

## The Colors and Shapes of Language 2

### Unit 9

#### Signs

#### Activity 1 – Naming

The teacher says, **“Let’s name signs in the classroom.”** [Students respond.]

- b. The teacher says, **“Let’s name signs you see in school.”** [Students name.]
- c. The teacher says, **“Let’s name signs you see on the road.”** [Students name.]
- d. The teacher says, **“Let’s name signs you see in a store.”** [Students name.]

[The teacher needs a picture of an exit sign, detour sign, garage sale sign and crosswalk sign.]

#### Activity 2 – Describing

- a. The teacher shows a picture of an exit sign and says, **“I want you to describe this object. Tell me the name of this object.”** [Students respond.]  
**“Tell me some categories or groups that exit signs fit.”** [Students respond.]  
**“Tell me the function of exit signs. What are they for or how do you use them?”** [Students respond]  
**“Tell me the color of exit signs.”** [Students respond.]  
**“Tell me their shape.”** [Students respond.]  
 The teacher shows a picture of a detour sign and say, **“Compare this to this. Let’s compare the colors, sizes, shapes, and functions of these two objects.”** [Students respond.]
- b. The teacher shows a picture of a crosswalk sign and says, **“I want you to describe this object. Tell me the name of this object.”** [Students respond.]  
**“Tell me some categories or groups that a crosswalk sign would belong in.”** [Students respond.]  
**“Tell me the function of a crosswalk sign. What is it for or how do you use it?”** [Students respond.]  
**“Tell me the color of the crosswalk sign.”** [Students respond.]  
**“Tell me its shape.”** [Students respond.]  
 The teacher shows a garage sale sign and says, **“Compare this sign to this sign. Let’s compare the colors, sizes, shapes, and functions of these two objects.”** [Students respond.]

#### Activity 3 – Listening to a Story

The teacher reads this story.



## Signs

Tayneisha stared out the window of her school bus. (Teacher draws a school bus.) Signs seemed to float by as if suspended in the air. She saw stop signs in the shape of octagons, school signs in the shape of pentagons, crossing signs in the shape of diamonds, road signs in the shape of rectangles, and yield signs in the shape of triangles. All of them telling people what to do, just like my mother, she thought. My mother needs a sign to tell me when she wants something. (Teacher draws a mother.)

She could hold up a stop sign if I needed to stop doing something. She could use a pentagon or a diamond shaped sign for warnings. Tayneisha envisioned a pile of signs that her mother could just hold up instead of her usual lectures. (Teacher draws a stop sign.)

If she wanted to give advice, she could use a rectangle shaped sign or a triangle sign if she wanted to say that it was something that I just needed to wait to do. She could use a rectangle sign for the names of things and for other stuff she needs to tell me. (Teacher draws a rectangle.)

As soon as the bus doors swooshed open, Tayneisha rushed down the stairs and ran all the way home. In her room she started cutting out pieces of poster board in a variety of shapes. (Teacher draws a house.)

“Mom, I’ve invented a new system. You won’t have to talk to me anymore. You can just use these signs.”

Tayneisha’s mother frowned. “I like talking to you,” she said.

Tayneisha thought for a moment. Maybe signs weren’t such a good idea. It sure would be quiet around the house. “I like talking to you, too,” she said as she hugged her mother. (Teacher draws a mother and daughter.)

The teacher asks the following questions after reading the story:

Why do you think Tayneisha wanted to make the signs?

Where was she?

Have you ever wanted your mother to not talk to you? When?

What do the different shapes of signs mean?

Would it be good if we all used signs instead of talking? Why or why not?



#### Activity 4 – Thinking about the Story

- a. The teacher gives each student five index cards. Students write *who* on one card, *what* on a second card, *when* on a third card, *where* on a fourth card, and *why* on a fifth card.

Students work in pairs. Each student in the pair lays out the cards in a column, down the left-hand side of their desks. They lay the cards out in this order: *who*, *what*, *when*, *where*, *why*.

Students think about these questions of the story.

Who (Who is the story about?)

What (What happened and what is the most important event.)

When (Time of day, year...)

Where (Setting)

Why (Why did the most important event happen?)

Students share their answers. When they think they know the answer to a question, they each move that card to the other side of their desks.

When all of the cards have been moved, they rearrange their cards: *who*, *when*, *where*, *what*, *why*.

Students summarize the story in three sentences:

The story was about (who).

It took place (when and where).

(What happened) because (why).

#### Activity 5 – Writing a Story

- a. Students write a narrative paragraph using this prompt: The day we all lost our voices we . . .
- b. Students use the following outline to write the paragraph.
- Sentence 1 – State event.
  - Sentence 2 – State what happened first.
  - Sentence 3 – State what happened next.
  - Sentence 4 – State what happened then.
  - Sentence 5 – State what happened finally.
  - Sentence 6 – Restate event.

#### Activity 6 – Editing

- a. Students edit paragraphs using the outline.
- b. Students share their paragraphs.

