

Signs

GOALS

Comprehension

Is this book fiction or nonfiction? How do you know? What is the difference?

Make predictions from the cover and title page illustrations.

Vocabulary

High-frequency Words: did, here, only, put, said, saw, three, walk

Content Words: animals, apples, books, feed, free, library, read, signs, sister, special

Phonemic Awareness

Recognise that words can be broken into individual sounds and produce them.

Phonics

Letters and Sounds: -aw

Words to Blend and Segment: all, raw, saw, talk, walk

Fluency

Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat after you.



There are signs everywhere, giving information and advice.

Before Reading

- Ask: What do you know about signs in school? Where do you see them? Read the title to students and then read it together. Discuss what the sign on the cover says and where you might see it. Look at the back cover and discuss what this sign means and where you might find this sign.
- Ask: Is this book fiction or nonfiction? How do you know? What is the difference? (Fiction is not true.) Make predictions about the text from the cover and title page illustrations.
- Read the title page together. Talk about the sign. Ask: What does it mean? (Dogs not allowed.) Read the contents to give an idea of what is going to be in the text.
- Talk/walk through the pictures. Discuss what signs are on each page and where you would find them. Bring words like *animals, apples, books, feed, free, library, read, signs, sister, special* into the conversation. Notice the shapes on the page numbers. Ask: Why do you think the designer did this?
- Before turning to pages 14–16, ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On page 2, ask: How many signs do you see? Read the signs. Discuss where you would see each of these signs. Then read the words together, pointing to the words as they are read.
- On page 3, discuss the picture. Read the words together.
- On page 4, read the sign and then the text.
- Follow this pattern for each page, discussing the pictures, what the different signs represent and where you would find them before reading each page.
- Look at the Index and find the page about a library. Students ask a partner questions about the index, e.g. what page is the zoo on?

After Reading

Invite students to discuss the information. Prompt if needed.

- Retell the text using the pictures on each page as a guide. Discuss how each sign is used.
- Ask students to discuss what signs they can see right now. What signs are used in the classroom and around the school? What do they think the author's purpose was for writing the book. What have they learnt from this book?

Phonemic Awareness

- Recognise that words can be broken into individual sounds and produce them. Students listen carefully to words you read to identify the individual sounds, e.g. *like* /l/ /i/ /k/; *did* /d/ /i/ /d/; *said* /s/ /e/ /d/; *feed* /f/ /ee/ /d/.
- Students repeat the word and then the sounds. They think of more words to break into individual sounds.
- Students listen and identify syllables in words and clap as you read them, e.g. *ga/rage*, *an/i/mal*, *su/per/mar/ket*. Together find one-syllable words in the book to clap, e.g. *sign*, *zoo*. Students clap two-syllable words, e.g. *ap/ple*, *ca/fe*.

Phonics

- Recognise words that have the same vowel sound: /aw/ Write words *call*, *all*, *fall*, *saw*, *raw* on the board to practise blending and segmenting the sounds together as a group.

Word Study

- Talk about the words *did*, *here*, *only*, *put*, *said*, *saw*, *three*, *walk*. Photocopy the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Discuss their meaning in context.
- On a piece of paper, students draw a picture of one of the signs in the book. They write the matching sentence from the text.
- Have students make a Signs web with examples of different signs branching out from the web. They label and illustrate and share their web with the class.

Fluency

- Model reading of text with expression, noting the punctuation and repetitive parts. Students repeat after you.

Writing

- Have students write a new text using the pattern of the text, e.g. I saw a sign in the playground. They illustrate their sign.
- Students create a new sign and share with the class.

Home/School Link

Take the book home and any related activity done in class to share with family.