

Train Song

by Diane Siebert

Full-page, detailed and majestic illustrations grab the reader's attention and send the reader on a journey through the nation's heartland.



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, *What is your favorite thing about trains?* 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 that train is heading towards?

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 *Train Song*

- locomotives: a railroad engine
- overpass: route crossing over another
- steel: strong alloy of iron and carbon
- rails: steel bar of a railroad track
- engineers: somebody who operates a railroad locomotive
- aristocrats: a member of highest social class
- boxcars: an enclosed railroad car
- flatcars: open railroad cars without sides
- lumber: trees that have been sawed and prepared for use in building
- hauling: pull or drag something
- diesel: a thick oily fuel used in diesel engines
- kerosene: colorless flammable oil
- hoppers: a vehicle that discharges loads through the floor
- spuds: same as potato
- destinations: end of a trip
- dome: a hemispherical roof that resembles a dome in shape
- platform: raised area providing access to trains
- conductor: railroad employee in charge of passengers
- spikes: pointed metal or wooden piece used in securing railroad rails
- crossties: crosswise support, a beam or rod
- lullaby: a gentle song or soothing sound

After:

Discuss the story. Ask questions...

- What places did the train travel to?
- Who can describe what a train looks like? What it sounds like?
- What did the engineer do on the train?
- What kind of train cars are there?
- What kinds of things did the trains carry and haul?
- Why were there passengers on the train?
- What kinds of noises did the brakes make?

Do

Train Sounds

You will need: an assortment of various musical instruments (glockenspiel or [HYPERLINK "http://www.musiciansfriend.com/product/Trophy-8Note-Childrens-Xylophone?sku=470065"](http://www.musiciansfriend.com/product/Trophy-8Note-Childrens-Xylophone?sku=470065) Xylophone, drums, maracas or shake eggs, rhythm sticks, triangles, tambourines) or any other noise makers you might have.

Demonstrate the proper technique and proper use of each instrument. Allow the children enough time to practice their instruments.

Re-read the story and have the children play their musical instrument when you read the sections that have noise descriptions. For example, on page 1, "out in back railroad track clickety-clack clickety-clack." The children will say "clickety-clack clickety-clack" while playing their instrument.

If desired, rotate the instruments and re-read the story.