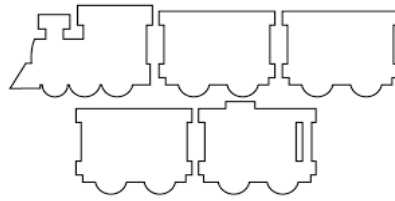


Steam Train, *Dream Train*



Author: Sherri Suskey Rinker and Tom Lichtenheld

Publisher: Chronicle Books LLC

Summary: In this book with rhyming text, dream train pulls into the station, and one by one the train cars are loaded by animal workers. This is a great read aloud and shared reading perfect for children ages birth – second grade

Common Core ELA-Reading Literature

RL.K.2 With prompting and support, retell familiar stories, including key details.

Random Object Bin. A bin in the classroom can be filled with many different items from the illustrations from the book. Items can be anything such as monkeys in a barrel, balls, rubix cube, small bangle bracelets, building blocks, rockets, bicycles, toy trucks, etc. After reading a story, students can work in a small group and find objects that help them retell the story. Exact details of the story will not be in the bin, students may need to find objects that represent some details.

Prop Box. A box in the classroom can be filled with “dress-up” items such as:

An engineer hats, bunny ears, camel masks, elephant masks, etc. Students work in a small group and use the props to portray characters in the story. “Hello, My name is...” Name tags can be used, as well.

Picture Sequencing. Students look at pictures that represent parts of a story and place the pictures in correct order. Students can tell about each picture, resulting in retelling main parts of the story.

Timeline. After reading a story and discussing the main events, have students draw pictures that show the main events in the book. Each picture can be drawn on a small square piece of paper. Write captions for each picture. Have the students put the pictures in the order in which they occurred in the story. Ask students to explain their story to a friend or family member.

Retelling Yardstick. Using a yardstick, teachers can note the beginning and the end of a story at each end of the yardstick. Place Velcro along the yardstick so students can take cut outs of the story and “stick them” in the correct order in which the event occurred in the story onto the yardstick. These cut outs should reflect the main events of the story. The students can retell a story by placing the cut outs along the yardstick, or the teacher can provide the yardstick with cut outs already placed on it so students who need that support can have it.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

Beginning, Middle, and End Illustrations. Helping students learn to recall the facts of a story in the proper order is a skill that aids comprehension.

Sequencing is an important part of problem solving across subjects. After reading a story, discuss the characters, setting, and plot. Discuss the events in the story, including beginning, middle, and end. Have students draw three

pictures that show what happened in the beginning, middle, and end.

Sort. A piece of construction paper is divided into three columns: characters, settings, and events. Students manipulate pictures from the story and place the pictures in the correct category.

RL.K.4 Ask and answer questions about unknown words in a text.

Unknown Word List. Using a piece of chart paper, hang an “Unknown Words” chart in an accessible location for children to write on the paper. Encourage students to put words on the chart that they see or hear and wonder the meaning of the word. Teachers can regularly look at the chart and discuss the words with the children. Students can share where they saw or heard the word, then the teacher can help students learn the meaning of the word within the context from which it came.

Rich Vocabulary Read Alouds. Teachers can choose a text containing many words students may be unfamiliar with. Explain to students that this book is being read to them to help them learn new words. Stop after each page, paragraph, or stanza stop and ask if there were any new words for students from that section. If the meaning of the unknown word can be determined in the text, the teacher can model how to discover the meaning. If it is a word that needs to be explained, the teacher can take time to explain the word. Through this process, students also learn that unfamiliar words can be words of any length, not just long words (Graves and Watts-Taffe, 2008).

New Word Book. An ongoing class book can be created using new words students have learned and would like to remember and continue to use. Words in the book can be accompanied by an illustration, to help students remember the meaning. Students can read the book periodically to remind themselves of the words they have learned and try to use these words when speaking. A variation of this strategy can be students creating individual books.

RL.K.10- Actively engage in group reading activities with purpose and understanding.

Buddy Reading. Two students sit beside each other. Each holds a copy of the same book that has been in a shared reading with the whole class. The children take turns reading in a variety of ways. The teacher may instruct

them to read together in unison, take turns with one reading one page and the other reading the next. Or one may read the whole book aloud and then the other reads it again. The only rule is that they read the same book together. After they read, they might talk or draw about their favorite parts. These favorite parts can then be shared with the entire class.

Story Retelling Boxes. Story retelling boxes are used to store costumes or props students use to retell a story. They require students to remember the sequence of a story, use dialogue to make characters come alive, and comprehend main ideas from a story.