

**Lessons  
with  
Spanish  
Handouts**

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**K to 3rd Lessons**

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Sponsored by :  
Law Focused Education, Inc.  
State Bar of Texas  
Texas Municipal Courts Education Center  
Texas Department of Transportation



# TEXAS MUNICIPAL COURTS EDUCATION CENTER



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## A Letter to Teachers

In most Texas communities driving is the primary means of transportation. School-age children anxiously await the freedom to ride their bicycle without parental supervision and, later, obtaining their first drivers' license. Traffic safety issues are relevant to young people as a foundation for understanding their rights and responsibilities as they learn about the proper operation of bicycles, scooters, ATVs, and motor vehicles in Texas. Students can apply their existing knowledge of common rules and laws relating to traffic, enhancing the practical benefit of these lessons.

If you are not familiar with the Driving on the Right Side of the Road (DRSR) program, please visit the DRSR web site, Texas Municipal Courts Education Center (TMCEC), or the Law Focused Education, Inc. (State Bar of Texas/Law-Related Education (LRE) Department) listed below:

[www.drsr.info](http://www.drsr.info)

TMCEC: [www.tmcec.com](http://www.tmcec.com)

LRE: [www.texaslre.org](http://www.texaslre.org)

The DRSR program consists of teaching units which infuse the study of traffic safety issues, traffic safety laws, and how these real life issues are adopted via the legislative process into the language arts, social studies, math, and health classes at grades K-12 and within high school government. Lessons incorporate the latest LRE instructional strategies as well as the opportunity to utilize judges and court support personnel as resource persons in classrooms. All of the DRSR materials include hands-on interactive lessons that promote critical and creative thinking skills, appropriate activity sheets, and on-line computer based learning games. In addition, units provide opportunities for conducting research and/or independent study, participation in simulations, and gifted/talented extension activities.

We encourage you to use guest speakers from the judiciary as a resource to assist in teaching these lessons. Judges, lawyers, and court support personnel, as well as those working in law enforcement, can answer many of the questions that may arise, while giving your students an opportunity to interact with positive role models. Contact your local municipal judge and invite him or her to visit your classroom as a member of your academic team. Give the judge a specific topic to teach or lesson to use. If you have trouble identifying local resource persons, please email us at TMCEC and we will assist you ([tmcec@tmcec.com](mailto:tmcec@tmcec.com)).

These lessons are also available in Spanish, as are many other DRSR materials.

We hope that you have a successful school year.

**Hope Lochridge, TMCEC**

**Brenna McGee, TMCEC**

**Jan Miller, State Bar of Texas**



# Driving on the Right Side of the Road

## K to 3rd Grade Lessons

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\*Note these resources are for educational purposes and are based generally on laws and procedures in Texas. For the purposes of this exercise procedures have been modified for the appropriate age group.

## MAKE YOUR OWN MONKEY PUPPET

### Learning Objectives: Students will

1. Listen and follow directions.
2. Listen critically to interpret and evaluate.
3. Create materials to express an idea.

(This lesson is designed to supplement the attached puppet show scripts.)

**TEKS:** See pages 5, 8, 10, and 13 for grade level TEKS.

**Materials Needed:** brown paper lunch bag, scissors, glue, markers or crayons

**Vocabulary:** protection, booster seat, safety belt

### Teaching Strategy:

1. Introduce the lesson by enacting a puppet show, utilizing the attached scripts (choose the appropriate grade level).
2. Check for understanding by asking the students to identify what the puppets were trying to teach.
3. Give each student a copy of the paper bag monkey puppet handout and be sure each child has access to the additional materials needed to successfully complete this lesson (see “Materials Needed” above).
4. Read aloud the directions as children follow along. Teachers of lower grades may want to model the process step-by-step as they read the directions.
5. Provide students with adequate time to complete the lesson. Supervise students and assist as needed.
6. Pair the students together and have them create and practice their own puppet show about what they have learned about safety or how they play safe.

### Extension for Gifted/Talented:

Students will design their own animal puppet and perform the puppet show for a small group. They can create a set or backdrop as well.



# Titere Mono de bolsa de papel

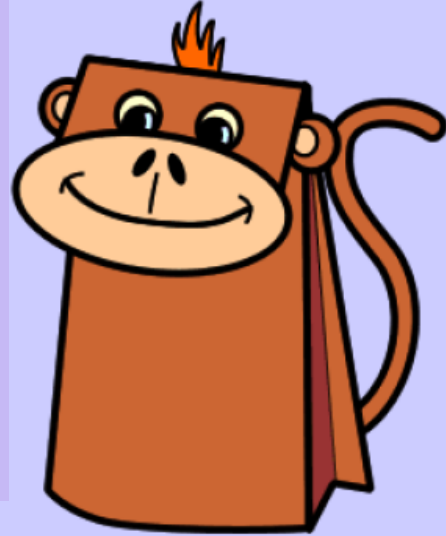


## Materiales:

- Bolsa de papel pequeña
- Tijeras
- Pegamento
- Marcadores o creyones

## Instrucciones:

- Imprime esta página
- Colorea esta página
- Recorta todas las partes
- Pega las partes a la bolsa como lo muestra el ejemplo



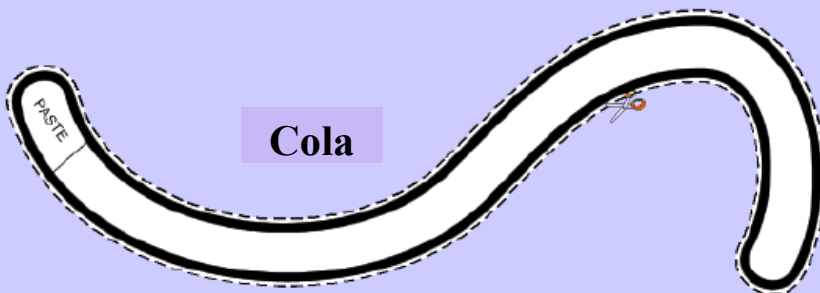
Ojos



Orejas



Boca



Cola



Pelo

## MIMÍ Y MARCE

### BOOSTER SEAT PROBLEM

#### Learning Objectives: Students will

1. Explain the need for protective equipment.
2. Listen critically to interpret and evaluate.
3. Participate in discussion of safety issues.
4. Create materials to express an idea.

**TEKS:** SS K.8A, K.8B, K.15B;  
ELAR K.21A, K.21B; Health K.2A

**Materials Needed:** puppets, script, booster seat outline, markers or crayons

**Vocabulary:** protection, booster seat, safety belt

#### Teaching Strategy:

1. Introduce the lesson by enacting a puppet show, utilizing the attached script, "Mimí y Marce."
2. Check for understanding by asking the students to identify what the puppets were trying to teach.
3. Engage the students in a discussion about their experiences with booster seats.
4. As a culminating experience, assign students to design their ideal booster seat. They may add features such as a back, cup holders, technology, colors, and designs. Encourage creativity, even if impractical.
5. Allow students to display and explain what their ideal booster seat would look like and what features they would include.

#### Extension for Gifted/Talented:

Students will create a 30 second advertisement for one of the ideal booster seats, including cost, where to purchase, and a name for the booster seat.

## GUIÓN PARA MIMÍ Y MARCE Y EL PROBLEMA DEL ASIENTO ELEVADO

- Marce: ¡Oye! Mimí, ven para acá. Tengo un problema.
- Mimí: ¿Qué pasa Marce?
- Marce: ¡Mi mamá y mi papá acaban de oír que hay una ley que dice que todos los niños menores de ocho años deber sentarse en asientos especiales en el carro! ¡Eso no lo aguanto! Ya estoy muy grande para sentarme en uno de esos asientos. ¡Qué vergüenza tener que sentarse en ellos! ¿Qué dirán de mí? ¡Me dirán bebe!
- Mimí: No te preocupes, Marce. No es un asiento para bebés. ¡Es un asiento elevado! Hay una gran diferencia.
- Marce: ¿Es diferente?
- Mimí: Sí, un asiento para bebés es para bebitos y niños que miden hasta 57 pulgadas de alto. Ese tipo de asiento tiene 5 bandas de seguridad, pero con un asiento elevado se usa el cinturón de seguridad regular del carro.
- Marce: ¡Pero yo ya uso esos cinturones de seguridad y los detesto!
- Mimí: Es que no te quedan a la medida cuando te sientas en el asiento trasero del carro. ¡Están hechos para los adultos!
- Marce: ¿Será por eso que siempre siento que la banda del hombro me está ahorcando?
- Mimí: Sí, pero si te sientas en un asiento elevado, quedas un poco más alto, así es que la banda queda sobre tu hombro y no sobre tu cuello.
- Marce: ¿Es el asiento elevado igual al asiento para bebés?
- Mimí: No. Algunos asientos elevados no tienen respaldo. Son simplemente un asiento, justo a tu medida. También puedes ver por la ventana mucho mejor.
- Marce: Mimí, ¿tienes tú un asiento elevado?
- Mimí: Claro que lo tengo. Es la ley, además, son más cómodos que los asientos regulares. Tú deberías tener uno también.
- Marce: Está bien, pero solamente si no es rosado y no tiene dibujos de payasitos o algo ridículo así.
- Mimí: No te preocupes. ¡Te va a encantar!

**EL ASIENTO ELEVADO PERFECTO**





# MARGARITA Y MIGUEL

## BOOSTER SEAT OR BABY SEAT?

### Learning Objectives: Students will

1. Explain the need for protective equipment such as safety belts.
2. Listen critically to interpret and evaluate a story.
3. Participate in a discussion about booster seats.
4. Create a song to express an idea.

**TEKS:** SS 1.11A, 1.11B, 1.18A; ELAR 1.27A, 1.27B; Health 1.2A

**Materials Needed:** Puppets, script, songs

**Vocabulary:** Booster seat, safety belt, equipment, protection

### Teaching Strategy:

1. Introduce the lesson by enacting a puppet show utilizing the attached script.
2. Check for understanding by asking the students to identify what the puppets were trying to teach.
3. Engage the students in a discussion about their experiences with booster seats.
4. As a culminating experience, assign students learn a song about booster seats to a familiar tune such as *Jingle Bells*.

Booster Seats  
Booster Seats  
Protect you in the car  
They raise you up so you can see  
And make your safety belt fit, Hey!

Booster Seats  
Booster Seats  
You need them; it's the law  
You'll sit in them till you are 8  
Or 57 inches tall.

5. Students may make up their own songs, if desired, using the concepts described in the puppet script.

### Extension for Gifted/Talented:

Students will investigate how much booster seats cost, where they can be purchased, and what different styles are available.

## GUIÓN PARA MARGARITA Y MIGUEL

### ¿ASIENTO ELEVADO O ASIENTO DE BEBÉ?

- Miguel: Margarita, creí verte esta mañana. ¿Eras tú la que se bajó de un carro rojo enfrente de la escuela? ¿Tiene un carro rojo tu mamá?
- Margarita: Sí, esas éramos nosotras.
- Miguel: ¿Esa eras tú, Margarita, sentada en un asiento para bebés? ¡Ja, ja ja!  
¡Margarita es una bebé, Margarita es una bebé!
- Margarita: ¡Oye, párale! Eso no era un asiento para bebés. ¡Es un asiento elevado!
- Miguel: ¿Ah, sí, cual es la diferencia? Parece un asiento de bebé. A mi nunca me verás en un asiento de esos.
- Margarita: Lo que hace el asiento elevado es ponerme un poquito más alto, para que el cinturón de seguridad me quede mejor. ¡Yo no tengo la banda del hombro raspándome el cuello!
- Miguel: Si, yo aborrezco eso, pareciera que está tratando de colgarme o algo así.
- Margarita: Además, al sentarte un poco más alto, el asiento te permite ver por la ventana mucho mejor.
- Miguel: ¿A poco? ¿Y no te aseguran con cinco bandas como en un asiento para bebés? Mi mamá tarda como cinco minutos colocando a mi hermanito en el asiento de bebés.
- Margarita: No. Simplemente usas el cinturón de seguridad regular del carro. Si tu mides menos de 4 pies 9 pulgadas, a ley dice que tienes que sentarte en un asiento elevado. Diles a tus padres. Algunos asientos elevados tienen respaldo y otros no. Están muy chidos!
- Miguel: Está bien, si tú me aseguras que no es un asiento para bebés.
- Margarita: ¡No es un asiento para bebés! Es mucho más cómodo que un asiento para bebés y que un cinturón de seguridad regular. Es algo así como ir sentado en un trono en el asiento trasero. ¡Además, esa es la ley! ¡Asegúrate de seguir las reglas!

## MARCE Y MIMÍ BACK SEAT BOOSTER?

### Learning Objectives: Students will

1. Identify ways to avoid injury.
2. Explain the need for protective equipment.
3. Listen critically to interpret and evaluate.
4. Participate in a discussion about safety in passenger travel.
5. Create materials to express an idea.
6. Use math skills to subtract two-digit numbers.

**TEKS:** SS 2.17 D, 2.18 B, 2.19;  
Math 2.3 C; LA 2.1 C-D, 2.4 C, Health 2.2  
B-C, 2.3 A

**Materials Needed:** Puppets, script,  
measuring stick, How Tall Are You? sheet

**Vocabulary:** Booster seat, safety belt,  
equipment, protection

### Teaching Strategy:

1. Introduce the lesson by enacting a puppet show utilizing the attached script.
2. Mark a spot 57 inches from the floor and measure each child's height. Then ask them to figure out how many inches they need to grow until they are tall enough to use a regular safety belt.
3. Record math calculation on prepared sheet, How Tall Are You?
4. Engage the students in a discussion about their experiences with booster seats.
5. Label four pieces of chart paper with the words write, sing, draw, and act. Give each student a sticky note. Tell them to put a sticky note on the chart that tells how they want to inform others about the importance of being safe when traveling in a car.
6. Students may work with a partner to create an advertisement that is written, drawn, sung, or role-played.
7. Allow students to share or display their advertisement for the class.

### Extension for Gifted/Talented:

Students may create a jingle to demonstrate their understanding of the value of booster seats.

## GUIÓN PARA MARCE Y MIMÍ

### ¿ASIENTO TRASERO ASIENTO ELEVADO?

- Marce: Oye, ¡Qué content estaré cuando cumpla los 13 años para poder sentarme en el asiento delantero del auto! ¡Desde el asiento trasero casi no puedo ver nada!
- Mimí: Si puedes ver si te sientas en un asiento elevado.
- Marce: Si, ¿pero quién quiere sentarse en un asiento elevado? Esos son para bebés y ninitos. Mi hermanita se sienta en un asiento elevado.
- Mimí:: No estoy hablando de un asiento para bebés. Tú tienes razón, esos asientos son para bebés y para niñitos. Yo estoy hablando un de asiento elevado en el que te puedes sentar más arriba y es más cómodo para tus piernas.
- Marce: Pero yo aborrezco todas esas bandas. Por lo regular yo pongo la banda del cinturón detrás de mi hombro.
- Mimí:: Escucha, no te pases de listo, esos cinturones estan diseñados para mantenerte seguro en caso de un choque. ¿Has visto esos choques por televisión? ¡Tú no quieres acabar así!
- Marce: Claro que no, pero mi papá es muy buen chofer. El nunca tiene choques.
- Mimí:: Bueno, pero nunca sabes cuando algo inesperado pudiera pasar. Vale más que te pongas el cinturón inmediatamente y como debe ser—sobre tu hombro y cruzando tu regazo.
- Marce: Pero ese es el problema. La banda del hombro se me encaja en el cuello si no la coloco detrás de mi hombro.
- Mimí:: Mira, si te sientas en un asiento elevado, el cinturón te queda justo en el lugar perfecto. El asunto es que los cinturones de seguridad están diseñados para los adultos quienes son más altos y más grandes. Tienes que sentarte más arriba para que los cinturones te queden mejor. ¿Me entiendes?
- Marce: ¿Y es verdad que puedes ver mejor por la ventana desde esos asientos elevados?
- Marce: Claro que si. Puedes saludar a tus amigos y puedes ver lo que está pasando en el mundo. Créeme. ¡Te va a encantar! ¡Además, es la LEY hasta que midas 57 pulgadas de estatura!

(Para los estudiantes) ¿Qué tan alto estás tú, cuanto mides? ¿Cuántas pulgadas mas tienes que crecer para poder usar un cinturón de seguridad regular?

## ¿QUÉ TAN ALTO ESTÁS TÚ, CUANTO MIDES?

57 pulgadas—Cinturón de seguridad regular en el asiento trasero



Banda para el hombro

Banda para el regazo

Yo mido \_\_\_\_\_ pulgadas de alto.  
Yo me siento en un \_\_\_\_\_ .



Tengo que crecer \_\_\_\_\_ más.

# MÓNICA Y MARTÍN

## BETTER IN THE BACK SEAT

### Learning Objectives: Students will

1. Identify ways to avoid injury.
2. Explain the need for protective equipment.
3. Listen critically to interpret and evaluate.
4. Participate in a discussion about safety in passenger travel.
5. Create materials to express an idea.

**TEKS:** ELAR Health 2.3A, 2.5C; Math (How tall are you?) 2.3B, 2.12D; SS-2.19A, 2.28A, 2.30A

**Materials Needed:** Puppets, script

**Vocabulary:** Protection, safety belt, booster seat, passenger

### Teaching Strategy:

1. Introduce lesson by enacting the puppet exchange using the attached script.
2. Ask students to respond to puppets' conversation by relaying any experiences they may have had regarding travel safety, how a safety belt is supposed to fit, and what the law says: back seat booster seat until 8 years old or 4'9" tall, then back seat with regular seat belt until age 13. Safety belts must be used by people of all ages to be completely safe.
3. Thinking more broadly, make a list of other safety rules we all follow, such as bicycle helmets, safety belts, batting helmets for baseball, and others.
4. Divide the class into groups of three. Each group will create a 30-second radio spot encouraging the use of booster seats for 4-7 year olds, back seat safety belts for 8-12 years olds, safe travel speeds, use of safety belts for all passengers, or other safety issues.
5. Radio spot should include a song, jingle, or motto as well as current law regarding travel safety.
6. Students will perform their radio spots for the entire class.

### Extension for Gifted/Talented:

Students will research safety statistics involving children located at the National Highway Traffic Safety Administration or other available websites.

## GUION PARA MÓNICA Y MARTÍN Y ESTAR MEJOR EN EL ASIENTO TRASERO

- Mónica: Oye Martín, ¿te sientas tú a veces en el asiento delantero del auto?
- Martín: No. Yo siempre me siento en el asiento trasero. ¿Tú te sientas en el asiento delantero?
- Mónica: Sí, algunas veces si les ruego. Yo sé exactamente como rogar.
- Martín: Pero, Mónica, eso no es nada seguro. ¿Sabes tú acerca de las bolsas de aire?
- Mónica: Claro. Las bolsas de aire están diseñadas para que no te golpees contra el parabrisas en caso de un choque.
- Martín: Eso es verdad para los adultos, pero pueden ser peligrosas para los niños.
- Mónica: ¿Peligrosas? ¿Cómo?
- Martín: Bueno, es que esas bolsas se disparan con mucha fuerza y rápidamente cuando el auto se estrella. ¿Cómo te gustaría ser golpeado por una de ellas?
- Mónica: Pues entonces, ¿cómo es que esas bolsas son seguras para los adultos?
- Martín: ¡Pues piénsalo, genio! Los adultos están más altos y más grandes. Las bolsas de aire fueron diseñadas para los adultos. ¡Es un cañonazo en la boca, justo en la cara! No te gustaría que eso pasara, ¿verdad? ¡Eso te desmayaría! Los fabricantes están tratando de hacer bolsas de aire sin tanta fuerza, pero son demasiado poderosas para los niños.
- Mónica: ¡Pero es que es muy aburrido sentarse atrás! Quiero poder cambiarle al radio y poder ver a mis amigos. Además, mi mamá y mi papá son conductores seguros. Ellos nunca han tenido un choque.
- Martín: ¡No seas inocente! De quien te debes cuidar es de los otros conductores. ¡Un choque le puede pasar a cualquiera! Y si eso llegara a pasar, estarías más seguro en el asiento trasero con el cinturón de seguridad abrochado. Además esa es la LEY. El asiento de atrás es mejor hasta que seas un adolescente.
- Mónica: Está bien, está bien, acabas de anotar un punto. Nunca lo había pensado de esa manera. Tal vez debo quedarme en mi mejor lugar en el asiento trasero. Así en el asiento de atrás puedo enfadar a mi hermanito.
- Martín: Así se habla, pero deja en paz a tu hermanito. No debes distraer al chofer. Actúa inteligentemente y seguro.

## I SPY MAP

### Learning Objectives: Students will

#### Kindergarten Objective:

1. Develop map reading skills by using 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 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 types 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 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 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.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Save a Life
1															1
2															2
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Save a Life															

## SAFETY MATCH-UP

### Learning Objectives: Students will

#### Kindergarten, First, & Second Grade Objectives:

1. Explain the purpose for having rules and identify rules that provide order, security, and safety at home, school, and play.
2. Identify the purpose of protective equipment such as safety belts, helmets, and elbow and knee pads.
3. Apply their critical thinking skills by interpreting information from pictures.
4. Express their ideas verbally based on knowledge and experiences.
5. Work productively with others in teams.

#### Third Grade Objectives:

1. Explain the need for obeying safety rules at home, school, and play.
2. Identify the purpose of protective equipment such as safety belts, helmets, and elbow and knee pads.
3. Apply their critical thinking skills by interpreting information from pictures.
4. Express their ideas verbally and in written form based on knowledge and experiences.
5. Work productively with others in teams.

### TEKS:

#### Kindergarten TEKS:

SS K.14C; ELAR K.22A, K.23A; Health K.2A, K.2B, K.2D, K.2E

#### First Grade TEKS:

SS 1.17C; ELAR 1.28A; Health 1.2B, 1.2F, 1.2G

#### Second Grade TEKS:

SS 2.18D; ELAR 2.30A; Health-2.2B, 2.2C, 2.3A, 2.5C

#### Third Grade TEKS:

SS 3.17B; ELAR 3.29A, 3.29B; Health 3.2A, 3.2E, 3.6D

## SAFETY MATCH-UP

### Materials Needed:

#### Kindergarten Materials Needed:

A set of #2, #3, #4, #5, #12, #14, A, C, D, E, L, & N of the Safety Match-Up cards, a five to six foot piece of yarn or rope

#### First & Second Grade Materials Needed:

Sets of #2, #3, #4, #5, #12, #14, A, C, D, E, L, & N of the Safety Match-Up cards, copies of the attached Safe/Unsafe Signs for each group of students

#### Third Grade Materials Needed:

Sets of #1, #2, #3, #4, #5, #6, #10, #12, #14, #15, A, B, C, D, E, F, J, L, N, & O of the Safety Match-Up cards

### Vocabulary:

#### Kindergarten, First, & Second Grade Vocabulary:

Bicycle, elbow pads, helmet, in-line skates, knee pads, order, rules, safety, security, skateboards

#### Third Grade Vocabulary:

Bicycle, elbow pads, helmet, in-line skates, intersection, knee pads, order, pickup, rules, safety belts, skateboards

### Teaching Strategy:

1. Introduce the lesson by asking students to share rules that they have to follow at home. Have students explain the purpose of the rules. Lead students to conclude that rules provide order, security, and/or safety.
2. Ask students to share with the class what safety measures they practice when they are participating in activities such as bicycling, skating, and riding in a car or on the school bus. Discuss the dangers of not following safety rules when engaging in these activities.



### Kindergarten Teaching Strategy:

3. Preceding the lesson, lay a five to six foot piece of yarn or rope on the floor. A piece of masking tape may also be used, if desired. Have the students sit in a circle around the line.
4. Divide students into teams of two. Give each team one of the selected Safety Match-Up cards. Point out the line on the floor. Explain to students that they are going to play a game about traffic safety. If their card has a picture of a child who is not following safety rules, they will place the card on the left side of the line. If their card has a picture of a child who is following safety rules, they will place their card on the right side of the line.
5. To begin the activity, tell the class that the team who has the card with a number two in the bottom corner of their card will go first. Ask the team to show the class their card and describe to the class what is happening in the picture.
6. Ask the team whether the child in the picture is following safety rules. (No, the child is riding a bicycle without a helmet.) Have them place the card on the left side of the line.
7. Tell students that one of the teams has a card that shows a child who is doing the same activity, but that child is following one of the safety rules for bicycling. Ask who has the card. Have the team show their card to the class and describe how the child in the picture is following bicycle safety rules.
8. Ask the team to place their card on the right side of the line opposite the first card.
9. Inquire if another team has a card picturing a child who is not following safety rules. Have the team show the class their card and describe what is happening in their picture. They will place their card on the left side of the line. Ask who has the card that shows a child who is following safety rules for the same activity. Have the team show their card to the class and describe how the child in the picture is following safety rules.
10. Continue the game until all teams have placed their card on the floor. Debrief the activity by asking students why they think some children do not always follow safety rules. Have students share why everyone should follow traffic safety rules.



### **First & Second Grade Strategy:**

3. Divide the class into teams/groups of two or three students each. Give each team a set of the selected Safety Match-Up cards and a Safe and Unsafe Sign. Explain to students that their set of cards contains pictures of children who are bicycling, in-line skating, skateboarding, or riding in a car or school bus. Some of the children are safe because they are following safety rules and some are unsafe because they are not following safety rules.
4. Instruct students to place the Unsafe Sign and Safe Sign beside each other on their desks or on the floor. The Unsafe Sign should go on the left and the Safe Sign on the right. Explain that each team will sort their cards by placing a card with a child who is not following safety rules under the Unsafe Sign and then placing the card with a child doing the same activity but is following safety rules under the Safe Sign. Students will then sort the remainder of the cards by placing unsafe and safe corresponding activities under the correct signs opposite each other.
5. After students have finished sorting the cards, verify the correct answers by having students explain how they sorted their cards. Encourage students to describe the unsafe and safe activities pictured on their cards.
6. Debrief the activity by asking students why they think some children do not always follow safety rules. Have students share why everyone should follow traffic safety rules.

### **First Grade Follow-Up Activity:**

Divide the class into groups of two to four students each. Using the 12 Safety Match-Up cards, have students play a game of Concentration by matching safe and unsafe activities.

### **Second Grade Follow-Up Activity:**

Have students write a cause and effect sentence to describes one of the unsafe and safe situations pictured on the Safety Match-Up cards.





### **Third Grade Strategy:**

3. Divide students into pairs. Assign one student to be student A and their partner to be student B. Tell students that every year over 300,000 children go to hospital emergency rooms because of bicycle-related injuries. Announce that all of the As should tell the Bs some bicycle safety rules.
4. After 10 seconds have passed, say “switch” and tell the Bs to talk to the As about more bicycle safety rules. After 10 seconds, tell students to “stop.” Invite students to share the information that they exchanged with their partners concerning bicycle safety.
5. Now tell students that thousands of 5-14 year-old kids also receive medical treatment because of skateboarding and in-line skating/rollerskating injuries. Tell the Bs to talk to the As about safety equipment that should be worn during skating or skateboarding.
6. After 10 seconds have passed, say “switch” and tell the As to talk to the Bs about safety rules for skating and skateboarding. Have students stop after 10-15 seconds. Invite students to share some of the information that they exchanged with their partners concerning skating and skateboarding equipment and safety rules.
7. Tell students that there are safety rules that should be followed on school buses. Announce that all of the As should tell the Bs some school bus safety rules.
8. After 10 seconds have passed, say “switch” and tell the Bs to talk to the As about safety belt laws for children and adults in cars. Have students stop after 10-15 seconds. Invite students to share some of the information that they exchanged with their partners concerning bus safety and safety belt use. Point out to students that in Texas the law requires that children under the age of 8 ride in a booster seat, unless they are 4’9” or taller.
9. Regroup students into teams of three or four. Give each group a set of Safety Match-Up cards. Explain to students that they are going to play a game about traffic safety.

10. Have students place individual cards down on the table.
11. Taking turns, each student will turn two cards up in an attempt to match the unsafe and safe practice of each activity pictured. (Example: The card with a child wearing a helmet while riding a bicycle matches the card with a child without a helmet riding a bicycle.)
12. If the cards match, the student will pick up the cards and get another turn. If the cards do not match, the student will turn the cards face down and then it becomes another student's turn to try to make a match.
13. The student with the most matched cards in each group wins.

**Follow-Up Activity:**

Students will choose a matching pair of Safety Match-Up cards. They will write a short persuasive essay to convince children to follow the pictured safety rule or law. The essay will include a topic sentence with supporting details.

**Extension for Gifted/Talented:**

**Kindergarten Extension:**

Give each student a set of Safety Match-Up cards from #2, #4, #5, and/or #12. Have them choose the card that they think is the most unsafe situation and defend their choice.

**First Grade Extension:**

Have students interview six to 10 classmates. They will survey the selected classmates and ask them whether they wear a helmet when riding a bicycle. Students will represent survey findings through the creation of a picture or bar graph.

**Second Grade Extension:**

Using Safety Match-Up cards C and D for reference, students will compare and contrast bicycling and skating on a Venn Diagram or chart.

**Third Grade Extension:**

Students will create a Safety Words Vocabulary Book. Each page of the book will feature the safety vocabulary word, a brief definition, and an illustration/picture to represent the word. The pages will be bound in a book for the class library or for younger students to read.



## GRADOS K-2 CLAVE PARA APAREAR LA SEGURIDAD

### NO SIGUEN LAS REGLAS DE SEGURIDAD

- (2) Un niño anda en bicicleta sin su casco
- (3) Un bebe sentado en el asiento trasero sin asiento para bebe y usando un cinturón de seguridad regular
- (4) Un niño patines sin su casco, sus coderas, ni rodilleras
- (5) Un niño asomándose por la ventana del autobús
- (12) El ciclista no lleva las manos en los manubrios de la bicicleta
- (14) El ciclista va jalando a otro niño que va en una patineta (de remolque)

### SI SIGUEN LAS REGLAS DE SEGURIDAD

- (C) Un niño usa su casco mientras pasea en su bicicleta
- (A) Un bebe sentado en el asiento para bebes
- (D) Un niño patina protegido con su casco, sus coderas y rodilleras
- (E) Un niño bien sentado en el autobús
- (L) El ciclista pasea en su bicicleta con sus manos puestas en los manubrios
- (N) El ciclista pedalea al lado de otro niño que pasea en su patineta.

## GRADO 3 CLAVE PARA APAREAR LA SEGURIDAD

### NO SIGUEN LAS REGLAS DE SEGURIDAD

- (1) Patina sin su casco
- (2) Un niño anda en bicicleta sin su casco
- (3) Un bebe sentado en el asiento trasero sin asiento para bebe y usando un cinturón de seguridad regular
- (4) Un niño en patines sin su casco, sus coderas, ni rodilleras
- (5) Un niño se asoma por la ventana del autobús
- (6) El conductor del auto no lleva puesto su cinturón de seguridad
- (10) Maneja su bicicleta al cruzar una intersección
- (12) El ciclista no lleva las manos en los manubrios de la bicicleta
- (14) El ciclista va jalando a otro niño que va en una patineta (de remolque)
- (15) Viaja en la caja de una camioneta *pickup*

### SI SIGUEN LAS REGLAS DE SEGURIDAD

- (B) Patina protegido con su casco
- (C) Un niño usa su casco mientras pasea en su bicicleta
- (A) Un bebe sentado en el asiento para bebes
- (D) Un niño patina protegido con su casco, sus coderas y rodilleras
- (E) Un niño bien sentado en el autobús
- (F) El conductor del auto lleva puesto su cinturón de seguridad
- (J) Camina con su bicicleta por el cruce
- (L) El ciclista pasea en su bicicleta con sus mano puestas en los manubrios
- (N) El ciclista padalea al lado de otro niño que pasea en su patineta
- (O) Viaja en la cabina de una camioneta *pickup*

**SEGURO**



**INSEGURO**



## K to 3rd Grade Lessons TEKS Chart


Activity or Game	Page	TEKS
<b>Make Your Own Monkey Puppet (K-3)</b>	3	See pages 5, 8, 10 and 13 for grade level TEKS
<b>Mimí y Marce , Booster Seat Problem (K)</b>	5	SS K.8A, K.8B, K.15B; ELAR K.21A, K.21B; Health K.2A
<b>Margarita y Melvin , Booster Seat or Baby Seat? (1st)</b>	8	SS 1.11A, 1.11B, 1.18A; ELAR 1.27A, 1.27B; Health 1.2A
<b>Marce y Mimí , Back Seat Booster? (2nd)</b>	10	SS 2.17 D, 2.18 B, 2.19; Math 2.3 C; LA 2.1 C-D, 2.4 C, Health 2.2 B - C, 2.3 A
<b>Mónica y Martín, Better in the Back Seat (2nd)</b>	13	ELAR Health 2.3A, 2.5C; Math 2.3B, 2.12D; SS 2.19A, 2.28A, 2.30A
<b>I Spy Map (K-3)</b>	15	<b>Kindergarten TEKS:</b> 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. <b>First Grade TEKS:</b> SS 1.5A, 1.11A, 1.11B; ELAR 1.19A; Health-1.2B, 1.2F, 1.2G. <b>Second Grade TEKS:</b> SS 2.5A, 2.11A, 2.18B, 2.19B; ELAR 2.20A; Health 2.2B, 2.2C, 2.3A. 2.5C. <b>Third Grade TEKS:</b> SS 3.5C, 3.17E; ELAR 3.20C; Health 3.2A, 3.2E, 3.6D
<b>Safety Match-Up (K-3)</b>	20	<b>Kindergarten TEKS:</b> SS K.14C; ELAR K.22A, K.23A; Health K.2A, K.2B, K.2D, K.2E. <b>First Grade TEKS:</b> SS 1.17C; ELAR 1.28A; Health 1.2B, 1.2F, 1.2G. <b>Second Grade TEKS:</b> SS 2.18D; ELAR 2.30A; Health-2.2B, 2.2C, 2.3A. 2.5C. <b>Third Grade TEKS:</b> SS 3.17B; ELAR 3.29A, 3.29B; Health 3.2A, 3.2E, 3.6D



 **RIVING**

 **on the  
RIGHT**

 **IDE**

 **of the  
ROAD**

# Traffic Safety Activities & Games

Denise Baxindine, Curriculum Consultant, Austin, Texas

Molly Powers, Curriculum Consultant, Austin, Texas

## TRAFFIC SAFETY ACTIVITIES & GAMES

You should have:

### **Be Safe (i.e., Bingo)**

- Teacher Lesson Plan
- Student Directions
- Be Safe Game Board 4x4 (Easy)
- Be Safe Game Board 5x5 (Medium)
- Be Safe Game Board 6x6 (Hard)
- Be Safe Signs 4x4 (Easy)
- Be Safe Signs 5x5 (Medium)
- Be Safe Signs 6x6 (Hard)
- Ways to Win Be Safe worksheet 4x4 (Easy)
- Ways to Win Be Safe worksheet 5x5 (Medium)
- Ways to Win Be Safe worksheet 6x6 (Hard)

### **Traffic Signs Scavenger Hunt**

- Teacher Lesson Plan
- Traffic Signs Scavenger Hunt worksheet 3x3 (Easy)
- Traffic Signs Scavenger Hunt worksheet 6x6 (Hard)

### **Traffic Safety Seek & Find**

- Teacher Lesson Plan
- Traffic Safety Seek & Find worksheet
- Student Directions for Traffic Safety Seek & Find Extension
- Traffic Safety Seek & Find blank worksheet

### **Hit the Road (i.e., Go Fish)**

- Teacher Lesson Plan
- Student Directions
- Hit the Road Cards (We recommend copying and laminating the sets)

### **Dangerous Dan (i.e., Old Maid)**

- Teacher Lesson Plan
- Student Directions
- Dangerous Dan Cards (We recommend copying and laminating the sets)

### **TEKS Chart**



## BE SAFE (i.e., Bingo)

### Learning Objectives: Students will

1. Listen and follow directions.
2. Identify traffic safety signs.


**TEKS:** ELA 2.2 A-C, 5, 15 B; SS 2.17B  
See Traffic Safety Activities & Games  
TEKS Chart for all grade levels.

**Materials Needed:** Be Safe Game Board (one per student), Be Safe Signs (one per student), Ways to Win Be Safe worksheet (one per student), scissors, glue, and beans or coins for students to mark their game boards

### Teaching Strategy:

1. Determine which game board is appropriate for your students. There are three options (4x4, 5x5, or 6x6) with corresponding Be Safe Signs pages.
2. Tell students they are going to play a game similar to Bingo, but that this game is called Be Safe.
3. Explain to students that the purpose of the game is to not only have fun, but to also learn the traffic signs that help them to “be safe” when they are out-and-about.
4. Give each student a Be Safe Game Board, Safety Signs page, Ways to Win Be Safe worksheet, and beans or coins to mark game boards.
5. Make sure each student has a pair of scissors and access to glue.
6. Explain to students that everyone’s Be Safe Game Board should look a little different. Have them cut out images from the Be Safe Signs page and glue them into the squares on their game board. Students should mix up the images and glue them in whichever order they wish.
7. As the students are cutting and gluing, the teacher can also cut out the various images from the Be Safe Signs page and place them into something like a bowl from which to draw.

NOTE: Teachers may want to do this step ahead of time so they can assist students.

- 
8. Direct students to look at the Ways to Win worksheet. Tell them which type of game you will be playing this round. One suggestion is to start with an easier one such as the vertical win.
  9. Explain to students that if they win they are to call out “Be Safe!”
  10. Draw a traffic sign from the bowl one at a time. Each time, say the name of the sign, and hold it up so all students can see what it is or project the image using a document camera.
  11. Allow time for students to search and mark off game boards before drawing the next card.
  12. Continue drawing cards until a student calls out “Be Safe!”
  13. Check the student’s game board to ensure he/she has won. You can then continue the game by playing another version of Be Safe on the same card.

NOTE: You may want to have students place completed game boards in a page protector so that they may be used repeatedly, thereby eliminating Steps 4-6 in subsequent plays.

**Extension for Gifted/Talented:**

GT students can act as the teacher by leading a small group of students in playing Be Safe.

Additionally, to add complexity to the game, GT students could use the 4x4 game board with the 6x6 Be Safe Sign page.



### Directions for Be Safe

Cut out signs from the picture page and glue one picture inside each square on the Be Safe Game Board. You do not have to glue the pictures in the order that you cut them out. In fact, you should mix the pictures up so that your Be Safe Game Board is unique and different from your classmates' game boards.

Before you begin to play, your teacher will tell you what you need to do to win. Sometimes you need to get four in a row. Other times you need to fill the whole board. Sometimes you need to make a square on your grid. Pay attention to your teacher's directions so you know what you need to do to win. If you are playing without a teacher, the group must decide how to win before play begins.

Your teacher will call out a word and hold up the sign that goes with that word. If the sign matches a sign you glued onto your grid, put a penny (or whatever your teacher gave you to mark off your squares) on the sign to mark that it has been called.


The player who satisfies the requirements to win first should call out "Be Safe!"

The teacher will then check to make sure their pictures match those that have been called. If they match, that player wins.



# ACTÚA SEGURO TABLA DE JUEGO


# ACTÚA SEGURO TABLA DE JUEGO

# ACTÚA SEGURO TABLA DE JUEGO


# ACTÚA SEGURO SIGNOS

Pare



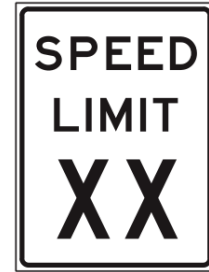
Ceda el paso



Aeropuerto



Velocidad máxima permitida



Prohibido circular bicicletas



Estacionamiento para discapacitados



Zona escolar



Se usará grúa



Biblioteca pública



Prohibida circular vehículos carga



Hospital



Zona de obras (hombres trabajando)



Área de descanso



Sitio histórica



Cruce de ferrocarril



Presencia de animales



# ACTÚA SEGURO SIGNOS

Para



Ceda el paso



Velocidad máxima permitida



Velocidad nocturna máxima permitida



Prohibido girar a la derecha



Prohibido circular bicicletas



Estacionamiento para discapacitados



Se usará grúa



Prohibido estacionar



Prohibido solicitar aventón



Biblioteca pública



Prohibido circular vehículos de carga



Cruce de ferrocarril



Presencia de animales



Área de descanso



Sitio histórico



Hospital



Basurero



Aeropuerto



Bienvenidos a Texas



Información



Zona de obras (hombres trabajado)



Ruta de evacuación de huracanes



Zona escolar





# ACTÚA SEGURO SIGNOS



Exclusivo ciclistas



Exclusivo transporte colectivo



Prohibido adelantar



Prohibido entrar



Circulación en dirección contraria



Prohibido circular vehículos de carga



Prohibido circular bicicletas



Estacionamiento para discapacitados



Se usará grúa



Prohibido estacionar



Prohibido solicitar aventón



Proximidad a pare



Proximidad a loma



Advertencia de inundación



Cruce de ferrocarril



Presencia de animales



Precaución niños



Carretera



Bifurcación/intersección



Área de descanso



Sitio histórico



Hospital



Basurero



Aeropuerto



Biblioteca pública



Bienvenidos a Texas



Información



Zona de obras (hombres trabajando)



Ruta de evacuación de huracanes



Zona escolar



# MANERAS DE GANAR ACTUANDO SEGURO

**Diagonal:** Llena cuatro cuadros en una fila diagonal.

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**Tabla llena:** Llena todos los cuadros de la table Actúa Seguro.

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**Vertical:** Llena cualquier columna de arriba abajo.

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**Perímetro:** Llena todos los cuadros de alrededor de la tabla.

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**Horizontal:** Llena cualquier hilera de izquierda a derecha.

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**Forma una T:** Forma una T mayúscula en cualquier dirección de la table.

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# MANERAS DE GANAR ACTUANDO SEGURO

**Diagonal:** Llena cuatro cuadros en una fila diagonal.

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**Tabla llena:** Llena todos los cuadros de la table Actúa Seguro.

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•	•	•	•
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**Vertical:** Llena cualquier columna de arriba abajo.

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**Perímetro:** Llena todos los cuadros de alrededor de la tabla.

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**Horizontal:** Llena cualquier hilera de izquierda a derecha.

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**Forma una T:** Forma una T mayúscula en cualquier dirección de la table.

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# MANERAS DE GANAR ACTUANDO SEGURO

**Diagonal:** Llena cuatro cuadros en una fila diagonal.

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**Tabla llena:** Llena todos los cuadros de la table Actúa Seguro.

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**Vertical:** Llena cualquier columna de arriba abajo.

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**Perímetro:** Llena todos los cuadros de alrededor de la tabla.

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**Horizontal:** Llena cualquier hilera de izquierda a derecha.

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**Forma una T:** Forma una T mayúscula en cualquier dirección de la table.

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## TRAFFIC SIGNS SCAVENGER HUNT

### Learning Objectives: Students will

1. Identify common traffic signs.
2. Learn the purpose of each traffic sign.

**TEKS:** See Traffic Safety Activities & Games TEKS Chart for all grade levels.

**Materials Needed:** Traffic Signs Scavenger Hunt worksheet and pencil or pen

### Teaching Strategy:

1. Distribute Traffic Signs Scavenger Hunt to students.
2. Discuss the purpose of each sign.
3. Review the directions printed on the worksheet with students (Directions: During your drive, look for the following signs. When you see a sign, mark the matching box below by making a check mark in the box, or shading in the box) and answer any subsequent questions.
4. Assign Traffic Sign Scavenger Hunt for students to complete during their next car ride or bus trip.
5. After students complete the Traffic Sign Scavenger Hunt, make a class chart tallying which signs were seen most often.

NOTE: This activity may be given as a homework assignment or during the bus ride to a field lesson.


### Extension for Gifted/Talented:

Using the class tally chart data, GT students can create a traffic signs graph. Additionally, challenge GT students to create a safety poster using the sign they think is most important for children to know. Allow the students time to present their posters to the class and then display the posters. Finally, GT students can draw any additional signs not included in the Traffic Safety Scavenger Hunt on the back of their paper. Students should write the speculated purpose of the sign underneath each drawing.

You could also ask GT students to create a map of their route home and note the signs that they see along the way.




























# Búsqueda de Señales de Tránsito

Instrucciones: Durante tu paseo, busca las siguientes señales de tránsito. Cuando veas una señal, marca con una palomita o sombrea el cuadro que muestra la señal que encuentraste.

 <p>Circulación obligatoria</p>	 <p>Zona escolar</p>	 <p>Señal de velocidad máxima permitida</p>
 <p>Señalamiento de una calle</p>	 <p>Señal de pare</p>	 <p>Señal de zona escolar</p>
 <p>Señal de estacionamiento para discapacitados</p>	 <p>Señal de prohibido estacionar</p>	 <p>Señal de información</p>

# Búsqueda de Señales de Tránsito

**Instrucciones:** Durante tu paseo busca las siguientes señales de tránsito. Cuando veas una señal, marca con una palomita o sombrea el cuadro que muestra la señal que encuentres.

 <p>Señal de circulación obligatoria</p>	 <p>Señal de zona escolar</p>	 <p>Señal de velocidad máxima permitida</p>	 <p>Señal de circulación en dirección contraria</p>	 <p>Señal información de distinos y distancia</p>	 <p>Señal de calle sin salida</p>
 <p>Señalamiento de una calle</p>	 <p>Señal de pare</p>	 <p>Señal de zona escolar</p>	 <p>Señalamiento de cruce de peatones</p>	 <p>Señal de hospital</p>	 <p>Señal de continuo de frente o girar a la izquierda</p>
 <p>Señal de estacionamiento para discapitados</p>	 <p>Señal de prohibido estacionar</p>	 <p>Señal de información</p>	 <p>Señal de proximidad a curva</p>	 <p>Señal de prohibidos teléfonos celulares</p>	 <p>Señal de tránsito en cuatro direcciones</p>
 <p>Señal de prohibido entrar</p>	 <p>Señal de calle sin salida</p>	 <p>Señal de conserve su derecha</p>	 <p>Señal de proximidad a una obra</p>	 <p>Señal de salida</p>	 <p>Señal para girar a la izquierda</p>
 <p>Señal de salida únicamente</p>	 <p>Señal de intersección de dos o más vías</p>	 <p>Señal de pare aquí en semáforo rojo</p>	 <p>Señal de cruce de ferrocarril</p>	 <p>Señal de carretera</p>	 <p>Señal de ceda el paso</p>
 <p>Señal calzada dividida</p>	 <p>Señal de bifurcación/intersección</p>	 <p>Señal de carretera</p>	 <p>Señal de giros en distintas direcciones</p>	 <p>Señal de zona de obras</p>	 <p>Señal de ruta de evacuación de huracanes</p>

## TRAFFIC SAFETY SEEK & FIND

### Learning Objectives: Students will

1. Interact with safety terms by solving a word search.
2. Use safety terms to create a word search.

**TEKS:** See Traffic Safety Activities & Games TEKS Chart for all grade levels.

**Materials Needed:** Traffic Safety Word Search worksheet and pencil or pen

### Teaching Strategy:

1. Give each student a copy of the Traffic Safety Seek & Find worksheet.
2. Provide students with adequate time to complete the worksheet.
3. Supervise students and assist as needed.
4. Students who finish early may be given a copy of the Traffic Safety Seek & Find student directions and Traffic Safety Seek & Find blank worksheet.

### Extension for Gifted/Talented:

After completing their word search, challenge GT students to interact with the words at a higher level by creating a Traffic Safety Crossword Puzzle. If students are not familiar with this type of puzzle then provide them with a simple example and a brief description of how to create such a puzzle. Students may want to use word definitions as the clues.





**Directions for Traffic Safety Seek & Find Extension:**

1. Using the Traffic Safety materials, choose 15 safety words and write them in the list on the bottom of the page.
2. Copy the words into the boxes, one letter per square. Spread out the words.
3. Write some words up-and-down, some words side-to-side, and some words diagonally.
4. Fill in the empty spaces with random letters.
5. Give your word search to a friend to solve.

# Busca y Encuentra la Seguridad Vial

Instrucciones: Encuentra la lista de quince palabras escritas en la parte de abajo de esta página y luego busca las palabras en la cuadrícula. Haz un círculo alrededor de cada palabra o colorea cada palabra que encuentres. Las palabras están escondidas de arriba abajo, en diagonal, al derecho y al revés.

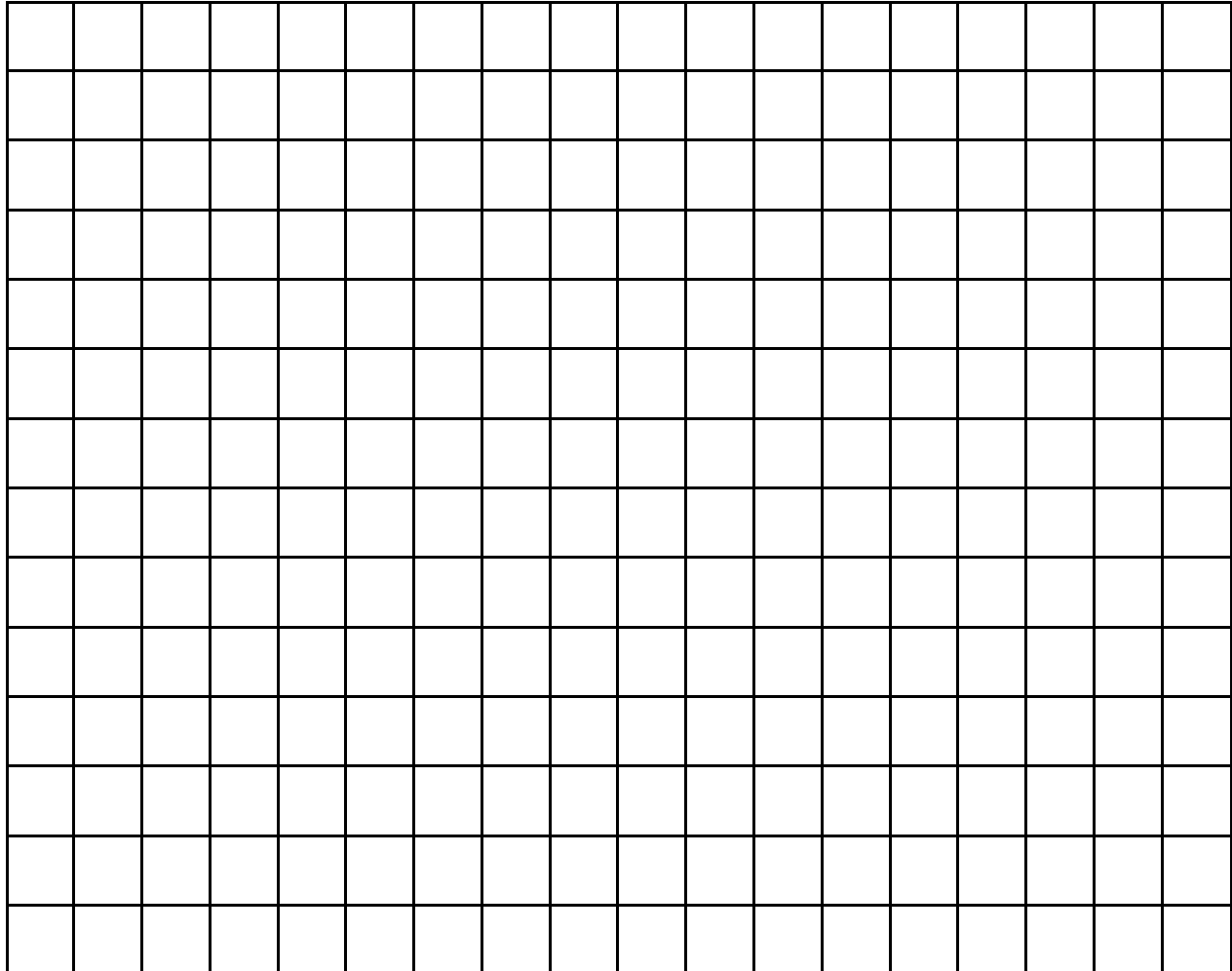
a	s	i	e	n	t	o	d	e	l	a	u	t	o	v	m	r	k
u	x	r	r	f	m	d	p	g	i	q	i	k	e	d	w	f	v
i	j	g	v	u	l	x	a	c	e	r	a	w	w	m	t	x	o
v	e	t	n	e	r	f	e	d	a	r	a	p	m	á	l	f	o
i	b	o	l	j	o	q	b	d	n	r	e	o	a	z	i	b	e
q	y	d	q	q	s	q	o	l	o	z	o	c	d	c	x	r	o
c	q	a	v	x	a	c	ñ	s	y	s	m	s	i	s	a	r	r
d	l	v	r	x	p	c	r	s	e	f	k	a	r	p	i	e	s
x	b	e	n	f	l	q	y	u	c	y	l	c	e	o	p	f	a
á	n	l	c	a	e	p	u	r	c	d	e	d	k	r	e	l	q
e	n	e	z	r	a	y	p	n	e	e	l	l	t	e	f	e	m
x	c	o	w	g	d	y	p	p	o	a	r	f	k	b	w	c	z
h	s	t	w	s	e	r	o	r	ñ	o	s	o	j	m	z	t	e
g	b	n	i	n	c	l	c	e	w	q	x	x	l	o	t	o	y
h	q	e	c	e	i	t	s	u	v	b	f	e	s	b	a	r	x
r	w	í	t	c	c	s	j	k	i	d	l	u	y	y	x	e	x
j	v	s	í	s	s	a	r	e	l	l	i	d	o	r	t	s	x
f	a	a	r	g	x	w	c	j	u	e	z	l	c	m	d	o	f

**Palabras:**

- |                    |                     |                        |
|--------------------|---------------------|------------------------|
| 1. Leyes           | 6. Señal de pare    | 11. Bombero            |
| 2. Asiento elevado | 7. Ceda el paso     | 12. Oficial de policía |
| 3. Casco           | 8. Asiento del auto | 13. Juez               |
| 4. Rodilleras      | 9. Acera            | 14. Lámpara de frente  |
| 5. Reflectores     | 10. Crucero         |                        |

# Busca y Encuentra la Seguridad Vial

Instrucciones: Encuentra la lista de quince palabras escritas en la parte de abajo de esta página y luego busca las palabras en la cuadrícula. Haz un círculo alrededor de cada palabra o colorea cada palabra que encuentres. Las palabras están escondidas de arriba abajo, en diagonal, al derecho y al revés.



## Palabras:

- |    |     |     |
|----|-----|-----|
| 1. | 6.  | 11. |
| 2. | 7.  | 12. |
| 3. | 8.  | 13. |
| 4. | 9.  | 14. |
| 5. | 10. | 15. |

## HIT THE ROAD (i.e., Go Fish)

### Learning Objectives: Students will

1. Identify traffic safety signs.
2. Follow written directions.

**TEKS:** See Traffic Safety Activities & Games TEKS Chart for all grade levels.

**Materials Needed:** Hit the Road cards, Hit the Road written directions

### Teaching Strategy:

1. Tell students they are going to play a game similar to Go Fish, but that this game is called Hit the Road.
2. Explain to students that the purpose of the game is to not only have fun, but also to learn the traffic signs that help them to be safe when they are out-and-about.
3. Review the written directions to Hit the Road with the whole class.
4. If this is the first time the class is playing, select four volunteers who know how to play Go Fish to model the game for the class. Instead of saying, "Go Fish," however, students will say, "Hit the Road."
5. Have students split up into groups of 2 to 4 players.
6. Give each group of students a copy of the written directions and a deck of Hit the Road cards.
7. Allow students to play and monitor the class as necessary.

**NOTE:** Laminate the cards, if possible, before students use them so they may be used repeatedly as an independent center.

### Extension for Gifted/Talented:

GT students can be told to use the deck of cards to create an original game. Have students write out step-by-step directions for their new game and then allow them to teach a small group of students how to play.

As an additional writing activity for GT students, take away the copy of written directions for Hit the Road and challenge students to write their own directions as clearly and concisely as possible.



## **Directions for Hit the Road for 2 to 4 players**

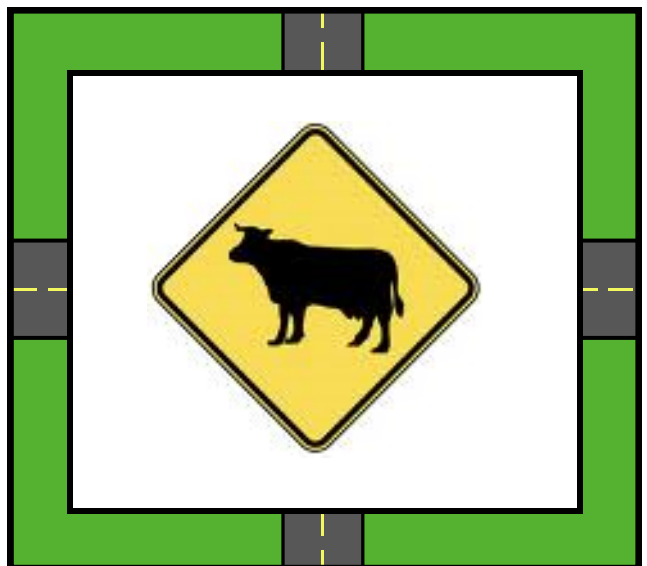
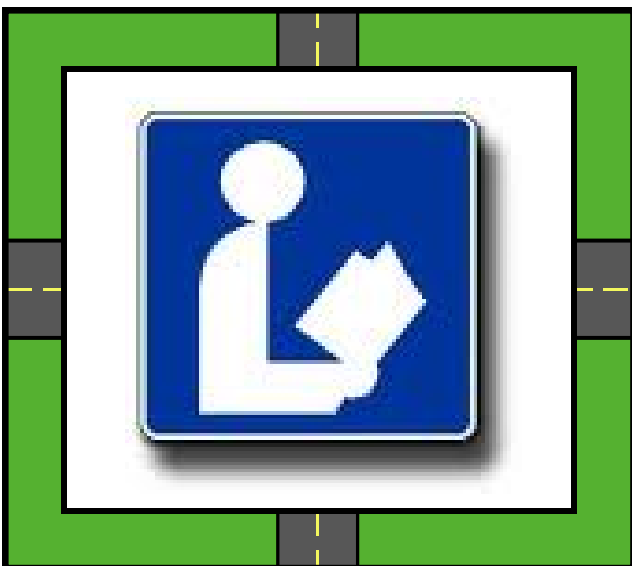
The object of the game is to be the first player to find matches for all of your cards so that you don't have any cards left.

1. Shuffle or mix up the cards.
2. Deal the cards – this means pass out the cards one at a time to each player. Each player gets five cards. The remaining cards go in a pile in the middle face down. This pile is the draw deck from which all players pick cards.
3. Each player puts down any matches face up from their set of cards.
4. The player with the least amount of letters in his or her last name goes first by asking any other player for a specific traffic sign card.
5. If the other player has the card, he or she must give it to the player who asked. In this case, the player who receives the card puts down a match face up in front of him or her. Then he or she gets to go again by asking another player for a specific traffic sign card.
6. The player keeps going until he or she asks for a card that the other player does not have. When this happens, the other player tells the player who asked for the traffic sign to “Hit the Road.” The player who asked then picks a card from the draw deck. If the card picked matches a card in the player's hand, he or she should put down the match face up in front of him or her.
7. After the previous player draws from the deck and puts down any matches, it is the next player's turn. The next player is the player to the left (clockwise) of the player who just finished his or her turn.
8. The next player follows the same directions as the first player (see steps 4 to 6).
9. Continue play until someone runs out of cards by finding matches for all his or her cards. This player is the winner.
10. After the game is over, clean up the cards. Make sure each card has a match, put a rubber band around the cards, and return the cards to the place they belong.


## Clave para Cartas Aprende la Calle

Alto / <i>Stop</i>	La señal de alto te indica que debes parar.
Ceda el Paso / <i>Yield</i>	La señal de ceda el paso te dirige a bajar la velocidad y esperar que pae el tránsito.
Aeropuerto / <i>Airport</i>	La señal del aeropuerto te muestra el camino hacia el aeropuerto.
Límite de Velocidad / <i>Speed Limit</i>	La señal del límite de velocidad te indica la velocidad máxima en la que puedes manejar seguramente en ese camino.
Prohibido la Bicicletas / <i>No Bicycles</i>	La señal de prohibidas las bicicletas te dice que por ese camino no se permiten andar en bicicleta.
Estacionamiento para Discapacitados/Minusválidos / <i>Disabled Parking</i>	La señal de estacionamiento para minusválidos te informa que ese sitio está reservado para personas con discapacidades.
Zona escolar / <i>School Zone</i>	La señal de zona escolar significa que estás cerca de una escuela.
Usará Grúa / <i>Tow Away Zone</i>	La señal de se usará grúa significa que tu auto será remolcado.
Biblioteca Publica / <i>Library</i>	La señal de biblioteca te muestra que hay una biblioteca pública cercana.
Prohibidos los Vehículos / <i>Vehicles Prohibited</i>	La señal de prohibidos los vehículos.
Prohibido Circular Vehículos de Carga / <i>No Trucks</i>	De carga pesada te dice que por ese camino no se permiten los camiones de carga pesada.
Hospital / <i>Hospital Sign</i>	La señal de hospital te dirige a un hospital cercano.
Zona de Obras / <i>Work Zone</i>	La señal de zona de obras te dice que tengas cuidado porque puede ser que en ese camino haya trbajadores.
Desanso / <i>Picnic</i>	La señal de descanso te muestra que hay un lugar de descanso cercano.
Sitio Histórico / <i>Historical Marker</i>	La señal de sitio hisórico te da información sobre la historia de esa zona.
Cruce de Ferrocarrill / <i>Railroad Crossing</i>	La señal de cruce de ferrocarril te alerta que por las vías podría venir un tren.
Presencia de Animales / <i>Livestock</i>	La señal de presencia de animales te advierte que el ganado pudiera cruzando por el camino.

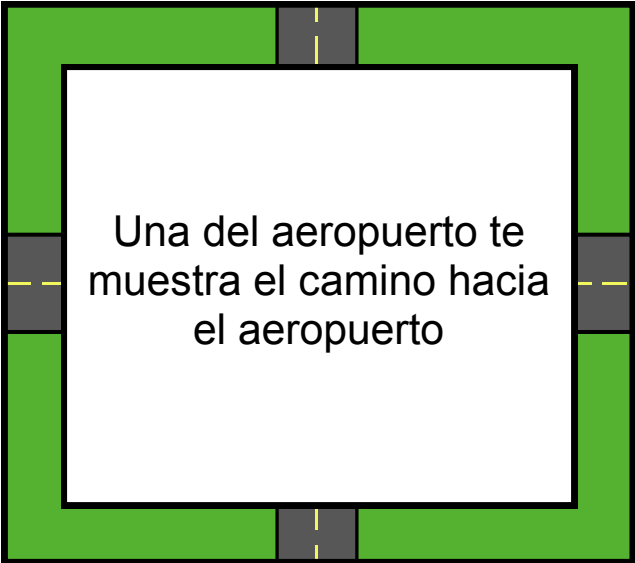
Cartas Aprende la Calle




## Cartas Aprende la Calle



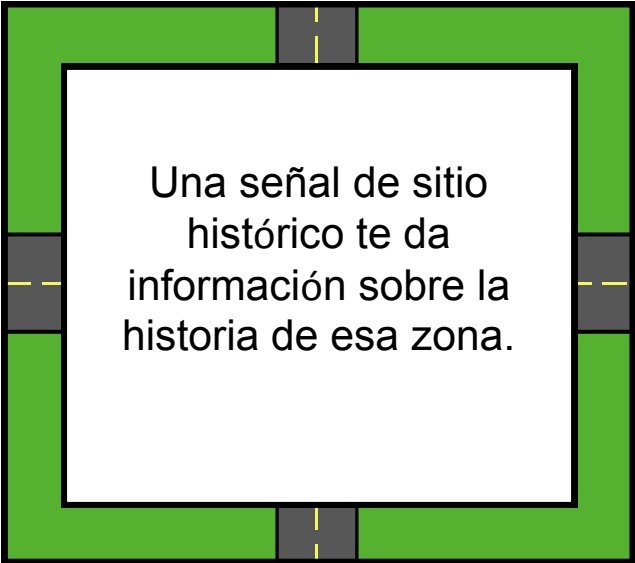
Una señal de estacionamiento para minusválidos te informa que ese sitio está reservado para personas con discapacidades.



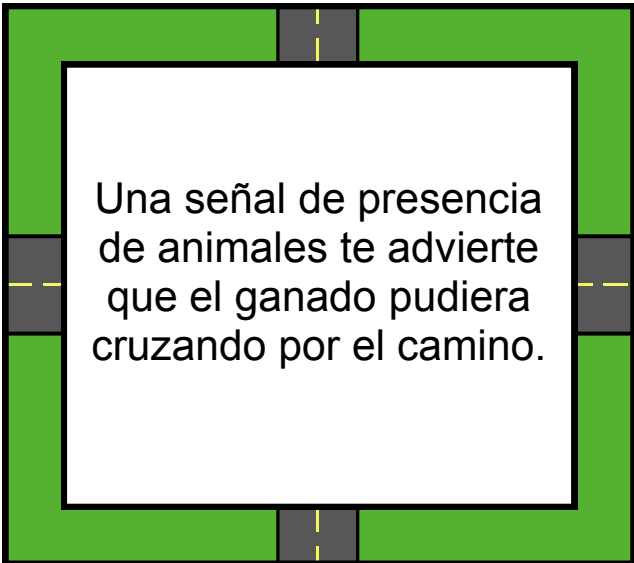
Una del aeropuerto te muestra el camino hacia el aeropuerto




Una señal de hospital te dirige a un hospital cercano.



Una señal de sitio histórico te da información sobre la historia de esa zona.



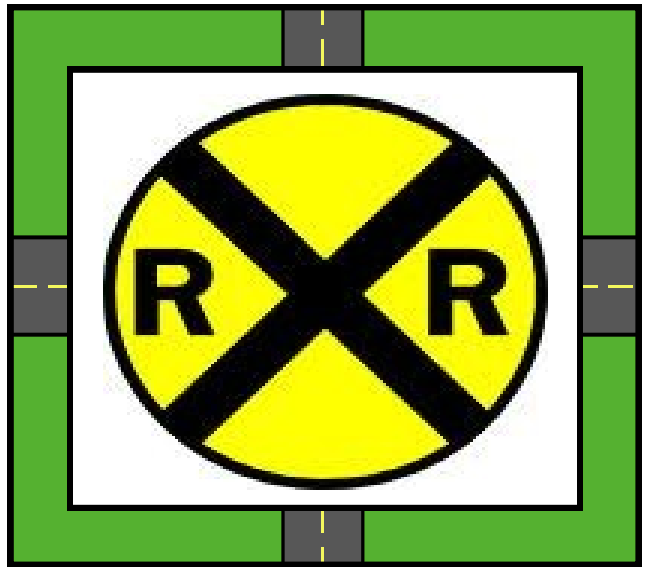
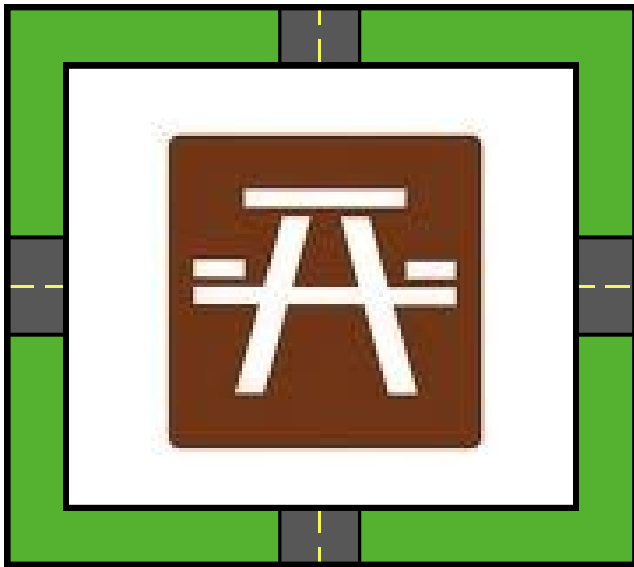
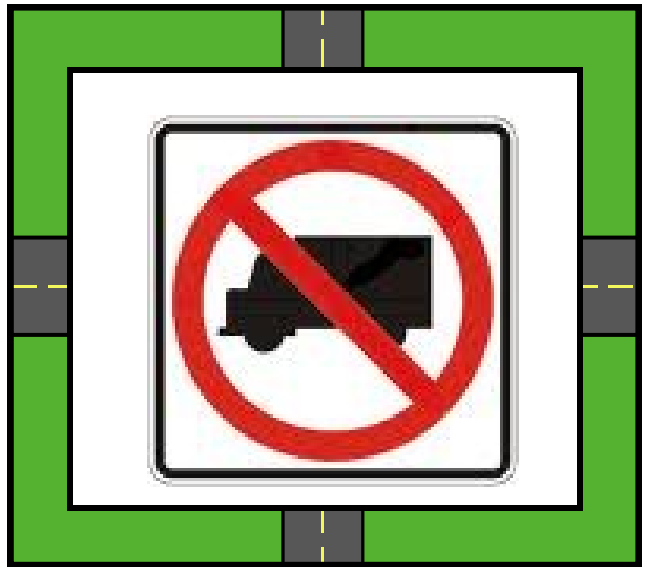
Una señal de presencia de animales te advierte que el ganado pudiera cruzando por el camino.



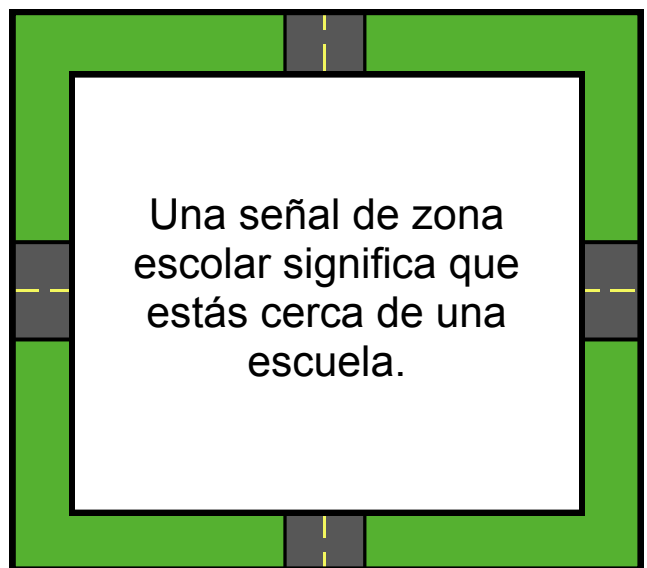
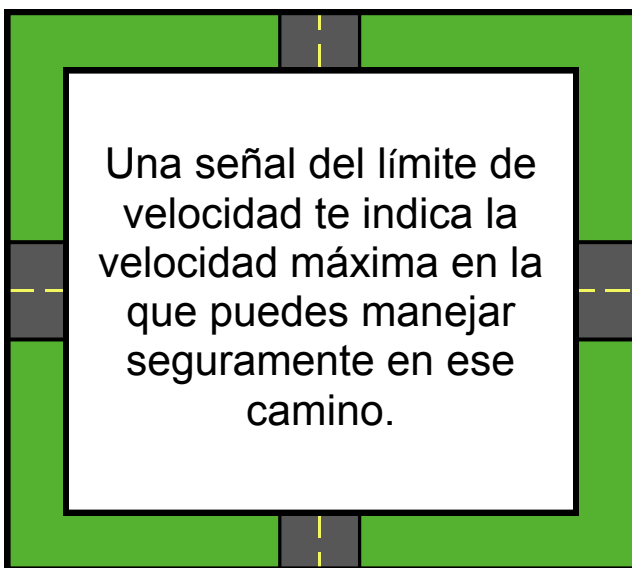
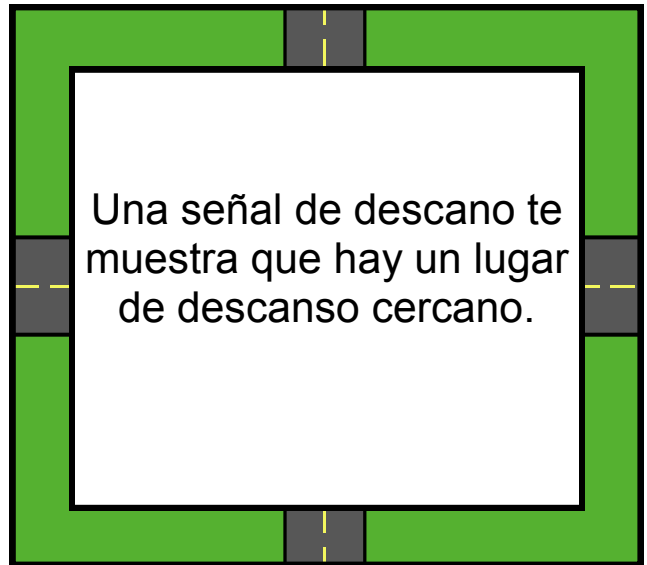
Una señal de biblioteca te muestra que hay una biblioteca pública cercana.



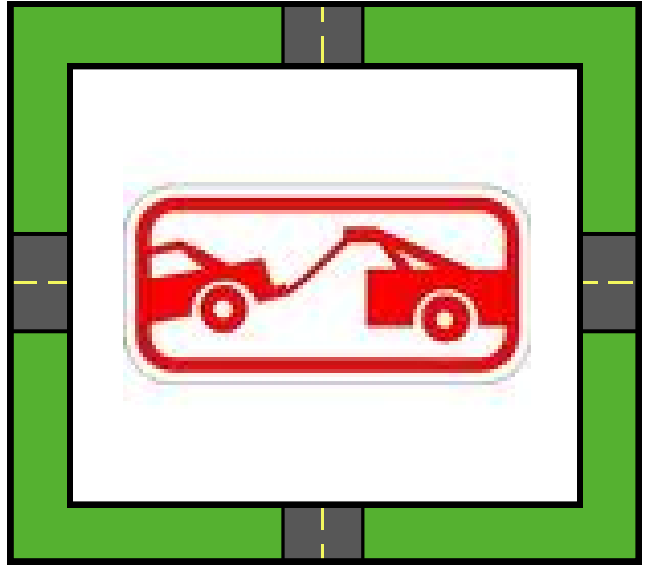
Cartas Aprende la Calle



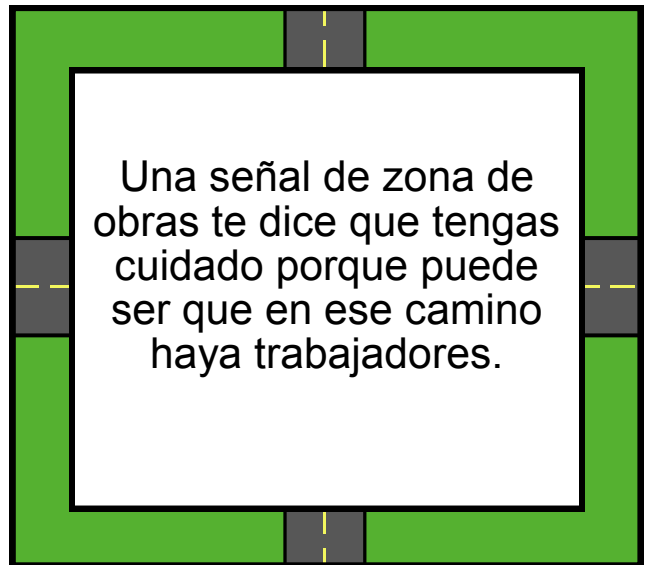
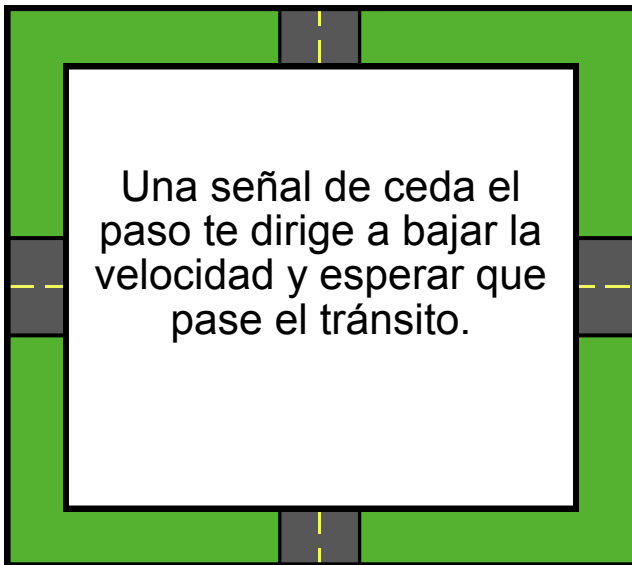
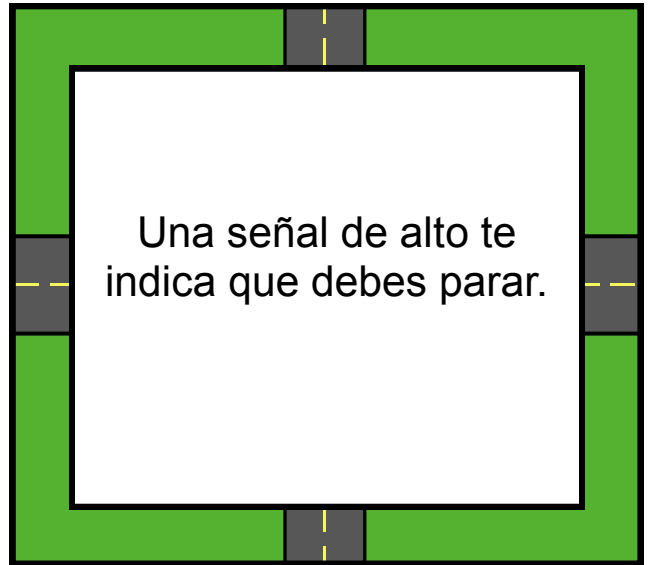
Cartas Aprende la Calle



Cartas Aprende la Calle



## Cartas Aprende la Calle



## **DANGEROUS DAN (i.e., Old Maid)**

### **Learning Objectives: Students will**

1. Identify community helpers.
2. Describe the role of community helpers.

**TEKS:** ELA K.23A; SS K.9A, K.9B, K.14C  
See Traffic Safety Activities & Games  
TEKS Chart for all grade levels.

**Materials Needed:** Dangerous Dan cards  
and Dangerous Dan written directions.

### **Teaching Strategy:**

1. Tell students they are going to play a game similar to Old Maid, but that this game is called Dangerous Dan.
2. Explain to students that the purpose of the game is to not only have fun, but also to learn about the role of community helpers and the role they play in our communities.
3. Review the written directions of Dangerous Dan with the whole class.
4. If this is the first time the class is playing, select four volunteers who know how to play Old Maid to model the game for the class.
5. Have students split up into groups of 2 to 4 players.
6. Give each group of students a copy of the written directions, and a deck of Dangerous Dan cards.
7. Allow students to play and monitor the class as necessary.

**NOTE:** Laminate the cards, if possible, before students use them so they may be used repeatedly as an independent center.

### **Extension for Gifted/Talented:**

GT students could take out Dangerous Dan and flip all the cards over to play Concentration or Memory. They would flip two over and if a match, take them out. Otherwise the student would turn them back over and try again. The game ends when all the pairs have been found.



## **Directions for Dangerous Dan for 2 to 4 players**

1. Shuffle or mix up the cards.
2. Deal all the cards – this means pass out the cards one at a time to each player until the whole deck of cards runs out.
3. The player with the least amount of letters in his or her last name goes first by putting up any cards that match face up.
4. Moving clockwise, each player puts down any matches. Be sure everyone holds their cards so no one else can see them.
5. Once each player has put down the cards that match, the first player picks a card from the player to his or her left. If the card matches a card he or she already has, the player puts down the match face up.
6. Continue moving clockwise allowing each player to take a turn by picking a card from the player to the left.
7. Continue picking cards and putting down matches.
8. The first player to run out of cards wins.
9. The player who is stuck with Dangerous Dan loses.
10. After the game is over, clean up the cards. Make sure each card has a match (except Dangerous Dan), put a rubber band around the cards, and return the cards to the place they belong.

## Clave para Cartas Pedro Peligro

Paola	Paramedico	Los paramedicos son personas que llevan a las personas al hospital cuando hay una emergencia.
Bety	Bombero	Los bomberos recatan a las personas de los incendios y de otras situaciones peligrosas.
Daniela	Doctora	Los doctores mantienen a las personas sanas y saludables.
Chabela	Chofer de Autobus	Los choferes de los autobuses manejan cuidadosamente para que los estudiantes lleguen a salvo.
Marcos	Maestro	Los maestros ayudan a los estudiantes a aprender y mantenerse a salvo.
Jacqueline	Jueza	Los jueces hacen decisiones acerca de las leyes.
Celeste	Ciudadana	Los ciudadanos obedecen las leyes para mantener a su comunidad segura.
Hector	Heroe	Los heroes arriesgan sus vidas para salvar a los demas.
Victor	Veterinario	Los veterinarios mantienen a los animales seguros y saludables.
Pablo	Oficial de la Policia	Los oficiales policiales aplican o hacen cumplir las leyes para que todos estemos seguros.
Tony	Trabajador de Caminos	Los trabajadores de caminos ayudan a que las calles y los caminos sean seguros.
Gerardo	Guardia de Cruceos	Los guardias de los cruceos ayudan a las personas a cruzar la calle de manera segura.
Pedro Peligro		Pedro Peligro pone su vida y la de los demas en peligro al no seguir leyes y reglas de seguridad.
Alfredo	Alguacil	Los alguaciles mantienen las cortes seguras.
Arturo	Abogado	Los abogados representan a la gente en la corte.

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**Primero**



Chabela Chofer de Autobús

**Le seguridad**

**Primero**



Celesta Ciudadana

**Le seguridad**

**Primero**



Gerardo Guardia de Cruceros

**Le seguridad**

**Primero**



Pedro Peligro

**Le seguridad**

**Primero**



Daniela Doctora

**Le seguridad**

**Primero**



Bety Bombera

**Le seguridad**

**PRIMERO**

Los ciudadanos obedecen las leyes para mantener a su comunidad segura.

**LE SEGURIDAD**

**PRIMERO**

Los choferes de los autobuses manejan cuidadosamente para que los estudiantes lleguen a salvo.

**LE SEGURIDAD**

**PRIMERO**

Pedro Peligro pone su vida y la de los demás en peligro al no seguir leyes y reglas de seguridad.

**LE SEGURIDAD**

**PRIMERO**

Los guardias de los cruceros ayudan a las personas a cruzar la calle de manera segura.

**LE SEGURIDAD**

**PRIMERO**

Los bomberos rescatan a las personas de los incendios y de otras situaciones peligrosas.

**LE SEGURIDAD**

**PRIMERO**

Los doctors mantienen a las personas sanas y saludables.

**LE SEGURIDAD**

**PRIMERO**



Héctor Héroe

**LE SEGURIDAD**

**PRIMERO**



Jacqueline Jueza

**LE SEGURIDAD**

**PRIMERO**



Pablo Oficial de Policía

**LE SEGURIDAD**

**PRIMERO**



Paula Paramédico

**LE SEGURIDAD**

**PRIMERO**



Tony Trabajador de Caminos

**LE SEGURIDAD**

**PRIMERO**



Marcos Maestro

**LE SEGURIDAD**

**PRIMERO**

Los jueces hacen decisiones acerca de las leyes.

**LE SEGURIDAD**

**PRIMERO**

Los heroes arriesgan sus vidas para salvar a los demas.

**LE SEGURIDAD**

**PRIMERO**

Los paramedicos son personas que llevan a las personas al hospital cuando hay una emergencia.

**LE SEGURIDAD**

**PRIMERO**

Los oficiales poliiales aplican o hacen cumplir las leyes para que todos estemos seguros.

**LE SEGURIDAD**

**PRIMERO**

Los maestros ayudan a los estudiantes a aprender y mantenerse a salvo.

**LE SEGURIDAD**

**PRIMERO**

Los trabajadores de caminos ayudan a que las calles y los caminos sean seguros.

**LE SEGURIDAD**





## TRAFFIC SAFETY ACTIVITIES & GAMES TEKS CHART

Activity or Game	ELA TEKS	Social Studies TEKS	Physical Education or Health TEKS
<b>Be Safe (i.e., Bingo)</b>	K.11B	K.15B	
	1.27B	1.17B; 1.17C	
	2.30A	2.17B	
	3.29B	3.17B	PE 3.5A
<b>Traffic Signs Scavenger Hunt</b>	K.11B	K.14B; K.15B	
	1.28A	1.17B	
	2.30A	2.17B	
	3.31A	3.17E	PE 3.5A
<b>Traffic Safety Seek &amp; Find</b>	K.15A	K.8B	Health K.2E
	1.3H	1.17B	Health 1.2A;
	2.2G	2.17B	PE 2.5B
		3.17B	PE 3.5B, C
<b>Hit the Road (i.e., Go Fish)</b>	K.11B	K.14B; K.15B	
	1.27B	1.17B	
	2.30A	2.17B	
	3.29B	3.17E	PE 3.5A
<b>Dangerous Dan (i.e., Old Maid)</b>	K.23A	K.9A; K.9B; K.14C	
	1.27B; 1.28A	1.12A; 1.12B	
	2.28A; 2.30A	2.11B	
	3.29A; 3.29B	3.9B	

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# About Driving on the Right Side of the Road

This publication is a part of the Driving on the Right Side of the Road (DRSR) program, developed by the Law-Related Education Department of the State Bar of Texas, Law Focused Education, Inc., and the Texas Municipal Courts Education Center with funding from the Texas Court of Criminal Appeals and the Texas Department of Transportation. These organizations are very concerned about traffic safety in Texas communities. Motor vehicle crashes are the leading cause of death for 15-20 year olds. Younger children are often hurt if they do not sit in a booster seat, wear their safety belt, do not obey traffic signals, or fail to wear protective equipment when bicycling or rollerblading. The purpose of the DRSR program is to offer a preventive educational program to encourage responsible decision-making when it comes to obeying traffic laws and to following safe practices.

The DRSR program has created a series of lessons for social studies classes at the elementary and secondary levels on citizenship education and traffic safety. The program is aligned with the TEKS (Texas Essential Knowledge and Skills), which all students are tested on in Texas public schools.

The lessons use interactive strategies and computer based learning to teach traffic safety while studying city, state, and national government, the three branches of government, and the responsibilities of citizenship. Elementary lessons also use traffic safety content to teach language arts and math skills.

Information sheets provide teachers with background information about traffic laws and municipal court. It is recommended that teachers contact local municipal judges, court support personnel, and city prosecutors and ask them to serve as resource persons in the classroom. Resource persons can bring the lessons alive by providing real life or hypothetical examples, accurate descriptions of what the law requires, and serve as positive role models for students.

We thank you for using these materials in your classrooms.

## For More Information:

[www.drsrc.info](http://www.drsrc.info)

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