



Signs



Triple header
special!



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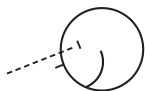
How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- The book explores a broad range of environmental print.
- An additional reading opportunity is provided in the signs themselves.

Vocabulary

animals, beach, bread, find, ice-cream, library, park, read, shop, signs, supermarket, swimming pool, time, zoo

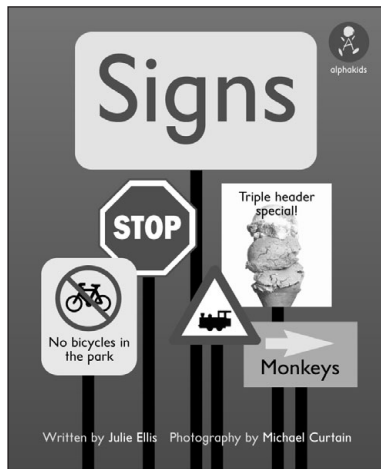
Setting the context

Take the children for a walk around the school to view the signs.

Why do we have that sign? What message does it give? Who needs to read it?

Introducing the book

This book is about the signs that are found in different places. It tells us where we can see these signs and what we might find out if we read them. What signs do you think we will read about in this book?

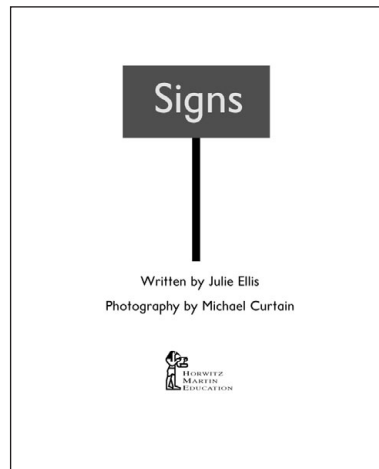


Front cover

This book is called Signs.

Talk about the signs on the cover.

Where would you see this sign? What does it tell you? Why is the bicycle in a red circle with a line through it? What does this tell you? What things do you see on signs? (words, icons, symbols)



Title page

Read the title together.

Why is the title in a red box on a stick? What does this tell us?



Talkthrough

In this book this girl shows us lots of signs. She tells us about the signs she reads and what she finds out from them.

Where is the girl in this photograph? She tells us that there are lots of signs at the supermarket. She read the bread sign to find out about the bread.



Observe and support

Can the children support their understanding of the text with direct evidence from the page?

Where does the girl read the sign about bread? How do you know?



There are lots of signs
at the supermarket.

2



I read this sign
to find out
about the bread.

3



Talkthrough

Where is the girl now? What will she find out from this sign?

What information about the animals does the sign give?

Point out the use of illustrations, labels and arrows.



Observe and support

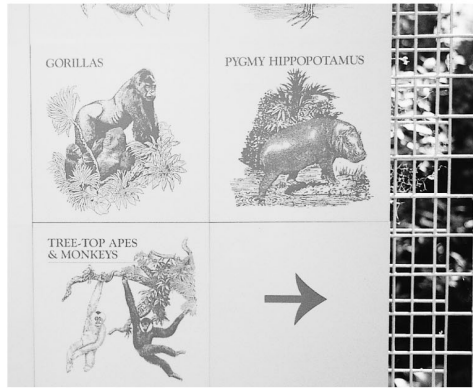
Do the children use an understanding of letter–sound relationships to check words?

You read 'I read this sign to find out about the animals'. How did you know that word was 'animals'? What did you look at? What did you think about?



There are lots of signs
at the zoo.

4



I read this sign
to find out
about the animals.

5



Talkthrough

Where is the girl now? What signs are at the park? What will they help the girl to find out about the park?

Point out the use of symbols and icons, and the different directions the signs face.



Observe and support

Do the children notice when they make an error?

What did you notice? Why was it a problem? What could you try instead? What would make sense there? What would sound right?



There are lots of signs
at the park.

6



I read this sign
to find out
about the park.

7



Talkthrough

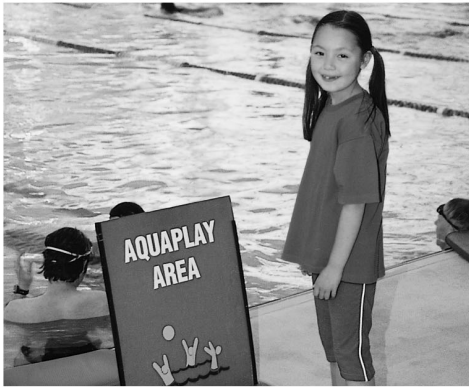
What signs does the girl find at the swimming pool? What do they tell her?



Observe and support

Do the children read the text fluently?

Can you read these words smoothly? Can you make it sound like talking?



There are lots of signs
at the swimming pool.

8



I read this sign
to find out
about the swimming pool. 9



Talkthrough

Where is the girl now? What signs would she see at the library? What kinds of things do library signs tell you?



Observe and support

Do the children understand what they are reading at the literal level? Can they show where they got this information?

Are there lots of signs at the library? Where on the page does it tell you that?



There are lots of signs
at the library.

10



I read this sign
to find out
about the library.

11



Talkthrough

Now the girl is reading signs at the beach.

Point out the red circle with a line through the icon of a dog.

Have you seen this red circle and line in other places? What does it mean?



Observe and support

Do the children remember words encountered previously in the text?

Have you seen this word before? Where did you see it?



There are lots of signs
at the beach.

12



I read this sign
to find out
about the beach.

13



Talkthrough

Now the girl is reading signs at the ice-cream shop. What can she find out from these signs?

Point out the sign on page 15.

What is this sign telling us? How does it get this message across?



Observe and support

Do the children understand the purpose of environmental print?

Why does the ice-cream shop use signs? What do the signs tell us?



There are lots of signs
at the ice cream shop.

14



I read this sign
to find out
about the ice cream.

15



Talkthrough

The girl has found another sign at the supermarket. What does this sign tell her?



**I read signs
all the time.**

16



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

Where can you find signs telling you how much things cost?

Why do we sometimes use signs without writing?

Where else might you find signs like those at the park?

Are there places where there are no signs?

Being a code breaker

Explore the following language features:

- Words that rhyme with 'wall': ball, call, fall, hall, stall, tall, wall; words that rhyme with 'park': bark, dark, lark, mark, shark.
- Punctuation: Full stops, capital letters to begin sentences.

Being a text user

Refer to the text when discussing these questions:

What information is contained in the writing?

What information is contained in the pictures?

Being a text critic

How are the signs in this book like the ones you see around you?

How are they different?

Responding to text



Have the children work in cooperative groups to design some signs for use in the classroom. These could be laminated.



Ask the children to choose one of the signs in the book to copy. They could then write an explanation of what the sign is telling people.



Have the children make a list of words that are often seen on signs.

Writing

List the features of the signs shown in the book. Talk with the children about why it is useful to use icons and symbols. The children could design and make a sign showing something about the classroom environment; for example, quiet reading area, wash your hands before lunch.

Assessment

Can the children:

- explain why we have signs?
- identify an example of environmental print in the school?
- explain what simple icons (e.g. girl/boy icons) mean?



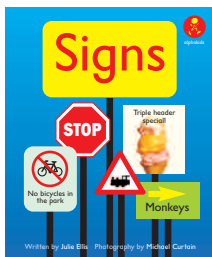
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Everyday things

Curriculum link: SOSE / English

Text type: Recount

Reading level: 5

Word count: 136

High-frequency words: are, at, can, I, of, on, the, there

Vocabulary: animals, beach, bread, find, ice-cream, library, park, read, shop, signs, supermarket, swimming pool, time, zoo

Possible literacy focus

The use of icons in environmental print.

Interpreting text: Why do we have signs?

Summary

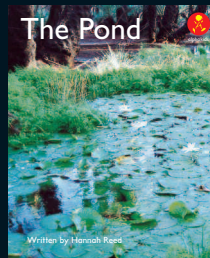
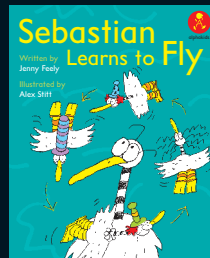
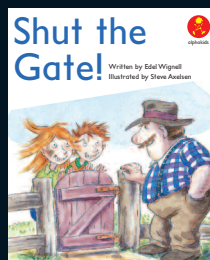
This book explores a broad range of environmental print.

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Other books at this level



alphakids