

McCallum, D. & Smith, C. (2024). *The wobbly bike*

This book tells the story of girl learning to ride a bike, something we can all relate to. The setting is a town in Northern Australia. The theme of perseverance/resilience is evident throughout. The illustrator's style is evident in this text. The text is useful to study *character* and *point of view*.

Target: K/P-1

English textual concepts: *style, character, point of view*

Suggested teaching sequence:

This teaching sequence is not suggested as a stand-alone activity; it should be built into a cohesive unit of work, perhaps incorporating other texts that amplify the common English textual concept(s).

| Day | Teaching focus | Activity |
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| Monday AC9EFLY04 | Phonemic awareness | <ul style="list-style-type: none">- Start with a poem, <i>Jelly on a Plate</i>, a fun, repetitive poem suitable for choral reading. <i>Jelly on a plate</i> leads to text innovations (modelled/guided/independent reading and writing) and lots of great action songs devised by the class. I liked how the Scottish Book Trust did similar, to generate ideas for teachers Jelly on a Plate Lyrics & Actions - Scottish Book Trust. Of course, songs about bikes are entirely appropriate here, as well as discussing the sounds bikes make... onomatopoeic language like <i>wibble</i>, <i>wobble</i>, <i>whizz</i>, <i>whirr</i>, <i>rumble-rumble</i>, <i>ringggg!</i> 10 Little Bicycles - Super Simple Songs. Many of these songs are piggyback tunes (words superimposed onto well-known tunes), and some are counting songs, linked to early numeracy concepts.- Talk about cover. Predict what the book may be about. Where is it located (setting)? 'Australia's urban top end'. Share that this is the author's first book. Identify the illustrator and other texts he has illustrated.Have some other books by Craig Smith in the classroom for students to peruse/share/discuss his illustrator style.- Think-pair-share how you learned to ride a bike or are currently trying to.- Pre-teach vocabulary (front-ending): unpack the meaning of <i>wibble</i> and <i>wobble</i>, <i>practise</i>, <i>unsteadily</i>.- Take a picture walk through the book. Talk about what is happening in each double-page spread. |
| AC9AMUFP01 | Poetry | |
| AC9EFLE01 | Songs about bikes | |
| AC9MUFE01 | Orientation to text | |
| AC9EFLE01 | Illustrations | |
| | Oral language | |

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| | | <ul style="list-style-type: none"> - With a friend choose a picture you particularly like and share it with the class, telling why you like it (you may need to copy illustrations prior to this activity). Teach students to use the thinking tool, <i>See, think, wonder</i> |
| Tuesday AC9EFLE02 AC9EFLA02 | Read aloud Fluency Character Point of view Oral language | <ul style="list-style-type: none"> - Read the story aloud to class with prosody. Encourage children to ask questions/comment throughout. Point out direct speech. As children become familiar with the text on subsequent reads, encourage them to read with gusto phrases like, '<i>Watch out!</i>' and '<i>I'm sorry Popcorn!</i>' during the read-aloud. Invite children to join into repetitive words/ phrases like <i>wibbles and wobbles</i>, and <i>wibbly and wobbly</i>. Discuss characters' actions and dialogue throughout the text. <i>Think-aloud</i> as you read the text to students e.g. '<i>I wonder why ...</i>' and encourage students to orally respond. - On little whiteboards, students write what they initially thought about the text. In a sharing circle, students share their initial responses, showing their sentences under their chins after they share (writing formative assessment). |
| Wednesday AC9EFLE03 AC9EFLE02 AC9MUFC01 | Fluency Narrative Character Creative arts Story sequencing | <ul style="list-style-type: none"> - Re-read the text together. - Discuss the narrative structure of the text, identifying the beginning, middle and end of the story. <i>What was the complication? How was it resolved (or was it?)</i> - Identify main characters (girl- we don't know her name), Pop. <i>Who is telling the story?</i> The text is written in first person. The protagonist is telling the story. We see it through her eyes, i.e. from her <i>point of view</i>. <i>What do we know about the main character (protagonist?)</i>. Record student responses on chart to display in classroom as an authoritative source for independent writing activities. Do same for Pop. <i>What words and pictures in the text tell us about the character/s? How does the girl get on with her Pop/others in the story? How do you know?</i> - Students choose a character. Draw them in a scene from the story. Sequence drawings together and display/ stick them around character word charts in the classroom. |
| Thursday AC9EFLE01 AC9EFLA09 AC9EFLA09 | Fluency Oral language Writing- Punctuation Grammar | <ul style="list-style-type: none"> - The teacher reads the text with prosody. Stop when you get to direct speech. Students read the direct speech in quotation marks, varying their voices to reflect the story/ different characters (reader's theatre). - Talk about the importance of punctuation - it tells us how to read a text, when to add expression, rhyme, and rhythm. Punctuation is the music of written language. <i>What punctuation marks have we learned about so far?</i> List them. - Show each double-page spread. Students point out punctuation. Discuss varying font sizes and why the text has been written in this way (for emphasis - point out that many verbs, direct speech are italicised/written in a larger font). |

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| ICT General capability | ICT | <ul style="list-style-type: none"> - Provide some (unpunctuated) sentences from text on IWB. Read them together. Add punctuation (modelled, guided writing). Remove added punctuation. Students rewrite them (independent writing), adding correct punctuation. <i>Share the pen</i>. Selected students add punctuation on IWB and class self-correct their writing. Exit slip: students reflect on how they went in the completion of this punctuation activity (formative assessment). |
| Friday AC9MUFC01 AC9EFLA02 | Reading fluency Creative arts Reflection | <ul style="list-style-type: none"> - Provide opportunities for students to re-read text in pairs/small groups, building reading fluency. - Talk about why bicycle safety is important. - Students select from a range of creative arts activities related to bicycle safety. Complete selected activity with a peer/small group. Share how/what you did orally with the class. Display finished product. - Reflect on text. Discuss likes/dislikes. <i>What do you think was the main message of the text, Why?</i> (hint: stated by Pop - 'the secret is...') |



