

## I SPY MAP

### Learning Objectives: Students will

#### Kindergarten Objective:

1. Develop map reading skills by using the TxDOT “Our Town” map.
2. Participate in a class discussion.
3. Identify safe and unsafe practices.
4. Create drawings of safe practices.

#### First Grade Objective:

1. Develop map reading skills by using the TxDOT “Our Town” map.
2. Participate in a class discussion.
3. Identify safe and unsafe practices in pedestrian, bicycle, and vehicle traffic.
4. Write a caption for an illustration.
5. Create drawings and rules encouraging safe traffic behaviors.

#### Second Grade Objective:

1. Develop map reading skills by using the TxDOT “Our Town” map.
2. Identify safe and unsafe practices in pedestrian, bicycle, and vehicle traffic.
3. Create drawings and rules encouraging safe traffic behaviors.

#### Third Grade Objective:

1. Develop map reading skills by using the TxDOT “Our Town” map.
2. Create a motto promoting safety for children.
3. Identify ways to avoid accidental injuries.
4. Analyze actions identified on the map to determine level of safety.

### TEKS:

#### Kindergarten TEKS:

SS K.4A, K.8B; ELAR K.11B, K.21A, K.22A, K.23A; Math K.7A; Health K.2A, K.2B, K.2D, K.2E

#### First Grade TEKS:

SS 1.5A, 1.11A, 1.11B; ELAR 1.19A; Health-1.2B, 1.2F, 1.2G

#### Second Grade TEKS:

SS 2.5A, 2.11A, 2.18B, 2.19B; ELAR 2.20A; Health 2.2B, 2.2C, 2.3A, 2.5C

#### Third Grade TEKS:

SS 3.5C, 3.17E; ELAR 3.20C; Health 3.2A, 3.2E, 3.6D

## I SPY MAP

### **K-3 Materials Needed:**

TxDOT “Our Town” map, magnifying glass for each student, drawing paper

### **3rd Grade Materials Needed:**

Strips of construction paper

### **K-3 Vocabulary:**

#### **Kindergarten & First Grade Vocabulary:**

Top, bottom, left, right, transportation, safety

#### **Second Grade Vocabulary:**

Pedestrian, transportation, map coordinates

#### **Third Grade Vocabulary:**

Practices, map coordinates, safety, pedestrian, vehicle

### **Teaching Strategy:**

1. Distribute copies of the TxDOT “Our Town” map to each student. Point out that the map has four sections – top left, top right, bottom left, and bottom right.
2. Lead the students in playing “I Spy” by locating different modes of transportation seen in each section of the map.
3. Ask students to find (or “spy”) the green pick-up truck in the bottom left quadrant of the map. Discuss whether it is safe or unsafe to ride in the back of a pick-up truck. What bad things could happen? Remind students that there is actually a law that forbids children under 18 from riding in the back of a pick-up.
4. Invite students to “spy” other examples of people in the map who are making unsafe choices. Students may include instances involving automobiles, bicycles, or walking.
5. Students will point out the examples by locating them with an individual magnifying glass and announcing in which quadrant the action is located. For example, “I spy someone crossing the street in the middle of the block in the lower right part of the map.” As each instance of an unsafe behavior is noted, students should determine what the consequences could be of that behavior.



### **Kindergarten Strategy:**

6. After the class discussion each student should choose one unsafe issue that was identified on the map to create a drawing that shows the corresponding safe behavior.
7. Allow students to share their products with the class.

### **First Grade Strategy:**

6. After the class discussion each student should choose one issue that was identified on the map to create a drawing that shows the corresponding safe behavior. Students should title their drawings with a statement that describes the safe behavior. For example, “people should only cross the street at crosswalks.”
7. Allow students to share their products with the class. Display as many different scenarios as possible.

### **Second Grade Strategy:**

6. After the class discussion each student should choose one issue that was identified on the map to create a drawing that shows the corresponding safe behavior. Students should title their drawings with a complete sentence that describes the safe behavior. For example, “People should only cross the street at crosswalks.”
7. Students will write a short paragraph describing why it is important to follow the safe behavior they drew, which should include what the consequences might be if the principle were violated.
8. If several students wrote/drew about the same safety concern, group them together to create a catchy slogan to go with their pictures. Then display the pictures grouped together with the slogan.



**Third Grade Strategy:**

6. Make a class list of these examples, and ask students to suggest laws or rules to limit unsafe behavior.
7. Each student should choose one issue identified on the map and create a short safety motto or slogan that promotes safe conduct for that particular scenario.
8. Give children a strip of construction paper on which to write their motto, such as “Race for the Cure” or “Livestrong,” which are commonly seen on wristbands.
9. Students will wear their wristbands, telling others about the safety issue involved.

**Extension for Gifted/Talented:**

**Kindergarten Extension:**

Students will create a slogan and/or poster promoting safe behavior.

**First Grade Extension:**



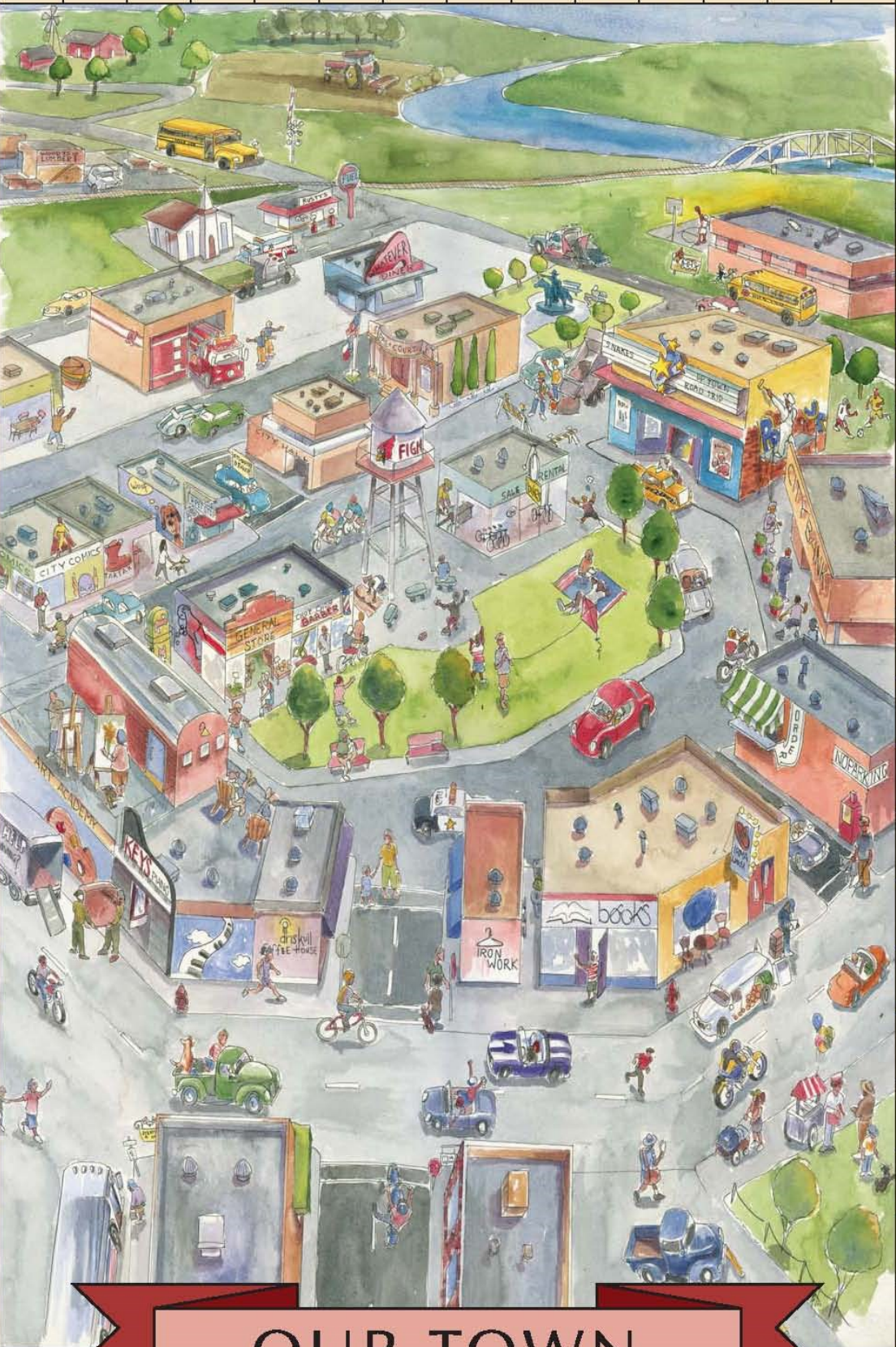


Students will create a slogan and/or poster promoting safe behavior.

**Second Grade Extension:**

Students will create a song or rap promoting safe behavior.

**Third Grade Extension:**

Students will create an advertising campaign for the distribution of their wristbands, which should include statistics showing the need for safer conditions.

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|    | A   | B | C | D | E | F | G | H | I | J | K | L | M | N |   |
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| 2   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 2  |
| 3   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 3  |
| 4   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 4  |
| 5   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 5  |
| 6   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 6  |
| 7   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 7  |
| 8   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 8  |
| 9   |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 9  |
| 10  |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 10   |
| 11  |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 11   |
| 12  |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 12   |
| 13  |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 13   |
| 14  |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 14   |
| 15  |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 15   |
| 16  |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 16   |
| 17  |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 17   |
| 18  |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 18   |
| 19  |   |   |   |   |   |   |   |   |   |   |   |   |   |   | 19   |
| 20  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |