



BIG IDEA:

Music and movement activities are a great way to help young children learn and develop their motor skills. Children also learn that movement is a way to communicate messages and represent actions using their body. As adults, we use singing and chanting as ways to help make routine activities and transitions smoother and more enjoyable for children. Music can help set the tone in the classroom. Quiet, calm music relaxes children, while loud, lively music initiates an active response. Students learn about train movement and other transportation movement by making observations and recreating movements using their body.

OBJECTIVES:

Students will explore movement by moving their bodies like a train.
Students will discover that movement is a change of location or position.

FOCUSED LEARNING STANDARDS:

(K) 1PR-Explore and experiment with locomotor and non-locomotor movements using changes in body shape, time, space and movement quality to construct meaning.

(1st Grade) Demonstrate basic locomotor and non-locomotor movement patterns using changes in time, space, body shape and movement quality to construct and express personal meaning.

MATERIALS:

Masking tape, audio device for playing music, shakers/rhythm instruments, scarfs, pictures of trains

KEY VOCABULARY:

Train, movement, breath, fast, slow, right, left, forward, backward

STEPS:

- 1) Pre-activity: Use the masking tape to make straight, wavy, and zigzag lines across the classroom.
- 2) Display photos of different types of trains. Encourage students to make observations and discuss how they are alike and different. Talk about the aspects that trains have in common, such as all trains have an engine, multiple cars, an engineer, and conductor.
- 3) Tell the students they will be moving like a train. Trains have cars that work together to move. Ask students how they can work together to move like a train (hands on shoulders, hands on hips, holding hands, etc.).
- 4) Appoint one student as the engineer, one student as the conductor, and one student as the caboose. The conductor can help the remaining students get into a line and place their hands on the shoulder of the person in front of them. Ask the engineer to start the train movements by encouraging the group to move fast, slow, right, left, forward, and backward. The caboose can make sure the rest of the group is following the engineer's commands.
- 5) Try the activity again, appointing new roles.
- 6) Pass out the scarfs and encourage students to make individual movements like a train.

DISCUSSION:

Ask students the following reflection questions:

- How did it feel to move fast? Slow? Right? Left? Forward? Backward? Was any movement difficult or challenging?
- Tell me about your job as an engineer? Conductor? Caboose? Train car?
- Explain what might happen to our train if it moves too fast or too slow?

Extend the experience by placing pencils, paper, and train attire in the dramatic play area. Students can make tickets and assume positions and roles. Students can also arrange rows of chairs side by side to create a faux train.