English

Foundation, Years 1 and 2

Lesson 3: I know how to be safe

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

TrackSAFE outcomes of this lesson

Students should be able to:

- **Describe** how adults keep us safe near trains and train tracks.
- **Explain** why adults do those things.
- **Describe** what they themselves need to do to stay safe near trains and train tracks.
- **Explain** why they need to do those things.

3.0 Whole class learning session (30mins)

Vocabulary (verbs)

Equipment/Preparation required: Whiteboard or IWB; computer; internet (if using website to show photos) copies of Resource 6; photos of people and signs on the rail network (printed or on IWB: see Media Library on student website); writing materials; computers or tablets.

Look at the vocabulary lists created in previous sessions.

Ask each student to pick their favourite safety word from the vocabulary list. It is OK if several students pick the same word – it should be their own personal favourite word.

Enter these words in Wordle: http://www.wordle.net/ and generate a class word cloud of safety words.

Ask students to identify which words are given greater prominence in the cloud. Explain that these are the words that appear more frequently in the source text. These prominent words become the class' favourite safety words.

Introduce 'doing words, action words, or verbs'.

Model how to collect doing words when looking at photos of people and signs on the rail network.

- **Ask** what is happening in each photo.
- **Think** aloud about what people are doing, e.g. *the adult is holding the boy's hand, so I'll write 'holding'.*
- **Write** the verb.
- **Create** a list of verbs. Include suggestions from students to extend the list.
- **Encourage** words linked with safe behaviours.

Most of the words will end in –ing at this stage. Talk about creating instructions that tell people what to do. 'Those people are *waiting*, what's the word I say to tell them what to do? *Wait.*'

Create a list of instruction verbs – make sure '*hold, stop, look, listen* and *think*' appear in the list.

Play "Simon says" using instruction verbs from the list.

- **Ask** all students to stand in a large open space.

- **Choose** one student to act as Simon and stand facing the other students.

- **Explain** that the students must do what Simon instructs them to do if he/she prefaces the command with "Simon says …"

- For example, when students hear "Simon says walk", they must act out how to do that action. However, they must not follow any instruction without "Simon says …" at the beginning. Doing this, or following an instruction incorrectly means students must sit out and watch the game from the side.

- **Ask** "Simon" to use instruction verbs from the new vocabulary list, e.g. walk, stop, hold hands, wait, and look.

- **Encourage** different students to try out the role of "Simon", and give instructions to their peers.

Extension: Cut and paste text about tracks and trains into a word cloud generator. Publish the cloud and find the most commonly used verbs in the piece of writing.

Suitable Word Cloud generators include:

- Wordle: http://www.wordle.net/

- Word Sift: http://www.wordsift.com/

- Tagul: http://www.Tagul.com

- Make Word Mosaic: http://www.imagechef.com/ic/word_mosaic/

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 do the same activity.

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

Activity 3.1 Trace/copy an informative text (30mins)

Beginning/emergent writers

Preparation/Resources: Resource 6; 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 tracing or copying an informative text.

Ask students to use Resource 6 to:

- **Cut out** the sentences.
- **Glue** them onto folded paper to create a booklet.
- **Read, trace and/or copy** the sentence onto each page.
- **Draw** pictures to accompany the sentences.
- **Reflect** on how well they have met the success criteria and any next steps.

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

Prompt student thinking by using the photos of people on pedestrian level crossings or platforms, or use pictures from your own community.

Extension: Group the students so they can read their booklets to each other and discuss what is happening in the pictures and any differences between them.

Activity 3.2 Creating informative writing on safety (30mins)

Early writers

Preparation/resources: Writing materials

Students create an informative writing piece about the safety actions that they must do when they approach a pedestrian level crossing (if your school is in a country area, you can adjust this task to an appropriate setting for your area e.g. level crossing with bells).

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

Ask students to:

- **Identify** the audience for the text. Who am I writing for?

- **Identify** the purpose of the text. What do I want them to know?

- **Begin** with an opening sentence that identifies the main idea using relevant facts and technical vocabulary.

- **Follow** with supporting details. Write at least three sentences describing the safety actions they must do when they approach a pedestrian level crossing. The piece should include the words *'STOP LOOK LISTEN THINK'.* 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.

- **Share** the writing with another student and give and receive feedback on how well the writing meets the success criteria e.g. content ideas, structure and or use of surface features.

- **Reflect** on their next steps and use feedback to make improvements.

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

Extension: Discuss how they could publish and share their writing so that the information can help others keep safe.

Activity 3.3 Signs with an informative message (30mins)

Fluent writers

Preparation/resources: Computers/tablets with design software (optional); writing and art materials.

Develop a learning intention and success criteria for making a sign with an informative message for people visiting the classroom.

Ask students to:

- **View** photos of signs in the Media Library on the student website.

- **Find** signs that remind people about what they should do to stay safe.

- **Choose** a photo and print it.

- **Write** a sentence describing what message the sign communicates.

- **Annotate** the photo, noting the effective use of language, font, colour and design in the sign.

Next ask students to:

- **Think** of a stay safe message they would like to share with someone in their local community, and who they would like to share this message with. E.g. *'STOP, LOOK, LISTEN, THINK'* or '*hold hands'.*

- **Plan** how they will use language, font, colour and design in a sign to communicate their message.

- **Make** a draft sketch of their plan.

- **Discuss** their sketch with another student and incorporate any feedback to make improvements to their plan.

- **Create** a design for a sign for display in the classroom.
  - Use art supplies or appropriate software to create the design. Appropriate online design software includes:
    - Tux Paint: http://www.tuxpaint.org/
    - Draw.To: http://draw.to/new
    - ABCya Paint: http://www.abcya.com/abcya_paint.htm
    - timtim: http://www.timtim.com/coloring/drawing/
    - Crayola Digi Colour: http://www2.crayola.com/coloring_application/index.cfm

- Kerpoof: http://www.kerpoof.com/#/activity/draw
- Wordle: http://www.wordle.net/

- **Reflect** on how well their design meets the success criteria and any next steps.

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

Extension: Survey the intended audience for feedback on their sign. Ask if they understand the message and what design features would make the message clearer. Redevelop the sign in response to the feedback.

3.4 Whole class share time (15mins)

End the lesson with share time.

Ask students to share the writing they have done, emphasising the TrackSAFE messages that have been created.

Fluent writers can show the signs they have created; explain their purpose as a safety action and display them somewhere within the classroom.