

Brianna and the Trains

Accessing Prior Knowledge

Before reading the story, ask these questions and talk about the student's answers.

1. Who has toy trains?
2. What can you do with toy trains?
3. Where can you keep toy trains?
4. Where can you see big trains?
5. Where can big trains take people?
6. How do things look when they are far away?
7. How do things sound when they are far away?

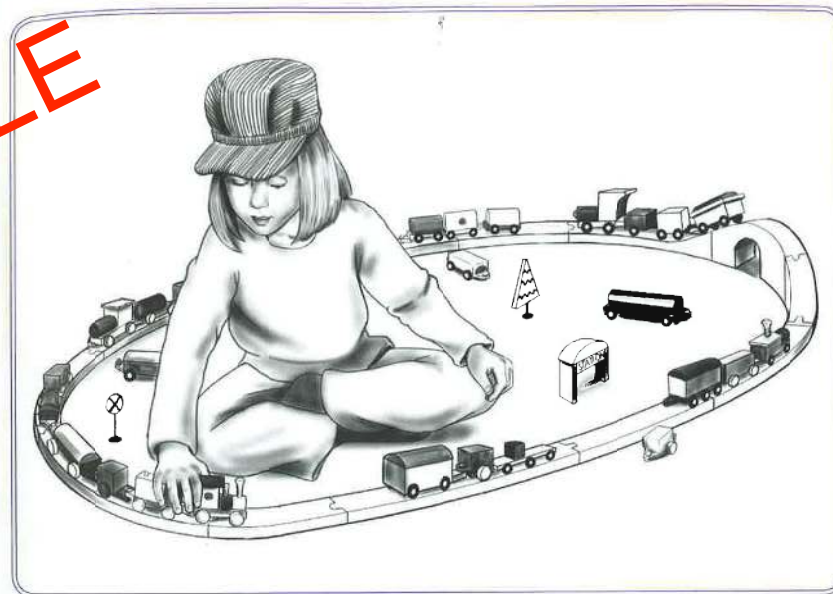
Read the Story

Next read the story aloud in unison with the student. Stop after each paragraph and add the explanations and comments at the bottom of the page where appropriate. The contextual explanations and comments are for you to say, not for the student to read.

If possible, have the student read the story alone orally. Watch for decoding errors, skipped or inserted words, adherence to punctuation markers, and intonation patterns that are clues to comprehension.

If the student is struggling with decoding, read the story aloud again to the student, emphasizing error words.

Brianna and the Trains



Brianna loves to play with toy trains. She has many different trains. She has red trains, blue trains, green trains, and yellow trains. Some of her trains are long. Some of her trains are short. "I love trains," she says.

Brianna makes a big track. The trains go around the track. The trains go up the hill and down the hill. Some trains go fast. Some trains go slow.

Brianna and the Trains

Story Summary

Write the story summary in the blanks or use the pink sentence strips to retell the story. Then tell the story to someone else.

FIRST

NEXT

LAST

Brianna played with toy trains on a track.

Brianna kept her trains in a special bag.

Brianna and her mother went to see a big train.

Brianna saw a train coming on the tracks.

The train stopped at the station.

Brianna wanted to ride on the train but she had to wait.

The train left the station and the engineer waved.