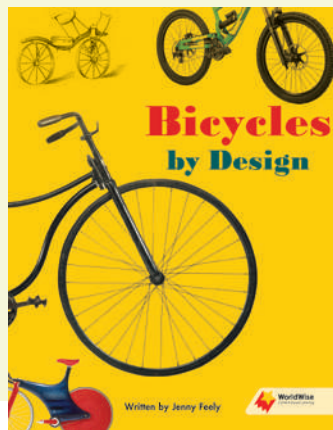


# Lesson Plan

**Fluent Plus**  
**reading stage**  
**Level O (27–28)**



*Bicycles by Design* explores the history of the bicycle from its inception to current times. The book focuses on design, materials used, usage and social impact. Improvements to safety are also discussed.

**Informative text types:**  
**Historic report/Explanation**

## Science Curriculum links

Australia

- **DT (ACTDEK013)** Suitability of materials, systems, components, tools and equipment for particular purposes
- **UIS (ACSHE051)** Science knowledge helps people to understand the effect of their actions

New Zealand

- **MW:** The characteristic chemical and physical properties of a range of different materials
- **NTTK:** The relationship between the materials used and their performance properties in technological products

## Key concepts

- Bicycles were invented to meet demands for transportation
- Innovations in bicycle design, materials used and safety equipment have made bicycles faster, lighter and easier to ride
- Bicycles have enabled people all over the world to be independent, to keep fit, to have fun, and to work more efficiently
- Bicycles will continue to develop and evolve

## Content vocabulary

atmosphere, balance, bicycle, bloomers, boneshaker, brakes, design, emancipate, eruption, gears, hobbyhorse, manufacturer, pedals, pedestrians, penny-farthing, recumbent, reflective, shock absorbers, steer, terrain

## Text features

- Illustrations, table, text boxes, sidebars, captions, glossary

## Reading strategy

- Summarising information

## First reading session

### Getting started

#### Introducing the book

Support the students in activating their prior knowledge.

Ask: *Do you have a bicycle? What do you do with it? What do you know about bicycles? When were they invented? How have they changed?* Give each student a copy of the book *Bicycles by Design*. Direct them to pay attention to the cover, and the title and contents pages. Have the students browse through the book. Say: *As you browse through the book, think about what you know about this topic. What connections are you making?* Have the students discuss their thinking with the group.

#### Exploring vocabulary

Ask: *What words or phrases would you expect to see in a book about bicycles?* Have the students work with a partner and record their words on a note pad. Say: *When you are finished, share your list with the group. Talk about why you think these words will be in the book.* If some words or phrases are not known to all in the group, have the student who recorded the word explain what it means.

#### Introducing the reading strategy focus

Say: *Being able to summarise what you have read is an important skill. It helps you to more deeply understand what you have read, and it helps you to use what you have learned from reading in your writing. Often, writers tell you the main idea of a chapter in the first paragraph. The paragraphs that follow will supply other important details. Looking out for these can help you to summarise effectively.*

#### Reading with teacher support

Say: *Read the introduction and chapter 1 to yourself. As you read, think about what the main idea of the introduction is. What are some other important details? When you have finished reading, be ready to discuss your thinking with your partner.* Monitor the students as they read and support them where necessary. Have students share their thinking with the group. Ask: *What is the main idea of the introduction? Why was the first bicycle invented?*

Guide the students in filling out their Graphic Organiser. Say: *This Graphic Organiser will help you to practise summarising as you read. Reread the introduction and chapter 1 while thinking about what the main idea is. Fill in the Graphic Organiser. Now look for important details in the chapter. Add these to the Graphic Organiser. After you have done this, think about how you can summarise the information in your own words. For example: Bicycle design changed a lot in the nineteenth century.*

## Second reading session

### Building understanding

#### Reading with teacher support

Say: *Get yourself ready to read by thinking about what you have already read about the history of bicycle design.* Have the students read chapters 2 and 3 to themselves. Invite the students to ask questions about what they have read.

Say: *Read chapters 2 and 3 to yourself. When you have finished, discuss your thinking with your partner.* Ask: *How have bicycles changed and improved over time? What things have influenced these changes?*

Have the students add to their Graphic Organiser. Say: *Talk with your partner about how you would make what you have read into a summary sentence.*

#### Independent and partner work

Have the students read the rest of the book without your support.

Say: *When you have finished reading, talk about your thinking with your partner, and then add to your Graphic Organiser. Share your Graphic Organiser with your partner.* On completion, have the students reread the whole book in preparation for the final reading session. Say: *Be ready to talk about your thinking and to discuss your questions and wonderings with the group.*

#### Reflecting on the reading strategy

Encourage the students to talk about what they did to help themselves as readers. Say: *Find a section of the book and share your summary of the information.*

## Final reading session

### Bringing it all together

Have students talk about the whole book. Use a range of questions to promote discussion and higher-level thinking. Where appropriate, have the students lead the discussion.

*What was the first bicycle like? Why was the safety bicycle safer than the penny farthing?* (Literal)

*How are modern bicycles the same as bicycles in the past? How are they different? Why are modern bicycles safer than bicycles in the past?* (Inferential)

*Why have bicycles continued to be part of our world? Some people say that the car has taken the place of the bicycle. Do you agree? Why or why not?* (Synthesising)

*What is the author's point of view about bicycles? How does this match your opinion? How is it different?* (Critical)

Invite students to ask their own questions.

## Going beyond the book

Have students demonstrate their understandings by choosing one or more of the following tasks. The tasks can be completed independently, in pairs or in a small group.

### Speaking and listening

Have students form teams to debate the question: *Are bicycles relevant to today's world?*

### Vocabulary

Have students create word webs related to the topic of bicycles. Encourage them to group their words into categories e.g. bicycle parts, safety equipment, types of bikes, riding words, bike usage.

### Visual literacy

Have students create a time line that shows the development of the bicycle.

## Writing

Have the students write a report about modern bicycles, using the prompt: *Bicycles of tomorrow*. Say: *Do some research to find out about bicycles that are being invented. What do they look like? How do they work? Do you think people will like them?* Provide the students with a template detailing how to plan and write a report.

### Planning to write a report

Name: \_\_\_\_\_

#### Getting started

What is my topic? \_\_\_\_\_

What do I want to describe? \_\_\_\_\_

Who am I writing for? \_\_\_\_\_

Where will I find information? \_\_\_\_\_

#### Planning my report

##### 1. General statement

What am I describing? \_\_\_\_\_

##### 2. Description

What do I describe first? \_\_\_\_\_

What do I describe next? \_\_\_\_\_

##### 3. Conclusion

Can I summarise what I have written? \_\_\_\_\_

 **Hint:** The verbs *is*, *are*, *has* and *have* will help your description.

#### Additional features I could use

- ☐ Maps to show location
- ☐ Text boxes to provide additional information
- ☐ Photographs and diagrams to support text
- ☐ Captions and labels to explain photographs and diagrams
- ☐ Time line to show history of key events

© 2019–2020 EC Licensing Pty Ltd. Published by Eleanor Curtain Publishing.  
Permission is granted for this resource to be reproduced for teaching purposes only. All other rights reserved.  
WorldWiseReading.com.au/teacherresources

**Download the template at**

**[www.WorldWiseReading.com.au/teacherresources](http://www.WorldWiseReading.com.au/teacherresources)**

Say: *Follow the template to structure your writing.*

Encourage the students to talk about their ideas with a partner. Use the template to remind the students about the structure of a report. Say: *You will need to think about what a reader will already know about bicycles and what new things you can tell them.*

# Graphic Organiser: Learning to summarise

Name/s: \_\_\_\_\_

## Introduction

Main idea \_\_\_\_\_

Important details \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Summary (in one sentence) \_\_\_\_\_

## Chapter 1

Main idea \_\_\_\_\_

Important details \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Chapter summary (in one sentence) \_\_\_\_\_

## Chapter 2

Main idea \_\_\_\_\_

Important details \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Chapter summary (in one sentence) \_\_\_\_\_

## Chapter 3

Main idea \_\_\_\_\_

Important details \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Chapter summary (in one sentence) \_\_\_\_\_

## Conclusion

Main idea \_\_\_\_\_

Important details \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Summary (in one sentence) \_\_\_\_\_

WorldWise Lesson Plan *Bicycles by Design* © 2019 EC Licensing Pty Ltd.

© 2019 EC Licensing Pty Ltd. This work is protected by copyright law, and under international copyright conventions, applicable in the jurisdictions in which it is published. The trademark "Flying Start to Literacy" and Star device is a registered trademark of EC Licensing Pty Ltd in Australia and New Zealand. The trademark "WorldWise Content-based Learning" and Star device is owned by EC Licensing Pty Ltd.

In addition to certain rights under applicable copyright law to copy parts of this work, the purchaser may make copies of those sections of this work displaying the footnote: "© 2019 EC Licensing Pty Ltd", provided that: (a) the number of copies made does not exceed the number reasonably required by the purchaser for its teaching purposes; (b) those copies are only made by means of photocopying and are not further copied or stored or transmitted by any means; (c) those copies are not sold, hired, lent or offered for sale, hire or loan; and (d) every copy made clearly shows the footnote copyright notice.

All other rights reserved.



Developed by  
Eleanor Curtain Publishing

Text: Kerrie Shanahan, Jenny Feely  
Consultants: Linda Hoyt, Lyn Reggett  
Designed by Derek Schneider  
Printed in China through  
Colorcraft Ltd, Hong Kong

**Distribution details:**  
[www.ecpublishing.com.au/contact-us](http://www.ecpublishing.com.au/contact-us)

**More information:**  
[www.WorldWiseReading.com.au](http://www.WorldWiseReading.com.au)  
[www.ecpublishing.com.au](http://www.ecpublishing.com.au)

ISBN: 978-1-76086-171-1

