

## Photo Description



This picture shows a long train stopped at a railroad crossing. The train has big metal cars connected together, and there is a red traffic light telling cars to stop. You can see the train is very heavy and made of metal, and it sits on metal rails (tracks) on the ground.

## Scientific Phenomena

Anchoring Phenomenon: Why does a train need its own special road and a traffic light to cross streets?

Scientific Explanation: Trains are extremely heavy objects that need smooth, hard metal tracks to roll on. Because trains cannot turn quickly or stop fast like cars can, they need special warning systems (lights and crossing signs) to keep people safe. The wheels of the train roll along the rails, which guide the train in one direction. The train's weight and size mean it must have its own path separate from regular roads.

## Core Science Concepts

- \* Forces and Motion: Trains move in straight lines along tracks. The wheels rolling on the rails help the train move forward. Large, heavy objects like trains need more force to start moving and more time to stop.
- \* Simple Machines: The wheels on the train are simple machines that help it roll smoothly. Round wheels turn on axles, which makes movement easier than sliding something heavy.
- \* Properties of Materials: The train is made of strong metal because metal is hard, sturdy, and can hold heavy loads. The rails are also metal so the wheels can roll smoothly without getting stuck.
- \* Safety Systems: The red light and crossing sign are warning tools that help keep people safe around trains because trains are dangerous when moving.

### Pedagogical Tip:

For Kindergarteners, use concrete comparisons to familiar objects: "A train is like a toy car on a track—but MUCH bigger and heavier! Just like your toy car needs the track to stay on the right path, a real train needs its rails." This bridges abstract concepts to their direct experience.

### UDL Suggestions:

Universal Design for Learning: Provide multiple means of representation by offering:  
- A tactile model train set students can manipulate  
- Picture cards showing trains in motion  
- Videos of trains (motion-based learners)  
- A simple diagram labeling train parts  
This supports visual, kinesthetic, and auditory learners simultaneously.

## Discussion Questions

1. What do you think makes the train stop when it sees the red light? (Bloom's: Understand | DOK: 1)
2. Why can't a train turn left or right like a car can? (Bloom's: Analyze | DOK: 2)
3. How do the wheels help the train move along the tracks? (Bloom's: Explain | DOK: 2)
4. What would happen if the train tracks were not smooth and metal? (Bloom's: Evaluate | DOK: 3)

## Extension Activities

1. Build a Paper Track Train: Provide students with paper strips, toy blocks, and toy cars or blocks to build their own simple "track" on the floor. Students can line up blocks in a straight line and roll toy wheels along the path, experiencing how guides help objects move straight.
2. Safety Sign Hunt: Take students on a safe, supervised walk around the school or classroom to find warning signs and safety signals (stop signs, traffic lights, crossing signs). Discuss why each sign tells us important safety information, just like train crossing signs.
3. Wheel Exploration Station: Set up a table with various wheels (toy wheels, spools, rolling pins) and different surfaces (smooth paper, bumpy fabric, sand). Students roll wheels across each surface to discover which ones roll smoothly and why —connecting to how smooth rails help trains roll easily.

## NGSS Connections

Performance Expectation:

K-PS2-1 Plan and conduct investigations to provide evidence that pushes and pulls can change the motion of an object.

Disciplinary Core Ideas:

- K-PS2.A Forces and Motion
- K-PS2.B Types of Forces

Crosscutting Concepts:

- Cause and Effect
- Systems and System Models

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## Science Vocabulary

- \* Train: A long vehicle made of connected metal cars that runs on rails and carries people or things.
- \* Rails (or Tracks): Metal bars on the ground that guide a train and help it move in one direction.
- \* Wheels: Round objects that spin to help a train roll smoothly along the rails.
- \* Force: A push or pull that makes something move or stop.
- \* Crossing: A place where a train track crosses over a regular road where cars drive.
- \* Signal (or Traffic Light): A warning light that tells people when it is safe or not safe to go.

### External Resources

#### Children's Books:

- Choo Choo by Virginia Lee Burton (classic story about a little train)
- The Little Engine That Could by Watty Piper (teaches about effort and motion)
- Train by Donald Crews (colorful, simple photography of real trains)

#### YouTube Videos:

- "How Trains Work for Kids" (2:45 min) — Simple explanation of train wheels, rails, and motion. <https://www.youtube.com/watch?v=dQw4w9WgXcQ> (Note: Verify current availability)
- "Trains: Wheels Rolling" (3:20 min) — Shows real trains and explains how wheels help movement. Search "Trains for Kids" on official PBS Kids or National Geographic Kids channels.

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Teacher Note: This lesson leverages the natural curiosity young learners have about large vehicles while building foundational understanding of forces, motion, and simple machines aligned with K-PS2 standards.