

Don't Monkey Around with Safety on Field Trips

Document-Based Question (DBQ)

Lesson Plan (K-2)

Learning Objectives

Students will:

1. Understand the importance of safety rules.
2. Listen critically to interpret and evaluate.
3. Participate in class discussion.
4. Write safety rules.
5. Analyze, synthesize, and evaluate a primary source image.

TEKS:

SS: K.8AB, K.15AB, 1.11AB, 1.18AB; 2.11A, 2.18E, 2.19AB

ELAR: K.1ABCDE, K.5ABCDEF, K.6ABCDEF, K.10A; 1.1ABCDE, 1.7ABCDEF, 1.11BE; 2.1ABCDEF, 2.7ABCDEF, 2.11A

Health: K.2B, K.3A, K.8BC 1.2A, 2.10ACD, 2.11AD, 2.12AD;

Materials Needed:

Don't Monkey Around with Safety on Field Trips book or *Don't Monkey Around with Safety on Field Trips* PowerPoint, *Don't Monkey Around on Field Trips* safety cards, *Don't Monkey Around on Field Trips Slides* PowerPoint, Historical Scene Investigator handout, *Don't Monkey Around on Field Trips* Picture handout, paper bag, chart paper, manila paper for drawing

Resources:

DRSR Children's Books website, DRSR Education Publications and Lessons website

Vocabulary: field trip, safety, rules, contract, present

Teaching Strategy:

Teaching Tips:

- You can order the *Don't Monkey Around with Safety on Field Trips* book on the DRSR website for free.
- Print the *Don't Monkey Around on Field Trips* Safety Cards in advance and put them in a paper bag.
- The Historical Scene Investigator handout is for 1st and 2nd grade students. If you are working with Kindergarten students, talk through the questions on the handout but don't give it to the students.
- This would be a great story to use for shared and modeled reading. You can project the book on the screen.
- You might consider having students reread the story during station time. Provide questions for students to find text evidence at the station. Students can also write cause and effect statements about safety rules.
- Some of the other DRSR Children's Books would make great read alouds.

1. Introduce the theme of safety and get students talking about safety with a bag filled with the *Don't Monkey Around on Field Trips Safety Cards*. (You can also have students sit in a circle on the floor as you take the items out of the bag and place the items in the middle of the circle.)
2. Take each card out one at a time for discussion. Ask questions such as:
 - What is this a picture of?
 - Why do we need this? or Why do we do this? (the image of the students walking in a straight line)
 - How does it help us?
 - How does this keep us safe?
3. Share with students that they are going to be Historical Scene Investigators. (Play it up with them and get them excited about being investigators.) Give each student a Historical Scene Investigator handout. Explain that you are going to show them a piece of an image, and they are going to predict or infer what the image is based on what they see.
4. Open the *Don't Monkey Around on Field Trips Slides PowerPoint*. (Each time you click, a piece of the image will reveal itself.)
 - Click one time so students see the little girl in the image.
 - In the first column of the handout, have students list everything they see in the image.
 - Then on the right-side of the handout, have students make a prediction about what they think the whole image is.
 - (Click) Show another piece of the image. Have students once again list everything they see and make a prediction.
 - Continue the process until the whole image is revealed. The last image might help students make a connection to the students on a field trip with their teacher.
5. Once the whole image is shown and students have made predictions, have them use their senses to try to make sense of the image. Ask questions such as:
 - What do you see in the image?
 - What might you hear if you were in the image?
 - How might you feel?
 - Where do you think this image takes place?
 - Is it in the present? How do you know?
 - What might this image have to do with safety?
6. Have students write a summary on the bottom of their handout of what story the image is telling. Allow time for students to share.
7. Explain to the students that this image was taking in 1899. It shows students on a field trip at the Library of Congress in Washington D.C. Ask questions such as:
 - Have you ever been on a field trip?
 - Where did you go?



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8. Show students Slide 2. Ask student questions such as:
 - What do you see in the image?
 - What do you think is happening?
 - What do you wonder?

 9. Share with students that this is an image of students on a field trip to Mt. Rushmore. Ask questions such as:
 - When do you think it was taken? (present day) What makes you say that?
 - How is this image similar to the last image we looked at? (Both images show students on a field trip. Both images have students arranged in an organized fashion (in a line or group); Both show students paying attention; Both have an authority figure with them leading the discussion; etc.)
 - How are the images different? (One is outside and the other is inside; One is in the past and one is in the present; etc.)
 - How do both images show students following safety rules?

 10. Ask students to think about their day so far and what rules they've had to follow. Have students share the rules. Ask questions such as:
 - Why do you follow rules?
 - What would happen if we didn't have rules?
 - What is the purpose of rules?
 - Why do we need to follow rules while on a field trip?
 - What rules do you think are important to follow on a field trip to keep everyone safe? (Write students responses on a sheet of chart paper or on the board.)

 11. Share with students that you are going to read a book titled Don't Monkey Around with Safety on Field Trips. Show the cover. Have students predict what it might be about. Have them explain their predictions.

 12. Explain to the students that as you read, you want them to think about the rules listed on the chart to see if any of their rules are the same as the ones mentioned in the story.

 13. Read the story. Ask questions such as:
 - Which safety rules mentioned in the story were the same as the ones we listed on the chart?
 - What were some of the other ones mentioned in the story?
 - Why is it important to follow safety rules on a field trip?
 - What are some rules to remember when riding on a bus?
 - Why is it important to listen to the bus driver?
 - Why are rules important to follow on a field trip?

 14. Divide students into small groups. Have each group role play how to be safe on a field trip.



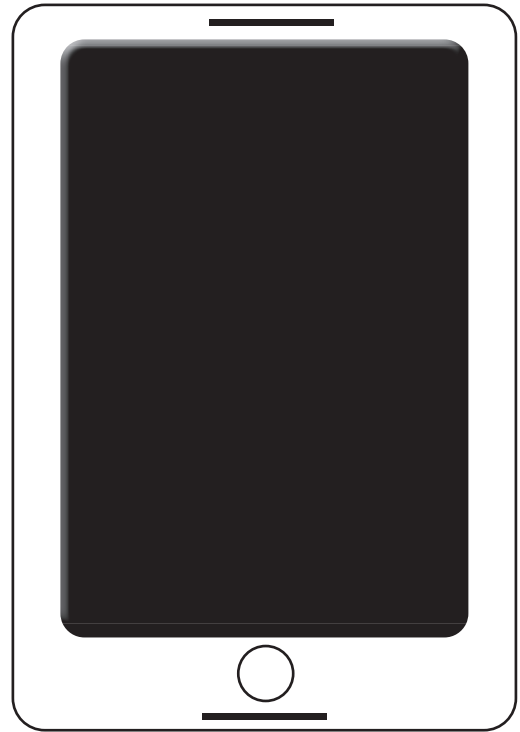


Each group will role play one of the following scenarios or choose your own:

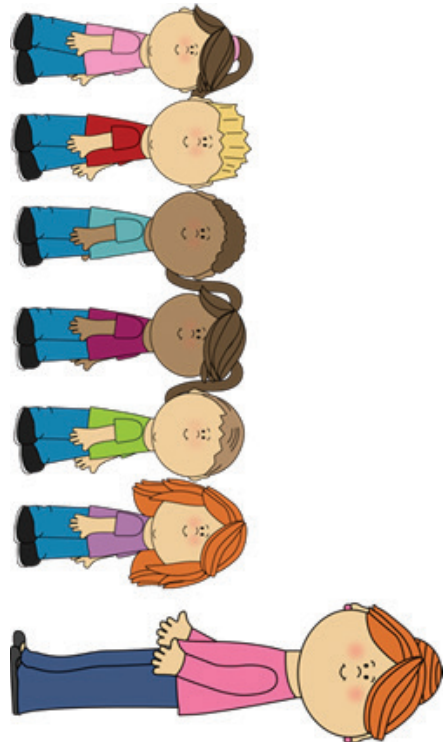
- Safety on the Bus
- Safety at the Museum
- Safety with Parent Chaperons
- Safety in a Group
- Field Trip Safety Rules

15. Student groups role play their scenarios.
16. Have students draw a picture of being safe on a field trip on a piece of manila paper or on the Don't Monkey Field Trips Picture handout.

Don't Monkey Around on Field Trips Safety Cards



Don't Monkey Around on Field Trips Safety Cards



Don't Monkey Around on Field Trips Student Handout

Directions:

Explain why safety is important on field trips. Then draw a picture of being safe on a field trip in the box below.

Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

A large rectangular box with a dashed blue border, intended for drawing a picture of being safe on a field trip.

