



## A Lesson on The Train by Lisa Harris

**Grade Level:** Grade 4

**Subject Area:** English Language Arts

**Lesson Length:** 1 hour

**Lesson Keywords:** train, travel, emotion, spelling, reading, comprehension, understanding, language arts, new experiences

**Lesson Description:** Today we will read about a little boy and a trip that he and his mother take. In it we will explore new words that we have not seen before and learn to relate the story to ourselves. We will give examples of similar situations that we have been in while exploring new words as well as learning to think critically.

### Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

CCSS.ELA-Literacy.RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CCSS.ELA-Literacy.RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.

CCSS.ELA-Literacy.RF.4.4a: Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.W.4.1a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-Literacy.SL.4.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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## Lesson Content: Book/Story/Reading Passage

**Instructions:** Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

### The Train

by

**Content:** I had never been on a train before. It was my first trip to see my grandmother. I was so happy. We were going to visit her for the summer.

My mother and I left in the morning. We went downtown. We went to a big train station. There were so many people there. I said, How do we know where our train is?

It's the one going to New Orleans. See the sign. It says New Orleans. And it says Track 22. So we will go to Track 22.

Just then I heard a big noise. Screech! Screech!

What's that noise? I asked.

It's the brakes of the train. Just like our car, a train has brakes. When the train comes into the station they slow it down. They use the brakes.

We found the train and got on it. Then we sat down and waited for it to start. I was looking out the window. I saw the train on the next track. There were people in it. I waved at them. They waved back. This was fun.

Just when I was about to ask when we would start, I felt the train move. It was so smooth. It was like riding on a sled. I thought the train ride would be bumpy, like riding in a car. I was surprised.

I turned to tell my mother what I thought. But she had fallen asleep. The train was so smooth it was easy to sleep. I slept, too. When I woke up, it was night time. We were in New Orleans.

This is going to be a great summer, I said. I'm so glad we made this trip.

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## Task 1: Vocabulary

**Instructions:** Please complete the following vocabulary activities?by choosing the correct meaning of each word selected from the passage and use each word correctly in a sentence.

**Q: 1 WordPhrase:** train station **WordPhraseTier:** 2

**Question:** He said that he and his mother were going downtown. To the train station. What is a train station?

- A:** Place where they train dogs to run.
- B:** Place where you get on an airplane.
- C:** Place where you get on a train.
- D:** Place where you go to see your grandma.

**Question:** Which one of the sentences below uses train station correctly.

- A:** I bought a new hat for my grandmother at the train station.
  - B:** I go to school at the train station.
  - C:** People arrive and leave from the train station.
  - D:** I see my doctor at the train station.
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**Q: 2 WordPhrase:** track **WordPhraseTier:** 3

**Question:** It says the train to New Orleans is on Track 22. What is a track?

- A:** A city.
- B:** An electric line that the train runs on.
- C:** A place where dogs run.
- D:** A place where high school athletes run.

**Question:** Which of the sentences below uses the word track correctly.

- A:** The bathroom is on the track.
  - B:** The dog is sitting on the track.
  - C:** The man is cleaning the track.
  - D:** The train is on the track.
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**Q: 3 WordPhrase:** Brakes **WordPhraseTier:** 3

**Question:** The boy hears a loud noise and is told that it is the brakes of the train. He is told that a train has brakes just like a car. What are breaks?

- A:** They help stop trains and cars so that they don't keep going.
- B:** A time when you don't have to work.
- C:** When you smash something on the ground.
- D:** When you fall down.

**Question:** Which one of the sentences below uses the word brakes correctly?

- A:** My bicycle has breaks to help me stop.
  - B:** In the car I hit the breaks to make it stop.
  - C:** The train driver applies the brakes to make the train stop.
  - D:** All of the above use the word brakes correctly.
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**Q: 4 WordPhrase:** Bumpy **WordPhraseTier:** 2

**Question:** What is the meaning of the word bumpy?

- A:** Lots of bugs.
- B:** Smooth as glass.
- C:** Rough and hard.
- D:** A bicycle with three wheels.

**Question:** Which sentence below uses the word bumpy correctly?

- A:** The plane ride was very bumpy.
  - B:** The TV was full of bumpy pictures.
  - C:** When he smiled he was full of bumpy teeth.
  - D:** She liked to tell bumpy stories.
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## Task 2: Forum Discussion

**Instructions:** This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. You are responsible for your own posts and must also respond to one of your fellow students.

### 1 - A Bumpy Ride

The boy is surprised when the train ride is so smooth. He expected that it would be bumpy like when you ride in a car and it's not. In fact it's so smooth that he and his mother are both able to sleep while the train is moving. Why does he think that the ride will be bumpy? What is he basing this on? He has never ridden on a train before so why does he think it will be like riding in a car? Explain in your own words.

### 2 - Ways to Travel

There are many ways to travel. How many ways have you traveled on before? Examples are; bus, train, plane, car, subway, scooter, motorcycle, horse, donkey, camel. Not all are available to everyone. How many have you seen and used and where? Tell us about your experiences in traveling.

### 3 - Cities in the United States

New Orleans is a city in the United States in the State of Louisiana. We live in Florida now but many of us were born in other cities and states. Where were you born? If you moved to Florida from somewhere else where was it and what do you remember? What states do you want to see and why? Have you seen other states? Tell us about the places (cities and states) that you have been to, and the ones that you want to go to.

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### Task 3: Writing Activity

**Instructions:** You are to write and post here 500 words essay on the last trip that you too and how it compares to the trip the boy in the story is taking. How did you travel? Who did you go with? Where did you go? How did you feel? Give me details about your trip and compare it with the boy in the story. He was excited to be trying something new (the train) and was having fun. Did you try something new as well? Did you have fun? If so how, if not why??Make sure to provide specific examples.

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