



WalkSafe Curriculum

Grades K-1

Teacher's Guide: Grades K-1



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The WalkSafe® program aims to improve pedestrian safety and promote student wellness through walking. This 3-day curriculum contains lessons and activities that teach pedestrian safety skills through the use of videos, simulation activities, and art projects. Supplementary to the 3-day lesson plan, reproducible materials are included as a way to incorporate pedestrian safety and health concepts into your academic curriculum.

The basic 3-day curriculum includes the following lesson plans:

- *Day 1: Video and Classroom Discussion*
- *Day 2: Indoor/Outdoor Street-Crossing Simulation*
- *Day 3: Poster Contest or Creative Activity*

Upon completing the 3-day curriculum, make sure you complete a Curriculum Completion Form (CCF) available on the website at (<http://iwalksafe.org/ccf>). This form helps track completion of the curriculum at your school. CCFs should be submitted by the last Friday of October.

Lesson plan materials are provided to assist in preparation for implementation of the WalkSafe Pedestrian Safety Curriculum.

Enrichment resources included in the curriculum are optional but highly suggested as they reinforce pedestrian safety concepts. Utilize if time permits.

If you have any questions or concern regarding our curriculum, please contact our technical support at 305-243-8115 or visit www.iwalksafe.org.

Lesson Plan Materials

- 🔗 *WalkSafe K-1 Curriculum: At a Glance*
- 🔗 *Lesson Plans: Day 1, Day 2, Day 3*
- 🔗 *Video Links*
- 🔗 *Supplemental Materials*
- 🔗 *Assessments*
- 🔗 *Vocabulary Flashcards*
- 🔗 *Traffic Signal Flashcards*
- 🔗 *Discussion Questions*
- 🔗 *Simulation Activity Prompts*

Enrichment Resources

- 🔗 *Small Group Activities*
- 🔗 *Higher Order Thinking Discussion Questions*





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WalkSafe K-1 Curriculum: At a Glance

Day 1: Homeroom Instruction	Day 2: Indoor/Outdoor Simulation	Day 3: Art Activity
<u>Objectives</u> <p>Students will demonstrate understanding of concepts shown in the video and engage in teacher led discussion questions.</p>	<u>Objectives</u> <p>Students will demonstrate and apply pedestrian safety concepts by using a street-crossing simulation.</p>	<u>Objectives</u> <p>Students will create artwork displaying their pedestrian safety knowledge.</p>
<u>Daily Concepts</u> <p>Introduction: Inform students that they will be learning important pedestrian safety concepts.</p> <p>Introduce Vocabulary: (use vocab flashcards pg. 10-19) Safe, Pedestrian, Curb/Edge, Intersection, Crosswalk, Corner, Signals, Left/Right</p> <p>Video: Students will watch video reinforcing pedestrian safety concepts “Pedestrian Safer Journey” video</p> <p>Discussion Questions: Students will engage in pedestrian safety questions (pg.4)</p> <p>Evaluation: Multiple choice test and answer key (pg.36-38)</p>	<u>Daily Concepts</u> <p>Introduction: Explain to students that they will be showing their pedestrian safety knowledge using a mock crosswalk.</p> <p>Review Traffic Signals/Vocab Flashcards: Students will recall the meaning of signals and vocabulary.</p> <p>WalkSafe Simulation Activity: Create a mock crosswalk in the classroom or outside. The teacher will model safe and unsafe ways to the cross the street using prompts (pg. 6)</p> <p>Discuss Role of Crossing Guard: Students will discuss the role of a crossing guard and how they help children cross the street.</p> <p>Evaluation: Teacher Evaluation</p>	<u>Daily Concepts</u> <p>Introduction: Students will review vocabulary and traffic signals using respective flashcards. Students will discuss safe and unsafe ways to cross the street.</p> <p>Creative Activity: Students will create artwork that contains a WalkSafe pedestrian safety message.</p> <p>Posters that follow the WalkSafe Guidelines are eligible for participation in the WalkSafe Poster Contest. (pg.8)</p> <p>Discussion Students will share their artwork with the class.</p> <p>Evaluation: WalkSafe Poster Contest Rubric (pg.41)</p>
<u>Supplemental Material</u> <p>🔗 Vocabulary Matching (pg. 28)</p> <p>🔗 Phonics Activity (pg. 29)</p> <p>🔗 Handwriting Practice (pg. 30)</p> <p>🔗 Complete the Pattern (pg. 31)</p>	<u>Supplemental Material</u> <p>🔗 Preposition Review (pg. 32-33)</p>	<u>Supplemental Material</u> <p>🔗 Fun Maze (pg. 35)</p> <p>🔗 Connect the Dots (pg.34)</p>
<u>Florida Standards</u> <ul style="list-style-type: none"> Identify, describe, and demonstrate healthy behaviors (HE.K.C.1.1, HE.K.C.2.1, HE.K.P.7.1, HE.1.C.1.1, HE.1.P.7.1) Recognize and identify the physical and social dimensions of health (HE. K.C.1.2 , HE.1.C.1.2) Recognize and identify ways to prevent childhood injuries (HE. K.C.1.4, HE.K.B.5.2, HE.1.B.3.2, HE.1.B.5.2, HE.1.C.1.4) Understand the importance of rules in maintaining health (HE.K.C.2.4, HE.1.C.2.4, HE.K.B.5.3, HE.1.B.5.3) 	<u>Florida Standards</u> <ul style="list-style-type: none"> Identify opportunities for, and participate in recommended amounts of physical activity (PE.K.M.1.1, PE.K.L.3.1, PE.K.L.3.3, PE.K.L.3.4, PE.K.R.6.1, PE.1.M.1.1, PE.1.L.3.1, PE.1.L.3.3, PE.1.L.3.4) Recognize the health benefits of physical activity (PE.K.L.3.6, PE.1.L.3.6) Understand the need for, and identify, safety rules and procedures for physical activities (PE.K.C.2.2, PE.1.C.2.2) State and demonstrate safe street crossing behaviors (PE.K.L.3.7, PE.1.L.3.7) 	<u>Florida Standards</u> <ul style="list-style-type: none"> Create works of art that communicate personal ideas and interests (VA.K.C.1.1, VA.K.S.1.2, VA.K.O.2.1, VA.K.H.3.1, VA.K.F.3.1, VA.1.C.1.1, VA.1.O.2.1, VA.1.O.3.1) Use appropriate vocabulary to discuss others’ and own artwork (VA.K.C.2.1, VA.1.C.3.1, VA.1.H.1.3) Identify and show respect for artwork that represents others ideas (VA.1.S.3.4)

Day 1 Lesson: Grades K-1

Objective: Students will demonstrate an understanding of concepts covered in the “Pedestrian Safer Journey” video by engaging in teacher-led discussion. Students will also identify and explain the meanings of vocabulary words and traffic signals.

Materials

- “Pedestrian Safer Journey” Video
- Vocabulary Flashcards
- Traffic Signal Flashcards

Introduction

Ask students to raise their hands if they have ever walked to school or around their neighborhood. Inform students that they will be learning important rules about walking safely.

Step 1: Vocabulary

Discuss meanings of vocabulary words below

Safe	To be careful and avoid danger
Pedestrian	A person who is walking
Curb/Edge	Raised pavement between the edge of the road and the sidewalk
Intersection	Where two roads meet
Crosswalk	A marked place to cross the street
Corner	Where the roads bends or turns
Signals	Lights that tell cars and people when to stop and go
Crossing Guard	Someone who helps pedestrians cross the street safely
Left/Right	*Have students extend their arm and form the shape of an “L” with their hands to practice identifying left and right

Post vocabulary flashcards on board to illustrate definitions. (pg.9-18)

To transition into the traffic signals vocabulary, tell students “When we use the sidewalk there are signals that let us know when it is safe to cross the street.

Step 2: Traffic Signals

Have students practice identifying the meanings of important traffic signals using traffic signal flashcards. (pgs. 20-24)



Step 3: Video

Play “Pedestrian Safer Journey” (5 minutes, 10 seconds) found at:

<http://pedbikeinfo.org/pedsaferjourney/>

Allow students to discuss key concepts they heard in the video. Following the student-led discussion, the teacher will begin to ask the teacher-led video discussion questions on the next page.

Small Group Activities (if time permits)

- Have students create sentences with Lesson 1 vocabulary words.
- Have students trace their hands on paper and properly label “left” and “right”.
- Have students use traffic signal flashcards to discuss meaning of signals.

Supplemental Materials

- Vocabulary Matching
- (pg. 28)
- Phonics Activity (pg. 29)
- Handwriting Practice (pg. 30)
- Complete the Patterns (pg.31)



Day 1 Lesson: Discussion Questions

Step 4: Video Discussion

Questions	Student Response
1. What is the first thing we do when we come to a curb/edge of a street?	<i>Stop.</i>
2. Why isn't it safe to cross at the middle of the street?	<i>Drivers do not expect to see pedestrians crossing at the middle of the street. It is safer to cross at the corner or at a crosswalk.</i>
3. Which way should we look before crossing the street?	<i>Look left, then right, and left again.</i>
4. What should we do if we see a car coming when we are about to cross the street?	<i>Wait for the car to pass, and then look left-right-left until it is safe to cross.</i>
5. Why is it important to continue looking left and right while crossing the street?	<i>To make sure there are no oncoming cars and the street is still safe to cross.</i>
6. What are some ways we can help make sure a driver has seen us before crossing the street?	<i>Making eye contact or waving to the driver are ways a pedestrian can know that a driver has seen them.</i>
7. What is a crossing guard?	<i>A person who helps pedestrians cross the street safely.</i>
8. Who should we walk with when we're crossing the street?	<i>An adult or guardian – it is much safer.</i>
9. What should we do if our ball or toy rolls into the street?	<i>Leave the toy in the road and ask an adult to help get it. Running into the street is not safe because cars might not see you.</i>
10. What should we wear or carry to help drivers see us at night?	<i>Pedestrians should wear bright colored clothing or reflectors, or carry flashlights.</i>
11. Why is walking healthy for us?	<i>Walking is a form of exercise. Exercising every day can make people healthier and stronger.</i>

Higher Order Thinking (H.O.T) Questions

Questions	Student Response
1. Why do we always look left first when crossing the street?	<i>The cars crossing closest to us come from the left.</i>
2. Let's imagine that there is a car parked on the side of the street. If we want to cross the street but we can't see because the car is in the way, what should we do?	<i>Stop at the curb/edge. Look and listen for running cars and check parked cars for drivers because they may move soon. Go to the edge of the parked car and stop. Look left-right-left until it is safe to cross.</i>
3. If the road does not have a sidewalk, where should pedestrians walk?	<i>Walk on the left side of the road, facing traffic.</i>
4. What should we do when we see the red "DON'T WALK" signal?	<i>Stop and wait for a "WALK" signal and look left-right-left when it is safe to cross the street.</i>

Step 5: Evaluation

Multiple choice test (pg. 36-38)

Florida Standards



- Identify, describe, and demonstrate healthy behaviors (HE.K.C.1.1, HE.K.C.2.1, HE.K.P.7.1, HE.1.C.1.1, HE.1.P.7.1)
- Recognize and identify the physical and social dimensions of health (HE. K.C.1.2, HE.1.C.1.2)
- Recognize and identify ways to prevent childhood injuries (HE. K.C.1.4, HE.K.B.5.2, HE.1.B.3.2, HE.1.B.5.2, HE.1.C.1.4)
- Understand the importance of rules in maintaining health (HE.K.C.2.4, HE.1.C.2.4, HE.K.B.5.3, HE.1.B.5.3)

Day 2 Lesson: Grades K-1

Objective: Students will demonstrate and apply pedestrian safety concepts by using a street-crossing simulation. Students will also identify the difference between safe and unsafe pedestrian behaviors, as well as understand the role of a crossing guard and how they help children cross the street.

Materials

- Cones, sidewalk chalk, or any materials to create a simulated road
- Simulation Flashcards (pg. 25-27)

Introduction

The teacher will review street-crossing safety steps, safe places to walk, and traffic signals. The teacher will introduce visual screen safety steps. Students will participate in simulation and prompts.

Step 1: Street-Crossing Safety

When crossing the street pedestrians need to make sure they:

1. Stop at the curb/edge
2. Look left-right-then left again.
3. Continue to look left and right while crossing the street.

Step 2: Safe Places to Walk

Crosswalks are designated safe areas for pedestrians to cross the street.

Traffic signals let pedestrians know when it is safe to cross the street.

(Flashcards pg. 20-24)

Step 3: Visual Screen Safety

If there is a visual screen – such as a car or bush – blocking your view when you're trying to cross the street, follow these safety steps:

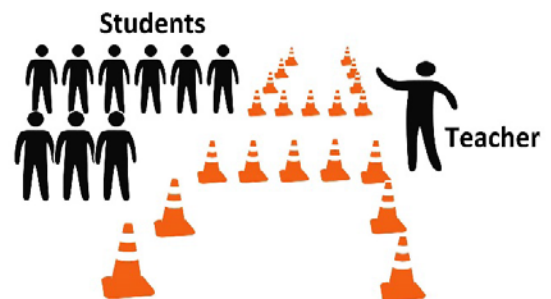
1. Stop at the curb/edge of the road.
2. If the screen is not moving, walk to the edge of the screen and stop (i.e. edge of object that is closest to traffic).
3. Look left-right-left until it is safe to cross.

Step 4: WalkSafe® Simulation Activity Set-Up

Schools are encouraged to set-up the simulation on an outdoor court (or other safe outdoor area). It may be beneficial to schedule the activity during physical education classes. If necessary, the simulation can also be set-up in an indoor area. Use cones or chalk to simulate a road with a crosswalk. The simulation can look different from the one presented. Regardless students should have an idea of where the curb/edge is, and where it is safe to cross.

Suggestions for virtual learning:

- Have students use a doorway as a curb/edge.
- Have students setup a mock crosswalk in a hallway or driveway, and practice with a parent.
- Have students take a walk with their family, and find vocabulary items such as crosswalk, curb, and sidewalk.
- To encourage physical activity, have students walk in place for a set amount of time, and count how many steps they can get.



Day 2 Lesson: Simulation Prompts

The instructor will use the following prompts during the simulation activity, and have students demonstrate safe and unsafe ways to cross the street. After each activity, have students discuss why the behavior is safe or unsafe. Give each student an opportunity to practice crossing the simulated street.

Instructor - Led Prompts	Discussion
1. Instructor rolls ball into the street and asks a volunteer to walk across the street <i>without</i> looking left or right to retrieve the ball.	Unsafe. The ball was retrieved from the street without stopping or looking left-right-left. The volunteer should stop at the edge of the street and look left-right-left before crossing the street to retrieve the ball. Remember to emphasize the importance of not entering the street without an adult present.
2. Instructor situates a visual screen on the simulated road. Instructor asks volunteer to walk to the edge of the visual screen, stop, look left-right-left then cross.	Safe. The pedestrian followed the visual screen safety steps (stop at the edge of the screen and look left-right-left before crossing).
3. Instructor asks a volunteer to cross the street at the middle of the road looking left-right-left.	Unsafe. It is not safe to cross the street at the middle of the road. The volunteer should stop at the corner or simulated crosswalk and look left-right-left before crossing.
4. Instructor stands at the curb and holds up "WALK" signal flashcard (pg. 19) and asks volunteers to cross without looking.	Unsafe. Always look and listen when crossing the street, even when crosswalk signals tell you it's safe to walk.
5. Instructor tells students that this street has no sidewalk and asks a volunteer to walk on the right edge of the street.	Unsafe. When there is no sidewalk, pedestrians should walk on the left side of the street facing cars so that they can see traffic. The volunteer should walk along the left edge of the street.
6. Instructor stands at curb and hold up "DON'T WALK" signal flashcard (pg. 20) and asks the volunteer to stop at the curb.	Safe. Pedestrian obeyed crosswalk signal and stopped at the curb before crossing.
7. Instructor simulates a school bus using a group of students or a large object, and asks volunteer to cross behind the school bus.	Unsafe. The driver of the bus cannot see pedestrians when they cross behind the school bus. Volunteer should cross in front of the school bus to look and listen for oncoming vehicles.
8. Instructor asks one volunteer to act as a crossing guard, and asks another volunteer to ask as a pedestrian that is crossing the street before the crossing guard signals it is safe to cross the street.	Unsafe. Pedestrians need to wait for the crossing guard to hold up a "STOP" sign towards oncoming vehicles, then signal to pedestrians it is safe to cross the street. The volunteer should wait for the crossing guard to signal it is safe to cross the street.

Florida Standards

- Identify opportunities for, and participate in recommended amounts of physical activity (**PE.K.M.1.1, PE.K.L.3.1, PE.K.L.3.3, PE.K.L.3.4, PE.K.R.6.1, PE.1.M.1.1, PE.1.L.3.1, PE.1.L.3.3, PE.1.L.3.4**)
- Recognize the health benefits of physical activity (**PE.K.L.3.6, PE.1.L.3.6**)
- Understand the need for, and identify, safety rules and procedures for physical activities (**PE.K.C.2.2, PE.1.C.2.2**)
- State and demonstrate safe street crossing behaviors (**PE.K.L.3.7, PE.1.L.3.7**)



Day 3 Lesson: Grades K-1

Objective: Students will create artwork displaying their pedestrian safety knowledge. Students will interpret artwork to classroom to show understanding of assignment and discuss ways they can be a safe pedestrian.

Materials

- Art supplies (crayons, colored pencils, markers, chalk, and/or paint, etc).
- Paper (If submitting to the poster contest, 8½" x 11" or 11" x 17").

Introduction

Teacher will tell students they are completing a creative assignment that will display their pedestrian safety knowledge. Review traffic signals, visual screen safety tips, the role of a crossing guard, and safe ways to cross the street before students begin the assignment.

Step 1: Have each student design and produce a creative poster containing a WalkSafe pedestrian safety/health message.

Step 2: Have each student present his/her completed poster to the class, explaining its message and describing its key pedestrian safety and health concepts.

Poster Theme Ideas

Safety steps to follow before/while crossing the street

Health benefits of walking to/from school

Dangers to look out for while crossing the street

Walking to school with family and friends

Crossing the street with crossing guards

Obeying traffic signs and signals



Poster Alternatives

If your school chooses not to create a poster, students can create another type of artwork to illustrate a pedestrian safety/health message as an alternative.

(Example: clay figures, 3-D modeling, etc.)



Day 3 Lesson: Poster Contest Guidelines

Students in grades K-5 that attend a school in Florida and have completed the full three-day program are eligible to enter the WalkSafe® Statewide Poster Contest! Winners in each county will receive their poster framed and prize package.

Poster Contest Rules & Eligibility:

- Posters must be submitted by the last Friday of November.
- Posters must include original student artwork only. Entries with computer clipart, stickers, or copyrighted material will not be accepted.
- Write the student's name, grade, school, county, and teacher's contact information on the back of the entry. Entries that cannot be properly identified will not be accepted.
- An online submission form must be completed for eligibility.

IMPORTANT: Submission deadline is the last Friday of November!

Selection and Submission Process

Step 1: Schools are encouraged to use the rubric on page 41 to select posters for submission. Schools should choose *ONE* winning poster per grade level category.

WalkSafe® Poster Contest Grade Level Categories:

- 👉 Kindergarten & Grade 1 (submit ONE winning poster from school to WalkSafe office)
- 👉 Grades 2 & 3 (submit ONE winning poster from school to WalkSafe office)
- 👉 Grades 4 & 5 (submit ONE winning poster from school to WalkSafe office)

Step 2: Teachers then complete an online form <http://iwalksafe.org/postercontest>

Step 3: Once submission choice is selected, mail or upload the posters using the instructions found below. Please contact WalkSafe® with any submission questions at 305-243-8115 or walksafe@miami.edu

Digital Upload:

Scan and upload image to online form. For the title, include student's initials, school name, grade category, and year.

(Ex. John Smith from Swift Elementary = JSSwiftK12016)

Mailing:

WalkSafe® Program Office

Dominion Tower
1400 NW 10th Avenue
Locator Code: (R-48)
Miami, FL 33136

Write the student's name, grade, school, county, and teacher's contact information on the back of the entry.



Florida Standards

- Create works of art that communicate personal ideas and interests (**VA.K.C.1.1, VA.K.S.1.2, VA.K.O.2.1, VA.K.H.3.1, VA.K.F.3.1, VA.1.C.1.1, VA.1.O.2.1, VA.1.O.3.1**)
- Use appropriate vocabulary to discuss others' and own artwork (**VA.K.C.2.1, VA.1.C.3.1, VA.1.H.1.3**)
- Identify and show respect for artwork that represents others ideas (**VA.1.S.3.4**)

Day 3 Completion: Curriculum Completion Form

Upon completion of Day 3 its time to fill out the Curriculum Completion Form!

Curriculum Completion Form Instructional Information:

- Make sure your school has implemented Day 1, Day 2, and Day 3 of the WalkSafe Curriculum to Grades K-5 at your school.
- One representative of the school should fill out this information.
 - You should receive an email from the WalkSafe Program with a survey link to complete the CCF
 - You will need to know how many teachers, in total, participated in teaching the WalkSafe 3-day curriculum.
 - You will also need to know how many students per grade were educated over the 3-day curriculum
 - This information is used to report back to the School District on educational pedestrian safety initiatives occurring in the district.

IMPORTANT: Your school is required to submit a Curriculum Completion Form (CCF) for your school.

Why a Curriculum Completion Form?

- Helps in the tracking of school information
- Helps identify “Who was given this training?” and if the entire curriculum was completed
- Helps identify specific details of what was used at each school
 - Ex. Use of Pre-K or Special Education Curriculum, was an International Walk to School Day organized, and does the school have a AAA Safety Patrol Program
- Feedback is important, and this gives school administrators and teachers an opportunity to provide their program comments and suggestions

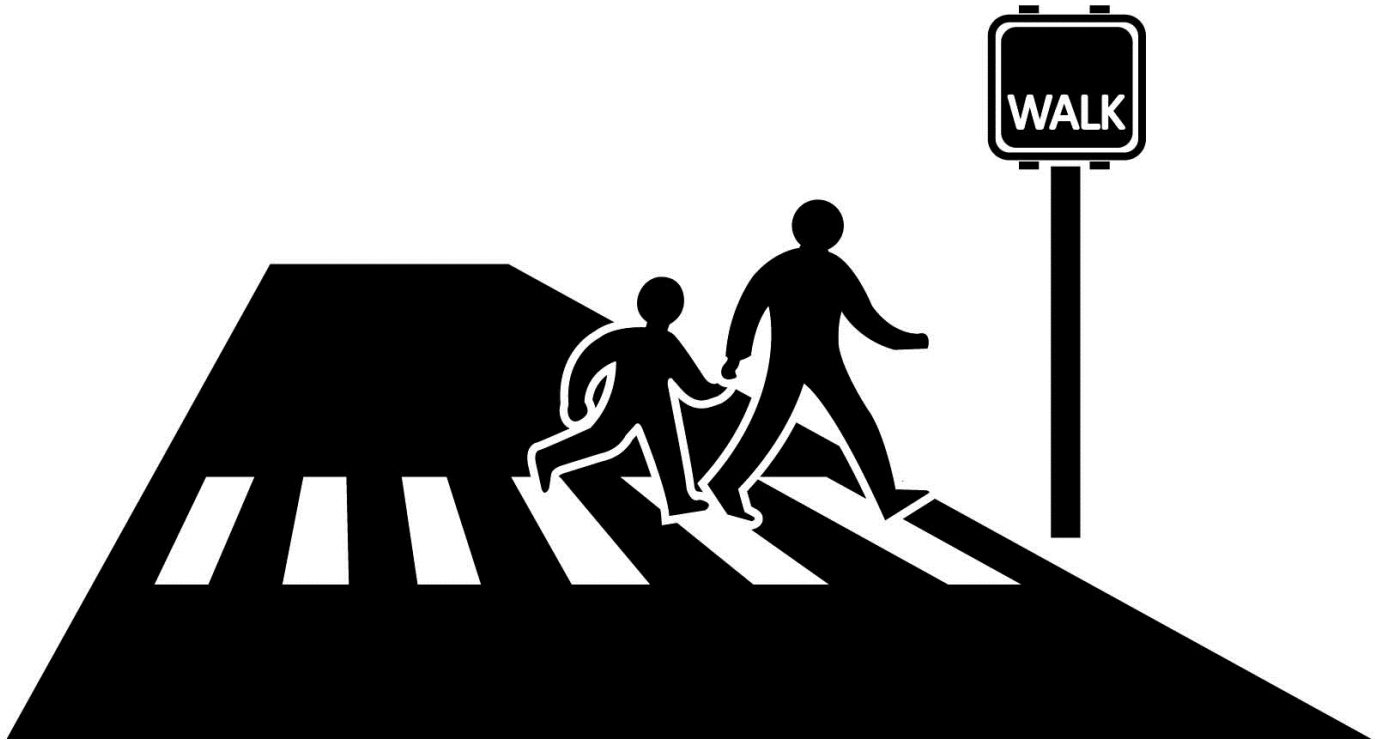
You can find the Curriculum Completion form at: <http://iwalksafe.org/ccf>

If you ever have any questions or concerns about the Curriculum Completion Form for the current Academic Year

Please Email: walksafe@miami.edu

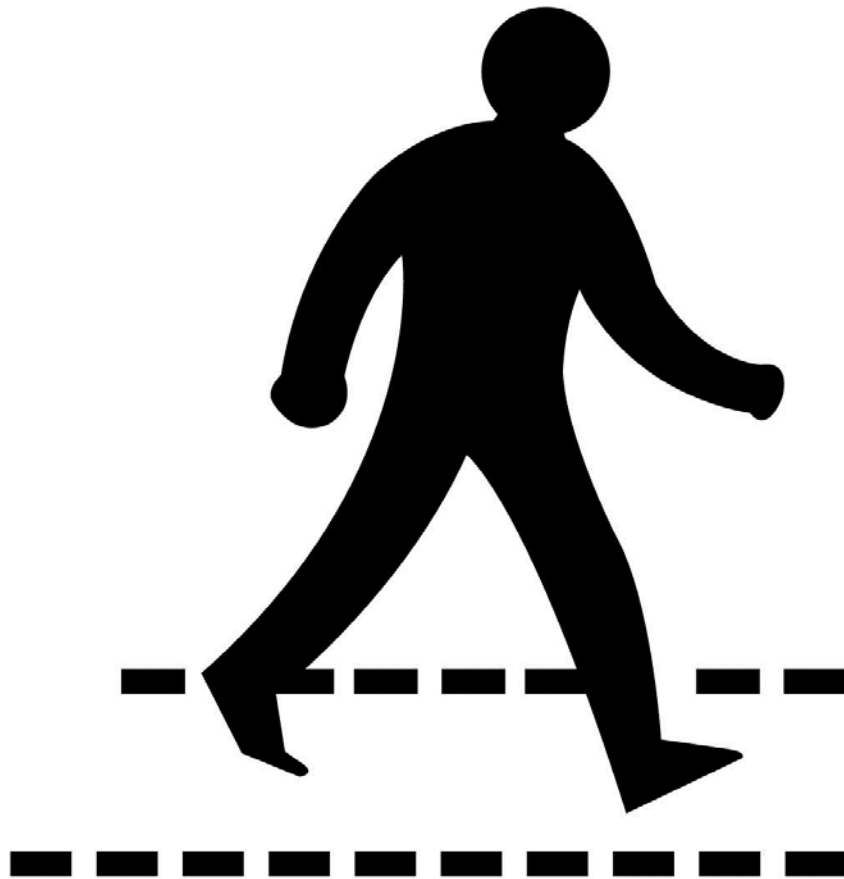


Safe



To be careful and
avoid danger.

Pedestrian



A person who is
walking.

Intersection



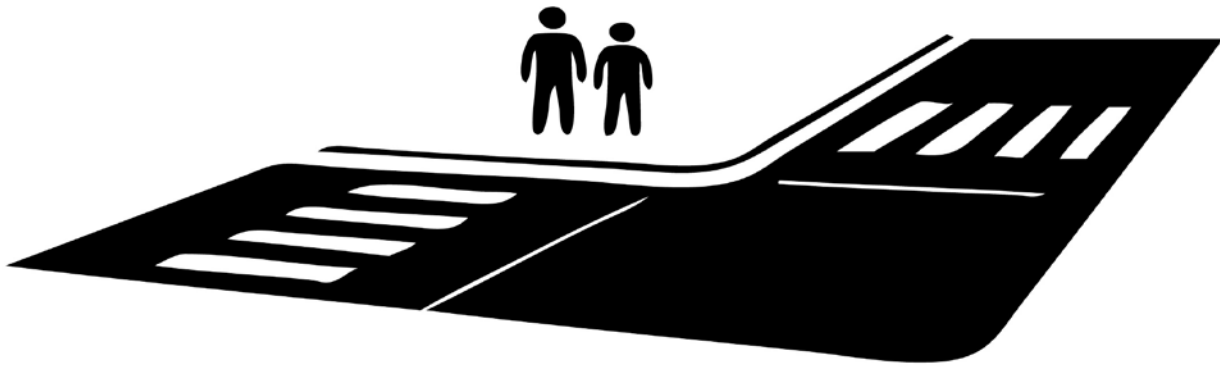
Where two roads
meet.

Crosswalk



The safest place to
cross the street.

Corner



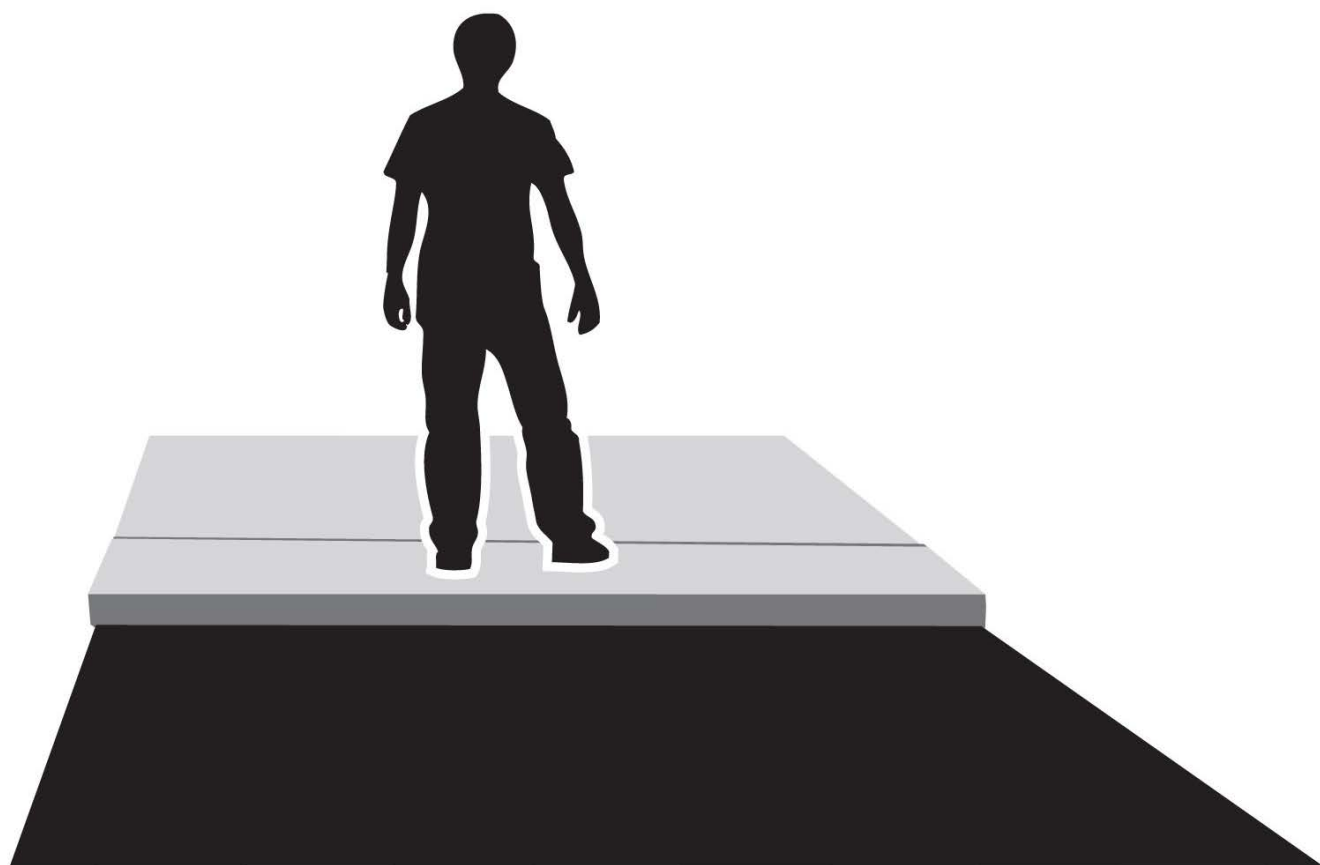
Where the road bends
or turns.

Signals



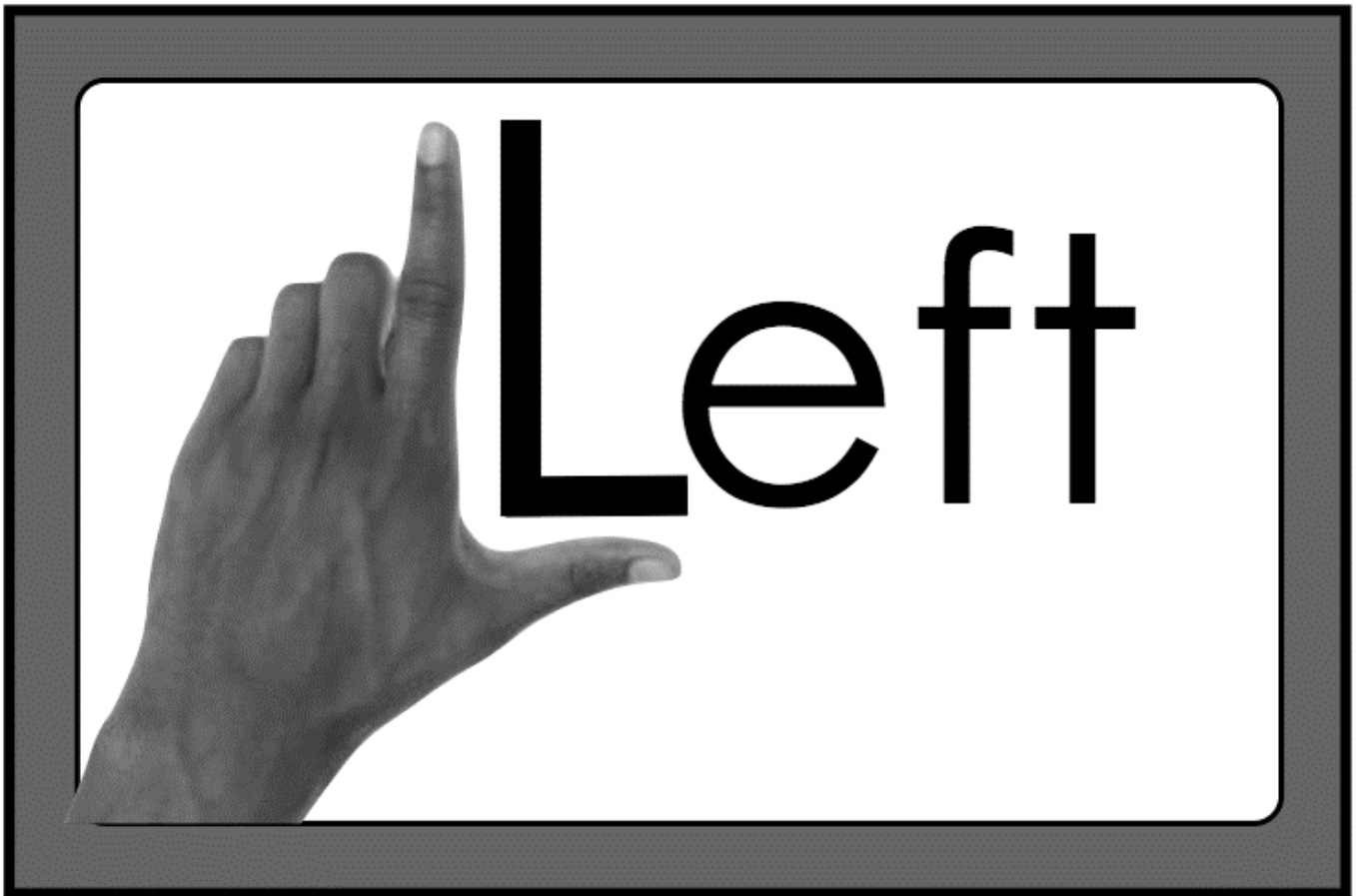
Lights that change and
tell people when to
stop and go.

Curb



The edge of the street.

Left



Use your hands to
show which side is

Right



He is walking in the right
direction.

Crossing Guard



Someone who helps
pedestrians cross the
street safely

Walk



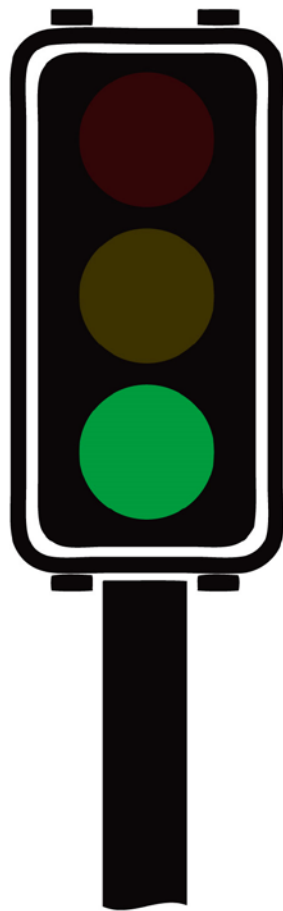
Go but always look first.

Don't Walk



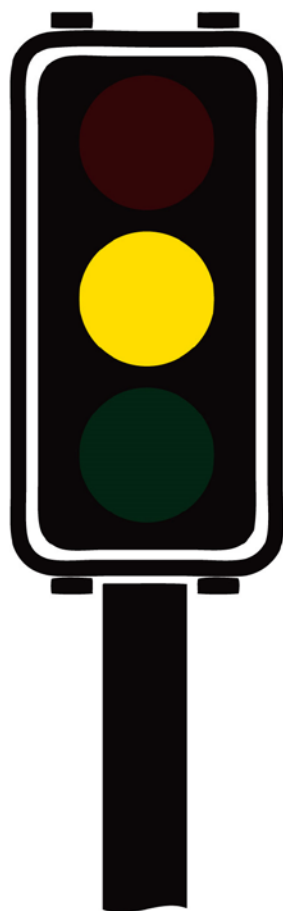
Stop and wait for signal.

Green



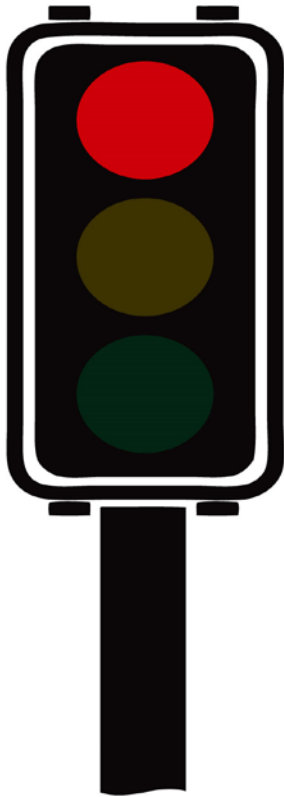
Green means go but
always look first.

Yellow



Yellow means be careful,
signal is changing.

Red



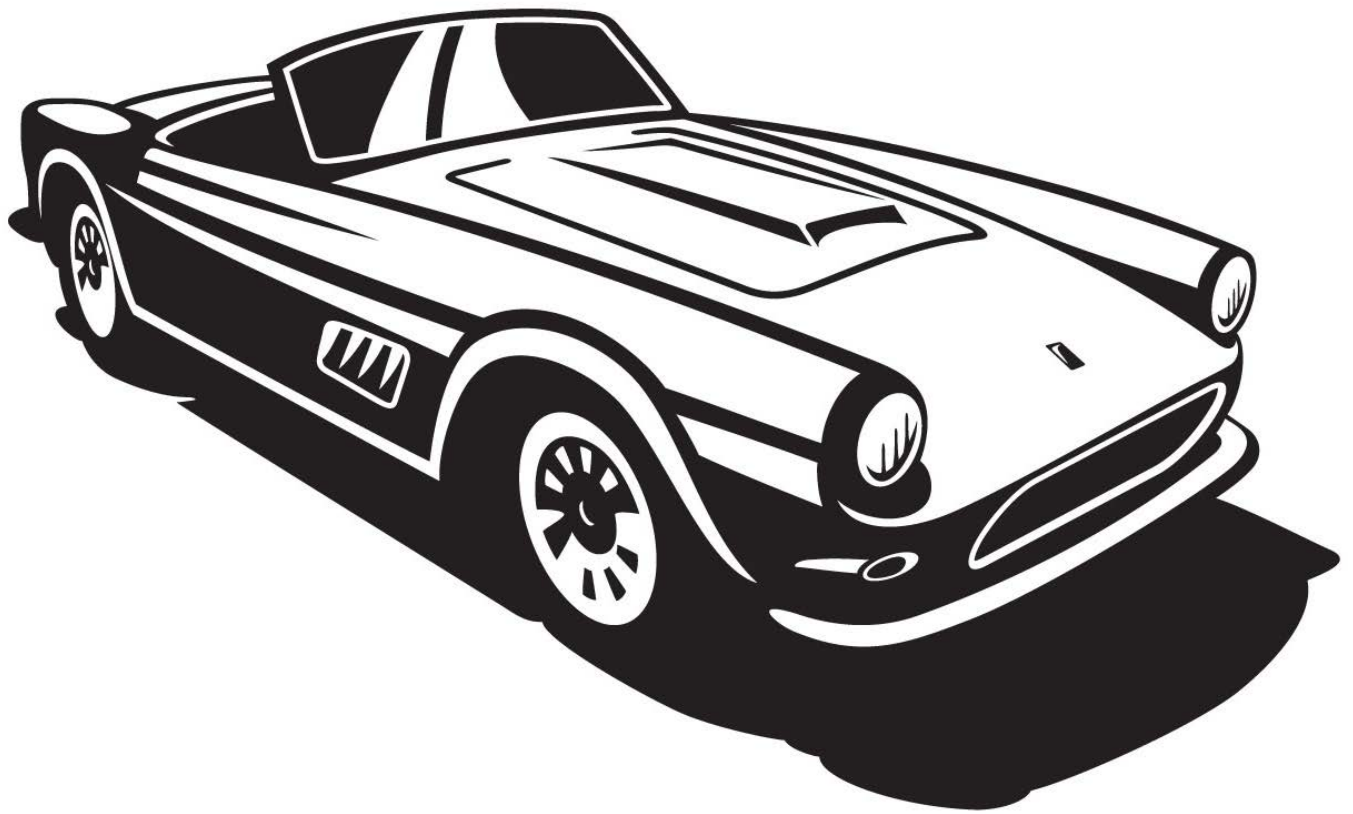
Red means to stop.

Bus



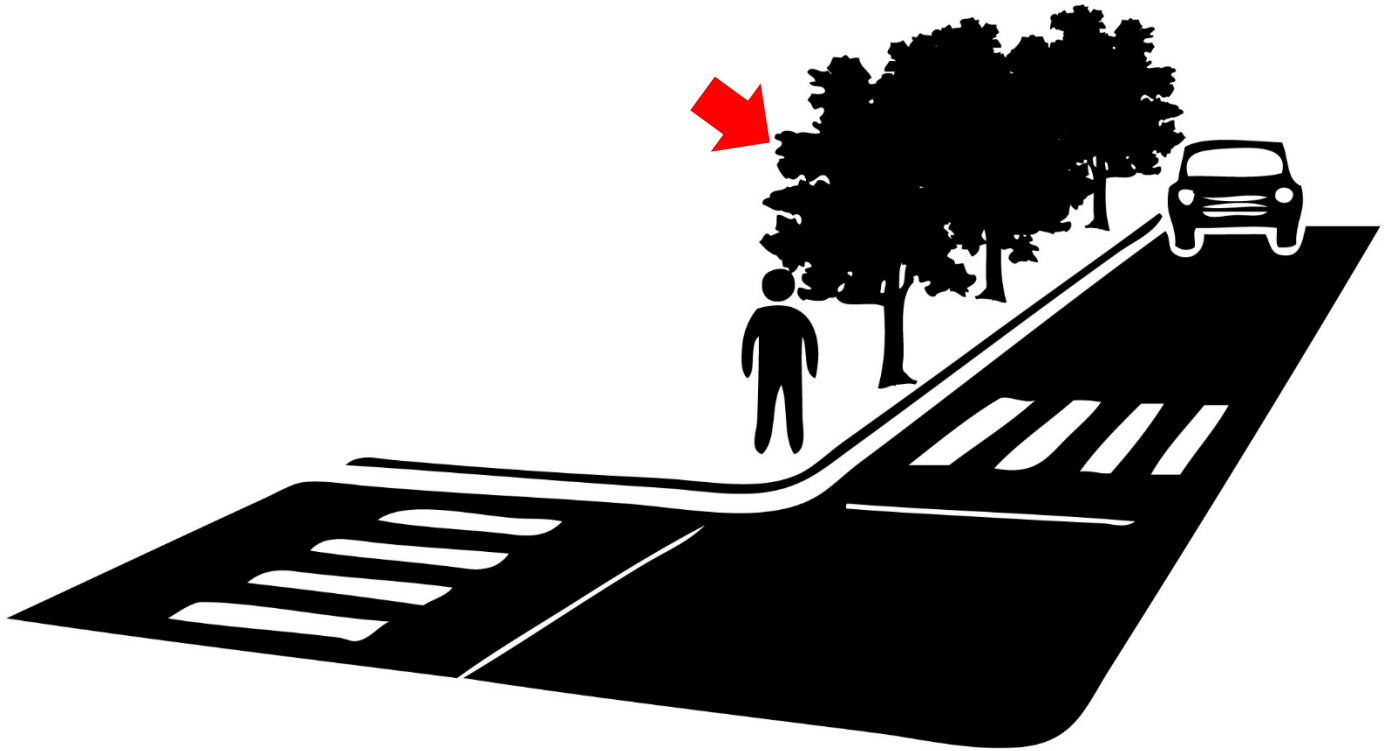
Always stand in front of
bus, never behind.

Car



A car is a type of vehicle.

Visual Screen



Any object that blocks
your view when
crossing.

Directions: Draw a line from the vocabulary word to its matching picture.

1 pedestrian



2 intersection



3 crosswalk



4 curb



5 signals



6 left



7 visual screen





Where is Willy?

Directions: Read each sentence and draw Willy Whistle where he belongs.



1. Willy is next to the pedestrian.



2. Willy is on the curb.



3. Willy is in front of the bus.



4. Willy is under the signal.



5. Willy is inside the car.



6. Willy is above the car.



7. Willy is in front of the cyclist.



8. The car is behind Willy.



9. Willy is in between the children.



10. Willy is outside the car.

WalkSafe Phonics Activity

Name _____

Directions: Fill in missing vowel sounds and circle the pictures with long vowel sounds.
Remember, long vowels sound like their name.



b_ke



r__d



tr__



str__t



_dge



st_p



l_ft



r_ght



cr_sswalk



l_ght



c__



_ntersection



p_destrian



c_rb



w_lk



l__k

Directions: Copy the sentences using your best handwriting.

Be a safe pedestrian.

Walk on the sidewalk.

Stop at the curb.

Look left right left.

Cross if no cars come.

WalkSafe Complete the Patterns Name _____

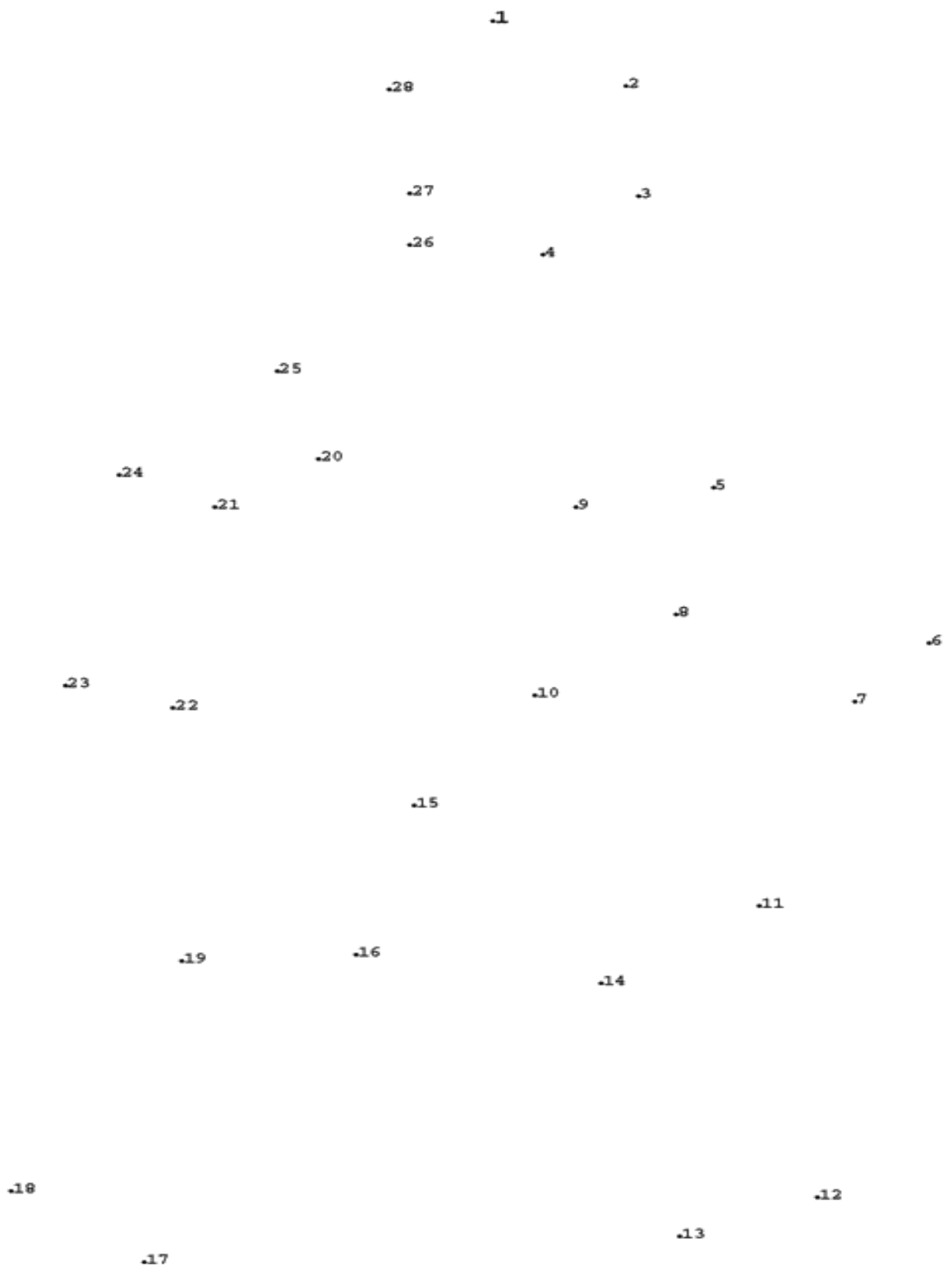
Directions: Draw the missing object to complete the pattern.



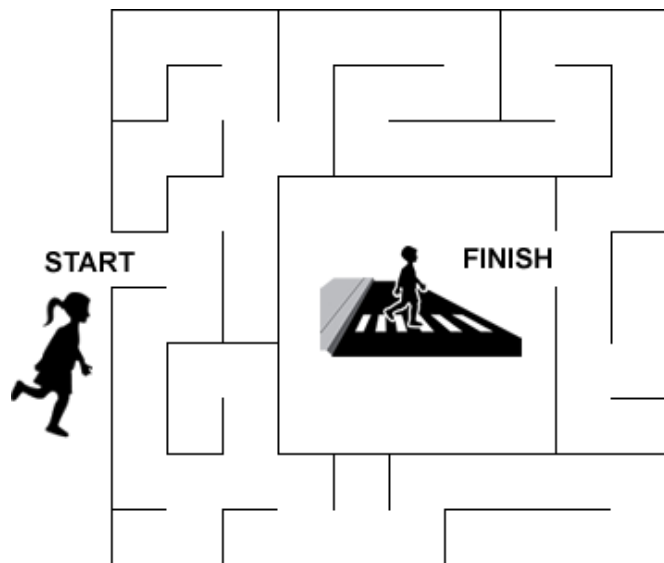
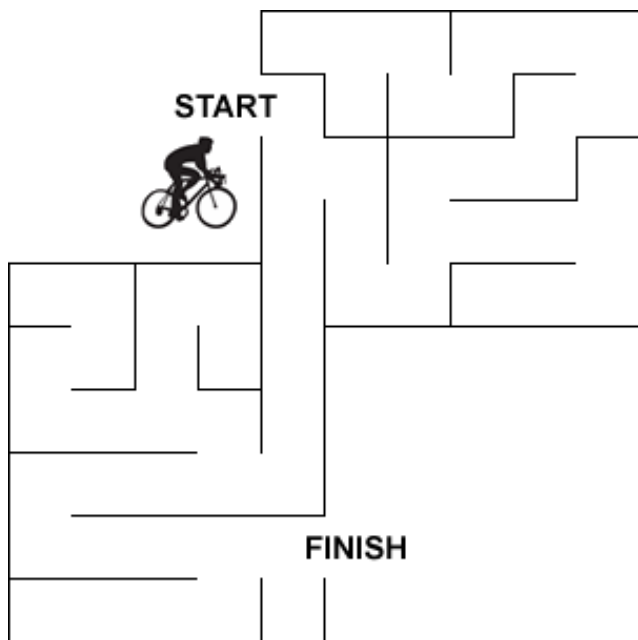
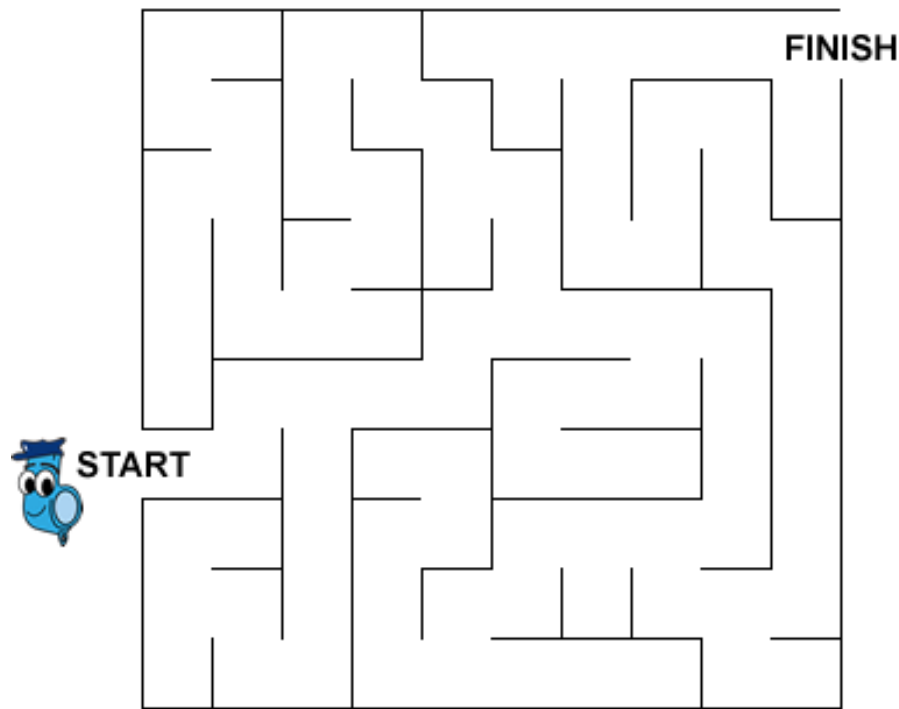
WalkSafe Connect the Dots

Name _____

Directions: Connect dots 1 – 28 to find a hidden picture.



Directions: Help Willy and friends find their way to the finish line safely.



Directions: Circle the picture that best answers each question. Only circle one picture per question. Listen carefully as I read each question aloud. Let's do a sample question together. Look at the gray rectangle below and listen carefully as I read the sample question aloud.

SAMPLE: Which picture shows a stop signal? Circle the picture of the stop signal. *(Check student responses to ensure directions are understood.)*








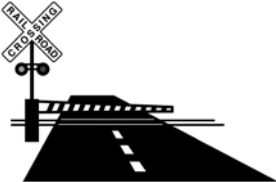















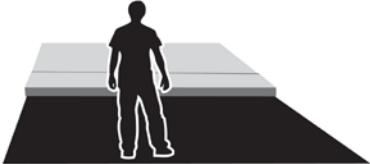
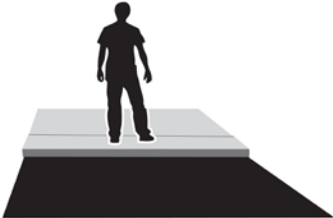







You are now ready to begin the test. Put your finger on number one and listen carefully as I read the question aloud.

1. Which picture shows a pedestrian? Circle the picture of the pedestrian.
2. Which picture shows a boy at the curb or edge of the sidewalk? Circle the picture of boy at the curb or edge of the sidewalk.
3. Which picture shows a crosswalk? Circle the picture of the crosswalk.
4. Which picture shows a boy looking left? Circle the picture of the boy looking left?
5. Look at the signals in each picture carefully. Which boy is obeying the traffic signal?
6. Circle the signal that means you can cross the street once you have looked to make sure it is safe.
7. Circle the signal that means you should not cross the street.
8. Circle the picture that shows where you should stand before you cross the street.
9. Which boy is standing in the safest place to look and cross the street? Circle the picture of the boy who is standing in the safest place to look and cross the street.
10. Which picture shows the safest place to stand when you exit a bus to cross?

Listen carefully as your teacher reads the instructions aloud.

SAMPLE			
--------	---	---	---

1			
2			
3			
4			
5			

6			
7			
8			
9			
10			

WalkSafe Reproducible Answer Keys

WalkSafe Vocabulary Matching

Answer Key

Directions: Draw a line from the vocabulary word to its matching picture.

1 pedestrian

2 intersection

3 crosswalk

4 curb

5 signals

6 left

7 visual screen

8 right

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WalkSafe Phonics Activity

Answer Key

Directions: Fill in missing vowel sounds and circle the pictures with long vowel sounds. Remember, long vowels sound like their name.

bike

road

tree

street

edge

stop

left

right

crosswalk

light

car

intersection

pedestrian

curb

walk

look

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WalkSafe Prepositions Review

Answer Key

Where is Willy?

Directions: Read each sentence and draw Willy Whistle where he belongs.

1. Willy is next to the pedestrian.

2. Willy is on the curb.

3. Willy is in front of the bus.

4. Willy is under the signal.

5. Willy is inside the car.

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WalkSafe Prepositions Review

Answer Key

6. Willy is above the car.

7. Willy is in front of the cyclist.

8. The car is behind Willy.

9. Willy is in between the children.

10. Willy is outside the car.

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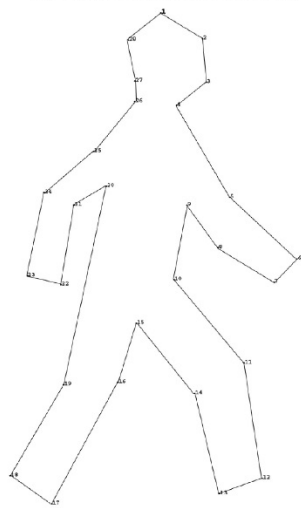
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WalkSafe Reproducible Answer Keys

WalkSafe Connect the Dots

Answer Key

Directions: Connect dots 1 – 28 to find a hidden picture.



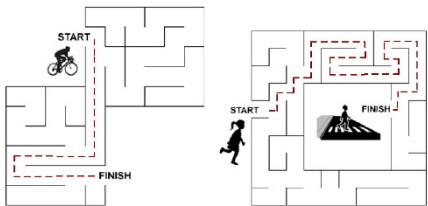
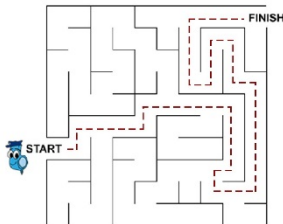
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WalkSafe Fun Mazes

Answer Key

Directions: Help Willy and friends find their way to the finish line safely.



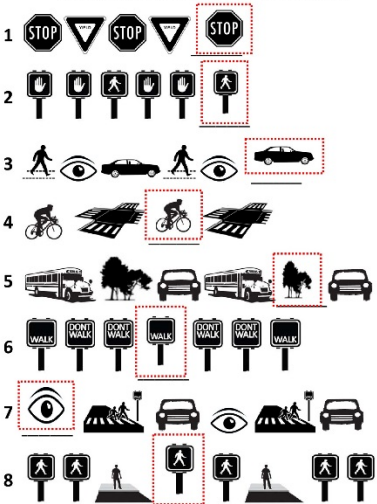
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WalkSafe Complete the Patterns

Answer Key

Directions: Draw the missing object to complete the pattern.



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WalkSafe K-1 Test

Answer Key

Listen carefully as your teacher reads the instructions aloud.

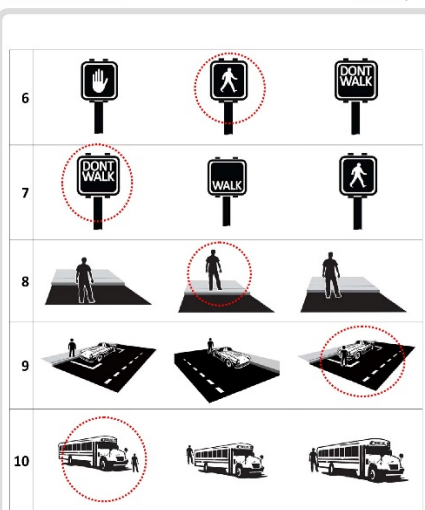


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WalkSafe K-1 Test

Answer Key



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WalkSafe Poster Contest Judging Rubric

Directions: Rate each category from 1 – 5, where a 1 indicates minimal criteria met and a 5 indicates maximum.

		Clarity of pedestrian safety message conveyed by text and artwork	Relevance of poster theme to pedestrian safety and health	Creativity, originality, and artistic quality	Visual clarity, ability to easily read text	Brightness and use of color	Total Points
1							
2							
3							
4							
5							
6							
7							
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