



Lesson Length: 1.25 hours

Vocabulary & Expressions: Map, bus route, north, south, east, west, bus terminal, landmark, giving directions using sequencing words

Language/Culture Point: Using landmarks to know where you are

Objective: Students will be able to use a bus map to get around town, and identify landmarks and destinations

Materials: CapMetro map, markers, red, green, and yellow Signal Cards

STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- CapMetro map - Markers	- Authentic Materials

TEACHING ACTIVITY

1. Provide each student with a Capital Metro Map. The map can be found at the Capital Metro Transit Store at 209 W 9th St, located at 9th and Lavaca in downtown Austin. You can also request that maps be mailed to you by calling the GO Line at 512-474-1200. An electronic copy can also be found at



https://www.capmetro.org/uploadedFiles/Capmetroorg/Schedules_and_Maps/System_Map.pdf

2. Ask students “What do you see on the map?” They might say “a map”, “roads”, “rails”, “busses”, etc.
3. Then ask the students “What do you think the different color lines mean?” After they answer, point to and say “Here is the legend. It tells us what each color means”. List the different lines the map has including: Local Bus Routes, Express Bus Routes, Commuter Bus Routes, and the Metro Rail.
4. Next, on your copy of the map, draw quadrants for north, south, east, west and a circle in the central area.
5. Tell the students “If you live in the north, raise your hand” and point to the northern



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quadrant. Then count the number of people who raised their hands and write the number down on the board.

6. Repeat this process for each remaining quadrant on the map.
7. Mark on the map the location of your class. Have students mark the location on their maps, too.

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- CapMetro map	- Authentic Materials - Chalk Talk

TEACHING ACTIVITY

1. Use the CapMetro Map and Chalk Talk to tell a story about a day where you have to go to different parts of town. As you tell the story, draw pictures and point to your locations on the Capital Metro Map to allow students to follow you visually. For example:

“After my class at ACC Riverside, I have to go to a different class at ACC Rio Grande downtown. First, I will go to the bus terminal in ACC. Then, I will take Bus 20 going north. I use the 1st Street bridge as a landmark. When I see the bridge, I know it’s time to pull the cord to let the bus driver know my stop is next. It’s at Lavaca and 4th Street. Then at this stop, I will transfer from Bus 20 to Bus 1 going north. I get off at Lavaca and 13th street.”

2. Repeat the story at least once.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	- Red, green, and yellow Signal Cards	- Signal Cards - True/False Quiz

TEACHING ACTIVITY

1. Ask students what words or phrases they heard. Draw attention to specific new vocabulary, “transferred, bus terminal, landmark”.



2. Write transfer on the board and explain that it means change buses.
3. Do a true/false activity using Signal Cards. Make true or false statements about the story in Step 2, and have students use Signal Cards to indicate True/False/I don't know. Several examples of true/false statements can be found below.

I took bus 20 going north (True)

In the story, HEB was used as a landmark (False.... It was the destination and not the landmark)

In the story, a bridge was my landmark (True)

I transferred from Bus 20 to 2 (False)

I pulled the cord to make the bus driver stop (True)

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5-10 minutes	- CapMetro map	- Authentic Materials - Think Aloud

TEACHING ACTIVITY

1. Model giving directions from your class to your home as a Think Aloud. Write down each step and say everything out loud. Point to the map at times to show streets, areas, etc. For example:

“I need to go to HEB on 7th street from my house on Montopolis. First, I will take Bus 4 going north. Then will get off at 7th street and Pleasant Valley.”

2. Write these sentence frames on the board:

“Get on/Take Bus ___”.

“Get off at ___”.

“Transfer from Bus __ to Bus __”

3. Complete the sentence frames using the example above.



STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- CapMetro	- Authentic Materials

TEACHING ACTIVITY

1. Ask for a student volunteer to show how they get from home to class using the vocabulary and sequencing words used throughout the lesson. Have them refer to the map and point to their starting point and destination.
2. Let the class help the student (by suggesting words, directions, etc).

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
20 minutes	- CapMetro map	- Authentic Materials

TEACHING ACTIVITY

1. Put students in pairs and have them write down and practice saying the directions from their home to class. Remind students of where their class is located on the map. Help students find their starting point if they have trouble finding it on their own.
2. As one student tells the other how to get from class to their home, the other student should follow along on the map to make sure they understand the instructions.
3. After students have practiced with each other, have a few students give you directions to their homes.
4. For advanced students or pairs who finish early, ask them to give directions from their home to a different place (work, the store, their children’s school, etc). They can also switch partners if there is time.



STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes		

TEACHING ACTIVITY

1. Ask your students who have ridden the bus, “When you’re on the bus, how do you know when your bus stop is near?” Elicit info about landmarks.
2. Review that landmark means a famous place or a place that’s easy to see (like the 1st street bridge or the church in the story)
3. Brainstorm with students about landmarks near their house, work, children’s school, or famous landmarks in Austin. Point to the map quadrants to have students list landmarks in that area.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- CapMetro map - Markers	- Authentic Materials

TEACHING ACTIVITY

1. Have the students use the maps you have given each of them to identify the route(s) they would take to get to class from their home. Give each student a marker so that they can highlight the route on their map.
2. Tape a blank map to the board.
3. Then, have each student use their marker to highlight the route they would take to get to class from their home. Have them use a star to identify their destination and write their first name next to the star.
4. Hang the finished map up on the wall. Revisit it periodically throughout the remaining transportation lessons, and any other time it may be relevant to class.