TRAINS LEVEL J

INTRODUCE THE BOOK

Before students begin to read, prepare them for a successful first reading of the story. Familiarize them with the plot, important concepts, new words, and language structures in the book. Begin by providing a brief synopsis of the book.

SYNOPSIS OF THE STORY

Long ago, there were no cars or planes and many people traveled by trains. In this book, we will read about old trains and new trains.

BEFORE STUDENTS BEGIN TO READ YOU MIGHT SAY:

1 “Look at the Table of Contents. What do you think you might learn about trains in this book?”
2 “Look at page 7. It says, The first steam-powered train was built in 1804.”
3 “On page 9, it says, Tracks needed to pass through thick forests and tall mountains.”
4 “On page 24, let’s look at the Glossary. You will find new words and what they mean there.”

READ THE TEXT

After you look through the book together, have the students begin to read. Encourage the students to read the entire book in a soft reading voice. Listen to the students’ reading, and prompt for and/or praise strategic processing. See Prompting Guide J for reading behaviors to observe and support.

DISCUSS AND REVISIT THE TEXT

Start a conversation about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Engage the conversation by asking students to make predictions, inferences, and connections to personal experiences or other stories. Stay away from questions that can be answered with “yes” or “no.”

YOU MIGHT ASK:

• “What are some other methods to travel today?”
• “What are some ways people use to travel before train?”