

Books for Young Learners Teacher Resource

Book Notes



The Old Train

Author Rich Latta

Illustrator Stephen Taylor

12 pages ■ 68 words

El viejo tren ■ 74 words



The Old Train

Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S		G	I				

S = Shared G = Guided I = Independent

SYNOPSIS

A recount of a child's visit to a train museum.

WHAT THE BOOK OFFERS

- Realistic fiction
- First person singular and plural
- Past tense
- Wide range of topic-specific vocabulary
- Compound words: everyone, anywhere, anymore, railroad
- Subject changes from I to we to I
- Was/were
- Inferential reading

POSSIBLE SKILLS EMPHASIS

- Looking for familiar groups of letters and patterns in unfamiliar words
- Words relating to a topic; understanding of word webs
- Inferential reading of text and illustration
- Function of "but" and "and" as sentence beginnings

INTRODUCING THE BOOK

Making inferences from the front cover: *How do you know it is an old train? Where is it? What is the significance of the boy looking at the train?*

Where do we find old things, including old cars and trains?

- Check understanding of "museum."

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The Old Train (continued)

FOCUS OF INSTRUCTION

- An opportunity to observe strategies used for decoding unfamiliar words and to ensure more than the picture clue and initial letter are used

Page 2: Look at the text with your eyes. Which word is unfamiliar? What letters and sounds can you identify? Look beyond the first letter. Look at the vowels. Think of two sounds that u makes.

Page 3: Scan the line and find the unfamiliar word here. This one is two words. That should help you work out what it says. Then check it by reading the whole sentence, and then look carefully at the illustration.

Page 4: What word could the author have used instead of “still”?

Page 5: What do you notice about these two pages? What two words have changed? Why did the author need to change “was” to “were”?

Page 6: There are two words on this page that are compound words. Find the two words in each word.

Page 7: Look at the sentence beginning on this page. What did the word “but” make you think about or how did you change your voice when you read that word?

FOLLOWING THE READING

- Use the pattern of the book as a structure for recounting experiences:
 - Where you went
 - What you saw
 - What you did
 - Something special
- Reread the text, listing the compound words and adding others.
- Discuss sentence beginnings, especially “but” and “and”.