

## ***Firefighter George Teaches: Train Transportation & Safety***

After viewing the video students will have varied opportunities/activities to integrate the information from the video into their understanding of transportation/train safety, mathematics and English Language Arts.

### **Objectives:**

Students will be able to:

- Act out a story that is read aloud
- Listen for, and discuss, information from a story
- Identify types of transportation
- Classify transportation pictures according to given attributes
- Display types of transportation according to various attributes on a graph
- Begin, continue or demonstrate making connections between material from non-print sources, his/her prior knowledge, other sources and the world

### **Materials:**

- Start Smarter Video "*Train Transportation and Safety*"
- Curious George At The Railroad Station by Margaret and H.A. Reys (or other storybook about trains or transportation)
- Pictures of various types of transportation
- 3 Hula-hoops (or yarn made into circles)
- Teacher-made graph

## **Background:**

Before beginning this unit, you may wish to create a class library of student books relating to all types of transportation and transportation safety (e.g. trains, planes, buses, boats, cars, subway).

The teacher may want to construct a chart or a floor graph for the children to graph their favorite way to travel.

## **Vocabulary:**

Transportation

## **Instructional Plan:**

### Part 1

1. The teacher will read Curious George at the Railroad Station to the students and have the children create a narrative pantomime for the story.
2. After the story has been read and acted out, the teacher will discuss the story. What happened in the beginning of the story? What might the boy have done to get the toy train? Would that be safe? Can you think of ways to be safe around trains? How did George help the boy? Would you run after a toy if it fell on the tracks? What happened at the end of the story?
3. After the discussing the story, the teacher will talk about how George and the man with the yellow hat were taking a train to get from one place to another and that a train is a means of transportation.
4. The students will identify other ways you can travel from one place to another.

### Part 2

***Show Start Smarter Video "Train Transportation and Safety"***

5. After watching the video, students will describe in complete sentences something they learned about trains or train safety.
6. Ask the students to recall any train facts or safety information they learned by watching the video. Do you remember how heavy a train is? Should you ever go into a tunnel? Do you remember how fast a train can travel? Do you remember what some trains need to make them move? What should you never do around train tracks? What do you always need to remember before you cross any train tracks?
7. Call on volunteers to name some ways that traveling by train would be fun and different. Would you like to travel by train? Why? Have you ever traveled by train? Did you sleep or eat on the train?
8. Refer back to the list of other ways to travel from one place to another and ask students questions such as: What are some other ways you can get from one place to another? Can you eat or sleep in this type of transportation? Which would be faster?
9. Using the hula-hoops as your groups of types of travel (air, land, water), the students will decide on ways that the transportation picture cards can be sorted. Encourage and acknowledge all responses. Make sure you have types of transportation on the ground, in the air, and in the water - these are the three ways used in this lesson plan, but promote your students' creativity.
10. After the types of transportation have been discussed, assemble the students into a circle. As they stand or slowly walk in a circle have each student demonstrate/act out a train, plane, helicopter, ship, rowboat, car, bus or mode of transportation of their choice.

### Part 3

11. After several types of transportation have been acted out, have each student decide which type of transportation they want to be (e.g. bus, train, car, plane, helicopter, ship). Then, at the same time, all the students will perform their mode of transportation and try to find the other types like theirs (those that are on land, in the air or in the water).
12. Observe to see if the students are able to correctly sort and categorize themselves.

13. The students will choose their favorite type of transportation. Each child will display their name on a bar graph indicating their favorite choice of travel - by land (train, car, bus, etc.), by water (canoe, sailboat, cruise ship, etc.) or by air (airplane, private jet, helicopter, etc.). Why did you pick a plane? Which group did the class like more? Which did the class like less? Are there any groups that are equal?

*For older students:* The students can calculate how long it would take to travel by plane, car or boat to the same location. They can add the minutes it would take to arrive safely using each mode of transportation and discuss the results. The students will predict which means of transportation would be faster and why.

The students may also discuss what kinds of transportation were used long ago and what kinds of transportation are used today. What types of transportation might we use in the future?

### **Websites:**

Operation Lifesaver: <http://www.oli.org>

The Association of American Railroads: <http://www.aar.org>

### **Assessment:**

Observe whether the students can correctly act out the Curious George story using narrative pantomime.

Listen for comprehension during whole group instruction as the students discuss the book and ask and answer questions.

Observe the students during whole group to check for the ability to sort and categorize themselves as they act out their chosen type of transportation.

Check the students' accuracy in correctly classifying modes of transportation according to given attributes.

Check students to see if they can correctly identify types of transportation.

Check to determine if students are able to graph their favorite type of transportation and interpret the information on the graph.

Observe to see if students are able to make connections between the video and their prior knowledge.

## **Standards and Expectations:**

### Math

Data Analysis and Probability:

- I. Sort and classify objects according to their attributes and organize data about the objects.
  - A. Compare, sort, and group objects by a given attribute.
- II. Represent data using concrete objects, pictures, and graphs.
  - A. Display information by using objects, graphs, pictorial graphs, and tables.
- III. Describe parts of the data and the set of data as a whole to determine what the data show.
  - A. Interpret information on a graph.

### English Language Arts

Reading: Reading Process and Comprehension

R1-The student will integrate various cues and strategies and comprehend what he or she reads.

Begin, continue and demonstrate the ability to make connections between texts read aloud or independently and his or her prior knowledge, other texts and the world.

Begin, continue, and demonstrate the ability to ask and answer questions about texts read aloud.

Demonstrate the ability to respond to texts through a variety of methods such as creative dramatics, writing, and graphic art.

Communication: Listening

C2-The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

Begin, and demonstrate the ability to listen and respond to various types of literature read aloud.

Communication: Viewing

C3-The student will comprehend and analyze information he or she receives from non-print sources.

Begin, continue, and demonstrate the ability to make connections between material from non-print sources and his or her prior knowledge, and other sources and the world.

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). (NCTE Standard)

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge. (NCTE standard)