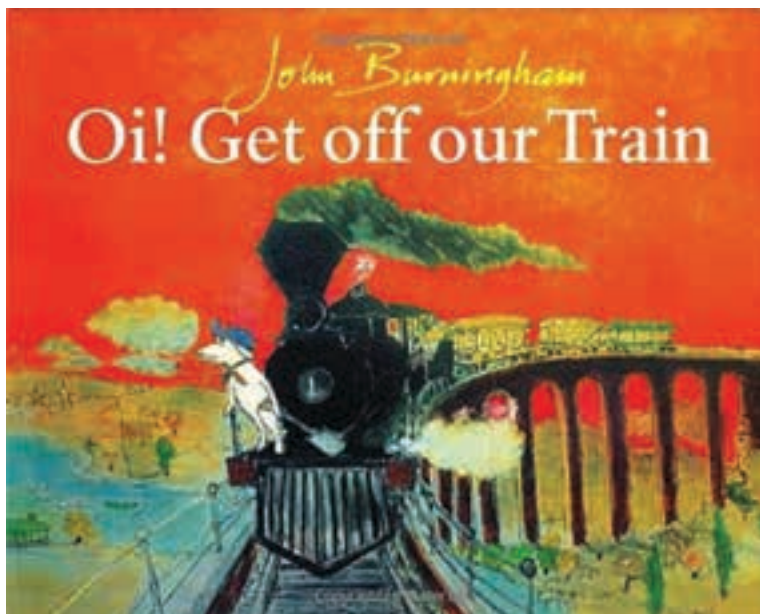


# My future train adventures on Sydney Metro Northwest

Key Learning Area	Unit or lesson title and main focus questionsw	Most appropriate level and suggested number of lessons
English	<b>My future train adventures on Sydney Metro Northwest</b> What will I see, do and find on my future train adventures on Sydney Metro Northwest?	Stage 1
		1-2 lessons

## Teacher briefing

In this lesson sequence, a picture book and information about the Sydney Metro Northwest stimulates students' creativity and imagination, leading them to create a class narrative. Using modeled writing lessons, students create their own narrative entitled 'My future train adventure on the Sydney Metro Northwest'.



**Figure 2:** *Oi! Get Off Our Train* by John Burningham, ISBN: 9780099853404 Red Fox, 1992 is a good introduction to these lessons. This book is about a boy who takes an event filled train ride around the world in his dreams. If it is not available, any storybook depicting a train journey can be used.

### Requirements for these lessons

- Book: *Oi! Get Off Our Train* by John Burningham, or another story book about a train journey
- Printed pictures of the Sydney Metro Northwest and route map
- Interactive whiteboard
- Interactive whiteboard marker and keyboard
- Pencils and writing books
- Computers, laptops or iPads.

## Assessment

Formative assessment opportunities occur during the modeled writing lesson. Summative assessment can be undertaken on individual narratives. The format of a 'writing conference' also provides opportunities for self or peer assessment in a positive and collaborative learning environment.

## Key terms and vocabulary

Sydney Metro Northwest, single deck trains, train stations, train line, narrative, journey, imagination.

## Web links



### Route map of Sydney Metro Northwest

<https://www.sydneymetro.info/map/interactive-map>

### Using podcasts in the classroom

<http://fcit.usf.edu/podcasts>

### A quick reference guide on how to access and use the SMART Tools menu if you have a SMART Board™ interactive whiteboard pdf (332KB)

<http://downloads01.smarttech.com/media/services/quickreferences/pdf/english/qrn10smarttools.pdf>

### Free podcast software

<https://sourceforge.net/projects/audacity/>

Apple Garageband is also easy-to-use podcasting software

### Free blogging sites suitable for teachers:

<https://www.blogger.com>

<http://www.weebly.com>

## Syllabus links

### English K-10

(EN1-1A) communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations

(EN1-2A) plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers

(EN1-10C) thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts

(EN1-11D) responds to and composes a range of texts about familiar aspects of the world and their own experiences.

## Learning experiences

### Step 1 – Class discussion

Ask students to imagine going on a train journey. Use these questions as a guide:

- Who has a train set at home? What does it look like?
- Have you ever imagined taking a pretend journey on the train in your train set?
- Have you been on a real train?
- Where did you go? Who was with you? What did you see?
- Where would you like to go on a train? Who would you take? Who would you visit?

### Step 2 – Class activity

Teacher introduces Sydney Metro Northwest by displaying pictures and a route map. (See web links). Teacher locates the eight new stations and discusses them in relation to their proximity to the school. The teacher continues the discussion by outlining key features of the new stations such as single deck trains, a train at least every four minutes in the peak, a train line that travels at three levels including ground, underground and elevated.

### Step 3 – Class activity

Teacher begins modeling the narrative of an imaginary train journey on Sydney Metro Northwest. This could be initiated by asking questions to stimulate students' imaginations. Teacher records students' answers on the interactive whiteboard. Use the responses as a story guide and discuss characteristics of a good narrative. For example:

- Today we are going on a train ride using the new Sydney Metro Northwest. It is going to be an adventure
- At which train station could we begin our journey?
- The closest station to our school is the ... (select the closest Sydney Metro Northwest station to the school). (Setting)
- How are we going to get to the train station and who is travelling with us? (Plot and characters)
- When we arrive at the station what do we need to do? (How to get to the train station, fares, safety procedures on platforms and trains, where to sit, how to exit and enter)
- Who are we going to meet along our journey and where are they going? (Characters).
- Where are we travelling?

On the displayed map of Sydney Metro Northwest discuss the stops along the train ride. For example, we might want to visit a friend who lives near Castle Hill Train Station (Plot). Does anything happen on our train journey? (Climax and resolution).

### Step 4 – Individual activity

Students begin to draft their individual narratives for their journey.

### Step 5 – Class activity

To introduce reading and editing strategies, select students to read a section of their story. Pause the reading and modify parts of the story that need editing. Teacher discusses various editing strategies, such as reading out loud and questioning. Create a title for the story.

### Step 6 – Group task (four to six students)

'Writing Conference'. Students take turns reading their narratives to the group. Other students and the teacher ask questions to enhance the narrative. Use these analytical writing questions as a guide:

- Do you have more than one story in your narrative?
- Is there more you could add?
- What is each character doing in the story?
- Can you tell us in detail what happened on your journey?
- What did you see, smell or hear?

Students then individually edit their own work using strategies from the 'Writing Conference'.

## Step 7 – Recording the podcasts

Students create an individual podcast using their narratives. The most effective way of producing a simple podcast is using the record function on the interactive whiteboard. The podcasts can be uploaded as MP3 files onto the class blog. For alternative software, see web links.

## Step 8 – Reflection

Students present their ‘My train adventure on Sydney Metro Northwest’ podcasts to the class. Podcasts also create excellent opportunities for students to find a motivational purpose to their work and for others to view their work outside the school.

Teachers ask questions to promote reflection on the students’ narratives. For example, why did they decide to represent certain characters or visit certain places in the narrative?

Reflect on the travel possibilities the Sydney Metro Northwest will open up for the students themselves, their family and the whole community.

## Teacher reference and extension work

### Stage modifications: Stage 2

The suggested book in this lesson sequence is about a boy and his dog travelling on a steam train. It provides opportunities to discuss and study different types of trains and the technological development of trains in Australian history. The Powerhouse Museum website provides excellent resources to support learning this content. For example:

<http://www.powerhousemuseum.com/exhibitions/transport.php>

### Other possible activities

- Create a timeline discussing the different types of trains introduced to Australia (steam, diesel, electric, cable, rail motor)
- Write a narrative using a particular type of train and discuss its key features
- Record a description of three key features of the Sydney Metro Northwest. For example: skytrain, underground rail, fast trains, a train at least every four minutes in the peak.

### Extension activities

Students could create a book based on their narrative. This book would include a title page, page numbers, illustrations and text. The book could also be a multimodal text using the narrative, artwork and podcast (see web links for suitable multimodal iPad Apps).





Topic Three:  
Planning, designing  
and building a railway