

Focus Question:

What happens during a ride on a train?

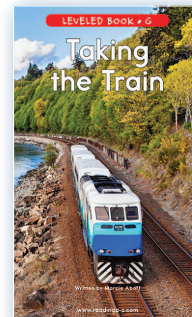
Book Summary

Text Type: Nonfiction/Informational

Through the fields, past the towns, over rivers, and on to the big city the train travels.

Taking the Train provides students with a detailed look at the experience of riding a train.

The book can also be used to teach students to ask and answer questions and to identify the author's purpose.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Determine the author's purpose
- ☐ Describe information provided by photographs
- ☐ Discriminate final consonant *st*-blends
- ☐ Identify final consonant *st*-blends
- ☐ Recognize and use declarative sentences
- ☐ Identify and use antonyms

Materials

- ☐ Book: *Taking the Train* (copy for each student)
- ☐ Author's purpose, declarative sentences, antonyms worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *off*, *on*, *some*
- **Words to Know**
Story critical: *blows* (v.), *races* (v.), *rocks* (v.), *rolls* (v.), *track* (n.), *train* (n.)
- **Academic vocabulary:** *through* (prep.)

Guiding the Reading

Before Reading

Build Background

- Create an idea web on the board and write the following heading in the center: *Types of Transportation*. Explain that *transportation* refers to different ways of getting from one place to another, such as a bike or a car. Have students suggest other forms of transportation and record their responses on the idea web. Ask students whether they have ever taken a train while traveling. Invite volunteers to share their experiences of riding on a train. Have them compare and contrast traveling on a train to travel using other modes of transportation.

Introduce the Book

- Give students their copy of *Taking the Train*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers consider what they know and don't know about a topic before beginning to read. Create a KWLS chart on the board. Invite students to share their knowledge about riding on a train and record the information in the *K* column. Ask students what they would want to know about riding a train and record this information in the *W* column. Point out that the *L* column is to record what they have learned while reading and the *S* column is for information they still want to learn that was not included in the book.

Introduce the Comprehension Skill:

Author's purpose

- Write the following words on the board: *inform*, *entertain*, *persuade*. Ask students whether they are familiar with any of these words. Invite students to share what they know about the meanings of the words. Explain to students that *inform* means to

Guiding the Reading (cont.)

give the reader information on a topic, *entertain* means to amuse the reader, and *persuade* means to convince the reader to think a certain way.

- Discuss with students that authors have a purpose for writing books. The purpose for writing may be to inform, entertain, or persuade. Point out that an author may write for more than one purpose. Explain to students that they should pause often as they read to consider the author's purpose for writing this book about taking a train.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Point out that these words can be found in the story and that understanding the meaning of each word will help them better understand what they read. Read the words aloud to students and as a group, discuss the meaning of each word. On the basis of the definitions discussed, have students work in groups to illustrate each vocabulary word on a poster. Have students share their posters with the class.

Set the Purpose

- Have students read to find out more about the taking the train. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What happens when the train stops?* (level 1) page 4
- *What does it feel like to ride on the train?* (level 1) page 6
- *What do people do while they are riding the train?* (level 1) page 7
- *How can you tell that the train must travel far to get to the big city?* (level 2) pages 8, 9, and 10
- *Why might some people prefer to take the train to the city rather than drive in a car?* (level 3) multiple pages

Text Features: Photographs

Have students work in small groups to review the photograph on page 5. Ask students: *Why would the author choose to include photographs of a train rather than drawings? How does this photograph help you understand more about taking the train? How*

does this photograph give more detail than what is written in the book? Have students review other photographs in the book and discuss in small groups why the author chose each photograph.

Skill Review

- Review the questions listed on the KWLS chart with students. Ask volunteers to share information from the text that answered their questions and record this information in the *L* column. Invite students to share new questions and record this information in the *W* column. Remind students that not all questions will be answered in the book and this information should be listed in the *S* column.
- Model identifying the author's purpose.
Think-aloud: *I know that when an author writes a story, he or she is writing with a purpose. An author's purpose may be to inform, to entertain, or to persuade. As I read this story, I pause often to consider the details of the story and think about the author's purpose. This story teaches about what it is like to take the train and is full of facts and information. On the basis of this information, I know that the author's purpose is to inform.*
- Have students work in small groups to consider and discuss whether the author had more than one purpose when writing this story. Invite students to use evidence in the text to support their findings. Have groups share their responses with the class.
- Model how to complete the **author's purpose worksheet**. Have students discuss the details they noted with a partner.

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Author's purpose

Review the author's purpose worksheet that students completed. Invite volunteers to share their findings with the class.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students' responses should include: *During a train ride, people get on and off the train. Some people read and some people rest while others talk to each other or on the phone. The train passes different places, goes through a tunnel, and arrives in the city.*)

Guiding the Reading (cont.)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Phonological Awareness:

Final consonant st-blends

- Say the word *cast* aloud to students, emphasizing the sound of the final consonant *st*-blend. Have students say the word aloud and then say the /st/ sound. Have students practice saying the /st/ sound to a partner. Repeat the process with the following words: *mast, fast, list, rest, boost, burst*.
- Read page 7 aloud to students and have them raise their hand when they hear a word that contains the final consonant *st*-blend (*rest*). Repeat this process for pages 11 and 12.
- **Check for understanding:** Say the following words one at a time and have students give a thumbs-up signal if the word contains the final consonant *st*-blend: *stop, chest, sat, cost, stamp, east, west, start*.

Phonics: Final consonant st-blend

- Write the words *first* and *list* on the board and say them aloud with students. Then run your finger under the letters in each word as students say the whole word aloud. Ask students to identify which letters represent the final consonant *st*-blend in each word.
- Write the following words that contain the final consonant *st*-blend on the board, leaving off the final blend: *wrist, fist, past, mist, cast, mast, must*. Say each word, one at a time, and have volunteers come to the board and add the final consonant *st*-blend.
- **Check for understanding:** Invite students to work with a partner to reread pages 3 through 7. Have students circle all words with the final consonant *st*-blend. Review students' findings as a class.
- **Independent practice:** Read pages 7 through 12 aloud to students and have them work independently to identify and circle all of the words containing the final consonant *st*-blend. Review students' responses as a class.

Grammar and Mechanics: Declarative sentences

- Read page 3 aloud as students follow along. Ask students how many sentences are on the page and how they know. Point out that each sentence starts with a capital letter and ends with punctuation. Help students locate the period at the end of the sentence and explain that it is a signal for the reader to pause when reading. Explain that this signal is called a *period* and that it not only shows

the reader where to pause, it also helps the reader know what type of sentence it is.

- Explain that some sentences tell the reader information and end with a period. These types of sentences are called *declarative sentences*. Have students say the phrase *declarative sentences* aloud.
- Write the following sentences on the board: *The train heads to the big city. Does the train head to the big city?* Ask students which sentence is a declarative sentence and how they know. Point out that the other sentence states a question and therefore is not a declarative sentence. Invite students to share examples of declarative sentences and record their responses on the board.
- **Check for understanding:** Read pages 9 and 10 aloud to students. Have them give a thumbs-up signal for a declarative sentence and a thumbs-down for other types of sentences.
- **Independent practice:** Introduce, explain, and have students complete the [declarative sentences worksheet](#). If time allows, discuss their answers.

Word Work: Antonyms

- Write the word *tall* on the board. Ask students to suggest a word that means the opposite of *tall* (*short, stout*). Review or explain that a word that means the opposite of another word is called an *antonym*. Write the word *antonym* on the board and read it aloud to students.
- Read aloud the first sentence on page 4 and have students point to the word *on*. Then read the second sentence aloud and have students identify a word in the sentence that means the opposite of *on*.
- **Check for understanding:** Have students work with a partner to identify antonyms for the following words: *fast, last, big, forward, stop*. Invite volunteers to share their responses with the class.
- **Independent practice:** Introduce, explain, and have students complete the [antonyms worksheet](#). If time allows, discuss their answers aloud after students finish.

Connections

- See the back of the book for cross-curricular extension ideas.