

TRACKS ARE FOR TRAINS

Grade: Second Grade

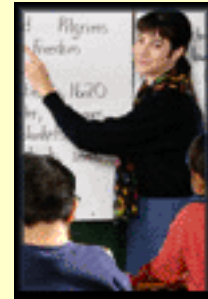
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OVERVIEW

This lesson allows students to look at data they have collected and draw the conclusion, "Tracks are for Trains Only." A graphing activity provides hand-on and class interaction to help reinforce this safety message.

SAFETY MESSAGE:

■ Tracks are for trains only .

SUGGESTED TIME ALLOWANCE

30-40 minutes

OBJECTIVES

Students will be able to:

- Classify different forms of transportation under given headings.
- Explain why tracks are for trains only.
- Graph the results of data collected by the class.
- Analyze data presented in a bar graph/pictograph.

National Academic Content Standards addressed by this lesson.

MATERIALS

- Large piece of butcher paper for a class graph

- Various pictures from magazines, books, posters, etc. showing modes of transportation
- A 4" x 3" pieces of construction paper – one per student
- Crayons/markers

VOCABULARY

Transportation, trespasser

PROCEDURES

TEACHER PREPARATION:

Find transportation pictures for motivation activity. Pre-read the background information on trespasser safety (Track Facts and Myths & Realities). Cut the pieces of paper for students and have the butcher paper for the graph ready for class use.

MOTIVATION:

Display pictures from books, magazines, posters, etc. of various modes of transportation. Discuss how the items are alike and how they are different, leading students to classify them all under the title of transportation.

ACTIVITY:

1. Explain to students the day's activity: *Today we are going to talk about different types of transportation. I want you to look at six different places where vehicles and other forms of transportation can take place. (Write WATER, AIR, SIDEWALK, HIGHWAY, TRACKS, NEIGHBORHOOD STREET on the board or a large piece of butcher paper.)*
2. Now have students list every safe mode of transportation that they can think of under each of these categories. Accentuate these important points: *Remember the rule is SAFE mode of transportation. You could ride a tricycle down the highway, but should you? A tricycle could safely be ridden on a sidewalk, so we would put that answer under sidewalk. Let's get started.*
3. After recording all of the students' responses, discuss their findings of "trains only" under the tracks category and lead

them in discussion to the safety message, "Tracks are for trains only." There should only be one safe form of travel down the tracks. (Students may have listed different types of trains, like passenger trains, freight trains, subways, depending on the level of thought your students have put into the assignment.)

4. At this time discuss the safety messages from the trespassing background information. Lead students in an activity that allows them to share what they have learned with others. They are to graph their results in a pictograph/bar graph. Give each student a 4" x 3" piece of construction paper and assign each student an item to draw from their lists. Extra items can be given to students who finish early. If there are not enough items for everyone, have students without an item decorate the graph. Once the students have completed their drawings, have them come to the front of the class and add their picture to the graph under the correct heading.

CONCLUSION:

Discuss the pictograph that results. How high is the bar under "Tracks"? In most cases, it should be the shortest bar on the pictograph, helping to accentuate the theme, "Tracks are for trains only." If the bar is as high or higher than other bars, discuss why. How can students build their graph to show that only trains (of any kind) are allowed on tracks? Have students put a title on the graph, "Tracks Are For Trains Only."

HIGHER ORDER THINKING

To assure students are using critical thinking skills, pose questions such as these at appropriate places within the lesson: *Should there be another area, besides railroad tracks, where only one form of transportation is allowed? What new forms of transportation do you think will be invented in the future? Where will these forms of transportation travel?*

ASSESSMENT

- Collaborative class work (Classify different forms of transportation under given headings.)

- Class discussion (Explain why tracks are for trains only.)
- Class pictograph (Graph the results of data collected by the class.)
- Class discussion (Analyze data presented in a bar graph/pictograph.)

EXTENSIONS

Give students a 12 x 18 piece of paper and have them fold it into six boxes. Students will then choose one form of transportation from each of the six categories on the graph. Have them draw one form of transportation in each box and add a "voice bubble" to each picture (similar to bubbles that you would see in a newspaper cartoon strip). Students will add "voices" to their transportation pictures. *What would they say to each other if they could talk? What would they say to humans if they could talk?*

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

Life Skills: Thinking and Reasoning

Level I: Primary (Gr. K-2)

Standard 3: Effectively uses mental processes that are based on identifying similarities and differences (compares, contrasts, classifies).

Benchmarks:

- Classifies objects by size, color, or other significant characteristics
- Recognizes simple patterns in the surrounding events and objects

Mathematics

Level I: Primary (Gr. K-2)

Standard 1: Uses a variety of strategies in the problem-solving process.

Benchmarks:

- Draws pictures to represent problems
- Makes organized lists or tables of information necessary for solving a problem

Standard 6: Understands and applies basic and advanced concepts of statistics and data analysis

Benchmark: Understands that observations about objects or events can be organized and displayed in simple graphs

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