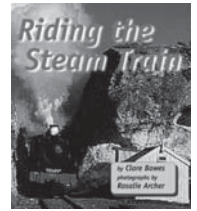


# Riding the Steam Train

by Clare Bowes

photographs by Rosalie Archer



## Book Summary

This story follows two children taking their first ride on a steam train and what they learn from their experience.

## Features of the Book

- Written information presented in a variety of ways.
- The use of photographs to support the text.
- A variety of punctuation cues.
- The use of the “ing” word ending to create the present continuous.
- The use of compound words – “fireman,” “firebox,” “smokestack,” “platform,” and “countryside.”
- The use of contractions – “it’s” and “he’s.”

## Purpose

*Riding the Steam Train* can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** discussing the organizational structure of the text;
- S** discussing new vocabulary and extending understanding;
- S** using diagrams, charts, and other illustrations to support writing.

## Introducing the text

Look at the cover of the book.

- What is this a photograph of?
- Who do you think this man is?
- What do you think is his job?

Read the names of the author and photographer to the group.

## Reading the text

- S** Discussing the organizational structure of the text.
- S** Discussing new vocabulary and extending understanding.

## Pages 2 to 4

- How many different ways is the author giving us information? What does the information tell us?

Pages 4 and 5 – Discuss new vocabulary, for example, “locomotive” and “tender.”

- How do the diagrams help us to understand new words?

## Pages 6 and 7

- What do you notice that is different about the text?

Discuss the use of quotation marks in the text.

Pages 8 and 9 – Ask the children to estimate the height of the steam train using the photos of the children beside it.

Ask them to predict what the “round bumps” will be.

## Pages 10 and 11

- What do the pistons do?
- How long will their journey take?

Pages 12 to 14 – Discuss how many passengers the children think the train could carry. Find the words that describe the sounds made by the train as it goes along (“rattle” and “rumble”).

Page 15 – Look at the map.

- What does it show? How does the key help us?

Children now read the book independently.

## Revisiting the text

Read the title of the book. Write the word “riding” on the board.

- What is the root word?
- Can you find a word on page 1 that ends in “ing”?


Write the word “taking.”

- What is the root word?

Explain that words ending in “e” lose the “e” when “ing” is added, for example, “coming” (page 9), “leaving” (page 11), and “driving” (page 16).

## Following Up

**S** Using diagrams, charts, and other illustrations to support writing.

 Using the map and key on page 15, ask the children to draw a simple map like this to show their journey to school each day.

**B** Complete the blackline master opposite.