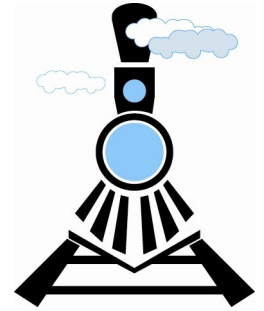


Crazy For Trains Learning Guide



The Crazy for Trains Activity Bags used at the museum complement a unit on trains or transportation. Use any of the following four activities before or after your field trip to the Chicago History Museum..

Goal:

- Discover what trains carry through books and creating a train.
- Use imaginative play to understand the parts of trains and the people who make them run.
- Consider other types of transportation people use to move around the city and country.

Standards:

- Illinois Early Learning and Development Standards
Language Arts: 1.E.Ecd; 2.B.ECa; 3.A.ECa
Social Studies: 15.A.ECa
Social/Emotional Development: 30.C.ECa; 31.B.ECb
- IL Social Science Standards
SS.K-2.IS.3;
SS.K.G.2
- NCSS C3 Standards
D2.Geo.7.K-2; D2.His.12.K-2;
D3.1.K-2
D4.2.K-2
- Common Core Standards (Anchors)
R1; R2
S&L1, S&L4

Additional Resource:

Transportation History

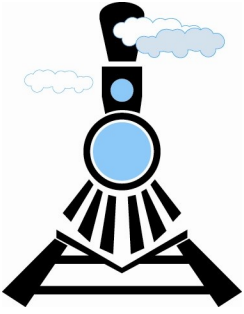
This set of four lessons explores Chicago's role in the history of railroads using artifacts—both past and present.

Lessons include:

- The Golden Spike
- Working on the Railroad
- Transportation through Time
- “L” Stands for Elevated

Visit [https://
www.chicagohistory.org/
transportation-history/](https://www.chicagohistory.org/transportation-history/)





Activity 1: Cardboard Box Train

Instructions

1. Read one of the suggested books aloud and use it to start a class discussion on all the different things trains can carry.
2. Use whatever art supplies you have on hand to decorate the boxes to look like train cars. Each child can decorate a box individually, or this activity can be an ongoing project that everyone adds to over time. Use yarn to connect all the train cars together.
3. As children work on their train cars, circulate around the room and ask: *What does your train car hold? Where could our train be going?* Encourage them to recall information from the story or offer suggestions: passengers traveling somewhere; wood for building homes; animals in a circus. Children can use material from other areas in the classroom, such as plastic food, blocks, or dolls to represent their cargo. Once the train is completed, the class can move it along tracks they have drawn on butcher paper.

Suggested Books

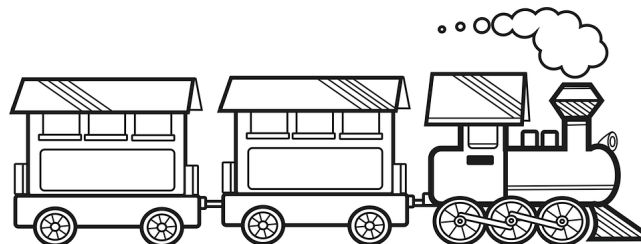
Available at Chicago Public Libraries

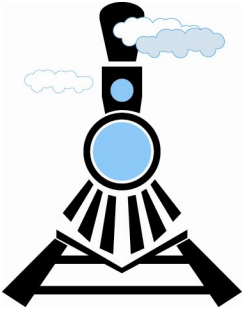
📖 *Chugga Chugga Choo-Choo* by Kevin Lewis

📖 *I Love Trains!* by Philemon Sturges and Shari Halpern (HarperCollins 2003)

Materials

- ◆ Boxes (depending on the scale of the train you want to make, you could use tissue boxes, cereal boxes or large appliance boxes, etc.)
- ◆ Construction paper
- ◆ Glue
- ◆ Scissors
- ◆ Yarn
- ◆ Markers or crayons
- ◆ Butcher paper





Activity 2: Parts of a Whole


Instructions

This activity was adapted from “Improvisation for Creative Pedagogy” by the Second City Training Center (2004).

1. Use the pictures in the book or the photos of *L Car No. 1* and the *Pioneer* locomotive to have a conversation with children about the different parts of a train. As children point out various components, ask questions, such as: *What is it? What do you think this part of the train does?* Help children name parts of the train they may not be able to identify.
2. After your initial discussion, tell the class that they are going to act like a train. Their parts can be on the outsides of the train (smokestack, wheels) or inside (seats, passengers). One at a time, children should announce what part they are acting out and add themselves to the scene. Encourage children to use their bodies to resemble the part they are acting out, for example, to crouch down into a ball if they are portraying a wheel.
3. As the children add themselves to the scene, they may need help thinking about parts to act out or figuring out where they should stand. Coach them by asking such questions as: *This boxcar only has one wheel – can someone else pretend to be a wheel? If the engine is up here, then where does the caboose go?*
4. Once every child is part of the scene, have the class make the sounds of a train moving to conclude the dramatic play.

Suggested Books

Available at Chicago Public Libraries

 *Big Book of Trains* by DK Publishing
(DK Children 1998)

 *City Railways Go Above and Below*
by Patrick McBriarty

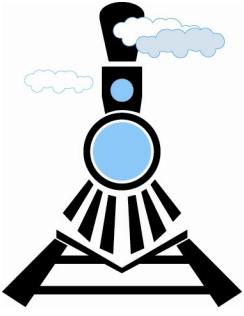




Pioneer Locomotive



L Car Number 1





Activity 3: Transportation Graph

Instructions

1. Read one of the suggested books aloud. When you have finished, ask children to recall all of the different ways the characters traveled. Keep a list of these different methods of transportation on the board or on a piece of chart paper. You may want to draw a simple picture next to each method on the list.
2. Ask children if they can think of any other ways to get from place to place and add them to the list.
3. On the board or a separate sheet of paper, create a column for each method. Ask children to raise their hands for each form of transportation they have used. Make a tally mark for each child in the appropriate column. You could also use a die-cut machine to make paper shapes representing the different forms of transportation for children to tape or glue to the graph.
4. When the graph is finished, go over your conclusions together. Which form of transportation has the most tally marks? Which has the least? What do the results mean?

Suggested Books

Available at Chicago Public Libraries




-  *Bunnies on the Go: Getting from Place to Place* by Rick Walton and Paige Miglio (HarperCollins 2003)
-  *Abuela* by Arthur Dorros and Elisa Kleven (Puffin 1997)

Materials

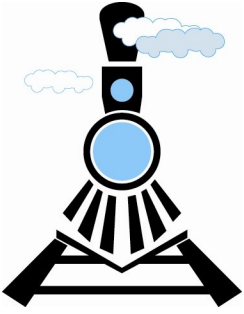
- ◆ Chart paper or a whiteboard
- ◆ Markers

Extension

Other transportation related topics you could chart as a class:

-  How everyone got to school
-  Types of vehicles that go past your school
-  Components of a vehicle, like a train or bus (how many wheels, windows, or doors). If your school has its own van or bus, take a trip outside to count the features.





Activity 4: Be A Conductor

Instructions

1. Read one of the suggested books aloud or choose an excerpt from one of the stories that focuses on the conductor or engineer. Ask the class: *Who works on a train? What does that person do? Do you think you would like to do that job? Why or why not?*
2. Give each student a conductor hat template to cut out, or pre-cut them for the children. Each child will glue the template to a piece of heavy construction paper or cardstock. You could also use empty cereal boxes or other thin cardboard.
3. Have children decorate their hats with crayons or markers. Help them fold the hat and punch holes at the edges. Tie a piece of yarn or elastic string to each hole to hold the hat in place.
4. Children can wear their hats home, use them for dramatic play, or wear them on a field trip to the Chicago History Museum.

Suggested Books

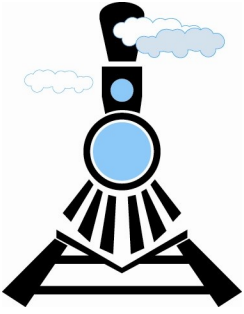
Available at Chicago Public Libraries

- 📖 *Terrific Trains* by Tony Mitton and Ant Parker (Kingfisher 2000)
- 📖 *The Little Train* by Lois Lenski (Random House Books for Young Readers 2002)
- 📖 *Train Rides* by Pamela Walker (Children's Press 2000)

Materials

- ◆ Copies of the conductor hat template
- ◆ Heavy paper or cardstock
- ◆ Scissors
- ◆ Drawing supplies
- ◆ Hole punch
- ◆ String or yarn





Conductor Hat Template

Materials

- ◆ Cut out entire shape
- ◆ Fold on the dotted lines
- ◆ Punch holes through the circles.

