

Here's What You'll Get in the Train to Somewhere Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

Making Inferences Lesson Plan

Making Inferences
Train to Somewhere
By: Eve Bunting
Grade Level: 4 / Guided Reading Level: C

1
Get Ready To Read
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

2
Learn About Comprehension Strategies
Think about the text you read
Know what to do

Summary
Train to Somewhere is the story of Marianne, a girl who rides an orphan train at the turn of the 20th century. Marianne's mother left her at an orphanage and never returned. As Marianne travels on the train, she looks for her mother at every stop. She does not see her. Marianne is very sad. Nobody has chosen her for a new home. Finally, she meets Mr. and Mrs. Book who teach her that sometimes, what you get turns out to be better than what you wanted in the first place.

Link to What You Know
What does it mean to be an orphan? How do you think it would feel to be an orphan?
Why do you think there were orphanages? What might have happened to the orphans' parents?
Have you ever felt alone? Describe how that feels.

Important Words to Know and Understand
Muff - A fashion accessory, usually of fur, for keeping the hands warm
Platform - A landing alongside railroad tracks

Why Readers Make Inferences While Reading
When readers make inferences they behave like reading detectives.
Sometimes the author does not give you all of the information you need to understand everything that is happening in a text. Instead the author gives you clues. You can use the author's clues along with what you already know to make an inference. This is sometimes called "reading between the lines."
For example, if an author writes, "Jason made a terrible mistake and his face turned bright red," you can infer that Jason is embarrassed. This inference makes sense because you know that if a person's face turns red after making a mistake, it usually means that they feel embarrassed.
Illustrators also leave clues. Make sure to look at the pictures to learn more about characters, settings, problems, and solutions.

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Guided Reading Level

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3
Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.
Page 7 - What can you infer about Marianne's character from this page? How do you know?
Page 9 - The author tells us that the people who want to adopt the children feel the boys' muscles before they adopt them. What can you infer about the people who are adopting the children? What do they want? How do you know?
Page 24 - Make an inference about Marianne. Now that she is the only orphan left, what do you think she is feeling? How do you know?
Page 27 - Marianne makes an inference about Mr. and Mrs. Book on this page. What does Marianne infer about Mr. and Mrs. Book based on the toy locomotive? Why do you think so?

4
Time to Reflect
Think - What types of inferences did you make while reading Train to Somewhere? Did you make inferences to understand new words? Did you infer to understand how a character thinks or feels? What did you already know about people, places, or events that helped you make inferences?
Talk - Tell your reading partner about the best inference you made while reading this book? Explain why your inference was so helpful to you as a reader. Remember to ask your partner to share their thoughts about the book too.
Reflect - Think about the extra information you learned while reading Train to Somewhere. What was easy about making inferences? What was difficult? How does making inferences help you be a better reader?
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading Train to Somewhere. (Remember to include examples from the book.)

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Key Vocabulary

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Explanation of Strategy

1 **Get Ready To Read**
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

2 **Learn About Comprehension Strategies**
Think about the text you read
Know what to do

3 **Identifying the Author's Purpose**
Identify the author's purpose while reading

4 **Notice the Work You Did While Reading**
Think
Reflect
Write

Author's Purpose

1 **Get Ready To Read**
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

2 **Learn About Comprehension Strategies**
Think about the text you read
Know what to do

3 **Determining Importance**
Identify the author's purpose while reading

4 **Notice the Work You Did While Reading**
Think
Reflect
Write

Determining Importance

Answer Key for Making Inferences with Train to Somewhere

Your Turn to Practice Making Inferences with Train to Somewhere

Page 7: What can you infer about Marianne's character from this page? How do you know?
Page 9: The author tells us that the people who want to adopt the children feel the boys' muscles before they adopt them. What can you infer about the people who are adopting the children? What do they want? How do you know?
Page 24: Make an inference about Marianne. Now that she is the only orphan left, what do you think she is feeling? How do you know?

Answer Key for Identifying the Author's Purpose with Train to Somewhere

Your Turn to Practice Identifying the Author's Purpose with Train to Somewhere

Page 7: Why do you think the author includes the description of Zachary in the story?
Page 14: Why do you think the author used a picture of Marianne and her mother on this page? What is the importance of the loach?
Page 24: What does the author name the city? What does Marianne think about the name of the city? Why is the name of the city important to the author's purpose?

1 **Get Ready To Read**
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

2 **Learn About Comprehension Strategies**
Think about the text you read
Know what to do

3 **Synthesizing**
Synthesize information from multiple sources

4 **Notice the Work You Did While Reading**
Think
Reflect
Write

Synthesizing

Answer Key for Determining Importance with Train to Somewhere

Your Turn to Practice Determining Importance with Train to Somewhere

Page 8: What have you learned so far? What do you think is important to remember about orphans and the orphan train? Why do you think so?
Page 14: What have you learned about Marianne's mother? Is that a fact that's important to remember? Why do you think so?
Page 23: What do we learn about Mrs. Randolph as they approach the last stop at Somewhere? What is important about Mrs. Randolph why do you think so?
Page 24: What is important to remember about Mr. and Mrs. Book? What do we learn about them? What is that important about what they say on this page? Why do you think so?

Answer Key for Synthesizing with Train to Somewhere

Your Turn to Practice Synthesizing with Train to Somewhere

Page 7: Notice the picture on this page. What do you think about Marianne from looking at the picture?
Page 12: Why do you suppose Marianne's knees are trembling? What is she worried about? What does Marianne's behavior tell you about her relationship with Harold?
Page 17: What do you think of Marianne's mother at this point in the story? How is Marianne changing? Why is she changing?
Page 24: What does Marianne think about the town of Somewhere? What do you learn about the couple waiting at the last stop?

Synthesizing

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

"I Can" Statement →

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Making Inferences

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

To Persuade To Inform To Entertain

I know because...

What do you think the author wanted you to think about while reading this book?

Draw a picture of the most important thing the author made you think about while reading.

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Author's Purpose

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Determining Importance

Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
Because...	Because...	Because...
My new thinking is...	How I understand...	After thinking about...
Because...	Because...	I conclude...
Because...	Because...	Because...

Directions:
1. Answer each of the questions.
2. Carefully cut on the dotted lines.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Reader's Response Prompt | ©BookPagez.com

Synthesizing

Vocabulary Connections Resources

Vocabulary Connections **Train to Somewhere**
By: Eve Bunting
Grade Level: 4 / Guided Reading Level: G

Important Words to Know and Understand in "Train to Somewhere"

Adopt
To legally take a child into one's family

Atlas
A book or bound collection of maps

Conductor
One who is in charge of the railroad train, bus or streetcar

Freight
Goods that are carried by train

Muff
A fashion accessory, usually of fur, for keeping the hands warm

Orphan
A child who no longer has parents to take care of them

Platform
A landing alongside railroad tracks







Tenement
A run down, low rental apartment building

Vocabulary Word List | ©BookPages.com

Important Words to Know and Understand in Train to Somewhere Word List

Word and Picture Sorting Cards

Vocabulary Connections **Train to Somewhere**
By: Eve Bunting
Grade Level: 4 / Guided Reading Level: G

Adopt 	Atlas 	Conductor 
Freight 	Muff 	Orphan 

Picture Vocabulary Sorting Cards | ©BookPages.com

Vocabulary Connections **Train to Somewhere**
By: Eve Bunting
Grade Level: 4 / Guided Reading Level: G

Adopt To legally take a child into one's family	Atlas A book or bound collection of maps	Conductor One who is in charge of the railroad train, bus or streetcar
Freight Goods that are carried by train	Muff A fashion accessory, usually of fur, for keeping the hands warm	Orphan A child who no longer has parents to take care of them

Definition Vocabulary Sorting Cards | ©BookPages.com

Word and Definition Sorting Cards

Vocabulary Connections **Train to Somewhere**
By: Eve Bunting
Grade Level: 4 / Guided Reading Level: G

Adopt is a/an noun verb adverb adjective Definition of Adopt : _____	Atlas is a/an noun verb adverb adjective Definition of Atlas : _____	Conductor is a/an noun verb adverb adjective Definition of Conductor : _____
Adopt looks like this: _____	Atlas looks like this: _____	Conductor looks like this: _____
Adopt reminds me of: _____	Atlas reminds me of: _____	Conductor reminds me of: _____
I saw this word in _____	I saw this word in _____	I saw this word in _____

Interactive Vocabulary Notebook Cards | ©BookPages.com

Word Games
with Words from Train to Somewhere

Unscramble each of the words. Take the letters that appear in and unscramble them to discover a secret word.

Word Bank
ADOPT
ATLAS
CONDUCTOR
FREIGHT
MUFF
ORPHAN
PLATFORM
TENEMENT

Word Games
Train to Somewhere
Take the letters that appear in to discover a secret word.

 R E I G H T
 O P T
 E N E M E N T
 F F
 R P H A N
 L A T F O R M
 L A S
 P A M I L Y

Use the words in the word bank to fill in the blanks below. Some words may be use more than once and some may not be used at all.

- Sometimes people who can not have children of their own _____ an _____.
- An _____ train was different from a _____ train because it had a _____ and cars.
- An _____ would wait on the _____ with the hope that someone would _____ them.
- Finding a family was better than going back to the orphanage, which was like a _____ building.
- Finding a family was better than going back to the orphanage, which was like a _____ building.

Name: _____

Word Games and Answer Key

Interactive Vocabulary Notebook Cards

Vocabulary Connections **Train to Somewhere**
By: Eve Bunting
Grade Level: 4 / Guided Reading Level: G

Train to Somewhere
By Eve Bunting

A new word I learned from the book is: _____

Name: _____

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | ©BookPages.com

Vocabulary Word Extension Activities

Vocabulary Connections

Directions:

- Write a word from your reading that is new to you in the first column.
- Read the sentence before and after the sentence where the word appears. Write what you think the word means in the second column.
- Explain why you think your definition makes sense based on the context clues in the text.
- Write the dictionary definition.
- Place a check mark in the last column if the dictionary definition matches what you thought the word meant.

Word	What I Think the Word Means	Context Clues	Real Definition	✓

Independent Word Exposition | ©BookPages.com

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Train to Somewhere
By: Eve Bunting
Grade Level: 4 / Guided Reading Level: G

Instructional Focus:
R- Controlled Vowels

Background:
When the letter r follows a vowel, the r changes the sound of the vowel.

Examples:

adorn	certify
barn	chorus
barber	corn
carpet	farm

Materials and Preparation:

- A Copy of Train to Somewhere
- Chart Paper
- R- Controlled Vowels Practice
- R- Controlled Vowel Rhyming Words
- R- Controlled Vowel Word Detective Worksheet
- Optional - Word Detective

Word Work
Train to Somewhere
By: Eve Bunting
Grade Level: 4 / Guided Reading Level: G

Step 1: Introduce the Focus of Word Work

Introduce R- Controlled Vowels

- Explain that each vowel has a short sound, a long sound, and a r-controlled sound. Review the sounds of both. Introduce children to the idea that vowels also change their sound when the letter r follows them.
- Ask children to look at the chart paper and write the letter a at the top of the paper. Below it, write the word cat. Say the word with the class, emphasizing the short a sound. Then write the word car. Say the word with the class, emphasizing the r-controlled vowel a sound.
- Then write the word hen. Say the word with the class, emphasizing the short e sound. Then write the word her. Say the word with the class, emphasizing the r-controlled vowel e sound.
- Continue writing and saying words for the other vowels, emphasizing the short vowel sound. Emphasize how it changes when r follows it in each word. Use these words: fit, fir, cat, corn, fun, fur.
- Review with children how the r after a vowel changes the sound of the vowel.

Sample Anchor Chart

R- Controlled Vowels	
ai	oi
au	ou
aw	ow
ay	oy
ea	oa
ee	oe
ey	oy
ir	or
ur	ur

Step 2: Connect Word Work to Reading

R- Controlled Vowels in the Text

- Tell the students that the book they will be reading today has many words that have r-controlled vowels.
- Show them page 1 of Train to Somewhere. Ask students to listen carefully and look for the words while you read. If they hear an r-controlled vowel, they should raise their hand.
- After reading page 1, ask the students to identify any words with r-controlled vowels.
- Tell the students that you are going to read the book once from beginning to end. Tell them to be listening for words that have an r-controlled vowel sound. Remind them to be polite and not to interrupt you while you read.
- Read Train to Somewhere.

Examples of R- Controlled Vowels Found in the Text:

• work	• butter	• engines	• stove	• distract
• host	• reactor	• tractor	• water	• glass
• offer	• banking	• brass	• science	• top
• one	• harvest	• working	• other	• part
• carry	• person	• bicyclist	• snail	• mountain
• other	• far	• brother	• other	• mountain
• platform	• gift	• hat	• stay	• other
• house	• salt	• harness	• newspaper	• other
• soft	• other	• whisker	• bottle	• forward
• farm	• camera	• fern		

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work
Train to Somewhere
By: Eve Bunting
Grade Level: 4 / Guided Reading Level: G

Step 3: Guided Word Work Practice

Interactive Exploration

- Give each student the R-Controlled Vowel Words Activity. Ask children to write their names at the bottom of the page.
- Split the class into groups of three or pairs of students.
- Explain that each team will work together to complete the page by identifying rhyming words for various r-controlled vowel words.
- The team should work quickly and should check their work as they go.
- The first team to complete the page with correct rhymes is the winning team.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of R-Controlled Vowel Word Work.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for r-controlled vowels in their own reading. Tell them to write their words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the Word Detective worksheet.

Word Work Lesson Plan | @BookPagez.com

Interactive Activities

R-Controlled Vowel Rhyming Words
Interactive Activity

Directions:
Look at each word. Work with your partner or group to write a rhyme for each word.

arm _____	mirch _____
star _____	scorch _____
card _____	lord _____
yarn _____	stark _____
farm _____	corn _____
	snort _____
bark _____	dorm _____
carp _____	tum _____
tart _____	curl _____
bard _____	spur _____
barge _____	fur _____
jerk _____	germ _____
blurt _____	swerve _____
hark _____	skirt _____

Name: _____ Guided Word Work Practice | @BookPagez.com

Independent Practice Page

Extension Activity

Word Detective: R- Controlled Vowels
Extension Activity

Directions:
Be a word detective!
Be on the lookout for r-controlled vowels while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Work Extension Activity | @BookPagez.com

R-Controlled Vowel
Word Work Practice Page

Directions:
Read each riddle clue. Write an r-controlled vowel word to answer each riddle.

- Ketchup comes in a bottle. Jelly comes in a _____.
- A word that means the same thing as begin is _____.
- If you plan to buy many groceries, you will need a shopping _____.
- If it is not his, it belongs to _____.
- Lightning and thunder are part of a _____.
- Your birthday is the day you were _____.
- Dad had to _____ to avoid the squirrel in the road.
- A woman carries money, lipstick, tissues, and gum in a _____.
- The opposite of light is _____.
- Soccer, basketball and baseball are all _____.
- A snake has skin, a fish has scales, and a bear has _____.
- If you are not first or second in line, you might be _____.
- A yellow vegetable that grows in a field is _____.
- It's not sweet. It's not salty. It's not bitter. It must be _____.
- An animal that swims and has very sharp teeth is _____.

Name: _____ Independent Word Work Practice | @BookPagez.com

