



## **INTERURBAN RAILWAY MUSEUM KINDERGARTEN GRADE FIELD TRIP**

For the early childhood learner the Interurban Railway Museum is a wonderful place to explore! Students will gain knowledge about transportation, see and go inside an authentic train car, view how the electric current flowed through the building and out to the train, see and touch real train tracks and nails, and so much more as they enter the world of a historic train station.

- 1. Students use listening and speaking skills throughout the course of the field trip. They will participate in discussions as they listen attentively to information about historic Plano, the Interurban Railroad, and answer questions.**

### ***§110.15. English Language Arts and Reading***

(21) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

- (A) listen attentively by facing speakers and asking questions to clarify information; and
- (B) follow oral directions that involve a short related sequence of actions.

(22) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to share information and ideas by speaking audibly and clearly using the conventions of language.

(23) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to follow agreed-upon rules for discussion, including taking turns and speaking one at a time.

- 2. Gain a better understanding and appreciation for the impact of transportation in particular railroads on the people of Texas, Plano, and surrounding areas.**

### ***§113.15. Social Studies***

(13) Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:

- (B) describe how technology helps accomplish specific tasks and meet people's needs; and
- (C) describe how his or her life might be different without modern technology.

(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:

- (A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation

- 3. Acquire knowledge of the impact of transportation, its progress, and how it has affected the Texas economy.**

### ***§113.15. Social Studies***

(7) Economics. The student understands the value of jobs. The student is expected to:

- (A) identify jobs in the home, school, and community; and
- (B) explain why people have jobs.

**4. Use critical thinking skills, tools, and resources to gain understanding of the history of transportation and its effect on Texas.**

***§113.15. Social Studies***

(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;
- (B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts

(15) Social studies skills. The student communicates in oral and visual forms. The student is expected to:

- (A) express ideas orally based on knowledge and experiences; and
- (B) create and interpret visuals, including pictures and maps.

**5. Students will have the opportunity to analyze sculpture as well as historical architecture.**

***§117.14. Art***

(1) Perception. The student develops and organizes ideas from the environment. The student is expected to:

- (A) glean information from the environment, using the five senses; and
- (B) identify colors, textures, forms, and subjects in the environment.

(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to:

- (A) identify simple subjects expressed in artworks;
- (B) share ideas about personal artworks and the work of others, demonstrating respect for differing opinions

(4) Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:

- (A) express ideas about personal artworks; and
- (B) express ideas about original artworks, portfolios, and exhibitions by peers and artists.

**6. Read and comprehend information from a variety of resources.**

***§110.15. English Language Arts and Reading***

(1) Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed. Students are expected to:

- (A) recognize that spoken words can be represented by print for communication

(4) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

- (A) predict what might happen next in text based on the cover, title, and illustrations; and
- (B) ask and respond to questions about texts read aloud.

(5) Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing. Students are expected to:

- (A) identify and use words that name actions, directions, positions, sequences, and locations

(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic of an informational text heard.

**Figure: 19 TAC §110.10(b)**

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- (A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);
- (B) ask and respond to questions about text;
- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);

- (D) make inferences based on the cover, title, illustrations, and plot;
- (E) retell or act out important events in stories; and
- (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

## **7. Use of mathematical thinking and reasoning.**

### ***§111.16. Mathematics***

(K.2) Number, operation, and quantitative reasoning. The student describes order of events or objects. The student is expected to:

- (A) use language such as before or after to describe relative position in a sequence of events or objects; and
- (B) name the ordinal positions in a sequence such as first, second, third, etc.

(K.12) Probability and statistics. The student constructs and uses graphs of real objects or pictures to answer questions. The student is expected to:

- (B) use information from a graph of real objects or pictures in order to answer questions.

(K.13) Underlying processes and mathematical tools. The student applies Kindergarten mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:

- (A) identify mathematics in everyday situations

## **8. Opportunities to apply scientific knowledge.**

### ***§112.15. Science***

(2) Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:

- (A) ask questions about organisms, objects, and events observed in the natural world;
- (E) communicate observations with others about simple descriptive investigations.

(3) Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:

- (A) identify and explain a problem such as the impact of littering on the playground and propose a solution in his/her own words

(6) Force, motion, and energy. The student knows that energy, force, and motion are related and are a part of their everyday life. The student is expected to:

- (A) use the five senses to explore different forms of energy such as light, heat, and sound;
- (B) explore interactions between magnets and various materials;
- (C) observe and describe the location of an object in relation to another such as above, below, behind, in front of, and beside; and
- (D) observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow.