



Sharing the Power of Learning

The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

Intermediate Level (CASAS reading scores of 201-220)

Transportation: Week 1

Unit Overview

This is a 2-week unit where students will become familiar with different modes of transportation, specifically the bus and Light Rail in MN. They will read bus schedules, light rail maps, as well as highway/city maps. They will learn how to *ask for clarification* when listening to directions and how to describe where things are on a map by using *prepositions of location*.

Focus of Week 1

- Compare/contrast modes of transportation in their home countries and the US.
- Using the “building blocks” of a paragraph to write about modes of transportation.
- Discuss the “steps to riding the bus” and obtaining a driver’s license.
- Reading bus schedules and interpreting maps
- Asking for clarification when listening to directions.

Transportation Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Describe how to ride the bus.</p> <p>Literacy/Speaking/Transitions: Compare and contrast transportation in their home countries and the US.</p> <p>Grammar: Use present progressive to describe the “steps to riding the bus”.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Transportation Discussion Questions • Handout: Riding the Bus • Handout: Reading a Bus Schedule, Student Copy <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Cut out a singular set of pictures:</u> Transportation Pictures • Reading a Bus Schedule, Teacher Copy <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO projector, if possible

Lesson Plan

Warm up: Speaking/Transitions (20mins)

Description: Ss will discuss in small groups how different modes of transportation are in their home countries.

Materials/Prep: make a copy of **Transportation Pictures** and cut out pictures; make multiple copies of **Transportation Discussion Questions**.

Activity 1: Literacy (20mins)

Description: Ss will write about different modes of transportation in their home countries.

Materials/Prep: Use the copies of **Transportation Discussion Questions** distributed in the warm-up for this activity.

Activity 2: Life Skill/Grammar (40mins)

Description: Ss will write down the steps to riding the bus in the *present* and then change them later to the *present progressive*.

Materials/Prep: make copies of the **Riding the Bus** handout.

Activity 3: Transitions (30mins)

Description: Ss will read and interpret a bus schedule.

Materials/Prep: **ELMO or overhead projector**; make one copy of **Reading a Bus Schedule, Teacher Copy** and multiple copies of the corresponding **Student Copy**.

Wrap-up:

Time permitting, ask Ss what they learned today and write their answers on the board.

Teacher Directions: Warm Up: Speaking/Transitions

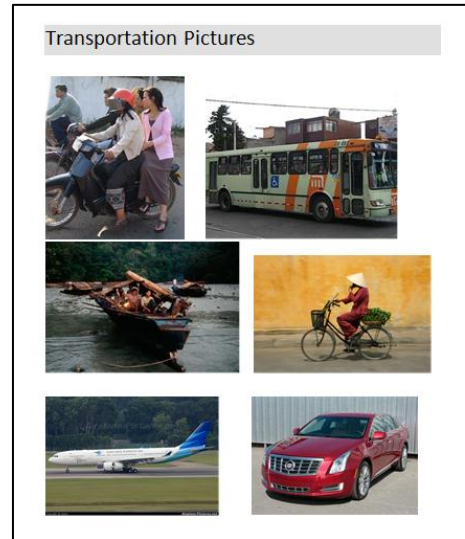
- **Materials:** *Transportation Pictures, Transportation Discussion Questions*

Step 1: Prep

Cut out the **Transportation Pictures**.

Step 2: Setting the Context

Show Ss the **Transportation Pictures** one-by-one (on the ELMO, if possible). Have them tell you what they see. Write down the appropriate transportation word (i.e., motorcycle, bus, etc.). Have Ss tell you what all of the words on the board have in common → LOOK FOR, *ways to get from here to there, transportation, etc.*





Step 3: Discussion

Put Ss into 5 different groups and pass out the **Transportation Discussion Questions**. Give a copy of the handout to each student in the group. **NOTE: Each group** should have a different transportation unit to discuss (i.e., Group 1 = Motorcycles; Group 2 = Buses, etc.). Explain that each question needs to be answered ORALLY by everyone in the group. **Model** a question/answer so they know what you expect.



Transportation Discussion Questions

MOTORCYCLES

1. Do a lot of people ride motorcycles in your country?
2. Do women drive motorcycles?
3. How many people ride on motorcycles at one time? Two, three...five people?!!
4. Are they safe? Do people get in a lot of accidents?
5. Do people wear helmets?
6. How much do motorcycles cost in your home country?
7. Did you have a motorcycle?

BUSES

1. Do many people ride the bus in your home country?
2. How many people ride the bus at one time? Do people stand up in the bus?
3. Do chickens or animals ride the bus? ☹
4. Are buses safe?
5. How much does one bus ticket cost?
6. Did you ride the bus in your home country?
7. Do you ride the bus now?

Walk around the room and make sure everyone is using English and understands the questions.

Afterwards, have each group share their answers.

Teacher Directions: Activity 1: Writing

- **Materials:** *Transportation Discussion Questions*


Step 1: Writing

Now that they have discussed the answers to the **Transportation Discussion Questions** orally, have each student write their *own* answers to the questions in complete sentences.

If Ss finish early, give them another transportation unit to write about. You could also pair up Ss and have them share their answers orally.


Transportation Discussion Questions

MOTORCYCLES



1. Do a lot of people ride motorcycles in your country?
2. Do women drive motorcycles?
3. How many people ride on motorcycles at one time? Two, three... five people?!
4. Are they safe? Do people get in a lot of accidents?
5. Do people wear helmets?
6. How much do motorcycles cost in your home country?
7. Did you have a motorcycle?

BUSES



1. Do many people ride the bus in your home country?
2. How many people ride the bus at one time? Do people stand up in the bus?
3. Do children or animals ride the bus? ☹
4. Are buses safe?
5. How much does one bus ticket cost?
6. Did you ride the bus in your home country?
7. Do you ride the bus now?

Teacher Directions: Activity 2: Life Skill/Grammar

- **Materials:** *Riding the Bus*

Step 1: Setting the Context

Tell Ss that you have never ridden the bus and that they need to give you step-by-step instructions on how to do it. Act out what they say. Make this humorous if you can, especially if the steps are out of order (i.e., sit down on the bus *before* getting on the bus, etc.)

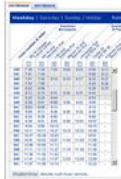
Step 2: Riding the Bus

Put Ss in pairs and give them the **Riding the Bus** handout. Explain that they need to look at the pictures and determine what step the picture is describing. The first one has been done for them. Here is the answer key for each picture:


1. Read a bus schedule.
2. Wait for the bus.
3. Get on the bus.

Riding the Bus


Below are pictures of steps to riding a bus. Write down what you think the steps are.




1. Read the bus schedule



2. _____



3. _____



4. _____

4. Pay your bus fare.
5. Take your transfer ticket.
6. Sit down.
7. Watch for your stop.
8. Pull the “stop requested” cord when your stop is approaching.
9. Get off the bus

Step 3: Checking for Comprehension

Once everyone is finished, put a copy of the handout on the ELMO and go over the answers together. Have Ss change the verbs if they’re not appropriate, as you will be using these verbs for the next grammar activity.

Step 4: Grammar

With the **Riding the Bus** handout still projected on the ELMO, have Ss come up to the white board and circle the verbs. (If you don’t have an ELMO, then simply have your Ss tell you what the verbs are and write them on the board).

Once you have all of the verbs circled, ask the Ss what TENSE these verbs are in → *present*. Ask them if they know how to change these verbs to the *present progressive*, or *verbs that are happening RIGHT NOW* (i.e. read a bus schedule → I **am reading** a bus schedule, etc.) If they don’t know, supply the answer for them.

Then write this grammar diagram on the board:

Present Progressive

I	am	verb+ing	You (al)	are	verb+ing
You	are	verb+ing	We	are	verb+ing
He/she/It	is	verb+ing	They	are	verb+ing

Explain that the present progressive tense is typically used for actions that are occurring RIGHT NOW. Act out several examples for the Ss and have them say what you’re doing in complete sentences (i.e., *You are writing on the board right now; The teacher is drinking water right now; She is jumping right now, etc.*)

Once you feel that they understand the grammar rule (and they should; this should be review for most of them), tell them to change the verbs on their **Riding the Bus** handout to complete sentences using the present progressive. Do the first one together.

When everyone is finished, go over the answers together as a class.

Teacher Directions: Activity 3: Transitions

- Materials: ELMO or overhead projector; *Reading a Bus Schedule, Teacher and Student Copies*

Step 1: Setting the Context

Ask Ss how *riding the bus* is different here than in their home countries. Consider asking them any of the following questions: *How much does it cost to ride the bus here vs. in your home country? Are there bus schedules to read here vs. in your home country? Do you have to make transfers here vs. in your home countries?*

Step 2: Reading a bus schedule

Put the **Teacher copy** of the **Reading a Bus Schedule** worksheet on the ELMO and go over it together as a class.

Afterwards, give Ss the **Student Copy** of **Reading a Bus Schedule** and have them answer the questions independently. Pair them up as they finish and then go over the answers together as a class once everyone has finished.

Reading a Bus Schedule

TEACHER COPY

1. You are at **Mall of America Transit Center**. You are taking bus **5M**. What time do you **leave**?

2. You are at **Portland Ave. and 77th St.** You are taking bus **5K** at **4:08**. You want to get to **Chicago Ave and 38th St.** What time will you **arrive**?

NORTH/SOUTHBOUND
Weekday | Saturday | Sunday / Holiday
From Mall of America to Brooklyn Center

From Mall of America	Brooklyn Center	Chicago Ave	Chicago Ave & 38th St	Chicago Ave & 35th St	Chicago Ave & 32nd St	Chicago Ave & 29th St	Chicago Ave & 26th St	Chicago Ave & 23rd St	Chicago Ave & 20th St	Chicago Ave & 17th St	Chicago Ave & 14th St	Chicago Ave & 11th St	Chicago Ave & 8th St	Chicago Ave & 5th St	Chicago Ave & 2nd St	Chicago Ave & 1st St	Chicago Ave & 0th St	Chicago Ave & -1st St	Chicago Ave & -2nd St	Chicago Ave & -3rd St	Chicago Ave & -4th St	Chicago Ave & -5th St	Chicago Ave & -6th St	Chicago Ave & -7th St	Chicago Ave & -8th St	Chicago Ave & -9th St	Chicago Ave & -10th St	Chicago Ave & -11th St	Chicago Ave & -12th St	Chicago Ave & -13th St	Chicago Ave & -14th St	Chicago Ave & -15th St	Chicago Ave & -16th St	Chicago Ave & -17th St	Chicago Ave & -18th St	Chicago Ave & -19th St	Chicago Ave & -20th St	Chicago Ave & -21st St	Chicago Ave & -22nd St	Chicago Ave & -23rd St	Chicago Ave & -24th St	Chicago Ave & -25th St	Chicago Ave & -26th St	Chicago Ave & -27th St	Chicago Ave & -28th St	Chicago Ave & -29th St	Chicago Ave & -30th St	Chicago Ave & -31st St	Chicago Ave & -32nd St	Chicago Ave & -33rd St	Chicago Ave & -34th St	Chicago Ave & -35th St	Chicago Ave & -36th St	Chicago Ave & -37th St	Chicago Ave & -38th St	Chicago Ave & -39th St	Chicago Ave & -40th St	Chicago Ave & -41st St	Chicago Ave & -42nd St	Chicago Ave & -43rd St	Chicago Ave & -44th St	Chicago Ave & -45th St	Chicago Ave & -46th St	Chicago Ave & -47th St	Chicago Ave & -48th St	Chicago Ave & -49th St	Chicago Ave & -50th St																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
5:05	5:15	5:25	5:35	5:45	5:55	6:05	6:15	6:25	6:35	6:45	6:55	7:05	7:15	7:25	7:35	7:45	7:55	8:05	8:15	8:25	8:35	8:45	8:55	9:05	9:15	9:25	9:35	9:45	9:55	10:05	10:15	10:25	10:35	10:45	10:55	11:05	11:15	11:25	11:35	11:45	11:55	12:05	12:15	12:25	12:35	12:45	12:55	1:05	1:15	1:25	1:35	1:45	1:55	2:05	2:15	2:25	2:35	2:45	2:55	3:05	3:15	3:25	3:35	3:45	3:55	4:05	4:15	4:25	4:35	4:45	4:55	5:05	5:15	5:25	5:35	5:45	5:55	6:05	6:15	6:25	6:35	6:45	6:55	7:05	7:15	7:25	7:35	7:45	7:55	8:05	8:15	8:25	8:35	8:45	8:55	9:05	9:15	9:25	9:35	9:45	9:55	10:05	10:15	10:25	10:35	10:45	10:55	11:05	11:15	11:25	11:35	11:45	11:55	12:05	12:15	12:25	12:35	12:45	12:55	1:05	1:15	1:25	1:35	1:45	1:55	2:05	2:15	2:25	2:35	2:45	2:55	3:05	3:15	3:25	3:35	3:45	3:55	4:05	4:15	4:25	4:35	4:45	4:55	5:05	5:15	5:25	5:35	5:45	5:55	6:05	6:15	6:25	6:35	6:45	6:55	7:05	7:15	7:25	7:35	7:45	7:55	8:05	8:15	8:25	8:35	8:45	8:55	9:05	9:15	9:25	9:35	9:45	9:55	10:05	10:15	10:25	10:35	10:45	10:55	11:05	11:15	11:25	11:35	11:45	11:55	12:05	12:15	12:25	12:35	12:45	12:55	1:05	1:15	1:25	1:35	1:45	1:55	2:05	2:15	2:25	2:35	2:45	2:55	3:05	3:15	3:25	3:35	3:45	3:55	4:05	4:15	4:25	4:35	4:45	4:55	5:05	5:15	5:25	5:35	5:45	5:55	6:05	6:15	6:25	6:35	6:45	6:55	7:05	7:15	7:25	7:35	7:45	7:55	8:05	8:15	8:25	8:35	8:45	8:55	9:05	9:15	9:25	9:35	9:45	9:55	10:05	10:15	10:25	10:35	10:45	10:55	11:05	11:15	11:25	11:35	11:45	11:55	12:05	12:15	12:25	12:35	12:45	12:55	1:05	1:15	1:25	1:35	1:45	1:55	2:05	2:15	2:25	2:35	2:45	2:55	3:05	3:15	3:25	3:35	3:45	3:55	4:05	4:15	4:25	4:35	4:45	4:55	5:05	5:15	5:25	5:35	5:45	5:55	6:05	6:15	6:25	6:35	6:45	6:55	7:05	7:15	7:25	7:35	7:45	7:55	8:05	8:15	8:25	8:35	8:45	8:55	9:05	9:15	9:25	9:35	9:45	9:55	10:05	10:15	10:25	10:35	10:45	10:55	11:05	11:15	11:25	11:35	11:45	11:55	12:05	12:15	12:25	12:35	12:45	12:55	1:05	1:15	1:25	1:35	1:45	1:55	2:05	2:15	2:25	2:35	2:45	2:55	3:05	3:15	3:25	3:35	3:45	3:55	4:05	4:15	4:25	4:35	4:45	4:55	5:05	5:15	5:25	5:35	5:45	5:55	6:05	6:15	6:25	6:35	6:45	6:55	7:05	7:15	7:25	7:35	7:45	7:55	8:05	8:15	8:25	8:35	8:45	8:55	9:05	9:15	9:25	9:35	9:45	9:55	10:05	10:15	10:25	10:35	10:45	10:55	11:05	11:15	11:25	11:35	11:45	11:55	12:05	12:15	12:25	12:35	12:45	12:55	1:05	1:15	1:25	1:35	1:45	1:55	2:05	2:15	2:25	2:35	2:45	2:55	3:05	3:15	3:25	3:35	3:45	3:55	4:05	4:15	4:25	4:35	4:45	4:55	5:05	5:15	5:25	5:35	5:45	5:55	6:05	6:15	6:25	6:35	6:45	6:55	7:05	7:15	7:25	7:35	7:45	7:55	8:05	8:15	8:25	8:35	8:45	8:55	9:05	9:15	9:25	9:35	9:45	9:55	10:05	10:15	10:25	10:35	10:45	10:55	11:05	11:15	11:25	11:35	11:45	11:55	12:05	12:15	12:25	12:35	12:45	12:55	1:05	1:15	1:25	1:35	1:45	1:55	2:05	2:15	2:25	2:35	2:45	2:55	3:05	3:15	3:25	3:35	3:45	3:55	4:05	4:15	4:25	4:35	4:45	4:55	5:05	5:15	5:25	5:35	5:45	5:55	6:05	6:15	6:25	6:35	6:45	6:55	7:05	7:15	7:25	7:35	7:45	7:55	8:05	8:15	8:25	8:35	8:45	8:55	9:05	9:15	9:25	9:35	9:45	9:55	10:05	10:15	10:25	10:35	10:45	10:55	11:05	11:15	11:25	11:35	11:45	11:55	12:05	12:15	12:25	12:35	12:45	12:55	1:05	1:15	1:25	1:35	1:45	1:55	2:05	2:15	2:25	2:35	2:45	2:55	3:05	3:15	3:25	3:35	3:45	3:55	4:05	4:15	4:25	4:35	4:45	4:55	5:05	5:15	5:25	5:35	5:45	5:55	6:05	6:15	6:25	6:35	6:45	6:55	7:05	7:15	7:25	7:35	7:45	7:55	8:05	8:15	8:25	8:35	8:45	8:55	9:05	9:15	9:25	9:35	9:45	9:55	10:05	10:15	10:25	10:35	10:45	10:55	11:05	11:15	11:25	11:35	11:45	11:55	12:05	12:15	12:25	12:35	12:45	12:55	1:05	1:15	1:25	1:35	1:45	1:55	2:05	2:15	2:25	2:35	2:45	2:55	3:05	3:15	3:25	3:35	3:45	3:55	4:05	4:15	4:25	4:35	4:45	4:55	5:05	5:15	5:25	5:35	5:45	5:55	6:05	6:15	6:25	6:35	6:45	6:55	7:05	7:15	7:25	7:35	7:45	7:55	8:05	8:15	8:25	8:35	8:45	8:55	9:05	9:15	9:25	9:35	9:45	9:55	10:05	10:15	10:25	10:35	10:45	10:55	11:05	11:15	11:25	11:35	11:45	11:55	12:05	12:15	12:25	12:35	12:45	12:55	1:05	1:15	1:25	1:35	1:45	1:55	2:05	2:15	2:25	2:35	2:45	2:55	3:05	3:15	3:25	3:35	3:45	3:55	4:05	4:15	4:25	4:35	4:45	4:55	5:05	5:15	5:25	5:35	5:45	5:55	6:05	6:15	6:25	6:35	6:45	6:55	7:05	7:15	7:25	7:35	7:45	7:55	8:05	8:15	8:25	8:35	8:45	8:55	9:05	9:15	9:25	9:35	9:45	9:55	10:05	10:15	10:25	10:35	10:45	10:55	11:05	11:15	11:25	11:35	11:45	11:55	12:05	12:15	12:25	12:35	12:45	12:55	1:05	1:15	1:25	1:35	1:45	1:55	2:05	2:15	2:25	2:35	2:45	2:55	3:05	3:15	3:25	3:35	3:45	3:55	4:05	4:15	4:25	4:35	4:45	4:55	5:05	5:15	5:25	5:35	5:45	5:55	6:05	6:15	6:25	6:35	6:45	6:55	7:05	7:15	7:25	7:35	7:45	7:55	8:05	8:15	8:25	8:35	8:45	8:55	9:05	9:15	9:25	9:35	9:45	9:55	10:05	10:15	10:25	10:35	10:45	10:55	11:05	11:15	11:25	11:35	11:45	11:55	12:05	12:15	12:25	12:35	12:45	12:55	1:05	1:15	1:25	1:35	1:45	1:55	2:05	2:15	2:25	2:35	2:45	2:55	3:05	3:15	3:25	3:35	3:45	3:55	4:05	4:15	4:25	4:35	4:45	4:55	5:05	5:15	5:25	5:35	5:45	5:55	6:05	6:15	6:25	6:35	6:45	6:55	7:05	7:15	7:25	7:35	7:45	7:55	8:05	8:15	8:25	8:35	8:45	8:55	9:05	9:15	9:25	9:35	9:45	9:55	10:05	10:15	10:25	10:35	10:45	10:55	11:05	11:15	11:25	11:35	11:45	11:55	12:05	12:15	12:25	12:35	12:45	12:55	1:05	1:15	1:25	1:35	1:45	1:55	2:05	2:15	2:25	2:35	2:45	2:55	3:05	3:15	3:25	3:35	3:45	3:55	4:05	4:15	4:25	4:35	4:45	4:55	5:05	5:15	5:25	5:35	5:45	5:55	6:05	6:15	6:25	6:35	6:45	6:55	7:05	7:15	7:25	7:35	7:45	7:55	8:05	8:15	8:25	8:35	8:45	8:55	9:05	9:15	9:25	9:35	9:45	9:55	10:05	10:15	10:25	10:35	10:45	10:55	11:05	11:15	11:25	11:35	11:45	11:55	12:05	12:15	12:25	12:35	12:45	12:55	1:05	1:15	1:25	1:35	1:45	1:55	2:05	2:15	2:25	2:35	2:45	2:55	3:05	3:15	3:25	3:35	3:45	3:55	4:05	4:15	4:25	4:35	4:45	4:55	5:05	5:15	5:25	5:35	5:45	5:55	6:05	6:15	6:25	6:35	6:45	6:55	7:05	7:15

Transportation Pictures



Transportation Discussion Questions

MOTORCYCLES



1. Do a lot of people ride motorcycles in your country?
2. Do women drive motorcycles?
3. How many people ride on motorcycles at one time? Two, three...five people??!
4. Are they safe? Do people get in a lot of accidents?
5. Do people wear helmets?
6. How much do motorcycles cost in your home country?
7. Did you have a motorcycle?

BUSES



1. Do many people ride the bus in your home country?
2. How many people ride the bus at one time? Do people stand up in the bus?
3. Do chickens or animals ride the bus? 😊
4. Are busses safe?
5. How much does one bus ticket cost?
6. Did you ride the bus in your home country?
7. Do you ride the bus now?

CARS



1. Do many people have cars in your home county?
2. How much do cars cost?
3. How much is gas?
4. Do you need a driver's license? What age can you start driving?
5. Is it safe to drive a car?
6. Do people have to wear seatbelts?
7. Do the police give people speeding tickets?

BOATS



1. Do many people use a boat in your country?
2. Why do they use a boat? (*to visit friends, fishing...*)
3. Do people build their boats from trees, or do they buy them?
4. How much do boats cost?
5. Did you have a boat? If yes, why did you use it?
6. Are boats safe in your home country?
7. Do you have a boat now? 😊

BICYCLES



1. Do many people ride bicycles in your country?
2. Why do they ride them?
3. How much do they cost?
4. How many people ride on a bike at one time? (two people, three people...five??! ☺)
5. Are bicycles safe? Do cars hit the bicycles?
6. Did you ride a bicycle?
7. Do you have a bicycle now?

Riding the Bus

Below are pictures of steps to riding a bus. Write down what you think the steps are.

EASTBOUND		WESTBOUND					
Weekday		Saturday		Sunday / Holiday			
from	to	from	to	from	to		
94B	7:36	7:39	7:55	8:00	8:02	8:08	8:12
94D	7:41	7:44	-	-	-	8:08	8:12
94B	7:51	7:54	8:10	8:15	8:17	8:23	8:27
94D	7:53	7:56	-	-	-	8:20	8:24
94D	8:03	8:06	-	-	-	8:29	8:33
94B	8:12	8:15	8:31	8:35	8:37	8:43	-
94C	8:25	8:28	8:44	-	-	8:53	-
94B	8:38	8:41	8:56	9:00	9:02	9:08	-
94C	8:53	8:56	9:10	-	-	9:19	-
94B	9:09	9:12	9:26	9:30	9:32	9:38	-
94C	9:24	9:26	9:40	-	-	9:49	-
94B	9:39	9:41	9:55	9:59	10:01	10:07	-
94C	9:54	9:56	10:10	-	-	10:18	-
94B	10:11	10:13	10:27	10:31	10:33	10:39	-
94C	10:27	10:29	10:43	-	-	10:51	-
94B	10:41	10:43	10:57	11:01	11:03	11:09	-
94C	10:56	10:58	11:12	-	-	11:20	-
94B	11:11	11:13	11:27	11:31	11:33	11:39	-
94C	11:26	11:28	11:42	-	-	11:50	-
94B	11:41	11:43	11:57	12:01	12:03	12:09	-
94C	11:57	11:59	12:14	-	-	12:22	-

Shaded times denote rush-hour service.



1. Read the bus schedule

2. _____



3. _____



4. _____



5. _____

6. _____



7. _____

8. _____



9. _____

Reading a Bus Schedule

TEACHER COPY

1. You are at **Mall of America Transit Center**. You are taking bus **5M**. What time do you leave?

2. You are at **Portland Ave. and 77th St.** You are taking bus **5K** at **4:08**. You want to get to **Chicago Ave and 38th St.** What time will you arrive?

NORTHBOUND SOUTHBOUND

Weekday | Saturday | Sunday / Holiday

from Mall of America to Brooklyn Center via Minneapolis

route number & letter	Mall of America Transit Center	Portland Ave and 77th St	Portland Ave and 66th St	Chicago Ave and 56th St	Chicago Ave and 38th St	ARRIVE Chicago Lake Transit Center	DEPART Chicago Lake Transit Center	Chicago Ave and 8th St S	ARRIVE 7th St S and Nicollet Mall	DEPART 7th St S and Nicollet Mall	7th St N and Olson Hwy	Emerson Ave N and W Broadway Ave	26th Ave N and W Broadway Ave	Oakdale Ramp	44th Ave N and Fremont Ave N	Osseo Rd and 47th Ave N	Brooklyn Center Transit Center
AM																	
5K	1:19	1:26	1:30	1:34	1:40	1:44	1:44	1:56	2:00	2:10	2:14	2:18	-	-	2:26	-	-
5K	-	-	-	-	2:38	2:42	2:42	2:54	2:58	3:10	3:14	3:18	-	-	3:26	-	-
5K	-	-	-	-	3:36	3:40	3:40	3:52	3:56	4:10	4:14	4:18	-	-	4:26	-	-
5M	4:01	4:08	4:12	4:16	4:22	4:26	4:29	4:42	4:46	5:03	5:07	5:11	-	-	5:19	5:22	5:26
5M	-	-	-	-	5:18	5:23	5:23	5:37	5:42	5:43	5:47	5:51	-	-	5:59	6:02	6:06
5M	-	-	-	5:17	5:23	5:28	5:28	5:42	5:47	5:48	5:52	5:56	-	-	6:04	6:07	6:11

Reading a Bus Schedule

Student Copy



Serving the Minneapolis/
St. Paul Metro Area



• Fri, Oct. 9

Online Schedules

Select Another Route:

5

Comment on New C

Local Bus Route 5

Rider Alert: [Click here for Rider Alerts.](#)

Approximate Frequency	Minutes
Rush Hours (weekdays 6-9 am and 3-6:30 pm)	5-10
Midday	10
Evening	10-15
Owl (1 am-5 am)	once/hour
Saturday	10
Sunday / Holiday	10-15

Note: These times are average and may apply only to the main portion of the route. Refer to the schedule for details.

[NexTrip](#) | [Personal Schedule](#) | [Trip Planner](#)



Brklyn Center - Fremont - 26th Av - Chicago - MOA



Serving:

Brooklyn Center
Brooklyn Center Transit Center
Brookdale Shopping Center

North Minneapolis
26th, Fremont Avenues

Downtown Minneapolis
South Minneapolis
Chicago Lake Transit center
Chicago Avenue

Richfield
Portland Avenue

Bloomington
American Boulevard

Mall of America Station

For service north of Brookdale routes [721](#), [722](#), [723](#) and [724](#)

[View/Print detailed bus stop map](#)

Answer these questions in complete sentences

1. What Local Bus Route is this for?
2. Where does the bus go?
3. What times are the rush hours?
4. How many minutes does the bus come in the evenings?
5. How many minutes does the bus come on Saturdays?

Use the bus timetable below to answer the questions

1. What days is this map for?
2. Where does this bus start from?
3. You are at **Mall of America Transit Center**. You are taking bus **5K**. What time do you leave?
4. You are at **Mall of America Transit Center**. You are taking bus **5K** to **Portland Ave. and 66th St.** What time do you arrive?
5. You are at **Portland Ave. and 77th St.** You are taking bus **5M** at **4:08**. You want to get to **Chicago Ave and 8th St. S.** What time will you arrive?
6. You want to arrive at **Emerson Ave. N. and W. Broadway Ave.** at **2:18**. What bus should you take? (5K, 5M, or 5F)

NORTHBOUNDSOUTHBOUND

Weekday | Saturday | Sunday / Holiday

from Mall of America to Brooklyn Center via south, downtown, and north Minneapolis

route number & letter	17	16	15	14	13	12	12	11	10	10	8	7	5	4	3	2	1
	AM																
5K	1:19	1:26	1:30	1:34	1:40	1:44	1:44	1:56	2:00	2:10	2:14	2:18	-	-	2:26	-	-
5K	-	-	-	-	2:38	2:42	2:42	2:54	2:58	3:10	3:14	3:18	-	-	3:26	-	-
5K	-	-	-	-	3:36	3:40	3:40	3:52	3:56	4:10	4:14	4:18	-	-	4:26	-	-
5M	4:01	4:08	4:12	4:16	4:22	4:26	4:29	4:42	4:46	5:03	5:07	5:11	-	-	5:19	5:22	5:28
5M	-	-	-	-	5:18	5:23	5:23	5:37	5:42	5:43	5:47	5:51	-	-	5:59	6:02	6:08
5M	-	-	-	5:17	5:23	5:28	5:28	5:42	5:47	5:48	5:52	5:56	-	-	6:04	6:07	6:13
5M	5:12	5:19	5:23	5:28	5:34	5:39	5:39	5:53	5:58	5:59	6:03	6:08	-	-	6:16	6:19	6:25
5M	-	-	-	-	5:45	5:50	5:51	6:05	6:10	6:11	6:15	6:20	-	-	6:28	6:31	6:37
5M	5:35	5:42	5:46	5:51	5:57	6:02	6:03	6:17	6:22	6:23	6:27	6:32	-	-	6:40	6:43	6:49

Transportation Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Describe how to ride the bus via reading bus schedules.</p> <p>Literacy/Transitions: Identify the building blocks of a paragraph (topic, supporting, concluding sentences) and use them to write paragraphs about transportation in their home countries.</p> <p>Listening/speaking: Review the “steps to riding the bus” by doing a walking dictation.</p> <p>Grammar: Review the present progressive.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Present Progressive Review • Handout: Paragraph Construction • Handout: Reorder the Sentences • Handout: Transportation in My Country • Handout: Bus Schedules, Student A and Student B <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Cut out a singular set of pictures:</u> Riding the Bus • Example paragraphs • <u>Volunteer Manual, 2012:</u> Walking Dictation, p. 59 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector

Lesson Plan

Review: Grammar/Listening/Speaking (20mins)

Directions: Ss will review the *present progressive* and do a **walking dictation** to review the steps to riding the bus.

Materials/Prep: make one copy of, and cut out the pictures on, the ***Riding the Bus*** handout; make multiple copies of the ***Present Progressive Review*** handout; ***Volunteer Manual, 2012: Walking Dictation, p. 59.***

Activity 1: Literacy/Transitions (60mins)

Description: Ss will discuss the parts to a paragraph (topic sentence/main idea, detail/supporting sentences, concluding sentence), practice identifying them, and then write their own 5-sentence paragraph on transportation differences between the US and their home countries.

Materials/Prep: **ELMO or overhead projector**; make one copy of ***Example Paragraphs*** and multiple copies of the ***Paragraph Construction, Reorder the Sentences,*** and ***Transportation in My Country*** handouts.

Activity 2: Life Skill (30mins)

Description: Ss will do a **jigsaw** activity where they read information on bus schedules and answer questions.

Materials/Prep: make copies of ***Bus Schedules, Student A and Student B.***

Wrap-Up

Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.

Teacher Directions: Review: Grammar/Listening/Speaking

- **Materials:** *Riding the Bus, Present Progressive Review; Volunteer Manual: Walking Dictation, p. 59*

Step 1: Prep

Cut out the pictures from the **Riding the Bus** handout. Reference the **Volunteer Manual: Walking Dictation, p. 59** if necessary.

Step 2: Review present progressive

As Ss walk in, give them the **Present Progressive** handout. Use this as a 10-minute buffer for late Ss. While Ss are working on this handout, you can be taping the **Riding the Bus** pictures around the room or in the hall.

Time permitting – as Ss finish the grammar worksheet, pair them up to **correct answers**.

Step 3: Review the Steps to Riding the Bus

Put Ss in pairs and explain the rules to the **walking dictation**. The first person finished stops the game.

Go over the answers together as a class.



Present Progressive Review

Read the sentences below and fill in the correct form of the present progressive.

Example: (go) I am going to the store.

1. (eat) She _____ eggs for breakfast.
2. (practice) You _____ English grammar right now.
3. (drink) The dog _____ water now.
4. (learn) You (all) _____ English right now.
5. (teach) The teacher _____ us English.
6. (travel) Mabel and Gary _____ around the world.
7. (work) Peter _____ downtown Minneapolis.
8. (sleep) The baby _____ in her crib.
9. (cook) Jose and Raul _____ beans and rice for dinner.
10. (play) We _____ basketball at the park.

Now write 5 more of your own sentences below.

Teacher Directions: Activity 1: Literacy/Transitions

- **Materials:** ELMO or overhead projector; *Paragraph Construction, Example Paragraphs, Reorder the Sentences, Transportation in My Country*

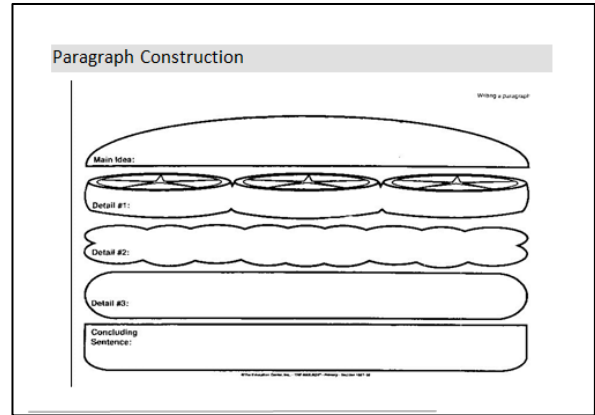
Step 1: Setting the Context

Ask Ss if they know what a hamburger is and what goes in it. Draw a (simple) picture of one on the board (or find a picture of one before class). Look for Ss to say answers such as: *bun, hamburger, lettuce, tomato, cheese, etc.*

Step 2: Parts of a Paragraph

Hold up the **Paragraph Construction** handout, or put it on the ELMO, and explain that writing a paragraph is similar to the parts of a hamburger:

- Main idea (or topic sentence) = top part of the bun
- Detail 1 = tomatoes
- Detail 2 = lettuce
- Detail 3 = hamburger
- Concluding sentence = bottom part of the bun



Ask Ss how many sentences they think are in a GOOD paragraph → **FIVE**. Then write each of the **bolded** words below on the board and ask the Ss first to tell you what *they* think the definitions are. If they don't know, supply the definitions for them:

- **Main Idea** = *the main idea of the paragraph; what the paragraph is talking about or describing*
- **Details 1-3** = *sentences that support the main idea*
- **Concluding Sentence** = *summarizes what the paragraph was about*

NOTE: You might have to explain the meaning of *support* and *summarize*.

Next, put the **Example Paragraphs** handout on the ELMO or overhead projector and read the first example for the class. Then have everyone read it together. Afterwards, ask the Ss to tell you what the *main idea*, *detail*, and *concluding* sentences are. Do this for the second example as well.

Then give them the **Reorder the Sentences** handout. Check answers afterward and ask Ss which example seemed easier to reorder. (The first one should be, as the *detail sentences* start with “first”, “second”, and “third”.) Explain that this is a great way for them to organize their *detail sentences* in their own paragraphs.

Example Paragraphs

TEACHER COPY

EXAMPLE 1

Driving a motorcycle in Indonesia is very different than driving one in Minnesota. First, people don't have to wear helmets in Indonesia. Second, 14-year olds can drive motorcycles there, but you have to be 16 to drive any vehicle in Minnesota. Third, sometimes there are four or more people on motorcycles in Indonesia. Sometimes people bring their babies on motorcycles too, and you would never see that in Minnesota. There are many differences between riding a motorcycle in Indonesia and riding one in Minnesota.

EXAMPLE 2

Airplanes are a fast yet expensive way to fly from state to state in America. You can fly to Chicago in over an hour, but it takes you seven hours to drive. Tickets cost a lot of money too. One ticket to Florida can cost over \$400! Because tickets are so expensive, many people don't travel; they choose to drive instead. I like taking airplanes because they are fast, but I don't like how expensive airplane tickets are.

Reorder the Sentences

The sentences below are out of order. Put a 1 by the Main Idea sentence, a 2 by the first Detail Sentence, and so on.

..... Sometimes people bring their babies on motorcycles too, and you would never see that in Minnesota.

..... Second, 14-year olds can drive motorcycles there, but you have to be 16 to drive any vehicle in Minnesota.

..... First, people don't have to wear helmets in Indonesia.

..... Driving a motorcycle in Indonesia is very different than driving one in Minnesota.

..... There are many differences between riding a motorcycle in Indonesia and riding one in Minnesota.

..... Third, sometimes there are four or more people on motorcycles in Indonesia.

The sentences below are out of order. Put a 1 by the Main Idea sentence, a 2 by the first Detail Sentence, and so on.

..... I like taking airplanes because they are fast, but I don't like how expensive airplane tickets are.

..... One ticket to Florida can cost over \$400!

..... Because tickets are so expensive, many people don't travel; they choose to drive instead.

..... Airplanes are a fast yet expensive way to fly from state to state in America.

..... You can fly to Chicago in over an hour, but it takes you seven hours to drive.

..... Tickets cost a lot of money too.

Step 3: Writing a Paragraph

Have Ss pull out their *Transportation Discussion Questions* handout they used yesterday in class. If they don't have it, that's fine. They will just be using this as a reference anyway.

Pass out the **Transportation in My Country** handout. Have Ss start working on this independently. Circle around the room as Ss work so you can answer questions as they arise.

As Ss finish, pair them up so they can share their answers.

Time permitting, have a few Ss share their paragraphs with the whole group.

Transportation in My Country

Circle a transportation topic you want to write about

Buses bicycles motorcycles trains

What are 3 differences between the transportation topic you circled in your home country versus the US?

Example: Transportation Topic → buses
Difference #1 → bus tickets are more expensive in the United States

Difference #1

Difference #2

Difference #3

Now, flip your paper over and write a paragraph about your transportation topic. You need to write 5 sentences: 1 main idea sentence, 3 detail sentences, and 1 concluding sentence.

Teacher Directions: Activity 2: Life Skill/Transitions

- Materials: *Bus Schedules, Student A and Student B*

Step 1: Prep


If you have 14 Ss in class, you will need to make **7 double-sided copies** of the **Student A Bus Schedule** handout and **7 double-sided copies** of the **Student B Bus Schedule** handout. It helps to make these copies on different colored paper (i.e., Student A = purple, and Student B = green) so it's easier to track once they're distributed.

Bus Schedules

Student A

Look at the bus schedule and answer the questions.

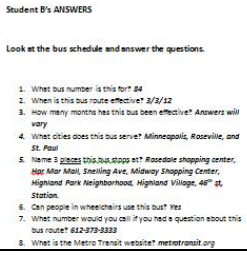
1. What bus number is this for?
2. When is this bus route effective?
3. Is the bus route effective now?
4. What city does this bus serve?
5. Name 3 places this bus stops at?



Student B's ANSWERS

Look at the bus schedule and answer the questions.

1. What bus number is this for? 16
2. When is this bus route effective? 8/12/12
3. How many months has this bus been effective? Answers will vary
4. What cities does this bus serve? Minneapolis, Roseville, and St. Paul
5. Name 3 places this bus stops at? Roseville shopping center, Mar Mar Mall, Smedley Ave, Midway Shopping Center, Highland Park neighborhood, Highland Village, 48th St Station.
6. Can people in wheelchairs use this bus? Yes
7. What number would you call if you had a question about this bus route? 612-379-3333
8. What is the Metro Transit website? metrotransit.org




Student A

Look at the bus schedule and answer the questions.

1. What bus number is this for? 84
2. When is this bus route effective? 8/12/12
3. Is the bus route effective now? Yes
4. What city does this bus serve? Minneapolis and St. Paul
5. Name 3 places this bus stops at? Metrodome, maroon, Uptown, 40th Ave, Sibley center, Stone Capital
6. Can people in wheelchairs use this bus? Yes
7. What number would you call if you had a question about this bus route? 612-379-3333
8. What is the Metro Transit website? metrotransit.org

CHALLENGE Find the picture that says "NIGHT OWL". What do you think "Night Owl" means? It means that this bus runs late at night.




Student B

Look at the bus schedule and answer the questions.

1. What bus number is this for? 84
2. When is this bus route effective? 8/12/12
3. How many months has this bus been effective? 1
4. What cities does this bus serve? Minneapolis and St. Paul
5. Name 3 places this bus stops at? Metrodome, maroon, Uptown, 40th Ave, Sibley center, Stone Capital
6. Can people in wheelchairs use this bus? Yes
7. What number would you call if you had a question about this bus route? 612-379-3333
8. What is the Metro Transit website? metrotransit.org

CHALLENGE Does this bus route stop at a square station?



Step 2: Setting the Context

Ask Ss: *What are some ways you can find out what bus to take?* Honor any appropriate comments, but look for Ss to say “read a bus schedule”.

Step 3: Reading Bus Schedules

Pass out the **Student A** copy of **Bus Schedules** to half of the class, and the **Student B** copy to the other half of the class. Explain that they need to answer the questions on the front of their worksheet first. When they’re finished, tell them to let you know so you can pair them up a student who answered a different set of questions.

Once they’re paired up, they should flip their papers over and proceed as instructed. (This is how they will check each other’s work.) **Model** this activity for the Ss first.

Riding the Bus

EASTBOUND		WESTBOUND									
Weekday Saturday Sunday / Holiday											
route number & letter	from										
	Downtown Minneapolis										
	Downtown St Paul										
	1	2	4	6	7	8	9	10	11	12	13
	5th St Garage Transit Center	6th St and Washington Ave	7th St and Washington Ave	8th St and Washington Ave	9th St and Washington Ave	10th St and Washington Ave	11th St and Washington Ave	12th St and Washington Ave	13th St and Washington Ave	14th St and Washington Ave	15th St and Washington Ave
94B	7:36	7:39	7:55	8:00	8:02	8:08	8:12				
94D	7:41	7:44	-	-	-	8:08	8:12				
94B	7:51	7:54	8:10	8:15	8:17	8:23	8:27				
94D	7:53	7:56	-	-	-	8:20	8:24				
94D	8:03	8:06	-	-	-	8:29	8:33				
94B	8:12	8:15	8:31	8:35	8:37	8:43	-				
94C	8:25	8:28	8:44	-	-	8:53	-				
94B	8:38	8:41	8:56	9:00	9:02	9:08	-				
94C	8:53	8:56	9:10	-	-	9:19	-				
94B	9:09	9:12	9:26	9:30	9:32	9:38	-				
94C	9:24	9:26	9:40	-	-	9:48	-				
94B	9:39	9:41	9:55	9:59	10:01	10:07	-				
94C	9:54	9:56	10:10	-	-	10:18	-				
94B	10:11	10:13	10:27	10:31	10:33	10:39	-				
94C	10:27	10:29	10:43	-	-	10:51	-				
94B	10:41	10:43	10:57	11:01	11:03	11:09	-				
94C	10:56	10:58	11:12	-	-	11:20	-				
94B	11:11	11:13	11:27	11:31	11:33	11:39	-				
94C	11:26	11:28	11:42	-	-	11:50	-				
94B	11:41	11:43	11:57	12:01	12:03	12:09	-				
94C	11:57	11:59	12:14	-	-	12:22	-				

Shaded times denote rush-hour service.



IE396-007 [RF] © www.visualphotos.com





Present Progressive Review

Read the sentences below and fill in the correct form of the present progressive.

Example: (go) I am going to the store.

1. (eat) She _____ eggs for breakfast.
2. (practice) You _____ English grammar right now.
3. (drink) The dog _____ water now.
4. (learn) You (all) _____ English right now.
5. (teach) The teacher _____ us English.
6. (travel) Mandi and Gary _____ around the world.
7. (work) Peter _____ downtown Minneapolis.
8. (sleep) The baby _____ in her crib.
9. (cook) Jose and Raul _____ beans and rice for dinner.
10. (play) We _____ basketball at the park.

Now write 5 more of your own sentences below.

Paragraph Construction

Writing a paragraph

Main Idea:

Detail #1:

Detail #2:

Detail #3:

Concluding Sentence:

©The Education Center, Inc. • THE SANDWICH® - February - October 1987-98

Example Paragraphs

TEACHER COPY

EXAMPLE 1

Driving a motorcycle in Indonesia is very different than driving one in Minnesota. First, people don't have to wear helmets in Indonesia. Second, 14-year olds can drive motorcycles there, but you have to be 16 to drive any vehicle in Minnesota. Third, sometimes there are four or more people on motorcycles in Indonesia. Sometimes people bring their babies on motorcycles too, and you would never see that in Minnesota. There are many differences between riding a motorcycle in Indonesia and riding one in Minnesota.

EXAMPLE 2

Airplanes are a fast yet expensive way to fly from state to state in America. You can fly to Chicago in over an hour, but it takes you seven hours to drive. Tickets cost a lot of money too. One ticket to Florida can cost over \$400! Because tickets are so expensive, many people don't travel; they choose to drive instead. I like taking airplanes because they are fast, but I don't like how expensive airplane tickets are.

Reorder the Sentences

The sentences below are out of order. Put a 1 by the *Main Idea* sentence, a 2 by the first *Detail Sentence*, and so on.

_____ Sometimes people bring their babies on motorcycles too, and you would never see that in Minnesota.

_____ Second, 14-year olds can drive motorcycles there, but you have to be 16 to drive any vehicle in Minnesota.

_____ First, people don't have to wear helmets in Indonesia.

_____ Driving a motorcycle in Indonesia is very different than driving one in Minnesota.

_____ There are many differences between riding a motorcycle in Indonesia and riding one in Minnesota.

_____ Third, sometimes there are four or more people on motorcycles in Indonesia.

The sentences below are out of order. Put a 1 by the *Main Idea* sentence, a 2 by the first *Detail Sentence*, and so on.

_____ I like taking airplanes because they are fast, but I don't like how expensive airplane tickets are.

_____ One ticket to Florida can cost over \$400!

_____ Because tickets are so expensive, many people don't travel; they choose to drive instead.

_____ Airplanes are a fast yet expensive way to fly from state to state in America.

_____ You can fly to Chicago in over an hour, but it takes you seven hours to drive.

_____ Tickets cost a lot of money too.

Transportation in My Country

Circle a transportation topic you want to write about

Buses

bicycles

motorcycles

trains

What are 3 differences between the transportation topic you circled in your home country versus the US?

Example: **Transportation Topic → buses**

Difference #1 → bus tickets are more expensive in the United States

Difference #1

Difference #2

Difference #3

Now, flip your paper over and write a paragraph about your transportation topic. You need to write 5 sentences: 1 *main idea* sentence, 3 *detail* sentences, and 1 *concluding* sentence.

Bus Schedules

Student A

Look at the bus schedule and answer the questions.

1. What bus number is this for?
2. When is this bus route effective?
3. Is the bus route effective now?
4. What cities does this bus serve?
5. Name 3 places this bus stops at?
6. Can people in wheelchairs use this bus?
7. What number would you call if you had a question about this bus route?
8. What is the Metro Transit website?

CHALLENGE: Find the picture that says “NIGHT OWL”. What do you think “Night Owl” means?

16 hi FREQUENCY

Effective 9/8/12
Local Bus Route

Serving:

Downtown Minneapolis
Downtown East/
Metrodome Station
University of Minnesota

St. Paul
University Avenue
Midway Center
State Capitol

Downtown St. Paul

NIGHT OWL

All buses on this route are wheelchair accessible.

Minneapolis St. Paul

T Metro Transit
a service of the Metropolitan Council
612-373-3333
metrotransit.org

Student B's ANSWERS

Look at the bus schedule and answer the questions.

1. What bus number is this for? **84**
2. When is this bus route effective? **3/3/12**
3. How many months has this bus been effective? **Answers will vary**
4. What cities does this bus serve? **Minneapolis, Roseville, and St. Paul**
5. Name 3 places this bus stops at? **Rosedale shopping center, Har Mar Mall, Snelling Ave, Midway Shopping Center, Highland Park Neighborhood, Highland Village, 46th st, Station.**
6. Can people in wheelchairs use this bus? **Yes**
7. What number would you call if you had a question about this bus route? **612-373-3333**
8. What is the Metro Transit website? **metrotransit.org**

CHALLENGE: Does this bus route stop at a lightrail station? **yes**

84 hi FREQUENCY

Effective 3/3/12
Local Bus Route

Serving:
Roseville
Rosedale Shopping Center
Har Mar Mall

St. Paul
Snelling Avenue
Midway Shopping Center
Highland Park Neighborhood
Highland Village

Minneapolis
46th Street Station

All buses on this route are wheelchair accessible.

Minneapolis St. Paul

T Metro Transit
a service of the Metropolitan Council
612-373-3333
metrotransit.org

Student B

Look at the bus schedule and answer the questions.

1. What bus number is this for?
2. When is this bus route effective?
3. How many months has this bus been effective?
4. What cities does this bus serve?
5. Name 3 places this bus stops at?
6. Can people in wheelchairs use this bus?
7. What number would you call if you had a question about this bus route?
8. What is the Metro Transit website?

CHALLENGE: Does this bus route stop at a lightrail station?



The image shows a vertical sign for Metro Transit bus route 84. At the top, the number '84' is displayed in large red font. To its right is a circular logo with 'hi' and a bus icon, with the word 'FREQUENCY' written vertically. Below this, a purple banner contains the text 'Effective 3/3/12' and 'Local Bus Route'. The sign lists serving areas: Roseville (Rosedale Shopping Center, Har Mar Mall), St. Paul (Snelling Avenue, Midway Shopping Center, Highland Park Neighborhood, Highland Village), and Minneapolis (46th Street Station, indicated by a lightrail icon). A note states 'All buses on this route are wheelchair accessible.' Below the text is a map of the Minneapolis-St. Paul area with a red line indicating the bus route. At the bottom, the Metro Transit logo is shown, along with the text 'a service of the Metropolitan Council', the phone number '612-373-3333', and the website 'metrotransit.org'.

Student A's ANSWERS

Look at the bus schedule and answer the questions.

1. What bus number is this for? **16**
2. When is this bus route effective? **9/8/12**
3. Is the bus route effective now? **yes**
4. What cities does this bus serve? **Minneapolis and St. Paul**
5. Name 3 places this bus stops at? **Metrodome station, Univ of MN, Univ Ave, Midway center, State Capitol**
6. Can people in wheelchairs use this bus? **Yes**
7. What number would you call if you had a question about this bus route? **612-373-3333**
8. What is the Metro Transit website? **metrotransit.org**

CHALLENGE: Find the picture that says "NIGHT OWL". What do you think "Night Owl" means? **It means that this bus runs late at night.**

16 hi FREQUENCY

Effective 9/8/12
Local Bus Route

Serving:
Downtown Minneapolis
Downtown East/
Metrodome Station
Minneapolis
University of Minnesota
St. Paul
University Avenue
Midway Center
State Capitol
Downtown St. Paul

NIGHT OWL

All buses on this route are wheelchair accessible.

Minneapolis St. Paul

T Metro Transit
a service of the Metropolitan Council
612-373-3333
metrotransit.org

Transportation Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Read a map and interpret a map legend.</p> <p>Literacy: Read and answer questions about a map.</p> <p>Listening/speaking: Ask for clarification when listening to directions.</p> <p>Transitions: Review the building blocks of a paragraph (topic, supporting, & concluding sentences).</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Writing a Good Paragraph • <u>Textbook</u>: <i>Stand Out 4, 2nd ed, p. 70-72</i> • Handout: Asking for Clarification, Student A and B <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Volunteer Manual, 2012</u>: <i>Letter Sound Drill, p. 113</i> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • CD from <i>Stand Out 4, 2nd ed</i> and CD Player

Lesson Plan

Review : Transitions (30mins)

Description: Ss will review the building blocks of a paragraph and practice identifying them.

Materials: make copies of the **Writing a Good Paragraph** handout.

Activity 1: Phonics (20mins)

Description: Ss will practice saying the initial consonant sound /th/ in isolation and in context.

Materials: reference **Volunteer Manual, 2012: Letter Sound Drill, p. 113**

Activity 2: Life Skill (20-30mins)

Description: Ss will read a map legend, answer questions about the map, and estimate distances on the map.

Materials/Prep: make copies of **Stand Out 4, 2nd ed, p. 70-71**.

Activity 3: Listening/Speaking (40mins)

Description: Ss will listen to someone giving directions and follow along on a map; they also will *ask for clarification* when listening to directions.

Materials: CD and CD player; **Stand out 4, 2nd ed., p. 71**; make copies of the **Asking for Clarification, Student A and B** handout.

Wrap-up

Ask Ss to tell you what they learned today.

Teacher Directions: Review

- **Materials:** *Writing a Good Paragraph*

Step 1: Review

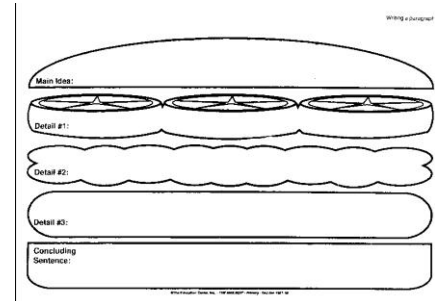
Draw the parts of a hamburger on the board (i.e., top of the bun, tomatoes, lettuce, hamburger, and bottom of the bun).

Ask Ss to tell you which parts of the hamburger represent the parts of a paragraph:

- Top of the bun = main idea sentence
- Tomato, lettuce, hamburger = detail sentences
- Bottom of the bun = concluding sentence

Briefly go over what the parts of the paragraph mean:

- **Main Idea** = *the main idea of the paragraph; what the paragraph is talking about or describing*
- **Details 1-3** = *sentences that support the main idea*
- **Concluding Sentence** = *summarizes what the paragraph was about*



Step 2: Practice

Pass out the **Writing a Good Paragraph** handout. You can give Ss the choice to work in pairs or independently.

Go over answers together as a class.

Writing a Good Paragraph	Now write sentences 1-5 below. Read it three times before answering the questions.
<p>A good paragraph has at least 5 sentences. The first one is the Main Idea sentence, the second-fourth sentences are the Detail Sentences, and the fifth sentence is the Concluding Sentence.</p> <p>In your own words, explain what a Main Idea sentence is: _____</p> <p>In your own words, explain what Detail Sentences are: _____</p> <p>In your own words, explain what a Concluding Sentence is: _____</p> <p>The sentences below are out of order. Put # 1 by the Main Idea sentence, # 2 by the first Detail Sentence, and so on.</p> <p>_____ Sometimes people bring their babies on motorcycles too, and you would never see that in Minnesota.</p> <p>_____ Second, 16-year olds can drive motorcycles there, but you have to be 16 to drive any vehicle in Minnesota.</p> <p>_____ First, people don't have to wear helmets in Indonesia.</p> <p>_____ Driving a motorcycle in Indonesia is very different than driving one in Minnesota.</p> <p>_____ There are many differences between riding a motorcycle in Indonesia and riding one in Minnesota.</p> <p>_____ Third, sometimes there are four or more people on motorcycles in Indonesia.</p>	<p>Questions</p> <ol style="list-style-type: none"> 1. What is the main idea of this paragraph? 2. How is driving a motorcycle different in Indonesia than in Minnesota? 3. What is the concluding sentence of this paragraph?

Teacher Directions: Activity 1: Phonics

- **Materials:** *Volunteer Manual: Letter Sound Drill, p. 113, Writing a Good Paragraph*

Step 1: Prep

Read the **Letter Sound Drill** activity on **p. 113** of the **Volunteer Manual**.

Step 2: Letter Sound Drill

Write the letters /th/ on the board and ask Ss if they know how to pronounce them. Follow the rest of the instructions for this activity on **p. 113** of the **Volunteer Manual**. Use the paragraph they wrote in the review activity, **Writing a Good Paragraph**, for #7 of the Letter Sound Drill instructions.

Teacher Directions: Activity 2: Life Skill/Transitions

- **Materials:** ELMO or overhead projector; *Stand Out 4, 2nd ed., p. 70-71*

Step 1: Setting the Context

Ask Ss to raise their hands if they have a car. Then ask Ss to raise their hands if they've ever used a map. (If a majority of Ss say they've *never* used one, ask them to explain why, or ask them what they do when they get lost.) Explain that using a map can be very helpful in a variety of situations.

Step 2: Reading a Map Legend

Then put **p. 70** of **Stand Out 4** on the ELMO or overhead projector. Only show part **A**.

Ask them what they think each symbol means and why these symbols are important. (The answer key to the right of the symbols gives you the answers in sequential order, but don't tell the Ss that. ☺)



Next explain the difference between a *freeway*, *interstate*, *state highway*, and *state scenic highway*:

- Freeway = an express (fast) highway with no intersections
- Interstate = a highway that connects different states
- State highway = a highway designed for high speed traffic (similar to freeway)
- State scenic highway = a highway that passes by beautiful places to look at or stop at

Step 3: Practice

Put Ss in pairs and pass out **p. 70-71**. Instruct Ss to do sections **A-C**.

(NOTE: Section C may prove difficult for some Ss. If you get the sense that a majority of Ss are confused, do this activity together as a class.) Check answers afterward.

Teacher Directions: Activity 3: Listening/Speaking

- Materials: *Stand Out* CD and CD player; *Stand Out 4, 2nd ed., p. 71 & 72, Asking for Clarification, Student A and B*

Step 1: Setting the Context

Draw Ss' attention to the *map cardinal* on p. 71. Briefly go over the directions N/S/E/W and make sure Ss understand these directions and their relationship to "giving directions" (i.e., *take 315N for 2 miles*, etc.) You also should explain how we say 3-digit highway numbers: *for 315N we say three-fifteen; not three hundred and fifteen.*



If you think it's necessary, make up a couple of listening examples with your class before turning on the CD. *For Example: From Grandville, you're going to take 315 S and then take 24 going east. What city do you end up in? ROSE.*

Step 2: Listening

Do p. 71 of **Stand Out 4**. Turn on the **CD** (or read the scripts on p. 174 of Stand Out 4) and check answers afterwards.

Step 2: Asking for Clarification

Ask Ss if they have ever asked a native speaker for directions. If yes, ask them what they do or say if they aren't sure they heard the person correctly. (Most Ss will say, "Please repeat" or "I don't understand".) Explain to them that *asking for clarification* is a great way to check to make sure you heard someone correctly. (**NOTE:** Obviously saying *Can you repeat that?* is a fine phrase, but try to emphasize the difference between clarifying one specific part of the conversation, versus making someone restate the whole thing.)

Pass out the **Asking for Clarification** handout to the Ss. Give half of the class **Student A** and the other half **Student B**. (Making these copies on different colored paper is a great way to help you keep track of who is who.)

<p>Asking for Clarification</p> <p>Student A</p> <p>When listening to directions, asking for clarification means repeating back what you think you said.</p> <p>Example A: Person 1: I need to get to the library from Snelling Ave. Person 2: Ok. From Snelling Ave, go west on University Ave and then take a right on Raymond. Person 1: Do west on University Ave? Person 2: Correct. Person 1: Thanks!</p> <p>What part of this dialogue did Person 1 need clarification on?</p>	<p>(A) Now it's your turn to practice. Using the map on p. 71 write out directions for the following locations:</p> <p>Example: Doopolago to Loppadoo. From Doopolago, take 215 N for about 20 miles to Loppadoo.</p> <ol style="list-style-type: none"> Doopolago to Lake Dile Loppadoo to Doopolago Lake Dile to Rose
<p>Student B</p> <p>When listening to directions, asking for clarification means repeating back what you think you said.</p> <p>Example B: Person 1: I need to get to the library from Snelling Ave. Person 2: Ok. From Snelling Ave, go west on University Ave and then take a right on Raymond. Person 1: Do west on University Ave? Person 2: Correct. Person 1: Thanks!</p> <p>What part of this dialogue did Person 1 need clarification on?</p> <p>Example C: Person 1: Can you give me directions from 200N to downtown St. Paul? Person 2: Sure. Take 200N to 34E. That will take you all the way to downtown St. Paul. Person 1: Take 24 going west? Person 2: No, take 24E. Person 1: Got it. Thanks!</p> <p>What part of this dialogue did Person 1 need clarification on?</p>	<p>(A) Now it's your turn to practice. Using the map on p. 71 write out directions for the following locations:</p> <p>Example: Doopolago to Loppadoo. From Doopolago, take 215 N for about 20 miles to Loppadoo.</p> <ol style="list-style-type: none"> Rose to Loppadoo Grandville to Doopolago Doopolago to Rose <p>Now your partner will ask you for directions. Use your answers in section (A).</p> <p>(B) Now you need to ask your partner for directions. Use the sentences below. Write down what you hear. Practice asking for clarification in each example!</p> <p>Directions #2: I need to get from Doopolago to Lake Dile. Can you give me directions?</p> <p>Directions #2: I need to get from Loppadoo to Doopolago. What is the best way to get there?</p> <p>Directions #2: I need to get from Lake Dile to Rose. Can you tell me how to get there?</p>

Go over the first page together as a class. Then explain the **jigsaw activity**: Student A and Student B will ask each other for directions, but first they BOTH need to complete section (A) on their worksheets by using the map on **p. 71 of Stand Out 4**. Once both students are finished, Student A will ask Student B for directions. Student B will use his answers from section (A) to help him. Once they're finished, then Student B will ask Student A for directions, and Student A will use her answers from section (A) to help her. Encourage them to ask for clarification when/if necessary.

After they're finished, have them check their directions together by using the map. Go over the answers together as a class afterward.

Writing a Good Paragraph

A good paragraph has at least 5 sentences. The first one is the **Main Idea** sentence, the second-fourth sentences are the **Detail Sentences**, and the fifth sentence is the **Concluding Sentence**.

In your own words, explain what a **Main Idea** sentence is: _____

In your own words, explain what **Detail Sentences** are: _____

In your own words, explain what a **Concluding Sentence** is: _____

The sentences below are out of order. Put a 1 by the **Main Idea** sentence, a 2 by the first **Detail Sentence**, and so on.

_____ Sometimes people bring their babies on motorcycles too, and you would never see that in Minnesota.

_____ Second, 14-year olds can drive motorcycles there, but you have to be 16 to drive any vehicle in Minnesota.

_____ First, people don't have to wear helmets in Indonesia.

_____ Driving a motorcycle in Indonesia is very different than driving one in Minnesota.

_____ There are many differences between riding a motorcycle in Indonesia and riding one in Minnesota.

_____ Third, sometimes there are four or more people on motorcycles in Indonesia.

Asking for Clarification

Student A

When listening to directions, asking for clarification means **repeating back what you think was said**.

Example A:

Person 1: I need to get to the library from Snelling Ave.

Person 2: Ok. From Snelling Ave, go west on University Ave and then take a right on Raymond.

Person 1: Go west on University Ave?

Person 2: Correct.

Person 1: Thanks!

What part of this dialogue did Person 1 need clarification on?

Example B:

Person 1: Can you give me directions from 280N to downtown St. Paul?

Person 2: Sure. Take 280 N to 94E. That will take you all the way to downtown St. Paul.

Person 1: I take 94 going west?

Person 2: No, take 94 E.

Person 1: Got it. Thanks!

What part of this dialogue did Person 1 need clarification on?

(A) Now it's your turn to practice. Using the map on p. 71 write out directions for the following locations:

Example: Poppington to Loronado → Directions: From Poppington, take 315 N for about 20 miles to Loronado

1. Poppington to Lake Ellie
2. Loronado to Poppington
3. Lake Ellie to Rose

(B) Now you need to ask your partner for directions. Use the sentences below. Write down what you hear. Practice asking for clarification in each example.

Directions #1: I need to get from Rose to Loronado. Can you give me directions?

Directions #2: I need to get from Grandville to Poppington. What's the best way to get there?

Directions #3: I need to get from Poppington to Rose. Can you tell me how to get there?

Now your partner will ask you for directions. Use your answers in section (A).

Student B

When listening to directions, asking for clarification means **repeating back what you *think* was said.**

Example A:

Person 1: I need to get to the library from Snelling Ave.

Person 2: Ok. From Snelling Ave, go west on University Ave and then take a right on Raymond.

Person 1: Go west on University Ave?

Person 2: Correct.

Person 1: Thanks!

What part of this dialogue did Person 1 need clarification on?

Example B:

Person 1: Can you give me directions from 280N to downtown St. Paul?

Person 2: Sure. Take 280 N to 94E. That will take you all the way to downtown St. Paul.

Person 1: I take 94 going west?

Person 2: No, take 94 E.

Person 1: Got it. Thanks!

What part of this dialogue did Person 1 need clarification on?

(A) Now it's your turn to practice. Using the map on p. 71 write out directions for the following locations:

Example: Poppington to Loronado → *From Poppington, take 315 N for about 20 miles to Loronado*

1. Rose to Loronado
2. Grandville to Poppington
3. Poppington to Rose

Now your partner will ask you for directions. Use your answers in section (A).

(B) Now you need to ask your partner for directions. Use the sentences below. Write down what you hear. Practice asking for clarification in each example.

Directions #1: I need to get from Poppington to Lake Ellie. Can you give me directions?

Directions #2: I need to get from Loronado to Poppington. What is the best way to get there?

Directions #3: I need to get from Lake Ellie to Rose. Can you tell me how to get there?

Transportation Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill/Literacy: Understand the steps of getting a driver's license and take a practice driver's license test.</p> <p>Listening/speaking: Listen for and understand basic driving directions to a nearby location.</p> <p>Transitions: Use a map to give directions and ask for clarification when necessary.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Getting a New Driver's License • Handout: Practice Written Driver's Test • Handout: Using Mapquest for Directions, Student A and B <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Textbook</u>: <i>Stand Out 2, 2nd ed.</i>, p. 71 • Practice Written Driver's Test, Teacher Copy (reference) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • Laptop and LCD projector

Lesson Plan

Review: Transitions (20-30mins)

Description: Ss will use a map to give directions and practice *asking for clarification*.

Materials/Prep: ELMO or overhead projector; make one copy of ***Stand Out 4, 2nd ed., p. 71*** (unless you don't have an ELMO or overhead projector; then make multiple copies for Ss).

Activity 1: Life Skill/Literacy (60mins)

Description: Ss will read about how to get a new driver's license and take a practice driver's test.

Materials/Prep: make copies of the ***Getting a New Driver's License*** and ***Practice Written Driver's Test*** handouts.

Activity 2: Listening (20mins)

Description: Ss will give and listen to Mapquest directions; they will also *ask for clarification* when necessary.

Materials: **Laptop and LCD projector**; make copies of ***Using Mapquest for Directions, Student A and B***.

Activity 3: CASAS Test Practice (10mins)

Description: Ss will take a practice CASAS reading test.

Materials/Prep: make copies of ***Reading Test Practice***.

Wrap Up

Time permitting, ask Ss to write down two things they learned today and then share a few with the class.

Teacher Directions: Review: Transitions

- **Materials:** *Stand Out 4, 2nd ed., p. 71*

Step 1: Giving Directions

Put the map on **p. 71** of *Stand Out 4* on the ELMO or overhead projector. (If you don't have either of these options, make copies of the map).



Then ask Ss the following questions:

1. I live in Poppington and I want to get to Lake Ellie. Can you give me directions?
2. I am in Loronado and I want to get to Poppington. Can you help me?
3. I want to get to Rose from Lake Ellie ... how do I get there?
4. From Rose, how do I get to Loronado?
5. My sister is in Grandville and needs directions to Poppington. Can you give them to her?

Do additional examples if you think the Ss need more practice.

Step 2: Asking for Clarification

Ask Ss if they remember what *asking for clarification* means when listening to directions. If they don't know, supply the answer: **asking for clarification = repeating back what you *think* was said.** **Model** an example for Ss (i.e., tell a student to give you directions from one location to another, and *ask for clarification* on one part of their directions).

Then write these locations on the board:

1. Lake Ellie to Poppington
2. Loronado to Rose
3. Poppington to Grandville
4. Rose to Lake Ellie
5. Poppington to Loronado

Put Ss in pairs and have them practice giving directions and asking for clarification. Put a prompt on the board if necessary:

Student A: *I am in _____ and I need to get to _____. Can you...*

Student B: *From _____, take...*

Explain that Student A will ask for directions first, and Student B will give them. Then they will switch. Tell them they HAVE to practice *asking for clarification* in each example, even if they understood their partner perfectly.

Teacher Directions: Activity 1: Life Skill

- **Materials: *Getting a New Driver's License, Practice Written Driver's Test***

Step 1: Setting the Context

Ask Ss if anyone has a driver's license. If someone does, ask them what steps they took in order to get one. Ask Ss if the process was the same here as it is in their home country. If NO ONE has a valid driver's license, ask them about the procedures in their home countries. Then tell them that they will need to take a written test, as well as a driver's test, in order to obtain one in MN.

Step 2: Getting a Driver's License

Pass out the **Getting a New Driver's License** handout and have Ss read it and answer questions. As they finish, pair Ss up together and make them READ the front page together. Afterwards they can CHECK their answers.

When they finish answering the questions, give them the **Practice Written Driver's Test** to do independently. Explain that this test is just for fun.

Go over all of the answers on BOTH handouts when most of the class is finished.

<p>Getting a New Driver's License</p> <p>Info adapted from www.dmv.org</p> <p>If you are older than 18, you need to do 2 things to get a driver's license in MN:</p> <p>Take the Written Test</p> <p>The test consists of 40 questions. You must answer a minimum of 22 questions correctly in order to pass. If you fail, you must wait one day to retake the exam.</p> <p>NOTE: Headphones are offered upon request, for hearing-impaired applicants. The tests are offered in English, Hmong, Vietnamese, Somali, Spanish and Russian.</p> <p>Take the Driving Test</p> <p>New license applicants must pass the driving test. When you arrive, be sure to:</p> <ul style="list-style-type: none"> • Show proper identification: Proper identification is a Minnesota driver's license, identification card, or permit that is current or has not expired for six years. • Provide proof of valid insurance for the testing vehicle. • Provide a tag in which to take the test. <p>If You Pass</p> <p>You need to complete a license application at your local driver exam station. You also will need to pay the license fee which is around \$25.</p> <p>If You Fail</p> <p>The first time you fail, you will need to complete "practice test time" before taking the test again. If you fail two times, you will be charged \$20 for the third test, and every test after that.</p> <p>If you fail four times, you will need to take six hours of driver's training before taking the test.</p>	<p>Questions</p> <ol style="list-style-type: none"> 1. What two things do you need to do to get a driver's license in MN? 2. How many questions do you need to answer correctly on the written test in order to pass? 3. If you fail the written test, can you retake it the same day? 4. How many languages is the written test offered in? 5. Is your language one of them? 6. What three things do you need to bring with you in order to take the driver's test? 7. If you pass the test, what do you need to do? 8. If you fail the test once, what do you need to do? 9. Do you need to pay money for the third test? How much do you need to pay?
<p>Practice Written Driver's License Test</p> <p>Student Copy</p> <p>Read the statements below and answer the questions to the best of your ability. Color in the circle next to the answer.</p> <ol style="list-style-type: none"> 1. When planning to make a left turn across an intersection and you are waiting in the middle of the intersection for the traffic to clear, your front tires should be turned: <ul style="list-style-type: none"> <input type="radio"/> to the left <input type="radio"/> depends on the sharpness of the turn <input type="radio"/> straight ahead <input type="radio"/> to the right 2. Safety belts should be worn: <ul style="list-style-type: none"> <input type="radio"/> only when driving at higher speeds <input type="radio"/> loosely on your lap <input type="radio"/> only when riding in the front seat <input type="radio"/> all times as a driver and as a passenger 3. When passing another vehicle, you can exceed the posted speed limit: <ul style="list-style-type: none"> <input type="radio"/> only when you are passing a group of cars <input type="radio"/> never <input type="radio"/> whenever you are passing a car <input type="radio"/> when you are obstructing the passing lane 4. When driving in adverse conditions, the proper speed to travel is: <ul style="list-style-type: none"> <input type="radio"/> the posted speed limit <input type="radio"/> 25 mph <input type="radio"/> 65 mph <input type="radio"/> only as fast as is safe to drive 	<ol style="list-style-type: none"> 5. When you see a flashing yellow light at an intersection you should: <ul style="list-style-type: none"> <input type="radio"/> stop to all traffic before crossing the intersection <input type="radio"/> stop then enter the intersection when safe to do so <input type="radio"/> stop down and cross the intersection carefully 6. You should drive on the shoulder to pass a car only: <ul style="list-style-type: none"> <input type="radio"/> if the vehicle ahead of you is turning left <input type="radio"/> under no circumstance <input type="radio"/> when the shoulder is wide enough 7. When you are driving on the freeway and the vehicle in front of you is a large truck, you should drive: <ul style="list-style-type: none"> <input type="radio"/> at more than one car length behind so the driver can see you <input type="radio"/> 200 feet behind then you would for a passenger vehicle <input type="radio"/> close behind the truck in bad weather because the driver can see better than you <input type="radio"/> depends on the size of truck

Teacher Directions: Activity 1: Listening

- **Materials: Laptop and LCD projector; Using Mapquest for Directions, Student A and B**

Step 1: Prep

Hook up the LCD projector to the laptop and type in www.mapquest.com. If the internet is down, or if a laptop isn't available, simply skip this step.

Step 2: Setting the Context

Show Ss the Mapquest website. Ask them if they know what this website is for and why it's helpful. If they don't know, supply the information. Practice typing in a couple of different directions so Ss can see how to use it. (**NOTE:** If the internet is down, just skip this part.) Explain what the symbols mean to the left of the directions, as well as the mileage counter to the right of the directions. You can also explain how a GPS system works, too, if you have one on your Smartphone.

Step 3: Listening

Put Ss into pairs and give one student the **Student A** handout of **Using Mapquest for Directions** and the other student **Student B**. Explain that Student A will read the directions *first* and Student B will have to listen for the missing information. Then they will switch. Encourage them to ask for clarification if they aren't sure they heard their partner correctly.

When everyone is finished, regroup and ask them some follow-up questions: *What was easy/difficult about this activity? Did you have to ask for clarification? etc.*

The handout is titled "Using Mapquest for Directions" and is divided into two student versions, Student A and Student B. Each version contains a list of directions with missing information indicated by blank lines or redaction boxes. The directions include starting points, directions (north, south, east, west, left, right), and distances (e.g., 0.1 mi, 0.9 mi, 2.1 mi, 5.0 mi, 0.09 mi, 0.2 mi, 0.4 mi, 0.1 mi, 0.02 mi). The Student A version includes a redaction box for step 10, and the Student B version includes a redaction box for step 9. The handout also includes instructions for students to listen to their partner and write down the missing directions, and to ask for clarification if needed.

Teacher Directions: Activity 3: CASAS Test Practice

- **Materials: ELMO or overhead projector; *Reading Test Practice***

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other Ss' papers.

Pass out the **Reading Test Practice** handout.

Give everyone 5 minutes to complete questions 1-4. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use the ELMO or overhead projector to review the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

The handout titled "Reading Test Practice" contains a map of a city area with several highways highlighted in red. Below the map are two questions:

1. What direction does Highway 64 run?
E. east
F. north and South
G. west
H. east and west

2. What direction does Highway 255 run?
E. east
F. north and south
G. west
H. east and west

Getting a New Driver's License

Info adapted from www.dmv.org

If you are older than 18, you need to do 2 things to get a driver's license in MN:

Take the Written Test

The test consists of 40 questions. You must answer a minimum of 32 questions correctly in order to pass. If you fail, you must wait one day to retake the exam.

NOTE: Headphones are offered, upon request, for hearing-impaired applicants. The tests are offered in English, Hmong, Vietnamese, Somali, Spanish and Russian.

Take the Driving Test

New license applicants must pass the driving test. When you arrive, be sure to:

- Show proper identification. *Proper identification is a **Minnesota driver's license, identification card, or permit** that is current or has not expired for six years.*
- Provide proof of valid insurance for the testing vehicle.
- Provide a car in which to take the test

If You Pass

You need to complete a license application at your local driver exam station. You also will need to pay the license fee which is around \$25.

If You Fail

The first time you fail, you will need to complete "practice test time" before taking the test again. If you fail two times, you will be charged \$20 for the third test, and every test after that.

If you fail four times, you will need to take six hours of driver's training before taking the test again.

Questions

1. What two things do you need to do to get a driver's license in MN?
2. How many questions do you need to answer *correctly* on the written test in order to pass?
3. If you fail the written test, can you retake it the same day?
4. How many languages is the written test offered in?
5. Is your language one of them?
6. What three things do you need to bring with you in order to take the driver's test?
7. If you pass the test, what do you need to do?
8. If you fail the test once, what do you need to do?
9. Do you need to pay money for the third test? How much do you need to pay?
10. If you fail four times, what do you need to do?

Practice Written Driver's License Test

TEACHER COPY

Read the statements below and the answer the questions to the best of your ability.
Color in the circle next to the answer.

1. When planning to make a left turn across an intersection and you are waiting in the middle of the intersection for the traffic to clear, your front tires should be turned:

- to the left
- it depends on the sharpness of the turn
- straight ahead**
- to the right

2. Safety belts should be worn:

- only when driving at higher speeds
- loosely on your lap
- only when riding in the front seat
- at all times as a driver and as a passenger**

3. When passing another vehicle, you can exceed the posted speed limit:

- only when you are passing a group of cars
- never**
- whenever you are passing a car
- when you are obstructing the passing lane

4. When driving in adverse conditions, the proper speed to travel is:

- the posted speed limit
- 55mph
- 65 mph
- only as fast as is safe to drive**

5. When you see a flashing yellow light at an intersection you should:

- yield to all traffic before crossing the intersection
- stop then enter the intersection when safe to do so
- slow down and cross the intersection carefully**

6. You should drive on the shoulder to pass a car only:

- if the vehicle ahead of you is turning left
- under no circumstance**
- when the shoulder is wide enough

7. When you are driving on the freeway and the vehicle in front of you is a large truck, you should drive:

- no more than one car length behind so the driver can see you
- farther behind than you would for a passenger vehicle**
- close behind the truck in bad weather because the driver can see better than you
- depends on the size of truck

Practice Written Driver's License Test

Student Copy

Read the statements below and the answer the questions to the best of your ability. Color in the circle next to the answer.

1. When planning to make a left turn across an intersection and you are waiting in the middle of the intersection for the traffic to clear, your front tires should be turned:

- to the left
- it depends on the sharpness of the turn
- straight ahead
- to the right

2. Safety belts should be worn:

- only when driving at higher speeds
- loosely on your lap
- only when riding in the front seat
- at all times as a driver and as a passenger

3. When passing another vehicle, you can exceed the posted speed limit:

- only when you are passing a group of cars
- never
- whenever you are passing a car
- when you are obstructing the passing lane

4. When driving in adverse conditions, the proper speed to travel is:

- the posted speed limit
- 55mph
- 65 mph
- only as fast as is safe to drive

5. When you see a flashing yellow light at an intersection you should:

- yield to all traffic before crossing the intersection
- stop then enter the intersection when safe to do so
- slow down and cross the intersection carefully

6. You should drive on the shoulder to pass a car only:

- if the vehicle ahead of you is turning left
- under no circumstance
- when the shoulder is wide enough











7. When you are driving on the freeway and the vehicle in front of you is a large truck, you should drive:

- no more than one car length behind so the driver can see you
- farther behind than you would for a passenger vehicle
- close behind the truck in bad weather because the driver can see better than you
- depends on the size of truck












Using Mapquest for Directions

STUDENT A

Read the directions to your partner slowly.

	1. Start out going north on Greenbrier St toward Geranium Ave E.	0.1 mi
	2. Take the 3rd left onto Maryland Ave E.	0.9 mi 2 minutes
	3. Merge onto 35E S via the ramp on the left.	2.1 mi 3 minutes
	4. Take 94 W toward Minneapolis.	5.0 mi 6 minutes
	5. Take the 280 exit, EXIT 236, toward University Ave.	0.09 mi
	6. Take the exit toward University Ave.	0.2 mi
	7. Stay straight to go onto Cromwell Ave.	0.4 mi 1 minute
	8. Turn right onto Bayless Pl.	0.1 mi
	9. Turn left onto Raymond Ave.	0.02 mi
	10. 928 RAYMOND AVE is on the right.	

Listen to your partner and write down the missing directions.
Ask for clarification if you need to.

- | | | |
|---|--|---------------------|
|  | 1. Start out going _____ on Raymond Ave toward Bayless Pl. | 0.4 mi
1 minute |
|  | 2. _____ onto University Ave W. | 0.09 mi |
|  | 3. _____ onto Franklin Ave. | 0.1 mi |
|   | 4. Merge onto _____ via the ramp on the left. | 5.8 mi
7 minutes |
|   | 5. Keep left to take _____ via EXIT 242B. | 1.5 mi
1 minute |
|  | 6. Take the _____ exit, EXIT 109. | 0.2 mi |
|  | 7. _____ onto Maryland Ave E. | 0.8 mi
2 minutes |
|  | 8. _____ onto Greenbrier St. | 0.1 mi |
|  | 9. 1115 GREENBRIER ST is _____. | |

Using Mapquest for Directions

STUDENT B

Listen to your partner and write down the missing directions.

Ask for clarification if you need to.

1. Start out going _____ on Greenbrier St toward Geranium Ave E. 0.1 mi

2. Take the _____ _____ onto Maryland Ave E. 0.9 mi
2 minutes

3. Merge onto _____ via the ramp on the left. 2.1 mi
3 minutes

4. Take _____ toward Minneapolis. 5.0 mi
6 minutes

5. Take the _____ exit, EXIT 236, toward University Ave. 0.09 mi

6. Take the exit toward _____ 0.2 mi












7. Stay _____ to go onto Cromwell Ave. 0.4 mi
1 minute

8. _____ _____ onto Bayless Pl. 0.1 mi

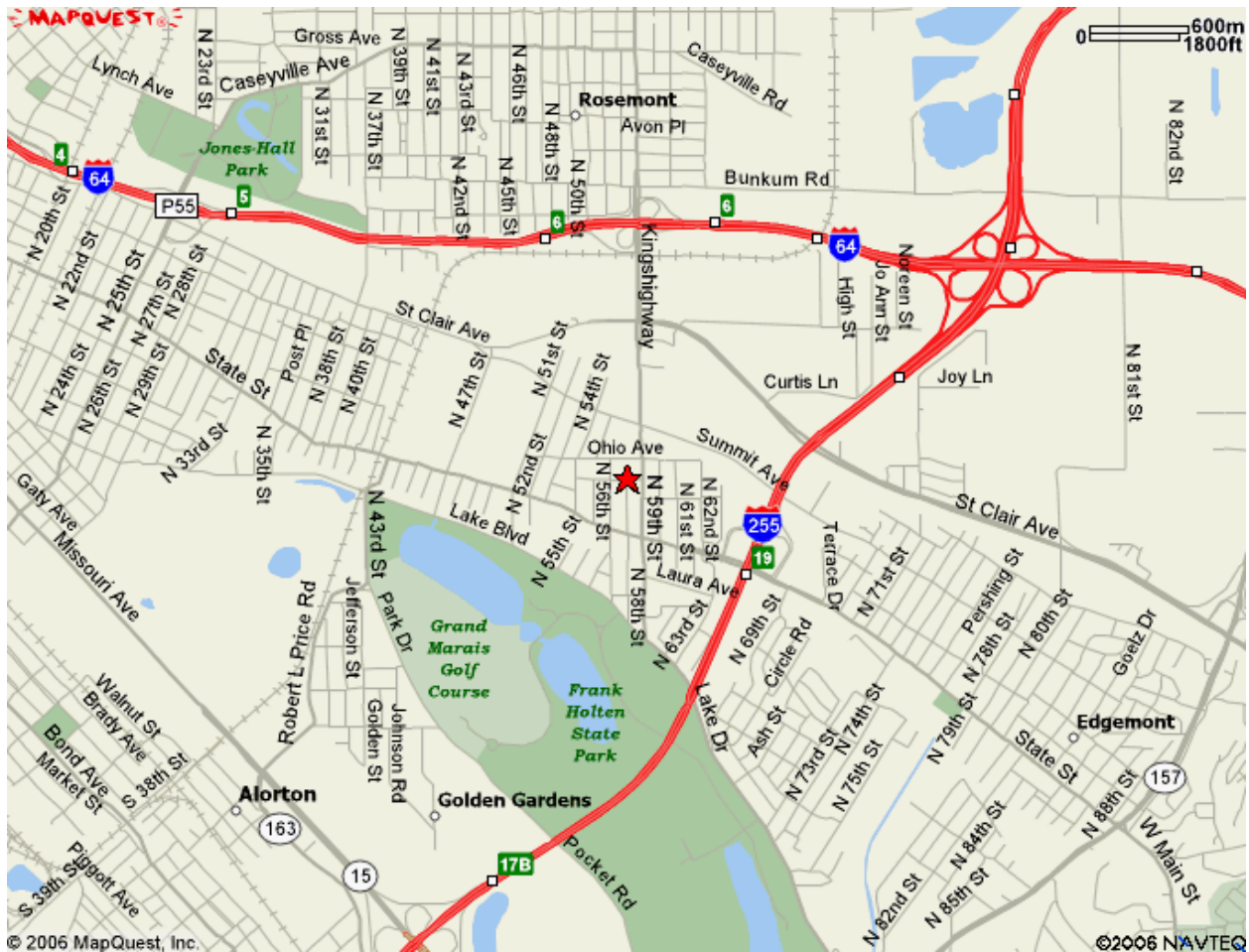
9. _____ _____ onto Raymond Ave. 0.02 mi

10. 928 RAYMOND AVE is _____ _____ _____.

Read the directions to your partner slowly.

	1. Start out going south on Raymond Ave toward Bayless Pl.	0.4 mi 1 minute
	2. Turn right onto University Ave W.	0.09 mi
	3. Turn left onto Franklin Ave.	0.1 mi
 	4. Merge onto 94 E via the ramp on the left.	5.8 mi 7 minutes
 	5. Keep left to take 35E N via EXIT 242B.	1.5 mi 1 minute
	6. Take the Maryland Ave exit, EXIT 109.	0.2 mi
	7. Turn right onto Maryland Ave E.	0.8 mi 2 minutes
	8. Turn right onto Greenbrier St.	0.1 mi
	9. 1115 GREENBRIER ST is on the right.	

Reading Test Practice

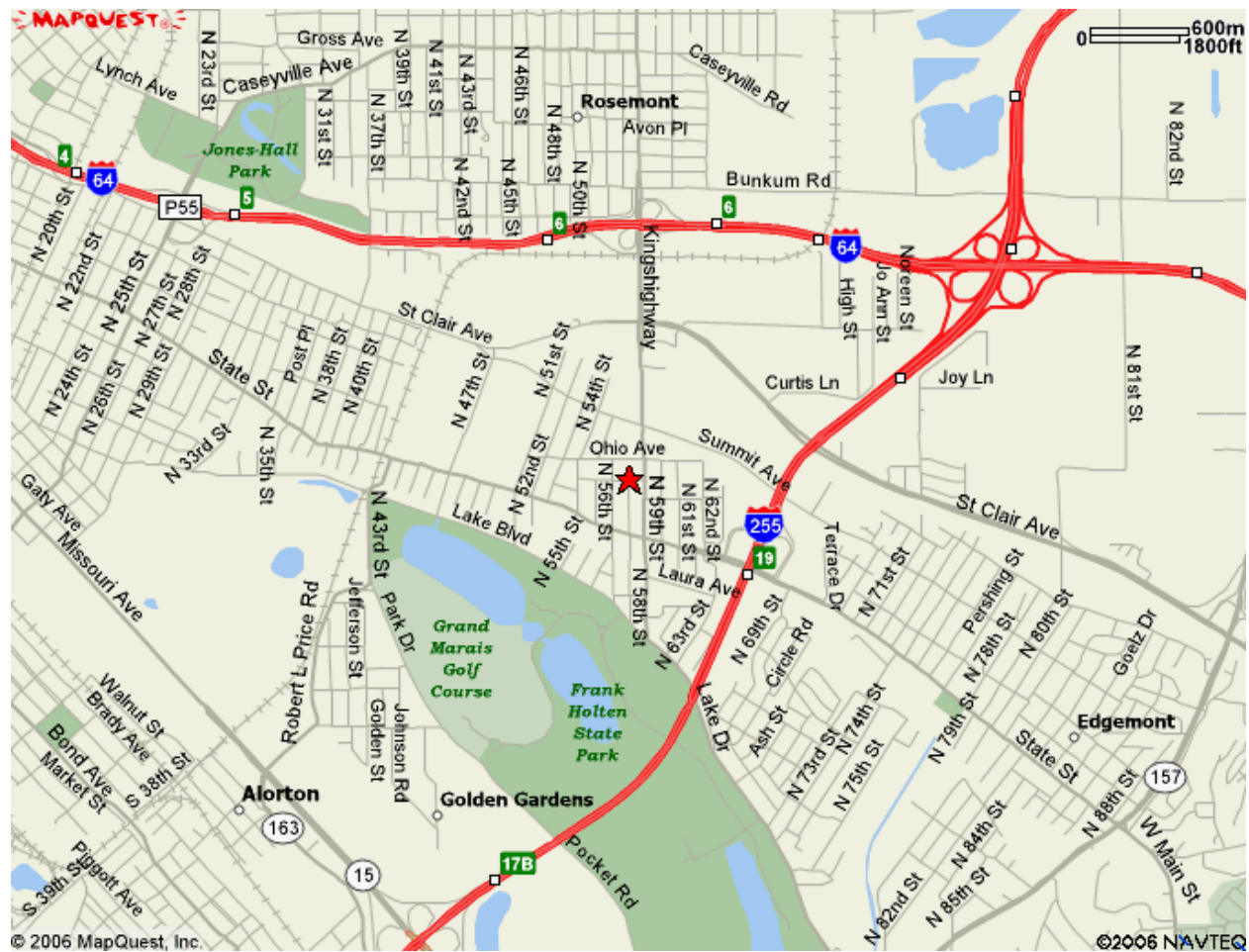


1. What direction does Highway 64 run?

- A. east
- B. north and South
- C. west
- D. east and west

2. What direction does Highway 255 run?

- A. east
- B. north and south
- C. west
- D. east and west



3. You are at Golden Gardens and need to get to Alorton. What directions should you take?

- E. Go north on 178.
- F. Go south on 178, then take 15 E.
- G. Go north on 178, then take 64W.
- H. Go south on 178, then take 163S.

4. You are in Edgemont and need to get to Golden Gardens. What directions should you take?

- E. Go north on 157 to St. Clair Ave.
- F. Take a left on W. Main St.
- G. Go south on 157 and take a right on State St. Then take 178S.
- H. Go south on 157 and take a right on State St.