



Level 4 Book a

The Park Train



Written by Michele Paul
Illustrated by Madeline Beasley

Level	4
Word Count	88
Text Type	Narrative
High Frequency	see
Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.

 This symbol relates to comprehension (meaning maker)

 This symbol relates to decoding (code breaker)

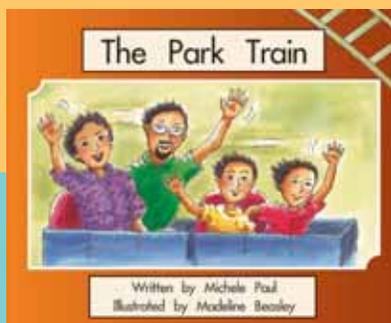
 This symbol relates to critical analysis (text critic or analyser)

 This symbol relates to use (text user)

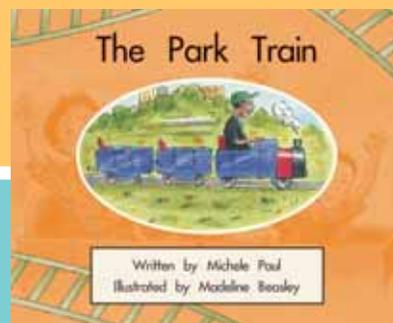
BEFORE READING

Cover & Title Page

 Ask the children to look at the cover and the title page and suggest what the story is about. Where do they think the train is? What can they say about the size of the train?



 Invite the children to respond to the book. Have them retell the story. Prompt with questions if necessary.



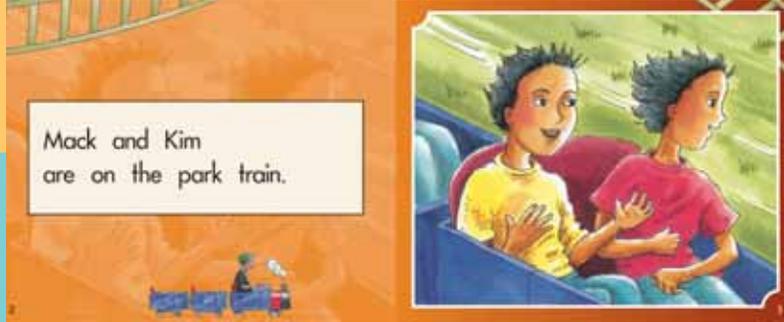
 Ask the children to discuss their reading strategies. Praise any child who spontaneously stopped when they realised they had made a mistake.

AFTER READING

BEFORE READING

2/3

Ask the children to look at the first letters of the words with capital letters on the first line. Have them suggest what the names of the children are.



AFTER READING

Invite the children to discuss their personal experiences of going to the park. Have any of them ever been on a park train? Where were they? What was the occasion?

Talk more about the words *Mack* and *Kim*. Invite them to tell you other words that rhyme with *Mack* and *Kim*. Write their suggestions on the board. Discuss the common spelling patterns.

BEFORE READING

4/5

Invite the children to look at the picture and say what they can see in the park. Have them also suggest who the other people on the park train are. Ask them to make predictions about what else the children will see in the park.

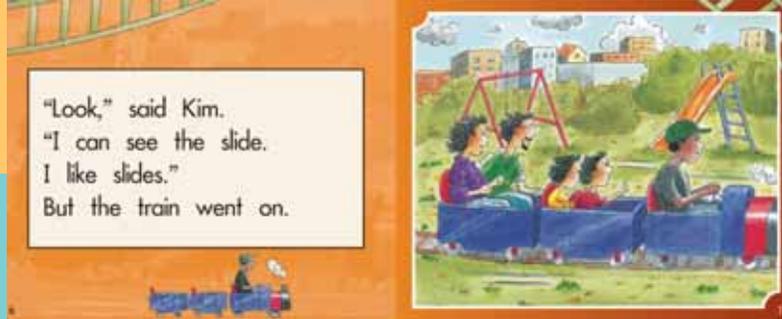


Invite the children to talk more about this picture. Where is the park? Is it in a town, in the suburbs or in the country? How do they know? How did this family get to the park?

Ask the children to locate see on this page.

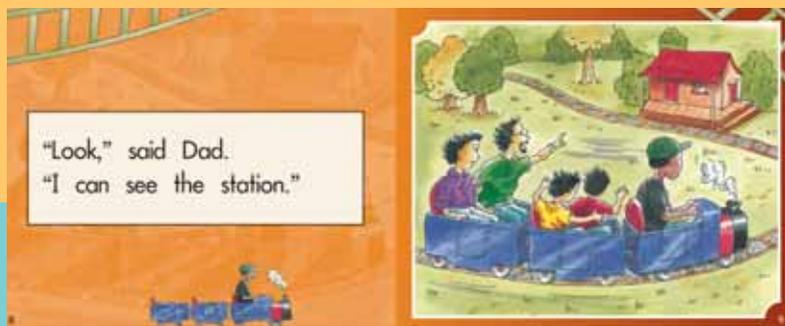
AFTER READING

Ask the children to look at this picture. Did they predict that the children would see a slide? What do they think Kim is saying?



Write *slide* and *slides* on the board. Point out the final *s* that makes *slide* plural. Have children suggest other plurals related to the story, for example, *boy, boys, girl, girls*.

Invite the children to look at this picture. Discuss with them what Dad might be saying. What can he see? Ask the children what they think may happen next.



Have the children discuss this picture more fully. Did they buy their tickets at the station? Did they get on the train at the station? Why do they think that there is no one else waiting at the station to get on the park train?

Ask the children to locate see on this page.

BEFORE READING 10/11

Discuss with the children what is happening in this picture. What is Mum saying? What is going to happen next?



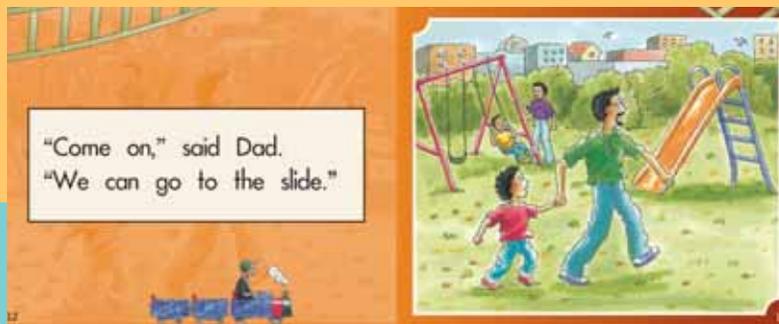
Ask the children to talk more about swings. What types of swings have they been on? What are these swings made of? What other materials are used to make swings?

Ask the children to locate see on this page.

AFTER READING

BEFORE READING 12/13

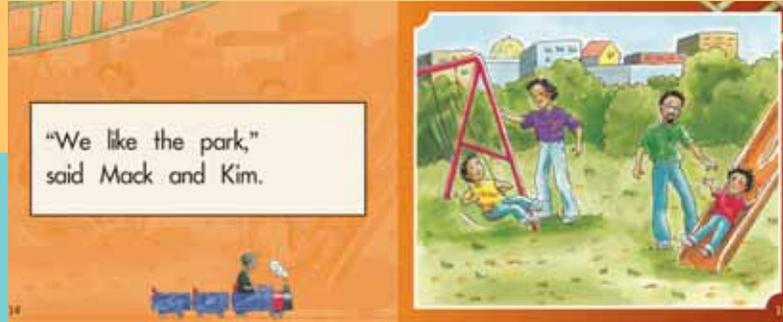
Discuss this picture with the children. What is Dad saying? What are he and Kim going to do?



Invite the children to talk more about this picture. What time of year is it? How does the picture help them say what time of year it is? Is it a warm day? Why or why not? What in the picture gave them a clue?

AFTER READING

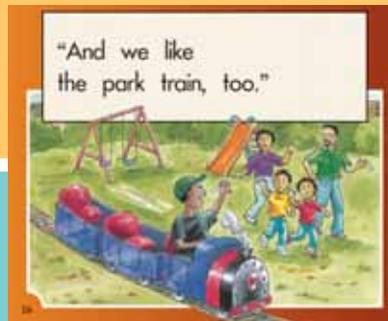
Ask the children to look at this picture and confirm or revise their predictions. Did they guess that the children were going to play on the swings and the slide?



Ask the children why Mack and Kim liked the park. What did Mack like the best? What did Kim like the best? If they were Mack or Kim, what would they like the best? Why?

Ask the children what else they liked besides the swings and the slide. What are they doing in this picture? What is the train driver doing?

Have the children return to the beginning of the book and read it independently. Remind them to look at the words as well as the pictures as they read.



You may like to take a mini lesson with the children, showing them how they can use the words they know to correct their reading. For example, demonstrate reading this page starting with *we*. Then stop and think aloud saying, *No, that word's not we so this page can't start with we. Let me try again. Do I know this word? Yes I do, it's and, so this page must start with and.*

4 a The Park Train

Name _____

1. Make these words into plurals.

boy

— — — —

girl

— — — — —

train

— — — — — —

slide

— — — — — —

swing

— — — — — —

2. Read the sentence and draw a picture.

“I like slides,” said Kim.



4 a The Park Train

Name _____

Read and draw.

1. Mum and Dad and Mack and
Kim are on the park train.



2. “Come on,” said Mum.

“We can go to the swings.”

