



Traffic Lights & Street Signs

Standard Connection:
 ELA.RI.PK4.1
 ELA.W.PK4.5
 M.CC.PK4.4
 M.G.PK4.2
 PD.FM.PK4.1
 PD.FM.PK4.5
 SS.FC.PK4.6a
 S.T.PK4.2

Enduring Understanding(s):

- Color can be used to communicate ideas, thoughts, and feelings.

Essential Question(s):

- How are colors used to communicate ideas, thoughts, and feelings?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> • <i>Nana in the City</i> • <i>Signs or I Read Signs</i> by Tana Hoban • popsicle sticks • masking tape • colored construction paper cut into squares and circles • writing and drawing utensils 	<p>caution: careful; to avoid danger</p> <p>construction cone: safety cones to redirect traffic</p> <p>STOP sign: a sign telling drivers to stop and wait until it is safe to go</p> <p>street sign: signs used to control traffic</p> <p>traffic light: lights used to control traffic</p> <p>warn: to tell of possible danger</p>	

Intro to Centers	
Preparation: Set up materials	
<p>“In <i>Nana in the City</i>, the boy and his grandmother traveled around the city to get to her apartment. What do you notice?”</p>	<p>pp. 5-6 Show Illustrations. Children respond.</p>
<p>“Why do you think the man holding the STOP sign is wearing an orange and yellow vest?”</p>	<p>Children respond.</p>
<p>“Here are different signs that send different messages to people. Where can we see these signs in our neighborhood?”</p>	<p>Show illustrations from Hoban’s book. Children respond.</p>
<p>“Today in Library & Listening, you can research street signs.”</p>	<p>Show materials. Demonstrate how to use photographs of signs to create a handmade sign using a popsicle stick, tape, construction paper and a marker.</p>

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 Creative Writing. 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 share 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 and Tilly*)

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Take photographs of children during the activity and display them with captions of the children's words describing their processes.

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.

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 sample pictures of shapes for students to match to signs for students who are not able to name them. Provide a variety of writing materials for making signs to meet fine motor needs.