



**THE WORKSHOPS
RAIL MUSEUM**
IPSWICH

EDUCATION

EDUCATION ON TRACK

NUMBER TRAIL
Years 1-2 Maths & English



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open daily 9:30am-5:00pm
(except Good Friday, ANZAC Day & Christmas Day)

This program has been produced and published by The Workshops Rail Museum, North Street, North Ipswich, Qld, Australia 4305.

The Museum's Vision Statement is:

to be recognised as a creative, innovative and exciting journey of discovery into Australia's rail story.

The Mission Statement is:

to harness the significance of the Workshops precinct by delivering international standard cultural and tourism related activities, education and public programs associated with the interaction of rail on people's lives.

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Purpose and overview

This worksheet provides an opportunity for students to follow a trail that visits most parts of the Museum. The trail is based on numbers, with activities related to the item of rolling stock bearing that number. Students are required to search for these numbers on locomotives, carriages and goods wagons. The activities also prompt students to read the interpretive panels and they provide opportunities for discussion about nearby displays. If there are done in order, students will follow a trail that takes them around most of the Museum.

It is suggested that the starting point for small groups be the black steam locomotive near the Museum entrance. Larger groups can stagger their starts according to the zone labels on the following pages.

There are two general activities at the end of the trail providing critical and creative thinking skills.

The activities are based on different zones around The Workshops Rail Museum and are aimed at helping students to develop an understanding of numbers and reading and viewing skills. The activities are aligned with the Australian Curriculum: Mathematics and English for Year 1 and Year 2 students. The Mathematics content strand addressed is *Number and Algebra* and the sub-strand of *Number and place value*. The English content strand of *Literacy* is covered in the sub-strands of *Interpreting, analysing and evaluating* and *Creating texts*.

Curriculum Links

The Years 1 and 2 curriculum links are elaborated in the following tables:

The Australian National Curriculum: Mathematics

Number and Algebra: Number and place value	
<p>Year 1: Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (ACMNA012)</p>	<p>Elaborations:</p> <ul style="list-style-type: none"> • modelling numbers with a range of materials and images • identifying numbers
<p>Year 2: Recognise, model, read, write and order numbers to at least 1000 (ACMNA027)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> • recognising there are different ways of representing numbers and identifying patterns going beyond 100
Proficiency Strands	
<p>Year 1: <i>Understanding:</i> connecting names and numerals <i>Fluency:</i> locating numbers <i>Problem Solving:</i> receiving directions to unfamiliar places <i>Reasoning:</i> justifying and explaining responses</p>	<p>Year 2: <i>Understanding:</i> connecting numerals to places/objects <i>Fluency:</i> describing the relationship between numbers and objects <i>Problem Solving:</i> following maps and finding solutions to problems <i>Reasoning:</i> justifying and explaining responses</p>
General Capabilities	
<ul style="list-style-type: none"> • Literacy: Understanding word knowledge; understanding how visual elements create meaning • Critical and creative thinking: Inquiring – identifying, exploring and organising information and ideas 	

The Australian National Curriculum: English

Literacy: Interpreting, analysing, evaluating	
<p>Year 1: Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)</p>	<p>Elaborations:</p> <ul style="list-style-type: none"> • finding key information in a text • building knowledge about the topic of a text and learning new vocabulary before and during reading
<p>Year 2: Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of contexts, language and visual features and print and multimodal text structures (ACELY1670)</p>	<p>Elaborations:</p> <ul style="list-style-type: none"> • making connections between information in print and images • predicting, asking and answering questions as they read, and summarising and reviewing meaning
Literacy: Creating texts	
<p>Year 1: Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence level grammar, word choice, spelling, punctuation and appropriate multimodal illustrations and diagrams (ACELY1661)</p>	<p>Elaborations:</p> <ul style="list-style-type: none"> • referring to learned knowledge of text structure and grammar when creating a new text • applying new vocabulary appropriately in creating text
<p>Year 2: Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for some familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)</p>	<p>Elaborations:</p> <ul style="list-style-type: none"> • sequencing content according to text structure • using appropriate simple and compound sentences to express and combine ideas • using vocabulary, including technical vocabulary, appropriate to text type and purpose
General Capabilities	
<ul style="list-style-type: none"> • Literacy: Understanding word knowledge; comprehending texts through reading, listening and viewing; composing texts; grammar knowledge; text knowledge • Critical and creative thinking: Inquiring – identifying, exploring and organising information and ideas; analysing, synthesising and evaluating reasoning and procedures; generating ideas, possibilities and actions • Social and personal responsibility: Social awareness; self-awareness; social management – communicate effectively 	

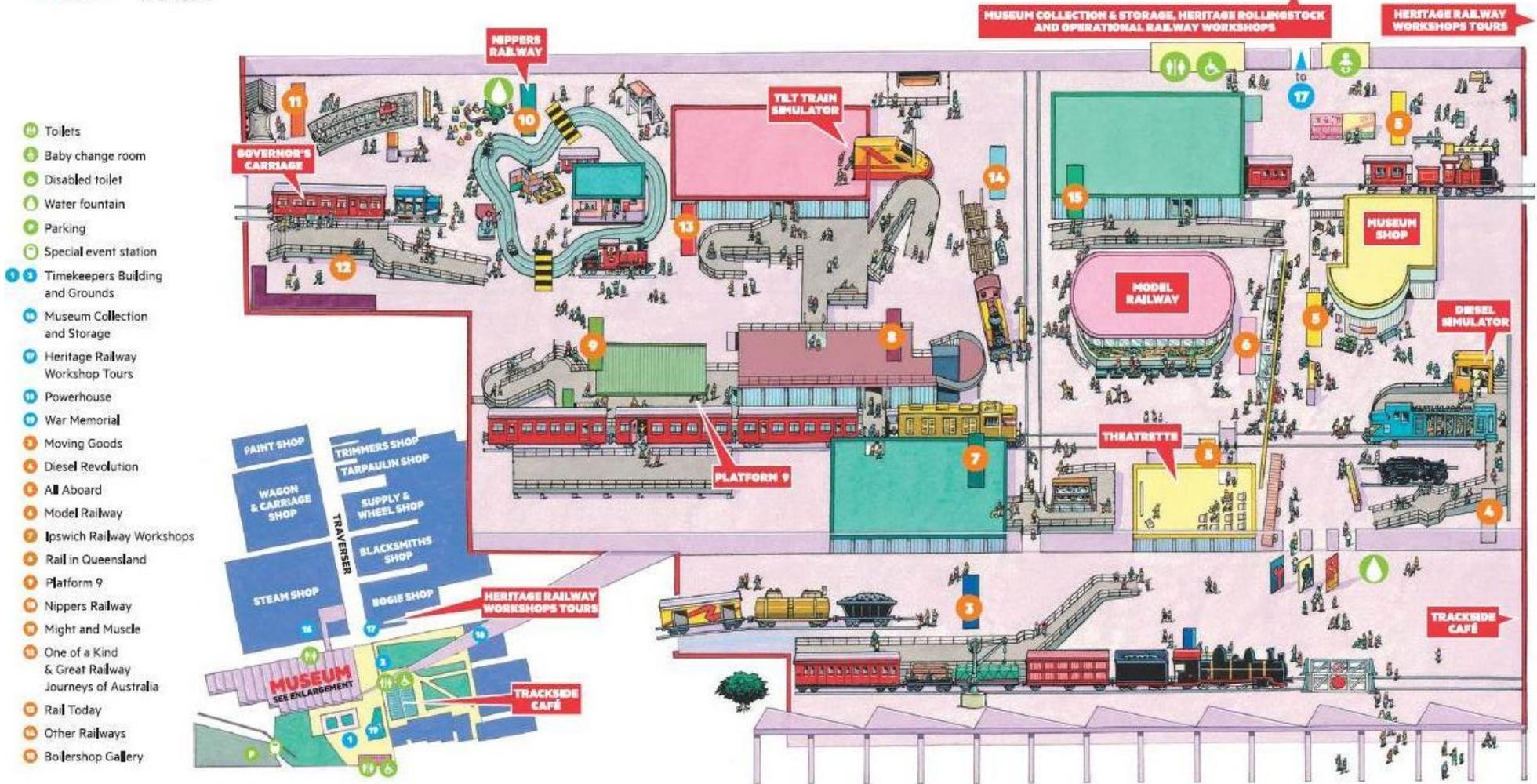
On the following page is a map of The Workshops Rail Museum. You can refer to this map to help orientate yourself throughout the trail activities.



THE WORKSHOPS RAIL MUSEUM

IPSWICH

MUSEUM MAP



Zones 1, 2 and 3:

Timekeepers' Building, Grounds and Moving Goods



What is the name of this locomotive?



In what year was this locomotive built?

(**Clue:** Look on the oval plate on the side of the locomotive cab)



Which animals are **not** carried in this wagon?
Circle your answer.

Sheep

Cattle

Pigs



Draw three things this wagon is carrying.



What does this wagon carry?



What animal can travel in a special compartment in this van?

Zones 4 and 5: Diesel Revolution and All Aboard



Describe this locomotive:
What type of engine is it?
What colour is it?



This is a real locomotive cab. How did you feel while driving the train using the simulator?



How many people can ride in this carriage?

(**Clue:** See the interpretive panel located between this carriage and the door where the railway lines exit)



Draw this van and show where the wheels are placed.

Zones 8 and 9: Rail in Queensland and Platform 9



What is the main colour used in painting this locomotive?

Tell a friend what your favourite colour is.

What is their favourite colour? _____



Describe where this carriage was used.

Zone 14: Other Railways



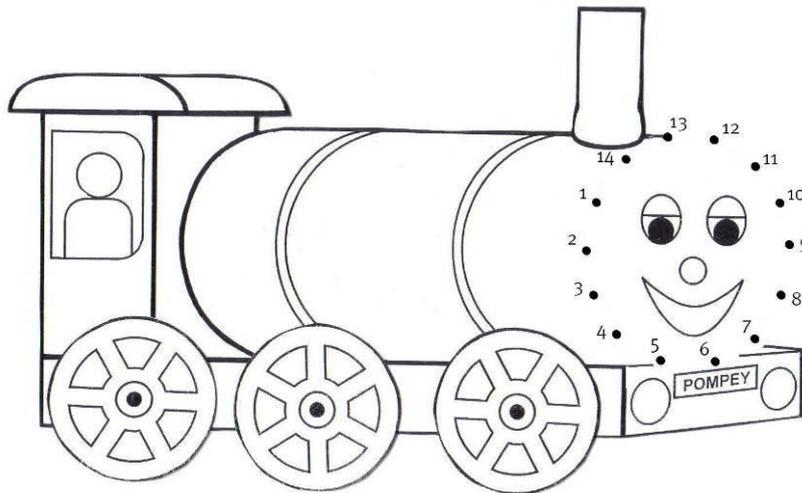
This locomotive was built to do special work. What was that work?

General Activities

Look at the two pictures below. Both locomotives, Pompey and Flash, have parts that are the same and parts that are different. Circle the parts that are the **same**.



Follow the numbers to complete Pompey the steam train's face.



Now, write a short story about Pompey the steam train. Then swap stories with a friend.
