

# Tracking Trains

Literacy Level 27 • Maths Level 3–4 • Geometry and Measurement

Wise Up!



Inquiry Learning  
for Years 6 and Up

## Inquire to Learn!

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There are many ways in which *Tracking Trains* can be used as a base for Inquiry Learning. This is just one suggestion.

**Session 1:** Using the Big Book, share-read *Tracking Trains*, stopping at natural points for discussion. Draw on the students' prior knowledge of trains and timetables.

**Session 2:** Using the Big Book, work through the Literacy Focus questions. Guide the students towards achieving the literacy learning outcome.

### Literacy Focus:

1. *Author's Purpose:* Ask: Why do you think the author wrote this book?  
[Answers will probably refer to the history of rail. May also mention time. If not, prompt the students to provide the answer – e.g. Do you think the author had any other purpose?]
2. *Comprehension:* Ask: Why is accurate timekeeping important for trains?  
[It is the only way they can run efficiently and is important for safe travel.]
3. *Review:* Ask: Do you think the author has achieved her purpose? Why/why not?

**Session 3:** Using the Small Books, have the students reread *Tracking Trains*. Model answering the Wise Up! on page 4. In their maths groups, have the students answer the Wise Up! questions on pages 7, 9, 11, 13, 15, 16, 19, 21, and 23. Help individual groups as necessary.

**Session 4:** Have the students work in pairs to complete the challenge on page 24.

### Literacy Achievement Objective:

Recognize that there may be more than one reading available within a text.

### Specific Literacy Learning Outcome:

Understand author's twofold purpose: to tell the history of trains and to explain the importance of accurate timekeeping.

### Numeracy Achievement Objectives:

- Become familiar with time zones and the 12-hour and 24-hour clocks.
- Interpret and use timetables.

### Specific Numeracy Learning Outcome:

Learn to solve problems relating to timetables and time zones.

### Cross-Curricular and Topic Links:

time and timetables, transport and technology, mapping and geography, history

### Additional Technology Outcome:

- Understand from the text and their research that technological progress does not happen in isolation, but is the result of an accumulation of knowledge.
- Understand that technological progress both reflects and changes society and the environment and increases people's capability.

### Inquiry Learning Extension:

Have the students work in small groups to research and write about other forms of transport that made a great difference to the world, such as steam ships, cars, planes, spacecraft.