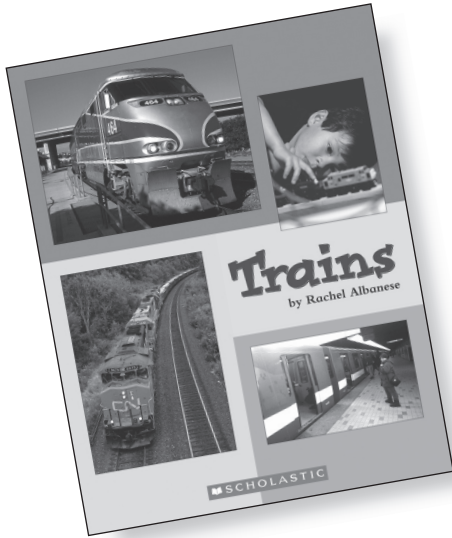


Trains



Written by Rachel Albanese

Text Type: Non-fiction: Description — Report

Guided Reading Level: G

Summary: Through words and photographs, this report informs the reader about how freight, commuter, passenger, and model trains help move things and people.

Word Count: 131

High-frequency Words:

place, along, short, across, carry, different, work, too, eat

Text Features

- ▶ Table of Contents

Visual Literacy

- ▶ photos with inset captions

Text Supports

- ▶ photographs support text
- ▶ consistent layout of text and photographs

Possible Text Challenges

- ▶ challenging train vocabulary
(freight, commuter, passenger, model)
- ▶ word *my* in italics (page 12)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ synthesizing

Working with Words

- ▶ chunking words into syllables
- ▶ using beginning sounds and known words to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze text and illustrations to find facts
- ▶ synthesize: integrate information with prior knowledge to create new understanding
- ▶ chunk words into syllables
- ▶ use beginning sounds and known words to read unfamiliar words

Oral Language Opportunities

- ▶ discussing with a group and a partner
- ▶ listening to others



BEFORE READING

**Making connections:
text to self/analyzing**

Activating and Building Prior Knowledge

Tell students they will be reading a report on trains. Discuss with students what they know about trains. Jot down facts on a web titled “Trains.” Encourage students to share any experiences they may have had with trains. Show students the front cover and ask them if the photographs provide any new information. Add any new information to the web.

Predicting

Show the back cover of the book and read the questions aloud. Encourage students to make predictions. Write their ideas on the board or on chart paper.

**Text features/
word solving and building**

Overcoming Text Challenges

Hand out copies of the text and direct students to the Table of Contents. Discuss the information readers can obtain from this page. Read aloud the different types of trains. Model how to sound out each name by pausing after each syllable, for example, *com-mu-ter*. When reading *freight*, ask if there is any part of the word students recognize. Say, *That’s right, I see eight in the word, too*. Model sounding out *freight*. Remind students that good readers look carefully at the words and parts of words when they read.

ESL Note:

Discuss and make a chart of the text features of fiction and a chart of the text features of non-fiction. Include a diagram and a brief description of the use of each feature.

Visual literacy

Walk through the photos, reading the captions on pages 6 and 7. Ask, *What does the photo, heading, or caption tell you about trains?* Add any new information to the web.

Have students look at page 12, and ask, *Why do you think the word my is written this way? How would you read it?* Invite students to say the word out loud in the way they think the author intended.

Teaching Tip:

Before they begin, remind students that good readers take their time while reading, thinking about what they know to help them make sense of what they are reading.

Analyzing

Setting a Purpose

Tell students they are to read the text to find out information about trains. Remind them to use the Table of Contents, headings, captions, text, and photographs.



DURING READING

Ask students to read the text independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *What questions are you asking yourself about the trains? Is this*

information telling you about what trains do or how they help people? Did that part of the book make sense to you?

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to choose one of the trains and then share information about that train with a partner.



AFTER READING

Analyzing

When all students have finished reading the text, add any new information to the web. Revisit specific pages of the text where any new information has been located.

Predicting

Turn to the back cover text and reread the questions. After each question, pause and ask students to answer the question and explain their reasoning. Encourage students to refer to the Table of Contents to find the appropriate page reference. Confirm those predictions made earlier that were correct.

Word solving and building

Select a few of the challenging words (e.g., *distances, travel, country*) or other words that were challenging for students. Ask them which strategies they used to work these out.

Synthesizing

Have students look at the web while discussing the important information they learned about trains. Highlight those words that reflect the main ideas.

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Name That Train

Analyzing

Give each student a copy of the BLM. Have students look at the picture of each train and record its name in the first column. Ask students to record the facts they have learned about each train in the third column. Completed pages can be cut apart and the cards used in a matching game. Cards are placed face down and players take turns turning them over to make matches.

Guess My Train

Synthesizing

Students play in partners with each player selecting (without divulging) a train mentioned in the text. Players take turns asking up to five “yes” or “no” questions that help guess the train’s identity. Once the type of train has been identified, students switch roles.

The Great Train Adventure

Have students choose a favourite train from the text and pretend they are going on a five-day trip. Students can record their adventures in a journal as they recount their personal adventures. Brainstorm where students might like to go and what they might see along the way.

Name That Train

Name: _____

Name of train	Picture of train	Facts about train
	