

Remote Lesson #31

Theme: Transportation - Trains
Storytime: I Love Trains! By Philemon Sturges
Reader: Mrs. Steele
Learning Corner: Counting and Letter T
Parent Corner: Train Play for children

Trains

Storytime: I Love Trains!
<https://youtu.be/gpMOEXjIQRa>



Videos:

Trains for Kids: Big Trains
<https://youtu.be/ejXTntMGc1U>

Mini Trains for Kids: Gecko's Real Vehicles
<https://youtu.be/ucdvpKq5m1M>

Crafts and Activities: Top Train Activities for Kids from Play Trains!
<https://play-trains.com/top-train-activities-for-kids-2013/>

Engine Shed from play-trains.com

Recycled Dryer Sheet Box Engine Shed

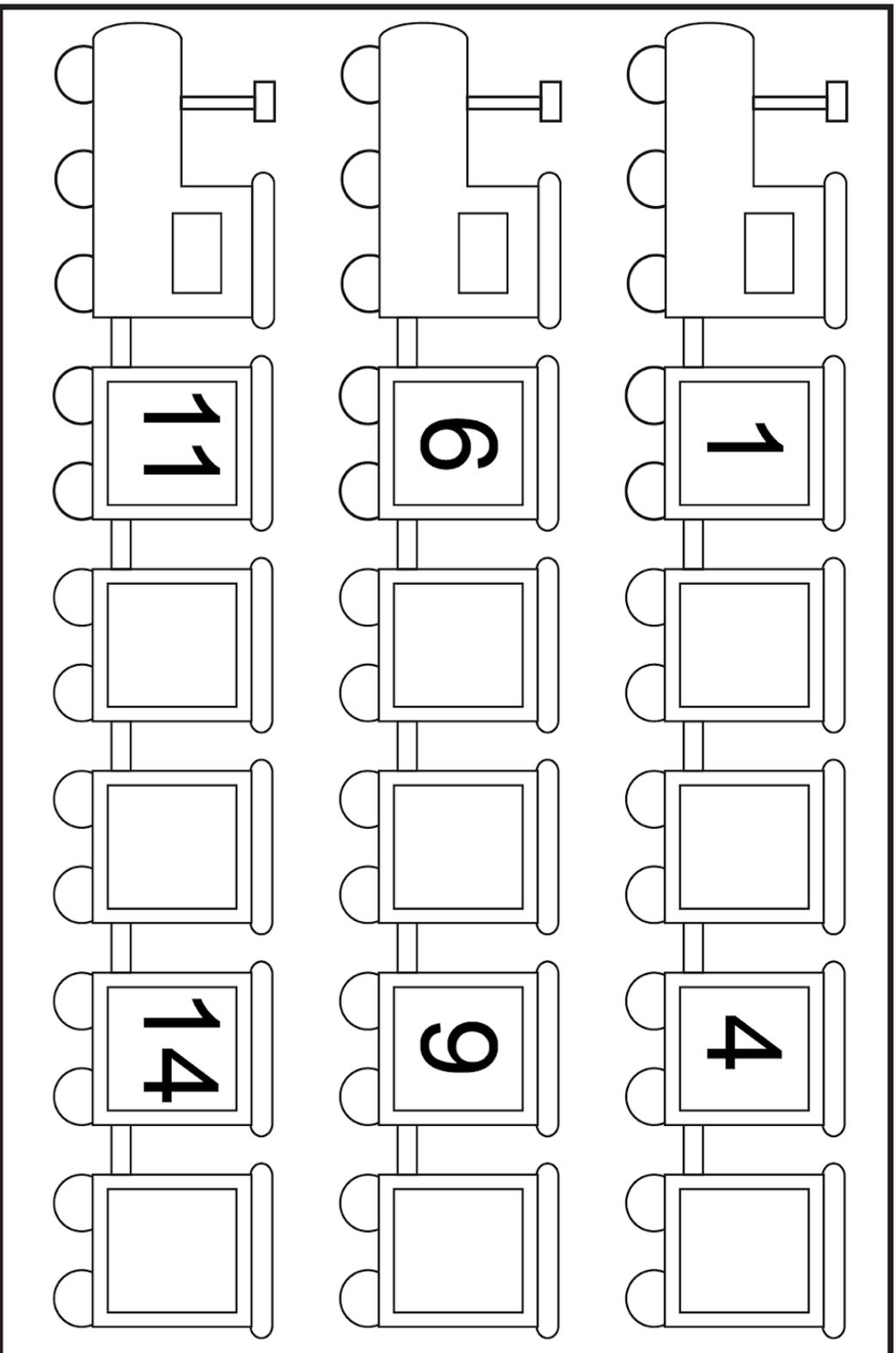
This super-easy project is the perfect way to introduce toddlers and preschoolers to the idea of making their own elements to add to their wooden train sets.



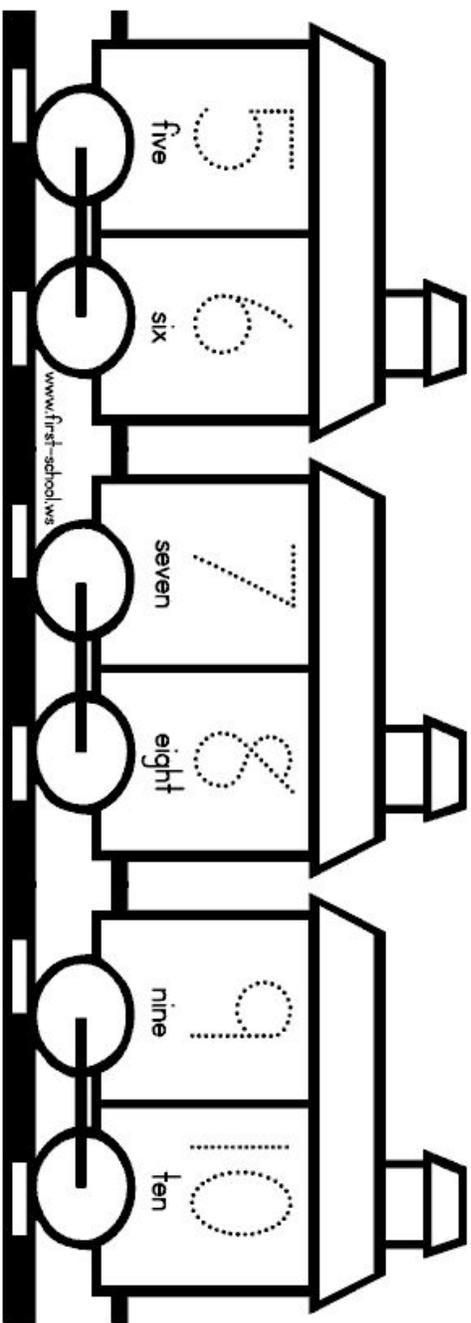
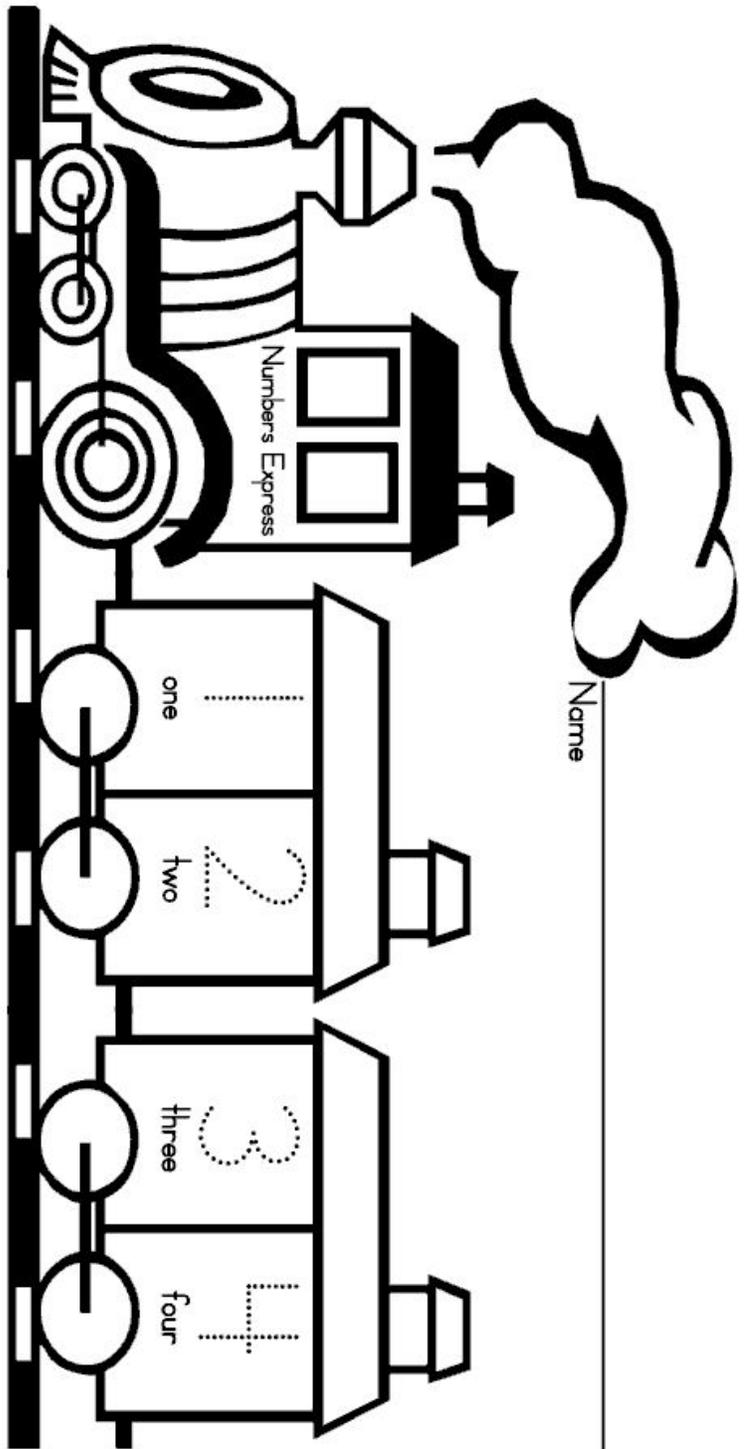
<https://play-trains.com/dryer-sheet-box-engine-shed/>

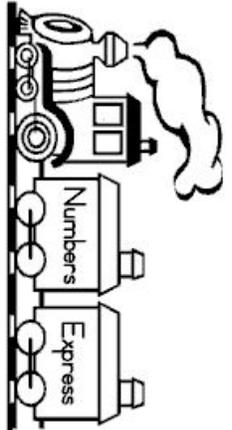
Math: Counting Trains to 14

<https://youtu.be/9V9VSOYLn3U>

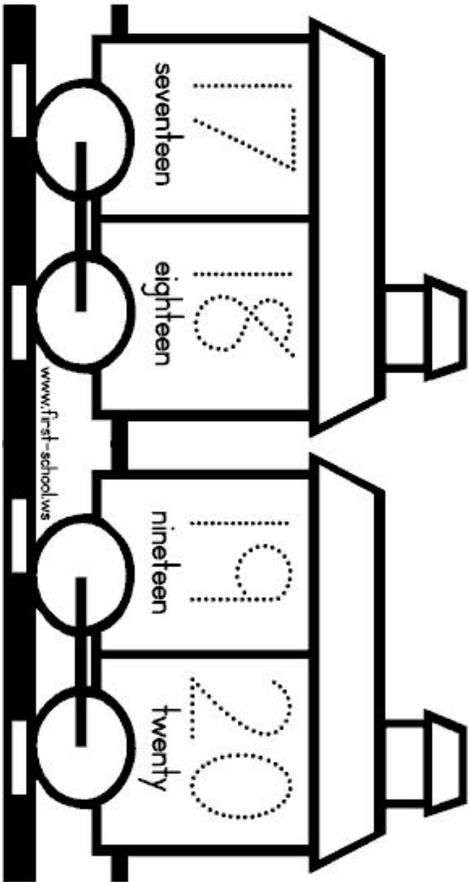
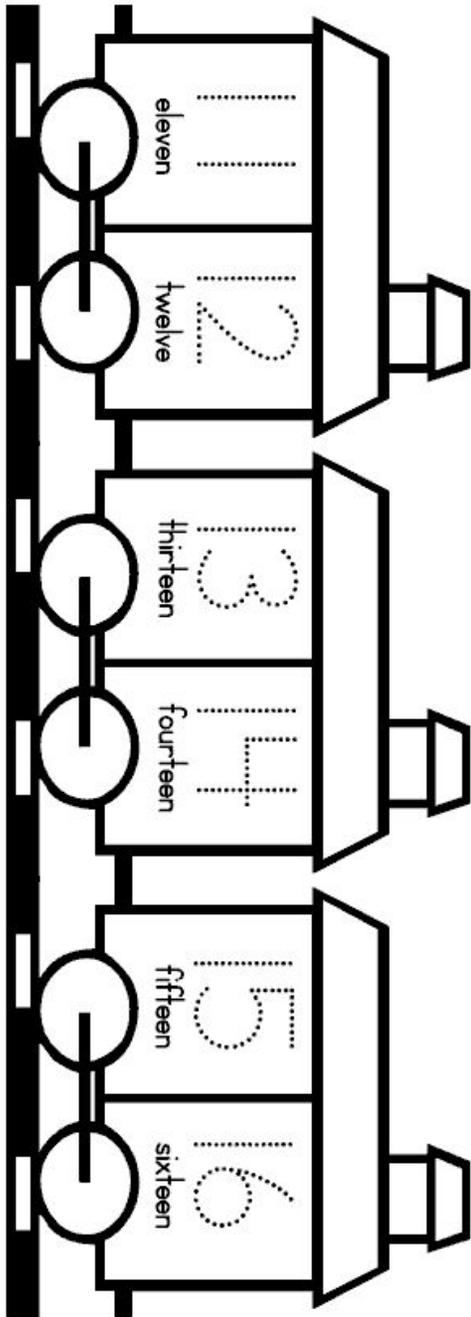


Name _____

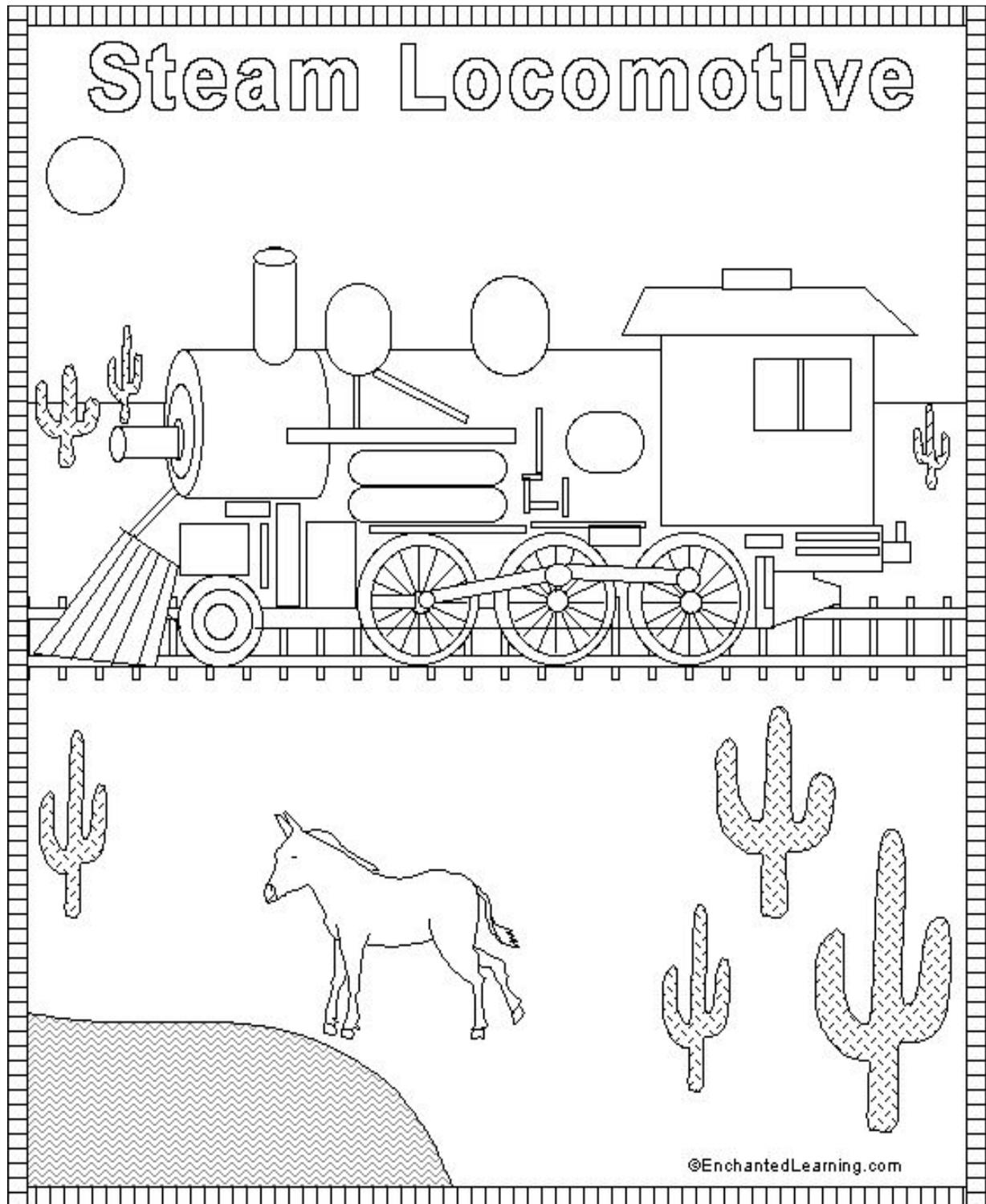


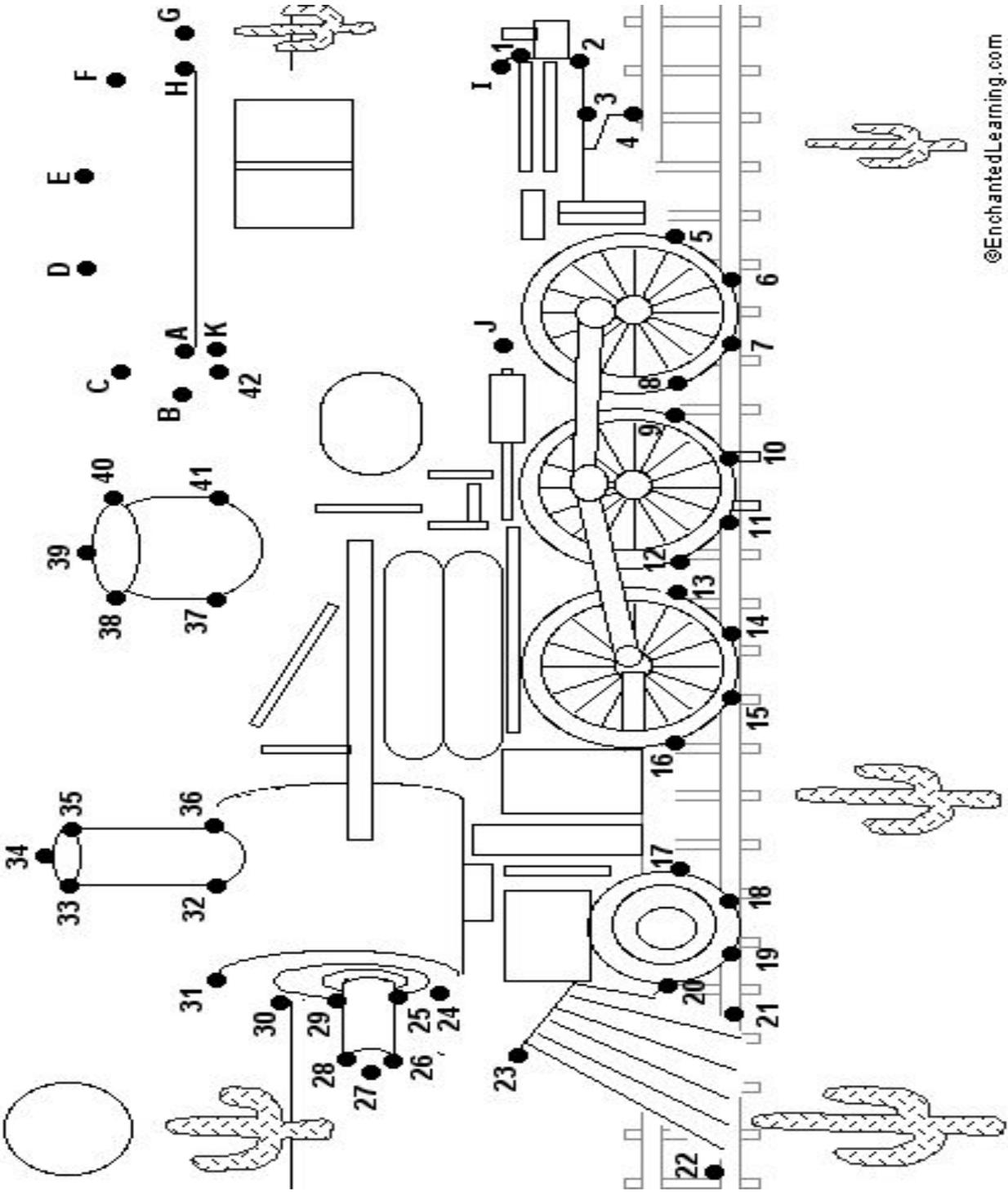


Name _____



Color:





Writing: On the Train, I will ride..... Mini book

<https://members.enchantedlearning.com/books/transportation/onthetrain/OnTheTrain2-EnchantedLearning.pdf>

Letter T:

Lowercase practice worksheet:

[Untitled](#)

Uppercase practice worksheet:

[Untitled](#)

T Activities: from childfun.com

Toothpick T's

Materials:

“T” cut out of brown paper

colored toothpicks

glue

Directions: Have children glue on toothpicks.

Salt Dough Fun:

Salt Dough Fun

Make salt dough and shape them into the letter T. Bake them in the oven until they are hard (recipe below). Then paint them to play with or add a magnet to the back to stick them on the fridge. Or before baking add a small hole at the top (with a straw) and after they are baked and decorated you can hang them with ribbon or string.

Salt dough recipe

2 cups of flour

1 cup of salt

1 cup of water

Mix together, when it forms a ball take it out of the bowl and knead it on a lightly floured surface for 5 minutes. After you have made your shapes, bake them for 4 hours at 275 degrees or until they are completely done. Check them because they can get a bit toasty on the back if you leave them for too long.

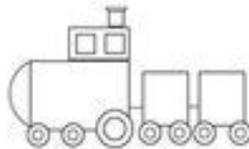
T W I R
U T E T
O C T D
S T M H
V A J T

Color each letter T.

Name: _____

t	q	k	b
t	t	r	c
o	t	t	s
e	h	t	s

train



Color the squares with the letter t.

Parent Corner

<https://childdevelopment.com.au/blog/play/aboard-learning-skills-using-train-set/>

From KidSense Occupational and Speech Therapy:

Choo–oo–oo!! All aboard for train play!

A children’s train set provides your child with the opportunity to have fun and to develop their communication and interaction skills, while enjoying pushing the train around the track.

Whether plastic, wooded, or themed and licensed (e.g. Thomas the Tank Engine) you’re likely to find one that your child will enjoy! Armed with a train set, let the games begin...

Some ways to use trains to teach your child a variety of skills could include:

- **Understanding/recognising items:** Hide the train and accompanying set items around the room and ask your child to find a particular item (e.g. bridge, carriage).
- **Vocabulary:** Encourage your child to name an item before giving it to them and to talk about the different parts on the train (e.g. wheels, engine) and within the train set (e.g. bridge, platform, station, mountain).
- **Following instructions:** Give your child an instruction to follow depending on their skill level (i.e. For 1-2 year olds: one level instruction such as “Where’s the **train**?”, “Make the train **stop**”; for 2-3 year olds: 2 step instructions such as “Put the **train** on the **bridge**”; for 3-4 year olds: 3 step instructions such as “Give me the **train, carriage** and **stop sign**). You can take it in turns to give each other instructions so that your child starts to learn about turn taking and joint interactions.
- **Turn taking:** Encourage your child to take turns in moving the train around the train track (e.g. “My turn”, “Your turn”).
- **Counting:** Encourage counting skills by asking your child to count the number of train track pieces, carriages on the train or the number of wheels on the train.
- **Requesting:** Place the train track and train carriage pieces in front of your child. Encourage them to ask for what they want using a complete phrase/sentence (e.g. “I want a track/train carriage please”).
- **Grammar:** Encourage your child to tell you who has particular train items.
 - **Pronouns ‘my’, ‘your’, ‘he/she’, ‘his/her’:** “This is **my** train”, “That is **your** train”, “**He/she** put the train on the track”.

- **Concepts including:**
 - **on/off; under/over:** Ask your child to place items in specific places (e.g. “Put the train **on** the track”; “Take the man **off** the train”) or comment about what the child is doing with the train (e.g. “The train went **over/under** the bridge”).
 - Use concepts related to moving the train when playing (e.g. **fast/slow; stop/go**).
 - **first/middle/last:** If you have several carriages for the train, make a long train and talk about which carriage is **first/middle/last**.
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 - **adjectives (e.g. long/short; round; straight/curved):** Comment about what the finished track looks like when the child is playing (e.g. “You made a **round** train track”) and use describing words when talking about the train set (e.g. “I have a **long green** train”; “This train track piece is **straight/curved**”).
 - **colours:** Develop the child’s understanding of colours. Encourage your child to group items that are the same colour together (e.g. **red** train tracks, **blue** train carriages).
- **Imaginative play skills:** Assist your child in using the train set to expand their imagination. Once the train track is built, model and extend their play sequences (e.g. ‘First take the train over the bridge, then stop at the platform’). Use items which come with the train set and place them around the track (e.g. trees, signs, train station, buildings) or use your imagination! Encourage your child to act out scenarios such as making the train stop when it comes to a ‘stop’ sign. Also, act out real life sequences involving travelling on a train and model this by using toy people/characters (e.g. buy a ticket at the train station, wait at the platform for the train, get on the train, show the conductor the ticket).
- **High interest:** A number of children, particularly with a diagnosis of Autism, have strong interests in certain toys such as trains. If you have a train set, use this activity to your advantage to help your child learn and use language in play (see above items). However, if you feel that your child can be ‘obsessive’ at times and ‘only’ wants to play with their trains, enforce set rules and boundaries to develop their flexibility. For example:
 - **Boundary setting:** Set a limited amount of time your child is allowed to play with the activity (e.g. 10 minutes).
 - **Motivator:** Use the activity as a motivating tool to encourage your child to complete other tasks which they are less interested in (e.g. First complete the puzzle, then you can play with the train).
 - **Expand play:** When your child is playing with their train set, gradually introduce other toy items (e.g. cars, toy people) into the play sequence. Model and encourage appropriate play sequences (e.g. the car and train having a race, toy people getting off the train and then going home in the car) and hopefully this will develop your child’s interest in other toys.