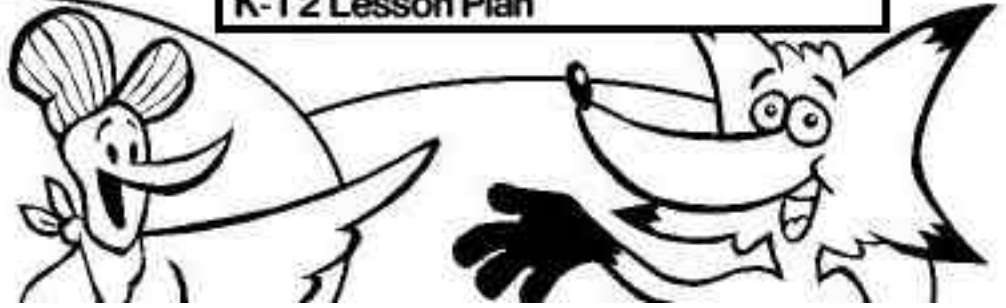




## K-12 Lesson Plan



### ALL ABOARD THE SAFETY TRAIN!

Grade: Kindergarten

Subjects:

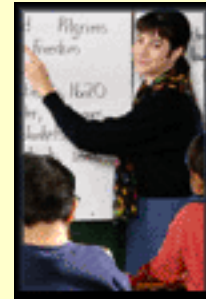


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### OVERVIEW

This lesson is a story-draw, connecting storytelling and an art project to teach students the importance of being careful around train tracks and trains. Students listen to a story and watch a train being drawn, piece-by-piece, until they can see the entire completed picture. Afterwards, the teacher retells the story and the students draw their own train.

### SAFETY MESSAGE:

- Trains are heavy.

### SUGGESTED TIME ALLOWANCE

20-30 minutes

### OBJECTIVES

Students will be able to:

- Identify the characteristics of a train.
- Recall train safety messages.
- Restate messages relating to safe actions around trains and tracks.
- Understand that a train is a large vehicle that requires special attention.

National Academic Content Standards addressed by this lesson.

### MATERIALS

- Large piece of art paper for drawing the train in front of the class
- 12 x 18 art paper, one piece per student
- Markers or crayons

- Story "The Picnic Lesson" and directions for train

## VOCABULARY

Train, railroad tracks, heavy, larger than, smaller than

## PROCEDURES

### TEACHER PREPARATION:

Familiarize yourself with some basic railroad safety messages. Pre-read the story-draw titled "The Picnic Lesson." Before presenting it to the class, practice drawing the train while you tell the story. Have materials ready to hand out to the class before beginning the lesson.

### MOTIVATION:

Get students thinking with some opening questions and statements: *Who has ever been on a picnic? Where do you take picnics? Today we are going to listen to a story about a picnic in a park. While I am telling the story, I want you to watch while I draw some pictures - if you watch carefully, you may just see something special.*

### ACTIVITY:

1. Read the attached story, "The Picnic Lesson," to the class. While you are reading the story, draw the pieces of the train that coincide with the story. (The items you are to draw are in capital letters.) Tell students to raise their hands when they think they know what you are drawing.
2. Once the students start to realize you are drawing a train, use this opportunity to mention some safety messages as you finish the story. Include the vocabulary words, "larger than" and "smaller than" in your discussion. Bring up the safety messages: *Trains are heavy. Be careful when crossing railroad tracks. Trains take a long time to stop. Pay attention around the tracks.*
3. Once the story is complete, retell the story and have the students draw the train along with you on their own paper. Students may add background items once the story is completed the second time. Continue discussing safety messages in the context of their drawing: *How can you show that the train is heavy and large? What other things might be in this picture at the park? How can you show that people must be careful around railroad tracks?*

### CONCLUSION:

Check for student understanding: *What did you add around your train? Was your train the largest thing in your picture? Why? What is something we should remember when we are around trains?* Have students show their pictures and post them on the bulletin board or wall.

## HIGHER ORDER THINKING

To assure students are using critical thinking skills, pose questions such as these at appropriate places within the lesson: *Who can retell the story by themselves and draw the train without any help? Can someone create his or her own story and picture? Can you use the same shapes that we used to draw the train, but tell a different story?*

## ASSESSMENT

- Discussion and completion of drawing (Understand that a train is a large vehicle that requires special attention.)
- Responses given during discussion (Identify characteristics of a train. Restate messages relating to safe actions around trains and tracks. Recall train safety messages.)

## EXTENSIONS

**Arts:** Have the students retell the story using play dough figures they make. Each child can be responsible for making various items from the story, i.e., trees, the train, tennis balls, beach ball, the parents, Amy, Todd, the picnic table, etc.

### Play Dough Recipe

4 cups flour

1 cup salt

1 cup water (add more if needed)

For colored dough, add a few drops of food coloring to the water.

Mix all ingredients together and have the students shape into the desired items. Bake at 325 degrees for 2 to 3 hours until dough is hardened. (It will depend on the thickness of the items baking.) Once the dough has cooled, the items can be decorated with poster paint or marker pens.

This mixture is NOT to be eaten; it is intended for craft use only.

## TEACHER RESOURCES

### Background information

*Sly Fox & Birdie* video clips (Quicktime required):

Throwing Objects at Trains

Playing in Boxcars

Driving Across the Tracks

Sly Fox & Birdie video

Video utilization tips for Sly Fox & Birdie

## **NATIONAL ACADEMIC CONTENT STANDARDS**

These standards are provided by the Mid-continent Regional Educational Laboratory (McREL) online publication, Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education. <<http://www.mcrel.org/standards-benchmarks/>>

The following standards are addressed by the activities of this lesson:

### **Arts: Visual Arts**

Level II: Elementary (Gr. K-4)

Standard 2: Knows how to use structures (e.g., sensory qualities, organizational principles, expressive features) and functions of art

Benchmark: Uses visual structures and functions of art to communicate ideas

### **Health**

Level I: Primary (Gr. K-2)

Standard 5: Knows essential concepts and practices concerning injury prevention and safety

Benchmark: Knows basic fire, traffic, water, and recreation safety practices

### **Language Arts**

Level I: Primary (Gr. K-2)

Standard 1: Demonstrates competence in the general skills and strategies of the writing process

Benchmarks:

- Writes in response to literature
- Writes in a variety of formats (e.g., picture books, letters, stories, poems, information pieces)

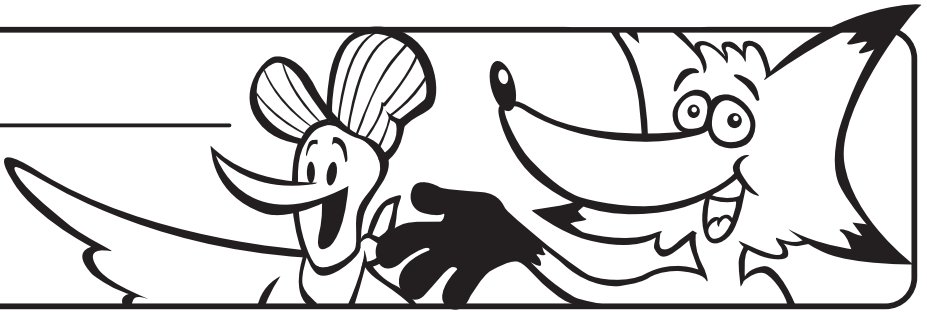
To see related standards for your state, search Achieve's Clearinghouse:

< <http://www.achieve.org/achieve/achievestart.nsf/Search?OpenForm>>

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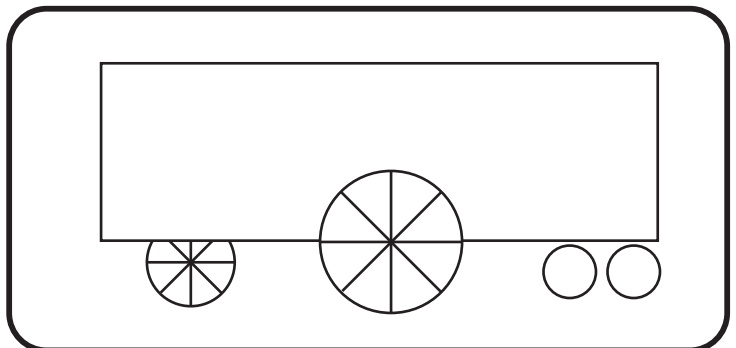
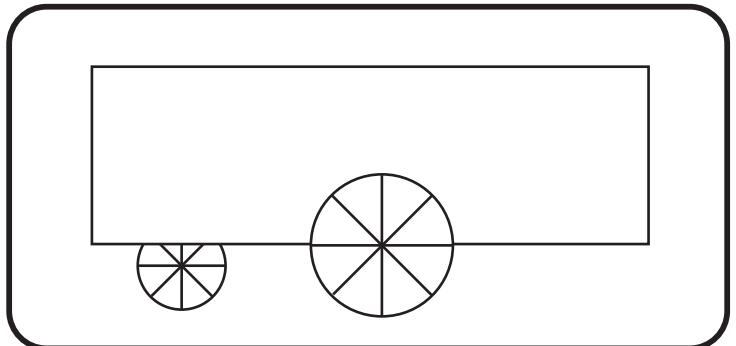
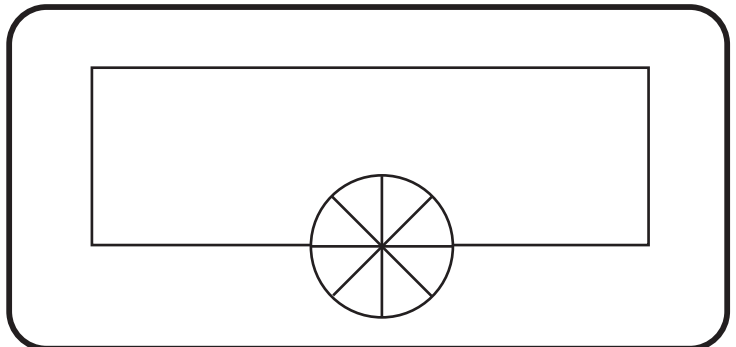
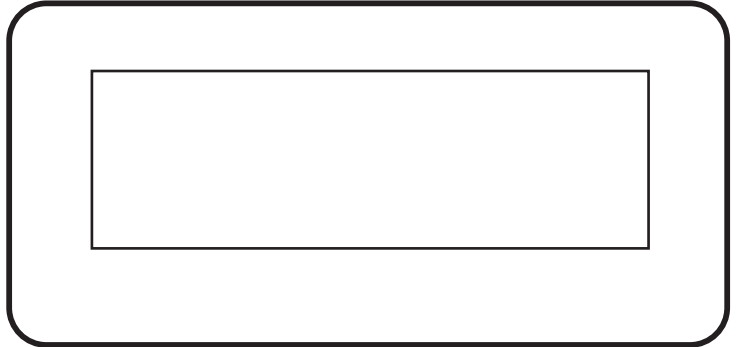
## The Picnic Lesson

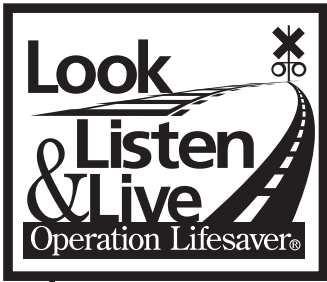
Amy and Todd's families were going on a picnic together. Amy and Todd were in the same Kindergarten class at school and their families had been friends since they were babies. At the park they got to choose the **PICNIC TABLE**. They chose the one next to the pond. Across from the pond were railroad tracks and next to the pond were a set of swings and a slide.

While their parents were getting the picnic ready Todd wanted to play with the ball. Todd threw it to Amy. It hit the edge of the picnic table and the wind took it sailing into the pond. They both went running down to the pond's edge, but they knew they could not go in after the ball. It was too dangerous.

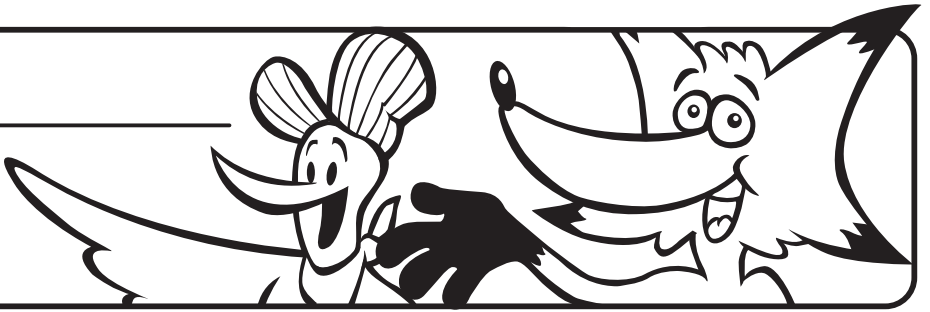
Their dads had seen what had happened and came running down to the pond. They saw the beach ball going farther and farther out to the middle. Todd was very upset. The beach ball had been a present from his grandparents who lived far away. Todd watched the ball drift towards the center, but it was a windy day and the ball kept drifting until it reached the other side by the railroad tracks. Todd's father ran over to get the ball and Amy and Todd decided to keep it safely **HIDDEN** beneath the heavy picnic table so the wind would not take it again.

Amy and Todd decided it would be best to play with the **TENNIS BALLS** instead. They had each brought one with them and they were heavier than the beach ball and wouldn't be carried away by the wind. They wanted to take the balls over to the tracks and bounce them between the tracks. Amy's father saw them going towards the tracks and yelled to them that they were too close to the tracks and they had to play far away from them. "But we just wanted to bounce the ball between the rails," said Amy. "You can't play on the tracks Amy," explained her father, "it's too dangerous to play on the tracks and besides it's against the law. The tracks are for trains only, not people." To get them to come back to the picnic, he said. "We are just about ready to put our dinner in the smoker. Why don't you come and help us?"





NAME \_\_\_\_\_



Todd and Amy loved to help pick up sticks to keep the fire under the **SMOKER** going. Their dinners were wrapped in foil and all ready to put in the tall **SMOKER** to cook.

The wind was still blowing hard and it made the **SMOKE** blow over by the picnic table. Their mothers said at least it would keep the bugs away from their food. At last their dinner was ready and they all sat around the table to eat.

For dessert, Amy's mom had made peanut butter chocolate **PIE**. It was Amy and Todd's favorite kind of pie and they each had a huge piece. Just as they were finishing their pie, they heard a loud whistle.

They turned and looked. There was a huge train coming down the **TRACKS** through the park. Everything around the train looked so small. "Wow Dad!" said Amy, "I never knew trains were so big. No wonder you didn't want us playing near the tracks."

So, Amy and Todd learned a lot that day, and they want you to remember:

We need trains to carry things that we use every day across the country and we also need trains to carry people around the country. But, trains are very large and we need to be very careful when we are around them. A train cannot stop quickly because it is so large. Even if the **ENGINEER** sees you, he cannot stop the train quickly if you are in the way of the train.

Always play away from railroad tracks and be careful when you're around them!

