words and groups of words in phrases, how they attempt unknown words, and any instances of self-monitoring and self-correction. Provide support for individual students as necessary. For example:
  - on page 2, if a student needs help with “Yes”, you could ask: *Does Dad think the bike is too small?*
  - on page 4, to support “just right”, you could make a link to the introductory discussion by asking: *Is that bike right for Hannah?*
  - if a student needs help with “... will buy...”, prompt them to think about the meaning: *Will they buy the bike? What is Dad saying?*
- If a student makes an error without noticing a problem, wait until the end of the sentence or page before intervening, unless they stop reading. Waiting gives students the opportunity to notice the error and fix it themselves. Use appropriate prompts to draw their attention to the error. For example:

Text in book	Student reads	Teacher prompt
Hannah said, “I can ride this bike. This bike is just right.”	Hannah said, “I <b>like red</b> this bike. This bike is just right.”	<i>You said ... Does that sound right? Look at this word (“can”) and try that again.</i>
“I like it!” said Mum.	“I like <b>to</b> ,” said Mum.	<i>Is that word “to”? Have another look.</i>
She looked at his little bike.	<b>So</b> looked at ... his little bike.	<i>Did that make sense? That word begins like “shouted”. What word would look right and make sense?</i>

- Other prompts you can use to encourage self-monitoring include: *Are you sure?; Think about what would make sense.; Read that sentence again.; Look at the beginning/end of the word.; Were you right?; Does it look right?*
- Remember to base these types of prompts on what you know about the students’ prior knowledge, for example, asking an English language learner if a word sounds right may not be useful if they are not familiar enough with English phonemes, vocabulary, or syntax to know the answer. In this case, an explanation and further examples would be more effective.

- Reinforce attempts to problem-solve whether the student is successful or not, for example: *You read “Look at me” and then you noticed that it wasn’t quite right and fixed it. That’s good work.*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1–4*, page 130.
- As students finish reading, they can quietly reread the story until everyone has finished.

## Discussing the story

- You can reread this story several times, focusing on different aspects and providing opportunities for the students to build comprehension and fluency. Many of the discussion points listed here also lead naturally into “After reading” activities.
- Encourage the students to share their responses to the story and to make connections to their own experiences of handing things down within families, or recycling possessions, or buying second-hand items.
- Remind the students of the reading purpose and support them in retelling the story.
- You could explore the themes of solving problems or being kind. Prompt the students to think critically, for example:
  - What was Hannah’s problem? How did it get solved?*
  - Do you think Hannah’s Bike was a good title for this story? Was it just about a bike for Hannah?*
  - What do you think of Hannah? What might Mum/Dad/Sam be saying/thinking about Hannah on page 8?*
- Have the students reread the text, stopping to discuss points of interest. Encourage smooth, phrased reading. You could draw attention to such features as:
  - the feelings of the main characters
  - the use of speech marks to indicate dialogue and the attributions to clarify who the speaker is (Encourage the students to read the dialogue so that it sounds like talking.)
  - the use of full stops, commas, exclamation marks, and the question mark to support intonation and phrasing
  - high-frequency words
  - words with the same initial consonant or digraph (for example, “bike”, “bikes”, “buy”; “Hannah”, “her”, “Here”, “his”, “hose”; “like”, “little”, “Look”, “looked”; “Me”, “Mum”, “My”, “my”; “She”, “she”, “shed”).

## After reading: practice and reinforcement

After-reading tasks may be linked directly to the text or to the wider literacy programme (for example, further reading, oral language, writing, handwriting, alphabet and word games and activities) and other curriculum areas. Provide many opportunities for students to read (for example, books from browsing boxes, big books, poem cards, books from the library corner, and texts generated from language experience and shared writing).

**Select from and adapt** these suggestions, according to the needs of your students.

- Encourage fluent, expressive reading by having the students reread *Hannah's Bike* to a partner. Ask them to make the story sound exciting. You could listen in, making notes about aspects that may need further attention or use this time to do a quick running record to provide more information on an aspect you have noticed.
- The students can build their comprehension and fluency by listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Reinforce summarising by having the students draw two pictures, one showing Hannah's problem and one showing how it was solved. They could write their own caption for each picture or copy relevant sentences from the story. Alternatively, the students could draw and write about what happened to Sam's bike.
- Make a photocopy of page 8 and have students add speech bubbles or thought bubbles for one or two of the characters.
- Have the students reconstruct cut up sentences from the story.
- The students could draw a picture of something they grew out of and write a sentence about what happened to it when it got too small.
- The students could draw a picture of a bike from the story (or their own bike or scooter) and add a caption or labels describing it.
- The students could write a letter from Sam saying thank you to Hannah.
- Focus on the kind thing Hannah did for Sam. Have the students talk, draw, and write about other book characters, including characters in other Ready to Read books, who are kind or have helped others (see Related texts). You could create a chart for the whole class to add to as they discover new examples.
- Have fun innovating on the page 8 noun phrase "a new bike" to create new sentences, for example, "Here is a red scooter / a raspberry ice cream / some new gumboots for you." Have the students choose a sentence to illustrate, or they could make up one of their own.
- Have word games and activities available that reinforce automatic recognition of high-frequency words (for example, matching games and making words with magnetic letters) or that require the students to sort words by common characteristics, such as initial letters or digraphs. Provide bilingual word games and activities where appropriate.



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