

# UNIT 13: Trains *at a glance*

## WORDS

LEVEL 1	LEVEL 2
carry ticket train car	controls engineer passenger tracks

## SUGGESTED BOOKS

Expository	Narrative
<i>Trains</i> by Hal Rogers	<i>Train</i> by Elisha Cooper

### DRILL AND PRACTICE

- ❖ Memory
- ❖ Guess the Word

### CONCEPTUAL ACTIVITIES

- ❖ Designing a train car
- ❖ Building your own train

## COMMON CORE STANDARDS FOR SOCIAL STUDIES

K	Strand 5 Economics, Concept 1 Foundations of Economics: PO 1. Discuss different types of jobs that people do
1	Strand 4 Geography, Concept 2 Places and Regions: PO 1. Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world

## TRAINS: WORDS AND DEFINITIONS

LEVEL 1 WORDS	DEFINITION
car	One part of the train
carry	To move things from place to place
ticket	A slip of paper showing you paid for a ride
train	A vehicle that moves along a track

LEVEL 2 WORDS	DEFINITION
controls	Buttons and dials for running the train
engineer	Person who drives the train
passengers	People who ride the train
tracks	Metal bars a train moves on

carry



to move things from place to place

ticket



a slip of paper showing you paid for a ride

train



a vehicle that moves along a track

car



one part of the train

controls



buttons and dials for running the train

engineer



person who drives the train

passengers



people who ride the train

tracks



metal bars a train moves on

## TRAINS: ASSESSMENTS

WORD	PRE-INTERVENTION SCREENING	POST-INTERVENTION ASSESSMENT
<b>LEVEL 1</b>		
car		
carry		
ticket		
train		
<b>LEVEL 2</b>		
controls		
engineer		
passengers		
tracks		

# TRAINS: INTERACTIVE BOOK READING QUESTIONS

Before reading the book, place each question on a sticky note and place it on the corresponding page.

## Book 1: *Train* by Elisha Cooper

Reading	Page #	Question type	Question
1	3-4	competence	These people are sitting on the train going from one place to another. What is another name for the people?
1	15-16	abstract	Look at all the different cars. What do you think they are carrying?
1	last two pages	relate	The passengers are getting off the train. It has carried them far. Have you ever taken a trip? Where did you go? Tell me about your trip.
2	3-4	relate	This man works on the train. He is getting tickets from the passengers so they can ride the train. Have you ever bought a ticket? What for?
2	8	competence	This car has a lot of buttons and dials for running the train. What is another word for these?
2	11-12	abstract	Look at all these tracks. Why are there so many tracks on the ground?

## Book 2: *Trains* by Hal Rogers

Reading	Page #	Question type	Question
1	6-7	competence	This train takes passengers from place to place. What do the people need so they can ride the train?
1	10-11	abstract	This train is full of coal. What are some other things that a train can carry?
1	end	relate	All the trains in the book are used to carry things from place to place. Tell me how you travel from place to place.
2	4-5	competence	Train cars travel along metal rails. What is another name for these metal rails?
2	10-11	abstract	This train has many cars. Why do you think trains need many cars?
2	12-13	relate	The train has controls so the engineer can drive it. Can you think of something you ride in that has controls? Tell me about it.

## TRAINS: CONVERSATION PROMPTS

Use the space provided to script an anticipated conversation with your student.

Consider the following:

- What will you do if the student responds with only one word?
- What will you do if the student responds off topic?
- What will you do if the student doesn't respond at all?

**Prompt 1: There were many different trains in the book. Which one is your favorite and why?**

Materials needed: *Train* by Elisha Cooper

Turn	Script	Conversational Strategy
Teacher		
Student		
Teacher		
Student		

**Prompt 2: Trains have many different jobs. They carry passengers, food, and animals. If you could ride a train, which kind would you choose and why?**

Materials needed:

Turn	Script	Conversational Strategy
Teacher		
Student		
Teacher		
Student		

**Prompt 3: The engineer uses the controls to drive the train. Do you think the engineer has an easy or difficult job? Why?**

Materials needed:

Turn	Script	Conversational Strategy
Teacher		
Student		
Teacher		
Student		



## TRAINS: DRILL AND PRACTICE

### Activity: Memory

Purpose	To provide practice on the target vocabulary words and definitions multiple times.
Objective	The child will express target words and definitions in response to the teacher prompts.
Materials	<ul style="list-style-type: none"> <li>• 2 Sets of target words</li> </ul>
Procedure	<ol style="list-style-type: none"> <li>1. Review the words and definitions.</li> <li>2. Mix up both sets of target words and place them face down on the table.</li> <li>3. Player 1 turns one card over, says the word, and gives the quick definition. Then, Player 1 turns over a second card, says the word, and gives the quick definition. If they match, Player 1 keeps the pair.</li> <li>4. Then, it is Player 2's turn.</li> <li>5. Players take turns until all the matches are made.</li> </ol>

### Activity: Guess the Word

Purpose	To provide practice on the target vocabulary words and definitions multiple times.
Objective	The child will express target words and definitions in response to the teacher prompts.
Materials	<ul style="list-style-type: none"> <li>• 2 sets of 10 target word cards</li> <li>• Headbands with paper clips</li> </ul>
Procedure	<ol style="list-style-type: none"> <li>1. Review the words and definitions.</li> <li>2. Each player gets a pile of target words (10 cards). For more players, distribute the cards evenly.</li> <li>3. Players pick one of the target word cards and put it in their headband, without looking at the card.</li> <li>4. Player 1 uses the definition to describe the word in Player 2's headband.</li> <li>5. Player 2 guesses what the word is. If Player 2 cannot guess the word, Player 1 provides more description without using the word. For example, for the word "dentist", Player 1 could say "This person looks at your teeth. They check to see if you have decay."</li> <li>6. After Player 2 guesses the word, s/he describes the word in Player 1's headband for Player 1 to guess.</li> <li>7. Player 1 guesses the word.</li> <li>8. Continue taking turns until all of the cards have been described.</li> </ol>



## TRAINS: CONCEPTUAL ACTIVITIES

### ACTIVITY: Designing a train car

Purpose	To engage the student in a conversation about the topic while engaging in an activity.
Objective	Child will express target words and definitions in response to teacher prompts.
Materials	<ul style="list-style-type: none"><li>• Color shapes (rectangles, circles, and squares)</li><li>• Cardstock</li><li>• Markers</li><li>• Glue</li><li>• Pipe cleaners</li><li>• Tinfoil</li></ul>
Procedure	<ol style="list-style-type: none"><li>1. Choose a color/shape to create an engine.</li><li>2. Talk about what shape you will use for wheels and how the train will travel. Make some tracks.</li><li>3. Color the engineer in the window. Talk about how s/he drives the train with the controls.</li><li>4. Choose materials to make another car. Talk about what might be in the car.</li><li>5. Make a window in the second car and add a passenger. Be creative.</li><li>6. Conversation: When your picture is complete describe who/what is on your train and where it is going.</li></ol>

**ACTIVITY: Building Your Own Train**

Purpose	To engage the student in a conversation about the topic while engaging in an activity.
Objective	Child will express target words and definitions in response to teacher prompts.
Materials	<ul style="list-style-type: none"><li>• Engineer hat template found at: <a href="http://www.makinglearningfun.com/themepages/TrainEngineerHat.htm">http://www.makinglearningfun.com/themepages/TrainEngineerHat.htm</a></li><li>• Picture of controls (In Google Images, search “train controls”)</li><li>• Markers</li></ul>
Procedure	<ol style="list-style-type: none"><li>1. Color the engineer hat.</li><li>2. Staple it together and place it on your head.</li><li>3. Show the student pictures of controls and pretend to drive a train.</li><li>4. Conversation:<ol style="list-style-type: none"><li>a. Discuss what kind of train you would drive and what you would carry (role play if necessary).</li><li>b. What buttons and controls would you push/pull? What do they do?</li></ol></li></ol>