

Who Should Follow These Signs?



Level: F4 Word Count: 125

Little Books of Answers

Curriculum Connection	Citizenship
Content Vocabulary	across, animals, beach, building, clean, cross, dog, everyone, feed, follow, out, park, safe, shows, signs, street, swim, tell, walk, way, zoo
Visual Literacy Element	relationship chart
Critical Thinking	Further research
Comprehension Strategy	visualizing
High-Frequency Words	after, at, do, help, in, is, it, keep, not, now, should, the, this, to, up, what, when, you, your

F4 Who Should Follow These Signs?

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss signs. If possible take the students for a walk nearby to see what signs they can see. Discuss what each sign they see tells them. Take a walk around the school to look at signs. Are there signs telling visitors where they can park? Are there signs telling people where the school office or reception area is? Invite the students to talk about other signs that they know. Which signs have writing? Which signs have pictures? Which signs have numbers?

- Give each student a copy of the book *Who Should Follow These Signs?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Ask questions such as – *What can you see in this photo? Where would you see a sign like this? What does it tell you? Who should obey this sign?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.
- Have the students close their eyes and think about themselves being where the cover and title page signs are. Have them talk about what they think. Do they want to cross the road when the sign says *Don't Walk*. Can they see what might happen to them if they do cross. Have them think about what might happen if they swim where the sign says *No Swimming*. Does picturing themselves like this make them more likely to obey the sign?

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels. Assist them where necessary.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the captions with you.
- To ensure and enrich understanding say things such as – *Some people like to feed the animals at the zoo but the food they give them can make them very sick. Exit means way out.*
- Discuss the relationship chart on page 15. Explain that the arrows show the relationship between that it means.

Read the Book

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
Who should follow signs?
What does the bike sign tell you?
What sign tells you the way out?
Which signs have no writing?
- Check inferential comprehension by asking these questions:
Why should everyone follow signs?
Why should people clean up after their dogs?
What else can you do on beaches where you're not allowed to swim?
Do you think the dog sign is a good looking sign? Why or why not?
- Have the students close their eyes again and picture themselves in each of these places. *What are they doing? Are they obeying the signs? Which are the easiest signs to obey?*

Critical Thinking

- Have the students turn to page 16 and look at each photo. Discuss the photos with the students. Tell the students that their task is to say what is the same about these houses and their house.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students write about themselves obeying one of the signs. Assist with spelling where necessary. Have the students illustrate their story.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Name:



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Write a story about the photo.



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Name:



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Draw and write.

I like the part about

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