

Don't Monkey Around on Your Bicycle Document-Based Questions (DBQ) Lesson Plan (Intermediate: Grades 3-5)

Learning Objectives

Students will:

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

TEKS: SS: 3.11A; 4.21AB, 4.22BCDE, 5.24AB, 5.25BCDE

ELAR: 3.1ABCDE, 3.11AB, 3.12B; 4.7AB, 4.11A, 4.12B; 5.7ABCDEFG, 5.11A, 5.12B
Health: 3.2A, 3.9ABDEF; 4.11ADE; 5.9BC

Materials Needed:

Don't Monkey Around on Your Bicycle book or *Don't Monkey Around on Your Bicycle* PowerPoint; *Don't Monkey Bicycle Intermediate* PowerPoint; Safe or Unsafe – You Decide! handout; Our Town Community Map handout; paper for poster; markers, crayons, construction paper, etc. for posters

Vocabulary: crosswalk, debris, helmet, intersection, reflector, signaling, traffic

Resources:

DRSR Children's Books website (<http://www.tmcec.com/drsr/educators/childrens-books/>)
DRSR Education Publications and Lessons website (<https://www.tmcec.com/drsr/educators/lessons-and-curriculum/>)

Teaching Strategy

Teaching Tips:

- You can order the *Don't Monkey Around on Your Bicycle* book and the Our Town Community Map in color on the DRSR website for free.
Email drsr@tmcec.com for availability.
- If you decide to have students analyze the primary source images from the PowerPoint on chart paper posted around the room (see step 7 below.), then you will need to print the PowerPoint slides in advance and post them around the room on chart paper.
- 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 bicycle safety and get students talking about safety by having the student groups find safe and unsafe situations on the Our Town Community Map handout.
 - Divide the students into small groups.
 - Each group creates a T-Chart on a piece of paper.
 - Label one side SAFE and the other side UNSAFE.
 - Groups write down the coordinates of safe and unsafe practices from the community map.
2. Have student groups share their findings. Spend time discussing the safe and unsafe practices on the bicycles shown on the map.
3. Share with students that today we are going to focus on bicycle safety. Ask students how many of them have a bicycle. Ask questions such as:
 - How many of you ride your bike to school?
 - Where else do you ride your bike?
 - Are there things you have to think about when riding your bike?
4. Create a **TLQ Chart** on the board or a piece of chart paper:


Think I Know	Learned	Questions

5. In the **THINK I KNOW** column have students share what they know about bicycle safety.
6. Give students a Safe or Unsafe—You Decide! handout. Divide students into small groups. Have groups look at the images and decide if the image shows a safe or unsafe bicycle safety rule. Then have students write under the picture what is safe or unsafe about the image.

OR

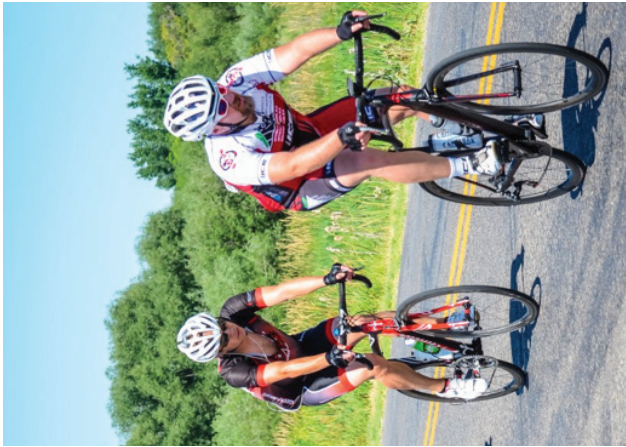
7. Post the images from the Don't Monkey on Your Bicycle PowerPoint on chart paper and post the charts around the room.
 - Divide the students into groups.
 - Have each group go to one of the images and decide if the image shows a safe or unsafe bicycle safety rule.
 - Students write their response on the chart paper under the image.
 - Then have students rotate clockwise to another image. Look at the image. Read the current responses on the chart paper and add additional thoughts and responses.
 - Keep rotating until students have been to all six images.



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- Groups should end up at their original image, read the comments, and share with the whole group.
8. Have a class discussion about the primary source images. Use the PowerPoint slides and project them on the screen as you discuss each image.
 9. Share with students that you are going to read a book titled *Don't Monkey on Your Bicycle*. Show the cover. Have students predict what it might be about. Have them explain their predictions.
 10. Read the story. Ask questions such as:
 - Which bicycle safety rules mentioned in the story were the same as the ones you discussed in class?
 - What were some of the other ones mentioned in the story?
 - Why is it important to follow bicycle safety rules?
 11. Go back to the TLQ chart and have students share bicycle safety rules they've learned and write them on the chart in the **LEARNED** column.
 12. Ask students what questions they have about bicycle safety. Write those on the chart in the **QUESTIONS** column. Discuss the questions.
 13. In groups have students create bicycle safety posters to post around the school.
 14. Have students write about why it is important to follow bicycle safety rules. Have them think about the images they analyzed and the story when writing.
 15. As an extension have the students write a narrative about a trip they took on their bicycle. They should include at least three safety rules in their story.



Safe or Unsafe You Decide!



Safe or Unsafe? Explain



Safe or Unsafe? Explain



Safe or Unsafe? Explain



Safe or Unsafe? Explain



Safe or Unsafe? Explain



Safe or Unsafe? Explain



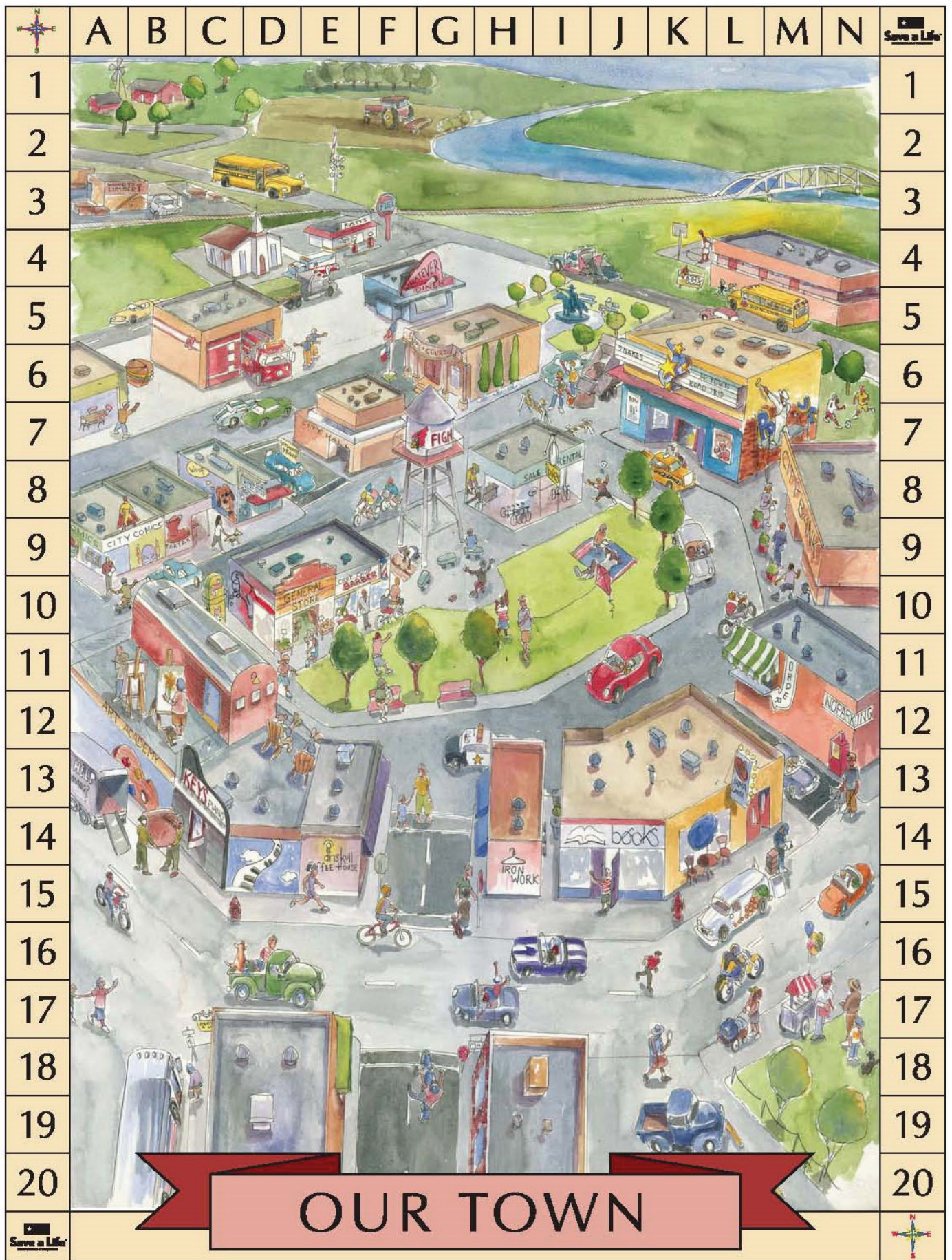


DRSR Bicycle Safety T Chart

Safe

Unsafe







DRSR Bicycle Safety TLQ Chart

Student Name _____

Teacher Name: _____

Class Period: _____

Date: _____

Think I Know	Learned	Questions







