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ABSTRACT

This guide is designed to help the driver education teacher understand the reading process. It gives suggestions for implementing reading instruction and for identifying the reading skills that a student will need in order to become proficient in the area of driver education. Recognition of words is the primary concern of the first part of the document, and specific vocabulary development activities center on lists of essential vocabulary words for drivers. Methods for presenting these words are suggested. Also included are a sample lesson on teaching with a film, activities related to driver education designed to develop study skills, and methods of making assignments to students. (Author/MKM)

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A MINI-GUIDE TO READING IN THE CONTENT AREA

of

DRIVER AND TRAFFIC SAFETY EDUCATION

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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INTRODUCTION

Today's secondary classroom teacher is faced with the problem of students who lack reading skills needed for adequate study of all materials required in their subject areas. It is, therefore, the teacher's responsibility to provide a program that meets the basic needs of each student to understand the subject as fully as his capabilities will allow to develop the skills necessary for this understanding.

The Driver Education In-Service Program for teachers should be oriented toward an understanding of reading skills and their importance in helping students gain knowledge.

This program will build the background of the driver education instructor and help him to understand the reading process; it will provide the information that will help him to make reading instruction a basic part of the teaching of his subject; and it will assist him in learning how to determine each student's proficiency in reading his subject and to identify the reading skills in which a student needs to be proficient in order to achieve success in his subject.

AUG 7 1930

WORD RECOGNITION

WORD LIST

SIMPLIFIED MEANING FOR SLOW READERS

- | | |
|-----------------------------|--|
| 1. Abutment | End of a bridge railing |
| 2. Accelerate | Speed up |
| 3. Accident | Wreck |
| 4. Blind spot | Position that a driver of a car cannot see |
| 5. Braking distance | How far will it take you to stop? |
| 6. By-pass | Route around a town |
| 7. Carbon Monoxide | Colorless, orderless gas |
| 8. Center of gravity | Middle of an object |
| 9. Color blind | Can't tell one color from another |
| 10. Compensate | Make up for |
| 11. Decision making | To think what to do |
| 12. Defensive driving | Watching out for other cars |
| 13. Depth perception | How far is it to that car |
| 14. Directional | Which way |
| 15. Evasive action | Can you miss that car? |
| 16. Fatalities | Deaths |
| 17. Fatigue | Tired |
| 18. Following distance | How far away is the car in front? |
| 19. Friction | Pulling against something |
| 20. Gravity | Holds the car on the road |
| 21. Hand over hand steering | Using both hands while turning |
| 22. High aim steering | Watching the roadway ahead while driving |
| 23. Hydroplaning | Sliding over a thin sheet of water |
| 24. Intoxicated | Drunk |
| 25. Intersection | Two or more streets coming together |
| 26. Jump starting | Starting a car from another car's battery |
| 27. Kinetic energy | Energy of motion |

WORD RECOGNITION con't

WORD LIST

SIMPLIFIED MEANING FOR SLOW READERS

- | | |
|--------------------------|--|
| 28. Last clear change | To avoid a wreck |
| 29. Maneuver | To turn |
| 30. Merge | To come together |
| 31. Odometer | Shows the amount of miles on a car |
| 32. Oversteering | To turn too much |
| 33. Overtaking | To "catch" another car from behind |
| 34. Pedestrian | A person walking along a roadway |
| 35. Perception | To see |
| 36. Point system | Penalty system for traffic violators |
| 37. Reaction | To act |
| 38. Restraint | To hold (A seat belt) |
| 39. Reflectorize | Shines in the dark |
| 40. Shifting | Change gears |
| 41. Signal | Tell the direction you will turn |
| 42. Speed | How fast you are going |
| 43. Space cushion | Distance between your car and other cars |
| 44. Stopping distance | How far it takes you to stop |
| 45. Tailgate | Following another car too closely |
| 46. Traction | Tires gripping the roadway |
| 47. Turn indicator | Turn signal |
| 48. Traffic | All vehicles that use the roads |
| 49. U Turn | To completely change directions |
| 50. Uniform Vehicle Code | Traffic laws |
| 51. Violation | Breaking a traffic law |
| 52. Warning sign | A sign that tells of danger |
| 53. Yield | Letting the other driver go first |

ALLEN LIST OF 100 WORDS OF HIGHEST FREQUENCY BY RANK ORDER

1. the	26. had	51. can	76. how
2. of	27. not	52. out	77. may
3. and	28. or	53. up	78. over
4. a	29. have	54. -about	79. made
5. to	30. but	55. so	80. did
6. in	31. one	56. them	81. new
7. is	32. what	57. our	82. after
8. that	33. were	58. into	83. most
9. was	34. an	59. some	84. way
10. he	35. which	60. other	85. down
11. it	36. there	61. then	86. see
12. for	37. we	62. these	87. people
13. as	38. all	63. its	88. any
14. on	39. their	64. then	89. where
15. with	40. she	65. two	90. through
16. his	41. when	66. time	91. me
17. at	42. will	67. could	92. man
18. be	43. said	68. your	93. before
19. are	44. her	69. many	94. back
20. you	45. do	70. like	95. much
21. I	46. has	71. first	96. just
22. this	47. him	72. each	97. little
23. by	48. if	73. only	98. very
24. from	49. no	74. now	99. long
25. they	50. more	75. my	100. good

Roach Van Allen and Richard Venezky, Language Experiences in Reading (Chicago, Illinois: Encyclopaedia Britannica Educational Corporation, 1975).

WILSON'S ESSENTIAL VOCABULARY

(Modified for Drivers)

Bus Stop	40. Emergency Vehicles Only	78. No Turns
Caution	41. End 45	79. No U Turns
Combustible	42. End Construction	80. Not a Through Street
Don't Walk	43. Entrance	81. One Way Do Not Enter
Do Not Cross, Use Tunnel	44. Exit Only	82. One Way Street
Do Not Enter	45. Exit Speed 30	83. Pavement Ends
Do Not Stand Up	46. Falling Rocks	84. Playground
Doctor (Dr.)	47. Flooded	85. Proceed at Your Own Risk
Emergency Exit	48. Floods When Raining	86. Private Road
Entrance	49. Four Way Stop	87. R. R.
Exit	50. Freeway	88. Railroad Crossing
Exit Only	51. Garage	89. Resume Speed
Flammable	52. Go Slow	90. Right Lane Must Turn Right
Gasoline	53. Hospital Zone	91. Right Turn Only
In	54. Inspection Station	92. Road Closed
Out	55. Junction 101-A Keep to the Right (Left)	93. Road Ends
Pedestrians Prohibited	56. Lane Ends	94. School Stop
Police (Station)	57. Last Chance for Gas	95. School Zone
Private	58. Left Lane Must Turn Left	96. Slide Area
Smoking Prohibited	59. Left Turn on this Signal Only	97. Slippery When Wet (Frost)
Walk	60. Left Turn Only	98. Slow Down
Warning	61. Left Turn O.K.	99. Slower Traffic Keep Right
All Cars (Trucks) Stop	62. Loading Zone	100. Speed Checked by Radar
Bridge Out	63. Look	101. Steep Grade
Bus Only	64. Look Out for the Cars (Trucks)	102. Stop
Caution	65. Listen	103. Stop Ahead
Construction Zone	66. M.P.H.	104. Stop for Pedestrians
Curve	67. Mechanic on Duty	105. Stop Motor
Danger	68. Men Working	106. This Lane May Turn Left
Dangerous Curve	69. Merge Left (Right)	107. This Road Patrolled by Aircraft
Dead End	70. Merging Traffic	108. Three Way Light
Deer (Cattle) Crossing	71. No Left Turn	109. Turn Off 1/2 Mile
Detour	72. No Parking	110. Turn Off
Dim Lights	73. No Passing	111. Traffic Circle
Dip	74. No Right Turn	112. Truck Route
Do Not Block Walk (Driveway)	75. No Right Turn on Red Light	113. Unloading Zone
Do Not Enter	76. No Standing	114. Use Low Gear
Drifting Sand	77. No Stopping	115. Watch for Flagman
Drive Slowly		116. Watch for Low Flying Aircraft
		117. Winding Road
		118. Yield
		119. Yield Right of Way

EFFECTIVE WAYS OF TEACHING THESE WORDS

There are many effective ways that a concerned teacher can teach the preceding words to slow readers in a driver education class. The following section deals with some methods that have proved reliable in the past.

A. Context Clues

1. Definition - learning the meaning of a word from clues that are found in surrounding words in the sentence or paragraph.
2. Sample exercise:
Directions: Write the missing word in the blank.
 - a. The collision occurred because a driver failed to YIELD the right-of-way.
 - b. To protect your car from cold weather ANTIFREEZE is poured into the radiator.
 - c. A PEDESTRIAN is a person who walks along the roadway.
 - d. The driver of the car had to pay the damages because he failed to get INSURANCE coverage.
 - e. The SPEEDOMETER is the instrument which tells a driver how fast he is going.
 - f. If your car won't start, one of the first items to check is your FUEL gauge.

B. Phonics Skills

1. Definition - The system of describing the relationship between the sounds and written symbols that make up words.
2. It should be understood by the driver education teacher that we are not including a thorough course in phonics. Phonics go far beyond the scope that a high school teacher should be concerned with. Most elementary schools use all aspects of phonics in their teaching activities.
3. Prefixes and suffixes - Many times a student can learn the meaning of a word by recognizing common prefixes and suffixes. Some examples are as follows:

Prefixes

alti - height
anti - against
centri - center
chron - time

Suffixes

-ize - to make
-er - one who
-ation - the act of
-or - the state of

Prefixes

con - with
ex - out of
tele- distance

Suffixes

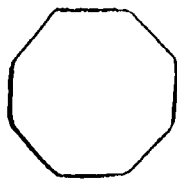
con - the act of
y - to make

C. Picture Clues

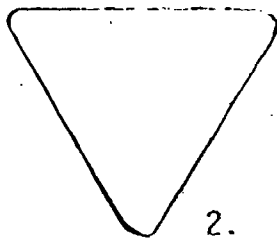
1. Definition - This is the ability to look at a picture and then recognize the words or phrases represented.

2. Exercises:

Directions - Study the two shapes below and answer the following questions either true or false.



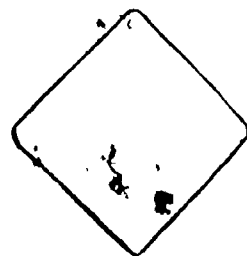
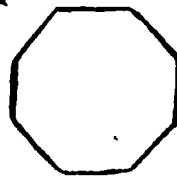
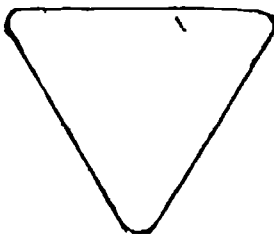
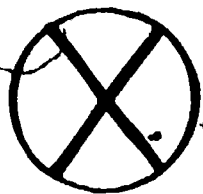
1.



2.

- 1. By their shape alone, you should recognize both these signs.
- 2. Sign number one means stop.
- 3. It is not necessary to come to a full stop at a stop sign.
- 4. The inverted triangle always means to yield the right-of-way.
- 5. You must always stop at a yield sign.

Directions - The following signs can be "read" by non-readers. Have one student tell the class the meaning of each sign.



COMPREHENSION

A. It must be realized here that comprehension is not a single skill. A reader must learn to anticipate outcomes, compare and contrast, to make generalizations, recognize relationships such as cause and effect, recognize details, and organize information.

The following are some exercises that will help teach these skills while teaching the content of the subject matter.

B. Examples:

1. Directions - Read the following paragraph on night driving. Write the answers to the questions which follow the story.

Night Driving

In driving at night, you may become aware that your eyes are unusually sensitive to brightness, and have the accompanying difficulty of adapting to darkness, or to dimly lit objects. This problem can be met through the use of medically prescribed lenses. You should avoid the use of sunglasses at night and while driving through tunnels of any length, as should everyone. The windshield of your car should not be tinted as this decreases visibility at night and has proved to be dangerous.

There are some sensible precautions to be taken at night. Sealed beam headlights include two beams - one for normal driving, and one to be used when vehicles are approaching you, or in fog. If you meet vehicles whose drivers do not depress their headlight beams, develop the habit of not looking directly into the light, but to one side. The retina of a normal eye will be affected when exposed to a bright light for one second. When the light is removed, it may take a full minute for the retina to return to its normal function. This might mean that the driver who looks directly into bright headlights could be partially blinded for a full minute. At 30 mph, in one second this could be 44 feet, in which distance much can happen.

1. The part of the eye that is affected by the glaring headlights of an oncoming car is the:
 - A. Cornea
 - B. Iris
 - C. Retina
 - D. Lens
2. Which of the following is not a helpful factor when driving at night?
 - A. Prescription glasses
 - B. Contact lenses
 - C. Sunglasses
 - D. Tinted windshield
3. When meeting a vehicle with its lights on "bright" you should:
 - A. Blink your eyes frequently
 - B. Stare into the oncoming lights
 - C. Steer your car to the right
 - D. Do not look directly into the oncoming lights

2. Directions:

The following is an exercise in listening comprehension.

The teacher can make a cassette tape of twenty or more sounds. These sounds can be of automobiles, motorcycles, thunder, rain, or any easily recognized sound. The tape is played in class, and the students

TEACHING MODEL

This is a sample lesson that gives as an example the teaching of a film. The film is entitled "Mixing with Motorcycles". This is a 23 minute color film which is available from Aetna Life and Casualty.

UNIT CONTENT

As the title suggests, this unit provides information, examples and driving experiences enabling the student driver to interact with motorcycles with an improved chance of avoiding collision with them. It is hoped that this unit can improve the chances for motorists and cyclists as well.

The problem of identifying motorcycles in a traffic mix is dealt with as well as some of the characteristic behaviors of motorcycles that are not expected of larger vehicles.

Having been thus oriented in the first portion of the film, the student driver is then given the opportunity to develop and demonstrate his proficiency in making identifications and predictions about motorcycles in traffic and in making appropriate decisions to avoid conflict with them.

GENERAL OBJECTIVE

To learn to successfully share the highway with motorcycles and to reduce the frequency of motorcycle/motor vehicle collisions.

INSTRUCTIONAL OBJECTIVES

The student will be able to:

- more frequently identify motorcycles in the traffic mix through an increased awareness of the identification problem
- make more accurate predictions concerning probably motorcycle actions
- make better decisions for interacting with motorcycles
- apply IPED and its sub-strategies to avoid motorcycle/motor vehicle collision.

KEYWORDS

STABILITY - Capability of remaining in steady (upright) position.

MANEUVERABILITY - Capability of making quick, sharp changes of direction and speed.

ROAD DEBRIS - Inanimate, foreign objects in roadway that cyclists will swerve to avoid such as bottles, branches, etc.

OFFSET POSITION - Staggered position of two or more motorcycles on roadway maintained to provide space cushion for each.

list all the sounds they can remember.

3. Directions: The teachers can describe a traffic situation or a traffic accident orally to the class. After paying careful attention to the description, the class members then draw a picture that describes the situation.

STUDY SKILLS

The following activities are designed to develop study skills.

Using the Dictionary

Directions - Use your dictionary or textbook to locate the terms below. Write the meaning of each term. Use the meaning as it relates to driving as possible.

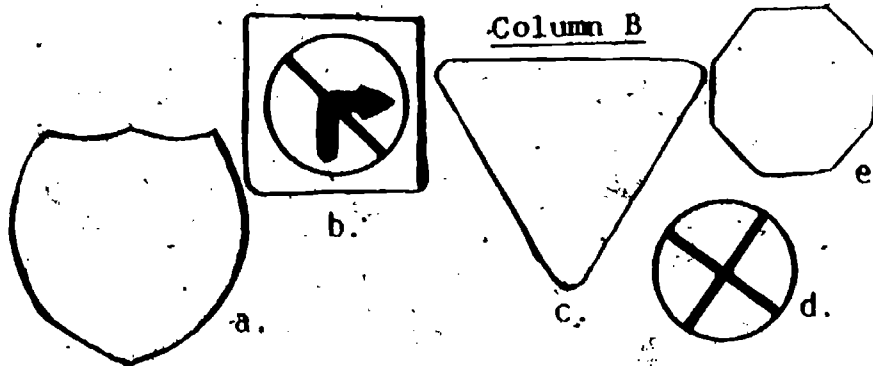
1. Attitude
2. Cylinder
3. Exhaust
4. Shoulder
5. Vapor lock

Recall

Directions - Match the word in column A with the sign shape in column B.

Column A

1. Stop
2. Yield
3. Railroad
4. Interstate
5. No Turns



Column B

Evaluation

The activity below is designed to develop skill in evaluation, using the dictionary and textbook, and recall.

Directions: Read each sentence and decide if the statement is fact or opinion. Beside each number write F for fact and O for opinion.

1. Alcohol is a depressant type drug.
2. Most people prefer four door automobiles.
3. A person who has good peripheral vision can see to each side while looking straight ahead.
4. "Getting the big picture" means seeing all around you.
5. Automatic transmissions are better than standard shift transmissions.
6. Most people had rather drive on interstate highways than on two lane roads.
7. Between the ages of sixteen and twenty are dangerous years for young drivers.
8. Buying a good used car is not easy.
9. Chevrolet's are the fastest cars on the road.
10. Carbon monoxide forms as a result of incomplete combustion.

INTRODUCTORY ACTIVITIES

1. Any cyclists in class? Take a look at the motorcycle/motorist vehicle problem from their point of view.
2. Review local and/or national statistics to reinforce the need for this kind of unit.
3. To give students a "quickie" idea of part of the identification problem, show a box of playing cards (or pack of cigarettes) broadside. Then, turn it so its edge is toward the class, relating the edge view to motorcycles in traffic, the broadside view to other motor vehicles.
4. Be sure students understand that all motorcyclists are not "bad guys" any more, than all other motorists are all "good guys". There is no difference ... good and bad on both sides. Each have equal rights and must learn to share the highways with each other.
5. Although some cyclists' actions in this unit may not be representative of the very best motorcycle behavior, they are in no way intended to discredit motorcyclists'.

Similar to experiences with erratic motorists in other units, these situations are structured to strengthen the lesson in terms of preparing drivers for what can happen in the real world.

FILM PRESENTATION

REINFORCEMENT ACTIVITIES

1. When students stop at the curb and secure their cars approximately half way through the film, make a mark on the film reel so that you can rewind to this point and re-run this last portion again for additional practice. (The mark will only have to be made once.)
2. Ask the cyclists in the class who commented before the film was shown for their comments now.
3. With the class, develop and discuss a list of local areas that have a history of vehicle/cycle collisions and other areas where cyclists are usually "in abundance".
4. With the class, develop a list of keywords that describe typical motorcycle behaviors and characteristics, knowledge of which can help reduce the frequency of collision.

MAKING ASSIGNMENTS

This section deals with the proper methods of making assignments to your students.

Directions: Have students follow the procedure outlined below for a study assignment.

Copy

Either give the students a written copy or have them copy the assignment on paper as you give it. This will make the student understand exactly what is expected of him.

Locate

Have the students locate all unfamiliar words in a reading assignment. They can find the meanings either in the text or a dictionary.

Read

Be sure each student reads the assignment thoroughly. Have him take notes and turn them in to you. Ask the students to be prepared to ask intelligent questions concerning the assignments. When it is possible, inform the student as to where they can find additional information on the subject.

Never

Make hurried assignments as the students are leaving the classroom. This makes for unprepared students and unsuccessful classes.

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