**JOYcabulary**

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| Title: *Bicycle Book* | Author: Gail Gibbons |
| Genre/Unit: informational | Shared Reading: *Bicycle, Bicycle* Kenn Nesbitt c2011 |

Objective: to build knowledge about how a bike works

Standards:

Knowledge Building: machines; safety; inventions

Vocabulary

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| Word | Page | Student Friendly Definition |
| similar | 2 | almost alike; having some things the same |
| rear | 5 | the back part of something |
| design | 6, 20, 26,30 | the way something has been planned and made; a decorative pattern |
| attach | 8 | to join or stick together |
| connect | 8,12 | to join together |

Warm Up Poem:

Bicycle, Bicycle

Bicycle, bicycle

Ride me around

Up on the seat with

My feet off the ground.

All through the country and

All through the town

Bicycle, bicycle

Ride me around.

Kenn Nesbitt c2011 poetry4kids.com

Reading:

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| Page # | Accountable Talk | JOYcabulary |
| Before Reading | Begin a KWL chart: What do we already **know** about bicycles and how they work? **What** do we want to learn? |  |
|  | Let’s look at how this book is organized. It doesn’t have a *Table of Contents,* so let’s name out the parts as we read. |  |
| P. 1 - 7 | Let’s think of what this part was mostly about – yes, about how bikes have changed over time. Let’s bullet some notes about this to make a trail map of this book. What were some important things we learned? | Maybe you had a ‘hobbyhorse’ when you were little. How is the first bicycle like a *Hot Wheels* tricycle? Are the **designs** **similar** in any ways? How is the **design** different? |
| P. 8 - 12 | So… this part seems to be about how bikes move. Wow! There are a lot of tricky words in this part. Let’s look at P 8 & 9 again and see if we can act out how a bike moves. We’ll try to use those tricky words as we explain so we sound like experts. | These Tier 3 words are not ones we necessarily want kids to learn, but using content-specific language is good practice for when they are writing informational pieces.  |
| P 13 - 15 | Oh, right away I can tell we are starting a new part about the different kinds of bikes. Why do you suppose we have so many different kinds of bikes? | Encourage the use of the words, **similar, design, attach** and **connect.** |
| P 16 - 25 | Another new part: how we use bikes. We have to care for our bike so they stay safe to ride. We also need to ride safely. How many of these tips did you already know? What new tips did you learn? | Why do bike **designs** keep changing? |
| P 26 - 28 | Wow! There are a lot of cool things about bikes! Turn and talk to your partner about which ones stood out for you. |  |

*Extensions:*

Writing:

* Make posters to put around the school to help everyone to be safe when riding a bike.
* Write a How-To on caring for a bike.
* Make a bike diagram and label the parts.

Art

* **Design** a new type of bicycle.

Music

* Rewrite the words to *The Wheels on the Bus* to write a song called The *Wheels on the Bike*. How will it be **similar**? Different?

Science

* There is a lot of science used to make bikes go. Maybe you’d like to learn more about how gears work.

*Next Steps*:

 There are YouTube song videos that a young child might enjoy learning.

 - Linda

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| **similar**[This Photo](https://www.flickr.com/photos/goodfeeling/1788935736) by Unknown Author is licensed under [CC BY-NC-ND](https://creativecommons.org/licenses/by-nc-nd/3.0/)**almost alike; having some things the same** | **Rear Window Of SUV Free Stock Photo - Public Domain Picturesrear****the back part of something** |
| **design****The way something has been planned and made; a decorative pattern** | **attach / connect****to join or stick together** |