

**Lesson  
2.5**

## 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.

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