

## Books for Young Learners Teacher Resource

## Book Notes

**The Old Train/ El viejo tren**

Author Rich Latta

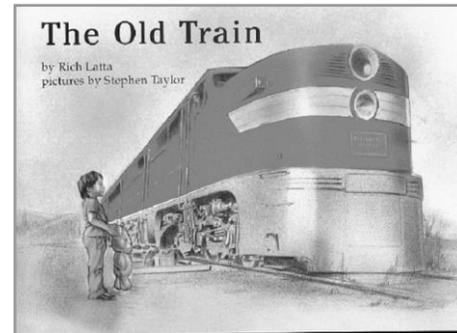
Illustrator Stephen Taylor

12 pages ■ 68 Eng. words ■ 74 Spn. Words

Fountas and Pinnell Level F

Reading Recovery Level 10

Descubriendo la Lectura Level 8



The Old Train

**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."

**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?*

- Use the pattern of the book as a structure for recounting experiences:

**FOLLOWING THE  
READING**

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”.

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The Old Train / **El viejo tren** (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
<b>FINISH THIS THOUGHT</b>	<i>The old red train was at the Train Museum because . . . If I could take a train to anywhere, I would go to . . . so I could . . .</i>
<b>USE YOUR MEMORY</b>	<i>What was the name of the old red train? If you forgot to read the Nonfiction Note box on the inside back cover, go read it and then answer the question. Did the old red train go anywhere? What line in the story answers this question?</i>
<b>WHAT'S YOUR OPINION?</b>	<i>Why do you think trains have cars for passengers to sleep on? Would you like to sleep on a train? Why or why not? Why do you think the boy pretended to take everyone for a ride? Do you think being a train conductor is an easy or hard job? What makes you think so?</i>
<b>BE CREATIVE</b>	<i>Look at the title page in this book. What are all the things you can learn from this page? Make a list. Look at the inside back cover of this book. What are all the things you can learn? Make a list.</i>
<b>VOCABULARY AGENT</b>	<i>Plural means more than one. When we want to make a word plural, we add an 's' to the end of it. For example: boy/boys or cat/cats.</i>  <i>How will you make the following words plural?</i> *train *track *engine *car *mountain *seat *bear *suitcase *window *ride

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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