



Trains

Taylor Reinhold

Audience: Kindergarten science lesson on trains

1. Standard

S.K-2.A.1.1.3: Describe how technology can help people (e.g. home appliances, phones, computers, transportation).

S. K-2.A.3.1.1: Describe a system as being made of multiple parts that work together.

2. Essential Question

- What do we need to have to make a train go?

3. Objective(s)

- Students will be able to color code a train to show they know the three parts of a train
- Students will be able to verbally tell me one of the three parts of the train

4. Materials and Equipment

- <https://www.youtube.com/watch?v=A3ekcg5xQiE> (video)
- Crayons
- Train work sheet
- Train puzzle
- White board and markers
- String

5. Procedures

- Introduction

“Good morning boys and girls! Can everyone please join me on the carpet? Can somebody raise their hand and tell me what we learned about yesterday? (transportation) Yes and what were the four types of transportation

we learned? (Cars, boats, planes, and trains) Very good boys and girls! Now today we are going to learn all about the train and what makes it up. There are three important parts to the train that work together to make it move.”

- Anticipatory Set

“To begin, can everyone please look up at the screen? We are going to watch a short read aloud called “The little Engine that Could. ” (Play clip. Link is under materials.) Ok boys and girls. Can you please raise your hand if you have ever been on a train? Very nice! I have been on a train too! Have any of my friends ever wondered what it was like to be on a train? Or what makes up a train? Today we are going to learn three main parts of a train! Are my boys and girls ready?”

- Lesson

“To start we are going to look up at the board as I write three words on it. (write engine, car, and caboose). I am going to say these three words out loud then I would like you to repeat it. Engine, car caboose. Now say it with me class. Engine, Car, Caboose. Very good boys and girls. These are the three main parts of a caboose. (Draw a simple version of the train up on the white board and point to each part as you describe it). The engine is what makes the train move. This is also where the whistle of the train goes. This is what makes the sound ‘woo-wooo.’ Can you say it with me? Woo-wooooo! Alright friends. Now the middle part of the train is called the car. Sometimes there can be more than one of theses. The cars are what carry the materials or people. These are what are in the middle of the train. Lastly, is the caboose. Raise your hand if you have heard the word caboose before? (Explain how our line leader is like the engine and our caboose goes at the end of our class line). Our caboose is what goes at the end of our train. This is where someone may stand to keep a look out. Also, the wheels are moving extra fast to keep the train moving. To help us remember our three parts we are going to all stand up and make a train together. I need my first two tables to stand here and you all will be the engine. Where does the engine go? At the front of the train. Good job!

Then what comes next? Yes my next two tables can come stand behind them and you guys are the cars. Lastly, our final two tables are going to make up the caboose. We are all going to act like we are all that actual part of the train. In order for our train to work we all need to do our jobs. The engine group will make the horn sound and turn their wheels (demonstrate with arms). The cars will carry their books which are like materials being shipped and wave because you are also passengers. Then the caboose will be on a look out (have their hands at their forehead looking ahead and behind) and also making the wheels move.” (Have a string attaching each part of the train) We will walk around the room doing this and then we will switch positions so every group gets a turn in each part of the train. I will continuously talk about the names of the parts of the train and what they do.

- Closure/Summarizing Strategy

- After the activity I will have the students go back to their seats and I will hand out the worksheet. The directions are simply displayed on the worksheet. I will read them verbally however, to give specific directions for students who may need it.

- Assessment/Evaluation

6. Assignments

- I will have the students answer a ticket out the door question before they leave for recess. They will have to tell me one part of the train.

7. Special Considerations

- Early Finishers- If the students finish early I will have them put a train puzzle together up on the carpet (Thomas the Tank Engine).
- Remediation- If students have trouble reading the directions I will individually read the worksheet and show them what to do.
- Enrichment- I could have the students verbally (since they can't write very well yet) explain to me the parts of a train and what they do.

- Special Accommodations- If a student is physical unable to walk I will still include them in the train and allow them to be pushed in their wheel chair or ring a bell to make the sound of the train.

8. Safety precautions

- When moving around the room as our “train” students must be aware of not running into still objects or other people.
- Students must also keep their hands to themselves.

9. Bibliography

www.Googleimages.com

Name: _____

Directions: Color the engine red, the car blue, and the caboose yellow.

