

Name _____

Author's Purpose

to entertain

to inform

to persuade

Taking the Train • Level G • 1



Skill: Author's Purpose

Instructions: Have students choose and circle the author's purpose for writing this book. Then, have students write or draw four examples from the book that support their answer in the spaces provided.

Name _____

- ① The train enters a long tunnel.
- ② What time does the train arrive?
- ③ Tall buildings rise toward the sky.
- ④ Soon the train rolls along the track again.
- ⑤ How many more stops will the train make?
- ⑥ Some people read on the train.
- ⑦ The train rolls past towns.
- ⑧ Stop that train!



My Sentence:

Skill: Declarative Sentences

Instructions: Read each sentence aloud with students and have them circle all of the declarative sentences. Then, have students write an original declarative sentence in the space provided.

Name _____

Word Bank

starts

slowly

short

quiet

small

① The train moves quickly on the tracks.

② The train heads to the big city.

③ We looked out the window at the tall buildings.

④ The horn on the train is very loud.

⑤ When the train stops, some people get off.

Instructions: Read the sentences with students. Have students say the underlined word and find the correct antonym from the word bank for that word. Have students write the antonym on the line provided.