

About the Book

Text Type: Nonfiction/Informational Page Count: 10 Word Count: 157

Book Summary

This book informs students about the types of signs found all around them. Students will learn about all of these signs and their purposes. They will have the opportunity to ask and answer questions while reading text. Detailed, supportive illustrations and repetitive phrases support early readers.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Use the reading strategy of asking and answering questions to understand text
- Compare and contrast
- Segment syllables
- Identify short /o/ vowel
- Recognize and use simple sentences
- Recognize and use high-frequency word *they*

Materials

Green text indicates resources available on the website

- Book—*Signs Are Everywhere* (copy for each student)
- Chalkboard or dry erase board
- Compare and contrast, short /o/ vowel, simple sentences worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- High-frequency words: *about, are, for, make, on, they, when*
- Content words: *advertise, signs, warnings, winding*

Before Reading

Build Background

- Write the word *signs* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students to identify some kinds of signs they have seen. Discuss the locations of signs and their purposes.
- Create a KWL chart with students on the board or on chart paper. Explain to students that the *K* stands for what they already know about a topic, the *W* stands for what they want to know about a topic, and the *L* stands for what they learned about a topic. Ask students to name some of the things they already know about signs. List the information in the *Know (K)* column of the chart.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Signs Are Everywhere*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that asking questions about a topic before and during reading, and then looking for the answers while reading, will help them understand and remember what they read.
- Model asking questions.
Think-aloud: The title of the book is Signs Are Everywhere. As I look through the book and look at the pictures, I think the book will tell about where signs are located and what they are used for. I wonder where signs might be located, so I'll write that question on my KWL chart: Where are signs located? I'll have to read the book to find out.
- Ask students to share any questions they have about signs, on the basis of the covers and a quick picture-walk. Add their questions to the *W* column of the KWL chart.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Compare and contrast**

- Explain to students that one way to understand and organize new information in a book is to explain how objects are alike and different. Write the words *compare* and *contrast* on the board. Point out that explaining how things are alike is called *comparing*, and explaining how things are different is called *contrasting*. Write the word *alike* under *compare* and the word *different* under *contrast* on the board.
- Draw a Venn diagram on the board. Label the left side *Apple* and the right side *Banana*.
- Model how to compare and contrast an apple and a banana.
Think-aloud: I can compare and contrast an apple and a banana. I know that an apple is round in shape, but a banana is long. I will write round on the Venn diagram under the heading Apple and long under the heading Banana to show one way these two objects are different. I know that an apple and a banana are both fruits. I will write fruits on the diagram where the circles overlap to show one way these two things are the same.
- Invite students to suggest other ways that an apple and a banana are the same and different. Write student responses on the Venn diagram under the appropriate headings.

Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words that students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though signs are everywhere. They are on posts and buildings.*
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *streets* on page 4 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a sign hanging above the road. When I look at the first part of the word, it starts with /st/. However, the word road starts with the /r/ sound, so this can't be the word. I know that another word for a road is street. The word street starts with the /st/ sound. I also hear the /t/ sound at the end of the word. The sentence makes sense with this word. The word must be street.*

Set the Purpose

- Have students use what they already know about signs to help them read the book. Remind them to think about how the signs are alike and different as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - Model asking and answering questions.
Think-aloud: On page 4, I see signs all along the street on windows, posts, and awnings. I know that there are many types of signs. I wonder what all these signs might be telling us. I will add this question to the KWL chart: What do the signs tell us? I think that if I continue to read the book, I will be able to answer the questions on the chart.
 - Invite students to share questions they had while reading, and add them to the KWL chart.
 - Draw a Venn diagram on the board. Label the left side *Stop Sign* and the right side *Bookstore Sign*. Have students identify things that are alike and different about the two signs. Write this information on the Venn diagram on the board.
 - **Check for understanding:** Have students read to the end of page 8. Encourage them to share questions they asked or answered as they read. Add questions and answers to the KWL chart. (Accept all answers that show students know how to ask and answer questions while reading.)
 - Have student pairs discuss how a *warning sign* and a *speed limit sign* are alike and different. Have them draw a Venn diagram on a separate piece of paper and write the information from their discussion on their diagram.
 - Have students read the remainder of the book. Remind them to ask and answer questions and think about how the signs might be alike and different.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** When I read page 10, I thought about all the signs I read about in the book. Signs tell and warn us about many things. I learned that people make signs for many reasons.
- Review the questions on the KWL chart and discuss the answers gathered while reading. Record the answers in the *Learned (L)* column of the KWL chart. Be sure to discuss the fact that not all questions can be answered, and further reading on the subject might be needed.
- Ask students to explain how asking and answering questions helped them to understand and remember the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Review the meanings of *compare* and *contrast*, as well as the Venn diagrams created earlier in the lesson.
- **Independent practice:** Have students complete the [compare-and-contrast worksheet](#). If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about signs and some of the reasons people use them. Now that you know this information, why do you think signs are important?

Build Skills

Phonological Awareness: **Segment syllables**

- Tell students that every word contains one or more parts. Explain that these parts are called *syllables*.

Lesson Plan *(continued)*

Signs Are Everywhere

- Show students how to count syllables by clapping as they say a word. Demonstrate with the word *everywhere*. Clap each time you say a syllable (three claps).
- **Check for understanding:** Say the following words aloud, one at a time, and have students clap the syllables and tell how many syllables are in each word: *posts, buildings, windows, doors, animals*.

Phonics: **Identify short /o/ vowel**

- Write the word *stop* on the board and say it aloud with students.
- Have students say the short /o/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter stands for the short /o/ sound in the word *stop*.
- **Check for understanding:** Write the following words that have the short /o/ sound on the board, leaving out the short /o/: *frog, got, plop*. Say each word, one at a time, and have volunteers come to the board and add the o in each word. Have students practice blending the sounds together in each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /o/ vowel worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Simple sentences**


- Write the following sentence on the board: *Signs are everywhere*. Read the sentence aloud with students. Explain that every sentence has a signal at the end so readers will know when to stop reading. Ask a volunteer to come to the board and point to the signal at the end of the sentence.
- Explain that the signal is called a *period*. Have students say the word *period* aloud. Point out that the period is like a stop sign because it tells readers to stop reading.
- Reread the sentence aloud with students. Point out that the sentence begins with a capital letter. Explain that all sentences begin with a capital letter. Have a volunteer come to the board and point to the capital letter at the beginning of the sentence.
- Explain that sentences containing one subject and one predicate are *simple sentences*. Remind students that subjects tell what or who the sentence is about, and predicates tell about the subject—what the subject does, did, is, or was.
- Using the sentence on the board, circle the subject (*signs*) and underline the predicate (*are everywhere*).
- Ask volunteers to make a statement about one of the signs in the book. Write each statement on the board, leaving off the period. Read the sentences aloud to students without stopping. Then have volunteers come to the board and add a period to each sentence. Reread the sentences, stopping at the period at the end of each sentence.



- **Check for understanding:** Have students turn to page 4 and locate the first two sentences on the page. Have them circle the subject in each sentence and underline the predicate in each sentence.
- **Independent practice:** Introduce, explain, and have students complete the [simple sentences worksheet](#). If time allows, discuss their responses.

Word Work: **High-frequency word they**

- Tell students that they are going to learn a word that they will often see in books they read. Write the word *they* on the board and read the word aloud. Have students read the word with you.
- Ask students to write the word *they* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Read the second sentence on page 4 aloud to students. Point to the word *they*. Explain that the word *they* is often used to explain which object someone is talking about. Have students use the word *they* in oral sentences with a partner.

 **Check for understanding:** Have students locate and highlight every occurrence of the word *they* in the book. Have them write the word on a separate piece of paper several times. Then have each student use the word *they* in an oral sentence.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them compare and contrast two of the signs in the book with someone at home.

Extend the Reading

Informational Writing Connection

Take a walk with students around the school and photograph or draw the signs you see. Have each student choose one of the signs and write a sentence about the sign they chose. Put the individual pages together to make a book about signs in school.

Visit [Writing A–Z](#) for a lesson and leveled materials on expository writing.

Math Connection

Look for numbers on signs around the school or neighborhood. Categorize the numbers by place, for example, numbers in the cafeteria and numbers on the street. Discuss how the numbers on signs are useful to people.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- accurately and consistently ask and answer questions to understand text
- accurately compare and contrast signs during discussion and on a worksheet
- accurately segment syllables during discussion
- identify and write the letter symbol that stands for the short /o/ sound during discussion and on a worksheet
- correctly understand and identify parts of a simple sentence
- correctly use and write high-frequency word *they*

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)