



UNIT 1: FAMILY / WEEK 3

# Sign Making

Standard Connection:  
 ELA.SL.PK4.1a  
 ELA.L.PK4.1e  
 M.G.PK4.3  
 PD.FM.PK4.1  
 S.PS.PK4.3a  
 SS.FC.PK4.6b

**Enduring Understanding(s):**

- As individuals and as a group, family members use their senses to observe and interact with their environment.

**Essential Question(s):**

- As individuals and as a group, family members use their senses to observe and interact with their environment.

| Materials                                                                                                                                                                                                                                                                                         | Vocabulary                                                                                                                                                                                                                                                                          | Books |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <ul style="list-style-type: none"> <li>• images of signs (see Resources)</li> <li>• variety of paper</li> <li>• writing utensils</li> <li>• scissors</li> <li>• craft sticks</li> <li>• sticks (from outside)</li> <li>• pre-cut shapes (circle, square, triangle, octagon, rectangle)</li> </ul> | <ul style="list-style-type: none"> <li>• <b>sign:</b> an object used for communicating</li> <li>• <b>information:</b> something that you know</li> <li>• <b>letter:</b> a character representing a sound in speech</li> <li>• <b>communicate:</b> tell someone something</li> </ul> |       |

**Intro to Centers**

*Preparation: Set up materials*

|                                                                                                                                                                                                                                                                                         |                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <p>“We learned about birth announcements in Let’s Find Out About It. We discussed how Peter’s family might have created a birth announcement to tell people Susie was born. <b>Signs</b> are another way of <b>communicating</b>- telling- <b>information</b>. What do you notice?”</p> | <p><b>Show birth announcements.</b><br/> <b>Show images of signs.</b><br/> <b>Children respond.</b></p> |
| <p>“Today in Blocks, you can make <b>signs</b> with these materials. <b>Signs</b> can be pictures, words, or both pictures and words.”</p>                                                                                                                                              | <p><b>Show materials.</b></p>                                                                           |
| <p>“What materials could I use to make a stop <b>sign</b>?”</p>                                                                                                                                                                                                                         | <p><b>Children respond.</b><br/> <b>Model.</b></p>                                                      |
| <p>“Now, I will write ‘stop.’ What <b>letter</b> does the word ‘stop’ begin with?”</p>                                                                                                                                                                                                  | <p><b>Model.</b><br/> <b>Children respond.</b></p>                                                      |
| <p>“Even if I couldn’t read these <b>signs</b>, how would I know these are stop <b>signs</b>?”</p>                                                                                                                                                                                      | <p><b>Show images of stop signs.</b><br/> <b>Children respond.</b></p>                                  |

### **During Centers:**

Support children in using a variety of materials to create their signs. Support children in writing words or drawing pictures for their signs. Encourage children to notice other signs in the classroom. Discuss the information the signs communicate. Encourage children to use their signs in other centers such as Dramatic Play.

### **Guiding Questions During Centers:**

- Where else have you seen signs (around school/your neighborhood)?
- How are signs helpful?
- How can a sign's shape/color/symbols communicate information?
- How is your sign similar to or different from your friend's?

### **Thinking and 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:**

Play a silent sign game with a group of children: explain that you will not speak at all but will instead 'talk' to them with signs. Before playing the game, create several picture signs that, when viewed in sequence, create a short sentence. Ask children if they can figure out the sentence.

### **Differentiation/Accommodation:**

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help students answer Guiding Questions. During Centers, provide a variety of tools for children to use to make their signs, including both writing tools and a variety of kinds of paper.