

LESSON 5: Design Your Own Traffic Sign Game

LESSON OVERVIEW

In this lesson students will learn to recognize and understand traffic signs. Students will look at pictures of traffic signs and note what they see, think, and wonder about each sign. After using this framework to guide discussion, the class will review the meanings of various traffic signs and discuss how signs help pedestrians, bicyclists, and motorists. The class will review pedestrian safety and identify which traffic signs affect pedestrians. Students will read an informational passage about traffic signs, paying particular attention to identifying and understanding new vocabulary words. In pairs, students will design and play traffic sign games. The games will provide students with an opportunity to demonstrate their knowledge of different traffic signs.

OBJECTIVES

- Identify the meaning and importance of traffic signs.
- Understand how traffic signs affect pedestrian and bicycle safety.
- Identify and define unknown vocabulary words.

TOPIC

Pedestrian and Bicycle Safety

STANDARDS SUPPORTED IN THIS LESSON

Common Core State Standards for English Language Arts

Reading Standards for Informational Text

Grade Four

- **CCSS.ELA-Literacy.RI.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Grade Five

- **CCSS.ELA-Literacy.RI.5.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.

Speaking and Listening Standards

Grade Four

- **CCSS.ELA-Literacy.SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Grade Five

- **CCSS.ELA-Literacy.SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Language Standards

Grade Four

- **CCSS.ELA-Literacy.L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Grade Five

- **CCSS.ELA-Literacy.L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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California Health Education Content Standards

Injury Prevention and Safety – Grade Four

Standard 1: Essential Concepts

- 1.16.S: Identify ways to reduce risk of injuries from fires, around water, while riding a motor vehicle, as a pedestrian, on the playground, and from falls.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.4.S: Follow safety rules and laws at home, at school, and in the community.

National Health Education Standards for Grades Three to Five

Standard 1: Essential Health Concepts

- 1.5.4: Describe ways to prevent common childhood injuries and health problems.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.5.1: Identify responsible personal health behaviors.
- 7.5.2: Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3: Demonstrate a variety of behaviors to avoid or reduce health risks.

MATERIALS NEEDED

- Chart paper (3 pieces)
- *Traffic Signs* pages (1 per student)
- *Bicycle Safety Signs* page (1 per student)
- *What's the Big Deal About Traffic Signs* passage (1 per student)
- *Requirements for Traffic Sign Game* (1 per student)
- Blank white paper (available for use as needed)
- Scissors (available for use as needed)
- Index cards (available for use as needed)
- Assorted board game materials: dice, cardstock, spinners, etc. (optional)

PREPARATION ACTIVITIES

- Read over Teacher Supplemental Information (included at the end of this lesson).
- On the pieces of chart paper write “**See**,” “**Think**,” and “**Wonder**” (one word per chart paper).
- Make copies of *Traffic Signs* pages, *Bicycle Safety Signs* page, *What's the Big Deal About Traffic Signs* passage, and *Requirements for Traffic Sign Games* (1 per student).

STEPS FOR CLASSROOM ACTIVITY

See/Think/Wonder (15 minutes)

- Pass out the *Traffic Signs* and *Bicycle Safety Signs* pages. Give students a few minutes to look over the traffic signs on both pages. Tell students that they will be participating in a thinking routine called “See, Think, Wonder.”
- Ask students what they see. These should be straightforward observations without inferences. For example, students may share that they see some signs with words, some signs with symbols, and some signs with pictures. Write student responses on the chart paper labeled “**See**.”

PREPARATION TIME

10 minutes

ACTIVITY TIME

60 minutes

VOCABULARY

Crucial—Extremely important.

Merge—Come together.

Motorist—Someone who drives or travels in an automotive vehicle.

Pedestrian—A person traveling by foot on a roadway or sidewalk.

U-turn—A turn that completely reverses the direction of travel.

Yield—To slow an action for someone or something.

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- Now ask students what they think about the traffic signs. These responses should reflect students' thoughts and inferences about the traffic signs. For example, students may share that they think the "3 Tracks" sign refers to train tracks or that the "Emergency Parking Only" sign might appear in front of a hospital. Write student responses on the chart paper labeled "Think."
- Finally, ask students what they wonder about the traffic signs. These responses can include questions or information students would like to find out more about. For example, students may wonder what a "T intersection" is or what divided highways are. Write student responses on the chart paper labeled "Wonder."
- Briefly review the traffic signs that students had questions or misconceptions about. Use the *Teacher Supplemental Information* as necessary.

Pedestrian and Bicycle Safety (5 minutes)

- Ask students to think about how traffic signs help to keep pedestrians, bicyclists, and motorists safe. Ask, "How do traffic signs help pedestrians? How do traffic signs help bicyclists? How do traffic signs help motorists?" Explain that a bicyclist is considered a pedestrian when on sidewalks and considered a motorist when on roadways.
- Ask, "What if there were no stop signs? How would pedestrians, bicyclists, and motorists be affected?" Take several student responses.
- Have students circle the traffic signs that they think are the most helpful to pedestrians. Ask students to share several of their answers with the class.
- Ask students to share what they notice about the bicycle safety signs.
- Traffic signs help to keep pedestrians and bicyclists safe, but knowing the rules of the road is not the only way to stay safe. Ask, "What other ways can pedestrians and bicyclists stay safe?" Explain that bicyclists need proper training and supervision when learning to ride their bicycles. Pedestrians and bicyclists should be supervised when they are learning how to walk or bicycle on the road. As pedestrians and bicyclists learn about safely walking and bicycling, they should also learn about the rules of the road.

Traffic Signs: Text and Vocabulary (10 minutes)

- Pass out the *What's the Big Deal About Traffic Signs?* passage to each student. Tell students that they are going to read the passage independently. While they read, students should pay extra attention to challenging vocabulary words. Tell students to circle words when they're not sure of the word's meaning.
- When everyone has finished reading, have students share the words they circled. Make sure to review and discuss the definitions in the "Vocabulary" section of this lesson.

Traffic Sign Games (25 minutes)

- Pass out *Requirements for Traffic Sign Games*. Tell students that they will be working in pairs to design games about traffic signs.
- Introduce the materials that will be available to students. Tell them they can create a card game, a board game, or a sports game. Review the *Requirements for Traffic Sign Games*.
- Tell students that they will not have long to create their game, so they need to come up with and execute their ideas quickly. (Alternatively, you can make the game creation a multi-day activity).

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- Possible game ideas include traffic sign concentration, traffic sign go fish, traffic sign charades, etc. In order to encourage creativity, you may want to hold off on sharing specific ideas with the class.
- Assign partners and circulate around the room as the pairs work. When students finish, have them play their game. If there is enough time, have pairs get together with another pair. Instruct each pair to explain the rules of their game to each other and give the pairs time to play each other's games. If there is not enough time for students to play each other's games, designate another time when the game could be available to play.

Reflection: I Used to Think _____, Now I Think _____ (5 minutes)

- At the end of class, have students use the sentence frame "I used to think _____. Now I think _____" to share what they learned about traffic signs.
- Depending on time constraints, you can have students share their reflections in pairs, write down their reflections, or share their reflections with the whole class.

Ideas for Extending the Lesson

- Take the class on a walk around the neighborhood. Have them bring their *Traffic Signs* pages and take notes on which traffic signs they see. After the walk, have students make their own traffic signs to display around the school and neighborhood.
- As homework, have students assess the traffic signs they see in their neighborhood. Send home the *Traffic Signs* pages for students to take notes on. Ask students to write a short paragraph describing the traffic signs they saw in their neighborhood and assessing the effectiveness of the signs (e.g., Did they seem to be working? Were pedestrians, bicyclists, and motorists following the signs? Were more signs needed?).
- Have the class design a "Safetyville" at school, including streets, crosswalks, intersections, etc. Have students make traffic signs to display in Safetyville. As students walk through Safetyville, they can physically practice the correct behaviors that the traffic signs communicate.
- Share and access videos and resources about pedestrian safety:
<http://www.pedbikeinfo.org/pedsaferjourney>



Valeria R., Palm Springs, California

Pedestrian Signal Lights

Pedestrian signals show words or pictures similar to the following examples:



"Walk" or "Walking Person" signal light means it is legal to cross the street.



"Do not Walk" or "Raised Hand" signal light means you may not start crossing the street. Flashing "Do not Walk" or Flashing "Raised Hand" signal light means do not start crossing the street because the traffic signal is about to change. If the signal light starts flashing after you have already started to cross, finish crossing the street walking as quickly and carefully as possible.

Countdown signals indicate how many seconds remain for crossing. These signals allow pedestrians the flexibility to speed up if the crossing phase is about to expire.

Some signals may provide a beeping or chirping sound or a verbal message. These signals are designed to help visually impaired pedestrians cross the street.

At many traffic signals, you need to push the pedestrian push button to activate the "Walk" or "Walking Person" signal light. If there are no pedestrian signals, obey the traffic signal lights.

Traffic Signs

The shape and color of a sign gives you a clue about the information contained on the sign. Here are the common shapes used:



An eight-sided red STOP sign means you must make a full "STOP" whenever you see this sign. Stop at the white limit line (a wide white line painted on the street) or before entering the crosswalk. If a limit line or crosswalk is not painted on the street, stop before entering the intersection. Check traffic in all directions before proceeding.

A three-sided red YIELD sign means you must slow down and be ready to stop, if necessary, to let any pedestrians, bicyclists, or vehicles pass before you proceed.



A square red and white regulatory sign means you must follow the sign's instruction. For example, the DO NOT ENTER sign means do not enter a road or off ramp where the sign is posted, usually on a freeway off ramp. The WRONG WAY sign may or may not be posted with the DO NOT ENTER sign. If you see one or both of these signs, ride to the side of the road and stop. You are going against traffic. When safe, turn around and return to the road you were on. At night if you are going the wrong way, the road reflectors will shine red in your headlamp.



If a sign has a red circle with a red line through it, it always means "NO." The picture inside the circle shows what you can not do. The sign may be shown with or without words. This sign means drivers can not make a U-turn.



A yellow and black circular sign means you are approaching a railroad crossing.



X-shaped signs with a white background that state RAILROAD CROSSING indicate that you must look, listen, slow down, and prepare to stop, if necessary. Let any trains pass before you proceed.



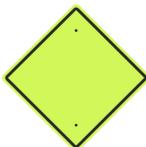
Five-sided signs mean you are near a school. Stop if children and/or adults are in the crosswalk.



A four-sided diamond-shaped sign warns you of specific road conditions and dangers ahead. Many warning signs are diamond-shaped.



A white rectangular sign means you must obey important rules.



Some warning signs have a fluorescent yellow-green background. These signs warn of conditions related to pedestrians, bicyclists, schools, playgrounds, school buses, and school passenger loading zones. Obey all warning signs regardless of their shape.



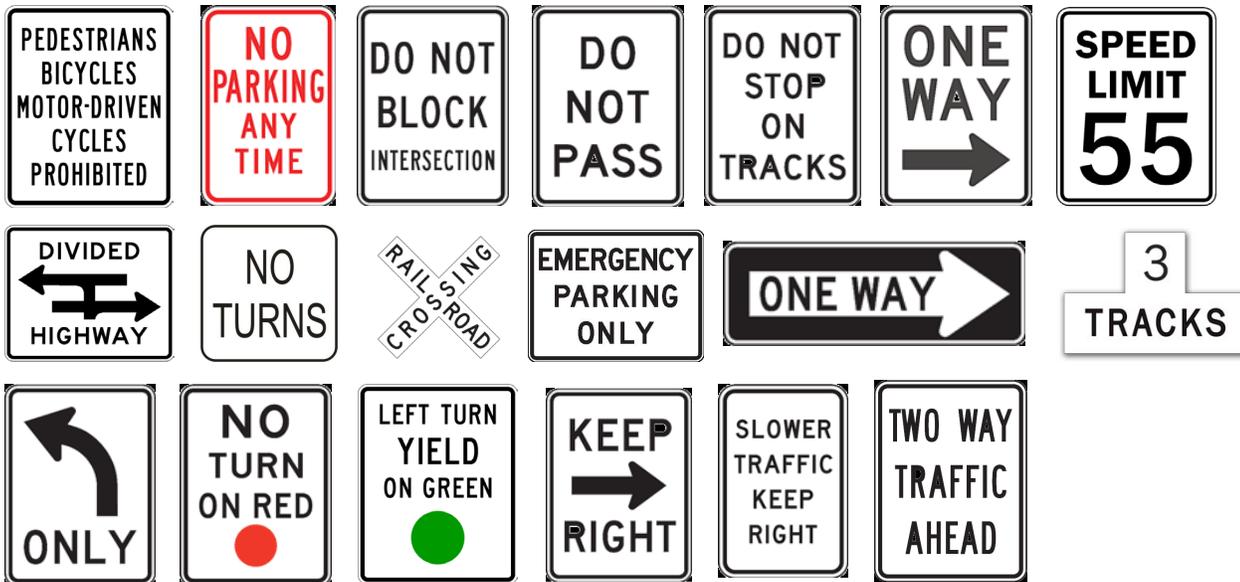
Sharrows are used to indicate lanes that bicyclists are lawfully allowed to occupy. They both remind bicyclists and alert motorists.

Red and White Regulatory Signs



No U-Turn No Left Turn No Right Turn

White Regulatory Signs



Highway Construction and Maintenance Signs



Guide Signs



Hazardous Loads Placards



Slow Moving Vehicle



Warning Signs



Slippery When Wet



Merging Traffic



Divided Highway



Directional Arrow



Sharp Turn



Two Way Traffic



Lane Ends



Reverse Turn



End Divided Highway



Traffic Signal Ahead



Pedestrian Crossing



Winding Road



Added Lane



Crossroad



Stop Ahead



"T" Intersection



Yield Ahead



Curve

Pedestrian Signal Lights





When walking, bicycling, or being driven around your neighborhood, you probably see all sorts of traffic signs. Maybe you do not even notice them because you pass by them so often. Next time you're out and about, pay extra attention to the traffic signs that you see. Traffic signs are important because they give crucial information to pedestrians, bicyclists, and motorists.

Traffic signs communicate important rules of the road to pedestrians, bicyclists, and motorists. As pedestrians walk, traffic signs tell them when and where it is safe to cross the street. By reading traffic signs pedestrians can learn how bicyclists and motorists are expected to drive and can learn what to expect as they walk.

Some traffic signs tell bicyclists and motorists how to act on the road. They alert bicyclists and motorists to upcoming situations. For example, some signs might tell bicyclists and motorists to yield and let other bicyclists and motorists go first. Other signs might tell bicyclists and motorists that their lane may be merging with another lane. More signs might tell bicyclists and motorists that a street is a dead end, that it is okay to make a u-turn, or that a winding road is ahead. Traffic signs help to keep everyone safe!

As you construct your traffic sign game, keep in mind the following guidelines.

- Game must allow players to demonstrate their knowledge of traffic signs.
- Game must include at least ten different traffic signs.
- Traffic signs must be helpful to pedestrians, bicyclists, and motorists.
- Game must be able to be played by two to four people.