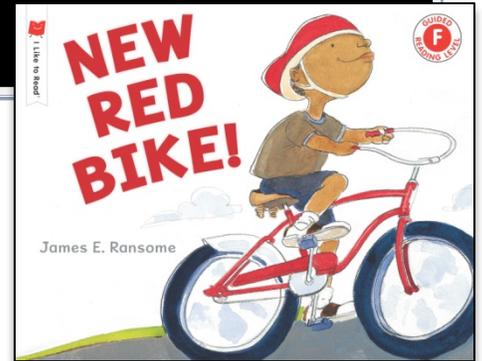


LESSON PLAN

NEW RED BIKE!

An I Like to Read® Book, Level F

written and illustrated by James E. Ransome



Tom is so proud of his new red bike. But what happens when it goes missing?

PB: 9780823438525 • Ages 4–8 • E-book available

Learning Objectives: Read text with purpose and understanding, retell familiar stories including key details, identify characters, settings, major events in a story, including problem and solution. Read new vocabulary words in and out of context and identify and use prepositions.

Guided Reading Level: F

Grade Level Equivalent: Grade 1

Interest Level: Pre-K-3

Instructional Standards

Reading Literature: RL.K.1,2,3,4,5,6,7,10/RL.1.1,2,3,4,5,7,9

Reading Foundation Skills: RF.K-1.1,2,3,4

Writing: W.K-1.1, 3,6,8

Speaking and Listening: SL.K-1.1,2,4,5,6

Language: L.K-1.1,2,4,5,6



BEFORE READING

1. Read the title and discuss the cover illustration.
2. What do the title and cover illustration tell us about the book?
3. Why does the author use an exclamation point in the title?
4. How do you think the boy feels about his new bike?
5. What do you think he will do on his new red bike?
6. What is he wearing on his head? Why are helmets important?
7. Have students share how they felt when they got a new bike or how they would feel.
8. Why is it a big deal to get a new bike or anything new?
9. Share personal examples of new gifts that the students have received (bike, favorite toy, video game).
10. Discuss how the students feel about their new gift (when something is new it is special because . . .).
11. Discuss the text type. Will this book be fiction or nonfiction (real or make-believe)? Why?
12. Write “realist fiction” on the board. Stories that are make-believe or made up, but can be true, are “realistic fiction.”
13. Read the name of the author/illustrator. Discuss each role.
14. Print out flash cards at <http://www.holidayhouse.com/ILiketoRead/>. Invite students to read along with you as you flash the cards.
15. Write the vocabulary words on the board: **new, bike, red, rides, hands, handlebars, helmet, circles, zooms, curve, sweeps, Tom, Sam, knock, house, around, under, behind, sorry, turns, across, down.**

Word Work:

1. Read the words with the class. Have students find the names of the characters and circle them.
2. Underline **handlebars**. Have students find the two words in the compound word (**handle** and **bars**). Now find the smaller word in the word **handle** (hand). What is a handle?



3. Invite students to find all of the prepositions. Discuss that prepositions tell us **where** something is (**around, under, behind, across, down**).
4. Read the book to find out what happens to the boy and his new red bike.

DURING READING

1. Read the story aloud.
2. Ask students to follow along as you read and think about what the characters are saying and how they are acting and feeling.
3. Think about word meaning. Discuss strategies you use when you come to a word that you do not know or understand.
4. What is the problem in the story? What is the solution?
5. Ask the students how the illustrations and words help us understand what the story is about.
6. Look at the facial expressions and body language of the characters.
7. How do the punctuation marks (periods, question marks, commas, and quotation marks) help us know what the characters are saying and feeling?
8. Stop when you get to the part where the bike is missing. Have students predict what happened to the bike.
9. Have the students read the book independently.
10. Where does the story take place (setting)?
11. Who is the main character in the story? Explain.
12. How does the story begin? What is Tom doing?
13. Who are the other characters?
14. Where is Tom going? Why is he going to Sam's house?
15. What is Tom's problem in the story?
16. How would you feel if your new bike was missing?
17. Where does he look for his bike?
18. How do the illustrations help you understand what is happening and what the characters are thinking and feeling?
19. Why is Tom standing with his arms out? What do you think he is saying to himself?
20. How is Tom feeling when Sam stops the bicycle? Describe his facial expression and body language.
21. How does Sam feel?
22. There is only one bike and two boys. How does Tom handle the situation?
23. What does the phrase "take turns" mean? Think of the literal and nonliteral meanings.
24. What happens at the end of the story? How is the problem solved? (There may be more than one correct answer.)

AFTER READING

1. Retell the story in your own words.
2. Why is *New Red Bike* considered "realist fiction"?
3. What kind of character is Tom (forgiving, kind, a good friend)? Find examples in the story where Tom is a kind, forgiving, and good friend.
4. What lesson do you think the author wants to teach the reader?
5. Why do you think Sam took Tom's bike? Was this stealing?
6. What could Sam have done differently?
7. If you wanted to try a friend's new bike what would you do?
8. Why do you think Tom let Sam ride his bike after he took it without permission?
9. Discuss the themes of friendship and forgiveness from the story.
10. Did you like the ending? Why or why not?
11. How does Tom use bike safety when riding his new bike? Write and illustrate some bike safety rules.
12. Draw a picture using the word **sweeps** as it is used in the story. Think of another meaning for **sweeps** and draw a picture.



13. Using what you know about the story and the characters, answer the questions. Prove your answer using the book. Decide if you found the answers using the illustrations or the words.

- Is Tom is a safe rider?
- Is Tom afraid to ride his new bike?
- Where does Tom go with his bike?
- Does Tom lose his bike at the park?
- Where does Tom look for his bike?
- Who took Tom's bike?
- Does Sam feel bad about taking the bike?
- What kind of person is Tom?
- What surprise does Sam get the end of the book?
- Is Sam's new bike purple?
- What do you think the boys do for the rest of the day?

14. As a group, go on a preposition hunt. Find all of the prepositions from the story. Remember, they tell us "where" (as in a direction). Think about where Tom and Sam went (**up, down, around, in, back, up, under, behind, across**). Brainstorm more words and add to the list.

15. Play preposition charades.

1. Choose a player to start the game. The player thinks of a preposition to pantomime.
2. He/she should choose a preposition from the list.
3. The player then pantomimes the word or phrase they've chosen to the other players.
4. To pantomime a word that rhymes with the word you want players to guess, first tug on your ear to say "sounds like."
5. The first person to guess the word or phrase gets a point.
6. If you like, divide into teams before playing. Players from each team take turns pantomiming for their teammates. The first team to guess the word or phrase gets a point.
7. Keep track of the points earned by each player or team.
8. The one with the most points at the end of the game wins.

