



COMMUNITY

BIG IDEA

Children recognize their community as a part of the bigger world. Children explore the roles and relationships of community workers and consumers. Children learn that the community and community members benefit from people working in many different ways.

Content objective(s):

The child will use language to describe the meaning and function of signs found in his/her community and will recognize their message.

Materials needed:

- ◆ Street signs (Handout 1)—copy and cut out
- ◆ Traffic signal (Handout 2)—3 copies of the signal
- ◆ Popsicle sticks, 3
- ◆ Glue or tape



Lesson vocabulary:

- ◆ stop—alto
- ◆ handicap—discapacidad
- ◆ traffic signal—semáforo
- ◆ green—verde
- ◆ red—rojo
- ◆ yellow—amarillo
- ◆ school zone—zona escolar
- ◆ sign—señal

Texas Prekindergarten Guidelines (Revised) domains addressed:

Language and Communication:

II.A.1. Child shows understanding by responding appropriately.

Emergent Literacy, Reading:

III.A.3. Child asks to be read to or asks the meaning of written text.

Science:

VI.D.1. Child practices good habits of personal safety.

Social Studies:

VII.C.1. Child identifies and creates common features in her immediate environment.

Activities:

1. The home educator models and demonstrates for the parent.

Review previous lessons, saying,

 *Remember we have been learning about our community and all the places and people in it. Today we are going to learn of another way to take care of the people of our community.*



I am going to show you some signs. I want you to think about where you have seen these signs around your community. (Show the school zone sign from Handout 1.) Where have you seen this sign?

If the child does not remember, invite the parent to provide some clues. When they come up with the answer ask,

 *Do you know what it means? (Discuss the meaning together.) Why do you think it is important to have a sign like this around schools? **(Pause)** Yes! Children are very important to us, and also to our community. We need to make sure that our children are safe.*

Listen to the child's reaction and invite him/her to share any thoughts.



Introduce the stop sign and again ask the same questions,

 *Where have you seen this sign? (Invite the parent to provide some clues if needed.) Do you know what it means? (Discuss the meaning together.) Why do you think it is important to have a sign like this in some of our streets? **(Pause)** Yes! It helps to keep the people safe. We do not want the cars to crash into each other when they are driving, and we do not want a car to hit any of our family members or neighbors, right?*

Repeat the process with the handicap sign and ask the same questions. Talk about its meaning and why it is important to take care of the people our community.

2. The parent works with the child.



Ask the parent to repeat the process with the traffic signal. Help the parent as needed. Have the parent talk about each color of the traffic signal—discuss its meaning, why is it important, and how it helps keep us safe.

3. The child works with the parent's help.

Have the parent and the child work together to color the traffic signals (Handout 2). Color the red light on one copy, leaving the other lights uncolored; color the yellow light on the second copy; and color the green light on the third copy. Attach the colored lights to popsicle sticks.



The parent can teach the child the traffic light song:

Red means stop;
Green means go;
Yellow means wait,
Even if you're late.

(Point out the rhyming of the words “wait” and “late.”)

The child can manipulate the signs while singing the song; or the parent, child, and home educator can each hold one and display them during the appropriate part of the song.

4. The child works independently as the parent and home educator watch for learning.

The child will be able to recognize each sign, describe its meaning, and tell how it helps the community. The child can sing the song and manipulate traffic signal pictures appropriately.

5. The home educator summarizes the lesson.

Finish by reviewing the content objective and talking about what the family learned today.

Follow-up questions to deepen the child's thinking:



1. *What are some other signs you have seen in our community?*



2. *When people come to visit you, how can they find where you live? [street names on signs]*



3. *Do you know the name of the street where you live? (Pause) Have you seen the sign?*

4. *What would happen if there were no traffic lights to cross very busy streets?*

5. *How do you think the signs get there?*

Ways to extend the lesson concepts:



1. Take the child to go see the street name sign and teach him/her to recognize some of the letters in the words on the sign. Talk about what the sign means.



2. If there is a traffic signal near the home, walk to it and watch the colors change. Ask child to identify what color the traffic signals are and what the colors mean.



3. Teach the child about other signs in the community.



4. Play crossing guards with the stop sign.

Modifications:

If the lesson activity is too hard—

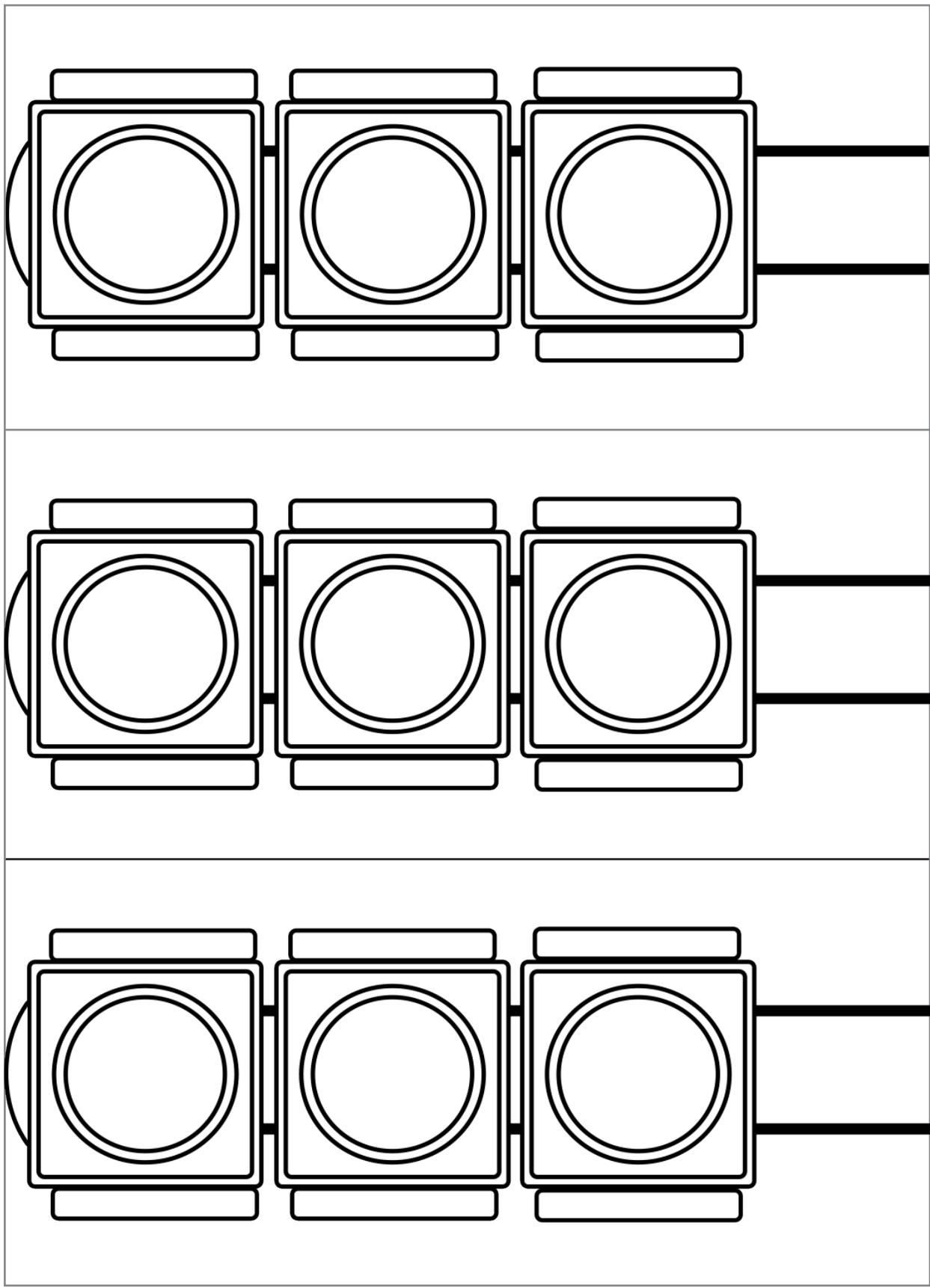
1. Introduce only the stop sign and traffic signals. Do not use the handicap sign. The home educator can use the school zone as an example only.
2. The parent could offer more support to the child by helping him/her remember specific examples of signs they have seen and experienced together.

If the lesson activity is too easy—

1. Go over more signs (e.g., speed limits, one way, restrooms, etc.).
2. Have the child create a drawing of the stop sign and teach the letters in the word "stop."
3. Talk about the jobs of the people who help enforce and maintain the signs and the rules of traffic (connect it to the police, crossing guards, etc.).



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COMMUNITY (LESSON 9)

PARENT PAGE

What we are learning:

Your child will use language to describe the meaning and function of signs found in the community and will recognize their message.

Words to know:

- | | |
|---------------------------|----------------------------|
| ◆ stop—alto | ◆ red—rojo |
| ◆ handicap—discapacidad | ◆ yellow—amarillo |
| ◆ traffic signal—semáforo | ◆ school zone—zona escolar |
| ◆ green—verde | ◆ sign—señal |



What to ask:

1. *What are some other signs you have seen in our community?*
2. *When people come to visit us, how can they find where we live? [street names on signs]*
3. *Do you know the name of the street where we live? (Pause) Have you seen the sign?*
4. *What would happen if there were no lights to cross very busy streets?*
5. *How do you think those signs get there?*

What else to do:

1. Take your child to see the street name sign and teach him/her to recognize some of the letters in the words.
2. When driving with your child, ask him/her to tell you what color the traffic signals are, and what the colors mean.
3. Teach your child about other signs in the community.
4. Play crossing guards with the stop sign.

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