



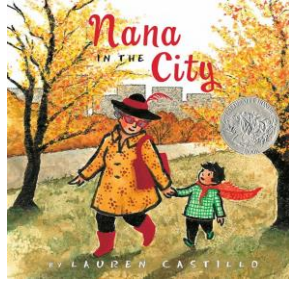
Traffic Lights & Street Signs



Library &
Listening

Standards:

PHD.S.PS.1, 3
ATL.EP.PS.1-2
ELA.IT.D.PS.2
ELA.IT.I.PS.1-2
ELA.IT.LTC.PS.1
ELA.SL.CC.PS.1, 3
SS.CG.PS.1



Materials:

- *Nana In The City*
- *Signs or I Read Signs* by Tana Hoban
- popsicle sticks
- masking tape
- colored construction paper cut into squares & circles
- writing and drawing utensils

Vocabulary:

- traffic light
- street sign
- STOP sign
- construction cone
- caution
- warn

Preparation: Set up materials.

Intro to Centers:

“In *Nana In The City*, the boy and his grandmother traveled around the city to get to her apartment. What do you notice?”

“Why do you think the man holding the STOP sign is wearing an orange and yellow vest?”

“Here are different signs that send different messages to people. Where can we see these signs in our neighborhood?”

“Today in Library & Listening, you can research **street signs**.”

pgs. 5-6, show illustrations.
Children respond.

Children respond.

Show illustrations from Hoban’s book.
Children respond.

Children respond.

Show materials. Demonstrate how to use photographs of signs to create a handmade sign using a popsicle stick, tape, construction paper and a marker.

During Centers:

Compare and contrast how various signs and sign colors keep people safe. Encourage children to notice symbols, shapes, and letters on street signs. Support children in recording their research in Writing & Drawing. Encourage children to create signs in Blocks in *Building a Town* by providing sign making materials. Use photos from signs in the community and child dictation to create a classroom Neighborhood Signs book to read in the library or shared with families.

Guiding Questions during Centers:

- What does this sign represent? How can you tell?
- How are these signs similar to or different from each other?
- How can we use signs in our classroom?
- What other stories have we read that include traffic lights or signs? (*Max's Dragon Shirt, Matthew & Tilly*)

Thinking & Feedback: Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation: Collect samples of the children's work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation: Take a walking field trip around the school and take photos of traffic lights and street signs from the neighborhood. Use photos to create a classroom book about what messages are represented by the signs in the community.

