



## Ty's Travels: All Aboard!

By Kelly Starling Lyons

GRL I

### ABOUT THE BOOK:

Ty wants to play, but everyone in the family is busy. When Ty finds an empty cardboard box, his imagination helps him turn it into a train engine. As he chugs along, Daddy decides to ride too. Then Momma finds the train and wants to ride with them, and before long big brother Corey joins in the fun. The whole family enjoys the ride, which comes to an end just in time for dinner.

### DISCUSSION QUESTIONS:

1. Ty loves adventures. What adventure is he having on pages 4 and 5? What are some clues in the pictures on these pages that help you answer this question? *Common Core State Standards (Reading: Literature): RL.K.1, RL.1.1, RL.2.1, RL.3.1, RL.K.7, RL.1.7, RL.2.7, RL.3.7*
2. Who are the people in Ty's family? Why can't they play with him at first? Why do they change their minds and come play with Ty? *Common Core State Standards (Reading: Literature): RL.K.2, RL.1.2, RL.2.2, RL.3.2, RL.K.3, RL.1.3, RL.2.3, RL.3.3*
3. Does Ty ride a real train on a real track? How do you know? What are some clues in the illustrations that help you answer this question? *Common Core State Standards (Reading: Literature): RL.K.1, RL.1.1, RL.2.1, RL.3.1, RL.K.7, RL.1.7, RL.2.7, RL.3.7*
4. Which words in the story tell the sounds a train makes? What sound does the train's whistle make? How does train sound when it rumbles slowly? What sound does it make when it picks up steam? What does it mean to "pick up steam"? *Common Core State Standards (Reading: Literature): RL.K.1, RL.1.1, RL.2.1, RL.3.1, RL.K.4, RL.1.4, RL.2.4, RL.3.4*

*Common Core State Standards (Speaking and Listening) that discussions might also address: SL.K.1.a-b, SL.1.1.a-c, SL.2.1.a-c, SL.3.1.a-d, SL.K.6, SL.1.6, SL.2.6, SL.3.6*

### EXTENSION ACTIVITIES:

**All About Trains:** Ty knows some things that are true about trains. For instance, he knows a train has a whistle. What do you know about trains? Draw a picture of a train or find a photo of one. Use the picture, what you learned in this book, and what you already know to write or dictate some sentences that tell things that are true about trains. *Common Core State Standards (Writing): W.K.2, W.1.2, W.2.2, W.3.2, W.K.8, W.1.8, W.2.8, W.3.8*

**Big Box, Big Imagination:** How did Ty turn a box into a train? Imagine that you found a big empty box like Ty did. What would you do with that big box? What could you make it into that would be fun to play with or in? Write or dictate the changes you would make to your box. Then draw a picture showing what your box would look like after you worked on it. If you can find a big empty box, you might even want to follow the steps you wrote down and then climb in for your own big adventure! *Common Core State Standards (Writing): W.K.2, W.1.2, W.2.2, W.3.2*

**An Adventure with Ty:** A train is a form of transportation, or a way to get from one place to another. What other forms of transportation are shown in this book? Choose one of these and draw a picture of you and Ty having an adventure as you ride on that form of transportation. Then write or dictate a story that tells about your adventure with Ty. *Common Core State Standards (Writing): W.K.3, W.1.3, W.2.3, W.3.3*

**Just the Ticket:** If you could choose, would you rather ride on a real train or an imaginary train? Why? Draw a picture of you riding on the kind of train you would choose. Then write or dictate the reasons why you made that choice. Do you think Ty would make the same choice you did? Explain why you think Ty would feel that way. *Common Core State Standards (Writing): W.K.1, W.1.1, W.2.1, W.3.1*

*Common Core State Standards (Writing) that writing activities might also address: W.K.5, W.1.5, W.2.5, W.3.5, W.K. 6, W.1.6, W.2.6, W.3.6*

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