

The Train

3rd Grade Fiction

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I had never been on a train before. This was my first trip to see my grandmother and I was getting really excited. We were going to visit her for the whole summer.

My mother and I left early in the morning. We went downtown to a large train station. There were so many people there. I asked my mom, “How do we know which train is ours and where it is?”

“Our train is the one going to New Orleans. Do you see the sign posted over there? It says New Orleans, and it says Track 22. So, let’s head to Track 22.”

Just then, I heard a very loud noise. “Screech! Screech!”

“What in the world is that noise?” I asked Mother.

“That’s the sound of the brakes on the train,” responded my mother. “Just like our car, a train also has brakes. When the train pulls into the station, they need to slow it down, so they use their brakes.”

We found our train and then boarded. We sat down and waited for it to start moving. As I was looking out the window, I saw the train on the next track. There were people in it, so I waved at them and they waved back. This was fun!

Just when I was about to ask when we would leave, I felt the train move. It was so smooth, almost like riding on a sled. I thought the train ride would be bumpy, like riding in a car. I was very surprised.

I turned to tell my mother what I thought, but she had already fallen asleep. The train was so smooth it was easy to sleep. I slept, too. When I woke up, it was night time and we had arrived in New Orleans.

”This is going to be a great summer,” I said. “I’m so glad we made this trip.”

Analyze Author's Techniques, including Figurative Language – Fiction

Questions developed by Center for Urban Education for use by Chicago Public Schools 2008-2009.

Choose the best answer for each question.

1. Why does the author write “screech, screech?”

- a. to tell what happened
- b. to help you hear what it was like
- c. it is a funny sound
- d. it is the sound of a train

3. Why did the writer end the story with the last sentence?

- a. to tell what happened
- b. to tell it is over
- c. to tell what the idea of the story is
- d. to tell what the child said

2. Why did the writer have the child tell the story?

- a. to make it interesting
- b. because it happened
- c. the mother sleeps
- d. the child is on a trip

4. Why did the writer say the child slept?

- a. To show how quiet the train was.
- b. To show how tired he was.
- c. To show that it was a long trip.
- d. To show what happened.

5. Write your own answer to this question. How long did the trip take?

How did the writer show you how long it took?

TEACHER NOTES: Develop Students' Skills: Exercise Thinking

These questions have not been validated, so decisions about student's achievement should not be made based on their responses. They are intended to exercise skills. Recommended activities include: students work in pairs to choose the best response; give students the questions without the responses so they generate their own answers; students make up additional questions; students make up questions like these for another passage.

Answers: You can remove this answer key and then give it to students and ask them to figure out the basis for the correct response.

Item	1	2	3	4
Answer	b	a	c	a

Question 5 is open-ended. Here is a suggested response.

It took a day—you know because it starts in morning and ends at night.