

Lesson Format:

- **Review Expectations & Schedule** (1-2 minutes) Begin each lesson by reviewing the expectations for the lesson and the schedule. Utilize visuals, mini schedules, and other tools if needed to concretely communicate what is going to happen.
- **Review Core Concepts** (2-5 minutes) Review the anchor chart in detail. Discuss each type of transportation individually including the steps to take each form. Discuss the types of transportation that are available in your local community, including any that are not on the anchor chart (e.g., ferry, tram/streetcar). Review the rules on the bicycle safety chart. Bike safety may be more or less applicable for your local area or your students' lives. It is up to each teacher to determine how much time and emphasis is spent on bicycle safety. If working in a small group, incorporate turn-taking and peer interaction during this process.
- **Complete the Worksheet** (2-5 minutes) Have the student complete one worksheet (or more than one if appropriate for the student and your schedule/pacing). This can be done as a small group or done as independently as possible and then reviewed together after completion. Prompt the student to utilize the anchor chart for support instead of teacher-directed verbal prompts. Provide reinforcement and error correction as needed.
- **Extension Activities** (2-15 minutes) Following the worksheet, complete or discuss one of the hands-on extension activities focused on the core concepts in this unit. Incorporate following directions, social skills, and communication opportunities. See ideas for additional extension activities below.

Extension Activity Ideas:

- Have each student select a type of public transportation, write the steps for their choice, and illustrate a picture of their choice.
- Show the students rideshare apps and explain how it works.
- Take a field trip and utilize public transportation (if possible and appropriate for your learners).
- Look up the available community travel options in your community. Research prices, how to buy tickets, etc.
- Look at bus and train routes and schedules.
- Write the steps for each type of transportation on separate index cards. Have the students sequence the steps for each form.
- Using a navigation app, have students look up the different travel options and times for a specific location. Have the students answer comprehension questions related to each option.
- Show the students a picture of one of the forms of public transportation. Say a step to one of the forms or a ridiculous "step". Have the students give a thumbs up/down if the step you say is part of the form you showed.
- Paste a picture of each form on a separate index card. Say a step to one of the forms of transportation. Have the student point to the form(s) that apply to the step that you say.
- Show the students a picture of one of the forms of transportation. Have the students write all the steps to take that form of transportation.
- Have the students participate in mock scenarios where they are using forms of transportation. Have the scenarios include the steps on the anchor chart. To increase complexity, include scenarios where the students need to problem-solve or be good citizens.
- For a wide variety of transportation-related content in 3 differentiated levels, use this [Transportation Unit](#).
- Identify if there are any areas in your community that have dedicated bicycle lanes.
- Have the students choose a bicycle safety rule, write a sentence using the rule, and illustrate the rule.
- Use the unit's true/false questions verbally and have the students give a thumbs/up down if what you say about bicycle safety is correct or incorrect