2.5 Identifying Street Signs/Signals in the Community

Unit: Pedestrian Skills  
Age Group: All Ages/Grades  
Setting: Classroom/Community

Possible IEP Goal:  
Given a community outing, student will be able to identify street signs/signals related to street crossing with 100% accuracy on worksheet on three consecutive trials.

Materials Needed:  
- Pictures and photographs of street signs and street signals

Lesson Objective:  
1. Students will learn to read and/or recognize the street signs necessary to facilitate a successful street crossing.

Instructional Procedures:  
- Ask students what signs they think they might see or need to know when they cross the street. Help them make a list on a whiteboard/felt board. Help students complete list with any they might have missed.

  (1) Options include Stop, Don’t Walk, Walk, Pedestrian Crossing, Red/Yellow/Green Lights, School Crossing, etc. Teachers should customize their list to their students’ needs and abilities.

- Introduce students to what each sign/signal means using large pictures of each sign. Have students take turns modeling each action associated with the signs for the class.

- Split the class into groups to work on activities including a picture sort (using graphics and photographs) of signs that mean they should walk versus signs that mean they should not walk, a matching activity (either word to picture or picture to picture).

- Take students into the community to look for the signs.

- Come back into the classroom and have each student pick one sign and present its meaning to the class.

Evaluation:  
Use Survival Signs Matching Worksheet on page 79 and Street Sign/Signal Matching Worksheet on page 80 to record student performance.

Adapted from Lessons by Bonnie Dayhoff & Lisa Mihalich