

# Teachers' Guide for Click

November/December 2012: All Aboard! – Trains and Tracks

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All activities are assumed to be teacher/adult assisted, unless students are independent at the level of the questions/activities.

## **Getting Started: Pre-reading:**

"Trains and Tracks" is the topic of this month's issue.

- What makes a train different from other ways people travel?
- Do you think trains are a good way to travel? Explain.
- If you could go anywhere on a train, where would you go?

W1&2/SL1&2: Comprehension and relaying information:

- As you finish this issue of Click, discuss/write whether you think that you would like to travel or someday work on a train. Why or why not?

## **Click and the Kids:**

R1/2: Key Ideas and Details:

- Have you ever been on a train? Where did you go?
- Where are Amy and Martin going?
- What are some of the different cars Amy and Martin found when they explored the train?
- Who is the author and illustrator of "Click and the Kids"?

RL4/L4: Word Meaning:

- What is the difference in the words "aboard" and "bored"?
- What does Liz mean when she says the conductor is going to "punch" the tickets? Why does Amy say, "Punch? That doesn't sound very nice"?
- What does Click mean when he says the train is "just like a snake that slithers around trees and rocks"?

## **At the Freight Yard**

R1: Key Ideas, Facts, and Details: For all questions, answer "How do you know?, Where do you find that information?":

- What do hopper cars carry and how do they work?
- How long can freight trains be?
- Find and draw or write a list of 8-10 things that freight trains carry?
- With a partner, find as many of the types of cars on a freight train that you can. Use the words and the illustrations. Compare your list with another reading buddy partnership.
- What is the job of the camera in the freight yard?
- What is the job of the switcher locomotive in the freight yard?

SL4/W2: Presentation of Knowledge, Writing to explain:

-Using what you learned from the story, "At the Freight Yard", what goes on at a freight yard? Discuss and/or make a chart or drawing of what you find.

### **Tracks Across America**

R2: Determining theme or message:

- What are the author and illustrator of this article trying to teach us about trains in America?
- How do the illustration and photos help you know where each train is located?

R1: Key Ideas and Details:

With a buddy look for the answers in the story:

- What is the fastest train in the United States?
- Where is the largest subway system in the world?
- Which type of train has one rail?
- How many cars does a trolley usually have?
- What is the name of the train that has no driver or conductor?

### **Yo Wants to Know**

R1&3: Facts and Details:

- Where are Yo and Yo's father going first?
- What line do they have to take to get there?
- Is Aquarium Station the first stop?

R7&8: Integration and Evaluation:

- Have you ever traveled in a subway? Where?
- Why do you think subways are built underground?
- What is the weather like in the story? How do the author and illustrator show us that?
- Did Yo like the ride? What makes you think so?

R5: Craft and Structure:

- Could this story have really happened? Why do you think so?

R4/L4: Meaning and Vocabulary:

- Why do you think Yo says the "train is like a big screechy dragon"? What does Yo mean?

W3/R9: Writing a narrative, Compare/Contrast:

- Write and/or draw a story about a child who rides a different type of train. How would the story be different from Yo's experience? How would the illustrations differ?

### **Chugga Chugga Choo Choo!**

R7&8: Integration and Evaluation:

- Besides the steam engine, what two other types of trains do we learn about in this story?
- What type of fuel did the fireman have to shovel into the firebox to make the steam for the steam engine? (see the illustration on p.18)
- What did that fuel heat to make the steam? (p. 19)
- Why do people say the steam engine sounded like "chugga chugga"? (page 20)
- How long were steam engines used to power locomotives? (p. 21)
- What are some reasons the steam engines went out of style? (see. P. 20)
- Why are diesel-electric engines used? (see p.21)
- Where does the electricity come from to run electric locomotives? (see p. 22)

SL1&4: Presentation of Knowledge and Ideas

- If you were going to teach someone who did not read this story about the 3 different types of trains, what are some of the most important things you would share with him or her? You can

draw, make a chart, or write what you'd say, and then, practice it with a partner and explain why you made your decisions.

### **You're on a Roller Coaster:**

Pre/post-reading:

- Before you read the story, think about why this issue of Click, which is about tracks and trains, would have a story about roller coasters?
- Answer this same question after you finish the story. Did you change your mind? Why or why not?
- Have you ever been on a roller coaster? Did you like it? Why or why not?

R1: Key Ideas, Details and Inference: Explain how you know or where you got your answers:

- What does it mean when it says on page 23, "But on a roller coaster, the ride is what counts, not where you go"?
- Try the marble activity on page 24. How does that activity help you understand how a roller coaster works?
- How does a roller coaster move to the top of the first hill?
- What is the most important thing about the 2<sup>nd</sup> hill in order for the roller coaster to make it to the top?
- Look at the illustration on page 25. What are some ways a roller coaster will slow down?
- How is a roller coaster like a train?

### **Stormy's Hat**

W2or3/SL4: Writing and Reporting to Inform/Explain or Presentation of Knowledge and Ideas:

- If you were going to teach someone about how the railroad man's hat came to be, how would you do it?

In the order it happened in the story, draw and/or write about the different hats Stormy tried before Ida made him the one that worked. Remember to show or explain why Stormy's friends recommended the different hats and why those hats didn't work. Present your project to another class.

R1/6/7: Key Ideas, Details and Integration and Inference:

- Who is the author of this story? Who is the illustrator?
- Who was Stormy Kromer?
- What did he love about driving trains?
- What didn't he like?
- Several times Stormy tells Ida, "Don't you worry your pretty little head. I'll figure out something." How did Ida feel about Stormy saying that to her? Using the illustrations and words to figure it out, how do you know?
- How did Ida get her ideas for Stormy's hat?
- Make a chart with a buddy or the class with all the things that, according to Stormy, would make a perfect hat for a railroad man.
- What did Ida and Stormy do when lots of railroad workers wanted hats just like Stormy's?
- How long ago did Ida make the first hat for Stormy?

R4/L4: Meaning and Vocabulary:

- On page 31, Stormy says "My head feels like John Henry is pounding it with a sledgehammer." What did Stormy mean? Was someone really hitting him on the head?

R5: Craft and Structure:

- Is "Stormy's Hat" fiction or non-fiction? The illustrations look like cartoons, but what is on page 34 that helps the reader know this is a true story?

**Beatrice Black Bear**

R1: Key Ideas and Details:

- What does Beatrice say train stations are for?
- Where do passengers get on a train in Barcelona, Spain?
- Where do trains go before they get to Grand Central Terminal in New York City?
- What do you think Beatrice likes about train stations? How do you know?