

Teacher Lesson Plan

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| Content Area(s)/Course/Grade: 2 nd - 4 th | Unit: Sidewalk Safety Video |
| Lesson Topic: Sidewalk Safety | Date: |
| Teacher: | School: |

Lesson Aim/Objective(s):

1. By the end of this lesson, the student(s) will model walking safely near traffic along a street with and without a sidewalk.
2. The student(s) will compare and contrast the safety rules from biking v. walking by a street.

Material(s):

Sidewalk Safety Video
Sequencing pictures
Sidewalk Safety Word Search
Safety book

TEKS

See curriculum overview.

English: <https://harleyandhobbitroadsafety.com/curriculum/overview-teks/>

Spanish: <https://harleyandhobbitroadsafety.com/spanish-version/overview-and-teks-spanish/>

Instructional Delivery

Motivation:

1. Review Poem:

Stop, look and listen, before you cross the street! Use your eyes and use your ears when you cross the street.

2. (Teach verse 2)

Stop, look, and listen, before walking near a street! Use your eyes and use your ears walking safely with your feet.

Instruction/Procedure(s):

1. Opening question(s):

Someone share a safety tip that Harley and Hobbit taught us about riding a bike?
Who can tell us something about how to walk down a street safely?

2. Introduce Video: "Explain the safety tips that will be shared in the video." (*Pay attention when walking near a street and traffic; safely crossing a street; Facing traffic when walking, where there is no sidewalk by the street.*)

3. View the video: SIDEWALK SAFETY

4. Class Discussion:

*When walking close to a street on a sidewalk, what safety guidelines did Harley teach us in the video?

*If we need to walk by a street where there is no sidewalk, what did Harley tell us to do?

*Why do you think Harley had Hobbit stop playing with the ball while they walked to the park?

*Why did Harley tell Hobbit to put the earbuds away while walking to the park?

5. Partner/Small Group activity: Play the puzzle "Sidewalk Safety Word Search."

6. Safety book: create a "video outline" or a graphic organizer of the storyline seen in the video.

Assessment/Evaluation Activity

Students add the outline or graphic organizer of the VIDEO to their safety book. Then, in their own words use the outline/graphic organizer to write a safety story. (add to safety book)

Follow Up

Choose one of the Sequencing Pictures. Then color the picture. Next, cut the picture into jigsaw puzzle pieces and store in a small baggie. Exchange the pieces with another student to solve the jigsaw puzzles.

Differentiation Ideas

Provide the following writing prompts: *What happened on my way to the park? *I was walking to school when I saw...?