



She'll Be Riding 'Round the City

Language Arts, Music

Overview

This lesson incorporates music as a means of teaching basic safety messages both around and in trains. Students learn updated lyrics that piggyback the music of an old-time tune, “She’ll Be Coming ‘Round the Mountain.” The lesson fits well within a unit on transportation and can be coupled with train art activities easily.

Time Allotment

Two 30-minute class periods

Learning Objectives

On completion of this lesson students will be able to:

- Sing new lyrics to the song, “She’ll Be Coming ‘Round the Mountain.”
- Understand that there are specific safety rules to remember around trains.

Media Components

- CD player and CD with the song “She’ll Be Coming ‘Round the Mountain”
- “Sly Fox and Birdie” video, available through www.oli.org (10 minutes)

Materials and Student Handouts

- (optional) Lines of song written out in poster format for classroom display.

Teacher Preparations

- Locate a copy of the song “She’ll Be Coming ‘Round the Mountain,” available through download on iTunes and on many CDs of favorite children’s songs.
- (optional) Decorate the background of a bulletin board with a transportation or train theme.

- (optional) Write out the lines of the song in poster format for classroom display.
- Use the Web as a resource for learning about rail safety: www.oli.org.

Introductory Activity

1. Focus: Tell students they will be listening to a song that has been around as long as trains have been around—maybe even longer. It’s called “She’ll Be Coming ‘Round the Mountain.” You want them to listen to it for the tune, the music. (The actual song is written about a stagecoach approaching, but the tune will work for the activity in this lesson, relative to trains.) Tell them to listen to the tune because they will be humming it with you after the song plays.

Activity: Play the song all the way through. Hum the tune along with the song and encourage children to do the same.

Follow-up: When it’s finished, ask: Has anyone ever heard that song before? Tell the students that you’re going to help them learn the tune now, and you’re not worried about the words, just the tune. So, you’ll use the words “da-de-dum” instead of the actual words. Have students repeat after you for each of the lines of the song, thus learning the tune and the rhythm simultaneously.

Da-de-da-de-da-de-da-de-da-de-dum
(students repeat)

Da-de-da-de-da-de-da-de-da-de-dum
(students repeat)

Da-de-da-de-da-de-da-de (students repeat)

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Da-de-da-de-da-de-da-de (students repeat)
Da-de-da-de-da-de-da-de-da-de-dum
(students repeat)

If necessary, replay the song from the CD one line at a time.

Learning Activities

1. Focus: Now tell the students you've got new words to the song you hope they can learn with some hand motions and sound effects. When they sing the song, they'll be learning some things about trains. Teach them one line at a time. (Lyrics provided; use some or all verses.)

Activity: Now put all the lines of the song together. This is a building song, so once you add a sound effect or motion, you build on the line before.

Follow-up: Review the song and motions.

2. Focus: First, check comprehension: Are we singing about boats in this song? planes? cars? Are we singing about monkeys? birds? fish? Are we singing about a person getting on a passenger train? Are we singing about being safe around trains? Tell students: Put on your good listening ears, because this time when we sing the song, I want you to stand up every time you hear something that tells us how to be safe around trains. Ready?

Activity: Sing the song again, and guide the students to stand up when they hear something like, "She'll cross only at the crosswalk."

Follow-up: So what were some of the safety rules we learned from this song? Review the rules addressed in the song, focusing on the things we do when we are *around* trains. Sing the song again, having students stand or do a new motion, such as hopping, for each safety message.

Culminating Activities

1. Focus: Explain: All the safety rules we've talked about have been things we do when we are around or near a train. Can you imagine some things passengers might have to do to be safe when they're *on* a train? Ask leading questions to prompt answers, if necessary. Should you run on the train? Should you yell on the train? (Some safety messages: sit down, do not run, hold the seat back, step carefully on and off the train, listen to the conductor.)

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lyrics Santhuff & Kaldenbach, 2009

She'll cross only at the crosswalk every morn
(say, "Ding Dong")

She'll cross only at the crosswalk every morn
(repeat, "Ding Dong")

She'll cross only at the crosswalk

She'll cross only at the crosswalk

She'll cross only at the crosswalk every morn
(“Ding Dong”)

She looks both ways before she crosses every morn
(Shade eyes and look to the left and the right)

She looks both ways before she crosses every morn
(repeat motion)

She looks both ways before she crosses

Both ways before she crosses

Looks both ways before she crosses every morn.
(repeat motion and “Ding Dong”)

She'll stand back while on the platform every morn
(say, “Stand back!”)

She'll stand back while on the platform every morn
(repeat, “Stand back!”)

She'll stand back while on the platform

Stand back while on the platform

She'll stand back while on the
platform every morn.

(“Stand back!”; shade eyes; “Ding Dong”)

She'll be riding 'round the city every morn
(Say, “Whee!”)

She'll be riding 'round the city every morn
(“Whee!”)

She'll be riding 'round the city

Riding 'round the city

She'll be riding 'round the city every morn.
(“Whee!”, “Stand back!”;
shade eyes; “Ding Dong”)

Ask: How can we use our song to help remind passengers how to be safe when they are on the train? (We can add some new lines to the song.)

Activity: Encourage students to help you write some new lines. Provide starting points, as necessary. Then sing the lines to see if they work within the meter of the music. Combine the song (above) with the new lines. Sing the whole song one or two times as a class.

Follow-up: From the song, students know that when somebody rides a train, they need to remember some important safety rules. Ask students to help remember the rules highlighted in the song. Praise students for being train safety experts.

She'll Be Riding 'Round the City
(starting points for additional lines)

And she'll listen to the conductor every morn
(Cup hand to ears)
She'll listen to the conductor every morn
(repeat motion)
She'll listen to the conductor
Listen to the conductor
Yes, she'll listen to the conductor every morn
(repeat motion, build on to motions and sound effects from other verses)

(etc.)

Assessment

- Students participate in the singing of the song they learn in class.
- Students can tell the teacher some safety rules both in and around trains.

Community Connections

- Ask students to talk about riding on trains with their families. Ask students to tell the class what their parents do when they come to train tracks (e.g., slow down, look both ways, turn off the radio, pay attention to signs and signals, stop if the lights are flashing, and don't try to race to get across the tracks before the train comes.) Suggest answers if students don't provide them.

- Ask each student to bring a storybook about trains to class.

Cross-Curricular Extensions

- **Language Arts:** Students help create a class list of words that start with the letter T, like "train."
- **Music:** Students learn other piggyback songs about transportation using familiar tunes.
- **Art:** Students draw a "safe train" scene to take home to their parents.

Adaptations

If the preschool has a music specialist, the song can be taught by the music teacher instead.

National Standards

This lesson addresses The National Association for the Education of Young Children (NAEYC) guidelines for singing as a teaching tool, promoting early literacy, integrating elementary content areas into early learning, and employing the creative arts in the preschool classroom.

Source: *naeyc.org*

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