

Teacher Lesson Plan

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

Unit: Video 6, Midblock Crossing

Lesson Topic:
Pedestrian-Bicycle Safety

Date:

Teacher:

School:

Lesson Aim/Objective(s):

By the end of this lesson, the students will be able to explain the safety process for retrieving an item from the street using the following safety guidelines:

- take one step in between the cars and check for on-coming traffic,
- stop and look left, look right, then look left again, and
- make eye-contact with the driver.

Material(s):

1. Storyboard part 6
2. Video #6
3. Crossword puzzle and word search
4. Game Tiles worksheet

TEKS

See curriculum overview.

Instructional Delivery

Motivation:

Ball toss - Have students stand in a large circle with space between each student. Toss a ball to one of the students, the student catches the ball and tosses it to another student. As soon as a student misses catching the ball, have the students sit down in the circle and talk about what they would do if the ball had rolled into a street, or busy sidewalk, etc.

Instruction/Procedure(s):

1. Complete Motivation game (BALL TOSS)
2. State /review the safety goals of STOP, LOOK left, LOOK right, then LOOK left again.
3. Share the Lesson Objective for this unit (Midblock Crossing)
4. Show Video
5. Use the guiding questions listed below for class discussion
 - a. What problem did Hobbit have in this video?
 - b. What advice did Harley give Hobbit to keep him safe?
 - c. When might you use this advice?
 - d. What might be another way to solve Hobbit's problem?
 - e. Have a couple of students share out their own experiences with needing to pick up a ball or toy out of the street.

Assessment/Evaluation Activity

Have the students write a summary sentence that will explain the safety rule from this video and add it into their bike and pedestrian storybook.

Follow Up

1. Have students illustrate the safety scene from their storybook.
2. Students complete the Word Search, Word Scramble and/or Crossword puzzle

Differentiation Ideas

- Create a “table map” of the scenario using pattern blocks. Have student tell the story of the scenario.
- Use a flannel board and characters for re-enacting the safety scene.