



# Level 8 Book h

Thumper's Sore Paw

Life in the Trees

Walter the Water  
Taxi

A New Place to Live

Dad's Phone

A Visit to the  
Library

Zippy Zebra Finds a  
Friend

Trains

## Trains





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Level	8
Word Count	143
Text Type	Factual description
High Frequency 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)

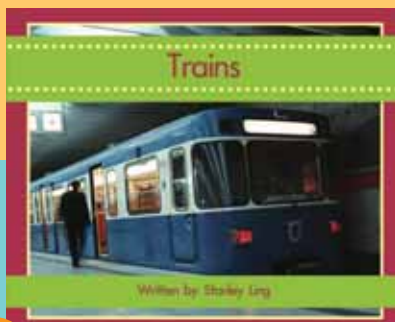
 This symbol relates to decoding (code breaker)


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

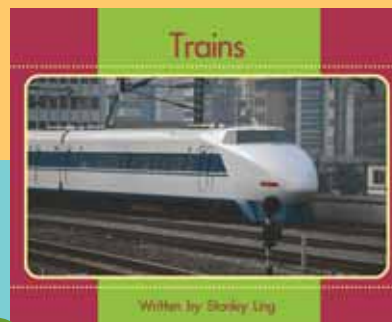
 This symbol relates to use (text user)


## BEFORE READING Cover & Title Page

 Ask the children to look at the cover and title page photos and the book title. Explain that this is a book about trains and the countries that they were made in.



 Ask the children to respond to the text. What new information did they find out about trains? What information did they find interesting?



 Discuss the children's reading strategies. Invite volunteers to share how and why they found the content words difficult. What strategies did they use to make the words easier to read?

Invite the children to look at the photo on page 2. What do they think of this train? Have they ever seen a train like this before? Do they know what makes this train go?

Explain the structure of this text to the children. Use page 3 to demonstrate to them how to use the question, the map, and the label to help them with their reading.

Look at this train.  
It is a steam train.



Look at the map.  
Can you see  
where this train was made?



Discuss steam trains with the children. Do they know what a steam train is? Where does the steam come from? What makes the steam? How does the steam run the train?

Discuss with the children the purpose of maps. Why do people use maps? What information can they get from maps? Have a world map available. Locate places on the map they know. Locate the countries mentioned in this text.

Invite the children to look at the photo on page 4 and discuss the train. What kind of train do they think it is? What makes it go? Discuss the map and ask if any children know the name of this country.

Discuss electric trains with the children. Why do electric trains run on tracks? What are tracks? Do the children know another word for tracks?

Look at this train.  
It is an electric train.  
It runs on tracks.



Look at the map.  
Where was this train made?



Explain to the children that in informational books like this one, authors often use technical words. Explain to the children what technical and/or topical words are. Demonstrate this by using the word *electric*.

Ask the children to comment on any difficulties they had reading the text so far. What did they do at difficult parts?

Have the children look at the photo. What kind of train is this? Have they ever seen a train above the ground like this? What do they know about how this train goes?

This train is a monorail.  
Look at it.  
Can you see  
the rail that it runs on?



Look at the map.  
Where was this monorail made?



Discuss monorail trains with the children. Why does it have a single track? Explain how a monorail can run on a track high in the air.

Ask the children to look for a compound word on page 6. Remind them that looking for the two words in the compound word will help them with their reading. Explain the meaning of *mono* and *rail* to the children.

Invite the children to discuss the photo. Do they know what is special about this train? Does it look as though it might be a very fast train? Discuss the map and ask if any children know the name of this country.

Look at this train.  
It is a TGV train.



It is in France.  
Can you find  
France  
on the map?



Explain to the children that the TGV train is a very fast train. It runs on its own special track. Ask them why they think people build fast trains.

Have the children look more closely at the photo. Is the train in the city or the countryside? How does the photo help them understand why people build fast trains?



BEFORE READING 10/11

Invite the children to look at this photo. Have they ever seen a train like this? What do they think this train would be used for? Ask the children to look at the map and identify where the train was made.

Look at this train. What can you see?



This train was made in France, too.



AFTER READING

Discuss with the children the trains in France. Why does France have different trains? What are trains used for? What else do trains transport?

BEFORE READING 12/13

Have the children look at the train on page 12. What do they think about the shape of the train? Why is it shaped like it is? Refer to the map. Ask if any children know the name of this country.

Have the children scan for unknown words on pages 12 and 13. Write the word *bullet* on the board. Discuss why this train is called a bullet train.

Look at this train. It is a bullet train. It was made in Japan.



Can you find Japan on the map?



Have the children look back through the book for the other fast train. Ask them to discuss what is the same about the two trains.

AFTER READING

Invite the children to look at the train on page 14. How is the rail that it is on different from other train rails? Explain the name to the children and why the train doesn't run on conventional rails.

Discuss with the children the word *maglev*. What might it mean? Can they think of other words that start with *mag*?

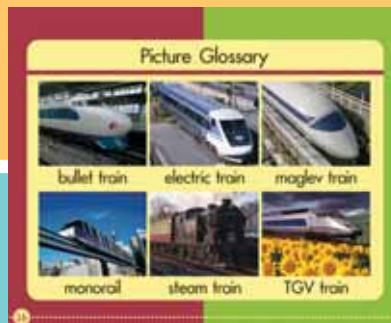


Explain to the children that a maglev train is magnetically powered. Can they think of other things that use magnets?

Invite the children to think about the information in the book. How are the trains similar? How are they different? Encourage the children to share their answers. You may wish to make a comparison chart of their responses.

Read the glossary entries with the children. Discuss each word and how it relates to its relevant picture. Explain how the glossary will help them as they read.

Ask the children to return to the beginning of the book and read it independently. Remind them to use the text structure to help them as they read.



Discuss with the children how they can use the information in the text. What can they now tell other people about trains and where they are made?

## 8 h Trains

Name \_\_\_\_\_

1. Match Column A to Column B.

Train

Country

Bullet Train

Great Britain

Electric Train

Sweden

Maglev Train

Australia

Monorail

France

Steam Train

Japan

TGV Train

2. Draw a picture of your favourite train in the book.



3. Write two sentences explaining why you drew that train.

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## 8 h Trains

Name \_\_\_\_\_

1. Place a question mark on sentences that ask questions.

What is the time

I am going for a swim

Can you help me

I like playing ball

Can you see the moon

I am eating my lunch

2. Write two questions of your own.

Put question marks at the end.

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