

## LESSON TOPIC: "I Can Ride a Bike"

WIDA Grade Level Cluster 1-2

Reading: Make text-to-self connections with prompting.

Writing: Produce original sentences.

Listening: Follow modeled multi-step oral directions.

Identify ideas/concepts expressed with grade level content-specific language.

Speaking: Participate in class discussions on familiar social and academic topics.

Express and support ideas with examples.

Emerging, Developing, Expanding

LANGUAGE – Students will be able to write sentences in English about their own experiences riding a bike using sentence frames and native language support.

CONTENT – Students will be able to read "I Can Ride a Bike" fluently in Reading Assistant.

Jack	pedals
bike	uncle
ride	stop
steer	

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Sentence frames written somewhere clearly visible, with possible answers posted based on student needs (page Chyba! Záložka není definována.)
- Paper and pencils

**Today we will practice our writing in English, but before we do that, let's think for a minute about bikes. The story you will read today is about learning how to ride a bike. Do you know how to ride a bike?**

Let students share if they have ridden a bike or what learning to ride a bike was like. Help them with words as they speak if needed. If they are having trouble coming up with their own sentences, ask:

**Did your brother teach you?**

**What color is your bike?**

**Do you ride your bike with friends? Or by yourself?**

**If you don't ride a bike, do you want to learn?**

**Who do you want to teach you to ride a bike?**

Give students an opportunity to share their experiences.

**We're going to practice reading today. Why is practicing reading important?**

Have students Think-Pair-Share their responses.

**Let's get thinking...where do you like to go on your bike? Who taught you how to ride a bike? Where did you learn? When do you want to learn? Let's write some sentences about bike riding.**

\_\_\_\_\_ taught me/will teach me to ride a bike. (mom, brother, dad, sister, friend)

I like to \_\_\_\_\_ on my bike. (go really fast, stop really fast, pop wheelies)

I ride with \_\_\_\_\_. (my friend Tom, by myself, with my brothers and sisters)

Depending on your students' experiences, you can add or change questions.

**Now we are going to read about a boy named Jack and how he learns to ride a bike.**

Read aloud and have students follow along on their papers. Have them circle unfamiliar words as you read.

When you finish, pronounce any words the students circled. Read again and have students read with you. Then, have students read it together aloud to you, with your help where appropriate.

Before writing, have students use their native language in speaking for support understanding the sentences. For beginner English speakers, have a handout printed with these or similar stems (page **Chyba! Záložka není definována.**). Have them draw a picture to go with their sentences. For intermediate learners, have these printed with no sample answers. For students reaching proficiency in English, have them write the sentences on a piece of paper while listening to you say them aloud—no copying. Have each student read their sentences aloud when they finish.

Have students complete the selection in Reading Assistant. Celebrate any high scores.

1. Have students practice forming their own sentences or a story about riding a bike.
2. Have students brainstorm an alternate ending to the selection in speaking, and then write a sentence or two and draw a picture to illustrate their new ending. This can be done in a group, in pairs, or individually.

## Supplemental Material: Selection text

### I Can Ride a Bike

Uncle John gave Jack a new bike.

The new bike had a bell.

The new bike had two wheels.

"I like my new bike," said Jack. "But I do not know how to ride it. What if I cannot steer? What if I cannot stop? What if I fall?"

"If you practice, you will learn," said Uncle John. "Are you ready to try?"

"Yes, I am ready to try," said Jack.

"Climb on," said Uncle John.

Jack climbed on.

"Hold the handles," said Uncle John.

Jack held the handles.

"Put your feet on the pedals," said Uncle John.

Jack put his feet on the pedals.

"I will hold the bike," said Uncle John. "You pedal."

Jack pedaled. Uncle John held the bike. He walked behind Jack.

"Pedal, Jack," said Uncle John.

Jack pedaled. The bike went faster.

The bike came close to a tree.

"Steer, Jack," said Uncle John.

Jack steered. He turned away from the tree.

The bike came close to the street.

"Stop, Jack!" said Uncle John.

Jack stopped.

"Let's practice more," said Jack.

Jack practiced. Uncle John held the bike. Jack pedaled. He steered. He stopped. He started again.

"Good work, Jack," Uncle John called out. He sounded far away. Jack looked. Uncle John was far behind him! Jack was riding by himself!

The bike wobbled.

"Pedal, Jack!" called Uncle John.

Jack pedaled. The bike wobbled more.

"Steer, Jack!" called Uncle John.

Jack steered. The bike did not wobble.

Jack stopped.

Uncle John ran up to him.

"I did it!" said Jack. "I pedaled. I steered. I stopped."

"And you did not fall," said Uncle John.

"I can ride a bike!" said Jack.

#### **Supplemental Material: Vocabulary**

Jack

bike

ride

steer

pedals

uncle

stop