

My Bike

Do you see my bike?
My bike is red.
I like my bike.
My bike is fun.



Do you see my helmet?
My helmet is blue.
I like my helmet.
My helmet keeps my head safe.



Do you see me on my bike?
My bike is fun to ride.
I like my bike and helmet.
My bike and helmet keep me fit.



2 fingers from
helmet to brow



V shape straps
under both ears



1 finger under
the chin

My Bike

Overview

A monkey gets his bike and helmet and starts to ride. Repeating patterns and high frequency words are used to engage and support emergent readers as well as lead them to use prediction and confirmation.

Shared Reading Activities

There are many ways to use shared reading posters in your classroom. Respond to the developmental needs of your classroom by selecting a variety of activities over five days to promote reading and reading comprehension. Consider any of the following as appropriate to your classroom:

- introduce the text using the illustrations to predict vocabulary
- emphasize phrasing and fluency
- attend to directionality and point to words for the class
- attend to directionality and ask students to point to words for the class
- discuss sentence structure
- re-read the text (daily)
- re-read the text using different voices
- re-read the text while encouraging the students to read along with you
- re-read the text pausing at certain words and encouraging students to say what the next word may be
- encourage students to identify any words in the story which match those on your classroom word wall
- encourage classroom discussion (e.g., large or small group)
- encourage students to read the text

Questions to Prompt Discussion

- What happened first in the story?
- What happened in the middle of the story?
- What happened last in the story?
- Why does the monkey wear a helmet?
- How does a helmet keep your head safe?
- How do you check if you are wearing a helmet the right way?
(review 2VI check at bottom)
- When else would you wear a helmet? (e.g., scooter, skateboard, rollerblades, tobogganing, skating, skiing)
- Where do you think the monkey is going?
- Where do you ride a bike? (e.g., bike path, sidewalk, to a location)
- Why do you ride a bike? (e.g., use it to get places, it's fun exercise)
- How does riding a bike make you healthy? (e.g., makes your heart stronger)

Ontario Curriculum Expectations

Language

As children progress through the Kindergarten years, they:

- respond to a variety of materials read aloud to them;
- use illustrations to support comprehension of texts that are read by and with the teacher;
- Listen and respond and respond to others for a variety of purposes and a variety of contexts;
- use prior knowledge to make connections to help them understand a diverse range of materials read by and with the teacher;
- make predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around them;
- demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print;
- demonstrate knowledge of most letters of the alphabet in different contexts; and
- begin to use reading strategies to make sense of unfamiliar texts in print.

Mathematics

As children progress through the Kindergarten years, they:

- Use ordinal numbers in a variety of contexts

Science and Technology

As children progress through the Kindergarten years, they:

- investigate and use familiar technological items and describe their use in daily life; and
- investigate and discuss how familiar objects are designed to meet a human need.

Health and Physical Activity

As children progress through the Kindergarten years, they:

- begin to demonstrate an understanding of the effects of healthy, active living; and
- talk about safe and unsafe situations as they arise in the classroom and discuss ways to be safe.

Shared reading is an interactive approach to the teaching of reading. Students are able to develop new skills in a safe and encouraging environment, and can consolidate skills they have already been taught. In shared reading, all students must be able to see the print and accompanying pictures so that you can share with the students the responsibility for reading. Facilitate the reading process by sharing use of a reading stick.

Courtesy of:



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