



Teaching with Ways We Go

We Go on a Train

ELL Tips Ensure that strategies are used for authentic learning experiences. Strategies should be used to keep students learning, not just to keep them busy. Also, teach similar strategies when possible. This makes transfer easier.

Standards CCSS: ELA-Literacy RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.7, RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.7, RI.1.10



Lexile: 470 GRL: TBD

Take a Look! (Building Background)

- Write the word TRAIN on the board. Brainstorm all the kinds of trains that they have seen or ridden on. This is a list of possibilities that students might mention: freight, monorail, electric, rapid transit, passenger, mine, light rail, inner city, diesel, steam, high speed, model.
- Ask the students if they have been on a train. What kind of train would they travel on? Note those types on the list that's been generated.

Look Ahead! (Prereading)

- Look at the pictures in the book and identify that the subject of the book is a passenger train.
- If the students have read any of the other *Ways We Go* books, look for commonalities in the pictures, such as starting at a station, buying tickets, waiting at a platform to board, looking out a window, and so forth.
- If this is the first time reading a book in the series, review the use of sidebars for details, and note the table of contents after review the pictures.

Look for Big Ideas! (During Reading)

Write the following assignment on the board to guide the reading. Explain that there are good things to know about trains. They should write about some for the pages on the list.

- Look at these pages. Write a good thing to know for each page.

Page 6.

Page 8.

Page 12.

Page 14.

Page 16.

Page 18.

Look Back! (After Reading)

- Train travel can be confusing and tiring for the first time. It's also exciting! Have students look back through the text and pictures. They should make a list of at least five things, people, and symbols that will help them on their journey. Answers include: the signs and machines on pages 6 and 7, the signs on pages 8 and 9, the whistle on page 10, the sign on page 11, the conductor on page 12 and 13, the sleeping areas on pages 16 and 17, the dining car on pages 18 and 19.
- Have students brainstorm what they think would be the best parts of train travel.

Look Around! (Rereading)

- Have students look through the book quickly, noting that passengers are eating and sleeping on the train. What does this imply... that the trip can be long and possibly boring. Brainstorm things that can be done on a train trip when a passenger has gotten tired of looking out the window! Make a list of things to pack on a journey that will keep it interesting: reading books, coloring books, media, learning games, homework, crafts, and so forth.
- Write the following modes of transportation on the board: Train, Airplane, City Bus, School Bus, Car, Subway, Ferry. Give every student a sticky note. Use the notes to vote on which mode of transportation the student would prefer to use for a trip of 1000 miles. Save the results and vote again if you haven't read all the books in the Ways We Go series. Have the preferences changed?

Word Work

Write the word *conduct* on the board. Ask for a definition: to control or manage. Discuss how adding or, making *conductor* indicates one who conducts. Other examples include act/actor; compete/competitor; confess/confessor; direct/director; edit/editor.

Vocabulary Building

The word *train* has many meanings. It can mean to teach or coach someone. You can point or train a camera at something. A line or train of trucks (or even elephants) can be going in the same direction. There can be a chain or train of events following a single event. A series of gears is called a train of gears. A wedding dress can have a long piece or train at the back of it. And those bridesmaids can be called a train of attendants. All of these examples demonstrate how important it is for students to use context in their reading to determine the meaning of what seems to be a simple word: train.

Name _____

Train or Car?

Your family is planning a trip.

You need to decide how to travel.

Write three pros for taking a car.

Write three cons for taking a car.

Write three pros for taking the train.

Write three cons for taking the train.

Then write which way you want to go!

Pros for the Car	Cons for the Car

Pros for the Train	Cons for the Train

I want to go by _____