

NAME:	SUBJECTS: Community Skills: Crossing streets, DART Fixed Route Buses <i>#1. Student demonstrates the ability to locate the appropriate bus stop</i> <i># 6. At the transit center, the student demonstrates the ability to find the connector bus and make bus changes safely.</i>
GRADE BAND EXTENSIONS	GEOMETRY MG HS-1 Identify geometric shapes in the real world-identifying bus signs, identifying walk sign
ESSENTIAL QUESTION	How can we travel safely in the Dover community to get to other destinations
KEY QUESTIONS	<ul style="list-style-type: none"> • What do we need to do to walk around the community safely? • When we get to the transit center, how do I find my connecting bus? • How do I ride the bus to get back to Wesley College?
VOCABULARY	Transit center, DART ID card connector bus, DART Stored-value card bus number
MATERIALS NEEDED	<ul style="list-style-type: none"> • Each students need to carry their wallets with their DART ID CARD and their Dart stored-value card • 2 sets of index cards with individual DART bus numbers on them • 1 set of index cards with Dover destinations • DART bus signs (found along the road in Dover) • Access to the Transit Center
ACTIVATION THINKING STRATEGIES	Review plan for the lesson, including: Essential Question, Key questions, handing out stored-value cards, Checking to make sure students have needed supplies for the excursion
PLAN FOR TEACHING	<ul style="list-style-type: none"> • Teacher will go over the plan for the day • Upon leaving the building, students will need to decide which direction we take to the transit center • We will divide into two teams to walk to the transit center. One student (with staff person next to them) will be the leader of each group, until they identify a DART bus sign, then they drop to the rear of the group for the next person to have a chance to practice their street crossing and sign identification skills. • Students will stop at the corner, press the button to cross, wait for the white person, look in all directions, tell the staff when it is safe to cross, then cross the street safely. In addition they should also look around in particular at any small streets and/or parking lots or areas • Students will identify DART bus stop signs and indicate what bus stops at that particular sign • Students will where different buses pull up to their stalls at the transit center (see modifications for diverse learners below for how this is to be accomplished) • All students will carry their own DART picture ID and DART stored value card in their wallet • All students will correctly use each of these cards to board the return bus and place them back in their wallets

	<ul style="list-style-type: none"> • One student will pull the cord to notify the bus driver in advance of when we want to get off the bus
MODIFICATION FOR DIVERSE LEARNER 1	At the transit center, will match a given card to a given bus sign, in a specific area (even if they cannot read the number)
MODIFICATION FOR DIVERSE LEARNER 2	When given a card for a specific bus, will identify the number and maneuver around the entire transit center, identifying locations where different buses pull up to the curb
MODIFICATION FOR DIVERSE LEARNER 3	In addition to learner 2 modifications, when given a location where they would like to go, these students will go to the correct boarding platform
ASSESSMENT (please see the attached worksheet)	<p>Student crossing the street safely</p> <p>Student locating and naming (to the best of their ability) the DART bus sign</p> <p>Student locating the transit center</p> <p>Students locating the correct bus stop at the transit center</p> <p>Students riding back to Wesley with minimal prompts</p>
PERSONAL REFLECTION	