

# Lesson Plan

## Lance and His Bicycle (K)

### TO THE TUTOR:

Each student will move at a different pace through these lessons. Some may complete a lesson during one tutoring session, while others may need two or more sessions. The amount of time you have for a tutoring session will determine how much you can do. Keep track of student progress by placing a check in the box next to the part of the lesson you complete each day, and write the date next to the box. The tutor coordinator may also want you to complete a Progress Report Form on your tutoring sessions; if so, complete the form found in the packet.



### Part 1: Fluency 10 - 15 minutes

Materials: Fluency Passages, Graph, timing device, blue and yellow colored pencil.

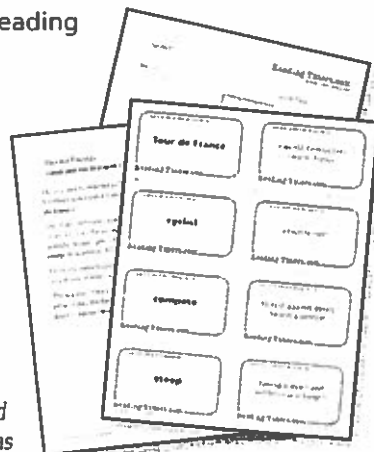
- Step 1  Cold Read
- Practice Read
- Warm Read
- Chart Fluency

#### STEP 2

Use the blank card template to make word and definition cards for any words the student had difficulty reading and that are not already on the Vocabulary Cards. Practice going over the difficult words with the student as well as the fluency passage vocabulary: *Tour de France*, *cyclist*, *compete*, *steep*, and *champion*, found on the pre-made Vocabulary Cards.

#### STEP 3

Model fluent reading by reading the passage with proper pauses and expression. Next, echo read the passage by reading a sentence and then having the student read the sentence. Continue to echo read all sentences in the passage.



Cards can be cut apart and used in card games, such as Concentration.

### Part 2: Comprehension 15–20 minutes

Materials: Book *Lance and His Bicycle*, Vocabulary Cards

#### STEP 1

Using the Vocabulary Cards, take time to go over the vocabulary words not introduced in the passage: *race*, *challenge*, *mountains*, and *greatest*. Take turns with the student using each of the vocabulary words in a sentence.

#### GAME (optional)

As time allows, you can play a matching game using the Vocabulary Cards. Separate the word cards and definition cards and spread them out on the table. Have student draw and read a word and a definition card. If the cards match, the student keeps the cards. If not, turn them back over and try again. You can choose to play with the student or have him or her play alone with your encouragement.

# Lesson Plan

## Lance and His Bicycle (K)



Part 1: Fluency 5 - 10 minutes

Materials: Fluency Passages, Vocabulary Cards

- Step 1
- Practice Fluency Read
  - Model Fluency
  - Review Vocabulary Cards
  - Practice Fluency Read



### Comprehension 20 minutes

Materials: Book *Lance and His Bicycle*,  
Vocabulary Cards

#### STEP 1

Give the student a copy of the book. Read the title. Look at the pictures on the front and back covers. Then ask:

*What do you think this book is about?*

*What does Lance do?*

*How can the picture help you figure out the last word in the title?*

#### STEP 2

Go through the book page by page talking about the pictures, the table of contents, and the section titles. After going through the book, ask the student to tell you what they think is the main idea of the story.

#### STEP 3

Begin by reading pages 4–8 to the student using proper pauses and expression. After reading, Ask the student to summarize what you read. Ask the student to tell you what the book is mostly about. Tell them that this book will be read with their tutor during the next few sessions.

#### STEP 4

Now have the student read pages 4–8. If the student struggles, take time to model fluent reading. You may also try echo reading part of the text. Have students answer the following questions after reading the pages indicated:

*Ask: Did Lance mostly win his first bike races? (p. 5)*

*Ask: What big challenge did Lance face in 1996? (p. 6)*

Have student summarize what he/she read.

#### GAME (optional)

As time allows, you can play a game with the Vocabulary Cards. Spread the word cards face up on the table. Explain that you will take turns making up sentences using as many vocabulary words as possible. Provide the student with an example, such as: Cyclists compete each year in the Tour de France. The player keeps the word cards he or she used successfully in a sentence. As you play, allow the student to flip the word cards to check the definitions as needed. Play until all cards are taken. Repeat the game with new sentences as time permits.

## Lesson Plan

### Lance and His Bicycle (K)



#### Comprehension 10–20 minutes

Materials: Book *Lance and His Bicycle*, Sequence Word Cards

##### STEP 1

Read pages 9–12. Model fluent reading with proper pauses and expression.

##### STEP 2

Have the student read pages 9–12, with proper pauses and expression. Model fluent reading if the student struggles. You can also echo or choral read with him/her. Make a note of words missed and go over these words after the reading. Have students answer the following questions after reading the pages indicated:

*Ask: What do you think this section will be about? (p. 9)*

*Ask: What does steep mean? Why might the author want us to know the mountains are steep? (p. 12)*

Ask the student to share his/her favorite part of the story.

##### GAME (optional)

As time allows, use the Sequence Word Cards to play a matching game. Before you play, review sequence words such as *first*, *next*, *then*, and *last*. Then separate the word cards and spread them out on the table. Have the student draw two cards. Challenge him or her to make a sentence with the two word cards drawn. If the cards match, the student can keep the cards. If not, turn them back over and try again.

#### Part 1: Fluency 5 - 10 minutes

Materials: Fluency Passages

- Step 1 \_\_\_ Practice Fluency Read  
\_\_\_ Model Fluency  
\_\_\_ Practice Fluency Read



## Lesson Plan

### Lance and His Bicycle (K)



Part 1: Fluency 5 - 10 minutes

Materials: Fluency Passages

- Step 1 \_\_\_ Practice Fluency Read  
\_\_\_ Model Fluency  
\_\_\_ Practice Fluency Read

#### STEP 2

Check understanding of the passage by asking the student the following questions:

- Who competes in the Tour de France?*
- Which category of sports does it fall into?*
- How many people participate?*
- How many members are in a team?*
- What is special about the color yellow?*



#### Comprehension 15–20 minutes

Materials: Book *Lance and His Bicycle*, Question Cards and Tree House Game Board

#### STEP 1

Read pages 13–14. Model fluent reading with proper pauses and expression. As you read, stop and ask the following questions:

- What did you notice about my voice as I read?*
- When did my voice get higher? Lower?*
- Could you tell from my voice whether I was sad, or excited?*

Have the student summarize what you read.

#### STEP 2

Have student read pages 13–16. Encourage them to read with proper pauses and expression. Praise good reading. Make a note of words missed, and go over these words after the reading. Have students answer the following questions after reading the pages indicated:

- Ask: How would you describe Lance Armstrong? Why? (p. 13)*
- Ask: What is the author's opinion of Lance Armstrong? (p. 14)*
- Ask: How does the graphic on this page help show the sequence of events? (p. 15)*
- Ask: Why do you think the author chose to include a glossary for this book? (p. 16)*

#### STEP 3

Have the student, under your guidance, circle pronouns (e.g., he, his, I) and underline nouns (e.g., Lance Armstrong, Texas, bike) in the book. Give help as needed. For example, you might read a word such *Lance* (noun) and *he* (pronoun) and ask who the pronoun is referring to.

Have the student tell why *Lance and His Bicycle* is a good title for this book.

#### GAME (optional)

Spread the Question Cards face down on the table and have the student select a card. Read the card to the student. If he or she answers it correctly, they move the marker the number of spaces indicated on the card. If the answer is wrong, place the card back onto the table and mix them up. Continue drawing cards until the student reaches the top of the game board. You can have student roll a single die and move spaces indicated rather than moving the number on a card.

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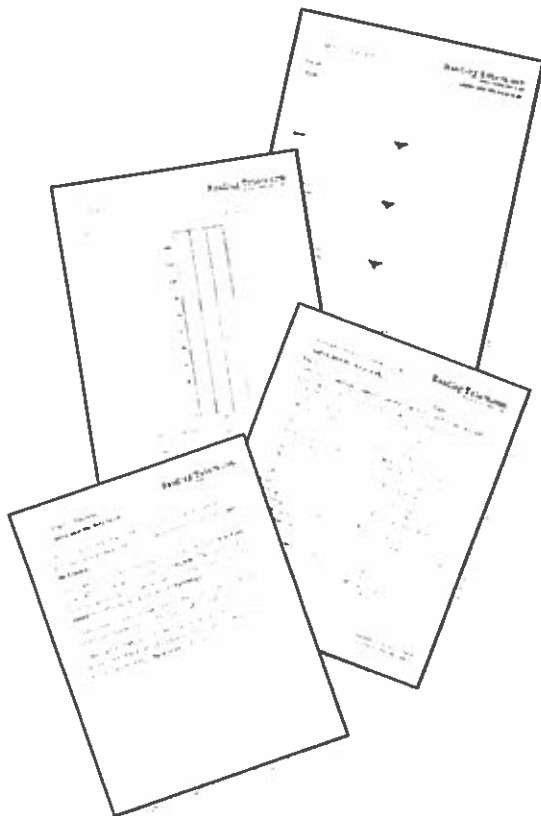
## Lance and His Bicycle (K)



### Part 1: Fluency 10 - 15 minutes

Materials: Fluency Passages, Graph, timing device, **RED** colored pencil.

- Step 1 ~~\_\_\_ Cold Read~~
- \_\_\_ Practice Read
- HOT** Read
- \_\_\_ Chart Fluency



### Comprehension 10-20 minutes

Materials: Book *Lance and His Bicycle*, Graphic Organizer, Comprehension Quick Check, Vocabulary Cards

#### STEP 1

Hand out the *Sequence of Events Flow Chart Graphic Organizer*. Then review the book together to help the student list the main events of the story in order. Give help as needed. For example, point out words in the text that offer clues about sequence, such as *first*, *soon*, and *then*. It is helpful if you model how you approach sequencing by "thinking aloud." When finished, have the student retell the story.

#### STEP 2

Have the student complete the Quick Check. When he/she is finished, review the answers with the student. Help the student find the correct answer in the book for any question missed.

If time permits, have the student describe an athlete that he or she admires. Encourage the student to offer traits that he/she has that match the athlete's.

#### GAME (optional)

Repeat the game from Lesson 2.

Unless otherwise directed by the coordinator, allow the student to keep the book. Encourage him or her to practice reading at home.

