

# Signs Are Everywhere!



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**Text Type:** Non-fiction: Description — Personal Account

**Guided Reading Level:** G

**Summary:** A girl shows the different signs in her neighbourhood and tells what each means.

**Word Count:** 132

**High-frequency Words:** *a, and, are, at, before, can, come, do, does, go, have, here, I, is, look, me, more, my, name, not, of, school, see, stop, the, there, they, this, to, what, when, where, you, your*

## Text Features

### Visual Literacy

- ▶ environmental print

## Text Supports

- ▶ photographs of signs and their location assist students in reading and understanding the text
- ▶ many high-frequency words

## Possible Text Challenges

- ▶ some difficult words: *signs, everywhere, cross, street, both, ways, should, park, playground, store*
- ▶ question marks

## Reading Strategies

### Comprehension

- ▶ analyzing
- ▶ evaluating
- ▶ making connections: text to world

### Working with Words

- ▶ using photo cues to read unfamiliar words
- ▶ using beginning sounds, syntax, knowledge of irregularly spelled words, and cross-checking to read unfamiliar words

## Assessment Opportunities

Note each student's ability to:

- ▶ analyze using print and visual literacy skills
- ▶ evaluate: give opinions
- ▶ make connections to text using prior knowledge
- ▶ use photo cues to read unfamiliar words
- ▶ solve unfamiliar words by using strategies such as beginning sounds, syntax, knowledge of irregularly spelled words, and cross-checking

**Teaching Tip:** When assessing students' learning, make sure you observe them through the Guided Reading session and not just at the end.



## BEFORE READING

### Making connections: text to world

#### **Activating and Building Prior Knowledge**

Tell students that they will be reading about signs and what they mean. Begin a chart on chart paper with the title “Signs Are Everywhere!” (Leave space on the page for the summary activity described in the After Reading section.) Conduct a discussion about the word *sign* using the prompt, *What do you notice about the word sign?* Discuss its irregular spelling/sounds with students. You may want to build a word family with it (*signing, signed, signal*).

Invite students to name signs from around the room and around the school. Quickly sketch them on the chart paper. Add some signs that students see on the way to school or in their neighbourhood. Ask students to consider all the signs and ask, *What are signs for?* You may want to list the purposes.

**ESL Note:** You may wish to bring in pictures of different signs for students to look at. Discuss what the symbols in the signs tell us.

**Teaching Tip:** Students in remote communities may need an in-depth activating lesson, as they may not be familiar with some of the signs. The provincial motor vehicle branch, maps, and provincial highway departments are good sources for pictures of signs.

### Print concepts

#### **Overcoming Text Challenges**

Show and read the title of the book. Establish that the title ends with an exclamation mark. Ask, *Why do you think the author used this type of punctuation?* (for emphasis; to create interest) Ask, *How do you think we should read the title of this book?*

### Analyzing

Hand out copies of the book. Look at the back cover. Read the text and look at the picture. Ask students who they think the girl might be, and where she might live. Ask, *Did you find any clues in the photos that made you think as you do?* Have students turn to the title page and consider the same questions.

### Print concepts

Point out the question mark on page 5. Ask, *What does the author expect readers to do when a question is asked in the text?*

### Analyzing

#### **Setting a Purpose**

Say, *As you read this book, look carefully at the photos and see if you can find out what the signs on each page tell us.*



## DURING READING

Have each student read the book independently, thinking about the purpose that has been set. Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries.

Offer prompts to help students problem solve as they read. For example, *Can you use beginning sounds and the picture to help you solve that word? Does the word sound right in the sentence? Have you seen this word before in the story?*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to go back and reread, then explain to a partner what the different signs tell us.



## AFTER READING

### Analyzing

Ask students to share what each sign tells us, supporting their answers with proof from the photo or the print.

Direct students' attention to page 12, and ask if they can tell you what each sign means. Ask, *Why do you think some signs are just pictures and have no words on them?* If some signs are unknown, ask students how they could find out what they mean. Encourage students to ask at home and to report back to the class.

### Evaluating

Ask, *What do you think is important when making a sign?* On the chart paper used for the activating activity, list/draw the facts students offer (few words, simple picture, few colours, message easy to read, large print, etc.).

### Word solving and building

Select a few of the challenging words (e.g., *cross, street, both, ways, should, park, playground, store*). Ask students what strategies they used to work these out, referring to the text if the strategy involved visual cues.

Model positive reading strategies you observed during the lesson.

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

### ***Making Classroom Signs***

### Making connections: text to world

Have students create and post signs for the classroom. Creating signs for authentic purposes such as showing where classroom supplies are or indicating where centres are will make the activity meaningful and challenging. Use the list created in the summary activity as criteria for the sign.

### Evaluating

### ***Evaluating Signs***

Give each student a copy of the BLM. Ask them to think about what each sign means. They should then indicate what they think is good or not good about the sign.

### Word solving and building

### ***Word Building***

Select 10 words with a varying number of syllables from *Signs Are Everywhere*. Have students print the words in sound boxes (rectangles divided according to number of syllables—no division for one-syllable words; one division for two-syllable words) according to how many sounds the words have. Possible words are *signs, everywhere, school, cross, before, both, here, playground, open, police, bike*. Students print one syllable in each section of the box.

# Evaluating Signs

Name: \_\_\_\_\_



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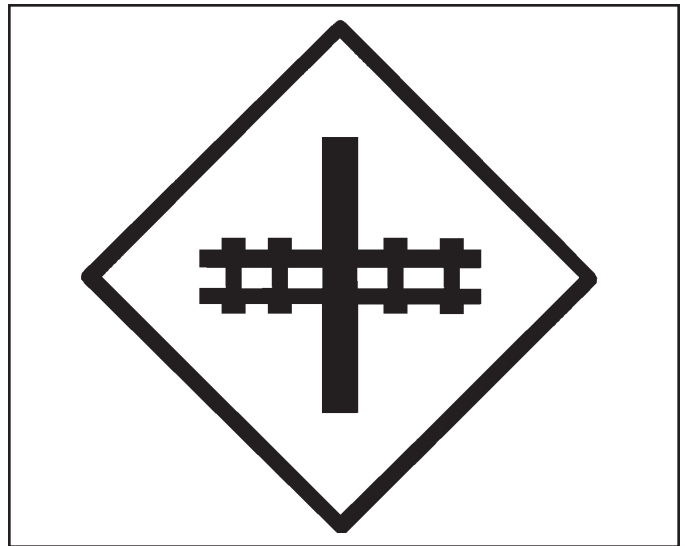
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