

## TRAIN CINQUAIN

Grade: Fourth

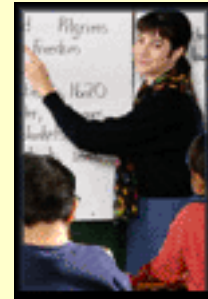
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## OVERVIEW

This lesson combines cinquain poetry writing with safety messages concerning tunnels, bridges and the basic fact that people cannot outrun trains. Students are taught not to trespass on private railroad property and the possible consequences of doing so.

## SUGGESTED TIME ALLOWANCE

45 minutes

## OBJECTIVES

Students will be able to:

- Understand problems associated with being in a train tunnel or on a train bridge.
- Create a cinquain poem on a safety theme using safety messages.

National Academic Content Standards addressed by this lesson.

## SAFETY MESSAGE:

- Tunnels and bridges are only wide enough for the trains. There is nowhere for you to go if a train comes.

## **MATERIALS**

- 2 Pieces of Cardboard, 8"x11"
- Butcher Paper
- Bridge, Tunnel & Train Yard Overhead

For each student:

- Cinquain Handout
- Pencils
- Glue
- Markers/crayons

## **VOCABULARY**

Trestles, train yards, legal fines, gauge

## **PROCEDURES**

### **TEACHER PREPARATION:**

Read the background information on trespassing (Track Facts and Myths & Realities). Have the student materials readily available. Write the cinquain poem pattern on a white board, chalk board or flipchart. If you choose, write your own sample cinquain on the trespassing/safety theme to model what students will be doing.

### **MOTIVATION:**

Get students thinking: *Have you ever been trapped when you are playing a game or trapped in a situation? What does it feel like to be trapped? Today we are going to talk about a very serious situation in which you never want to get trapped. If you get trapped in this situation it could cost you your good health or maybe even your life .*

### **ACTIVITY:**

1. Discuss the background information concerning trespasser safety, drawing from students' own experience and using overhead sheets to help you.
2. Display the tunnel and bridge overhead. Have students list

reasons why they should not be playing around, in, or on tunnels or bridges. Use their ideas as a springboard for further discussion.

3. Display the overhead of the train yard. Ask: *Why is it illegal and dangerous to play in or around a train yard?* Provide enough background information to give students an understanding of messages and ideas they might incorporate into a cinquain poem with a safety theme.
4. Introduce the cinquain poem. If students have never written a cinquain before or if they need a review, show the cinquain pattern: five lines of one word, two words, three words, four words, five words. Each line builds on the one before it, and the finished poem looks like a triangle. Briefly discuss the cinquain poem handout; the top part is for an illustration that students draw after they have completed their poem. The theme of their cinquain should relate to the discussion on trespassing in or around tunnels and bridges.
5. Give students some uninterrupted class time to write their cinquain and draw a picture to illustrate it.

## **CONCLUSION:**

Have students read and share their individual cinquains. By sharing their poems they will be reinforcing the safety messages of this lesson. For a unique way to display student work, do the following:

Fold a long piece of butcher paper in half the long way, forming the cars of the train. Fold the paper into sections, 12" wide, so the 11" cinquain papers will fit on to it. Then, paste the cinquain poems into these sections. Have a student create a locomotive for the front of the "cinquain train." Paste a piece of cardboard under the locomotive and under the last car. Each section can hold two poems, one on each side, to keep the length of the train manageable.

## **HIGHER ORDER THINKING**

To assure students are using critical thinking skills, present challenges such as this at an appropriate place within the lesson: *Research the local*

*laws concerning trespassing on train property. Create a police report to be filled out when a policeman catches someone trespassing. What punishment or fine would you give someone caught trespassing on railroad property?*

## **ASSESSMENT**

- Class discussion and brainstorming participation (Understand problems associated with being in a train tunnel or on a train bridge.)
- Completion of poem (Create a cinquain poem on a safety theme using safety messages.)

## **EXTENSIONS**

**Arts:** Groups of children could paint a mural depicting the dangers of playing in or near a rail yard, or around, on, and in tunnels or bridges that hold railroad tracks. The cinquain train could be displayed in front of the mural created.

**Social Studies/Language Arts:** Write an editorial letter to the editor of the local newspaper explaining the class' concerns over a bridge or tunnel in the area.

## **TEACHER RESOURCES**

[Background information on trespassing](#)

[David's Run video](#)

[David's Run video clip](#) (Quicktime required)

[Video utilization tips for David's Run](#)

## **NATIONAL ACADEMIC CONTENT STANDARDS**

These standards are provided by the Mid-continent Regional Educational Laboratory (McREL) online publication, [Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education](http://www.mcrel.org/standards-benchmarks/). <<http://www.mcrel.org/standards-benchmarks/>>

The following standards are addressed by the activities of this lesson:

## **Health**

Level II: Upper Elementary (Gr. 3-5)

Standard 5: Knows essential concepts and practices concerning injury prevention and safety

Benchmark: Knows safety rules and practices to be used in home, school and community settings

## **Language Arts**

Level II: Upper Elementary (Gr. 3-5)

Standard 1: Demonstrates competence in the general skills and strategies of the writing process

Benchmarks:

- Prewriting: Uses prewriting strategies to plan written work (e.g., uses graphic organizers, story maps, and webs; groups related ideas; takes notes; brainstorms ideas)
- Writes expressive compositions (e.g., expresses ideas, reflections and observations; uses an individual, authentic voice; uses narrative strategies, relevant details, and ideas that enable the reader to imagine the world of the event or experience)

Standard 2: Demonstrates competence in the stylistic and rhetorical aspects of writing

Benchmark: Uses descriptive language that clarifies and enhances ideas (e.g., describes familiar people, places or objects)

Standard 8: Demonstrates competence in speaking and listening as tools for learning

Benchmark: Reads compositions to the class

To see related standards for your state, search [Achieve's Clearinghouse](http://www.achievetest.org/achievetest/achievestart.nsf/Search?OpenForm):  
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