

Going on a Train Ride

“Going on a Train Ride”

LESSON 1

PREVIEW

“Today we are going to read a story about a person going on a train ride. Let’s listen as this person describes the train trip he is about to take.”

New Words of Particular Interest :

“You are going to be introduced to many words in this story. You might know some of the words. If you do that’s just great, but if you don’t know any of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.”

“Are you ready? Then let’s begin! What does the word _____ mean?”

(TRAIN, GRANDMOTHER, GRANDFATHER, MYSELF, RIDE, VISIT)

(PLEASE ASK YOUR STUDENTS TO DEFINE EACH WORD OR PHRASE. HELP THEM WITH ANY WORDS THEY DON’T UNDERSTAND. ALWAYS GIVE EXAMPLES THAT ARE CONCRETE AND CAN BE DIRECTLY RELATED TO THEIR OWN EXPERIENCE.)

LISTENING

“Please listen as I read the first part of the story aloud.”

“I am going on a train ride. I am going on a train ride by myself. I am going on a train ride by myself to visit my grandmother and my grandfather.”

PRESENTING

"Let’s spend a few minutes talking about what we have just learned about the story."

Factual

“What is the person going to do?”

“Where is the person going?”

Inferential

“Why do you think the person is going to visit his grandparents?”

“How do you think the persons feels about going alone?”

Leading

“Let’s go over what we know about the story.”

“I am going on a train _____.” (RIDE)

(PAUSE AND SEE IF THE STUDENT CAN GIVE YOU THE APPROPRIATE ANSWER. IF HE DOES, GIVE HIM PRAISE!)

“That’s right, ‘ride’.”

(IF HE DOESN’T GIVE THE APPROPRIATE ANSWER, GIVE IT TO HIM.)

“I am going on a train ride by _____.” (MYSELF)

“That’s great! I am going on a train ride by ‘myself’.”

“I am going on a train ride by myself to visit my grandmother and my _____.” (GRANDFATHER)

“Good! I am going on a train ride by myself to visit my grandmother and my ‘grandfather’.”

READING

“It’s now time for you to read the story. The story is identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is having the material make sense. Stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

“Let’s continue. Listen as I read the next sentence to you.” (READ ALOUD.)

“Now it’s your turn.”

“Way to go! Great reading! Let me hear you **read all three sentences.**”

REMEMBER, WE ARE TRYING TO BUILD CONFIDENCE.

(HELP THEM WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ AN ENTIRE PARAGRAPH BY THEMSELVES.)

(REPEAT THE ENTIRE PROCEDURE FOR THE NEXT PARAGRAPH AND ALL SUBSEQUENT PARAGRAPHS.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over today?**”

(HAVE THE STUDENT REREAD THE NEW MATERIAL.)

“Fantastic! You are a terrific reader!”

“Now let’s try some written work.”

(GET READY TO GIVE INDEPENDENT ACTIVITY DIRECTIONS.)

NOTES TO THE INSTRUCTOR

1. Talk about the concept of going alone on a visit.
2. Talk about the different ways people refer to their grandparents.

“Going on a Train Ride”

LESSON 2

PREVIEW

“We are now going to continue the story about the person going on a train ride by himself.”

New Words of Particular Interest:

“You are going to be introduced to more words in this part of the story. As I have said, you might know some of the words. If you do that’s just great, but if you don’t know some of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.

Are you ready? Then let’s begin! What does the word (phrase) _____ mean?”
(“TRAIN STATION”, FAMILY, LEAVE, EARLY, RETURN, CANNOT, STAY).

LISTENING

“Please listen as I read the next part of the story aloud.”

“My family will take me to the train station. My family cannot stay with me at the train station. My family must leave the train station early and return home to work.”

PRESENTING

Factual

“Who took the boy to the train station?”

“Why are they going to leave early?”

Inferential

“Why do you think the family wants to return to work?”

“How do you think the boy feels about seeing them go?”

Leading

“Let’s go over what we have just learned about this part of the story.”

“My family will take me to the train _____.” (STATION)

“Great! My family will take me to the train station.”

“My family cannot _____ with me at the train station.” (STAY)

“Super! My family cannot stay with me at the train station.”

“My family must leave the train station early and return home to _____.” (WORK)

“You are correct! My family must leave the train station early and return home to work.”

READING

“It’s now again time for you to read the story. The story is identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is making the material make sense. Stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

“Let’s continue. Listen as I read the next sentence to you.” (READ ALOUD.)

“Now it’s your turn.”

“Way to go! Great reading! Let me hear you **read all three sentences.**”

(REMEMBER, WE ARE TRYING TO BUILD CONFIDENCE.)

(HELP WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ THIS BY THEMSELVES.)

(REPEAT THE ENTIRE PROCEDURE FOR THE NEXT PARAGRAPH AND ALL SUBSEQUENT PARAGRAPHS.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over so far?**”

(HAVE THE STUDENT REREAD BOTH THE NEW AND PREVIOUS MATERIAL.)

“Fantastic! That was great reading!”

“Now let’s try some written work.”

(GET READY TO GIVE INDEPENDENT ACTIVITY DIRECTIONS.)

NOTES TO THE INSTRUCTOR

1. Please remember to use the preview section to set the stage for the story. Always try to develop the language skills of your students. Remember “reading is relating”.

“Going on a Train Ride”

LESSON 3

PREVIEW

“In this particular part of the story the person talks about his family.”

New Words of Particular Interest:

“You are going to be introduced to more words in this part of the story. You might know some of the words. If you do that’s just great, but if you don’t know some of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.”

“Are you ready? Then let’s begin! What does the word _____ mean?”
(MOTHER, FATHER, SISTER, BROTHER, FIVE, PEOPLE)

LISTENING

“Please listen as I read the next part of the story aloud.”

“There are five people in my family. There is my mother and my father and my sister and my brother and me in my family.”

PRESENTING

Factual

“How many people are in his family?”

“Name who is in his family.”

Inferential

“How do you think he feels about his family?”

Leading

“Let’s go over what we have just learned about this part of the story.”

“There are five people in my _____.” (FAMILY)

“That’s right! There are five people in my family.”

“There is my mother and my father and my sister and my brother and ____ in my family.” (ME)

“Terrific! There is my mother and my father and my sister and my brother and me in my family.”

READING

“It is now time again for you to read the story. The story is identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is making the material make sense. Stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

(HELP WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ THIS BY THEMSELVES.)

(REPEAT THE ENTIRE PROCEDURE FOR THE NEXT PARAGRAPH AND ALL SUBSEQUENT PARAGRAPHS.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over so far?**”

(HAVE THE STUDENT REREAD BOTH THE NEW AND PREVIOUS MATERIAL.)

“Fantastic! That was great reading!”

“Now let’s try some written work.”

(GET READY TO GIVE INDEPENDENT ACTIVITY DIRECTIONS.)

NOTES TO THE INSTRUCTOR

1. Remember to give them an opportunity to self-correct. Asking them to reread or to think about what they have just read are excellent ways to help them figure it out by themselves.
2. Please remember to praise the student's responses. Remember, this can be very hard for the beginning reader.

“Going on a Train Ride”

LESSON 4

PREVIEW

“In this part of the story the person is talking about his parents and what they do for a living.”

New Words of Particular Interest:

“You are going to be introduced to many words in this story. You might know some of the words. If you do that’s just great, but if you don’t know any of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.

Are you ready? Then let’s begin! What does the word _____ mean?”
(FACTORY, SUPERMARKET, NEIGHBORHOOD, MORNING, WORKS)

LISTENING

“Please listen as I read the next part of the story aloud.”

“My father and my mother have to go to work this morning. My father works in a factory near our house. My mother works in a supermarket near our house in our neighborhood.”

PRESENTING

Factual

“Where does his father work?”

“Where does his mother work?”

Inferential

“What do you think we need factories for?”

“What are some of the things made in factories?”

Leading

“Let’s go over what we have just learned about this part of the story.”

“My father and my mother have to go to work this _____.” (MORNING)

“That’s right! My father and my mother have to go to work this morning.”

“My mother works in a supermarket near our house in our _____.” (NEIGHBORHOOD)

“You are correct! My father works in a factory near our house.”

“My mother works in a _____ near our house in our neighborhood.” (SUPERMARKET)

“Correct! My mother works in a supermarket near our house in our neighborhood.”

READING

“It is now time again for you to read the story. The story is identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is making the material make sense. Stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

“Let’s continue. Listen as I read the next sentence to you.” (READ ALOUD.)

“Now it’s your turn.”

“Way to go! Great reading! Let me hear you **read all three sentences.**”

(HELP WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ THIS BY THEMSELVES.)

(REPEAT THE ENTIRE PROCEDURE FOR THE NEXT PARAGRAPH AND ALL SUBSEQUENT PARAGRAPHS.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over so far?**”

(HAVE THE STUDENT REREAD BOTH THE NEW AND PREVIOUS MATERIAL.)

“Fantastic! That was great reading!”

“Now let’s try some written work.”

(GET READY TO GIVE INDEPENDENT ACTIVITY DIRECTIONS.)

“Going on a Train Ride”

LESSON 5

PREVIEW

“In this part of the story the person talks about his brother.”

New Words of Particular Interest:

“You are going to be introduced to many words in this story. You might know some of the words. If you do that’s just great, but if you don’t know any of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.

Are you ready? Then let’s begin! What does the word (phrase) _____ mean?”
(“HIGH SCHOOL”, LARGE, GOES)

LISTENING

“Please listen as I read the next part of the story aloud.”

“My brother goes to high school. The high school is large. The high school is in our neighborhood. My brother goes to a large high school in our neighborhood.”

PRESENTING

Factual

“Where does the brother go to school?”

“Where is the high school located?”

Inferential

“How do you think the brother feels about his school?”

Leading

“Let’s go over what we have just learned about this part of the story.”

“My brother goes to high _____.” (SCHOOL)

“That’s right! My brother goes to high school.”

“The high school is _____.” (LARGE)

“You are correct! The high school is large.”

“The high school is in our _____.” (NEIGHBORHOOD)

“Excellent! The high school is in our neighborhood.”

“My brother goes to a _____ high school in our neighborhood.” (LARGE)

“Terrific! My brother goes to a large high school in our neighborhood.”

READING

“It is now time again for you to read the story. The story is identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is making the material make sense. Stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

“Let’s continue. Listen as I read the next sentence to you.” (READ ALOUD.)

“Now it’s your turn.”

“Let’s go on. Listen as I read the next sentence to you.” (READ ALOUD.)

“Way to go! Great reading! Let me hear you **read all four sentences.**”

(REMEMBER, WE ARE TRYING TO BUILD CONFIDENCE.)

(HELP WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ THIS BY THEMSELVES.)

(REPEAT THE ENTIRE PROCEDURE FOR THE NEXT PARAGRAPH AND ALL SUBSEQUENT PARAGRAPHS.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over so far?**”

(HAVE THE STUDENT REREAD BOTH THE NEW AND PREVIOUS MATERIAL.)

“Fantastic! That was great reading!”

“Now let’s try some written work.”

(GET READY TO GIVE INDEPENDENT ACTIVITY DIRECTIONS.)

“Going on a Train Ride”

LESSON 6

PREVIEW

“In this part of the story the boy talks about his younger sister.”

New Words of Particular Interest:

“You are going to be introduced to many words in this story. You might know some of the words. If you do that’s just great, but if you don’t know any of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.”

“Are you ready? Then let’s begin! What does the word _____ mean?”
(SCHOOL, YOUNG, SISTER)

LISTENING

“Please listen as I read the next part of the story aloud.”

“My sister does not go to school. My sister is too young. My sister does not go to school because she is too young.”

PRESENTING

Factual

“Why does the boy’s sister not go to school?”

Inferential

“How old do you think the boy’s sister is?”

“Who do you think watches the younger sister when mom and dad are at work?”

Leading

“Let’s go over what we have just learned about this part of the story.”

“My sister does not go to _____.” (SCHOOL)

“That’s right! My sister does not go to school.”

“My sister is too _____.” (YOUNG)

“Terrific! My sister is too young.”

“My sister does not go to school because she is _____ young.” (TOO)

“You are correct! My sister does not go to school because she is too young.”

READING

“It is now time again for you to read the story. The story is identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is making the material make sense. Stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

“Let’s continue. Listen as I read the next sentence to you.” (READ ALOUD.)

“Now it’s your turn.”

“Way to go! Great reading! Let me hear you **read all three sentences.**”

(HELP WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ THIS BY THEMSELVES.)

(REPEAT THE ENTIRE PROCEDURE FOR THE NEXT PARAGRAPH AND ALL SUBSEQUENT PARAGRAPHS.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over so far?**”

(HAVE THE STUDENT REREAD BOTH THE NEW AND PREVIOUS MATERIAL.)

“Fantastic! That was great reading!”

“Now let’s try some written work.”

(GET READY TO GIVE INDEPENDENT ACTIVITY DIRECTIONS.)

NOTES TO THE TEACHER

1. Continue to go over the material. Don't be afraid to do more than one lesson. They need to catch up. So let's go faster rather than slower and give them more rather than less at every opportunity.

“Going on a Train Ride”

LESSON 7

PREVIEW

“In this part of the story the father is giving the boy some last minute instructions.”

New Words of Particular Interest:

“You are going to be introduced to many words in this story. You might know some of the words. If you do that’s just great, but if you don’t know any of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.”

“Are you ready? Then let’s begin! What does the word (phrase) _____ mean?”
(“LAST MINUTE”, QUIET, LISTEN, INSIDE, TELLING)

LISTENING

“Please listen as I read the next part of the story aloud.”

“My father is standing inside the train station. My father is standing inside the train station telling me about the train ride. My father asks me to be quiet and listen to him.”

PRESENTING

Factual

“Where is the father standing?”

“What is the father talking about?”

Inferential

“What type of directions do you think the boy is receiving?”

“Why do you think the father asked the boy to be quiet?”

Leading

“Let’s go over what we have just learned about this part of the story.”

“My father is standing inside the train _____.” (STATION)

“That’s right! My father is standing inside the train station.”

“My father is standing inside the train station telling me about the train _____.” (RIDE)

“Terrific! “My father is standing inside the train station telling me about the train ride.”

“My father asks me to be quiet and _____ to him.” (LISTEN)

“Great! My father asks me to be quiet and listen to him.”

READING

“It is now time again for you to read the story. The story is identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is making the material make sense. Stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

“Let’s continue. Listen as I read the next sentence to you.” (READ ALOUD.)

“Now it’s your turn.”

“Way to go! Great reading! Let me hear you **read all three sentences.**”

(REMEMBER, WE ARE TRYING TO BUILD CONFIDENCE.)

(HELP WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ THIS BY THEMSELVES.)

(REPEAT THE ENTIRE PROCEDURE FOR THE NEXT PARAGRAPH AND ALL SUBSEQUENT PARAGRAPHS.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over so far?**”

(HAVE THE STUDENT REREAD BOTH THE NEW AND PREVIOUS MATERIAL.)

“Fantastic! That was great reading!”

“Now let’s try some written work.”

(GET READY TO GIVE INDEPENDENT ACTIVITY DIRECTIONS.)

NOTES TO THE TEACHER

1. The phrase “last minute directions” might be difficult for some students. Talk about what it means. Use every opportunity to expand their language.

“Going on a Train Ride”

LESSON 8

PREVIEW

“In this part of the story the father is still giving the boy his last minute instructions.”

New Words of Particular Interest:

“You are going to be introduced to many words in this story. You might know some of the words. If you do that’s just great, but if you don’t know any of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.”

“Are you ready? Then let’s begin! What does the word (phrase) _____ mean?”
(AFRAID, CAREFULLY, “WILL BE FINE”, EVERYTHING)

LISTENING

“Please listen as I read the next part of the story aloud.”

“My father tells me not to be afraid of going on a train ride by myself. My father tells me everything will be fine on the train ride as long as I listen carefully to him.”

PRESENTING

Factual

“What does the father tell him?”

“What must the boy do?”

Inferential

“Why do you think the boy might be afraid?”

Leading

“Let’s go over what we have just learned about this part of the story.”

“My father tells me not to be afraid of going on a train ride by _____.” (MYSELF)

“That’s right! My father tells me not to be afraid of going on a train ride by myself.”

“My father tells me everything will be fine on the train _____.” (RIDE)

“Terrific! My father tells me everything will be fine on the train ride.”

“My father tells me everything will be fine on the train ride as long as I listen carefully to _____.” (HIM)

“Great! My father tells me everything will be fine on the train ride as long as I listen carefully to him.”

READING

“It is now time again for you to read the story. The story is identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is making the material make sense. Stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

REMEMBER, WE ARE TRYING TO BUILD CONFIDENCE.

(HELP WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ THIS BY THEMSELVES.)

(REPEAT THE ENTIRE PROCEDURE FOR THE NEXT PARAGRAPH AND ALL SUBSEQUENT PARAGRAPHS.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over so far?**”

(HAVE THE STUDENT REREAD BOTH THE NEW AND PREVIOUS MATERIAL.)

“Fantastic! That was great reading!”

“Now let’s try some written work.”

(GET READY TO GIVE INDEPENDENT ACTIVITY DIRECTIONS.)

NOTES TO THE TEACHER

1. This is a longer sentence than they are used to reading. Watch out for those students who are showing difficulty.
2. Remember to always praise and build your student's self-esteem.

“Going on a Train Ride”

LESSON 9

PREVIEW

“In this part of the story the boy’s family is getting ready to leave the train station.”

New Words of Particular Interest:

“You are going to be introduced to many words in this story. You might know some of the words. If you do that’s just great, but if you don’t know any of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.”

“Are you ready? Then let’s begin! What does the word _____ mean?”

(READY, TICKET, POSTCARDS, COUNT, CHANGE, PRESENT, WRITE, SEND)

LISTENING

“Please listen as I read the next part of the story aloud.”

“My family is ready to leave. My father tells me to buy a ticket and my mother tells me to write postcards. My brother tells me to count my change and my sister tells me to send her a present.”

PRESENTING

Factual

“What is the family getting ready to do?”

“What did the father say?”

“What did the mother say?”

“What did the brother say?”

“What did the sister say?”

Inferential

“Do you think the boy will do what is asked of him?”

“Why do you think the mother asked the boy to write?”

“Do you think it is a long trip?”

Leading

“Let’s go over what we have just learned about this part of the story.”

“My family is ready to _____.” (LEAVE)

“That’s right! My family is ready to leave.”

“My father tells me to buy a ticket and my mother tells me to write _____.” (POSTCARDS)

“Terrific! My father tells me to buy a ticket and my mother tells me to write postcards.”

“My brother tells me to count my change and my sister tells me to send her a _____.” (PRESENT)

“Great! My brother tells me to count my change and my sister tells me to send her a present.”

READING

“It is now time again for you to read the story. The story is identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is making the material make sense. Stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

“Let’s continue. Listen as I read the next sentence to you.” (READ ALOUD.)

“Now it’s your turn.”

“Way to go! Great reading! Let me hear you **read all three sentences.**”

(HELP WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ THIS BY THEMSELVES.)

(REPEAT THE ENTIRE PROCEDURE FOR THE NEXT PARAGRAPH AND ALL SUBSEQUENT PARAGRAPHS.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over so far?**”

(HAVE THE STUDENT REREAD BOTH THE NEW AND PREVIOUS MATERIAL.)

“Fantastic! That was great reading!”

“Now let’s try some written work.”

(GET READY TO GIVE INDEPENDENT ACTIVITY DIRECTIONS.)

“Going on a Train Ride”

LESSON 10

PREVIEW

“In this last part of the story the boy’s family has just left the train station.”

New Words of Particular Interest:

“You are going to be introduced to many words in this story. You might know some of the words. If you do that’s just great, but if you don’t know any of these words, don’t worry. You will be able to read this anyway. Trust me. You are going to do quite well. Just relax.”

“Let’s go over a few of these words. Don’t be afraid to tell me that you are not sure what some of these words mean. That’s what I am here for – to help. Remember, it is impossible to read something you don’t understand – so please ask me to explain any word you are not sure of.”

“Are you ready? Then let’s begin! What does the word (phrase) _____ mean?”
(FINE, CAREFUL, “JUST LEFT”, MYSELF, FEEL)

LISTENING

“Please listen as I read the next part of the story aloud.”

“My family has just left the train station. I am by myself in the train station but I am not afraid. I am not afraid because I know I will be careful. I feel fine.”

PRESENTING

Factual

“Where has the family gone?”

“How does the boy feel?”

Inferential

“How would you feel if you were asked to go on a trip by yourself?”

Leading

“Let’s go over what we have just learned about this part of the story.”

“My family has just left the train _____.” (STATION)

“That’s right! My family has just left the train station.”

“I am by myself in the train station but I am not _____.” (AFRAID)

“Terrific! I am by myself in the train station but I am not afraid.”

“I am not afraid because I know I will be careful. I feel _____.” (FINE)

“Great! I am not afraid because I know I will be careful. I feel fine.”

READING

“It is now time again for you to read the story. The story is identical to what we have talked about. If you want me to read the sentences first, I will. If you don’t remember a word, I will tell it to you. Don’t be nervous. Reading is nothing more than thinking about what the story is about and trying to guess or anticipate what you think is going to come next. Remember, the key is making the material make sense. Stop reading if it doesn’t make sense. Ask me to help you.”

“Are you ready? Watch as I read the first sentence aloud.” (READ ALOUD.)

“Are you ready to do it alone or would you like to have me read it again?”

“Great! Let’s hear you read the sentence!”

“That was fantastic! Are you ready for the next sentence?” (READ THE NEXT SENTENCE.)

“Now it’s your turn to read this sentence.”

“Excellent! Let’s hear you **read both sentences.**”

“That was terrific!”

“Let’s continue. Listen as I read the next sentence to you.” (READ ALOUD.)

“Now it’s your turn.”

“Way to go! Great reading! Let me hear you **read all three sentences.**”

(HELP WITH ANY WORD. PRAISE OFTEN! EXAGGERATE! BUILD PRIDE! LET THEM KNOW THAT THIS IS QUITE AN ACCOMPLISHMENT TO BE ABLE TO READ THIS BY THEMSELVES.)

(REPEAT THE ENTIRE PROCEDURE FOR THE NEXT PARAGRAPH AND ALL SUBSEQUENT PARAGRAPHS.)

REVIEW

“That was great reading. I am very proud of you.”

“Do you think you could read **everything we have just gone over so far?**”

(HAVE THE STUDENT REREAD BOTH THE NEW AND PREVIOUS MATERIAL.)

“Fantastic! That was great reading!”

“Now let’s try some written work.”

(GET READY TO GIVE INDEPENDENT ACTIVITY DIRECTIONS.)

“Going on a Train Ride”

LESSON 11 - Summary and Review

“Today we are going to do something different. Today we are going to read a summary of the ‘Going on a Train Ride’ story. This story is a condensed version of all that we have read and discussed so far. I think you will be quite surprised at how well you can read this story.”

PRESENTING AND READING

“Let’s spend a few minutes going over what we know about the story. Listen as I read this part of the story.”

“I am going on a train ride. I am going on a train ride by myself. I am going on a train ride by myself to visit my grandmother and my grandfather.

My family will take me to the train station. My family cannot stay with me at the train station. My family must leave the train station early and return home to work.

There are five people in my family. There is my mother and my father and my sister and my brother and me in my family.

“That was great! Let me hear you read these first three paragraphs of the story.”

(HELP THEM IF THEY ARE HAVING ANY PROBLEMS. PRAISE THEM WHEN THEY DO WELL!)

“Let’s continue with our review.”

My father and my mother have to go to work this morning. My father works in a factory near our house. My mother works in a supermarket near our house in our neighborhood.

My brother goes to high school. The high school is large. The high school is in our neighborhood. My brother goes to a large high school in our neighborhood.

My sister does not go to school. My sister is too young. My sister does not go to school because she is too young.”

“Fantastic! Let me hear you read these six paragraphs of the story.”

(HELP THEM IF THEY ARE HAVING ANY PROBLEMS. PRAISE THEM WHEN THEY DO WELL!)

“Let’s continue with the last group of paragraphs.”

“My father is standing inside the train station. My father is standing inside the train station telling me about the train ride. My father asks me to be quiet and listen to him.

My father tells me not to be afraid of going on a train ride by myself. My father tells me everything will be fine on the train ride as long as I listen carefully to him.

My family is ready to leave. My father tells me to buy my ticket and my mother tells me to write postcards. My brother tells me to count my change and my sister tells me to send her a present.

My family has just left the train station. I am by myself in the train station but I am not afraid. I am not afraid because I know I will be careful. I feel fine.”

Terrific! Let me hear you read the last four paragraphs of the story.”

(HELP THEM IF THEY ARE HAVING ANY PROBLEMS. PRAISE THEM WHEN THEY DO WELL!)

“Do you think you can read all ten paragraphs?”

“Unbelievable! You are a terrific reader!”

(HELP THEM IF THEY ARE HAVING ANY PROBLEMS. PRAISE THEM WHEN THEY DO WELL. LET THEM READ AS OFTEN AS THEY WOULD LIKE. HELP THEM WITH ANY WORDS THEY MAY HAVE DIFFICULTY WITH. BE POSITIVE. PRAISE! PRAISE! PRAISE!)

REVIEW

“I have something for you. I want you to look at this.”

(HAND OUT THE INDEPENDENT READING BOOKLET.)

“Here is a book for you to read. It is for you to read as often as you would like. It is for you to read to others around you. This book is your chance to practice by yourself what you have learned so far. I would like you to get to where you can read this book without any errors. Remember, the more you read it, the better you will become. How fast and how good a reader you become is now up to you. You make the decision, not me!”