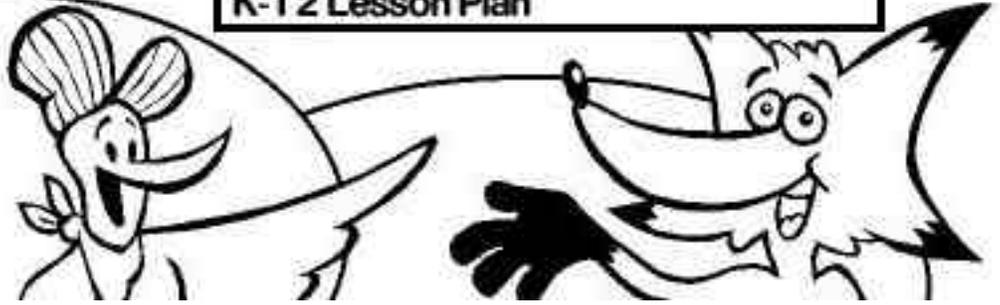




## K-12 Lesson Plan



# TELL ME A TRAIN STORY

Grade: Second Grade

Subjects:

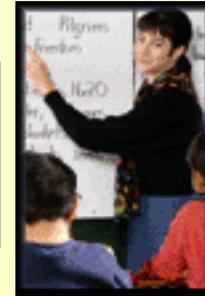


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## OVERVIEW

This lesson integrates railroad trespassing safety messages into language arts. Students discuss key safety messages that pertain to trespasser safety on and around railroad tracks and use questions to stimulate writing. Each student is responsible for writing a short story, which is then put together with others' to make a train-shaped book for the class.

## SUGGESTED TIME ALLOWANCE

30-40 minutes

## OBJECTIVES

Students will be able to:

- Identify safe and unsafe places to play on and around railroad tracks
- Construct a story, including pre-writing discussion
- Discern proper use of vocabulary in stories
- Incorporate train safety messages into stories

## SAFETY MESSAGE:

- Tracks are for trains only.

National Academic Content Standards addressed by this lesson.

## **MATERIALS**

Per student:

- Train-shape pattern with questions
- 8.5x11" paper
- Pencil
- Crayons

## **VOCABULARY**

Trespasser, locomotive, objects

## **PROCEDURES**

### **TEACHER PREPARATION:**

Read the background information on trespasser safety (Track Facts and Myths & Realities) before beginning the lesson. Have the student materials readily available.

### **MOTIVATION:**

Begin a class discussion: *Where do you like to play? Is it safe to play there? Why do you think towns and cities have parks, playgrounds, and ball fields? Are there unsafe places to play? Where are they? Today we are going to discuss an unsafe place to play: around railroad tracks. We will also discover some unsafe things that people may try around those tracks.*

### **ACTIVITY:**

1. Discuss trespasser safety with students, using the background information. Make sure that the students understand all the safety messages presented.
2. Pass out the train-shape story pattern, entitled "Tracks are for Trains Only." Read the statements and questions: *Describe what I look like. Where do you find me? Name some things that can be dangerous around railroad tracks. How can you be safe around me?*

3. Discuss student responses to encourage the pre-writing process. Have students look at the words included on the pattern; some of these words should be incorporated into their story.
4. Once the students feel comfortable with the topic, have them trace the train onto their writing paper. They can animate the train in any way they wish. Then have them write a story within the traced train, using words provided and concepts discussed.
5. Students can finish off their story by coloring the train with their crayons. Once their stories are completed, have them cut out the traced train and prepare to share the story with the class.

### **CONCLUSION:**

Wrap up the lesson: *We have discussed how important it is to play safely when you are close to train tracks and now we will see what you all have learned.* Have students read aloud their stories. (This can be done throughout the day during transitional periods.) Once everyone has had a chance to share, assemble the stories into a class train-shape book.

### **HIGHER ORDER THINKING**

To assure students are using critical thinking skills, pose questions such as these at appropriate places within the lesson: *We know tracks are for trains only; are there other things that should only be used by one object? What are some ways could we tell the most people about the safety messages we learned about today? How could we make sure they listen to us?*

### **ASSESSMENT**

- Identify safe and unsafe places to play – demonstrated by responses to discussion questions
- Write a story containing proper vocabulary and relevant safety messages – demonstrated by final product

### **EXTENSIONS**

**Social Studies:** Have students design a "Safe City" that includes homes,

a shopping center, a pool, a playground, train tracks, a gas station, a park, a bike path, a highway, a trash dump, a school and a factory.

## **TEACHER RESOURCES**

Background information on trespassing

*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:

### **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:

- Prewriting: Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, draws pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations)

- Dictates or writes with a logical sequence of events (e.g., includes a beginning, middle, and ending)

Standard 8: Demonstrates competence in speaking and listening as tools for learning

Benchmark: Makes contributions in class and group discussions (e.g., recounts personal experiences, reports on personal knowledge about a topic, initiates conversations)

To see related standards for your state, search [Achieve's Clearinghouse](http://www.achievetest.org/achievetest/achievestart.nsf/Search?OpenForm):  
< <http://www.achievetest.org/achievetest/achievestart.nsf/Search?OpenForm> >

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