



Grades K - 2

Safe Routes to School Lesson Guide

*Walking/Bicycling Traffic Safety Education
Aligned with Ohio Academic Content Standards*

5 Ready-Made Lessons

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Getting to School and Back
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TRANSPORTATION



Safe and Sound... Getting to School and Back

Grades K – 2

Safety Focus



Students take a walking field trip to find safety features around the school and share information about them. This activity will help build their awareness and encourage them to share the importance of safety when they are going to and from school.

Visit everymove.ohio.gov for electronic versions of this and the other Safe Routes to School Lesson Guides published by the Ohio Department of Transportation (ODOT).



- Grades 3 – 5
- Grades 6 – 8



Curricular Connections: Grades K-2

Kindergarten	Grade 1	Grade 2
Writing – Common Core State Standards	Writing – Common Core State Standards	Writing – Common Core State Standards
Text Types and Purposes	Text Types and Purposes	Text Types and Purposes
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Related Vocabulary

- ▶ **Caution** – To warn or advise.
- ▶ **Cautious** – Attentive to potential problems or danger.
- ▶ **Crosswalk** – A marked path for people going across a street or road.
- ▶ **Sidewalk** – A path for people to walk on next to a street or road.
- ▶ **Stop Sign** – An octagon-shaped sign that tells cars to stop and check the road before crossing through.

Student Worksheets

These are designed to copy and use in class.

Attachments
A – Safety Brainstorming Sheet
B – Safety Scavenger Hunt
C – Persuasive Letter Writing Extension
D – Poster/Glogster Rubric

Procedure

➡ Day 1: (45 minutes)

1. **Give each student a copy of the Safety Brainstorming Sheet (Attachment A).** Have each student draw a picture or write about safety features they think can be found around the school, or items they think should be visible to keep pedestrians safe. This could be when they walk/bike to and from school. As a class, discuss and share student pictures and ideas.
2. **Use the student pictures and ideas to create a class scavenger hunt. Safety Scavenger Hunt chart (Attachment B)** has been included with some examples. The class should add other safety features they think they will be able to find. These can be new ideas or ones based on the information shared by the class in Step 1.
3. **Explain that the class is going to take a walking field trip around the school.** Students will use the **Safety Scavenger Hunt chart** generated by the class to find as many safety features as they can. If you have access to digital cameras, students can also take pictures around their school site to document the safety features around the school, which will also be used to create a poster display.

Materials Needed

- ☒ Copies of Reproducible Pages
- ☒ Access to Online Websites (optional)

Teacher Tip

Use digital cameras, student illustrations and notes to document signs, crosswalks, and other items that will be helpful when discussing getting to school safely. These can be imported into projects and showcase the use of technology in the classroom.

➡ Day 2: (45 minutes)

4. **Have students use the information from the scavenger hunt and pictures they collected around the school to make a safety poster.** Students may create posters on paper or create digital posters using a tool such as Glogster (www.glogster.com). Students can use their own illustrations, photos from the walking field trip, or find pictures in magazines.
5. **Explain to students that the poster should include** the topic/title, at least 3-4 different safety features around the school, and facts/explanations about how these features keep students safe. This poster can be created individually by students or done as an interactive group project. The main goal for students will be to include important information about being safe on their way to school.
6. **Provide time for students to work on their posters.**

Procedure

➡ Day 3 – 4: (45 minutes each day)

- 7. After students create their posters, have them present the information from their posters in small groups.** This is a great opportunity for young children to begin to develop presentation skills. Be sure to display their posters around the school to encourage others to think about safety around the school site.

Extend

- Have students share their poster and safety information with other classes.
- When on the walking field trip, many features focusing on safety will be evident. Encourage students to write letters to the school principal or district office explaining their appreciation of specific safety features around the school site. A letter template has been included as **Attachment C**.

Assessment

Use the **Poster/Glogster Rubric (Attachment D)** to assess the final product and presentation of information.



Additional Resources



Technology Connections

Students may create posters on paper or create digital posters using technology.

Glogster – Allows students to create animated presentations that incorporate images, video, text, animations, and more!

www.glogster.com

Related Careers

Invite your students to brainstorm all the potential careers related to this lesson.

- Bus Driver
- City Planner
- Crossing Guard
- Engineer
- Safety Officer

Attachment A – Safety Brainstorming Sheet

Student Drawing of Safety Features	Student Ideas About Safety Features

Attachment B – Safety Scavenger Hunt

Name: _____

Here are examples of safety features around schools. Complete the chart by brainstorming additional safety features as a class. Color in the box or check which safety features you find during the scavenger hunt.

<input type="checkbox"/> Stop Sign 	<input type="checkbox"/> Crosswalk 	<input type="checkbox"/> Crossing Guard 	<input type="checkbox"/> Sidewalks 
<input type="checkbox"/> Adult 	<input type="checkbox"/> Walking School Bus 	<input type="checkbox"/> Bike Helmet 	<input type="checkbox"/> School Zone Sign 
<input type="checkbox"/> Seatbelt 	<input type="checkbox"/> Speed Limit 	<input type="checkbox"/> Yield to Pedestrian Sign 	<input type="checkbox"/> Children at Play Sign 
<input type="checkbox"/> _____ 	<input type="checkbox"/> _____ 	<input type="checkbox"/> _____ 	<input type="checkbox"/> _____ 
<input type="checkbox"/> _____ 	<input type="checkbox"/> _____ 	<input type="checkbox"/> _____ 	<input type="checkbox"/> _____ 

Attachment C – Persuasive Letter Writing Extension

[illegible]

Attachment D – Poster/Glogster Rubric

Student Presenter(s) Name(s): _____

Use this to score student presentations with 3 being the highest score in each category.

Category	3	2	1	Enter Score
Does the poster have a title?	The title is easy to see and shows the topic.	The title is hard to see and does not relate to the topic.	The title is missing or is difficult to see.	
Does the poster include 3-4 safety features?	4 safety features are included on the poster.	2-3 safety features are included on the poster.	At least 1 safety feature is included on the poster.	
Does the poster include safety facts about each feature?	Safety facts are included for all 4 features.	Safety facts are included for 2-3 features.	At least 1 safety fact is included.	
Is the poster neat and easy to understand?	The poster is neat and colorful.	The poster is mostly neat and has color.	The poster is not neat and is missing color.	
Was the presentation clear and easy to understand?	The presentation was clear and gave several ways that encouraged students to take safer routes to school.	The presentation was clear but only addressed a few ways students could take safer routes to school.	The presentation was difficult to understand or did not share information about safe routes to school.	

Presentation Notes:

Total Score: _____

[illegible]



Protect Your Egg: Wear a Helmet While Riding a Bike

Grades K – 2

Safety Focus



Students investigate the importance of wearing a bicycle helmet while riding a bike. They discuss different materials that may affect the safety of a helmet and the safety of a rider.

Visit everymove.ohio.gov for electronic versions of this and the other Safe Routes to School Lesson Guides published by the Ohio Department of Transportation (ODOT).



- Grades 3 – 5
- Grades 6 – 8



Curricular Connections: Grades K-2

Kindergarten	Grade 1	Grade 2
Science Standard	Science Standards	Science Standards
<p>Science Inquiry and Application During the years of PreK-4, all students must become proficient in the use of the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:</p> <ul style="list-style-type: none"> • Observe and ask questions about the natural environment • Plan and conduct simple investigations • Employ simple equipment and tools to gather data and extend the senses • Communicate about observations, investigations and explanations • Review and ask questions about the observations and explanations of others 	<p>Science Inquiry and Application During the years of PreK-4, all students must become proficient in the use of the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:</p> <ul style="list-style-type: none"> • Observe and ask questions about the natural environment • Plan and conduct simple investigations • Employ simple equipment and tools to gather data and extend the senses • Communicate about observations, investigations and explanations • Review and ask questions about the observations and explanations of others <p>Objects can be moved in a variety of ways, such as straight, zigzag, circular and back and forth.</p> <ul style="list-style-type: none"> • The position of an object can be described by locating it relative to another object or to the object's surroundings. • An object is in motion when its position is changing. • The motion of an object can be affected by pushing or pulling. A push or pull is a force that can make an object move faster, slower or go in a different direction. 	<p>Science Inquiry and Application During the years of PreK-4, all students must become proficient in the use of the following scientific processes, with appropriate laboratory safety techniques, to construct their knowledge and understanding in all science content areas:</p> <ul style="list-style-type: none"> • Observe and ask questions about the natural environment • Plan and conduct simple investigations • Employ simple equipment and tools to gather data and extend the senses • Communicate about observations, investigations and explanations • Review and ask questions about the observations and explanations of others <p>Forces change the motion of an object.</p> <ul style="list-style-type: none"> • Motion can increase, change direction or stop depending on the force applied. • The change in motion of an object is related to the size of the force. • Some forces act without touching, such as using a magnet to move an object or objects falling to the ground.

Related Vocabulary

- **Force** – A push or pull on an object.
- **Gravity** – Force that pulls all objects toward Earth.
- **Motion** – The change in position of an object.

Student Worksheets

These are designed to copy and use in class.

Attachments
A – Sample Force and Motion T-Chart
B – Helmet Design Planning Sheet

Procedure

➡ Day 1: (45 minutes)

- 1. Take a survey** by asking students how many of them like to ride a bike. What are some reasons people ride bikes?
 - Saves gasoline, conserves energy, it's a healthy habit, reduces traffic, it's fun, great exercise
- 2. Read students the poem**, "Humpty Dumpty" using the following site:
<http://www.carlscorner.us.com/MthrGse/HumptyPoem.pdf>
- 3. Compare Humpty Dumpty falling off the wall to someone falling off a bike.** Then ask the students what safety items Humpty Dumpty could have used to protect him while sitting on the wall. The students may mention knee or elbow pads, but the main item you want them to mention is a helmet. Survey the students to see how many of them wear a helmet while riding a bike.
- 4. Show students the online video:** Sesame Street: Humpty Dumpty Safety Helmet (1 minute, 33 seconds).
http://www.youtube.com/watch?v=no_EGK6lbEw

Day 1 continued on the next page...



Materials Needed

For Lesson

- ☒ "Humpty Dumpty" Poem
- ☒ Sesame Street Humpty Dumpty Safety Helmet YouTube video (1 minute, 33 seconds)
- ☒ Bicycle Helmet
- ☒ Tarp or Similar Item to Cover Floor
- ☒ Raw Eggs – 1 for each group (with one extra in sealed bag for demonstration)
- ☒ Containers – Small Boxes, Cups, Yogurt, Butter, or Sour Cream Containers, etc.
- ☒ Padding Material – Plastic Bags, Styrofoam, Tissue Paper, Paper Towels, Toilet Paper, Bubble Wrap, etc.
- ☒ Straws
- ☒ Newspaper
- ☒ Rulers for Measuring Size of Container

continued on next page...

Procedure

Day 1 continued...

5. **Create a T-Chart** on the board or on a piece of chart paper. Label the left side **"Force"** and the right side **"Motion."** Discuss student ideas about force and motion using the questions below:

- **What is a force? (a push or pull on an object)**
- **What can forces do to an object?**
 1. They can make things move.
 2. They can make things go slower or faster.
 3. They can make things change direction.
 4. They can make things move back and forth or around and around.
- **What is motion? (the change in position of an object)**
 1. Motion can move things forward, backward, and side to side.
 2. Motion can change the speed of an object.

6. **Complete a T-Chart** using what happened to Humpty Dumpty and examples of forces and motions when they ride a bike. A sample **Force and Motion T-Chart (Attachment A)** has been included. Students can also make an individual T-Chart along with the class on their own paper or in a notebook.

7. **Discuss the importance of wearing a helmet** with the students and consequences that can happen if they don't.

➡ Day 2: (30 minutes)

8. **Show students a raw egg.** Explain that the egg represents their head without a helmet. Drop the egg in the sealed bag so it smashes. Pose the following challenge: **Your team is going to create a container that will serve as a "helmet" to help protect the egg from a fall.**

9. **Divide students into teams of two to three.** Distribute the **Helmet Design Planning Sheet (Attachment B)** and have each team brainstorm the design and materials needed for the "helmet" container. Have everyone think about the materials helmets are made of and how they should fit. Teams should draw an illustration of their design and label materials that they might use.



Materials Needed

...continued

- ✓ Scales for Measuring Mass of Constructed Egg Containers
- ✓ Scissors, Tape, Rubber Bands, String



Teacher Tip

As students design and create their helmet models, be sure to ask questions that help students connect force and motion concepts and the importance of wearing a helmet. Ask questions such as: "How does a helmet protect you from falling?" "How might the height of a fall change your design?" "What forces can you point out when you test your design?" "How will the motion change when you test your design?"

Procedure

► Day 3: (45 minutes)

10. Read *Franklin's Bicycle Helmet* by Paulette Bourgeois to set the stage for the next activity. Discuss why wearing a helmet is important and record ideas on a class chart.
11. Give students time to create their helmet models. During this time, they will want to test their models. You can use a plastic egg to simulate the fit of the design and the egg. You can also create a "Drop Zone" so that each group knows the height to drop their design from.

► Day 4: (45 minutes)

12. Have students share their model and use the real eggs. After each group drops its design, check the condition of the egg. You may want to use certain judging criteria such as "not damaged," "a little damaged," and "very damaged." Record data from the design tests on a class chart.
13. Discuss all of the designs and experiments. Share ideas about the strengths and weaknesses of each group's design. Discuss which designs and materials proved to be the most successful in preventing the egg from cracking. Compare these materials and designs to those of a bicycle helmet by showing a helmet and discussing proper fit.

Extend

- Have each child write a concluding statement about which helmet design they would choose and why.
- Have students complete a Venn Diagram to compare their designs to actual helmet designs.

Assessment

You can assess each student and group by observing the students as they develop their plan, create their model and discuss the experiment. As students work on their design, assess the vocabulary they use about how objects move.

Additional Resources



Literature Connections

Safety on Your Bicycle, Lucia Rattma

Franklin's Bicycle Helmet, Paulette Bourgeois

The Safety Book for Active Kids: Teaching Your Child How to Avoid Everyday Dangers, Linda Schwartz

The Bike Lesson, Stan Berenstain and Jan Berenstain

On Your Bike (Safety First), Ruth Thomson

Ride Right: Bicycle Safety (How to Be Safe!), Urban Donahue and Jill Masheris

Related Careers

Invite your students to brainstorm all the potential careers related to this lesson.

- Helmet Manufacturer
- Materials Engineer
- Safety Inspector
- Scientist

Attachment A – Sample Force and Motion T-Chart

Force	Motion
Humpty Dumpty lost his balance and gravity pulled on him.	Humpty Dumpty fell to the ground.
The king's man tapped Humpty Dumpty on the back.	Humpty Dumpty fell to the ground.
You sit on your bike and start peddling.	You and your bike move forward.
You use more force and pedal faster.	Your bike's speed increases.
You use less force and pedal slower.	Your bike's speed decreases.
You lose your balance and gravity pulls on you and your bike.	You and your bike fall to the ground.
You run into an uneven piece of pavement.	You and the bike stop moving and you both fall to the ground.



Attachment B – Helmet Design Planning Sheet

Names of Team Members: _____

Materials needed:

Draw a picture of your design below. Label the materials you used.



This Is the Way We Go to School Safely

Grades K – 2

Safety Focus



Students interpret data from a class graph on ways students get to school and write safety rules about walking and riding a bike to school.

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- Grades 3 – 5
- Grades 6 – 8



Curricular Connections: Grades K-2

Kindergarten	Grade 1	Grade 2
Mathematics – Common Core State Standards: Measurement and Data	Mathematics – Common Core State Standards: Measurement and Data	Mathematics – Common Core State Standards: Measurement and Data
<i>Classify objects and count the number of objects in each category.</i> 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	<i>Represent and interpret data</i> 4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	<i>Represent and interpret data</i> 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.
Writing – Common Core State Standard	Writing – Common Core State Standard	Writing – Common Core State Standard
<i>Text Types and Purposes</i> 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<i>Text Types and Purposes</i> 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<i>Text Types and Purposes</i> 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Related Vocabulary

- ▶ **Route** – A traveled way.
- ▶ **Signalized Intersections** – A place or area where two or more streets meet and cross at a point that also has traffic signals.
- ▶ **Visible** – Capable of being seen.

Student Worksheets

These are designed to copy and use in class.

Attachment
A – Getting to School Graph

Procedure

➡ Day 1: (30–40 minutes)

1. **Read the book** *This Is the Way We Go to School: A Book About Children Around the World* by Edith Baer. As you read the book aloud, discuss different ways students in the book go to school. Compare these to how we get to school and discuss safety rules and guidelines with students.
2. **Use the Student Tip Card from the ODOT website** to focus on safety rules with students during the discussions. This will help highlight important safety messages that students can use as part of this lesson.
The tip card can be found at: <http://bit.ly/OZ0EJW>
3. **Pass out a Post-it to each student**, and have them write down how they get to school (bus, car, walk, bike).
4. Once all of the students have recorded how they get to school, **have students work together to make a graph** on the board using the Post-its.
5. **Have each student write two statements using the Getting to School Graph (Attachment A)** that can be drawn from information on the class graph. Have students share some of their statements. You can also have students write their sentence on a sentence strip to display next to the graph.
6. **Using data from the graph, write a story as an interactive writing activity.** The story you tell must use the data from the graph. For example: I decided I wanted to know more about how people go to school. I stood outside by the school flagpole and counted the number of kids in my class who got off the bus. I kept tally marks and recorded 9. Then I asked my friends in my class how many of them walked or biked to school. There were 14. Since there are 28 kids in my class, I knew that the 5 that were left must be car riders.
7. **Have students complete their own stories using the class graph** or other data they collect.



Materials Needed

- ✓ *This Is the Way We Go to School: A Book About Children Around the World* by Edith Baer
- ✓ Optional Books to Use for Research (See Additional Resources Section)
- ✓ Computer with Internet Access
- ✓ Chart Paper
- ✓ Writing Paper or Writing Notebooks
- ✓ Sentence Strips
- ✓ Digital Cameras or Hand Held Devices that Can Take Pictures
- ✓ Printer
- ✓ Writing Tools
- ✓ Post-its
- ✓ Any Necessary Supplies/ Locations for Modeling How to Follow the Rule: Crosswalk, Bike, Street Signs, Sidewalk, Bright Colored Clothes, Cell Phone, Book, Toy, Helmet



Teacher Tip

According to the K-2 Writing Standard in the Common Core, students should be able to compose a written story using facts. When students compose a written text with informative information from a graph, they can tell a story behind a graph, and integrate writing and mathematics.

Procedure

➡ Day 2 – 3: (45 minutes each day)

8. Explain the activity to the class. Students will read a variety of books, and look at different resources to come up with a set of rules for walking and biking to school. They will use the information they find to create a class list of rules for getting to school safely. All of the rules will be compiled into a class book to be shared with others.

9. Provide a variety of safety books, using the list in the Additional Resources section and computers with Internet access for the students. Have students look for rules and information about how to safely walk and ride bikes to school. Students can record their ideas on Post-its or in their writing notebooks.

10. Have students work together in small groups to decide what the rules should be. Once they have identified rules, come together as a class and have groups share them. As the class decides on the safety rules for walking and riding a bike to school, record these ideas on chart paper.

11. Assign each student a rule from the class list, have him or her illustrate it on a piece of paper and write about the rule. After all students have completed a page, collect them and assemble them into a class book titled: *Our Class Book of Walking and Bicycling Safety Rules*. Rules can be repeated by students as the illustrations and writing will be different.

12. As a class, discuss the need to follow these rules to make travel to and from school safer. **Have students take a pledge to follow these rules.** This could also be a final page in the book, which students could sign.

Extend

- **Partner students and assign each pair a rule.** Students will be responsible for modeling how to follow the rule.
- **Have students share the book with other classes.** If you created multiple copies of the book, include a blank pledge page for other students and classes to sign.
- **Type up the rules and send them home** to families. This would be a great way to emphasize safety guidelines.

Assessment

Assess student understanding of descriptive statements about bar graphs and whether they can interpret graphs. This can be done informally through the graphing activity.

Additional Resources



Literature Connections

Be Careful and Stay Safe, Cheri J. Meiners

I Can Be Safe, Pat Thomas

Watch Out! On the Road, Claire Llewellyn

Road Safety, Sue Barraclough

Bicycle Safety, Sue Barraclough

Staying Safe on My Bike, Joanne Mattern

Staying Safe on the Street, Joanne Mattern

A Kid's Guide to Staying Safe on the Streets, Maribeth Boelts



Technology Connections

Upload each page of the class book to Voicethread and then share the link with the entire school and families. This interactive web application allows others to view the book and make comments/ask questions.

www.voicethread.com

Use iMovie or Windows Movie Maker and allow students to make movies following the rules, instead of just taking still pictures. These movies could be shared with the school via morning announcements.

Related Careers

Invite your students to brainstorm all the potential careers related to this lesson.

- Author
- Community Leader
- Engineer
- Photographer
- Researcher
- Safety Officer



Attachment A – Getting to School Graph

Name: _____

Look at the class graph. Write two true sentences using information from the graph. Be sure to use three or more of the following words: more, less, greater than, less than, equal

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Lesson 4

Make Way for Safety

Grades K – 2

Safety Focus

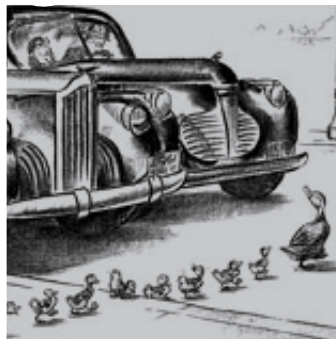


Students examine and discuss important safety points about crossing the street to help build their awareness of the importance of being safety conscious when they cross the street.

Visit everymove.ohio.gov for electronic versions of this and the other Safe Routes to School Lesson Guides published by the Ohio Department of Transportation (ODOT).



- Grades 3 – 5
- Grades 6 – 8



Curricular Connections: Grades K-2

Kindergarten	Grade 1	Grade 2
Writing Standard – Common Core State Standard	Writing Standard – Common Core State Standard	Writing Standard – Common Core State Standard
Text Types and Purposes 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	Text Types and Purposes 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Text Types and Purposes 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Related Vocabulary

- ▶ **Crosswalk** – A marked path for people going across a street or road.
- ▶ **Pedestrian** – Someone traveling on foot.
- ▶ **Sidewalk** – A path for people to walk on next to a street or road.

Student Worksheets

These are designed to copy and use in class.

Attachment
A – Venn Diagram

Procedure

➡ Day 1: (30 minutes)

1. **Read the book *Make Way for Ducklings*** by Robert McCloskey. As you read, use the board or chart paper to record a list of the places that Mr. and Mrs. Mallard considered for their nest and reasons they rejected the locations. Do not read the pages that give away the final nesting spot that the ducks choose. You will come back to the story in Step 3.
2. **Have students look at the list generated during reading.** Using this information, have students write their opinion of the perfect nesting spot for the ducklings. Each child should also include an illustration to support their ideas.
3. **Read the rest of the story** to uncover where the perfect spot was and why the ducks chose it.
4. **Discuss and compare ideas** of the perfect nesting spot generated by students to the actual location that the ducks selected in the story.

Materials Needed

- ✓ Copies of Student Worksheets
- ✓ Access to Online Websites (optional)
- ✓ A Copy of *Make Way for Ducklings* by Robert McCloskey

➡ Day 2: (30 minutes)

5. **Create a T-Chart prior to the lesson.** Label the left hand side "people" and the right hand side "mallard family."
6. **Ask students what they know about crossing the street safely.** Record the ideas generated by students on chart paper on the left hand side of the T-Chart.
7. **Discuss how the family of ducks was able to cross the street safely.** As students share, list the responses on the right hand side of the T-Chart.

Day 2 continued on the next page...

Procedure

Day 2 continued...

8. Use the ideas generated by students and the sample ideas below to complete the T-Chart.

How Pedestrians Cross the Street Safely	How the Mallard Family Crossed the Street Safely
Use a crosswalk	Walk together, walk in a line
Wait for a crossing guard to help cross safely	The police helped them cross the street safely
Use traffic signals and stop signs	Keep a safe distance from others, cars, and bikes
Look for cars and other traffic	Alert others about dangers
Use sidewalks	Use sidewalks

9. Have students create a Venn Diagram using the information from the T-Chart. Students should compare safety features for crossing the street.

10. Have students write their opinion about whether Mrs. Mallard was crossing the street safely with the ducklings. Students should reference safety features and provide reasons for why they think she was being safe or unsafe.



Teacher Tip

The ideas in the middle of the diagram represent some important safety features that students should consider when crossing the street. If additional ideas are needed, feel free to continue to brainstorm and add to a class Venn Diagram.

Extend

- Work with the **-ack** word families, which go with names of the ducklings.
- Write a letter to Mrs. Mallard giving her suggestions on what the ducklings should do to cross the street safely.
- Have students re-illustrate a page from the story to focus on Mrs. Mallard being safe with the ducklings while crossing the street. They should include both an illustration and a written response.

Assessment

Use the two writing activities and student illustrations to assess written responses by students. Students should write an opinion piece in which they introduce the topic and give reasons to support their opinion.

Additional Resources



Technology Connections

Download a Google Earth Lit Trip for *Make Way for Ducklings* at <http://www.googlelittrips.org/>

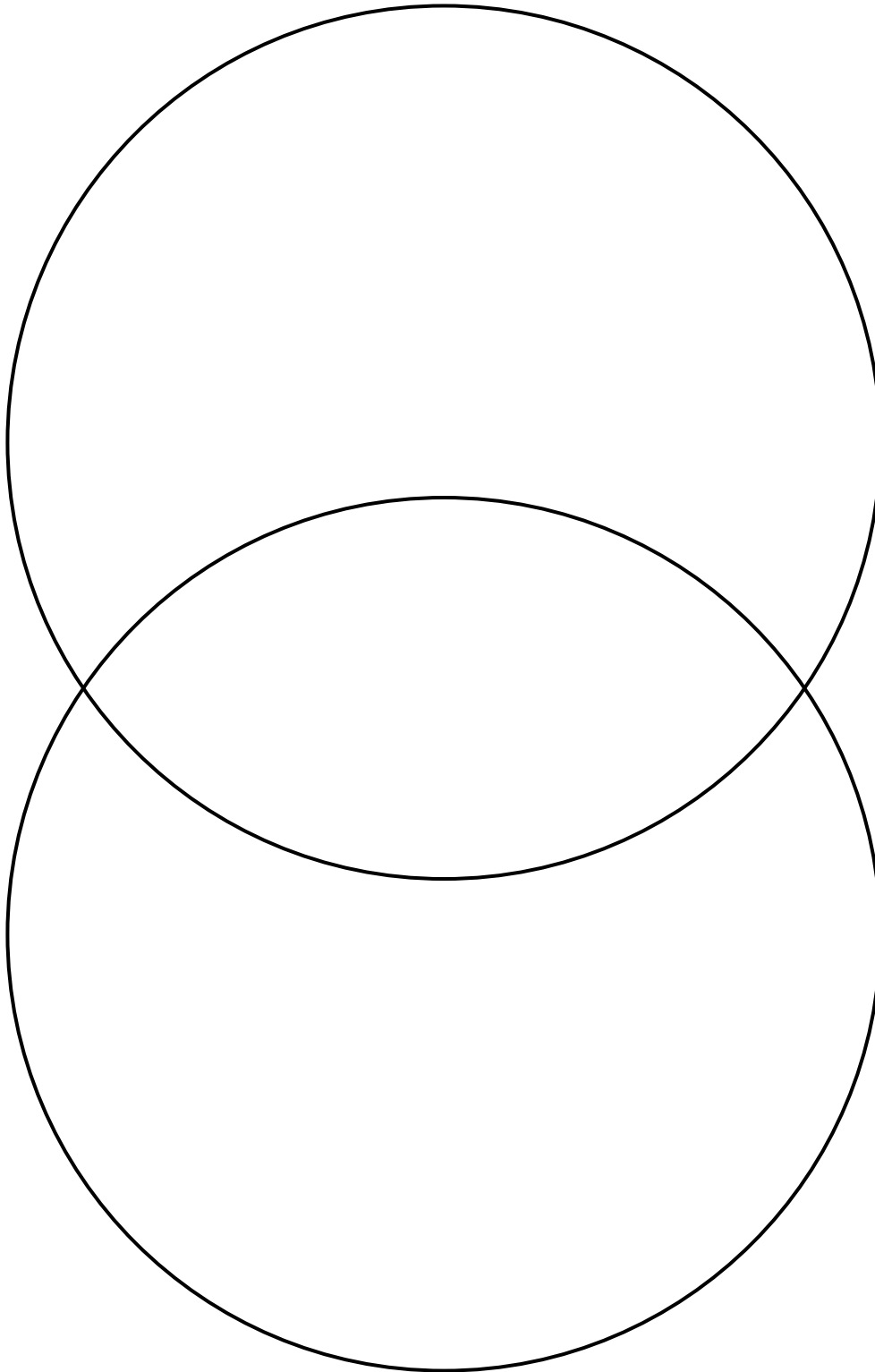
Using a map of Boston, trace the route the ducks took on their journey. Students can find specific locations mentioned in the story, read more about each location, and place these on the map.

Related Careers

Invite your students to brainstorm all the potential careers related to this lesson.

- City Planner
- Crossing Guard
- Police Officer

Attachment A – Venn Diagram



How I cross the street safely.

How the ducks crossed the street safely.



Getting There Safely: It's Your Responsibility Too!

Grades K – 2

Safety Focus



Students take personal responsibility for being safe in how they get to and from school. This includes learning safety rules and tips to instill a stronger understanding of the many factors that contribute to Safe Routes to School.

Visit everymove.ohio.gov for electronic versions of this and the other Safe Routes to School Lesson Guides published by the Ohio Department of Transportation (ODOT).



- Grades 3 – 5
- Grades 6 – 8



Curricular Connections: Grades K-2

Kindergarten	Grade 1	Grade 2
Writing – Common Core State Standards	Writing – Common Core State Standards	Writing – Common Core State Standards
Text Types and Purposes	Text Types and Purposes	Text Types and Purposes
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Related Vocabulary

- ▶ **Pedestrian** – Someone walking or traveling on foot.
- ▶ **Safety** – Having less harm or less danger.
- ▶ **Tip** – A helpful message.

Student Worksheets

These are designed to copy and use in class.

Attachments
A – Safety Messages
B – Bulletin Board Template

Procedure

➡ Day 1: (30 minutes)

1. **Watch the video "Safe Out the Door"** performed by the All-Ohio Show Choir (4 minutes, 27 seconds).
<http://www.dot.state.oh.us/groups/EveryMove/SRTS/Pages/Safe-Out-The-Door-Video.aspx> **or**
<http://www.youtube.com/watch?v=qPMcEBIqVWo>
2. **Have students list the safety messages from the video** about walking and bicycling safely to school.
3. **Read the book *Officer Buckle and Gloria*** by Peggy Rathmann. Create a list of Officer Buckle's Safety Tips that deal with walking and bicycling to school.
4. **Have students think about other Safety Tips that Officer Buckle should include on his bulletin board and in his school presentations.** Create a list of new ideas that are not in the book that students think are important. Several ideas, appropriate for grades K-2, are included in **Safety Messages (Attachment A)**.

Materials Needed

- ☒ Online Access to Watch Safety Video
- ☒ Copies of Lesson Attachments
- ☒ Optional: Online Access to Read, Write, Think! Website for Poster Design <http://www.readwritethink.org/files/resources/interactives/comic/index.html>

➡ Day 2: (30 minutes)

5. **Using Attachment B – the Bulletin Board Template** have students create a new tip for Officer Buckle's bulletin board emphasizing safety when walking and bicycling to school. After they choose a tip, they need to give their opinion as to why it is important. This step can be a rough-draft before a final product is completed.
6. **Give students time to complete their bulletin board tip.**

Teacher Tip

Students can use the *Design a Book Cover* project on the *Read, Write, Think!* website to create an illustrated version of their work. Check the website before having students use it to be sure everything loads and works correctly. <http://www.readwritethink.org/files/resources/interactives/bookcover/>

Extend

- Have students use this website to create a final product.
While the focus is designing a book cover, students can still use it to design their bulletin board tip for Officer Buckle.
<http://www.readwritethink.org/files/resources/interactives/bookcover/>
- Have students write a letter to Officer Buckle telling him why they think it is important to include their safety tip on his board or in presentations.
- Discuss with students that Officer Buckle and Gloria visit schools and present information about safety. Have students help them come up with a new song that they can use during their presentations. Use a familiar tune, such as Twinkle, Twinkle Little Star or I'm a Little Teapot and have students create a safety jingle. Divide students into groups and have each group create a song to share with the class.

Sample Jingle (to the tune of Twinkle, Twinkle):

Walking, biking to my school
I always follow safety rules.
I wear a helmet and bright clothes,
I stop at crosswalks before I go.
Walking, biking to my school,
Being safe is also cool!

Assessment

As students write their bulletin board safety tip and include their opinion, be sure they are introducing the topic and giving reasons to support their thinking. You can use this lesson as an opportunity to assess progress towards the standards.

Additional Resources



Technology Connections

Have students create a comic strip to promote their safety message. They can add characters, dialogue, and print out their strip using this website:

<http://www.readwritethink.org/files/resources/interactives/comic/index.html>

This website has an animated version of Officer Buckle and Gloria.

<http://bit.ly/OGKHaR>

Related Careers

Invite your students to brainstorm all the potential careers related to this lesson.

- Graphic Designer
- Law Enforcement
- Safety Officer
- Spokesperson
- Teacher

Attachment A – Safety Messages

Walk Safe

1. Use pedestrian signals and crosswalks
2. Walk directly across streets
3. Walk facing traffic so you can see drivers
4. Always cross at the safest place
5. Watch for parked cars that might move unexpectedly
6. Keep in mind, it's hard for big vehicles to see you

Bike Safe

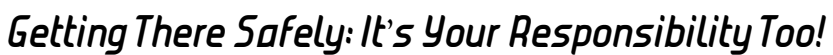
1. Use proper hand signals
2. Wear proper gear: a bike helmet and bright clothing
3. Ride in the same direction as traffic
4. Check for traffic before you change lanes or cross the street
5. Ride 3 feet away from parked cars since doors might open
6. Use headlights, taillights and reflectors when it's dark
7. Ride in a straight line with both hands on handlebars; use a backpack or basket to carry books and lunches

Attachment B – Bulletin Board Template

Safety Tip

I think this tip is important because...

Illustration



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