



Running words: 173

## Book Summary

This story looks at how people distinguish between the things they need and the things that they would like to have. A family goes shopping for a new bike for Mum. In looking at the different features of each bike, there are some she needs and some that aren't necessary, but are appealing. At the end of the story, the family finds a bike that has all the features they need, plus some appealing extras.

## Themes

Family, **Financial Literacy**, Science and Technology

## Features of the Book

- The link to financial literacy: needs and wants
- The information contained in the illustrations
- Content words for discussion: *need, want*
- Phonics and phonemic awareness: consonant blends – *br, fl*; long vowel sounds – *bike/ find/ride*; word endings – *ing*

## Skills and Strategies

*The Best Bike of All* introduces and reinforces the following skills and strategies:

- making inferences;
- using prior knowledge;
- making predictions;
- discussing point of view;
- determining the author's purpose.

## Materials

- copies of the Sentence Strips reproducible for this book, cut and ready for use
- copies of the BM, pencils

# The Best Bike of All

by *Emma Henshaw*

## Introducing the Text

Begin by asking the students to think of all the features on a bicycle. Write them in a list. Then have the students decide which features are necessary for the bike to work safely, and which features are pleasant to have, but not necessary.

- *What might happen if the bike does not have any safety features?*
- *What might happen if the bike does not have any extra features?*

Discuss with the students the criteria they used, such as safety and comfort, to determine which features were necessary and which were not.

## Reading the Text

Hand one book to each student. Ensure that the content words (*need, want*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose and the decisions the family make in the story. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm these as you work through the book.

## Cover

Together, read the title and the name of the author on the cover and the title page. Look at the illustrations.

- *Where are the people on the cover?*
- *Who is the woman on the right? (a bicycle shop assistant)*
- *What do you think they are discussing? (buying a bicycle)*

## Page 2

- *What do you think the family is talking about?*

Read the text together. Confirm that the family is talking about the bicycle. Make sure the students understand that the family has decided that Mum needs a new bike for safety reasons, and not because she simply wants a new bike. Have a student point out the speech marks. Remind the students that these marks indicate who is speaking in the story.

## Page 3

- *What do you think Dad is saying to Mum and Tim? (He is asking them to follow him.)*

Read the text together. Confirm that the family is going to look for a new bike for Mum. Ask the students to predict what will happen in the story. Will Mum find the right bike?

## Pages 4 to 5

- *Where is the family now?*

Read the text together.

- *Why might Mum need a flag on her bike?*
- *Why might Mum need gears on her bike?*

Discuss why Mum decides that she needs gears, but she doesn't need a flag.

## Pages 6 to 7

- *What features are the family looking at now? (horn, brakes)*

Read the text together.

- *Does Mum need a horn on her bike?*
- *Does Mum need brakes on her bike?*

Discuss why Mum decides she needs good brakes, but she doesn't need a horn.

# The Best Bike of All

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## Pages 8 to 9

- *How do you think Mum is feeling on page 8? (tired, worried)*
- *Why do you think her mood has changed? (She is tired of looking at all the bikes.)*

Read the text together. Confirm that Mum is getting tired of looking for the right bike with the features she needs.

## Pages 10 to 11

- *What do you think the family is talking about? (the last bike that they haven't looked at yet)*

Read the text together. Discuss each person's point of view about this bike.

- *What features does this bike have that Mum needs? (gears, good brakes)*
- *What other features does this bike have? (flag, horns)*
- *Why do you think Tim says that they can all ride the bike together?*

## Page 12

- *Was your prediction correct? Did the family find the right bike for Mum?*

Read the text together. Confirm that the family has found a bike that satisfies Mum's needs, plus it has some extra features that the family likes.

## Revisiting the Text

- Revisit the list of bicycle features the class made before reading the story. Now they have read the story, would they change how they grouped any of the features?
- Find and list the "fl" and "br" consonant blends in the story. With the students, add any other words they know that begin with these blends.
- Write the words "bike", "find", and "ride" on the board. With the students, make a list of other words that contain the long "i" sound.
- Find and list the words in the story that end in "ing". Add other action words (verbs) that the students suggest. Help them turn these verbs into their gerund forms (ending in "ing").

## Following Up

- Encourage the students to think of another item they might want to buy, such as a scooter, a game, or a toy. Using the process in the story, help them determine the features that would be necessary and the features that would be nice to have, but aren't necessary.
- Give the students copies of the BM for this story. They must place the correct needs and wants from the text in the correct boxes. Encourage them to be creative when they describe the features a "best bike" would have.