



PUBLIC TRANSPORTATION

Lesson Length: 1 hour + Extension Activities

Vocabulary & Expressions: Words and phrases related to directions and public transportation; commands for following directions

Language/Culture Point: Sequencing words

Objective: Students will be able to understand directions for getting around town.

Materials: Overhead projector, map of the local public transportation system, red/green/yellow Signal Cards, cut-up sequencing words, cut-up sentence strips, *computer lab, internet connection*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Overhead projector - Map of the local public transportation system	- Authentic Materials

TEACHING ACTIVITY

1. Project a large map of the city’s public transportation system and give each student a copy.
2. Ask students to point out on the big projected map where they live, where they work, and where the class is. Ask, “How do you get to work? Do you take a car? Do you take a bus? Do you take the subway?” Find out how many of your students are familiar with public transportation.
3. Have students circle their homes on the map to see if they live close to each other. Point out how many live north/south/east/west.



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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none">- Overhead projector- Map of the local public transportation system	<ul style="list-style-type: none">- Authentic Materials- Think Aloud

TEACHING ACTIVITY

1. Label the map to mark places you and your students are familiar with (e.g., the location of your class, the library, the mall, the park, the grocery store). Have the students label these on their maps, too.
2. Imagine you plan to take public transportation to get around next week. Use Think Aloud to show your students the process of using the local system. Your presentation should include sequencing words, such as: first, next, then, and finally. For example:
Next week I will try to take the bus to __. Let me see, first I need to check what bus goes from my house to ___...

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none">- Overhead projector- Map of the local public transportation system- Red, green, and yellow Signal Cards	<ul style="list-style-type: none">- True/False Quiz- Signal Cards

TEACHING ACTIVITY

1. Make true and false statements about your presentation to check students' comprehension. For example:
The library is south of my house.
My house is east of the mall.
I take route 1 to get from my house to the library.
Allow students to refer to their maps before answering with True/False/I don't know.



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STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none">- Overhead projector- Map of the local public transportation system	<ul style="list-style-type: none">- Authentic Materials

TEACHING ACTIVITY

1. Tell students that today you are going to practice giving people directions to get around town.
2. Using the projected map, narrate directions on how to use the public transportation system to get to class from your house. Write down each step. Model how to give the directions aloud. Be sure to include sequencing words.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none">- Overhead projector- Map of the local public transportation system	<ul style="list-style-type: none">- Authentic Materials

TEACHING ACTIVITY

1. Ask a student to come up and show where his/her house is circled on the map.
2. Ask the class, "How can I get from his/her house to the library?" Have them take you through the directions step-by-step. Write down each step. Highlight key phrases, such as:
 - Take (the #2 bus).
 - Get on (at the corner of...).
 - Get off (at Terry St.).
 - Change buses at __.
 - Walk (two blocks/up the street).
 - Turn (right on __).
 - Go (straight/one block).



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STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	<ul style="list-style-type: none">- Overhead projector- Map of the local public transportation system	<ul style="list-style-type: none">- Authentic Materials

TEACHING ACTIVITY

1. Have the students get into small groups. Each group should have a map of the public transportation system. Students should work within their groups to figure out how they would use the system to get from their houses to the library, class, or work. If necessary, have students write down their own directions.
2. Have students pair up with a person that wasn't in their group. Each pair should have a map. One student should give the other directions for how to get from point A to point B using the public transportation system. The other student should follow the directions on the map and see if he/she gets to the right place.
3. Bring the class together. Have a student read you his/her directions. Follow along with your finger on the map, and see if you can follow the directions to the right place .

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes		

TEACHING ACTIVITY

1. Refer back to the directions on the board for how to get to class from your house. Highlight the sequencing words and phrases you used in your directions. For example:
 - First**, I walk north on your street. The bus stop is on the corner in front of the school.
 - Second**, I get on the #1 bus. I need to remember \$1.00 for bus fare!
 - Next**, I take the #1 bus North on Congress Avenue.
 - Then**, I get off the bus at the corner of Congress and Mary Road.
 - After that**, I go west on Mary Road for four blocks.
 - Finally**, the library is at the corner of Mary and 5th Street.



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STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none">- Overhead projector- Map of the local public transportation system- Cut up sequencing words- Cut up sentence strips	<ul style="list-style-type: none">- Authentic Materials- Sentence Strips

TEACHING ACTIVITY


1. Put students into groups and give each group a set of cut up sequencing words and a set of cut-up directions. The directions should involve using public transportation to get from class to a well-known place, such as a park, the mall, a popular landmark, etc.
2. As a class, determine what the first step is. Model how to match the sequencing word “first” to the appropriate step in the directions.
3. Allow the groups to work on their own to finish matching sequencing words and directions.



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EXTENSION ACTIVITIES: CALLING THE LOCAL PUBLIC TRANSPORTATION SYSTEM/MAPS ONLINE/LET'S MOVE!

Time Frame	Materials	Teaching Strategies
Varies	- Computer lab - Internet connection 	- TPR

TEACHING ACTIVITY #1

Have students call the local public transportation hotline and find out the route to a place of interest.

TEACHING ACTIVITY #2

Take students to a computer lab and show them how to use an online map application to find directions around town.

TEACHING ACTIVITY #3

1. Take students to a place with enough room to move around.
2. Do a TPR activity by calling out directions and having students respond by moving. For example:
 - Call out: "Take bus #3." [Students hold up 3 fingers.]
 - Call out: "Get on at State St." [Students step forward to mimic 'getting on.']
 - Call out: "Get off at 6th St." [Students step back to mimic 'getting off.']
 - Call out: "Turn right at __." [Students turn to the right.]