

## Signs Classroom Activity

The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario, and **key terms** or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

### Resources Needed:

- Each student should have access to a piece of paper and writing tool<sup>1</sup>
- Some method of displaying images<sup>2</sup>

### Learning Goal:

- The student will understand the context of the key ideas related to the topic:
  - Regulations on business signs
  - Using logos to represent an organization
- The student will understand the following vocabulary:
  - **Sign:** a flat piece of wood or other material with words or pictures on it that provides information
  - **Business:** an organization that sells products or services
  - **Regulation:** a rule made by a legal authority, such as a town or state
  - **Logo:** a symbol or design used by an organization to represent itself
  - **Version:** a form of something that is different in some way from other forms

Definitions are provided here for the convenience of facilitators. Students are expected to understand these key terms as they arise in the context of the task, not to be able to recite the definitions.

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<sup>1</sup> Students who need an accommodation may use their preferred tool for writing.

<sup>2</sup> Instead of displaying Figure 1, the last page of this document can be used as a handout for students.

## Signs Classroom Activity

**[Purpose:** The facilitator's goal is to introduce students to business signs.]

**Facilitator says:** "Today, in preparation for your performance task, we are going to talk about business signs. Who can tell me what a business sign is?" [Allow students to describe and discuss their definitions. Responses should indicate that a business sign is a flat piece of wood or other material that gives information about a business.]

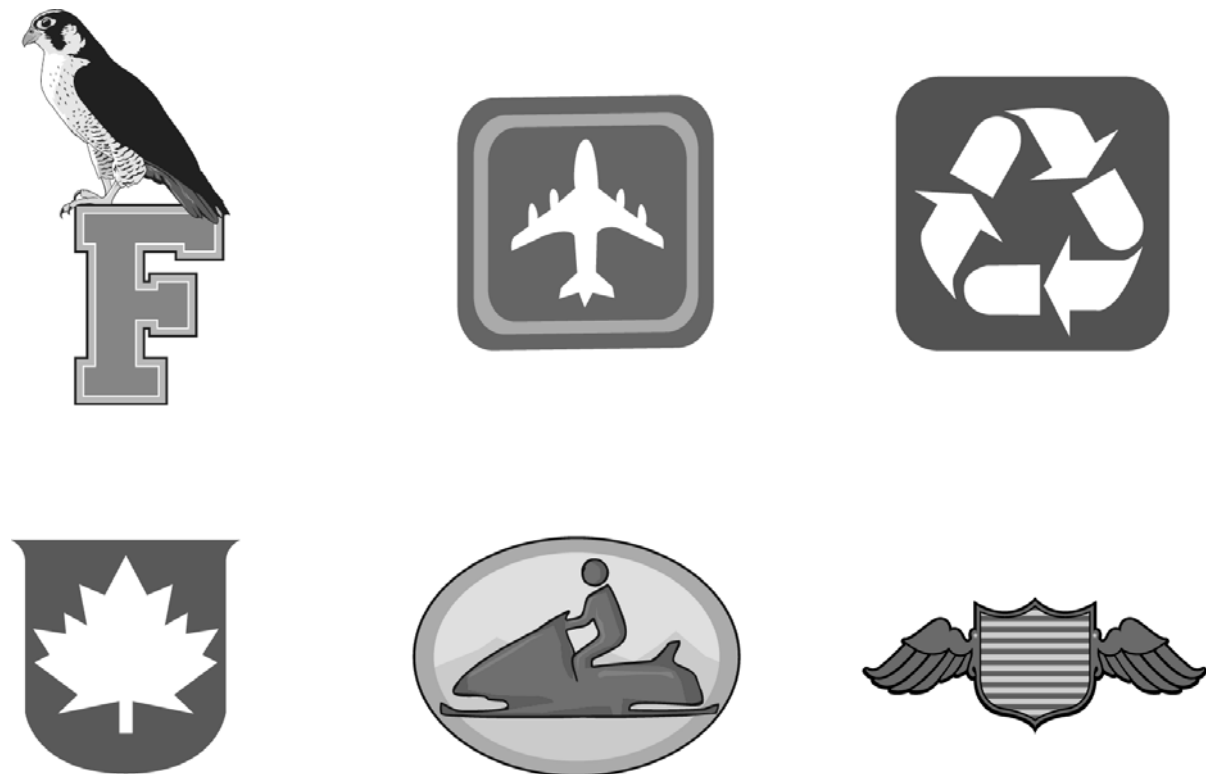
**Facilitator says:** "A lot of business is done online these days. Why might a business owner want to get a sign?" [Allow students to discuss. Possible responses include signs to advertise outside of a store or signs on a building or on a billboard to promote their retail business.]

**Facilitator says:** "What information is usually given on a business sign?" [Allow students to discuss. Possible responses include the name of the business, the address of the business, and the type of services or products that the business provides.]

**Facilitator says:** "Business signs frequently have special images called logos. A logo is a design that a group uses to represent itself. Logos are sometimes just pictures or designs and sometimes include the name of the company or organization." [Allow students to ask questions.]

**Facilitator says:** "What are some examples of logos?" [Allow students to discuss. Facilitator should show or handout **Figure 1** to help students brainstorm. Possible responses include the Nike swoosh, the McDonald's Golden Arches, and the Apple from the company Apple.]

**Figure 1. Examples of Logos**



[For students who are visually impaired, describe the pictures orally using the descriptions given.]

**[Picture Description 1:** “The picture shows a bird called a falcon standing on a capital letter F.”]

**[Picture Description 2:** “The picture shows a rectangle with an airplane drawn in the middle.”]

**[Picture Description 3:** “The picture shows a rectangle with three arrows. Each arrow starts where the other one ends, and the arrows are linked in a circular form. This is the symbol for recycling.”]

**[Picture Description 4:** “The picture shows a pod with a leaf drawn in the center.”]

**[Picture Description 5:** “The picture shows a person riding on a jet ski.”]

**[Picture Description 6:** “The picture shows a shield with wings.”]

**Facilitator says:** “Design a sign for a store of your choice on the paper you’ve been given. Make sure that you include any logo that the store has in your sign.” [Allow students to draw a sign and discuss.]

**Facilitator says:** “Businesses must follow rules set by building owners and the town board. What kind of rules might a building owner have for a business sign?” [Allow students to discuss. Expand on this topic as follows if needed.]

**Facilitator says:** “Building owners or towns frequently make regulations, or rules, to make sure that business signs aren’t too big. Some rules involve the area of a sign and others involve the height or width of a sign.” [Allow students to ask questions.]

**Facilitator says:** “Today, we completed an activity about business signs. These ideas may help you when you complete your performance task.”

**Facilitator says:** “Are there any questions?” [Allow for student questions.]

**Facilitator says:** “You are now ready to complete the Signs Performance Task.”

## Resource Documents

Figure 1. Examples of Logos



[For students who are visually impaired, describe the pictures orally using the descriptions given.]

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