Storyland Classics

FREE POEM GUIDE

From Poems of Childhood (1904)



- ✦ The Poem
- ✦ Try It
- ✦ Missing Words
- ✦ Put It in Order
- ✦ Handwriting
- ✦ Meet the Poet
- ✦ Word Match & Sort
- ✦ Yes or No & ABC Order
- ✦ Read It With Voices
- ✦ Answer Key
- ✦ Let's Talk
- ✦ Word Search
- ✦ Rhyme Hunt & Syllables
- ✦ Learn It by Heart
- ✦ Standards

Ages 4–8 ✦ Pre-K to Grade 2 ✦ Aligned to Common Core

This cover is for your screen. Print from page 2 to save ink.

FOR GROWN-UPS

How to Use This Guide

This free guide goes with the Storyland Classics read-aloud of “The Shut-Eye Train” by Eugene Field. Every page is ready to print, and no sign-up is needed. Pick the pages that suit your child or class.

ABOUT THE POEM

As evening shadows fall, a grown-up invites a little one in cap and gown to climb aboard the Shut-Eye Train. “Ting-a-ling!” goes the bell and “Toot-toot!” goes the whistle. The train speeds over hill and plain and up through the stars to Shut-Eye Town, where golden dreams wait. The child’s eyes grow heavy, and it is time to go: “All aboard!”

SKILL FOCUS

Repetition and sound words in a bedtime chant

A simple routine

1. **Day 1.** Watch the read-aloud together (scan the QR code on the poem page), then read the poem aloud.
2. **Day 2.** Read it again. Meet the poet, then use Let’s Talk and Try It.
3. **Day 3.** Learn the words with the word match, word sort, word search and missing words.
4. **Day 4.** Listen for rhymes and syllables, put the poem in order, and perform it with voices.

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Standards

Every activity is aligned to the Common Core State Standards for kindergarten to grade 2. Codes appear at the bottom of each page, and the full table is on the last page.

Younger children

Children who aren’t writing yet can answer out loud or tell a grown-up what to write.

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THE POEM

The Shut-Eye Train



Come, my little one, with me!
There are wondrous sights to see
As the evening shadows fall;
In your pretty cap and gown,
Don't detain
The Shut-Eye train—
"Ting-a-ling!" the bell it goeth,
"Toot-toot!" the whistle bloweth,
And we hear the warning call:
"All aboard for Shut-Eye Town!"

Over hill and over plain
Soon will speed the Shut-Eye train!
Through the blue where bloom the stars
And the Mother Moon looks down
We'll away
To land of Fay—
Oh, the sights that we shall see there!
Come, my little one, with me there—
'Tis a goodly train of cars—
All aboard for Shut-Eye Town!

Swifter than a wild bird's flight,
Through the realms of fleecy light
We shall speed and speed away!
Let the Night in envy frown—
What care we
How wroth she be!
To the Balow-land above us,
To the Balow-folk who love us,
Let us hasten while we may—
All aboard for Shut-Eye Town!

Shut-Eye Town is passing fair—
Golden dreams await us there;
We shall dream those dreams, my dear,
Till the Mother Moon goes down—
See unfold
Delights untold!
And in those mysterious places
We shall see beloved faces
And beloved voices hear
In the grace of Shut-Eye Town.

Heavy are your eyes, my sweet,
Weary are your little feet—
Nestle closer up to me
In your pretty cap and gown;
Don't detain
The Shut-Eye train!
"Ting-a-ling!" the bell it goeth,
"Toot-toot!" the whistle bloweth,
Oh, the sights that we shall see!
All aboard for Shut-Eye Town!

▸ Watch the read-aloud

Scan the code to watch "The Shut-Eye Train" read aloud, or visit storylandclassics.com/shuteye-guide.

Eugene Field, Poems of Childhood (1904). Public domain.

Name _____ Date _____

MEET THE POET

Eugene Field

1850–1895 ✦ The Poet of Childhood

Eugene Field was born in St. Louis, Missouri, in 1850. He became a newspaper writer in Chicago, where he wrote a famous column called “Sharps and Flats.” He loved children, toys and bedtime stories, and he wrote so many poems for children that people called him “the Poet of Childhood.” His lullabies, like “Wynken, Blynken, and Nod” and “The Sugar-Plum Tree,” are still read at bedtime today.

Questions About the Poet

1. In what city was Eugene Field born?

2. What job did he have in Chicago?

3. What did people call him? Why do you think so?

Who Is Talking?

Someone is inviting a child on a trip. Read it again, then answer.

1. Who is talking in this poem? Who are they talking to?

2. Where is the Shut-Eye Train going?

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Name _____ Date _____

LET'S TALK

The Shut-Eye Train

Young children can answer out loud. Older children can write their answers.

REMEMBER

1. What does the bell say, and what does the whistle say?

2. What does the conductor call?

3. What is waiting in Shut-Eye Town?

THINK

4. Why is it called the Shut-Eye Train?

5. Why are the child's eyes heavy and feet weary at the end?

CONNECT

6. If you rode a dream train tonight, who would you take with you?

NARRATION

Close the book and tell the poem back in your own words. Where does the Shut-Eye Train go, and who rides it?

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Name _____ Date _____

TRY IT

The Shut-Eye Train

SKILL FOCUS

Repetition and sound words in a bedtime chant

Design a ticket for the Shut-Eye Train. Write where it goes, what time it leaves, and who may ride.

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Name _____ Date _____

WORDS TO KNOW

Word Match

Draw a line from each word to what it means.

wondrous	fairies
detain	an old lullaby word
plain	wonderful and amazing
Fay	angry
fleecy	flat, open land
wroth	to snuggle close
Balow	to hold back or make late
nestle	soft and fluffy, like wool

Word Sort: Train Words or Dream Words?

Write each word in the right box.

bell · whistle · cars · aboard · stars · Fay · golden dreams · Mother Moon

Train words

Dream words

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Name _____ Date _____

WORD SEARCH

The Shut-Eye Train

Find the words from the poem. Words go across (left to right) and down (top to bottom). Circle each word, then check it off.

E	A	T	J	N	V	N	A	S	T
V	G	O	W	N	H	S	W	D	J
D	R	R	O	N	N	U	J	K	L
P	K	S	W	S	S	T	A	R	S
D	L	L	P	B	E	L	L	C	L
R	T	O	W	N	M	R	Y	A	T
E	Y	J	L	P	O	K	M	R	R
A	M	E	J	J	O	T	A	S	A
M	C	T	O	F	N	L	S	J	I
S	U	Y	F	N	L	I	O	M	N

WORD BANK

- ☐ TRAIN
- ☐ BELL
- ☐ TOWN
- ☐ STARS
- ☐ MOON
- ☐ DREAMS
- ☐ GOWN
- ☐ CARS

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Name _____ Date _____

MISSING WORDS

The Shut-Eye Train

Read each line from the poem. Choose the missing word from the word bank and write it on the line. Then read the whole line aloud.

bloweth · call · feet · see · Town · train

1. There are wondrous sights to _____
2. The Shut-Eye _____ —
3. "Toot-toot!" the whistle _____ ,
4. And we hear the warning _____ :
5. "All aboard for Shut-Eye _____ !"
6. Weary are your little _____ —

Make New Rhymes

Write a new word that rhymes with each word from the poem. Silly words count too!

see _____ _____ train _____ _____

bloweth _____ _____ call _____ _____

DID YOU NOTICE?

Every missing word comes at the end of a line, and each one rhymes with another line in the poem. Find its rhyming partner!

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Name _____ Date _____

CHECK YOUR READING

Yes or No?

Read each sentence about the poem. Circle **Yes** if it is true. Circle **No** if it is not.

1. The Shut-Eye Train goes to Shut-Eye Town. Yes No
2. The bell goes “Ting-a-ling!” Yes No
3. The train leaves in the morning. Yes No
4. The train speeds through the stars. Yes No
5. The child is wide awake at the end. Yes No
6. Golden dreams wait in Shut-Eye Town. Yes No

ABC Order

Write these words from the poem in ABC order. Look at the first letter of each word.

train bell stars moon dreams

1 _____

2 _____

3 _____

4 _____

5 _____

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Name _____ Date _____

SOUNDS OF THE POEM

Rhyme Hunt

Find each word's rhyming partner in the word bank and write it on the line.

Town · bloweth · call · feet · see · train

me _____ fall _____

gown _____ goeth _____

plain _____ sweet _____

LISTEN

Listen for the train sounds: "Ting-a-ling!" and "Toot-toot!" Say them while you chug your arms like wheels.

Clap the Syllables

Say each word and clap for every part. Write the number of claps.

whistle claps: ___	train claps: ___	aboard claps: ___
Shut-Eye claps: ___	evening claps: ___	beloved claps: ___

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Name _____ Date _____

PUT IT IN ORDER

What Happens First?

Read each sentence. Write 1 in the circle next to what happens first, 2 next to what happens next, and so on up to 6.

- ◯ Golden dreams wait in Shut-Eye Town.
- ◯ Evening shadows fall.
- ◯ The child's eyes grow heavy.
- ◯ The bell goes "Ting-a-ling!"
- ◯ The train speeds through the stars.
- ◯ "All aboard for Shut-Eye Town!"

Retell the Poem

Use the order words to tell the poem in your own words. Say it out loud, or write it.

First, _____

Next, _____

Then, _____

Last, _____

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Name _____ Date _____

PERFORM IT

Read It With Voices

Reader | The bell and whistle | Everyone (the conductor)

One **reader** reads the poem. One child rings the bell (“Ting-a-ling!”) and another is the whistle (“Toot-toot!”). **Everyone** calls “All aboard for Shut-Eye Town!” like a conductor.

TIPS FOR READING ALOUD

Start with a chugging, excited rhythm. Let the train slow down in the last verse as the child gets sleepy.

Read It Three Times

Read the poem aloud three times. Color a star each time. Your reading gets smoother every time!



My Favorite Part

Write about your favorite part of the poem.

My favorite part is _____

because _____

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LEARN IT BY HEART

Say It From Memory

Learn this verse by heart. Check off each step as you go.

Come, my little one, with me!
There are wondrous sights to see
As the evening shadows fall;
In your pretty cap and gown,
Don't detain
The Shut-Eye train—

- [ ] Listen to the verse on the read-aloud video.
- [ ] Read it aloud three times with the book.
- [ ] Say it with a grown-up, one line at a time.
- [ ] Say it with the book closed. Peek if you need to!
- [ ] Say it to someone at home or in class.

✦ CERTIFICATE ✦

I can say "The Shut-Eye Train" by heart!

by Eugene Field

Name _____ Date _____

Heard by _____

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Name _____ Date _____

HANDWRITING PRACTICE

The Shut-Eye Train

Trace the gray words, then write them on your own on the empty lines. Tall letters touch the top line; small letters reach the dotted line.

All aboard for Shut-Eye Town!

All aboard for

Shut-Eye Town!

Come, my little one, with me!

Come, my little one,

with me!

☐ I started with a capital letter. ☐ I left spaces between words. ☐ I copied the end mark.

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FOR GROWN-UPS

Answer Key & Ideas

Who Is Talking?

A grown-up is talking to a little one in a cap and gown at bedtime. The train is going to Shut-Eye Town, which means to sleep and dreams.

Let's Talk

1. The bell says "Ting-a-ling!" and the whistle says "Toot-toot!" 2. "All aboard for Shut-Eye Town!" 3. Golden dreams, beloved faces and voices. 4–6. Answers will vary (it takes you to sleep; it is bedtime).

Word Sort

Train words: bell, whistle, cars, aboard. Dream words: stars, Fay, golden dreams, Mother Moon.

Word Search

E	A	T	J	N	V	N	A	S	T
V	**G**	**O**	**W**	**N**	H	S	W	D	J
D	R	R	O	N	N	U	J	K	L
P	K	S	W	S	**S**	**T**	**A**	**R**	**S**
D	L	L	P	**B**	**E**	**L**	**L**	**C**	L
R	**T**	**O**	**W**	**N**	**M**	R	Y	**A**	**T**
E	Y	J	L	P	**O**	K	M	**R**	**R**
A	M	E	J	J	**O**	T	A	**S**	**A**
M	C	T	O	F	**N**	L	S	J	**I**
S	U	Y	F	N	L	I	O	M	**N**

Word Match

wondrous: wonderful and amazing · detain: to hold back or make late · plain: flat, open land · Fay: fairies · fleecy: soft and fluffy, like wool · wroth: angry · Balow: an old lullaby word · nestle: to snuggle close

Yes or No? & ABC Order

1. Yes · 2. Yes · 3. No · 4. Yes · 5. No · 6. Yes. ABC order: bell, dreams, moon, stars, train.

Missing Words

see, train, bloweth, call, Town, feet

Rhyme Hunt & Syllables

me: see · fall: call · gown: Town · goeth: bloweth · plain: train · sweet: feet. Claps: whistle 2, train 1, aboard 2, Shut-Eye 2, evening 2, beloved 3.

Put It in Order

evening shadows fall → the bell goes "Ting-a-ling!" → the train speeds through the stars → golden dreams wait in Shut-Eye Town → the child's eyes grow heavy → "All aboard for Shut-Eye Town!"

Ideas to extend the lesson

- Make train tickets to Shut-Eye Town and "punch" them at bedtime.
- Line up chairs as a train and act out the poem.
- Read it with "The Sugar-Plum Tree," which also takes place in Shut-Eye Town.

MORE FROM STORYLAND CLASSICS

Find more Eugene Field poems with free guides at storylandclassics.com and on YouTube at @StorylandClassics.

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FOR TEACHERS

Standards Alignment

The Shut-Eye Train ✦ Common Core State Standards, kindergarten to grade 2

STANDARDS	WHAT CHILDREN PRACTICE	WHERE IN THIS GUIDE
RL.K.1 RL.1.1 RL.2.1	Ask and answer questions about key details in a text.	Let's Talk and Yes or No?; Let's Talk
RL.K.2 RL.1.2	Retell stories and poems, including key details, and show understanding of their message.	Put It in Order and Retell
RL.K.3 RL.1.3	Identify and describe characters, settings and major events.	Let's Talk and Put It in Order
RL.K.4 RL.2.4	Understand words and phrases, including rhyme, rhythm and words that appeal to the senses.	Word Match; Rhyme Hunt (rhyme and repeated lines)
RL.2.5	Recognize types of texts and describe the overall structure (beginning, middle and end).	Put It in Order: beginning, middle and end
RL.1.6 RL.2.6	Identify who is speaking and use a different voice for each character when reading aloud.	Who Is Talking?; Read It With Voices
RL.K.10 RL.1.10	Engage in group reading of poems and stories with purpose and understanding.	The Poem and Missing Words; The Poem (reading together)
RF.K.1b RF.K.1d	Understand the organization of print (left to right, top to bottom).	Word Search; ABC Order (letters of the alphabet)
RF.K.2a RF.K.2b	Hear and work with spoken words, rhymes and syllables.	Rhyme Hunt and Make New Rhymes; Clap the Syllables
RF.K.3c RF.1.3	Read common high-frequency words by sight.	Word Search and Missing Words; Word Search
RF.1.4a RF.1.4b RF.2.4b	Read aloud with accuracy, appropriate rate and expression.	Missing Words (read with purpose); Read It With Voices and Read It Three Times
SL.K.1 SL.1.1	Take part in conversations about the text with classmates and adults.	Let's Talk and Meet the Poet (discussion); Let's Talk (discussion)
SL.K.2	Ask and answer questions about a text read aloud or presented through media.	Read-aloud video (QR code)
SL.K.6 SL.1.6	Speak audibly and express ideas clearly.	Read It With Voices and Learn It by Heart; Learn It by Heart (recite)
L.K.1a L.1.1 L.1.1a	Print upper- and lowercase letters and use common position words.	Handwriting Practice; ABC Order (alphabetize words)
L.K.2a L.1.2b	Use capital letters and end punctuation.	Handwriting checklist
L.K.4 L.1.4	Determine or clarify the meaning of unknown words and phrases.	Word Match
L.K.5a	Sort words into categories, connect words to real life and act out shades of meaning.	Word Sort
W.K.1 W.1.1	Use drawing and writing to share an opinion and give a reason.	My Favorite Part
W.K.2	Use a combination of drawing, dictating and writing to compose informative texts.	Try It
W.1.8	With guidance and support, recall information from experiences or gather information to answer a question.	Try It

Codes are Common Core State Standards for English Language Arts. Find free read-alouds and guides at storylandclassics.com.

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