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Signs and Messages Around Us - Foundation

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Teaching overview

Purpose

Across five lessons, pupils recognise signs and labels as texts, explain messages using relevant clues, connect messages with places, compare a short sign with ordered instructions, and make and test a helpful classroom sign.

Accessible success criteria

I can find a text that gives a message. I can show a picture, symbol or word clue. I can explain a useful place. I can make a message and ask a viewer what it means. Read all necessary wording aloud. Accept speech, pointing, AAC, drawing and scribed responses.

Starting knowledge and vocabulary

Begin with familiar classroom objects, storage places and a simple shared routine. Teach text, sign, label, message, picture, symbol, word, instruction, first, next and last through real examples. A label identifies something. A sign gives a concise message. Instructions can tell what to do and its order.

Misconceptions to address

A text need not contain long writing. A picture or symbol can communicate. Shape alone does not guarantee meaning. A sign and instructions may share a broad purpose without giving identical detail. On a worksheet, distinguish the bare object in the stated scene from the pictured representation of it. Accept accurate layered explanations.

Preparation

Use the supplied classroom objects and cards, pencils or drawing tools, and optional books, blocks and tubs. Cut cards with adult supervision or point to uncut sheets. No pupil device, internet account, home device or walk is necessary. Short supervised classroom observation is optional. These English activities do not assess road-safety competence.

Assessment

Collect one selected clue and record the support used each lesson. Keep the sign plan and viewer feedback from lesson 4. Use the fresh conference examples and rubric in lesson 5. Judge communication and understanding, with support recorded, rather than fluent reading, handwriting, drawing skill or eye contact.

Lesson 1: Find the message

Intention and oral success criteria

Recognise a text in its stated context and explain a message. Say: I can find something that gives a message and show one clue. Equipment: Small Texts, Clear Messages display, Does It Give a Message? worksheet and answer, Classroom Message Cards, blank paper and a pencil.

Retrieval and explicit model

Ask where pupils keep classroom books. Place a plain pencil beside blank paper, then show the BOOKS shelf label and QUIET sign. Think aloud: This pencil is an object in this scene. BOOKS beside the shelf gives a storage message. The word and book picture help me. QUIET gives a short message for the reading corner. A picture of a book symbol could also communicate. Read each word and invite pupils to point to the relevant clue.

Guided practice

Work through the first worksheet pair together. State that the scene shows before asking which example communicates. Pairs examine the remaining contrasts with teacher-read wording. Ask: What message? What clue? For the screen and timetable, explain that the displayed content carries meaning. A blank screen has no such message. Acknowledge that the pictures on this worksheet themselves represent information.

Independent practice

Give each pupil one new classroom message card. Ask them to say or show what it means and identify a picture, symbol or word clue. Scribe the pupil's actual response if needed. A short, clear explanation is enough.

Differentiation

Support: offer two large examples, name the objects, read all words and model a point or AAC choice. Core: identify the message and show one relevant clue. Extension: compare two ways of giving the same storage message or explain why context matters.

Formative evidence and next step

Record the selected example, actual response, clue and support. If the pupil selects every object, restate the scene and contrast a bare object with a placed sign. If a picture-only message is rejected, model its use before moving on.

Lesson 2: A useful sign in a useful place

Intention and oral success criteria

Relate a message to a helpful classroom context. Say: I can choose a useful place and explain my clue. Equipment: A Place for This Sign, Which Message Helps? and their answers, Messages in Our Classroom scene, cards and drawing tools.

Retrieval and explicit model

Revisit a book picture and BOOKS. Ask what message they carry. Model placing Put books here at a book shelf, then an apron picture and APRONS beside apron storage. Think aloud: The picture tells me about aprons. The place shows where they belong. Move the book label toward the bottles and explain why its message is unhelpful for that stated need. Avoid claiming that every sign has only one possible context.

Guided practice

Read the six place/sign choices aloud. Match the book label to E, then have pairs draw, point or say the remaining choices. Ask for a clue rather than letter-reading. Use the supplied scene to find placed messages. Discuss the BOOZ CUPBOARD arrow in relation to the book-shelf side of the scene. Pupils can start second and third work from the supplied pictures.

Independent practice

Use Which Message Helps? with six fresh place/need contrasts. Read each situation without naming the correct choice. Pupils select A or B and explain one match. For an oral response, record the choice and reason rather than requiring a drawn circle.

Differentiation

Support: present one context and two messages, isolate the useful picture and allow a pointed choice. Core: choose and explain the helpful message. Extension: suggest two plausible places for a message and explain each. An optional teacher-supervised classroom observation has the supplied-scene alternative.

Formative evidence and next step

Record one new context, selected message, relevant clue and support. Ask a pupil who matches by decorative colour alone to compare the actual objects and message. The goal is meaning in context, not a compulsory walk or knowledge of school routes.

Lesson 3: A sign and a set of steps

Intention and oral success criteria

Compare related information in a concise sign and ordered instructions. Say: I can explain what both tell us and what the steps add. Equipment: Sign or Steps? display, Pack-Away Steps and Compare Cards and mat, A Short Sign and Three Steps worksheet and answer; optional blocks, books and tub.

Retrieval and explicit model

Recall PACK AWAY and ask what it broadly tells us. Model the routine: put blocks in the tub, put books on the shelf, then clear the space. Think aloud: The sign gives the short pack-away message. These steps tell me what to do first, next and last. Both help us tidy. The short sign does not show every step. Point to each original illustration as you demonstrate with props or cards.

Guided practice

Shuffle cards 1, 2 and 3. Pupils arrange the large cards beside the compare mat and point to or draw the matching steps in its numbered spaces. Keep sign card S beside the comparison area. Ask which information stays related and which extra detail appears in the steps. Model a useful response: Both help us pack away; the steps give an order.

Independent practice

Read the worksheet choice aloud. Pupils identify which form gives the order and explain or draw in Both help us tidy. The steps tell us... . Scribe words when needed. The supplied red answer is a sample for open explanations; accept other accurate responses.

Differentiation

Support: sequence two steps with direct demonstration before three, and offer a first/next picture choice. Core: sequence three steps and state an extra detail. Extension: explain why a short sign alone might not tell a new pupil how to complete the whole routine.

Formative evidence and next step

Record the pupil's comparison and support, not just card order. If the pupil says the forms are identical, ask what the numbered pictures add. If they are called unrelated, retrieve their shared pack-away purpose.

Lesson 4: Make and test a classroom sign

Intention and oral success criteria

Communicate a classroom need and check the viewer's meaning. Say: I can choose a useful clue, ask a viewer and make a clue clearer. Equipment: Plan My Helpful Sign and sample, Can You Read My Message? and sample, Build a Sign Studio, optional icon tiles and drawing tools.

Retrieval and explicit model

Recall how a place helps a message. Model a visitor needing to find the book corner. Choose an open-book picture, concise BOOK CORNER wording and a useful entrance position. Ask a partner who has not been told the meaning what the sign suggests. Think aloud: I need to hear what my viewer understood. A clearer picture or arrow may help. Model a different harmless classroom need so pupils can make their own choices.

Guided practice

Pairs choose from the supplied needs or name a real harmless need. Plan the place, picture and optional short words. Point to icon tiles or draw a clue, with adult scribing if useful. Use the feedback sample to discuss a long picture not taken for a shop: adding a hook gives a clearer storage clue. Label this as the example, not the required solution.

Independent practice

Each pupil designs a sign on the studio or draft sheet. One partner explains what they think it means. Record that viewer interpretation. The pupil makes one specific change if needed or explains why the first sign already communicates clearly. A two-person interaction is sufficient, whole-class performance is optional.

Differentiation

Support: offer a pictured need, a choice of two clues and a model viewer question, with pointing/AAC or scribing. Core: choose an intelligible clue and use feedback. Extension: compare two possible clues or explain how placement changes understanding. Do not grade artistic skill or force copied words.

Evidence

Retain the plan, initial sign, viewer interpretation and clarified clue. Record response method and support. These provide the sign-creation evidence for the final conference rubric.

Lesson 5: Messages around us

Intention and oral success criteria

Transfer form, message and context understanding to fresh examples. Say: I can explain a new message, show a clue and compare it with steps. Equipment: Find the Helpful Message mat/rules and C/M cards, New Messages Conference student and teacher sheets, Text-Message Understanding Rubric, lesson 4 work.

Retrieval and worked game turn

Recall a sign, label and instructions. Model drawing C1, the book-shelf context, and choosing M1, BOOKS. Say: The book picture and word fit this storage place. A partner checks the supplied key. Place the current pair on the mat, then put the checked pair beside it before the next turn. Work cooperatively until all six pairs match. Read words and allow pupils to point to uncut sheets.

Guided practice

Pupils take turns matching and explaining. Ask for a meaningful cue and support a new choice when a pair does not fit. There is no score, no speed, no reading or handwriting. Use the optional New Examples cards on the sorting mat after matching; accept sign/label overlap with an accurate explanation.

Independent conference

Individually present the fresh TOSS Label, RETURN HERE sign and return-materials sequence. Read all words. Ask what kind of text it is, its message, a helpful place and what the steps add. Pupils design or explain a helpful calm-play message. Avoid coaching the answer; record any prompts honestly. Refer to retained lesson 4 sign/viewer work for the question-and-test criterion.

Differentiation

Support: offer one AAC/pointed choices, process time and familiar communication supports, recording the support used. Core: explain a relevant clue and comparison. Extension: explain another useful context or a different clear representation of the same message.

Assessment and closure

Use the four rubric rows and actual conference evidence. Record a next teaching step for each pupil. Close with pupils sharing one designed sign with a partner. Meaning and communication are the criteria, not handwriting, eye contact or device skill.

Resource and activity guidance

Resource order and answer use

Resources follow this guide. Each of the six worksheets is immediately followed by its matching red answer or labelled sample. Keep answers for teacher checking. Open sign-design and comparison responses may vary. Displays, cards, games and activity mats are colour; worksheets, assessment and rubric use low-ink black and white, with prescribed red answers.

Fixed worksheet keys

Does It Give a Message?: the right-hand text in each of the six stated scenes. A Place for This Sign: 1 E, 2 C, 3 F, 4 A, 5 D, 6 B. Which Message Helps?: 1 A, 2 B, 3 A, 4 C. A Short Sign and Three Steps: the steps give the order; suitable explanations include parking away and what happens first, next and last. Read the exact scene and accept separate layered explanations.

Find the Helpful Message

Two to four pupils cooperate. Spread M1–M6 faces up and stack C1–C6. Take one context, choose a message, explain or point to a cue, and let partner check. Show the pair on the mat, then set it beside the mat for the next turn. If it does not fit, discuss the context and choose again. Finish all six pairs. Key: C1–M1 books; C2–M2 aprons; C3–M3 quiet; C4–M4 blocks; C5–M5 bottles; C6–M6 book corner. For a non-cutting version point between the uncut sheets.

Sign, Label, Steps

Use E1–E6 as discussion cards. PENCILS and BAGS identify storage; QUIET VOICES and WAIT HERE give concise messages; brush and tidy routines show ordered instructions. A label may also be a sign. Allow supported alternative placement and ask why. Keep any extra cards beside the sorting mat and take one example at a time.

Pack-away and sign studio

Use S and large step cards 1–3 beside the sequence mat. Arrange 1, 2, 3 and point to or draw their clues in the numbered spaces. S conveys the broad purpose. The steps add what to do and its order. The studio offers optional icons; pupils may draw or select their own. Supervise cutting or allow pointing. Keep sufficient time for the viewer to interpret each sign.

Conference and quiz guidance

Fresh assessment prompts

Read the student sheet. Ask: What form of text is TOYS on this shelf? What message does it give? What picture or word clue helps? Where would RETURN HERE be useful? How do the return-materials steps relate to the short sign, and what detail do they add? What helpful message could you make for the calm-play place? Accept other accurate sign/label descriptions and sensible classroom locations.

Record evidence

Write the actual quote, selected symbol, point, drawing or AAC response. Record response method and level of help for every relevant criterion. Keep lesson 4 sign-plan and viewer-feedback evidence alongside the conference. Independent understanding means the pupil communicates the concept without answer coaching; minimal access supports are not a reason to reject their evidence.

Rubric and next teaching step

Use substantial support, prompts and independence for the four observable focuses: recognising a text/form, explaining meaning with a relevant clue, relating the message to a useful place, and creating/checking an intelligible sign. Use the evidence to choose a specific next model or practice example. Avoid substituting reading level, neat writing, eye contact or device dexterity for understanding.

Native editable quiz

The quiz contains a cover, ten teacher-read question/feedback pairs and a closing slide. Pause on each question, read the choices and allow pupils to say, point or select through AAC. Reveal the next slide and discuss its explanation. The correct choices are 1 A, 2 A, 3 B, 4 A, 5 B, 6 A, 7 B, 8 A, 9 A, 10 B. Use discussion for retrieval or formative evidence; the fresh individual conference supplies the final transfer evidence.

Using and adapting the pack

The presentation and quiz text is editable. Printable resource pages are supplied in the Unit Plan PDF and retain their original generated artwork. Preview includes the unit plan followed by the decks. Prepare selected materials digitally or through your school's usual classroom process. The pack does not require a child to read independently, use a device, take a community walk or obey a student-made regulatory sign.

Small Texts, Clear Messages



Pictures, symbols and words
can carry a message.

Sign or Steps?



A **sign** gives a short message. **Steps** give more detail.

1. Put blocks in the tub.



2. Put books on the shelf.



3. Clear your space.

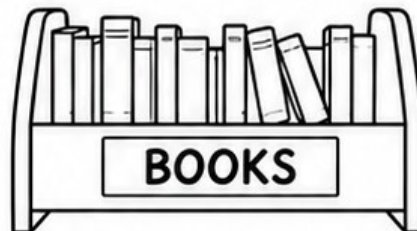


Name: _____

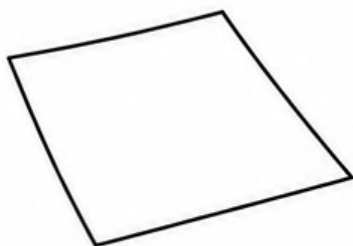
Does It Give a Message?

In each scene, circle the text that gives a message.

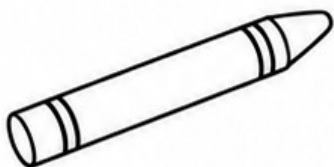
1.



2.



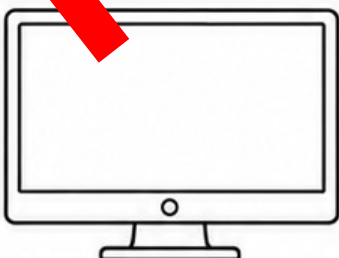
3.



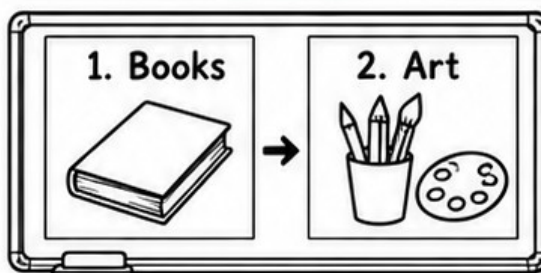
4.



5.



6.



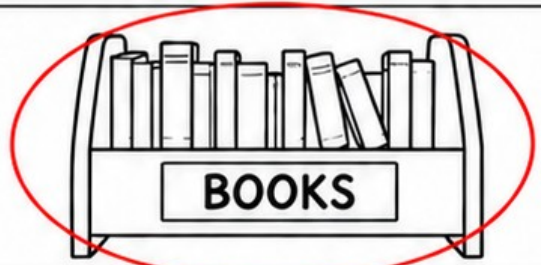
Think about each object in its scene. A picture on this page can also show a message.

Name: **ANSWERS**

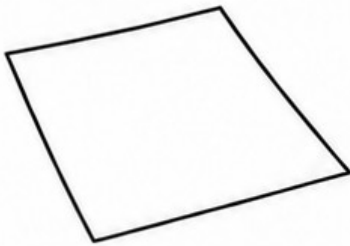
Does It Give a Message?

In each scene, circle the text that gives a message.

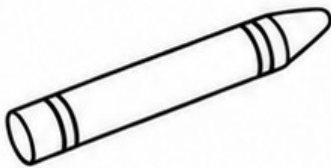
1.



2.



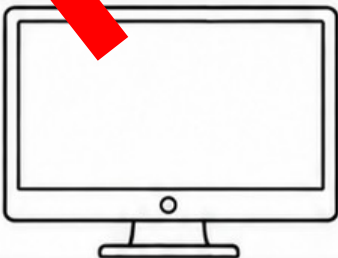
3.



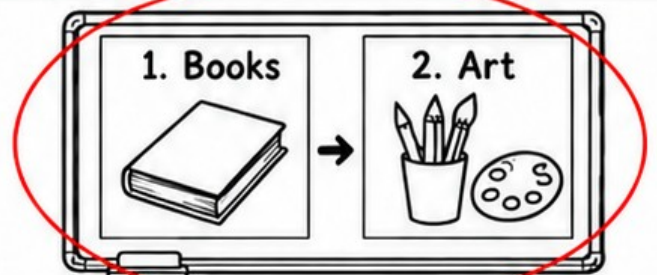
4.



5.



6.

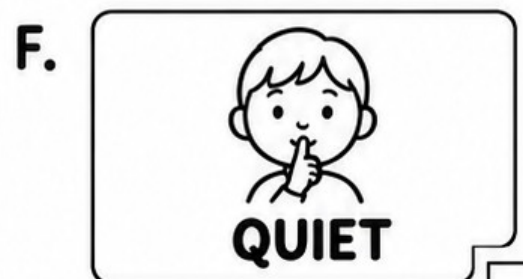
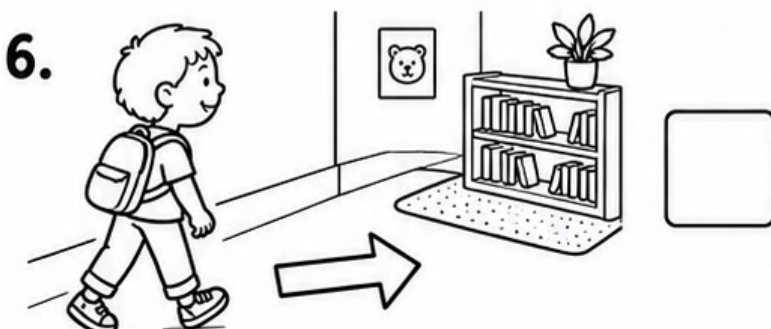
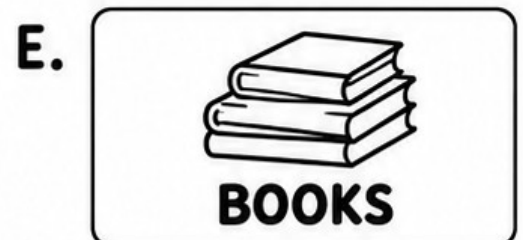
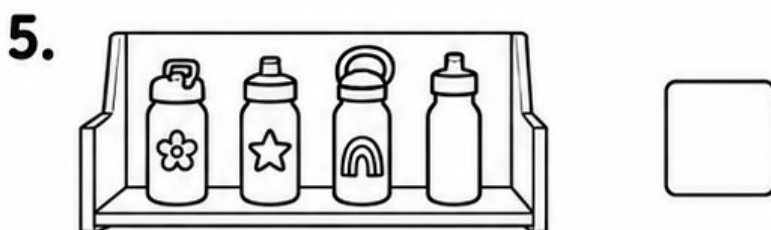
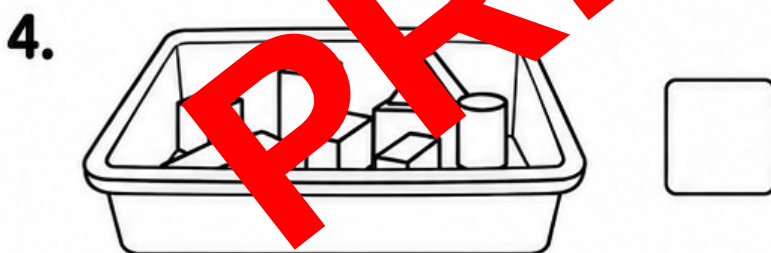
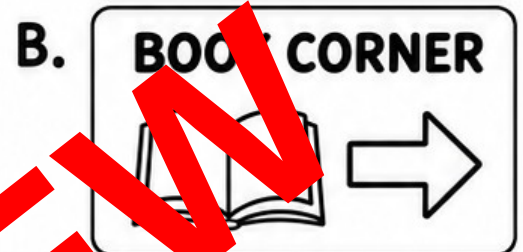
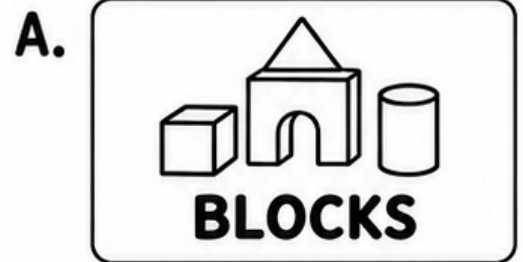


Think about each object in its scene. A picture on this page can also show a message.

A Place for This Sign

Name: _____

Match each place to its helpful sign. Draw a line or point.

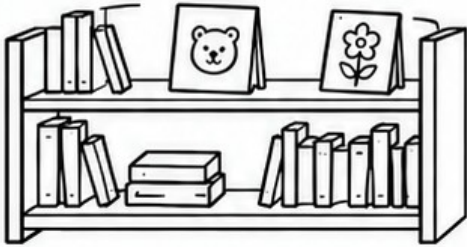


A Place for This Sign

Name: **ANSWERS**

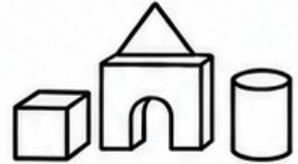
Match each place to its helpful sign. Draw a line or point.

1.



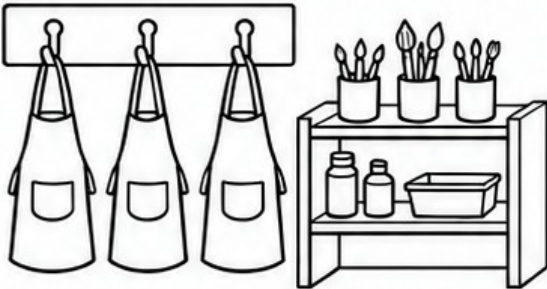
E

A.



BLOCKS

2.



C

B.

BOOK CORNER



3.



F

C.



APRONS

4.



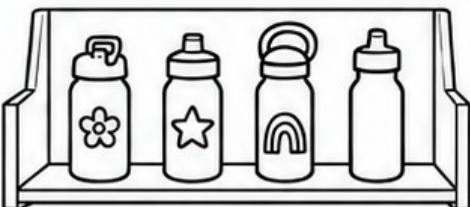
A

D.



BOTTLES

5.



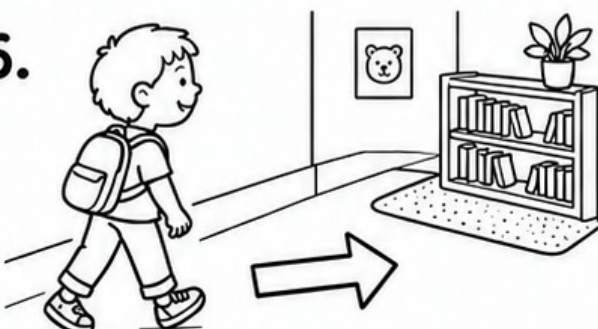
D

E.



BOOKS

6.



B

F.



QUIET

Name: _____

Which Message Helps?

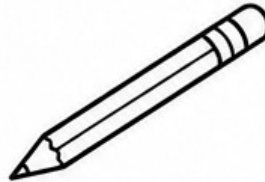
Circle A or B. Which message helps in this place?

1.



A

PENCILS

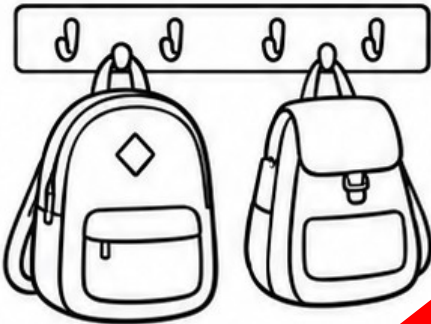


B

BOOK CORNER



2.



A

PAINT



B

BAGS



3.



A

WORK TO FINISH



B

BLOCKS

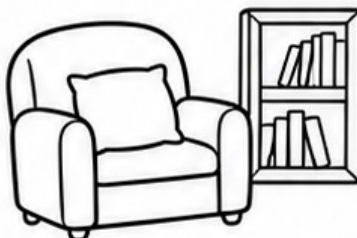


4.



A

QUIET



B

WELCOME



Name: **ANSWERS**

Which Message Helps?

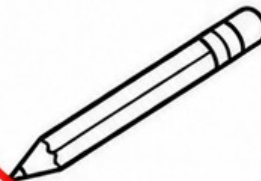
Circle A or B. Which message helps in this place?

1.



A

PENCILS

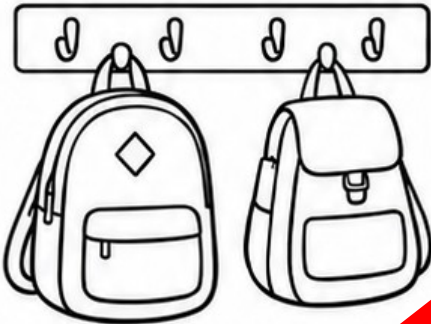


B

BOOK CORNER



2.



A

PAINT



B

BAGS



3.



A

WORK TO FINISH

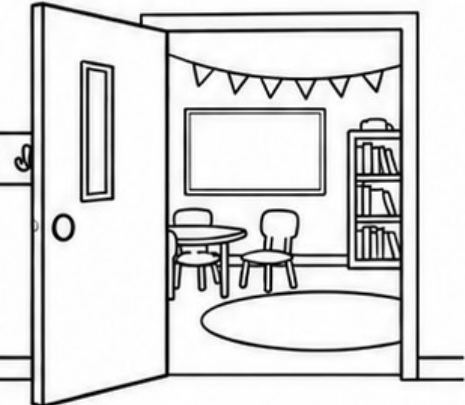


B

BLOCKS

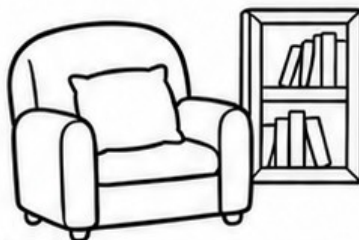


4.



A

QUIET



B

WELCOME



Name: _____

A Short Sign and Three Steps



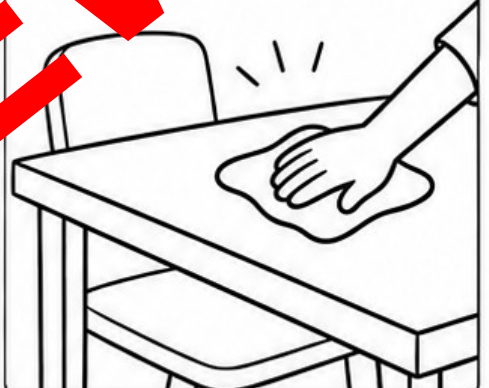
1. Put blocks in the tub.



2. Put books on the shelf.



3. Clean your space.



Which gives the order?



The sign



The steps

Both help us...

The steps tell us...

Say, point, draw or ask someone to write your words.

Name: **ANSWERS**

A Short Sign and Three Steps



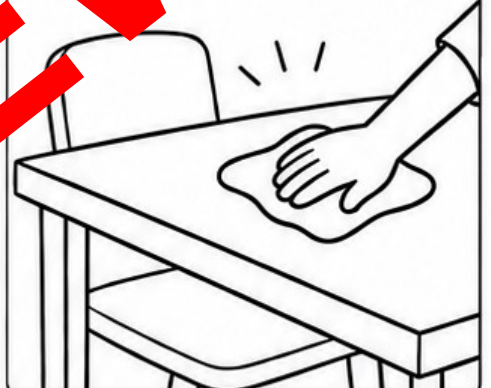
1. Put blocks in the tub.



2. Put books on the shelf.



3. Clean your space.



Which gives the order?



The sign



The steps

Both help us...

pack away

Sample responses. Answers will vary.

The steps tell us...

what to do first, next and last

Sample responses. Answers will vary.

Say, point, draw or ask someone to write your words.

Plan My Helpful Sign

Name: _____

My classroom need



My place



My picture

My short words

Some ideas:

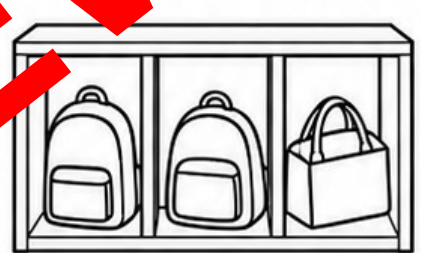
Find the book corner



Store the pencils



Put bags away



My sign draft

Choose a need or use your own. You may draw, point or ask for scribing.



Plan My Helpful Sign

Name: **ANSWERS**

My classroom need



My place

Near the entrance



My picture



My short words

**BOOK
CORNER**

Some ideas:

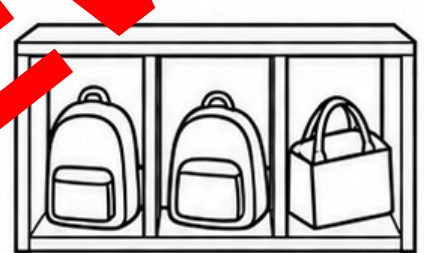
Find the book corner



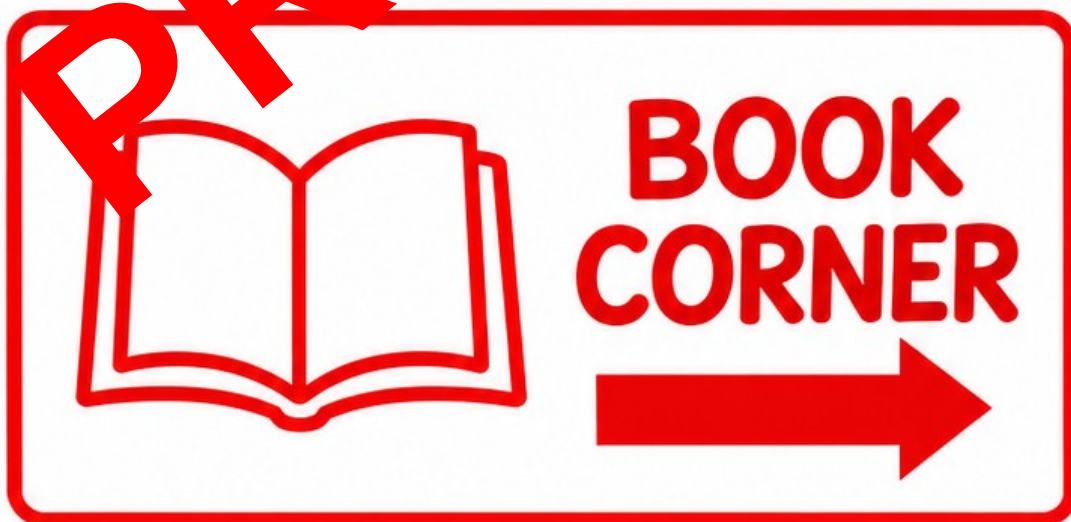
Store the pencils



Put bags away



My sign draft

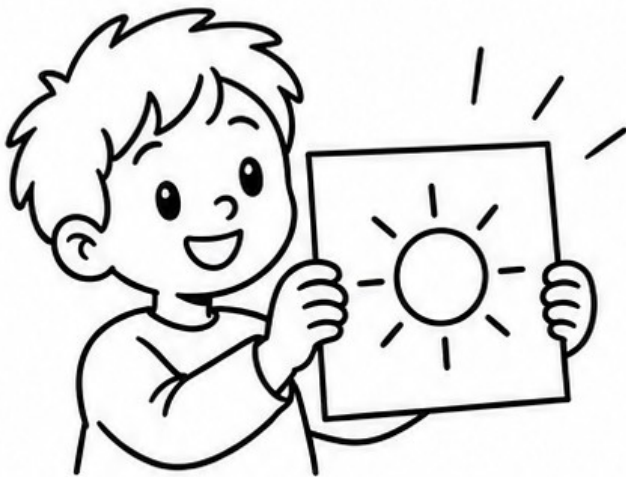


Sample only. Answers will vary.

Choose a need or use your own. You may draw, point or ask for scribing.

Can You Read My Message?

Name: _____



My sign sketch

PREVIEW

My message

My viewer thinks it means

One clue I can make clearer

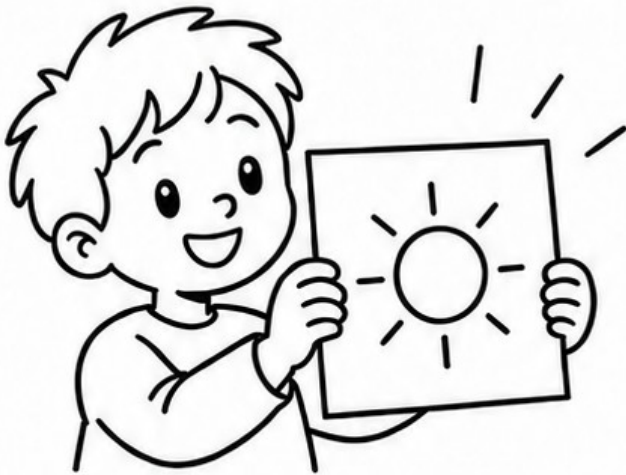
My change

Ask one partner. A message may need a clearer clue.
Say, point, draw or ask for scribing.



Can You Read My Message?

Name: **ANSWERS**



My sign sketch



Sample only.
Answers will vary.

My message

Bags belong here

My viewer thinks it means

A bag shop

One clue I can make clearer

Add a hook picture

My change



Ask one partner. A message may need a clearer clue.
Say, point, draw or ask for scribing.

Classroom Message Cards: Places

C1 Book shelf



C2 Apron hooks



C3 Quiet corner



C4 Blocks tub



C5 Bottle shelf



C6 Visitor path



Classroom Message Cards: Messages

M1



BOOKS

M2



APRONS

M3



QUIET

M4



BLOCKS

M5



BOTTLES

M6

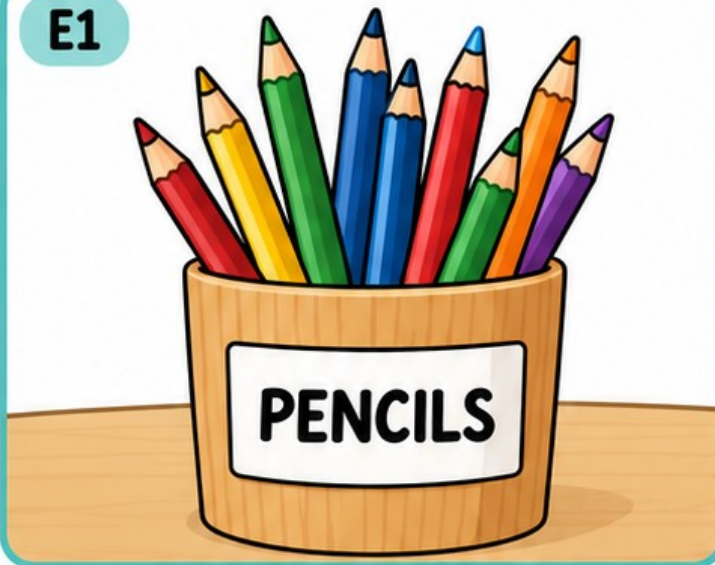


BOOK CORNER



Classroom Message Cards: New Examples

E1



E2



E3



E4



E5

1. Rinse brush.



2. Put brush upright.



E6

1. Put blocks away.



2. Put books away.



3. Clear the table.





Find the Helpful Message



Check one pair together.

Place card

message card

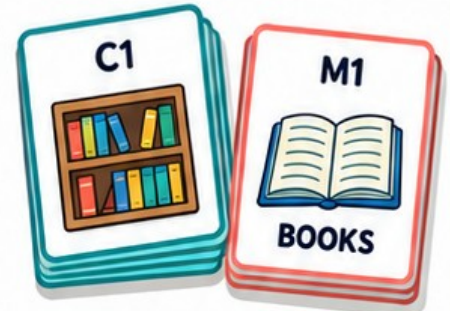
Choose a place. Find its message. Show the clue. Check together.
Put each checked pair beside the mat before the next turn.



Find the Helpful Message: Rules

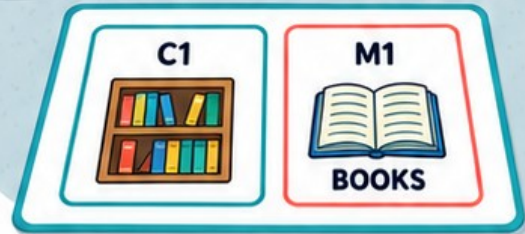
Players: 2-4. Use the Places cards C1-C6, Messages cards M1-M6 and game mat.

Set up: Spread the message cards face up. Stack the place cards. Work as a team.



- 1 Take a place card.
- 2 Find a message that fits.
- 3 Say or point to the picture or word clue.
- 4 A partner checks the key. Set the checked pair beside the mat.
- 5 If it does not fit, explain the place and choose again.

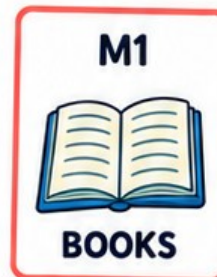
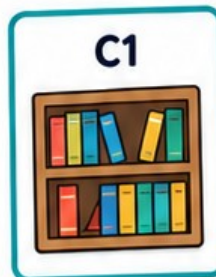
Finish when all six pairs have a helpful message.



Key

C1-M1, C2-M2, C3-M3,
C4-M4, C5-M5, C6-M6.

Worked turn



C1 shows a book shelf.
M1 says BOOKS.
The book picture is the clue.

Teacher reads. Point to uncut sheets if needed. No points for speed, reading or handwriting.



Sign, Label, Steps



Sign



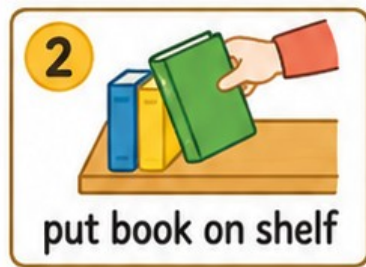
Blank area for a sign.

Label



Blank area for a label.

Steps



Blank area for steps.



Use the New Examples cards. Explain your choice.
A label can also be a sign. More than one place can make sense.



Messages in Our Classroom



Find a message. Show its clue. Explain how it helps here.



Build a Sign Studio

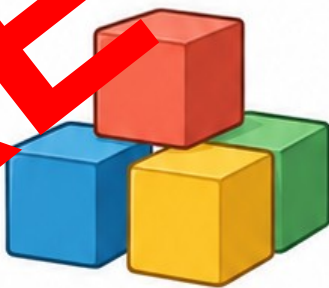


My helpful classroom sign

PREVIEW



BOOKS



BLOCKS



APRONS



BAGS



PENCILS



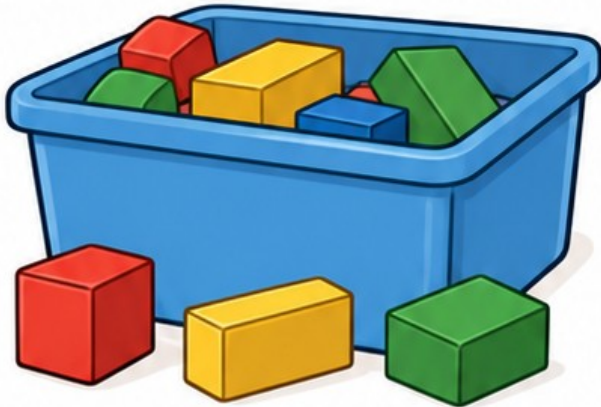
QUIET

Choose a picture or draw your own. Short words may help. Ask a partner what it means.



Pack-Away Steps and Compare Cards

S



PACK AWAY

1



Put blocks in the tub.

2



Put books on the shelf.

3



Clear your space.

Pack-Away Sequence and Compare Mat



1

2

3

The sign tells us...

The steps tell us...



Teacher guidance:

Arrange cards 1, 2, 3 beside the mat.
Point to or draw each step in the numbered spaces.
S gives the broad pack-away message.
The steps add what to do and its order.

Support: start with two steps.

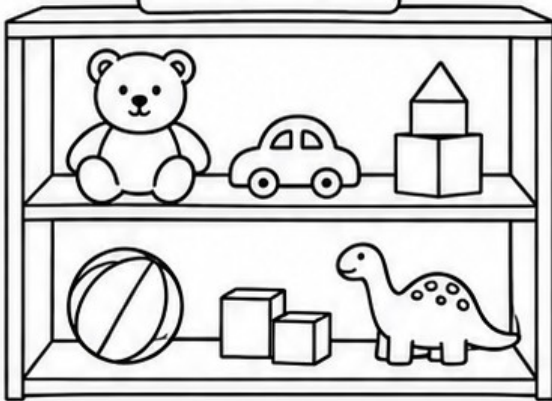
Extension: explain one extra detail.



New Messages Conference

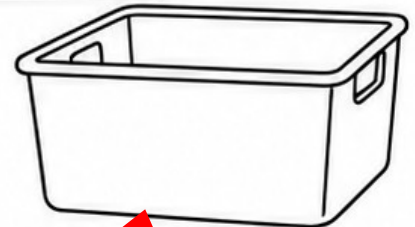
Name: _____

TOYS



What does this message tell us?

**RETURN
HERE**

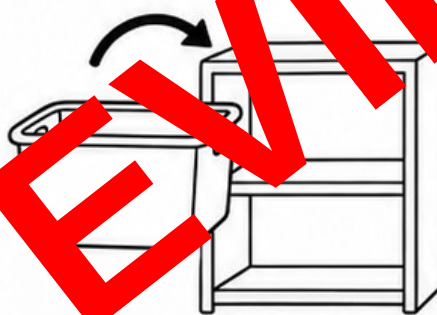


Where would this sign help?

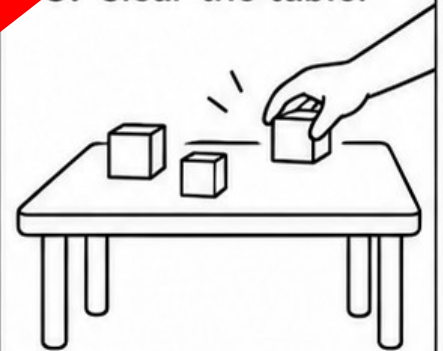
1. Put toys in the tub.



2. Put the tub on the shelf.



3. Clear the table.



What extra detail do the steps give?

Calm
Play
Corner



Make a helpful message for this place.

Show a clue. Say, point, draw, use AAC or ask for scribing.

New Messages Conference: Teacher Record

Teacher: _____ Date: _____ Pupil: _____

1. Form: recognises TOYS as a label or sign.



Response / evidence:

Method (e.g. speak, point, draw, AAC):

Support:

2. Meaning: explains the storage message with a clue.



Response / evidence:

Method (e.g. speak, point, draw, AAC):

Support:

3. Place: relates RETURN HERE to a useful materials-return place.



Response / evidence:

Method (e.g. speak, point, draw, AAC):

Support:

4. Comparison: explain what steps give an order and extra detail.



Response / evidence:

Method (e.g. speak, point, draw, AAC):

Support:

5. Sign creation: uses lesson 4 plan, viewer response and one clarified clue.



Response / evidence:

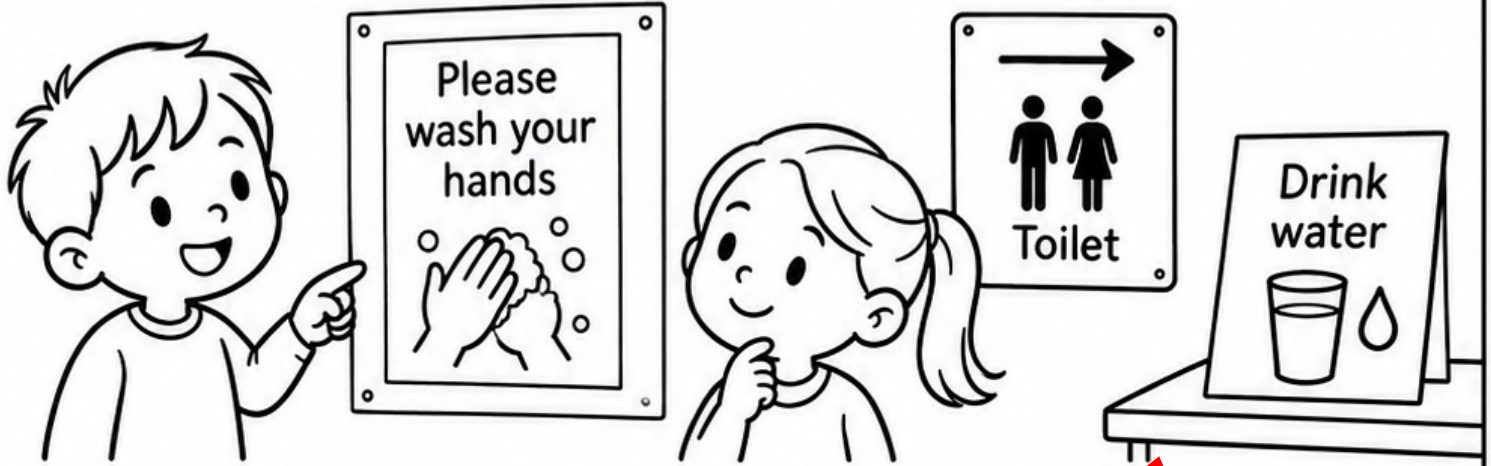
Method (e.g. speak, point, draw, AAC):

Support:

Record the actual words, drawing, point or AAC response.
Support: substantial support / prompts / independently.
Read all wording. Accept accurate sign/label overlap.
Do not grade reading, handwriting, eye contact or device skill.



Text-Message Understanding Rubric



Focus	Substantial support	Prompts	Independently
Recognises a text/form	Chooses with direct modelling	Identifies a form after a cue	Identifies a new text and form
Explains the message	Shares meaning with direct help	Shows a relevant cue after a cue	Explains meaning using a relevant clue
Relates message to place	Matches with direct help	Chooses useful place after a cue	Explains a useful place for a new message
Creates and checks a sign	Creates/tests with direct help	Chooses a clue and checks with prompts	Communicates a need and checks the viewer meaning

Evidence and next teaching step:

Judge understanding through speech, AAC, pointing, drawing or scribing.
Labels may also be signs. Neat writing is not a criterion.

☐

Signs and Messages Around Us

Foundation



Our message learning



I can find a text.

I can explain its message.

I can make a helpful



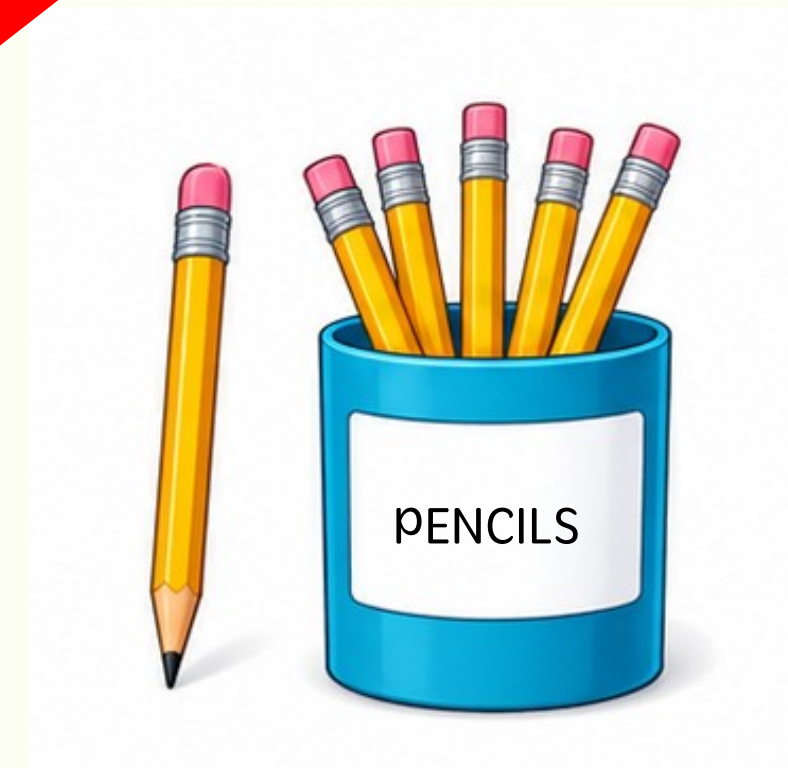
An object and a message



A plain pencil is an object.

PENCILS on its storage pot tells us where pencils belong.

Which one gives a message in a scene?

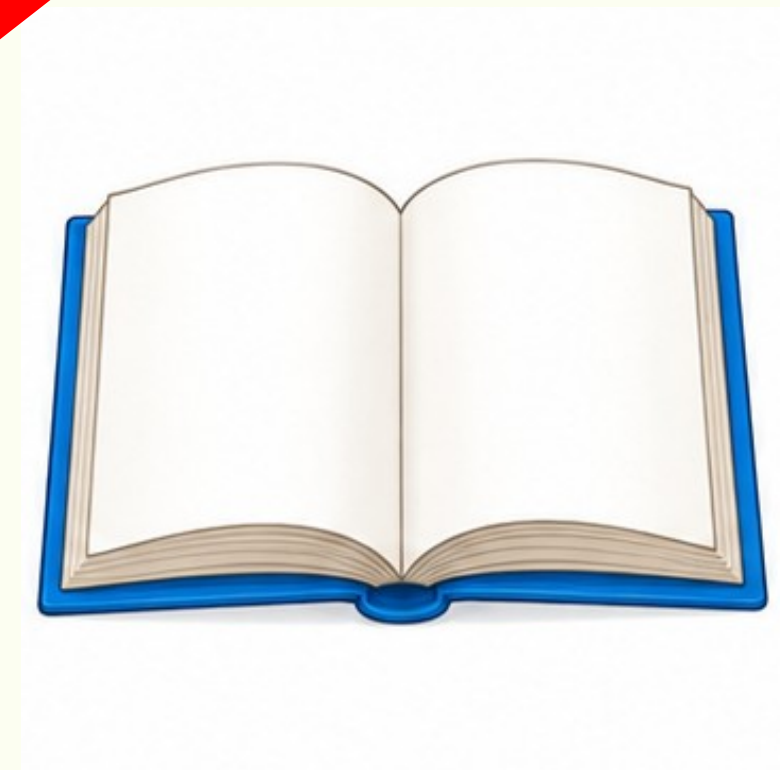


A picture can give a message



A book picture on a storage sign can show where books belong.

A text may use a picture symbol or words.





A clue in a sign

Look at the QUIET sign.

What picture or word helps you?

Say, point or show it to your partner.



QUIET



A useful place

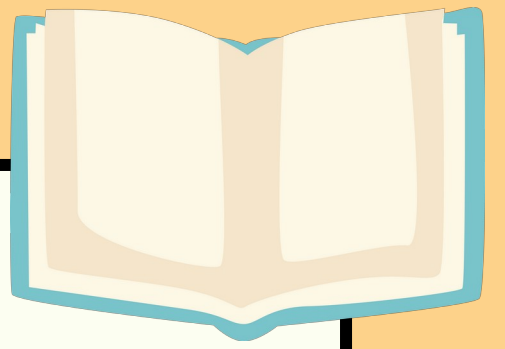


BOOKS helps on a book shelf.

APRONS helps beside the apron.

The place helps us understand the message.





Matching a place and message

Choose a place card.

Find its helpful message.

Show the clue that helps you



The place changes the meaning



A BOOKS label helps at the book shelf.

Would it help beside the water bottles?

Explain a better message than





A sign and a set of steps

PACK AWAY gives a short message.

The steps explain what to do and in what order.

Both help us tidy our room.



PACK AWAY





Related messages

What do the sign and steps help us understand?

What extra information do the steps give?



First, next and last



First: put blocks in the tub.

Next: put books on the shelf.

Last: clear your space.



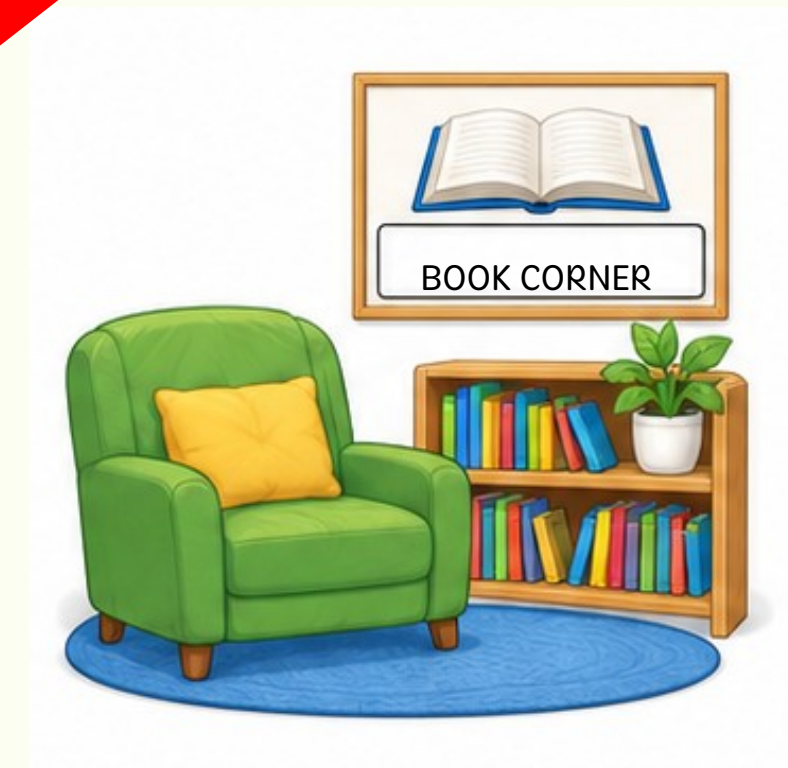
A classroom needs



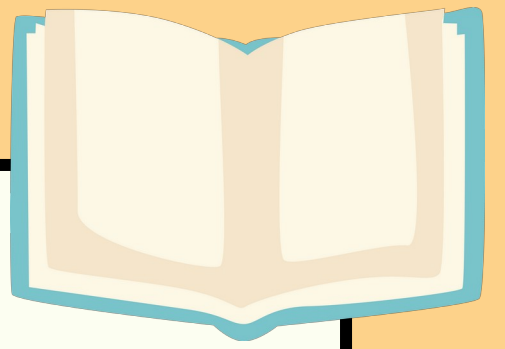
A visitor needs to find the book corner.

What picture could help?

What short words could help?



A sign plan



Need: find the book corner.

Picture: an open book.

Words: BOOK CORNER.

Place: near the entrance



A viewer helps us check



Ask: What do you think my sign means?

Listen to the viewer.

Make one clue clear to each



One game turn



I draw C1: the book shelf.

I choose M1: BOOKS.

The book picture is my clue.

My partner checks the key.





New messages

Look at a new label, sign and stops.

Show the message and a useful place.

Explain what the steps should.



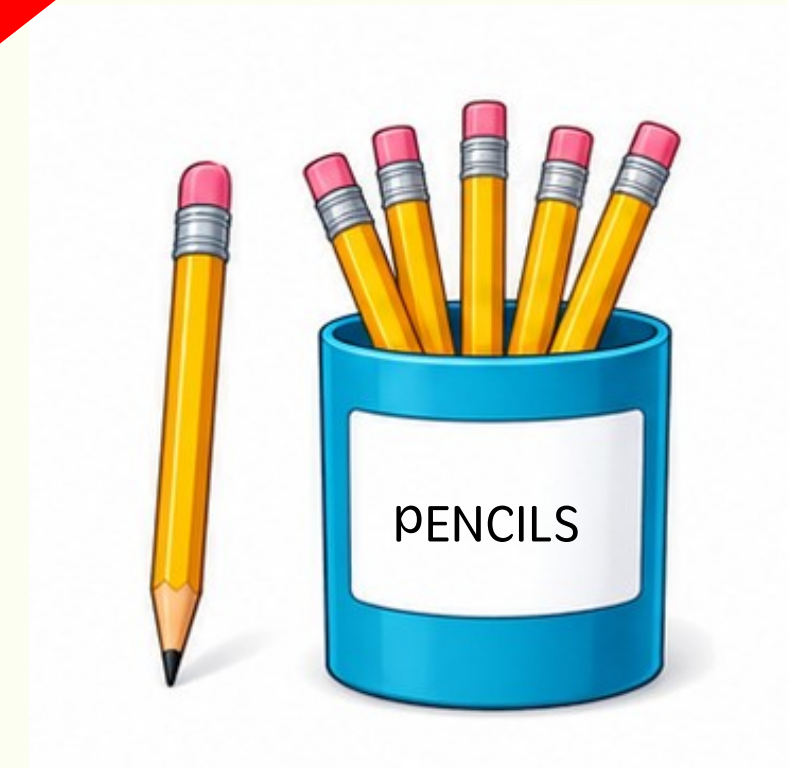
A fresh example



PENCILS beside a pencil pot gives a storage message.

How can a picture help explain it?

Tell or show one of these.





Well Done!
You made a helpful sign.



PRAISE

Signs and Messages Around Us

Foundation Quiz



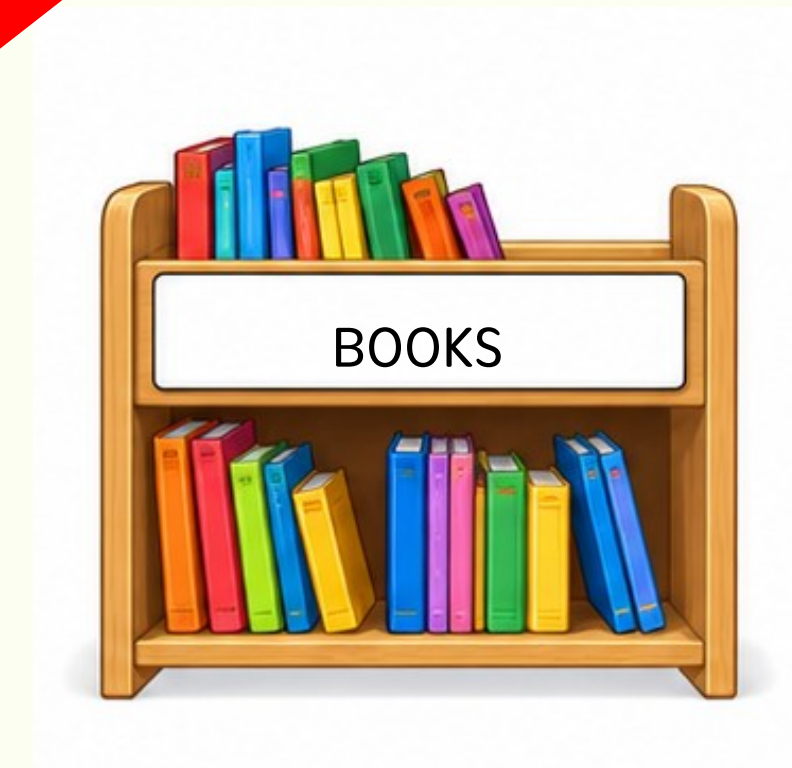
Question 1: A shelf message

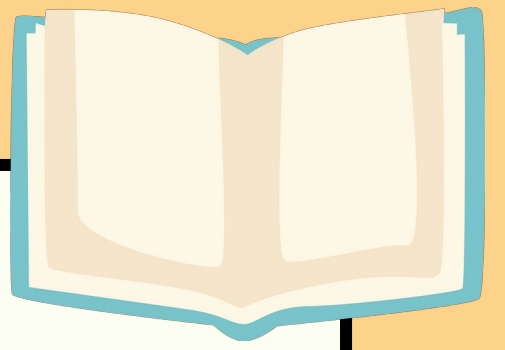


A shelf has a book picture and BOOKS. Is it a text?

A. Yes, it gives a message.

B. It is only a bare object.





Answer 1

A. It is a text.

The picture and word tell us where books belong.





Question 2: A picture-only sign

Can a clear classroom picture give a message?

A. Yes.

B. Only long writing can do this.





Answer 2

A. Yes.

A clear picture or symbol can carry meaning.





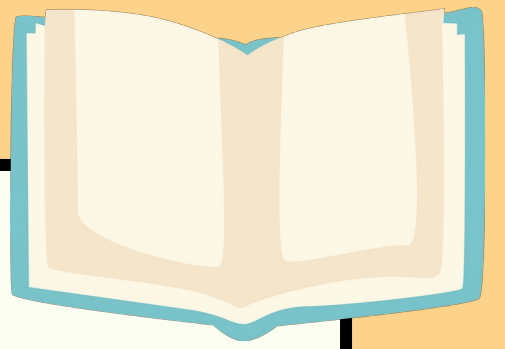
Question 3: The art aprons

APRONS appears beside art aprons. What does it tell us?

- A. Where books belong.
- B. Where aprons belong.



Answer 3



B. Where aprons belong.

The apron picture and its place are useful clues.





Question 4: The book-corner is a new

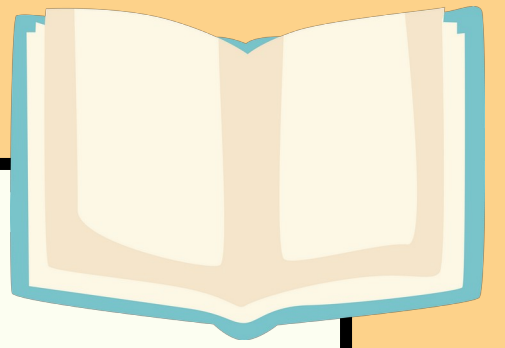
What can BOOK CORNER with an arrow show?

A. Where to find the book corner.

B. Every book-corner.



Answer 4



A. Where to find the book corner

An arrow can show direction. A sign need not give every rule.



Question 5: The extra detail



Which gives the order for packing away?

- A. A short PACK AWAY sign.
- B. The numbered steps.



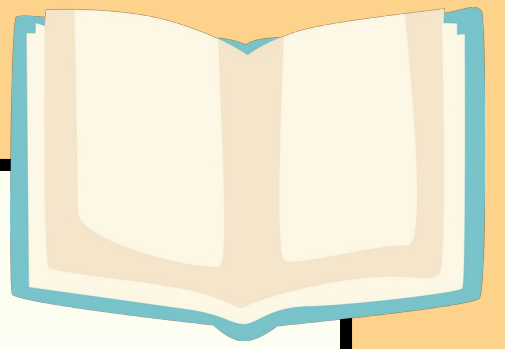
1

2

3



Answer 5



B. The numbered steps.

The steps tell us what happened first, next and last.



Question 6: Related information



Can a sign and steps share a broad message?

A. Yes.

B. They must always be related.



PACK AWAY





Answer 6

A. Yes.

Both can help us pack away. The steps add detail.



Question 7: A confusing sign



A viewer does not understand your sign. What helps?

- A. Tell the viewer they are wrong.
- B. Ask what they see and learn a clue.





Answer 7

B. Ask and clarify a clue.

The viewer response helps us make the message clearer.

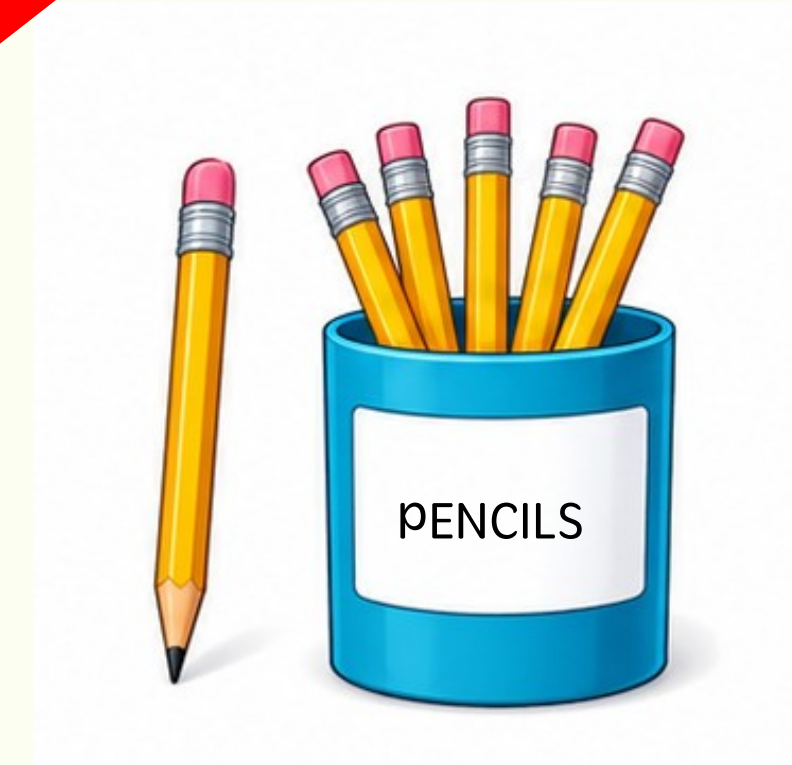


Question 8: A pencil-storage need



Which label helps at a pencil pot?

- A. PENCILS with a pencil picture.
- B. STORY with a story picture.





Answer 8

A. PENCILS with a pencil picture

Its message fits the stated purpose or need





Question 9: A class screen

A screen shows an illustrated WELCOME message. Can it be a text?

A. Yes.

B. A screen can never show a text.





Answer 9

A. Yes.

The displayed message is the next blank screen alone has no such message.





Question 10: Showing understanding

Can pointing, AAC or short words explain sign?

A. No, only neat writing counts.

B. Yes.





Answer 10

B. Yes.

We can show meaning in different accessible ways.





Well Done!
You explained the messages.



PREVIEW