

Teacher Lesson Plan

Content Area(s)/Course/Grade:
2nd – 4th

Unit: Video 2

Lesson Topic:
Pedestrian-Bicycle Safety

Date:

Teacher:

School:

Lesson Aim/Objective(s):

1. Look Left, Look Right, Look Left again
2. Cross inside crosswalks
3. Cross at corner
4. Always walk (no running)
5. Stay on sidewalk, if no sidewalk, walk on the edge of the street where you are facing traffic
6. Make eye contact with driver

Material(s):

1. Video 2
2. Paper plates/puppet templates
3. "Talking Hands" Cue Cards
4. Painters Tape
5. Storyboard
6. Poem Cards

TEKS

See curriculum overview.

Instructional Delivery

Motivation:

1. Teach poem:
Stop, look and listen before you cross the street! Use your eyes and use your ears when you pedal with your feet.

Instruction/Procedure(s):

1. Review story board from lesson 1
2. View Video 2, follow up with class discussion using the following guiding questions:
 - a. Why do you think we look left, then right, then left again? Why not just left then right?
 - b. Why is making eye contact with the driver important? What do you do if the driver does not see/look at you?
 - c. In this video, Hobbit imagines something. What does he imagine and what does it mean?
 - d. What is the factual (or real) event that the story is talking about?
 - e. What is the fiction (or imaginary) story? Have you ever imagined a story or scene in your head for something that is real?
 - f. What did the alligator represent?
 - g. What did the bridge represent?
 - h. Why do we always walk in the crosswalk when crossing a street?

3. Make Harley/Hobbit Masks (paper plate masks)
4. Create intersections using classroom furniture or painters tape. Have students practice concept by moving through intersections correctly. Stress walking inside the crosswalk lines.

Activity:

1. Talking Hands: students learn 3 basic hand signals (left turn, right turn and stop)
2. Play Simon Says using hand signals
3. Story board – Video 2

Assessment/Evaluation Activity

Teacher observation of “Mask intersection” activity

Follow Up

1. Reading: Fact or fiction “T Chart” with drama scenario cards
2. Practice skill during day while moving through school building at each “intersection”
3. Story board outline – write a rough draft summarizing lesson key points

Differentiation Ideas

- Drama card scenarios story starters.
- Trash can basketball with “talking hands” cards
- Sequence cards – exiting bus