

## Lesson 1: The words of TrackSAFE

Please refer to teacher notes for a list of the English Curriculum links

### TrackSAFE outcomes of this lesson

Students should be able to:

- **Identify** the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.).
- **Describe** the physical elements of the train network (pedestrian level crossing, train tracks, platform etc.).

### 1.0 Whole class learning session (15mins)

#### Modelled writing (Informative texts)

**Equipment/Preparation required:** Whiteboard or electronic whiteboard; Copies of Resource 1; Sets of Resources 2 and 3 (cut into flashcards); Photos of infrastructure (see the TrackSAFE Education [student website](#)); writing materials.

The modelled writing piece should describe managing personal safety **in a context that is familiar to students**. The writing piece should describe the use of safe practices and identify any people who can help.

Before starting this activity it would be useful if students talked about the things they do (and the people that help them) to keep them safe at home, outside, and at school. The discussion should focus on the many ways students manage to keep safe, and how others can help them keep safe.

Contexts for “I keep myself safe by ...” discussions may include: crossing the road; using scissors or sharp knives; tidying up toys or other trip hazards from thoroughfares; approaching unfamiliar dogs or wildlife; running down stairs; doing up seat belts; climbing trees or climbing frames; dealing with cockroaches and spiders; checking under the bed for imaginary monsters; playing on the slippery dip/slide and swings; hanging off the side of a supermarket trolley; using matches; and keeping medicines out of reach.

Share something you do (and the people who help you) to manage your safety around trains and tracks that is related to the students’ experience of keeping safe.

Explain that if we write an informative text<sup>1</sup> we can provide information to help other people to be safe.

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<sup>1</sup> Informative texts are texts whose primary purpose is to provide information. They include texts which are culturally important in society and are valued for their informative content, as a store of knowledge and for their value as part of everyday life. These texts include explanations and descriptions of natural phenomena, recounts of events, instructions and directions, rules and laws and news bulletins. *Australian Curriculum*.

Model how you would write an informative text to tell others about something they can do to keep safe.

### Model writing an informative text:

- **Identify** your audience. Who am I telling?
- **Identify** what you tell them to know. What do they need to know to be safe?
- **Write** an appropriate title for the piece.
- **List** all the subject specific vocabulary you know about the topic. Model how you check the list and think of more words.
- **Demonstrate** spelling techniques appropriate to the class learning focus/needs e.g. building on known words – *I know how to spell 'like', so I can spell 'bike'*.
- **Write** a few sentences about the topic.
- **Read aloud**, checking that the piece makes sense, then again for punctuation. Model using full stops and capital letters.
- **Go back** to the vocabulary list and check that you have used all the words you want to.
- **Extend** and or develop your writing by adding another sentence.

You can then model opportunities for drafting; proof reading; conferencing; and publishing the writing.

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## Activities

You can allocate the following activities to groups according to student learning needs.

Activities are designed so that students can complete their activity within a one hour lesson. Each group can be working on different activities at the same time, or choose to do the same activity.

The activities conclude with share time so students can share what they have learned with their peers.

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### Activity 1.1 Concepts about print (30mins)

Beginning writers

**Preparation/Resources:** Resource 1

Develop a learning intention and success criteria for sorting letters, words, sentences and pictures.

Ask students to:

- **Sort/categorise** cards from Resource 1 into letters, words, sentences, pictures.
- **Explain** why they have placed the cards in the different categories.
- **Re-sort** the cards – pulling out any cards that are about things and places where we do things to keep safe e.g. trains and train tracks.
- **Explain** why they have chosen the cards.
- **Reflect** on how well they have met the success criteria and any next steps.

Note: You can modify Resource 1 to include letters, words, sentences, and images that link to the students' local communities, experience and interests identified in the whole class learning session (1.0).

The following sites are useful when looking for copyright friendly images online.

- Search Creative Commons: <http://search.creativecommons.org/>
- Shahi Visual Dictionary: <http://blachan.com/shahi/>
- Pics4Learning: <http://www.pics4learning.com/index.php>

### Activity 1.2 Onset and rime (30mins)

Emergent writers

**Preparation/Resources:** Resources 2 and 3

Develop a learning intention and success criteria for creating words using onset and rime.

Ask students to:

- **Use** the initial sounds to create words with the base rime (-ack, -ail).
- **Say** each word aloud and write it down.
- **Identify** (highlight) any train related words they create, e.g. tr-ack.
- **Draw** pictures of any train related words they identify.
- **Reflect** on how well they have met the success criteria and any next steps.

**Resource 2** –ack (p-,b-,st-, sh-, tr-, t-, s-, r-, bl-, j-, cl-

**Resource 3** –ail (p-, b-, sn-, n-, tr-, t-, s-, r-, m-, j-, f

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### Activity 1.3 Writing an informative sentence (30mins)

Early writers

**Preparation/Resources:** Writing materials

Develop a learning intention and success criteria for writing an informative sentence.

Ask students to work in pairs to:

- **Look** carefully at a picture of a train, train tracks, station platform or a pedestrian level crossing.
- **Talk** about what they can see.
- **Label** the picture (or make a list) using all the words they know about trains, train tracks, platforms or pedestrian level crossings.
- **Write** one or more sentences about the picture using some of the words.
- **Reflect** on how well they have met the success criteria and any next steps.

Photos of infrastructure can be used as prompts if this vocabulary is new. You can access these on the [student website](#).

**Extension:** Ask students why they think the train, train tracks etc. are like that.

### Activity 1.4 Writing an informative text (30mins)

Fluent writers

**Preparation/Resources:** Writing materials

Develop a learning intention and success criteria for writing an informative text.

Ask students to:

- **Place** an image of a station platform in the centre of a large sheet of paper. You could alternatively use an online mapping tool such as:
  - Kidspiration: <http://www.inspiration.com/Kidspiration>
  - Inspiration: <http://www.inspiration.com/>
  - Mindnode: <http://mindnode.com/> (Mac)
  - Bubbl.us: <https://bubbl.us/>
  - Mindomo: <http://www.mindomo.com/>
  - Mind42: <http://mind42.com/>
  - My Webspiration: <http://www.mywebspiration.com/>
- **Write/type** the words *station platform* beside the image.
- **Think** about station platforms – you could use prompts such as:
  - *What do they look like, sound like and feel like?*
  - *What happens on a station platform?*
  - *What are the parts of a station platform?*
  - *Who uses station platforms?*
  - *How do we use station platforms?*
  - *Why do we need station platforms?*
  - *How do station platforms help keep us safe?*
  - *What is the safest way to use a station platform?*
  - *What are the best things about station platforms?*
  - *What are the difficult things about station platforms?*
- **Start** the mind map with the words *safe, careful* and *yellow line*.
- **Continue** to build the mind map with all the words you know that are connected to station platforms.

Next, ask students to:

- **Pair** up with another student.
- **Share** the words in the station platform mind maps.
- **Explain** why the words in the mind maps are connected with the station platform. Use words like “because” and “so that”.
- **Choose** words from the mind maps and use them to write an informative text about a component of the train station platform that helps keep us safe.
  - Identify who you are writing for and what you want to tell them.
  - Introduce the subject by telling your audience something about a component of the train station platform.
  - Develop your information by describing how the component helps keep us safe.
  - Give your information in a clear way.
  - Use facts and avoid repetition.

Ask students to share their writing with another student and give and receive feedback on how well the writing meets the success criteria, and any next steps they may need to take e.g. content ideas, structure and or/use of surface features.

Provide opportunities for drafting, proof reading, conferencing, and publishing.

**Extension:** Ask students what thinking and writing about the train station makes them wonder - what is a question they would like to ask the train, station platform etc.?

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### 1.5 Whole class share time (15 mins)

End the lesson with share time.

Students share what they have learnt and practised about informative text, collecting words and creating words.

Ask one of the fluent writers to share a writing piece about a station platform, emphasising safe practices that help keep people safe when using a station platform.