



Vocabulary: Environmental Print

Resource at a Glance

○ ENTRY POINT 0: Recognizing Letters	20-30 mins.
TEACH: Explain Environmental Print.....	2
GUIDE: Identify Letters in Environmental Print.....	2
MONITOR: Practice Independently.....	2-3
MATERIALS	
• pre-selected examples of environmental print, construction paper, scissors, glue	
○ ENTRY POINT 1: Classifying Environmental Print	20-30 mins.
TEACH: Review Environmental Print.....	4
GUIDE: Identify Letters in Environmental Print.....	4
MONITOR: Practice Classifying Environmental Print.....	5
MATERIALS	
• pre-selected examples of environmental print, 3-5 empty buckets or bins for sorting	
○ ENTRY POINT 2: Recognizing Signs	20-30 mins.
TEACH: Review Environmental Print.....	6
GUIDE: Explore Environmental Print.....	7
MONITOR: Practice Recognizing Signs.....	7
RESOURCES:	
• Signs (S-1)	8-9
MATERIALS	
• pre-selected examples of environmental print, paper or a notebook, pencils, index cards (6), Signs (S-1) handout (one per student), digital camera (optional)	
○ NEXLEVEL: Extending the Lesson	
Gamify: Suggestions for turning the learning into a game.....	10
Research: Suggestions for incorporating student research.....	10
Create: Suggestions for turning the learning into a creative activity.....	10



Vocabulary: Environmental Print

Learning Target: recognize individual letters in environmental print examples.

ENTRY POINT 0: Recognizing Letters

20-30 mins.

TEACH: Explain Environmental Print

- Before the lesson, complete the following preparation:
 - Find examples of environmental print to share with students.
 - Gather magazines, newspapers, and other resources that students can pull from for environmental print examples.
 - Use construction paper to prepare a blank book to use when you create a class alphabet book.
 - Prepare blank books for student use or have students can create these as needed
- **Today we are going to talk about *environmental print*, which is the text that we pass every day in our normal lives. This includes street signs, advertisements, cereal boxes and other packaging, billboards, and more.**
- **As I walked around my environment at home and in my neighborhood, I found some examples of environmental print.** Show students your collection of examples of environmental print.
- **What are some things you notice about the examples?** Wait for student responses. If students have difficulty, draw attention to the different sizes, shapes, colors, fonts, etc.

GUIDE: Identify Letters in Environmental Print

- **Let's look at our examples and see if we can find any that begin with the letter A. Who can show me what the letter A looks like?** Pause to allow time for a student to demonstrate the letter A. **What does the letter A sound like?** Allow time for responses.
- **Do you see any examples in our collection of environmental print that begin with the letter A?** Distribute magazines and other resources. Allow time for students to look at their examples and find one that begins with the letter A. If necessary, draw attention to the various fonts and explain that sometimes letters may not look the way we write them, but they are still the same letter.
- **Now let's glue our letter A examples into our alphabet book.** Allow individual students to glue the examples into the class book.
- Continue in this manner for all the letters of the alphabet. This activity is meant to be completed over several days or weeks, depending on the ability level of the students. It could be used as a quick review for 5-10 minutes, or it could be used as more of a culminating activity.

MONITOR: Practice Independently

- **Now that we've practiced finding the letters of the alphabet in our environmental print examples, it's time for you to make your own ABC Environmental Print books.**
- Either provide a pre-made book for students or allow them to create their own.
- **Before you glue your environmental print examples into your book, add some text at the top of your book's pages so you can read your book to someone (a younger sibling, etc.).**



Vocabulary: Environmental Print

MONITOR: Practice Independently (cont.)

- Instruct students to add repeated text to their books using sentence frames such as:
 - **A is for** _____.
 - **I look around me, and I see things that begin with the letter A, like** _____.
 - **In my environment, some things begin with the letter A, like** _____.
- Have students work to create individual ABC Environmental Print books using examples from home, magazines, newspapers, internet, etc.
- **When you finish, take turns reading your book to someone. You can read to someone in your classroom, a parent, another teacher, or a younger student. Remember to speak clearly and in complete sentences.**

Modify

You can also choose a sentence frame for students to add to their books instead of giving them several options. This narrows the focus as needed for students based on their level.



Vocabulary: Environmental Print

Learning Target: recognize and classify examples of environmental print based on their attributes.

ENTRY POINT 1: Classifying Environmental Print

20-30 mins.

TEACH: Review Environmental Print

- Review the meaning of environmental print. Show students your collection of examples of environmental print.
- **Have you ever seen any of these before or anything similar?** Allow time for students to share.
- **Where were you when you saw some of these examples?** Allow time for students to share their experiences.
- **What are some things you notice about the examples?** Wait for student responses. If students have difficulty, draw attention to the different sizes, shapes, colors, fonts, etc.
- **All of these examples look different, but they are all made of letters and words.**
- **Can anyone tell me what these examples are?** Allow time for responses. Students should recognize most of the examples, but explain what each example is and where it came from, if needed.

GUIDE: Group Environmental Print

- **Let's group these examples. Look for ways that the examples are alike. Examples with similar traits will go together in a group.**
- Start with two pictures that are clearly related, such as an example of a popular cereal and an example of a different breakfast item.
- **What do these two things have in common?** Pause for student responses. **That's right! They are both examples of breakfast food. How do you know?** Pause for student responses.
- **Look at the other examples and try to find some that might also fit in this category. When you find one, turn to your partner and tell them why you think the example fits in our *breakfast foods* category.** Allow students time to discuss.
- **Put the examples back in the pile with the other examples. Now, let's try to group these examples in a different category.** Guide students to categorize the examples into different categories: food, drinks, initial letter, desserts, colors, etc.
- Have students work with a partner to continue grouping the pictures in different categories. Guide students as needed according to ability levels.
- Have students use each category to practice talking about the examples. Provide sentence frames for each category as needed, such as:
 - I like to eat _____ for breakfast.
 - Lucy likes to drink _____.
- Bring students back to the group. **Now that you've had practice grouping examples of environmental print, let's think about what you've actually been doing. Did you realize that as you were working, you were actually reading the environmental print? We read all the time, even if we don't realize it.**



Vocabulary: Environmental Print

MONITOR: Practice Classifying Environmental Print

- Students play a game to demonstrate recognition of environmental print.
- **Here are the directions for the game. Listen carefully and ask questions if you don't understand.** Explain and demonstrate the directions of the game to students. Students are expected to follow directions in order to play the game correctly.
 - Assign each bucket a category and explain this to students.
 - **I'm going to divide you into two teams.** Divide students into two teams and line them up like a relay race.
 - **Each team gets a shuffled pile of environmental print examples.** Use the same examples from the guided practice.
 - **The first person in each line will pick up an example, read it, and run to drop it in the correct bucket.**
 - **Run back and tag the next person in line.**
 - **Go to the end of the line and wait for your next turn.**
 - **Continue to play until you reach the end of your examples.**
 - **The winner is the team that correctly places all of their examples in the buckets first.**
- Ask students to restate the directions to check for understanding.
- **Turn to your elbow partner and tell your partner the instructions for the game.** Once all students have restated the instructions, the game can begin.
- Monitor to be sure that students are placing the examples in the correct buckets.
- The game can be played as often as time allows. Be sure to change the categories after each game.
- After students have played the game several times, bring them back into a group.
- **Now that we've discovered environmental print, I want you to pay attention as you are out and about in your environment. Try to read the environmental print that you see.**
- **As you go home today, I want you to choose two categories and bring back three examples of environmental print for each category. You should have a total of six examples to bring to school tomorrow.** For students who can't bring examples from home, guide them in finding examples on the internet.
- Assess students on ability to categorize examples brought from home.



Vocabulary: Environmental Print

Learning Target: recognize that signs are a type of environmental print that can convey meaning without words.

ENTRY POINT 2: Recognizing Signs

20-30
mins.

TEACH: Review Environmental Print

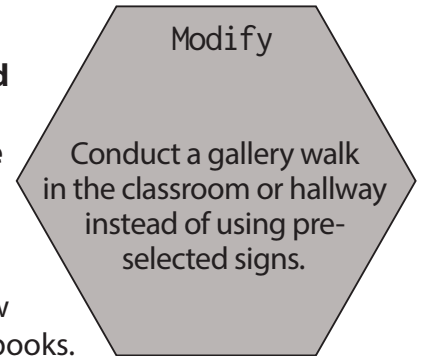
- Complete the following preparation before teaching this lesson:
 - Collect examples of signs. These can be actual signs or pictures of signs.
 - The scavenger hunt activity involves a walk around the school. Check your school's policy about taking a walk around the neighborhood. It is suggested that you walk the neighborhood in advance and pre-select signs to guide students to.
- **Today we are going to continue to talk about environmental print. Who remembers what environmental print is?** Pause for student responses. If necessary, use the following to remind students.
- **Remember, the word itself gives you a clue. Some of you may have heard the word environment before. Environment is where you live or the space around you. And the word print means words made with letters or pictures.**
- **So environmental print is what you see on labels when you look for something to eat in your pantry at home, when you go to restaurants, when you're in a car driving down the road, when you go grocery shopping, or when you take a walk.**
- **When you take some time to look all around, you will start to notice that the world is full of letters, words, and signs. All of these are environmental print.**
- **Today we will focus on a special type of environmental print called signs.** Show students your collection of sign examples.
- **What are some things you notice about the examples?** Wait for student responses. If students have difficulty, draw attention to the fact that some of the signs are just pictures without words on them.
- **That's right. Some of these examples are just pictures. There are no words on them.**
- **You might be asking yourself how you can read something that doesn't have any words on it? Well, reading is not just about reading words, reading is also using pictures to read. Pictures can tell us a lot if we just pay attention.**
- **Let's take a look at some examples of signs that you might see around your community.** Show students one of the familiar examples such as the sign for crosswalk or a restroom sign. **Let's read this sign. What do you think it means?** Pause for student responses.
- If necessary, guide students using the following questions.
 - Have you ever seen this sign?
 - Where did you see this sign?
 - What were you doing when you saw the sign?
- Continue in this manner until you have discussed several examples.
- **How does this type of environmental print help people? Turn to your partner and tell them how using signs can help you.** Allow a few minutes for discussion. Remind students to take turns speaking and listening. If necessary, guide students to the understanding that signs are an easy way for all people to understand the environment around them.



Vocabulary: Environmental Print

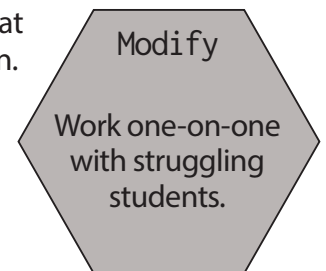
GUIDE: Explore Environmental Print

- **We've looked at some examples of signs that I found in my neighborhood. Now we are going to go on a scavenger hunt to find signs around our school.**
- **Grab your notebooks and a pencil so we can draw a picture of the signs that we find on our scavenger hunt.** Another option is to use digital cameras to take pictures of signs that you find on your walk.
- Take students on a walk around the school to look for signs.
- Walk until you see a sign. Stop and point the sign out to students. Allow time for students to either take a picture or draw the sign in their notebooks. Encourage students to discuss the meaning of the sign with a partner. Monitor the discussions for comprehension. Affirm correct meanings and reteach as necessary.
- Walk the neighborhood until you've found 5-7 signs, and then return to class.
- **What did you notice as we walked around looking for signs?** Students should mention that they didn't realize how many signs were in their environment before they took their walk and intentionally looked for them.



MONITOR: Practice Recognizing Signs

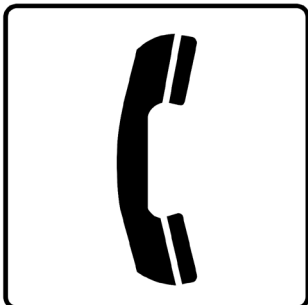
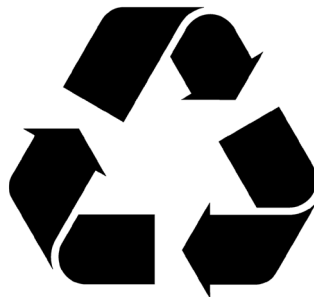
- Give students the Signs (S-1) handout. Explain that students should determine what each sign means and write a one- or two-word description in the box with the sign.
- Walk around and help as needed.
- Collect and grade student work when it is finished .



S-1: Signs



S-1: Signs





Vocabulary: Environmental Print

NEXLEVEL: Extending the Lesson



Gamify

- Students create their own logo game! The game should focus on reading and identifying popular logos. Game instructions should include at least four steps. Have students play their version of a logo game with a partner or small group.



Research

- Assign students popular logos. Have them research their logo to find the original version and how it might have changed over time. Show an example of a popular logo to model how logos can change over time. Students can display their findings on a poster or use a digital presentation medium.



Create

- Have students create a treasure map of the school using their new environmental print skills. Give each student a map of the school. Have them create symbols using street signs to mark important locations on the map and name the hallways as if they were streets. Have them mark where the treasure is located with an X. Then have students write directions that could lead someone to the treasure using environmental print words and directional vocabulary.