

## Pre-K Week 3: Signs

<b>Estimated Time</b>	Total Time: approximately 45-60 minutes/day Work at the pace that works best for you and your child.
<b>Grade Level Standard(s)</b>	<p>All activities are aligned to Illinois Early Learning and Development Standards for preschool and Common Core State Standards for Kindergarten.</p> <p>To learn more about these standards, please visit the following:</p> <ul style="list-style-type: none"> <li>• Illinois Early Learning and Development Standards - <a href="https://www.isbe.net/Documents/early_learning_standards.pdf">https://www.isbe.net/Documents/early_learning_standards.pdf</a></li> <li>• Common Core State Standards for Kindergarten Parent Roadmap: English Language Arts - <a href="https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/36/Updated%20ParentGuide_ELA_K.pdf">https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/36/Updated%20ParentGuide_ELA_K.pdf</a></li> <li>• Mathematics - <a href="https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/36/ParentGuide_Math_k.pdf">https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/36/ParentGuide_Math_k.pdf</a></li> </ul>
<b>Caregiver Support Option</b>	Participate with your child in the suggested activities below to facilitate shared learning.
<b>Materials Needed</b>	<p>Paper, writing utensils (crayons, markers, pencils), scissors, glue or tape</p> <p><b>Suggested Books:</b>  <i>I Read Signs</i> by Tana Hoban  <i>Signs in My Neighborhood</i> by Shelly Lyons  <i>Runaway Signs</i> by Joan Holub  <i>City Signs</i> by Zoran Milich  <i>Stop, Wait, Go! Road Signs and Symbols It's Fun to Know</i> by Nancy King</p> <p><b>Links to additional digital resources available on the last page of the packet.</b></p>
<b>Question to Explore</b>	<ul style="list-style-type: none"> <li>• What is a sign?</li> <li>• What are the characteristics of signs?</li> <li>• Where do we find signs?</li> <li>• How do signs help us?</li> <li>• What do these signs mean?</li> <li>• Who uses signs in their job?</li> </ul>
<b>Student Directions</b>	Each activity below has directions for you to follow.



If you would like to provide feedback on this packet, please scan the QR code.





























**Learning Tools:** Encourage your child to use inventive spelling (<https://www.readingrockets.org/article/invented-spelling-and-spelling-development>) and the letter sounds chart provided below to encourage writing in the activities in this packet based on their knowledge of letter sounds.

**If you are able**, access the "Learning Letter Sounds Song" by Jack Hartmann to support your child's knowledge and application of letter sounds: [tinyurl.com/LLSounds](https://www.tinyurl.com/LLSounds) The images in the letter sounds chart below correspond to this song. When these visual reminders are used in conjunction with the song, children have an easier time remembering and learning the letter sounds, because they have multiple reference points to help them!

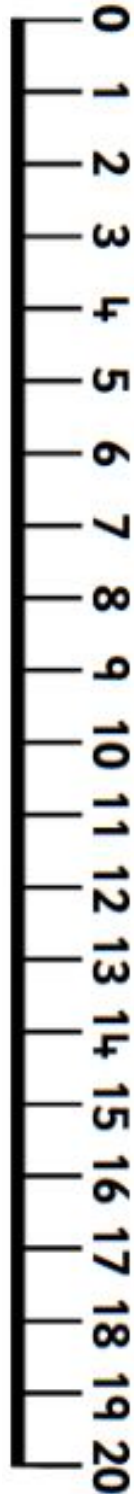
- Please note that the sound a letter makes is different from the name of the letter. It's important that our child learn letter sounds as they are heard in spoken words. Since we adults have not been in preschool in a long, long time, we might need a refresher! Please use the letter sounds as they are said in the Learning Letter Sounds song when working with your child.
- You can find video examples of a CPS teacher supporting inventive spelling here: [https://www.youtube.com/playlist?list=PLINo2F85kqiXwA6XubjK3hF\\_kHNoqX-jl](https://www.youtube.com/playlist?list=PLINo2F85kqiXwA6XubjK3hF_kHNoqX-jl)

**Remember that children are exploring writing** at this age, and that correct spelling is not required. If your child knows his or her letter sounds, encourage him or her to use inventive spelling. If not, letter strings or even lines and scribbles are appropriate for this age - as long as your child sees him or herself as a writer. The development of writing at this age is provided below:

b. Writes to convey ideas and information													
Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	
		Uses drawing, dictation, and scribbles or marks to convey a message <ul style="list-style-type: none"><li>• Scribble-writes deliberately</li><li>• Makes marks that appear to adults to be in random order</li></ul>	Uses drawing, dictation, and controlled linear scribbles to convey a message <ul style="list-style-type: none"><li>• Scribbles lines, circles, or zigzags in rows</li><li>• Often repeats action and forms</li></ul>	Uses drawing, dictation, and mock letters or letter forms to convey a message <ul style="list-style-type: none"><li>• Writes segments of letter forms, e.g., lines, curves</li><li>• May use too many segments to create a letter, e.g., five horizontal lines on the letter E</li><li>• May not orient letter segments correctly</li></ul>					Uses drawing, dictation, and letter strings to convey a message <ul style="list-style-type: none"><li>• Writes strings of letters</li><li>• Writes some letters correctly</li><li>• Writes letters in unconventional order</li><li>• Begins to separate groups of letters with spaces</li><li>• May copy environmental print</li></ul>		Uses drawing, dictation, and early invented spelling to convey a message <ul style="list-style-type: none"><li>• Uses first letter of word to represent whole word</li><li>• Writes initial and/or final sounds of a word to represent the whole word</li></ul> <p><i>*Note: in Spanish, early invented spelling may consist primarily of vowels.</i></p>		Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing, and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed <ul style="list-style-type: none"><li>• Writes a simple opinion piece about a favorite book, adding suggestions from the teacher</li><li>• Writes about a visit to a pet store using drawing, writing, and dictation</li><li>• Adds information to a class poster about chicks after reading about them on a science website</li></ul>

 <b>Aa</b>	 <b>Bb</b>	 <b>Cc</b>	 <b>Dd</b>	 <b>Ee</b>	 <b>Ff</b>
 <b>Gg</b>	 <b>Hh</b>	 <b>Ii</b>	 <b>Jj</b>	 <b>Kk</b>	 <b>Ll</b>
 <b>Mm</b>	 <b>Nn</b>	 <b>Oo</b>	 <b>Pp</b>	 <b>Qq</b>	 <b>Rr</b>
 <b>Ss</b>	 <b>Tt</b>	 <b>Uu</b>	 <b>Vv</b>	 <b>Ww</b>	 <b>Xx</b>
 <b>Yy</b>	 <b>Zz</b>				

Please use the following number line to provide your child with a reference point when identifying and learning to name numerals. If your student is not yet able to name numerals by sight, you can ask them to find the numeral they're attempting to identify on the number line, and counting up to it, pointing to each number as they go. The number they say when they arrive at the target number tells them the name of the numeral.



## Day 1: What is a sign? What are the characteristics of signs?

**Introduce the Topic:** Tell your child that for the next two weeks, you are going to be learning about signs. Get your child excited to learn by modeling engagement and excitement for them, and letting them know that signs are all around us! Sometimes, we just have to be detectives and look more closely to notice them.

Provide your child with paper, and ask them to draw all of the signs that they can remember for you to get an understanding of what your child already knows about signs prior to the activity. If they are stumped, you can ask them by encouraging them to think about common signs, such as stop signs or traffic lights, that they might already be familiar with. Model drawing by using your own piece of paper and drawing signs beside your child, to both encourage them to draw and to allow them the space to practice independently.

**Learn & Discuss - What is a Sign? Book:** Read the following introductory book about signs with your child, to help them to build the foundation of the purpose of signs, and the reasons why signs exist everywhere in our world.



Signs, signs, signs! Signs are all around us!



We see signs everywhere we go. Every sign we see is telling us something. Sometimes they tell us which way to go, what something is, or how to do something.



Sometimes signs help us to stay safe, like when they tell us to stop and go, or to go slow.



Sometimes they tell us it's a very special day, and it's time to celebrate!



Signs come in all different shapes, colors, and sizes. Usually, signs are colorful and large, to make sure that we can see them.



Signs might have words, numbers, or pictures on them. Sometimes, they have all three, to make sure that everyone knows what the sign means!



Many signs are the same everywhere you go, to make sure that we remember what they mean.



Without signs, we might not know which way to go, what something is, or how to stay safe!

**Literacy Activity - Sign Scavenger Hunt!** Practice letter names and letter sounds with your child by playing this fun sign scavenger hunt game! Show your child the following signs, and ask them to be letter detectives and find various letters in the signs.

Cater this activity to your child's needs by providing them with the letter name if they are still practicing identifying letters. If they get confused and are unsure, you can help them by giving them choices ("Is this one letter A, or is this one?") and by encouraging them to use the letter sounds chart provided at the start of the packet. They can sing the alphabet while pointing to each letter on the chart one by one, and stop when they say the name of the letter they're searching for. That means they've found it, and can return to the signs and find the matching letter.

Use this activity to build your child's phonemic awareness skills by providing them with a letter sound rather than a letter name ("Find the letter that makes the /b/ sound!") or by providing them with a spoken word, and asking them to identify the letter that makes the first sound of the word ("Can you find the letter that makes the sound that the word ball begins with \_\_\_\_?")



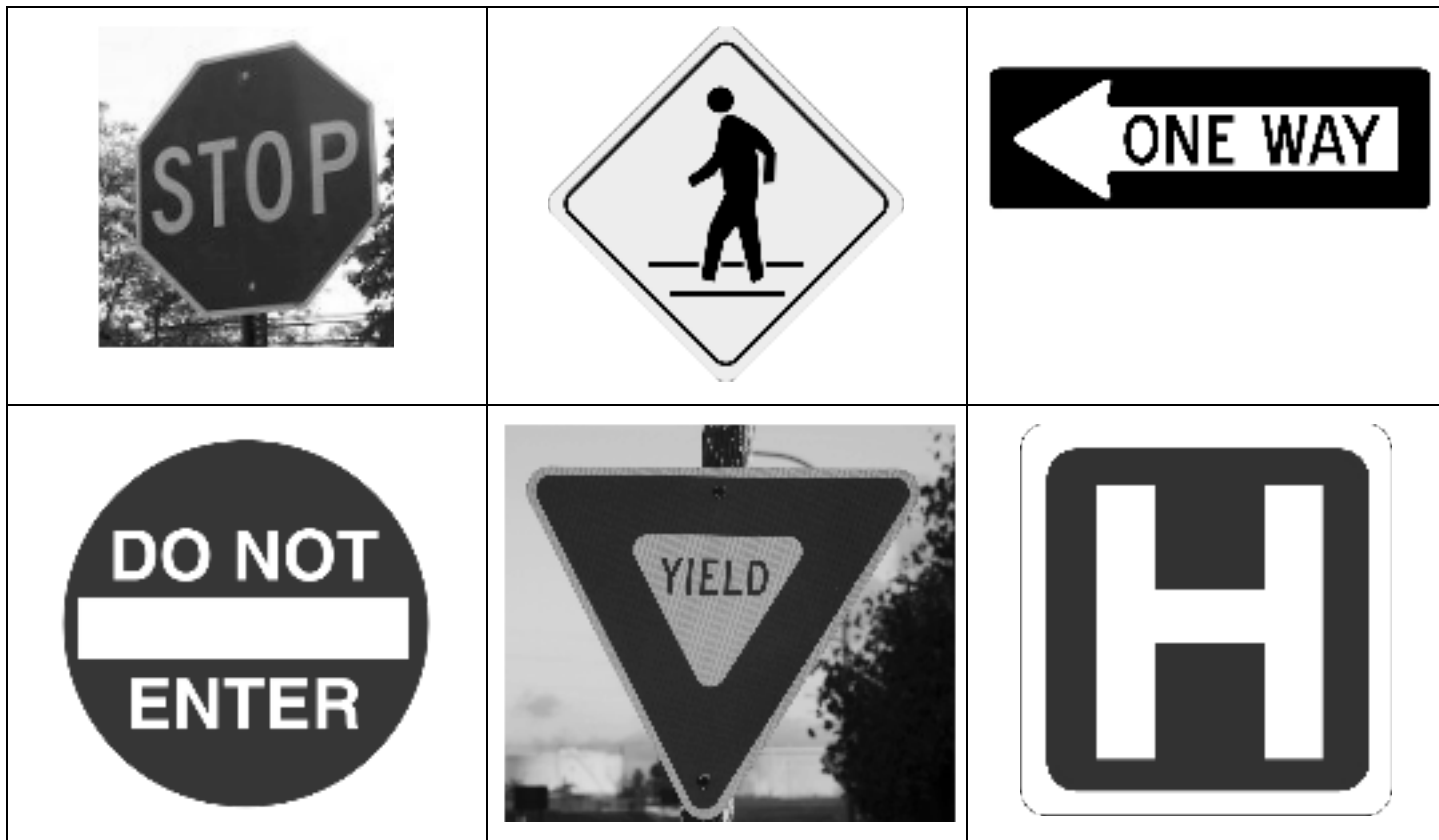
**Music/Movement Activity - If You're Happy and You Know It, Sign It!:** For the next two weeks, the music and movement activities will all be around American Sign Language. Signs help us in so many ways, but especially in communicating with people around us who do not speak the same language that we do. Sing along to If You're Happy and You Know It, and practice to sign it with your child at the following link.

<https://illinois.pbslearningmedia.org/resource/sesame-sign-sing-along-song/sing-the-sing-a-long-song-sesame-street/>



**Math Activity - Shape Search!:** Practice shape names and the characteristics of shapes with this fun math activity! Show your child the signs included below. Ask them to find the sign that matches the shape that you are looking for by either naming the shape of the sign, or by describing its characteristics, such as the number of sides it has, the angle of their sides (straight or slanted), and the ratio of sides in comparison to one another (the sides are all equal, or some sides are bigger than others).

After you've played, turn the activity around and have your child describe the signs using their words, so that you need to guess. Encourage them to describe the sign by the characteristics of its shape, to make sure they really understand the features of each shape!



**Social Emotional Learning Activity - Thank You Signs!:** Support your child in expressing gratitude and brighten up your neighborhood by inviting your child to create "Thank You!" signs for essential workers such as postal workers, delivery drivers, medical professionals, electricians, plumbers, restaurant workers, rideshare drivers, and more! Encourage your child to use a combination of drawing and inventive spelling (with the use of the letter sounds chart provided) to create these signs, and post these signs in the window of your home so these workers know how grateful you and your family are!

## Day 2: Where do we find signs?





**Introduce the Topic:** Ask your child to write a list of all of the places in which they have seen signs. Encourage inventive spelling and supporting your child's use of letter sounds by providing them with






the letter sounds chart provided at the beginning of the packet. Practice numeral writing and build your child's awareness of the components of a list by encouraging them to number each place as they write them. See below for an example:

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

**Learn and Discuss - Signs, Signs, Everywhere!:** Read this book about common signs that we see in our communities with your child. Invite the to guess and brainstorm as to where they might see each type of sign before you reveal the answer. Encourage your child to think about all of the different signs they might see in each place as you read.

Signs are all around us! I bet you see signs everywhere you go, and just don't know it yet.	 <p>Where do you see this sign?</p>
That sign might be in a store. What other signs might you see in a store?	 <p>Where do you see these signs?</p>
That sign might be on the street. What other signs might you see on the street?	 <p>Where do you see this sign?</p>
That sign might be in a restaurant. What other signs might you see in a restaurant?	 <p>Where do you see this sign?</p>

<p>That sign might be in your school. What other signs might you see in your school?</p>	 <p>Where do you see this sign?</p>
<p>That sign might be outside of your house. What other signs might you see at your house?</p>	 <p>Where do you see this sign?</p>
<p>That sign might be outside of a construction site. What other signs might you see at a construction site?</p>	 <p>Signs are everywhere in our communities! The next time you are out in your community, be observant and keep a lookout for all the signs you can find!</p>

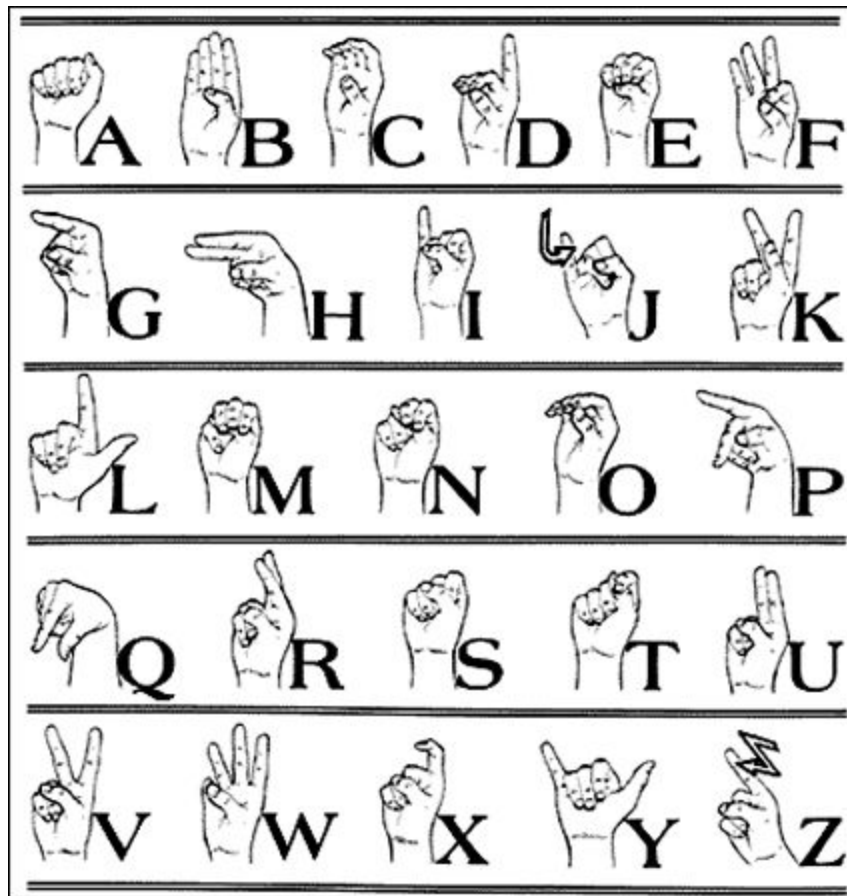
**Literacy Activity - Make Your Own Signs:** Invite your child to help your family by making signs for your own home. Remind your child that signs communicate, or tell us something - like where something is, how to stay safe, or how to do something. Ask your child if there are any places or things in your home that they would like a sign for. Here are some ideas to get you started:

- a sign for their bedroom door, to let everyone know to keep out!
- an "available/occupied" changeable sign, to let everyone know when the bathroom is in use.
- a "Caution! Hot Surface!" sign for the oven, to let everyone know how to stay safe and not touch it when it is hot.

Ask your child what information they need to include on the sign in order to convey the meaning they would like others to get from it. They might need to write the words or draw pictures to illustrate the meaning of the sign (for example, they might want to draw fire on a cautionary sign for the oven, to illustrate the idea that it is hot). Encourage your child to use inventive spelling (using the letter sounds chart provided at the start of the packet) to create their signs, and then invite them to hang them up around your home!

**Music/Movement Activity - See It, Say It, Sign It!:** Learn the letter sounds and practice how to sign each letter in American Sign Language with this fun learning song from Mr. Jack Hartmann! You can check out the chart below to help you and your child learn each sign, as well.

<https://www.youtube.com/watch?v=WP1bIVh1ZQM&t=213s>



**Math Activity - Street Sign Math:** Practice numeral identification and quantification, or making sets of objects, with your child with this fun Street Sign Math game! Invite your child to look at the street signs below, and identify the numbers on each. While most of the numbers are double digits, it is recommended that you focus on one digit at a time for most preschool-aged children. If your child is not yet able to name numbers by sight, use the number line provided at the start of the packet for them to match the number, and count up to it on the number line in order to remember its name.

Once your child has identified the number, invite them to create a set of that many of any object you have available (for example, toy cars, crayons, blueberries, dominoes - anything!). Remind them to count each object one by one as they create the set, and to stop when they arrive at the target number. If your child is having trouble remembering to stop and continues counting, you can make it fun and shout, "Stop!" playfully, to help them understand that when quantifying sets, we have to stop at the number we were searching for.

If your child is able to create quantities of numbers consistently, you can make this game more challenging by asking your child to create sets of each digit separately, and then do addition to determine how many they would have if you added each number together. For example, if the sign says, "45," you could ask your child to create a set of 4 and a set of 5, and ask how many objects they have in total, when the two quantities are combined (9).



**Social and Emotional Activity - What are the Rules for Home?:** Every preschool classroom (and every classroom, all of the way up to 12th grade!) has some sort of sign to remind students of the rules for keeping everyone safe, happy, and learning. Invite your child to think about what the rules for home might be to make sure everyone in your family is safe, happy, and productive! Some ideas might be:

- clean up after yourself
- use kind words
- take turns
- use listening ears

Once your child and you discuss what the rules for your home might be, invite your child to make a sign to remind everyone of these rules at home, using a combination of drawing and letter sounds.

### **Day 3: How do signs help us?**

**Introduce the Topic:** Discuss with your child why we need signs, and how they help us in our everyday lives. Encourage your child's thinking on the subject by asking how each of the following signs helps us in our lives.



**Literacy Activity - Joey's Stop Sign:** Read the following story about Joey and his friends and their mission to make their neighborhood safer by putting in a new stop sign! Ask your child the following questions to check for his or her understanding:

- What happened to Ruben in the beginning of the story?
- What was the problem in this story?
- How did Joey and Jenny decide to use their voices to solve this problem?

Help your child connect with the story and understand that their voice has meaning and carries power, just like Joey and Jenny's in the story. Ask your child:

- Has there ever been a problem at school or at home that you wanted to solve?
- Do you have any ideas for ways that you could solve that problem?
- How could you use your voice to solve that problem, just like Jenny and Joey?

<p>JOEY'S STOP SIGN</p> <p>Written by Maribeth Kaftis Illustrated by Ted Gowan</p> <p>www.readinga-z.com</p>	<p>It was a hot August day. Joey and his sister Jenny played soccer in their front yard. Ruben and Rebecca joined them.</p> <p>"Over here!" shouted Ruben.</p> <p>Joey kicked the ball to Ruben. It rolled into the busy street, and Ruben started to chase it.</p> <p>Joey's Stop Sign (read 1)</p> <p>3</p>	<p>"Watch out, Ruben!" Joey shouted.</p> <p>Just then, a car whizzed by. The car hit the soccer ball and popped it.</p> <p>"There are more cars on our street all the time!" said Ruben.</p> <p>4</p>
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"It's harder to cross the street to get to school, too," said Jenny.

"Or to Mr. Lupois' market," said Rebecca.

"Last week, Mrs. Murphy's dog Lucy got hit by a car. Lucy has a broken leg," said Joey.



Joey's Stop Sign #1 (and 2)

5



A few nights later, Joey and Jenny talked to their parents.

"We've been doing our research," said Jenny. "We think there should be stop signs at the corner. That will slow traffic and make it safer to cross our street."

6



"Stop signs are a great idea," said Mom. "You've been counting cars before and after school?"

"Yes," said Joey. "Also, Ruben has a camera. He's been taking pictures of people trying to cross."

"Good work!" said Dad. "The next step is a **petition**."

Joey's Stop Sign #2 (and 3)

7



Dad and Mom showed Jenny and Joey how to write a petition. The petition stated the reasons for adding stop signs. People could sign the petition if they agreed.

"You'll need **signatures** from the **majority** of people in the neighborhood," said Dad.

8

"What does *majority* mean?" asked Jenny.

"It means more than half of the people," explained Dad.

Over the next week, Joey, Jenny, Ruben, and Rebecca talked to people in the neighborhood. Many people signed their petition, but some did not.



Joey's Stop Sign #3 (and 4)

9

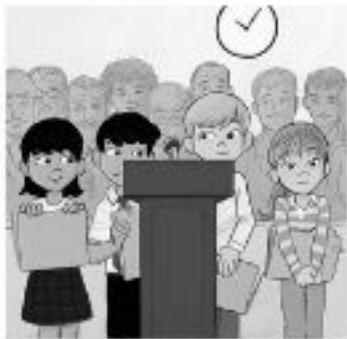


"The **city council** has a meeting next week," Joey said to Mrs. Murphy.

"My dad asked if our stop sign request could be put on the **agenda**."

"We'll bring our petition, photos, and the traffic counting we did, too," said Rebecca.

10



Friends, family, and neighbors were at the city council meeting.

"I'm nervous," whispered Ruben.

"Me, too," Joey agreed.

When their names were called, Joey, Jenny, Ruben, and Rebecca stood at the microphone.

*Joey's Stop Sign • Level 1*

11



Joey talked about the need for the stop signs. Jenny and Rebecca showed their petition.

"These are the photos we took of people trying to cross the street," said Ruben. "This is Lucy, a dog that was hit by a car."

*Joey's Stop Sign • Level 1*

12



When they finished, neighbors took turns speaking. Everyone said stop signs were needed.

"Thank you for your hard work," said the city council president. "We'll discuss this and vote in two weeks."

*Joey's Stop Sign • Level 1*

13



Joey, Jenny, Ruben, and Rebecca waited the long two weeks.

One day, there was a phone call.

"The city council voted YES!" said Jenny.

*Joey's Stop Sign • Level 1*

14



A few months later, workers put up the stop signs. There was a story and a photo in the newspaper about what the kids had accomplished.

"Our street sure is safer now," said Joey.

"Woof!" Lucy agreed.

*Joey's Stop Sign • Level 1*

15

**Music/Movement Activity - Red Light, Green Light:** Play this classic game with your child as a fun way to get your child moving and practice their coordination skills! Start with your back turned to your child from a distance away, and say, "Green light!" Instruct your child to run as fast as he or she can towards you. Jump around quickly and shout, "Red light!" When you turn around, you should not see your child moving- they're stopped at a red light! If your child is moving, ask them to go back to the



starting line and try again. If they are successfully frozen, turn back around and say, “green light.” Repeat until your child reaches you and wins!

**Math Activity - Sign Search!:** Show your child the following pictures. For each one, challenge them to play I Spy and find as many signs as they possibly can! You can build their comprehension skills by choosing one sign at a time and describing it to your child to find. As your child finds each sign in the photos, encourage them to make tally marks on a sheet of paper in order to keep track of all of the signs they find. When they've found all of the signs, they can count the tally marks in order to determine how many signs they found in the photo in all! Then, extend your child's thinking and help them practice comparing quantities by asking:

- Which picture had the most signs? How do you know?
- Which picture had the fewest signs? How do you know?

Extend this activity by encouraging your child to draw his or her own picture, and hide signs throughout it. Then, he or she can play I Spy with you, describing each sign to give you a clue as you search!





**Social Emotional Activity - Advocacy Letter:** Take a cue from Joey in the story you read earlier in the day by inviting your child to write a letter advocating for more street safety signs in your community! They can write to someone such as an alderman, the mayor, or even the president, and make the case for why more safety signs in your community would be beneficial, and how they would help the community.

Encourage your child to use drawing and inventive spelling as they are crafting their letter, and teach them about the different components of a letter as you write. Encourage your child to include the name of the person they are writing to and their own name, so that the recipient knows who the sender is.

#### Day 4: What do these signs mean?

**Introduce the Topic:** Show your child the following table of signs. Invite them to use their words to describe the meaning of each of the signs and what they learn from seeing each of these signs.

If your child is unsure of the meaning of any of the signs, there is a teaching moment where you can discuss the meaning with your child. To extend their thinking, ask your child, "Why do you think that we might need a sign for that? What would happen without that sign?"















Tells cars to stop



Tells pedestrians not to walk in crosswalk



Tells pedestrians to walk in crosswalk

 <p>Tells cars to stop (red light)</p>	 <p>Tells cars to slow down (yellow light)</p>	 <p>Tells cars to go (green light)</p>
 <p>Tells pedestrians not to walk</p>	 <p>Tells pedestrians where a crosswalk is</p>	 <p>Tells you where a train track crosses a street</p>
 <p>Tells you not to go inside</p>	 <p>Tells you where to exit a building</p>	 <p>Tells you bikes are not allowed</p>
 <p>Tells you where the hospital is</p>	 <p>Tells you where the first aid area is</p>	 <p>Tells you that people want peace</p>

**Literacy Activity - Clap the Syllables!:** Draw your child's awareness to the syllables in words by inviting them to clap the following words related to signs with you:













- One-syllable words or phrases: sign, stop, walk
- Two-syllable words or phrases: red light, green light, exit, open, welcome
- Three-syllable words or phrases: hospital
- Four-syllable words or phrases: pedestrian, do not enter, railroad crossing

If your child is not yet able to clap the syllables independently, model clapping the syllables in each word and invite them to listen and repeat. Extend the activity and challenge your child by inviting your child to clap the syllables in words that they come up with, or by giving your child a specific

number and asking them to think of a word with that many syllables. For example, “Can you think of a word that has two syllables in it? What do you think- does welcome or hospital have two syllables?”

**Music/Movement Activity - Learn to Sign You Are My Sunshine!:** Keep the learning around American Sign Language going by learning to sign the classic song, “You Are My Sunshine!” with your child!  
<https://www.youtube.com/watch?v=t0GJMvA05As>

**Math Activity - Street Sign Bingo:** Help your child recall the meaning of important safety signs by playing Safety Sign Bingo! Print the bingo card provided below, or, if you are unable to, invite your child to create their own bingo card and draw the signs themselves! Once the bingo card is ready, test your child's understanding of the meaning of each sign by providing them with the meaning, and asking them to identify it by sight. They can use any common object to mark the ones they answer correctly. If they are unable to recall one of the signs, remind them of the correct answer, and ask your child to identify that sign again later in the game. Once your child has covered and identified each of the signs, they have won!

		
 yellow		 green
	 red	
		

**Extension Activity - What's Your Sign?:** Invite your child to play a fun guessing game with you, to build their critical thinking skills! To start, think of a common word or phrase you use at home, such as “please,” “thank you,” “clean up,” or “let's eat!” Then, each time you would use that word when speaking, replace it with a gesture or movement that you make up. Use this same gesture or movement each time you would say the word, and encourage your child to try and use context

clues to guess what your secret sign means! Once they figure it out, ask them to come up with a secret sign of their own, so that you can try to figure it out too! This game can be played again and again, with different words and gestures, and you can involve the whole family in using and guessing the secret!

## Day 5: Who uses signs in their job?

**Introduce the Topic:** Invite your child to think about a time when they saw someone holding a sign.

- What was that person doing?
- What were they trying to tell people by holding the sign?
- How did the sign help them to do their jobs?

After you discuss, show your child the following pictures to support their recollection of times in which they may have seen people using signs in their jobs. You can ask your child the same questions as above with these pictures to help them respond!



This crossing guard uses a sign to allow children to safely cross the street.



This community advocate is using a sign to spread a message and motivate others.



This construction worker is holding a stop sign to warn cars about construction vehicles, so they can stay safe.



This restaurant worker is holding up a sign to advertise a meal at the restaurant, and to tell people where to go.



Business owners use "Help Wanted" signs to find new employees to hire.



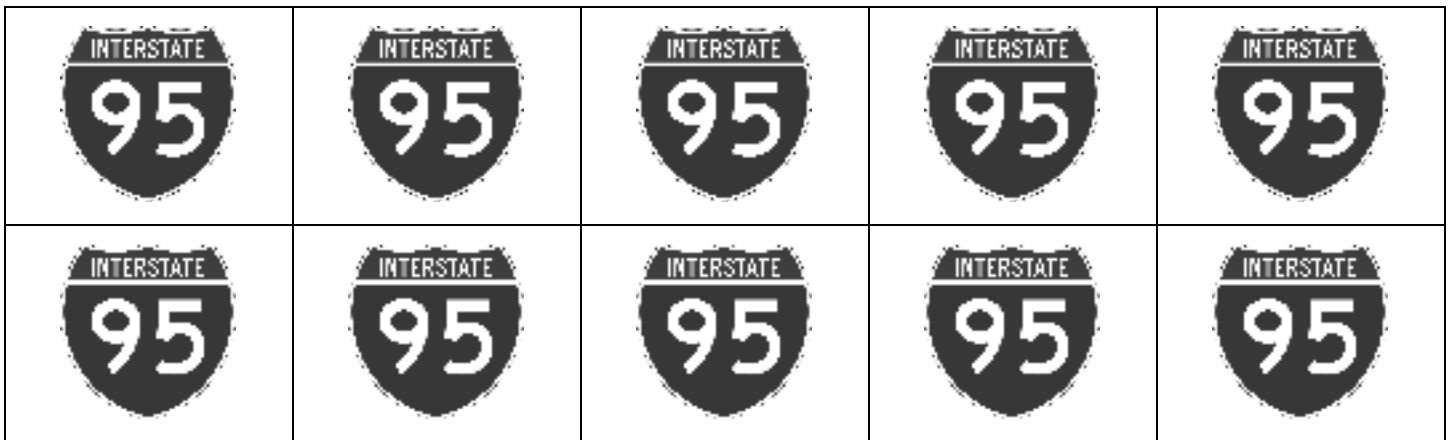
Sign language interpreters use signs in order to communicate with others.

**Literacy Activity - Make Your Own “Help Wanted” Sign:** Ask your child to think about one chore or responsibility that they have at home, that they would like someone to help them with! This could be something like cleaning their room, washing the dishes, or putting away the laundry. Then, teach them that when business owners want to hire someone to help them with something, they put up a “Help Wanted!” sign to encourage people to apply, or express interest in the job.

Invite your child to create their own “Help Wanted” sign at home! Remind them to include the description of the task that they want to be completed, and how to contact them (this is a great chance to practice memorizing and writing your phone number and address with your child!) They can also use drawing to further illustrate their point and to help the viewer better understand the sign.

**Music/Movement Activity - Learn to Sign Five Little Monkeys!:** Learn to sing and sign another song with your child today- and practice your child’s quantification skills too! You can find the link to learn to sign the classic Five Little Monkeys song (<https://www.youtube.com/watch?v=KwwiWwcYL4E>).

**Math Activity - How Many Signs are Hiding?:** Practice subitization(knowing the number of items without counting) and concepts of addition and subtraction with your child by playing this fun, “How Many are Hiding?” game with your child. While this game can be done with any materials you have at home, you can use the pictures provided below to continue with the Signs theme, and to give your child practice with their cutting skills!



After cutting the signs above (or finding another set of objects to count), provide your child with some of the signs (start with a smaller set, such as 5). Ask your child to count how many signs they see, using one-to-one correspondence and saying one number for each sign they point to. After your child counts, ask them to answer, “how many?” without recounting. If your child begins to count again or isn’t sure how to answer, remind them that the last number we say tells us how many in all, and count again with them, emphasizing the total when you are finished.

Next, ask your child to close their eyes- you are going to hide some of the signs! While your child’s eyes are closed, take away some of the signs and hide them behind your back. Then, ask your child to open their eyes, and tell you: how many are hiding?



This can be a challenging skill for young children, but it is important in building their robust sense of quantities, which is foundational for addition and subtraction learning as they grow older. Support your child by:

- Showing the child the total number of signs you started with on your fingers, and then putting down as many fingers as the signs that you hid. Ask your child to count the fingers you put down. If we started with the big total, and now we only have the smaller total, there must be X signs hiding.
- Start small. Start with totals in the range from 3-6 signs, and begin with taking away only 1 or 2 signs. Once your child is consistently solving the problem with smaller numbers, progress to larger totals and to hiding larger quantities.
- Play a lot! Children learn through practice and repetition. This game can be played with any materials, and you can always use different quantities, so your child won't get tired of playing just a few minutes everyday!
- If you are able, see the following guide and a video of the game being played as a model for further ideas on how to teach and support your child in these skills:
  - <http://youngmathematicians.edc.org/how-many-are-hiding/>
  - <https://www.youtube.com/watch?v=xsNwtHCsg6k&t=3s>

**Extension Activity - Act It Out!:** Ask your child to cut out the sign below, and, if possible, to tape it on some sort of support, such as a ruler or a pen. Encourage your child to use their imagination skills to pretend being one of the people who uses stop signs, such as the one below, in their jobs. They could be a crossing guard or a construction worker! Invite them to use materials around your home to set the scene and build a street in your home, and to then "direct traffic" by using the sign. Your child might even use clothes you have at home to design a uniform to wear when they're "on the job." If your child enjoys the game, invite him or her to use drawing and inventive spelling to create more signs that people might use on the job, and to use their imagination to explore what it would be like to have that job, as well!





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**Additional Digital Resources:** Check out these additional resources with your child to extend your child's exploration of the Signs theme! As you work through these resources, continue to ask your child open-ended questions, such as:

- What would happen if the signs in our community were not there?
- How do signs help to make our community a better place for everyone?
- How does using and reading signs help us get ready for kindergarten next year?

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### Read Alouds

City Signs by Zoran Milich

<https://www.youtube.com/watch?v=s6TrBaABeEw>

I Read Signs by Tana Hoban

[https://www.youtube.com/watch?v=YPh4oFRX\\_iM](https://www.youtube.com/watch?v=YPh4oFRX_iM)

The Family Book by Todd Parr (read aloud and ASL interpreted)

<https://www.youtube.com/watch?v=6zfCilOltrs>

Big Bird Follows the Signs

<https://www.youtube.com/watch?v=cWQRm3cdnh0>

Signs of All Kinds - Teaching Strategies GOLD

<https://www.youtube.com/watch?v=Ee2f6T3ARAM>

**PebbleGo** (articles, activities, and video) Username = cps Password = cps

Pedestrian Safety

<https://site.pebblego.com/modules/16/categories/10394/articles/10470>

Hazards at School

<https://site.pebblego.com/modules/16/categories/10394/articles/10455>

### PBS Learning Media

Read the Signs (Video)

<https://www.pbslearningmedia.org/resource/bt107.rla.early.print.signs/read-the-signs/>

Traffic Safety Trip (Video)

<https://www.pbslearningmedia.org/resource/b6d0ef08-a632-401a-9592-10cd47f13be5/traffic-safety-field-trip/>

Peppa Pig Fixes a Sign in the Comic Book (Video)

<https://www.pbslearningmedia.org/resource/7bbb8236-a633-458d-b0e0-30e9cb65f421/7bbb8236-a633-458d-b0e0-30e9cb65f421/>

## **Illinois Early Learning Project Tip Sheets**

<https://illinoisearlylearning.org/resources/tipsheets/>

Discover Shapes in Many Places

<https://illinoisearlylearning.org/tipsheets/shapes/>

Things to Do While You're Waiting: Math is Everywhere

<https://illinoisearlylearning.org/tipsheets/math-everywhere/>

Geometric Thinking

<https://illinoisearlylearning.org/tipsheets/math-geom/>

Discover Letters and Words

<https://illinoisearlylearning.org/tipsheets/discover/>

## **Math Learning Center - Math at Home**

<https://mathathome.mathlearningcenter.org/kindergarten>

Kindergarten Activities of the Day

<https://mathathome.mathlearningcenter.org/activities-of-the-day>

Kindergarten Family Games

<https://sites.google.com/mathlearningcenter.org/math-at-home/family-games>

## **DREME Network At Home Early Math Learning Kit**

[https://dreme.stanford.edu/sites/g/files/sbiybj9961/f/dreme\\_at-home\\_early\\_math\\_learning\\_kit\\_for\\_families.pdf](https://dreme.stanford.edu/sites/g/files/sbiybj9961/f/dreme_at-home_early_math_learning_kit_for_families.pdf)