

**Literacy
Lesson****The Bicycle Man**

This lesson illustrates the concepts of vocabulary development using a delightful book, *The Bicycle Man* (Say, 1982). You will see how words were selected for direct teaching and how the decisions were made about when and how to teach vocabulary. The plan uses the literacy lesson concept presented in Chapter 2.

Before Reading the Plan

1. **Think about what you have learned about vocabulary development from this chapter. Review any portions that you may have forgotten or that may have been unclear.**
2. **Recall the parts of the literacy lesson plan. (See Chapter 2 if you need review.)**
3. **Read *The Bicycle Man* (Say, 1982).**
4. **Read and study the Teacher Preparation section to see the decision making involved in planning the vocabulary activities for this book.**

While Reading the Plan

1. **Notice how vocabulary is developed throughout the plan and how the emphasis is on helping students achieve independence in vocabulary learning.**
 2. **Think about why these particular procedures and strategies are used. Consider other strategies you might have chosen.**
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**Literacy
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Teacher Preparation

The literacy lesson for *The Bicycle Man* was developed for a class of third graders who were making good progress in developing their literacy. They often had difficulty with comprehension but were beginning to develop more independence. This book was one that I wanted the entire class to experience. A great deal of independent reading and self-initiated writing went on in this class, and the students' vocabularies were expanding because of the extensive reading and writing and the emphasis on vocabulary. My preparation for this lesson proceeded as follows:

1. I read *The Bicycle Man* and wrote out a rough story map for it:
 - *Setting*: Japanese school after World War II.
 - *Characters*: Main—person telling the story (I), the principal, Mrs. Morita (teacher), red-headed soldier, black soldier. Secondary—Mr. Oka (art teacher).
 - *Problem*: Japanese people are afraid of the American soldiers (inferred, p. 17).
 - *Action*: (1) Students prepare the school grounds for a sportsday. (2) Parents arrive with lunch boxes and kettles of food. (3) Principal, Mr. Morita, begins sportsday with a speech about sportsmanship. (4) Children have races and prizes are given to winners. (5) Children and parents have lunch. (6) Games after lunch include parents and teachers; everyone is having fun. (7) Two soldiers arrive; one has red hair and the other soldier is black. (8) Soldiers seem very tall to children; children and adults are frightened of soldiers. (9) Black soldier wants to ride principal's bike. (10) Black soldier does tricks on bicycle and delights everyone. (11) Principal awards black soldier biggest prize.
 - *Outcome*: Everyone seems less afraid of American soldiers.
 - *Theme*: Getting to know someone helps in understanding them.
2. Next, I reviewed the story with the story map in mind to identify the key-concept words. (See page 239 for a discussion of selecting words for direct teaching.) I concluded that five words were directly related to understanding the story: *sportsday*, *sportsmanship*, *foreigners*, *emperor*, and *champion*.
3. I then thought about these words in relation to the text and the students for whom I was preparing the lesson. I concluded that most of these students would know *emperor* because we had read *The Emperor's New Clothes* (Andersen, 1983) and *champion* because of all the emphasis our district places on football and basketball champions. *Sportsday* and *sportsmanship* are words children can figure out easily if they don't know them; they can use the context, their knowledge of compound words and suffixes, and their own prior knowledge. I decided that *foreigners* was the only word that needed to be developed before reading.
4. I decided to use three strategies throughout this lesson:
 - *Semantic mapping* for teaching foreigners. This strategy would help activate prior knowledge and integrate vocabulary teaching with that process (see page 249).
 - *Preview and predict* for weaving together vocabulary teaching with prior knowledge activation and purpose setting. This would work well with the preview in context strategy.
 - *Vocabulary self-collection strategy* (see page 258) for extending vocabulary after reading.
5. Finally, I decided to give students two choices for their mode of reading (see Chapter 2): cooperative and independent. I selected these two modes because some students need the support they can get from a partner and others prefer to read independently. I would be free to move around the class to offer individual support as needed, and I would begin by reading aloud a portion of the story.

Literacy Lesson
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Introducing *The Bicycle Man*

ACTIVITY

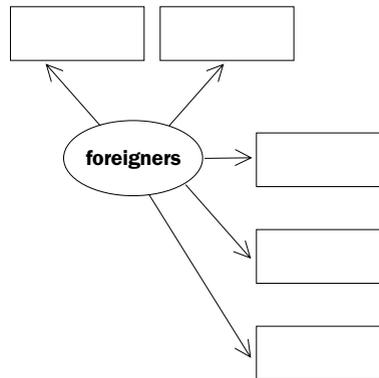
Previewing the story

Semantic mapping for foreigners

PROCEDURE

1. Have students get into small groups to preview the story to see what they think it will be about.
2. Discuss group responses with the whole class.

1. Place the word *foreigners* on the chalkboard. Tell students *The Bicycle Man* is about foreigners, and ask them to work with a partner to brainstorm all the words they can think of related to *foreigners*. If they don't know any examples, make some suggestions and have them use the dictionary.
2. List student responses on the board, and guide students in grouping the words and constructing the semantic map.



3. During discussion, stress that people are often afraid of people or things they don't know.

NOTES

Affords an opportunity to assess students' prior knowledge and see if they need other vocabulary and background.

Activates prior knowledge and develops a key-concept word at the same time. (See Chapter 3 and page 249 for a discussion of semantic mapping.)

**Literacy
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ACTIVITY	PROCEDURE	NOTES
Making predictions: using preview and predict	<ol style="list-style-type: none"> 1. Ask students to predict what they think will happen in this story. 2. Refer students to the preview and predict poster, if needed. 3. Have students record predictions in their journals. 	<p>Flows naturally from all activities that have been done.</p> <p>See Chapter 3, page 106</p> <p>Sets purpose for reading.</p>

**Reading and Responding to
*The Bicycle Man***

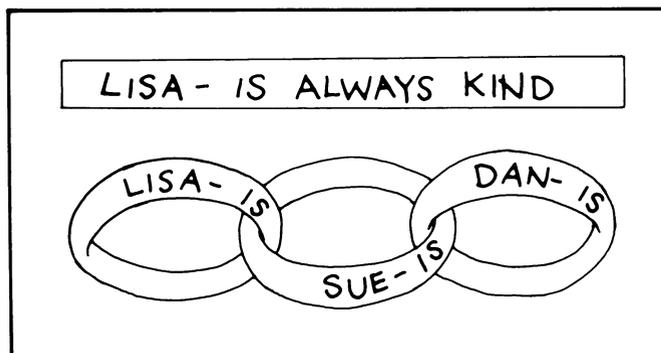
Teacher read-aloud	<ol style="list-style-type: none"> 1. Read aloud the first two pages as students follow along. 2. Stop and ask students what they think is going to happen. Discuss whether they want to change any predictions. 3. Encourage students to make changes in their predictions. 	<p>Gives all students the support they sometimes need to get started reading.</p> <p>Continues active process of predicting and confirming.</p>
Making journal notes	Remind students to note any words or ideas they want to talk about in their journals.	Supports the process of responding during reading.
<p>Student-selected mode of reading:</p> <p>Cooperative (oral or silent)</p> <p>Independent</p>	<ol style="list-style-type: none"> 1. Have students select the mode of reading they want to use for the remainder of the story. 2. Remind students to continue to check whether their predictions were confirmed or changed. 3. As students read, observe each pair or trio; stop and ask questions or prompt those who need extra help. 	<p>Gives students a choice in meeting their own needs. (See Chapter 2 on modes of reading.)</p> <p>Continues focus on reading for a purpose.</p>
Individual written responses	After they complete the story, ask students to write about it in their journals. Display the following response chart for those who need more support:	Gives all students a chance for personal response. (See Chapter 6 on responding.)

Literacy Lesson continued

ACTIVITY	PROCEDURE	NOTES
<p>Whole-class discussion: Checking predictions Sharing responses Thinking critically</p>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p><i>Responding to The Bicycle Man</i></p> <hr/> <p>Choose <i>one</i>. Write about:</p> <ul style="list-style-type: none"> • What you learned from this story • How this story made you feel • The part you liked best—why? • What you want to say about this story </div> <p>1. Ask students to review their predictions to note whether they were verified or changed.</p> <p>2. Ask volunteers to share their responses to the story.</p> <p>3. Conclude the discussion by asking students to talk about the following points: Who learned lessons in this story and why? Why was this an important experience for the Japanese people and the American soldiers in this story?</p>	<p>Pulls together story for all students. Promotes critical thinking.</p>
<p>Extending <i>The Bicycle Man</i></p>		
<p>Using the vocabulary self-collection strategy</p>	<p>1. Divide students into groups of three, and have each group select one word that they found most interesting or important to the story. Tell them to locate the word in the story and try to define it.</p> <p>2. Have each group share their word. Compile a list with definitions.</p> <p>3. Contribute a word for the list (example: <i>lacquered boxes</i>).</p> <p>4. Verify the definitions using the dictionary.</p> <p>5. Review the list with students; have them select five to seven words for study.</p>	<p>Gets students involved in becoming independent word learners. Focuses on using context and prior knowledge.</p> <p>The teacher is part of the group and should therefore contribute a word.</p>

**Literacy
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continued**

ACTIVITY	PROCEDURE	NOTES
	<p>6. Have selected words and definitions placed in journals.</p> <p>7. Encourage students to select any other words from the list for their own study and enter them in their journals.</p>	<p>Puts more responsibility for learning on the students.</p>
<p>Self-selected activities</p>	<p>Invite students to select one activity they would like to pursue with a small group:</p> <p>(1) Make a book about Japan, (2) plan a sportsday, or (3) make a friendship chain (a paper chain with names of students who are friends, telling why they are friends).</p> <p>Example:</p>	<p>Extends reading, giving students choices in meeting their own needs. Promotes problem solving and thinking as well as making use of the book read. May be a long-term activity that continues while other books are being read.</p>



After Reading the Lesson

1. **Get together with someone else who has read the plan, and discuss it. What would you have changed, and why?**
 2. **Assume you are going to use this book with more advanced students. Work with a partner to revise the plan for those students.**
 3. **Meet with a partner to discuss how you might use this book to develop a more extensive unit focusing more on social studies, science, and math (see Chapter 9).**
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