

Writing About Safety on a Busy Street

CASAS Competencies:

- 0.1.2 Identify or use appropriate language for informational purposes, e.g. to identify, describe, state needs, etc.
- 0.1.3 Identify or use appropriate language to influence or persuade (e.g., to caution, request, advise, persuade, negotiate)
- 3.4.2 Identify safety measures that can prevent accidents and injuries.
- 7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions.
- 7.3.1 Identify a problem and its possible causes
- 7.4.2 Take notes or write a summary or an outline

Outcomes:

- Name different people, things and actions on a busy street
- Identify unsafe situations or behaviors
- Describe actions performed by different people on a busy street
- Form complete sentences with sentence fragments
- Compose a paragraph about a busy street scene
- Recommend what different people should and shouldn't do to be safe near or on a busy street

Teacher Preparation and Materials:

- Overhead projector
- Transparency marker
- Two blank overhead transparencies.
- Overhead transparency and class copies of *Handout 1: A Busy Street Scene**
- Overhead transparency and class copies of *Handouts 2A/2B: Controlled Practice**
- Copies, enough for pairs, of *Handout 3A: Beginning Sentence Fragments*, copied on plain paper, cut up, and clipped**
- Copies, enough for pairs, of *Handout 3B: Ending Sentence Fragments*, copied on colored paper, cut up, and clipped**
- Class copies of *Handout 4: Writing 8 Complete Sentences**
- Class copies of *Handout 5: Safety on a Busy Street Writing Prompt**
- Class copies of the Self Study Lesson, optional

* During the Introduction section of the lesson, the teacher should distribute stapled worksheet packets containing Handouts 1, 2A, 2B, 4, and 5 to students.

Why?

Warm up: Begin the lesson by asking students what they do to try to stay safe when they are outside near busy streets. Explain that today's lesson is going to

give them a chance to write about safe and unsafe actions when they are near a busy street. This writing exercise will help them to learn some new words and expressions, recognize safe and unsafe activities, and help them to improve their writing.

Using a blank transparency, write the heading “How to Stay Safe on a Busy Street.” Work with the class to make a list of 4-5 safety recommendations using the expressions *You should...* and *You shouldn't...* (e.g. *You should wear a helmet if you ride a bike; You should be careful; You should stop at a red light; You should cross at the crosswalk; You shouldn't drive too fast; You shouldn't ride your bike on the sidewalk., etc.*

What?

Explain to the class that today they are going to look at a drawing of a busy street, and then they are going to describe what people should and shouldn't do so they don't get hurt when they are near a busy street.

Lead a short discussion about the different unsafe behaviors illustrated in the drawing and use a transparency marker to write different actions mentioned by the students on the transparency of the busy street scene. Students may copy words onto their own copies of Handout 1. Example comments:

1. A woman is riding a motorcycle. (Teacher asks: Why is that unsafe?)
Answer: *She doesn't have / isn't wearing a helmet.*
2. A girl is riding her bike on the street. (Teacher asks: Why is that unsafe?)
Answer: *She isn't wearing a helmet. She isn't careful.*
3. A boy is skating on the sidewalk. (Teacher asks: Why is that unsafe?)
Answer: *He is not careful. He is going to fast. He is going to hit the man in the wheelchair.*
4. A man parked his car in the street. (Teacher asks: What can happen?)
Answer: *People can hit his car.*
5. A woman is walking in the street. (Teacher asks: Why is that unsafe?)
Answer: *She can get hurt.*
6. A car is passing the school bus. (Teacher asks: Why is this unsafe?)
Answer: *The car should wait behind the bus.*

Do!

Controlled Practice: Teacher helps students to complete the sentences below each of the drawings on Handout 2A and Handout 2B.

1. A girl is riding her bike on the street. She should be wearing a helmet.
2. A boy is skating fast on the sidewalk. He should be careful. He is going to have an accident.
3. The woman on the motorcycle should wear her helmet. She can fall and get hurt.
4. This man shouldn't park his care in the street. He should park on the side of the street.

Group Practice: Teacher gives each pair of students, or each table group, an envelope containing a paper-clipped packet of sentence fragments copied on white paper (Handout 3A) and a paper-clipped packet of sentence fragments copied on colored paper (Handout 3B). Teacher then directs the students to put all of the slips of paper on their tables, face-up, and then put different fragments together to form complete sentences. The sentences they form will all be about the busy street drawing they saw on the transparency. The teacher should walk around the classroom to make sure students understand the activity and are matching the sentence fragments correctly.

Correct sentence matches:

<i>The girl on the bike</i>	<i>should pay attention.</i>
<i>The boy shouldn't</i>	<i>skate on the sidewalk.</i>
<i>The woman with the dog</i>	<i>should use the crosswalk.</i>
<i>The man with boxes</i>	<i>shouldn't be in the street.</i>
<i>A driver is</i>	<i>very angry.</i>
<i>The man in the wheelchair</i>	<i>is afraid.</i>
<i>The lady on the motorcycle</i>	<i>should wear her helmet.</i>
<i>The boy is going</i>	<i>to have an accident.</i>

When students have successfully completed the sentence fragment matching task, tell them to copy the 8 sentences they formed from the different slips of paper onto their copy of *Handout 4: Writing 8 Complete Sentences*. Give them enough time to complete this worksheet, about 8-10 minutes. Circulate and check for accuracy in spelling, use of periods and capitals, etc.

So What?

Assessment: Students will demonstrate their writing abilities by spending 15 minutes writing a paragraph independently about the safe and unsafe behaviors they see in *Handout 1: A Busy Street Scene*. After 15 minutes, instruct students to put their names on their papers and collect all of the writing samples.

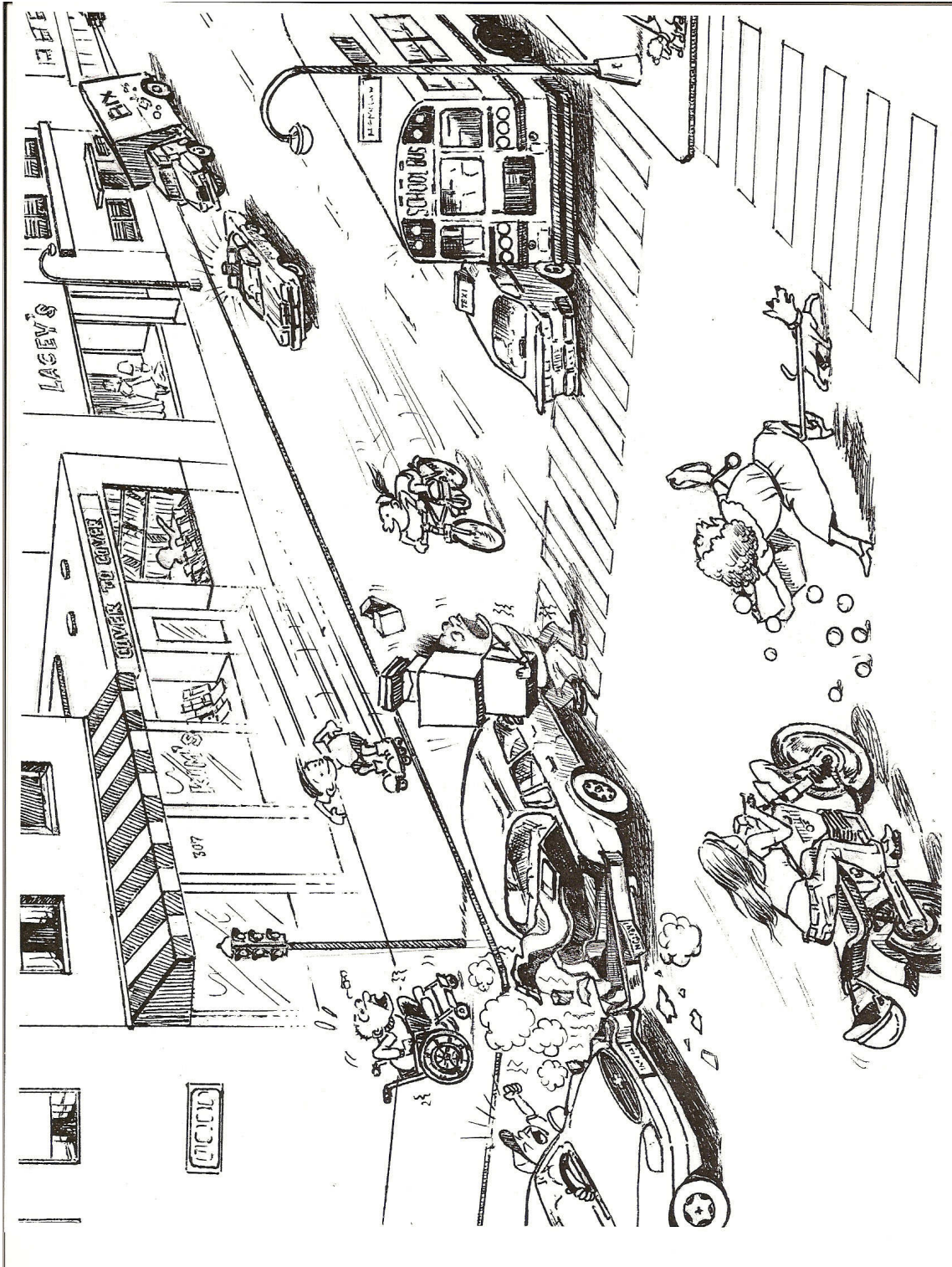
Example Paragraph Content:

“A little girl is riding her bike in the street. She should pay attention. She is going to hit the man with boxes. A boy is skating fast. He should be careful. He is going to have an accident. He is going to hit the man in the wheelchair. The man in the wheelchair is afraid. A woman is in the road with her dog. She should use the crosswalk. Another woman is riding a motorcycle. She should wear her helmet. A man parked his car in the road. He should park on the side of the ride. Another driver is angry.”

Follow-up Activity Suggestions:

- 1) Edit the writing samples and then have students write a corrected final draft of their supermarket safety paragraphs on a clean copy of the writing prompt worksheet (Handout 5).
- 2) Review all of the writing samples, and identify examples of some common errors from students' writing. Type up 6-8 of these incorrectly written sentences on a piece of paper. When the class meets again, give each student a copy of this list of 6-8 student sentences with errors. Invite students to try to rewrite these sentences correctly as a warm-up activity.

Handout 1: A Busy Street Scene



Art by Khun Lwin

Handout 2A

1.



A girl is _____ her bike on the street. She should _____ a _____.

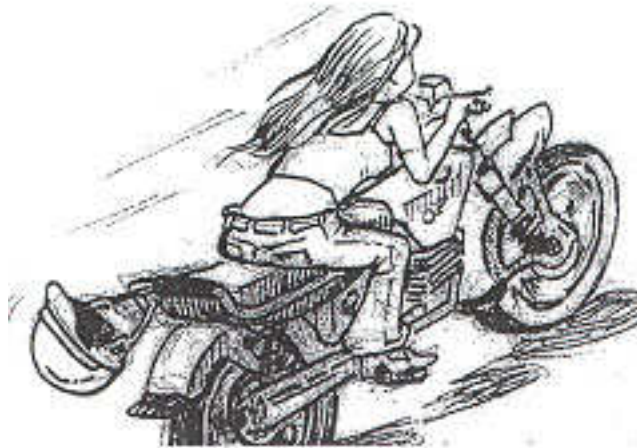
2.



A boy is _____ fast on the sidewalk. He should be _____. He is going to have an _____.

Handout 2B

3.



The woman on the _____ should _____ her helmet. She can fall and get _____.

4.



This man shouldn't _____ his car in the street. He _____ park on the side of the street.

Handout 3A: Beginning Sentence Fragments
(copied on white paper)

The girl on the bike	The boy shouldn't
The woman with the dog	The man in the wheelchair
The man with boxes	A driver is
The lady on the motorcycle	The boy is going to

Handout 3B: Ending Sentence Fragments

(copied on colored paper)

should pay attention.	skate on the sidewalk.
should use the crosswalk.	is afraid.
shouldn't be in the street.	very angry.
should wear her helmet.	have an accident.

Handout 4: Writing 8 Complete Sentences

1. _____

2. _____

3. _____

4. _____

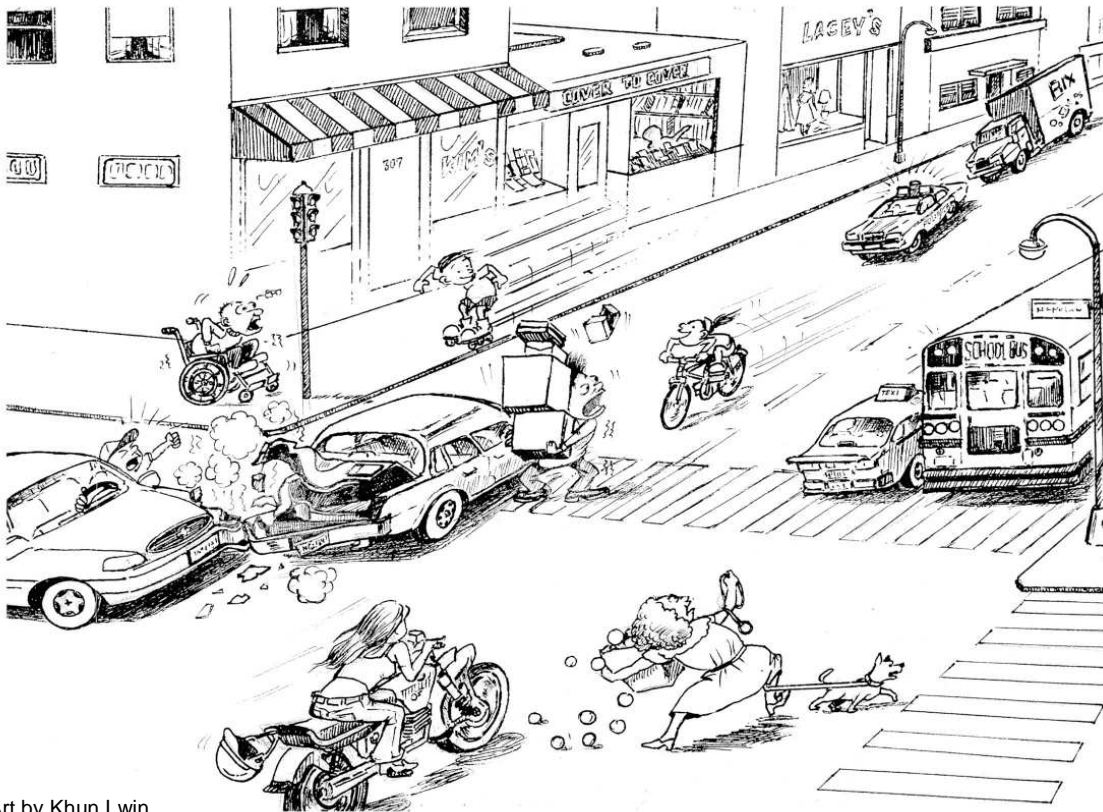
5. _____

6. _____

7. _____

8. _____

Handout 5: Safety on a Busy Street Writing Prompt



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Safety Tips for a Newcomer to the U.S. - Self Study Lesson

Use the words at the bottom of this page to complete the following sentences.

1. Whenever you ride a bicycle or a motorcycle, you should _____ to protect your head from possible injury.
2. Pedestrians should always _____ when they cross a busy street.
3. If you have a car accident, you should _____ immediately for assistance.
4. It is illegal to _____ when its lights are flashing because schoolchildren are getting on or off the bus and they may cross the street in front of the bus.
5. If you like want to rollerblade or skateboard on the sidewalk, you must _____ to where you are going, so that you do not run into pedestrians.
6. Whenever you are near a busy intersection, you need to _____. You need to obey all traffic regulations and beware of the actions of other drivers.
7. It is illegal to _____ in the middle of the street. You must always park your car in a legal parking space on the side of the road, so that you don't create a traffic hazard.

- | | |
|----------------------|----------------------------|
| a. be very careful | e. use a crosswalk |
| b. pay attention | f. park your car |
| c. pass a school bus | g. on the side of the road |
| d. call 9-1-1 | h. wear a helmet |

1/h 2/a 3/d 4/c 5/b 6/e 7/f