

# Scooter Safety

Name .....

Date .....

## Student Response

My score for this book is ...../10.

It was a ..... book.

### 1. Scooters are Fun!

Scooters a..... fun!

Scooters are fun when  
we get a safe sc.....

Scooters are fun wh..... we  
r..... a scooter safely.

Scooters are f..... when we  
p..... on a helmet and shoes.

Safe scooters are f.....!



You've finished!  
What will you read next?

Grusilda

### 2. Draw yourself on a safe scooter.



### 3. Read, cover, spell!

Read

Cover

Spell

are



.....

fun



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get



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must



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put



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ride



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safe



.....

thing



.....

we



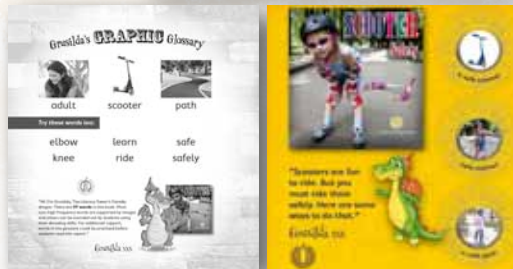
.....

when



.....





Inside Front Cover: Glossary

Title Page: Topic Introduction

# Teaching Unit

## Scooter Safety

Level 7 Non-Fiction – Report (introductory)

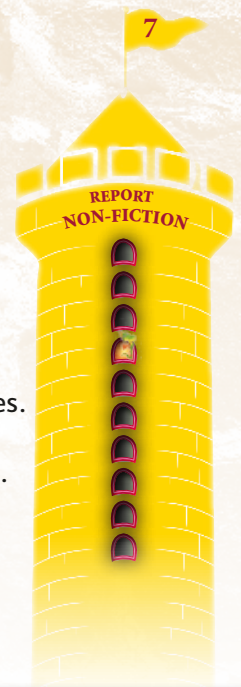
**Curriculum Topics:** English; Health and Safety.

**Book Synopsis:** an introductory report provides visual and textual descriptions about riding scooters safely. Introduces text in speech bubbles to add relevance and fun for students.

**Non-High Frequency Words:** Most words and phrases are repeated and supported by clear images.

**High Frequency Words:** *Scooter Safety* has an above average percentage of high frequency words.

**Comprehension:** The Teaching Unit's focus is on seven areas of comprehension – connection, inference, importance, questioning, summarising, synthesis and visual. We advise teachers to tailor literal comprehension questions for each group.



### Page 2

#### Report – Introductory Statement

The introduction makes a general statement about what makes scooters fun and safe.

#### Language Features

Compound word: everyone

Singular and plural: scooter, scooters

Word ending in "ly": safely

#### Comprehension: Visual, Inference

Look at the big image. Why are they riding different scooters? How old might the girl be? What could she wear to be safer?

(Compare footwear.)

#### English, Arts, Health and Safety Activity

Discuss the speech bubble. Students draw the dog character and write a speech bubble for him, e.g. I ride my scooter safely!



### Page 3

#### Report – Description

The description states the first tip for scooter safety.

#### Language Features

Adjectives and nouns: first (thing); safe (scooter)

Words starting with "s", "sc": safe, scooter ("safely"; "scooters" p. 2)

#### Comprehension: Visual, Importance, Inference

What is the most important thing to do first? How old might the boy be? Should he ride his scooter on footpaths alone? Why? (A recommendation is that children ride from eight years old.)

#### English, Arts, Technology Activity

Discuss how technology and design improve scooter safety. Students draw a scooter that could be even safer.

### Pages 4 and 5

#### Report – Descriptions

The description continues by stating the importance of adult help and safe paths.

#### Language Features

Captions: e.g. A road is not safe for scooters.

Comparative adjectives: safe, safer

Repeated key words: adult, learn, ride, safe, scooter

#### Comprehension – Visual, Connection

Describe how it felt to ride a scooter, or bike, for the first time? How can that girl improve her safety when riding on the bike path? Why?

#### English, Arts, Health and Safety Activity

Discuss other ways we can ride scooters safely. Students draw the dog character and write a speech bubble, e.g. I ride my scooter on safe paths!; I do not ride my scooter on the road.







The report continues. I wonder what I would look like wearing all that safety gear on a scooter!



## Pages 6 and 7

### Report – Descriptions

The description continues by stating and clearly showing the importance of wearing safety gear.

### Language Features

Labels: a helmet; shoes; elbow pad; knee pad

Repeated phrase: "Before you ride a scooter ..."

Singular and plural: e.g. knee pad, knee pads

### Comprehension – Visual, Inference

Why do you think there are rules about wearing safety gear when riding scooters? Explain.

### English, Arts and Health and Safety Activity

Students write another speech bubble for their drawing of the dog from the activity on pages 4 and 5, e.g. I put on a safe helmet and safe shoes!

The report ends. That adult is silly! He should stop and put his helmet on or he could have a very nasty accident. What would I look like wearing a helmet?



## Page 8

### Report – Concluding Statement

In a fun context, the writer states that even adults need to ride scooters safely, too.

### Language Features

Label: a silly adult

Safety instruction: Stop! You didn't put your helmet on!

Revise word family: safely ("safe" on pp. 3, 5, 7; "safer" on p. 5)

### Comprehension – Summarise, Importance

What important safety message would you write for page 8?

### English and Arts Activity

Students draw their teacher riding a scooter at school.

Write a speech bubble, e.g. My teacher rides a scooter safely.

## TECHNOLOGY

### Scooters to Razors

Today's scooters have similar features to early models. Scooters became popular for sport and for transport in 2000 when Razor scooters were first made. Five million were sold in six months!

## Student Activity

Student activity sheet  
(free download/PDF)



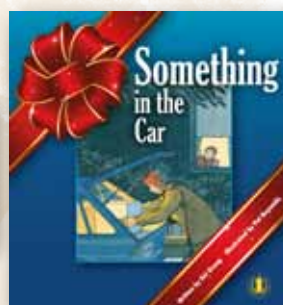
## Group Activity

### Chart: "Our Safe Scooters!"

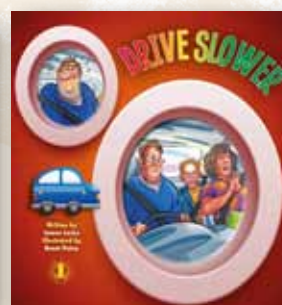
Each student illustrates their safe scooter and writes a caption about one safety feature.



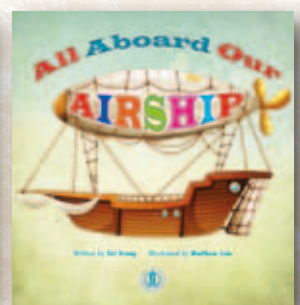
Check out these other books for projects about **road safety** and **transport**.



**Something in the Car**  
Level 7: Fiction,  
Narrative



**Drive Slower**  
Level 8: Fiction,  
Narrative



**All Aboard Our Airship**  
Level 10: Fiction,  
Poetry



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