

DART Fixed Route Planning Lesson Plan**Week of:**

Teacher: _____ Grade Band: 12 ++ Setting:	Domain: # _____	Unit/Lesson Title: DART fixed route bus booklet Algebra: intercepting point
Students Being Taught This Lesson:		
IEP benchmarks being worked on (if applicable): All Students: DART Fixed Route Goal # 5. Student demonstrates the ability to utilize the bus schedule and accurately write down a bus plan to get to a particular location by a specific time		
ELF/Extended Standards:		
Essential Question(s): Where can I go on the DART Fixed Route Bus ? How do I get there from my house? How do I get there from Wesley College?		
Materials to be Prepared: Every student needs there DART schedule book DART schedule booklet, projected up on the SMART board Laminated placards (All bus numbers and the words: map, front, back)		
Learner Supports / Modifications: (List below by student or groups of students) Include: behavioral supports, R+, AT, AAC		
STUDENT 1: <ul style="list-style-type: none"> • _____ is new to our program, so requires individual prompts to complete each step, • She sits next to me so that I can point out the things we are doing in the schedule book 		
REMAINDER OF STUDENTS: <ul style="list-style-type: none"> • DAILY SCHEDULE: Prompts student to prepare for the activity • All students are requested to point to each item in their own booklets • Other students and staff are available to students to assist them as they need and request assistance 		
Vocabulary : <ul style="list-style-type: none"> * Map page Transit Center * Schedule pages Depart Transit Center * Front of the book, back of the book Arrive at Transit Center * Column Intersecting point * Row 		

List Procedure Below by Day: (include Mindset/Opening, Learning Activities, and Closing/Checkout – referring back to EQ)

- Students will bring everything they need: DART schedule book and pencil
- EQ: Where can I go on the DART Fixed Route Bus ?
SPEND AS MUCH TIME AS NEEDED ON EACH OF THE FOLLOWING AREAS
(usually about 20 minutes each – The data sheet lists the specifics we are looking for)

DOVER MAP PAGE: Assessment # 1, 2, 3, 4

- Locate the map page
- Locate various sites on the Dover map
- Optional: In turn, students can name locations around the Dover community they want the group to find
- All students should use their eraser to point to the location named
- Staff /other students can assist other students by giving clues
(ie Locations N, NE, E, SE, S, SW, W, NW)
- Students name buses that go to that location by noticing the color of the nearby line and looking for the corresponding number

SCHEDULE PAGES Assessment # 5

NOTE: 100 buses serve Dover, 300 buses go across county lines

- Randomly state bus numbers for the students to locate the proper pages
Front of book 100, 101, 102, 103, 104, 105, 106, Middle of book (map),
107, 108, 109, 112, 113, 117, 120, 301, 303 Back of book
 - All pages are in sequential order, though some numbers are not used
 - We are trying to focus the student's attention on the natural ability to sequence numbers in order by focusing on the last number only
 - Also 300s are at the back of the book
- OPTIONAL: Students physically arrange laminated number cards in order same as above

SELECT SCHEDULE PAGE FOR THE WEEK

(focus primarily on this weeks field trip) Assessment # 6, 7, 8, 9

- Review stops on this route utilizing map at top of page
- Define rows: line going across the page
Columns: line going up and down the page
intercepting point point where row and column meet
- Review stops at the top of each column
- On schedule page, locate column of bus departure time from Transit Center
- On schedule page, locate column of bus arrival time returning to the Transit Center
- On schedule page, locate intercepting point - time bus is at certain point
- Given arrival time of bus 1, find departure time of the connector bus

STUDENTS PLAN TRIP

- Students assist with planning a trip, as teacher writes the schedule on the board
Students copy schedule into their appointment book
- When students are capable, they write the plan for their own 2 part trip.

Teaching Strategies, Prompting, Mode of Participation/Response Mode, Presentation of Materials, Wait time (List below by Student or Group of students)

- Demonstration using SMART board,
- Guided Practice – allowing all students to locate the asked for item in their individual book
- 1 on 1 assistance as needed

Assessments (List below by day – specify differences per student, as needed)

See Component 5 data sheets attached

Teacher

Reflection: _____
