

Curious George Takes a Train

by Margret & H.A. Rey

Familiar characters, George and the Man with the Yellow Hat, travel to the train station and find themselves once again in a curious situation.



Read

Before:

Introduce the book and tell the children a little bit about it. Follow that with a comment or question that is related to the story such as, *If you could ride a train, where would you go?* Encourage a discussion so the children can comment, ask questions, and express their feelings. Set the stage for listening by asking an "I wonder" statement based on the cover illustration.

- I wonder where Curious George is traveling to?

During:

Encourage the children to comment on the illustrations, ask questions, and predict what will happen next in the story. Children gain confidence and a sense of achievement through being able to correctly predict how a story will end. Point out "rare words" (e.g., those words that are not commonly used in every day conversation) and help the children relate the meaning in a way that makes sense to them.

Rare Words in *Curious George Takes a Train*

- curious: eager to know something
- station: a place along a train route where passengers are picked up and dropped off
- engine: machine for powering equipment
- trainmaster: a person who schedules trains and helps passengers find their right route
- hollered: to call out or shout something
- conductor: a railroad employee in charge of passenger's needs
- scurried: to move at a hurried pace
- tracks: pair of parallel rails on which a train runs on
- leaped: jump forcefully
- platform: a flat raised structure, providing access to trains

After:

Discuss the story. Ask questions...

- Where did George visit?
- Who was with George at the train station?
- Can you describe what the station looked like? What were the people doing?
- How did George want to help the trainmaster?
- How did the trainmaster react to George switching all the numbers?
- Where did George hide when the trainmaster was chasing him?
- What was the little boy holding?
- Where did the little boy run off to?
- What happened to his toy train? What did George do?
- Where did George and the little boy get to ride when they were on the train?



Do

Body Clocks

After reading the story print out the numbers 1-12 on white pieces of paper. Either in the classroom or on the playground lay the numbers out in sequential order to form a clock. Have the children count with you from 1 to 12 and point to each number as you count. Show the children a real analog clock and talk about all the components that make up a clock. Have one child lie down in the middle of the clock and show the child a time you want them to create. Help the child move his/her arms and legs to represent the correct time. Repeat the steps with all the children. This game can be played in small groups and can be left out in a center for partner activities or as an independent exploration.