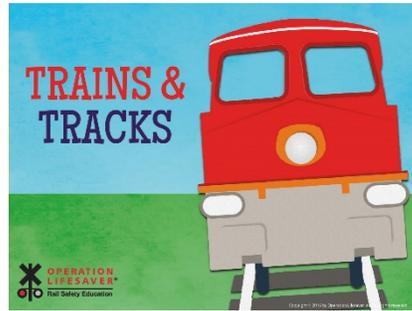


**Overview:** *Train and the Whateveritwas* is specifically designed to introduce the key safety messages about trains and train tracks to young children in an engaging and relatable way. As you read with your students, this lesson guide will help you bring the characters and their safety messages to life in a fun and meaningful way.



**Grade:** Pre-Kindergarten 3 -Kindergarten 5

**Subject Matter:** Community Safety/Rhythm and Music/Rhyming Words and Counting

**Time Allotment:** 45 minutes

**Key Learning Objectives:**

Upon Completion, Students should be able to identify:

1. Tracks are for Trains.
2. Stay away from Train Tracks
3. Do Not Walk—trespass—on Trains and Tracks.
4. Putting things on Trains and Tracks is dangerous.

Students will practice things to do to stay safe around tracks and trains.

**Materials Required:** Copy of *Trains and Tracks* by Operation Lifesaver; Space for game play

**Supplemental Materials:**

- Shakers/Rhythm Instruments
- Scarfs/Strips of fabric

**Teacher Preparation:**

- Familiarize yourself with the activities below that ask you to create your own rhythms. Keep these simple, as students will be copying as they go.
- FOR OPTIONAL SYLLABLE PLAY: Write the words from the book (whichever you are using, suggestions below) on your white board. Have a dry-erase marker handy to underline individual syllables.

**Active Learning:**

**Introductory Activity:** Have your students make a “train” throughout their classroom as they are cleaning up and/or moving from one activity into another. Hand out shakers/rhythm instruments. Ask students to make the sound a train makes. As you get to the reading space, have students put down their shakers and instruments and clap a simple beat. Students should clap and count while teacher offers refrain:

1-2-3-4  
Can we Count train cars more?  
5-6-7-8?  
Here comes a train full of freight!  
9-10  
Another one around the bend!  
Let's count more  
trains again!

**Further Learning:** After two or three times, switch so that you are counting and students are the ones completing the rhyme. You can also offer variations in the rhythm you clap to explore.

**Movement and Song Integration:** Ask the students if they know the song, *Head, Shoulders, Knees and Toes*. Hum the song to remind them if needed. Tell the students that in the story you are reading today, Train describes different attributes of herself. Ask students to show you gestures that describe being:

*Big, Strong, Heavy*

Once you have settled on gestures, set to the tune of *Head, Shoulders, Knees and Toes*:

<u>Lyrics:</u>	<u>Trains and Tracks:</u>
<i>Head, Shoulders, Knees and Toes</i>	<i>Big, Strong, very Heavy</i>
<i>Knees and Toes</i>	<i>Very Heavy</i>
<i>Head, Shoulders, Knees and Toes</i>	<i>Big, Strong, very Heavy</i>
<i>Knees and Toes</i>	<i>Very Heavy</i>
<i>And Eyes and Ears and</i>	<i>Be careful all around</i>
<i>Mouth and Knows</i>	<i>Trains and Tracks,</i>
<i>Head Shoulders, Knees and Toes</i>	<i>They are big, strong, and heavy</i>
<i>Knees and Toes!</i>	<i>Very Heavy!</i>

**Prepare Students for Reading:** When students are settled, show them *Trains and Tracks*. Ask students to make *inferences* about the story: **Sample Questions to Ask:**

1. Where do you think that Train might be going?
2. What types of things do you think train might be carrying?
3. Have you ever seen train tracks in our town? Where?

**Guided Reading:** Stop and ask questions throughout the reading at instructor’s discretion. Throughout the book, there are several chants that Train likes to say while moving along track. In these sections, create a simple rhythm and dance. Some ideas might be:

*Clickety Clack, Train on Track.* Create a simple rhythm of hitting on legs.

*Train or Track? Just stay back!* Add hands up to indicate “stay back”

## Reading Wrap-Up

Words to remember: trespassing

OPTIONAL: For emerging readers and/or extra phonics practice, use words in the text to shake out syllables. Words to use include:

1. TRESPASS: 2 Syllables
2. DANGEROUS: 3 Syllables
3. FAVORITE: 3 Syllables
4. Screeching: 2 Syllables
5. Steering: 2 Syllables

### **Class Play: Follow the Leader—Train Edition**

Choose a student to act as the **engineer**. Have the **engineer** hand out scarfs/fabric strips.

1. Ask the engineer to create a movement with the scarf, either **fast or slow** across the playing space.
2. The engineer takes their movement, and passes it to the next student in line.
3. The next student should use their fabric and copy the movement of the student before, and then add an additional movement either **big or small**. They will “pass” the next movement, as it grows
4. The student will pass to the next student, who will copy the previous two movements and then add a movement that is **quiet or loud**. *\*Remind students to use their inside voices\**
5. The Student passes it to the next in line. Repeat with the series of opposites until every child has a turn to add a movement.

**Further Learning:** Have the students take their movements for a walk throughout the room and/or playing space. All students should make their movements fluidly, and trying to keep them happening all together. Ask students: Which of the opposite words we chose from describe Train? *Big, Strong, Fast, Quiet*

### **Wrap Up:**

As you transition out of your reading time and space, for a challenge, have the students stay in their train line. Have the **engineer** lead others to speak/sing the chant your students have created as they follow their created movements into their next activity. For more Rail Safety ideas, visit [www.oli.org](http://www.oli.org)

#### **Additional Cross-Curricular Activities**

1. **Letter Recognition:** Make a class list of words that start with the Letter T such as *Train* and *Track*.
2. **Letter Recognition:** If using a copied chant, use a marker to have students underline all of the “T”s that they find in Trains favorite chants.

*Operation Lifesaver is a nonprofit public safety education and awareness organization dedicated to reducing collisions, fatalities and injuries at highway-rail crossings and preventing trespassing on or near railroad tracks. Visit [OLI.org](http://OLI.org) for more information.*