

Lesson 2: A TrackSAFE Adventure

Please refer to teacher notes for a list of the English Curriculum links

TrackSAFE outcomes of this lesson

Students should be able to:

- **Identify** the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.).
- **Describe** the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.).
- **Explain** the purpose of the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.).
- **Describe** how adults keep us safe near trains and train tracks.
- **Explain** why adults do these things to keep us safe near trains and train tracks.

2.0 Whole class learning session (15mins)

Shared writing (Informative texts)

Equipment/Preparation required: Whiteboard or IWB; computer/tablet; copies of Resources 4 and 5 (cut into flashcards); [student website](#) Media Library for photos of pedestrian level crossings, platforms, and infrastructure (printed or on IWB); writing materials.

Demonstrate writing a short informative text about a *train station platform* or *pedestrian level crossing*.

- **Collect** subject specific vocabulary. You can play '[Madison's Safe Side Adventure](#)' video to demonstrate how to gather subject specific vocabulary. Pause at appropriate places to list (or mind map) student contributions of subject specific vocabulary for *pedestrian level crossing*, and *train station platform*. Ensure that correct vocabulary is used (see Glossary for help with correct vocabulary).
- **Use** the subject specific vocabulary as a reference when writing the text.
- **Identify** the audience for the text. Who am I writing for?
- **Identify** the purpose of the text. What do I want them to know?
- **Write** the text:
 - **Begin** with an opening sentence that identifies the main idea using relevant facts and technical vocabulary.
 - **Follow** with supporting details. Write up to four sentences describing different aspects of the subject. Focus on the facts. Present these in a logical order.
 - **Finish** with a concluding sentence summarising the information presented. No new ideas should be introduced.
- **Read** the piece aloud.

- **Share** your reflections on appropriate use of punctuation, including full stops and capital letters. Use pauses in the reading as an indication of where these surface features can be used.

Extension: Elaborate the sentences to clarify their meaning by adding explanation and or evidence. Telescopic Text: <http://www.telescopictext.org/write/> is a useful tool for modelling how to extend sentences to clarify meaning.

Model opportunities for drafting, proof reading, conferencing and publishing student work.

Activities

You can allocate the following activities to groups according to student learning needs.

Activities are designed so that students can complete their activity within a one hour lesson. Each group can be working on different activities at the same time, or choose to do the same activity.

The activities conclude with share time so students can share what they have learned with their peers.

Activity 2.1 Dictating/writing an informative sentence (30mins)

Beginning writers

Preparation/Resources: Photos of pedestrian level crossings or platforms with people (see Media Library on [student website](#))

Note: You can substitute these photos using relevant images from your own community.

Develop a learning intention and success criteria for dictating or writing an informative sentence.

Ask students to:

- **Choose** a photo.
- **Describe** what they can see in the photo. Encourage students to respond using descriptive/informative sentences. Reinforce correct safety vocabulary.
- **Write** or dictate a sentence describing what they see in the photo.
- **Reflect** on how well they have met the success criteria and any next steps.

Provide opportunities for drafting, proof reading, conferencing, and publishing.

Extension: Ask students to explain why they think the objects in the photo are like that
e.g. *Why do you think the platform is raised above the ground?*

Activity 2.2 Using words for an informative sentence (30mins)

Emergent writers

Preparation/resources: Resource 4

Develop a learning intention and success criteria for using words in an informative sentence (oral and written language).

Ask students to:

- **Play** a vocabulary card game.
 - **Place** the cut out cards face down on a surface.
 - **Take** it in turns to:
 - **Pick** up a card
 - **Read** it to the group
 - **Show** the card to the other students who can confirm that the reading is correct
 - **Use** the word in an informative sentence (oral language).
 - **Keep** the card if the group thinks the word was used correctly
 - **Continue** to play the game until all the cards are 'won'.
- Write an informative sentence/s telling a friend how to keep safe. Use the ideas shared during the game in the sentence.
- **Reflect** on how well you have met the success criteria and any next steps.

Provide opportunities for drafting, proof reading, conferencing, and publishing.

Extension: Provide blank cards for students to add their own subject specific words.

Activity 2.3 Safety words for informative sentences (30mins)

Early writers

Preparation/resources: Resource 5; writing and cutting materials/computers/IWB.

Develop a learning intention and success criteria for using safety words to write an informative sentence.

Ask students to work in pairs and use the set of safety words flashcards to:

- **Transcribe** words from the class safety words vocabulary list.
- **Type or write** the words onto spaces in the flashcard template (resource 5).
- **Check** and correct the spelling of each word
- **Print** the card template sheet if typed.

After the cards have been laminated they can be cut up in sets for class use. Alternatively this exercise could be done using an electronic whiteboard.

Students can write an informative sentence telling a friend how to keep safe using one of the safety words on the flash cards. They should reflect on how well they have met the success criteria and any next steps.

Provide opportunities for drafting, proof reading, conferencing and publishing.

Extension: Ask students to design a set of safety image flashcards suitable for use in a pre-school with children who cannot read text.

Activity 2.4 Writing an informative text (30mins)

Fluent writers

Preparation/resources: Photos of infrastructure (see Media Library on [student website](#)); book making software (extension activity).

Note: You can substitute these photos using relevant infrastructure images from your own community.

Develop a learning intention and success criteria for writing an informative text.

Ask students to:

- **Identify** safety features in the photo, e.g. gate, warning bells, boom gate.
- **Label** safety features using correct technical vocabulary.
- **Annotate** the label with a brief explanation of how the feature helps keep people safe.
- **Write** an informative text telling a friend about these features and how they will help keep the friend safe around trains and tracks.
- **Reflect** on how well they have met the success criteria and any next steps.

Provide opportunities for drafting, proof reading, conferencing and publishing.

Extension: Use this informative text to make a book for class reading.

The following websites enable students to create their own books online. Some allow the use of your own images.

- Tikatok Your Own Book: <http://www.tikatok.com/starters/createYourOwnBook>
- StoryBird: <http://storybird.com/>
- Story Jumper: <http://www.storyjumper.com/>
- My Story Maker: <http://www.carnegielibrary.org/kids/storymaker/>
- Zooburst: www.zooburst.com/
- Little Bird Tales: <https://littlebirdtales.com/>
- Cast UDL Book Builder: <http://bookbuilder.cast.org/>

You could also assist students to make an e-book using software such as:

- iBooks Author for Mac
- Book Creator for iPad

2.5 Whole class share time (15mins)

End the lesson with share time.

Ask students to share what they have learnt and practised about creating informative writing pieces.

Ask one of the early writers to show the collection of flash cards they have created for class use and where they will be kept to share this week. Students should be encouraged to use this collection as a resource for writing.

Fluent writers can show the books they have made.