

Teacher Edition

# The Train Race



alphakids

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Photography by Michael Curtain



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## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- The language of position is used throughout: behind, by, into, past, through, under.
- Colour photographs support and extend the text.

## Vocabulary

again, behind, faster, Grandpa, play, race, rail yard, station, through, under

## Setting the context

Ask the children to tell you the names they call their own grandpas; for example, Nonno (Italian). Talk about the things they do with their grandpas.

*What sorts of things do you like to do with your grandpa?*

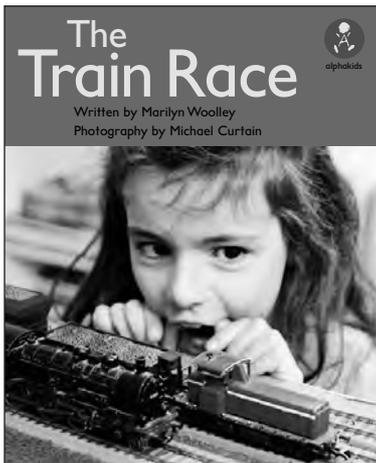
## Introducing the book

Ask the children if they have ever played with or seen a model railway set.

*What was the train set like? Where did the trains go? Have you ever seen model trains race?*

Give each child a copy of the book.

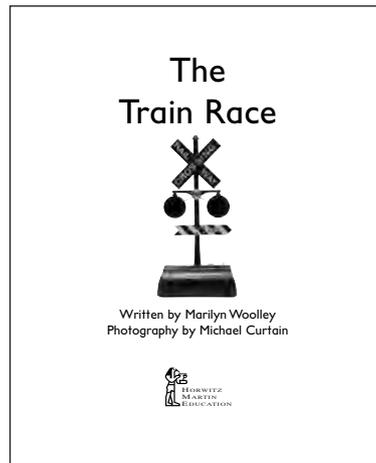
*This is a book about a train race between a little girl and her grandpa.*



## Front cover

*What can you see on the front cover?*

*How do you think the little girl feels? How can you tell?*



## Title page

Read the title together.

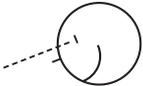
Point out the names of the author and the photographer.

*What is shown here? What is it used for?*



### **Talkthrough**

*Grandpa has a train set. What colour train does Grandpa like to play with? What colour train does the little girl like to play with? Let's read page 3 of the book: 'We like to race the trains.' Point to the word 'race'. Yes, that's race. What letter did you expect to see at the start? Why?*



### **Observe and support**

*Can the children read the text fluently? Model reading a passage of the text, then have them read it with you. Can you make it sound like I do? Ask the children to read the text by themselves.*

Grandpa has a train set.



I like to play with the black train.  
Grandpa likes to play  
with the red train.



2

We like to race the trains.





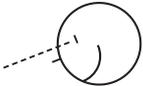
## **Talkthrough**

*Look at the pictures. Where do the trains race? Can you see them going through the tunnel, under the bridge and behind the hills?*

Ask the children to point out the words ‘through’, ‘under’ and ‘behind’.

Check the children’s understanding of the meaning of these words.

*Can you tell me what each of these words means?*



## **Observe and support**

Can the children use phonic understanding to work out new words?

*Can you break up the word ‘behind’? What sound do you think the word will start with? What sound will it finish with?*

The trains race  
through the tunnel,  
under the bridge,  
and behind the hills.





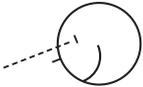
### **Talkthrough**

Model some of the text.

*'My black train races past Grandpa's red train.'* Whose train is going faster? What does 'faster' mean?

Encourage the children to make predictions.

*Who do you think will win the race? Whose train will be faster?*



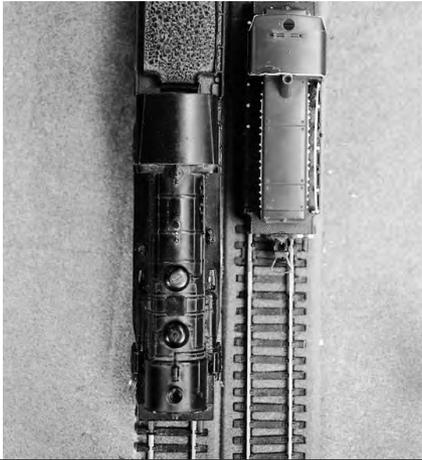
### **Observe and support**

Do the children read the text with expression, as if they were the child in the book?

*Can you read the story so that it sounds like this girl talking?*

*How might she feel during the train race? How might her voice sound?*

My black train races past  
Grandpa's red train.



6

My black train  
is faster than Grandpa's red train.



7

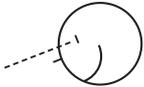


### **Talkthrough**

*Whose train is racing into the tunnel? What is Grandpa's train racing past?*

Ask the children to point to the apostrophe in the word 'Grandpa's' on page 9. Explain that there are two reasons why apostrophes are used. One of them is to show when something belongs to someone.

*What belongs to Grandpa?*



### **Observe and support**

Can the children correct errors when they occur?

*I liked the way you stopped to check what you were reading.*

*What is the right word?*



My black train races  
into the tunnel.



Grandpa's red train races  
past the houses.

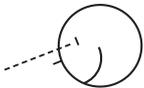




### **Talkthrough**

Model the text by using it in the questions you ask. Check the children's understanding of vocabulary and link it to their own experiences.

*Whose black train races past the station? Whose train races through the rail yard? What is a station? Have you ever been on a real train when it raced past a station? What was that like?*



### **Observe and support**

Do the children use contextual information to work out the meaning of new vocabulary?

*What is a rail yard? How did you work that out?*

My black train races past  
the station.



Grandpa's red train races  
through the rail yard.



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11

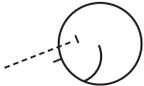


## **Talkthrough**

Model problem solving for the children.

*Is Grandpa's black train racing through the tunnel?*

*No. Grandpa's red train is racing through the tunnel. Where is the black train going? Yes, that's right, it's going under the bridge.*



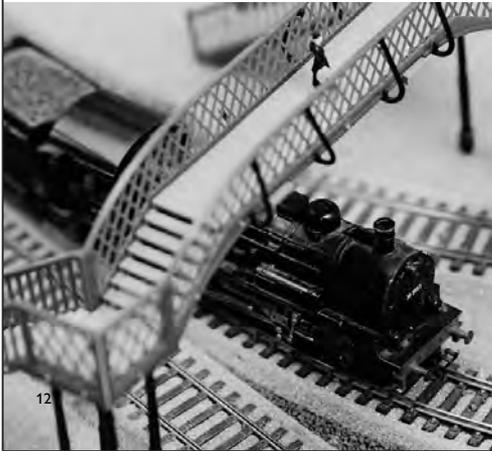
## **Observe and support**

Do the children use a range of information to solve problems when they read?

If a child has difficulty with a word, ask the following questions.

*What can you see that might help you work it out? What could you try? What would make sense?*

My black train races  
under the bridge.



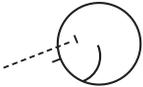
Grandpa's red train races  
through the tunnel.





### **Talkthrough**

*Which train is racing past the other? Who wins the race? How do you think the girl feels?*



### **Observe and support**

Do the children understand the purpose of the text?  
How well do they connect the text and photographs to help them understand what happens in the race?  
*How do you know whose train is winning the race?*

Grandpa's red train races past  
my black train.



Grandpa's red train wins!





## Talkthrough

Does the little girl look sad? Do you think she likes having train races?



And then we race again.

16



## After reading

### Being a meaning maker

Encourage the children to support their responses with evidence from the book as they discuss these comprehension questions.

*Which train does Grandpa race?*

*Where do the trains go?*

*Who wins the race?*

*Which train is the fastest? Would it always win?*

*Why do the girl and her grandpa race their trains?*

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## Teacher Edition



**Topic:** Hobbies

**Curriculum link:** SOSE

**Text type:** Recount

**Reading level:** 8

**Word count:** 117

**High-frequency words:** a, and, has, I, into, is, like, my, than, the, then, to, we, with

**Vocabulary:** again, behind, faster, Grandpa, play, race, rail yard, station, through, under

### Possible literacy focus

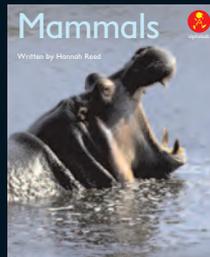
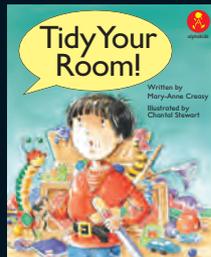
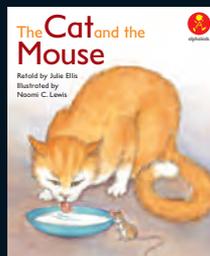
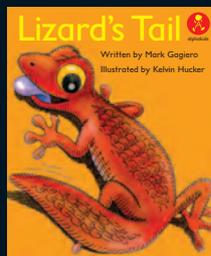
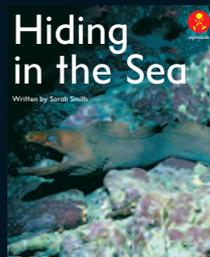
Identifying the features of a recount.

Using the text to learn about a new area of interest.

### Summary

This book is a recount of a train race that a grandfather and his granddaughter have with a model train set.

## Other books at this level



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