

Strand: Government/Authority

Theme: Rules

Purpose for Reading: To develop an understanding that drivers must read and respond to road signs, because they are the rules of the road.

Comprehension Strategies: Determining importance, making inferences.

Vocabulary

Dictionary Words: bends, dead end, no parking, one way, speed limit, stop

Vocabulary Words: arrow, line, number, shape, symbol, words

High-Frequency Words: at, go, here, it, look, no, the, they, this, to

Before Reading

- Ask the students if they have ever noticed any road signs when they have been out in the car with their family. *Does anyone know what traffic lights are? Does anyone know what the colours tell drivers?*
- Read the title and have the students talk about the cover photo. *Has anyone seen a sign like this? Does anyone know what it means?* Explain that a line through a sign means that you are not allowed to do something. Explain that this sign means *No Parking*.
- Read the title page together and ask the students what they think this sign tells drivers.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read the label on the first photo to see if the suggestions the students made on the title page were correct. Read the rest of the labels as the

students look at the photos.

Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what the sign tells drivers to do. Explain that all stop signs are the same shape. Have the students count the number of edges on the sign. Read the label together.
- Pages 6–7: Invite the students to look at this sign. Tell them it is the symbol that tells drivers something. Read the label together.
- Pages 8–9: Tell the students about this sign. Explain that it tells drivers how fast they can go. The number is the important part of the sign. Read the label together.
- Pages 10–11: Read this sign to the students. Invite them to say why they think it is important. Read the label together.
- Pages 12–13: Tell the students that this sign tells drivers that there is no way through. Read the label together.
- Pages 14–15: Have the students say what this sign means. Ask what they think the arrows mean. Read the label together.

Read the Book

- Ask the students to return to the title. Read the title together.
- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.
- Turn to pages 4–5. Read this page with the students. Remind them to point as they read and

check the words they say. Explain that the pattern is not the same on every page.

- Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite the students to return to the book and talk about the similarities and differences between the signs. Prompt them with questions, such as *How many signs have writing on them? Which signs have arrows? Which signs are shaped like diamonds?* Make a similarities and differences chart.

Sign	Writing	Shape	Symbol	Number	Arrow	Line
stop						

- Talk to the students about determining what is important on each road sign. Return to pages 2 and 3 and provide a think-aloud demonstration of how you determine importance. Use the stop sign and say something like, *When I look at this sign, I notice the shape of the sign and I also notice the writing. I know that the writing is important because it will tell me something. But other signs have writing on them so the shape of this sign must also be important, because there are no other signs of this shape.* Invite volunteers to make similar statements about the other signs.
- Have the students think about what might happen if drivers didn't obey road signs.

Vocabulary and Word Recognition

- Have the students find the high-frequency word *no* in the text. Write sentences containing *no* on the

board. Invite volunteers to come and point to the word *no*. Have them write *no* over and over until they can write it fluently. Add *no* to a high-frequency word chart or word wall.

- Ask the students if they know of any other words they could use instead of *bends* in the road. Lead them to think of words such as *corners, sweeps, curves, turns, twists*.

Oral Language

- Have the students work in pairs, using the books. One student asks questions from the picture dictionary and the other finds the answers in the book, e.g. What does the road sign *No Exit* tell the driver? It tells the driver there is no way through.

Writing

- Have the students draw a road sign and write underneath what it tells drivers. Use the sentence frame. This sign tells drivers_____.

Creative Extension Activities

- Make quiz cards (one card with the question and another with the answer) for the students to use independently, in pairs, e.g. What does one way mean? One way means no cars will be coming toward the driver on the other side of the road.
- Make road signs for a wall story. Have the students draw the pictures. Write the text using the words from the book. Add more road signs that students know.

Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Match the road signs.

stop



no exit



one way



bends



no parking



speed limit



Unscramble the missing word. Put the missing word in the sentence.

ospt

It tells the driver to _____ here.

Name: _____

Read the sentences.

Draw the picture.

Look at this road sign.

It tells the drivers which way they can go.

