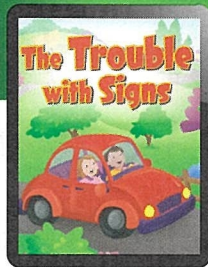
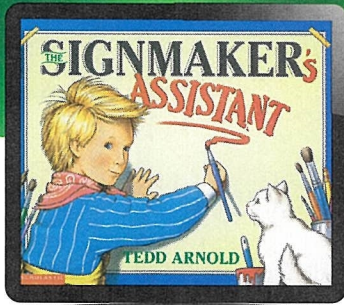


# Lesson

# 19



## Q LANGUAGE DETECTIVE

### Talk About Words

Work with a partner. Think about times when you might use each Vocabulary word in speaking or writing. Do you and your partner have similar ideas or different ideas?

# Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Ask a question that uses one of the Vocabulary words.

1

## assistant

The **assistant** is helping to put up this sign.



2

## agreed

The people **agreed** that this road needed a stop sign.



3

**polite**

This sign reminds children to be **polite**, or nice, to others.



4

**failed**

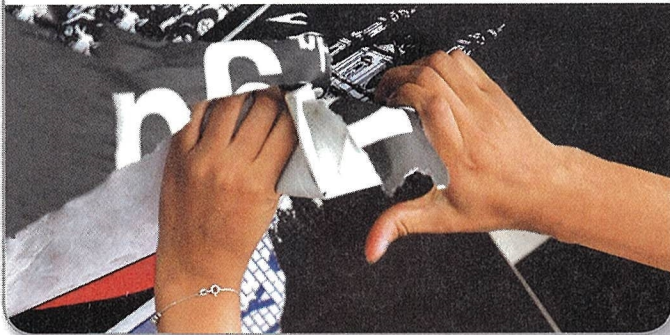
The sign **failed** to keep the dog off the grass.



5

**tearing**

The worker is **tearing** apart this old sign.



6

**wisdom**

The words of **wisdom** on this billboard teach us to act the right way.



7

**cleared**

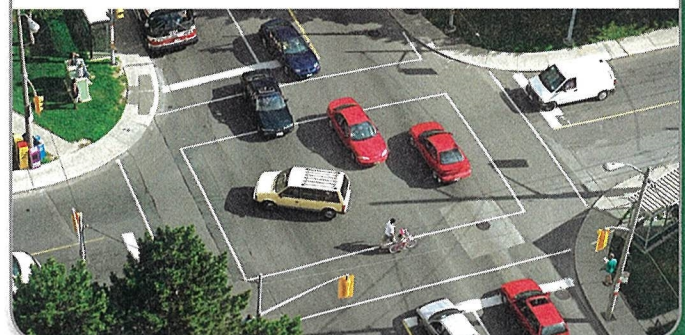
The crossing guard **cleared** the way so these children could cross.

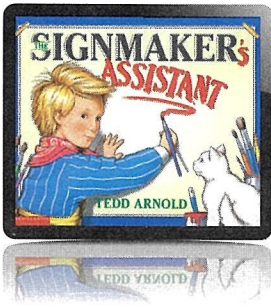


8

**trouble**

Without signs, drivers would have **trouble** knowing when to stop.





# Read and Comprehend

## ✓ TARGET SKILL

**Text and Graphic Features** Pictures in a story are kinds of **graphic features**. These features can help readers to better understand what they read.

As you read *The Signmaker's Assistant*, look carefully at the signs in the pictures. They can help you figure out what is happening in the story. A chart like the one below can help you keep track of what the pictures tell you.

Picture	Page Number	Purpose

## ✓ TARGET STRATEGY

**Question** Ask questions about what you are reading. Look for text evidence to answer your questions.

## PREVIEW THE TOPIC

### Signs

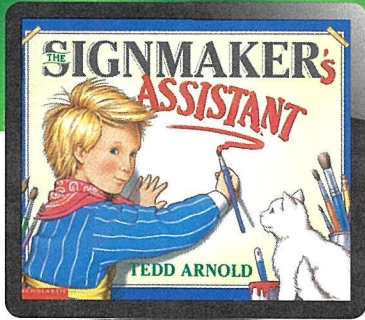
Signs are everywhere. Signs help you find things you need, and they help you stay safe. For example, there are signs at the grocery store that help you find the food you want. Signs on the road help drivers know how to drive safely.

In *The Signmaker's Assistant*, you will read about what happens when someone changes the signs in a town.

#### Talk About It

Think about what would happen if your town did not have signs to help people. Share your ideas with your classmates. Take turns speaking and listening. What did you learn from others?

# ANCHOR TEXT



## MEET THE AUTHOR AND ILLUSTRATOR

### Tedd Arnold

When Tedd Arnold creates an illustration, he draws a scene with a pencil first. Next, using brown and blue watercolors, he paints shadows around the edges. He then paints lots of bright colors over the shadows.



The next step is rather unusual. Mr. Arnold makes tiny scribbles all over with colored pencils and outlines everything in black. It takes him two days to make each illustration.

#### ✓ GENRE

**Humorous fiction** is a story that is written to make the reader laugh. As you read, look for:

- ▶ characters who do or say funny things
- ▶ events that would not happen in real life

# THE SIGNMAKER'S ASSISTANT

by Tedd Arnold

## ESSENTIAL QUESTION

How are signs helpful?



Everyone in town agreed. The old signmaker did the finest work for miles around. Under his brush ordinary letters became beautiful words—words of wisdom, words of warning, or words that simply said which door to use.

When he painted STOP, people stopped because the sign looked so important. When he painted PLEASE KEEP OFF THE GRASS, they kept off because the sign was polite and sensible. When he painted GOOD FOOD, they just naturally became hungry.

People thanked the signmaker and paid him well. But the kind old man never failed to say, "I couldn't have done it without Norman's help."







Norman was the signmaker's **assistant**. Each day after school he cut wood, mixed colors, and painted simple signs.



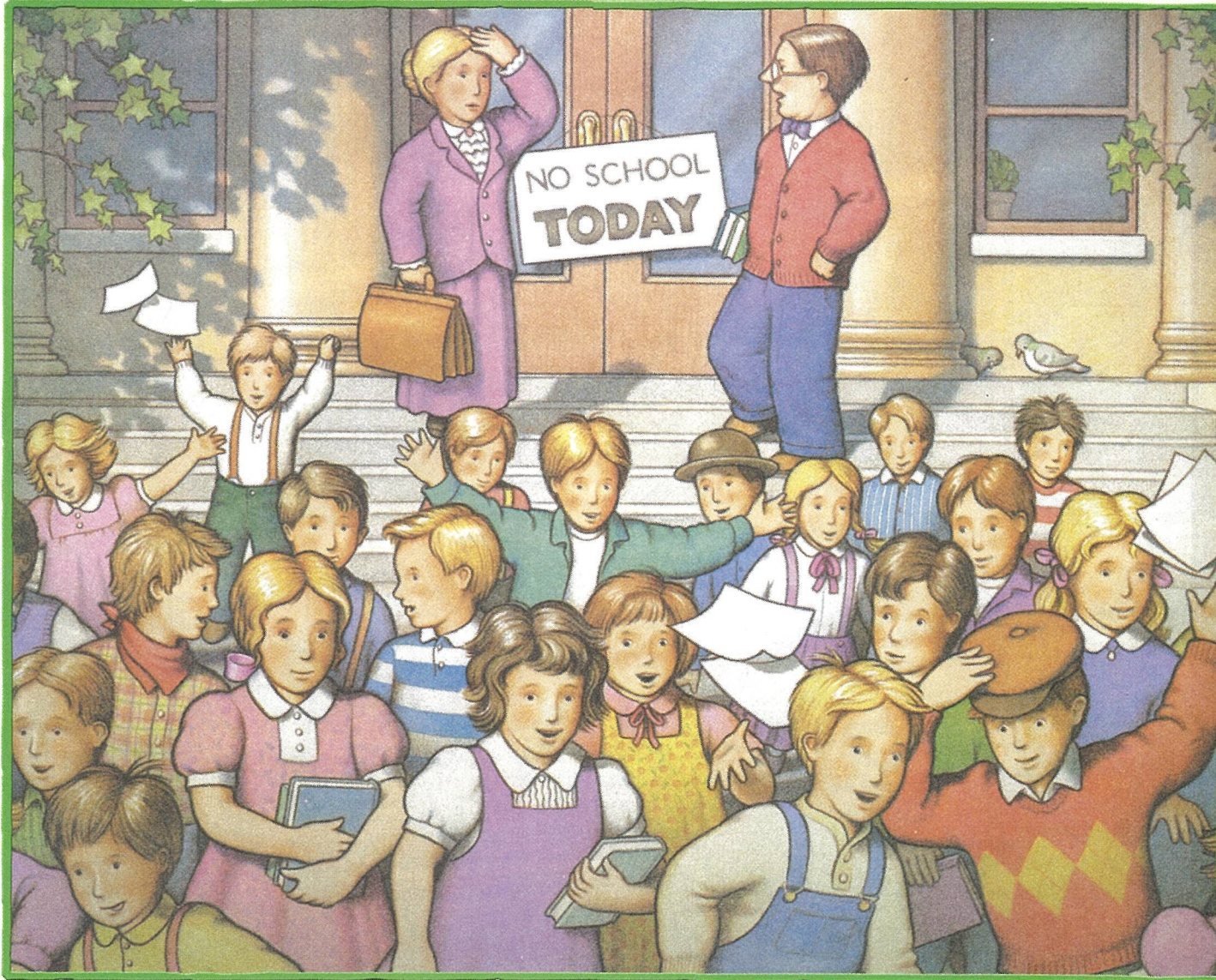
“Soon I will have a shop of my own,” said Norman.  
“Perhaps,” answered the signmaker, “but not before you clean these brushes.”

One day after his work was done, Norman stood at a window over the sign shop and watched people. They stopped at the STOP sign. They entered at the ENTER sign. They ate under the GOOD FOOD sign.



“They do whatever the signs say!” said Norman to himself. “I wonder . . .” He crept into the shop while the signmaker napped. With brush and board he painted a sign of his own.





Early the next morning he put up the sign, then ran back to his window to watch.

“No school?” muttered the principal. “How could I forget such a thing?”





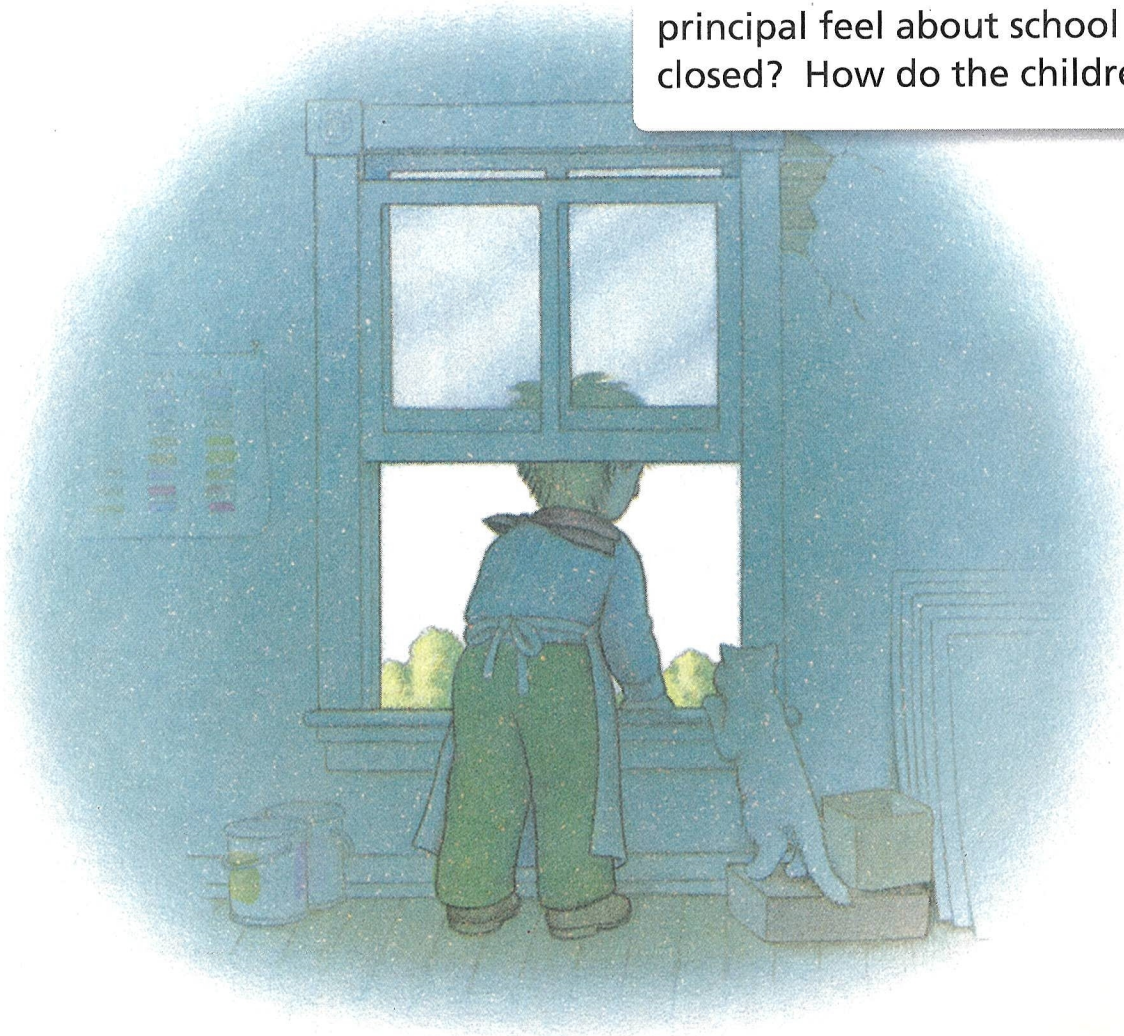
“No one informed me,” said the teacher.

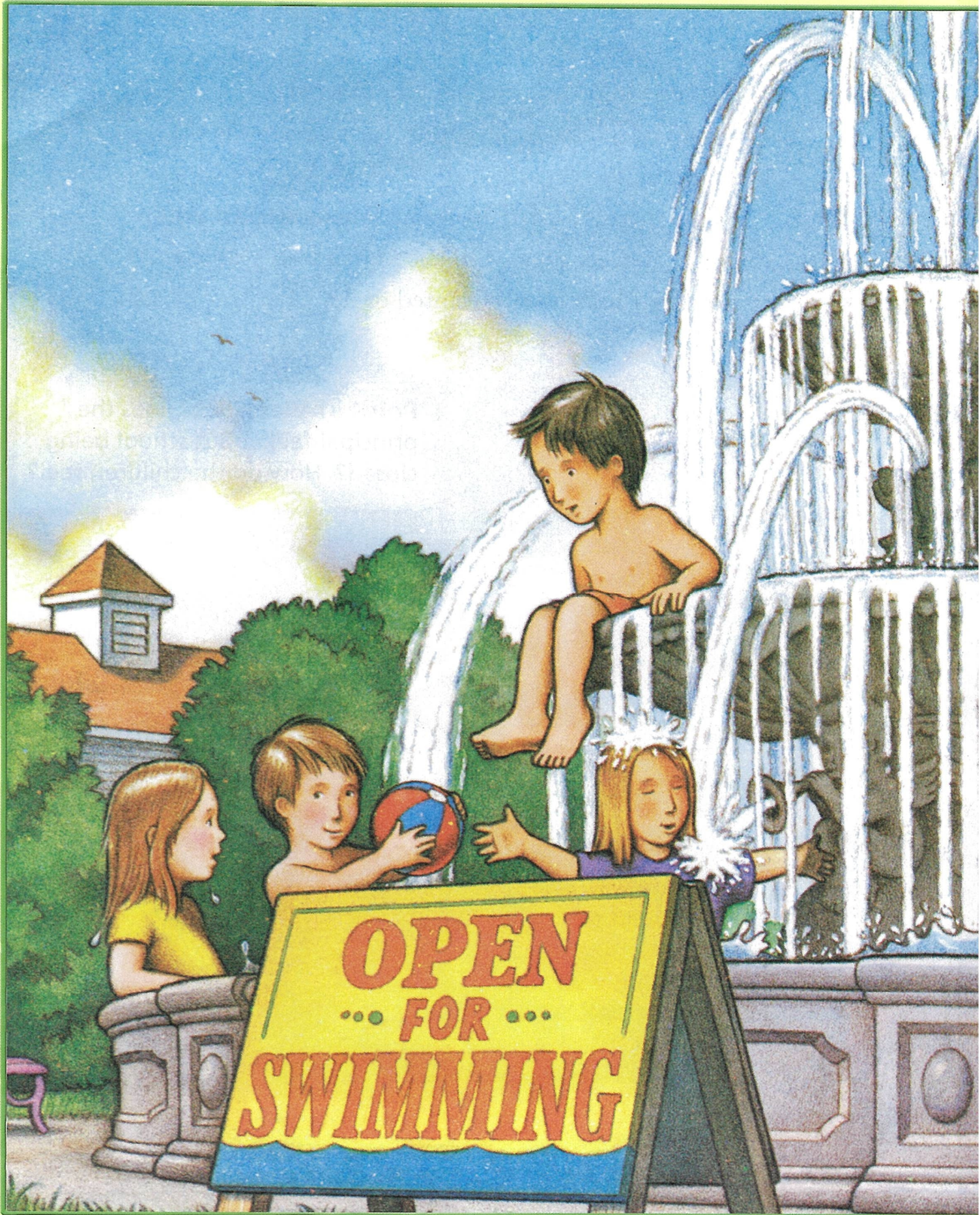
“Hooray!” cheered the children, and everyone went home.

“This is great!” cried Norman. He looked around town for another idea. “Oh,” he said at last, “there is something I have always wanted to do.”

### ANALYZE THE TEXT

**Point of View** How does the principal feel about school being closed? How do the children feel?





The following day Norman jumped from the top of the fountain in the park. As he swam, he thought to himself, I can do lots of things with signs. Ideas filled his head.

That afternoon when Norman went to work, the signmaker said, "I must drive to the next town and paint a large sign on a storefront. I'll return tomorrow evening, so please lock up the shop tonight."



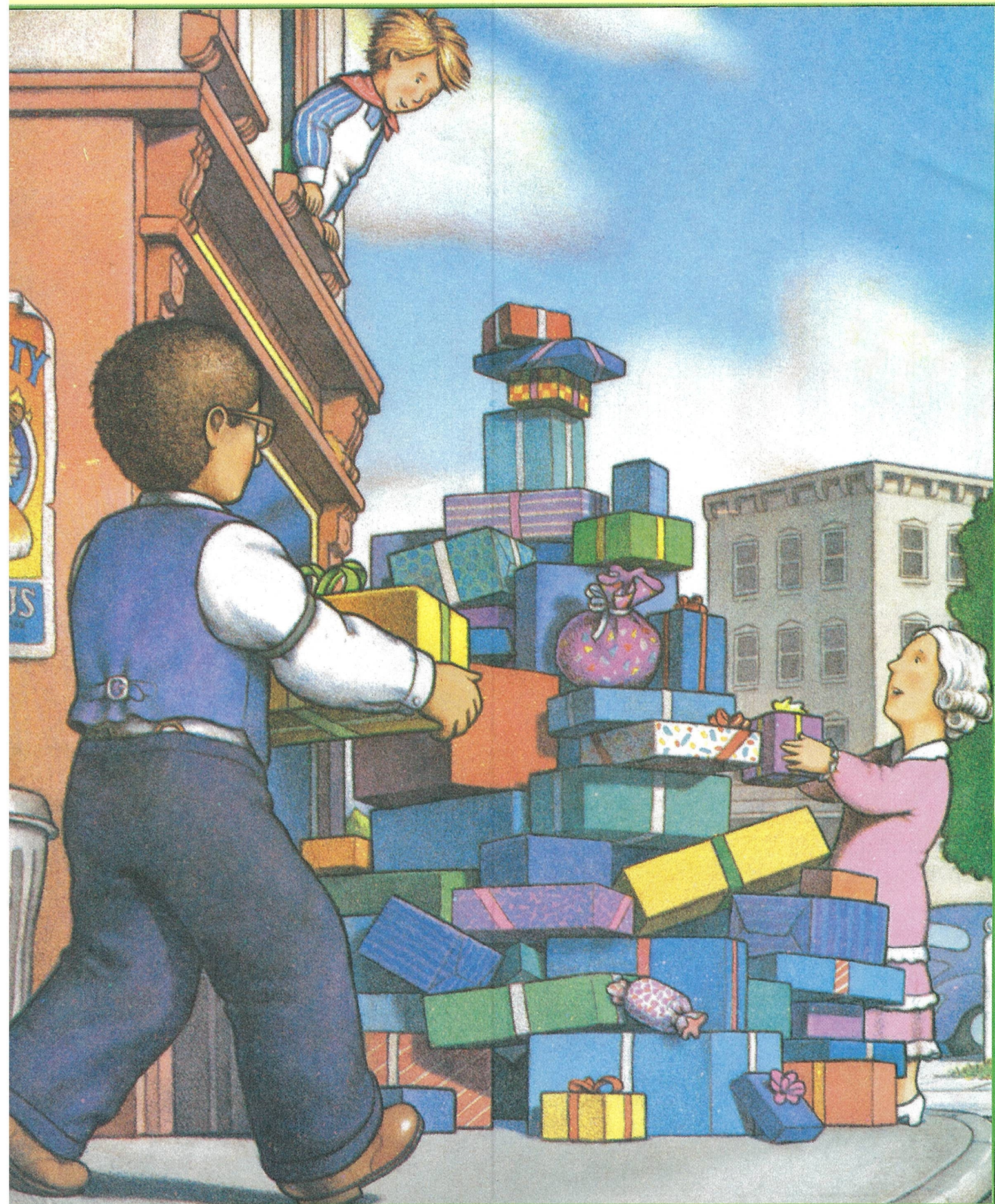
As soon as the signmaker was gone, Norman started making signs. He painted for hours and hours and hours.



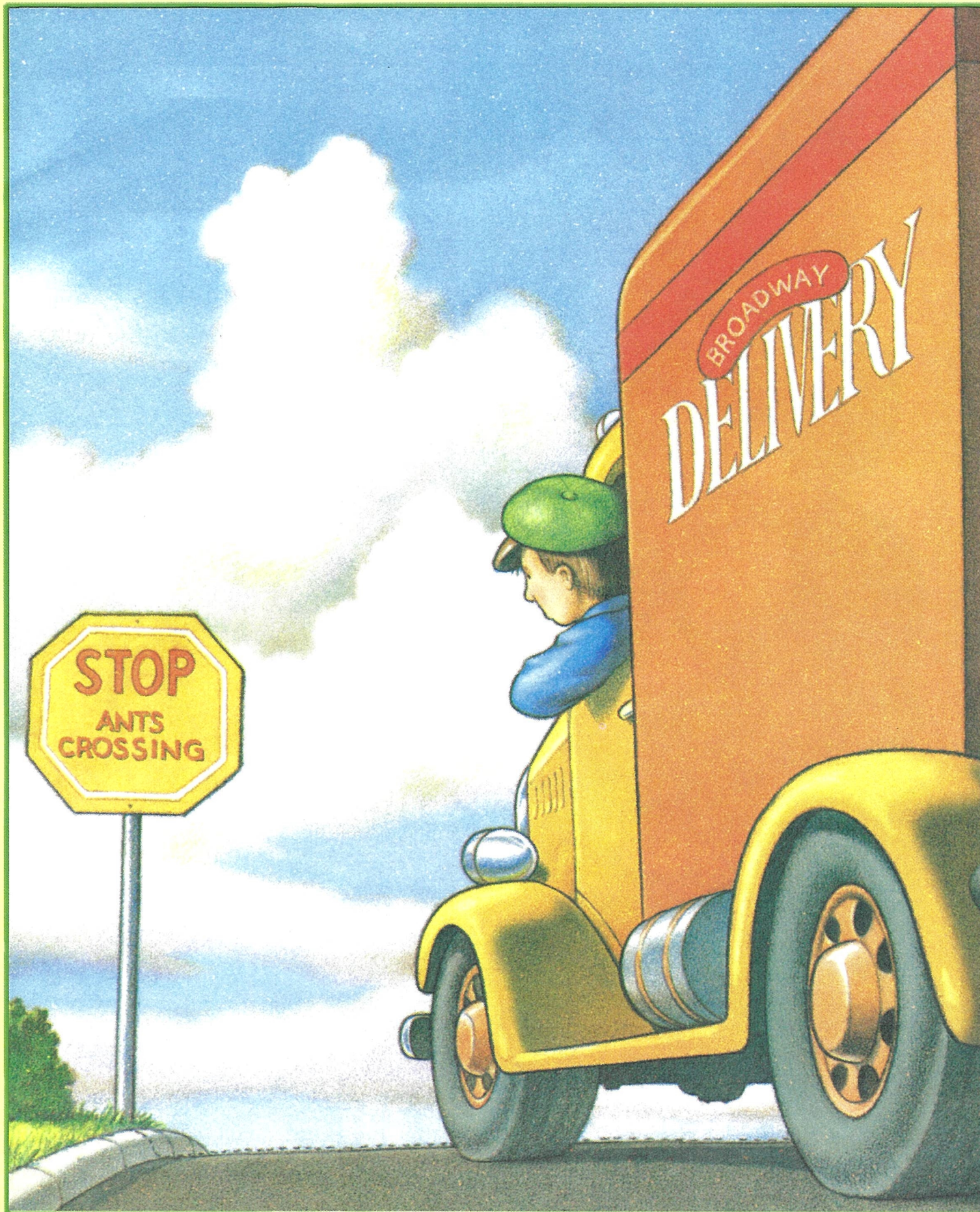
In the morning people discovered new signs all around town.

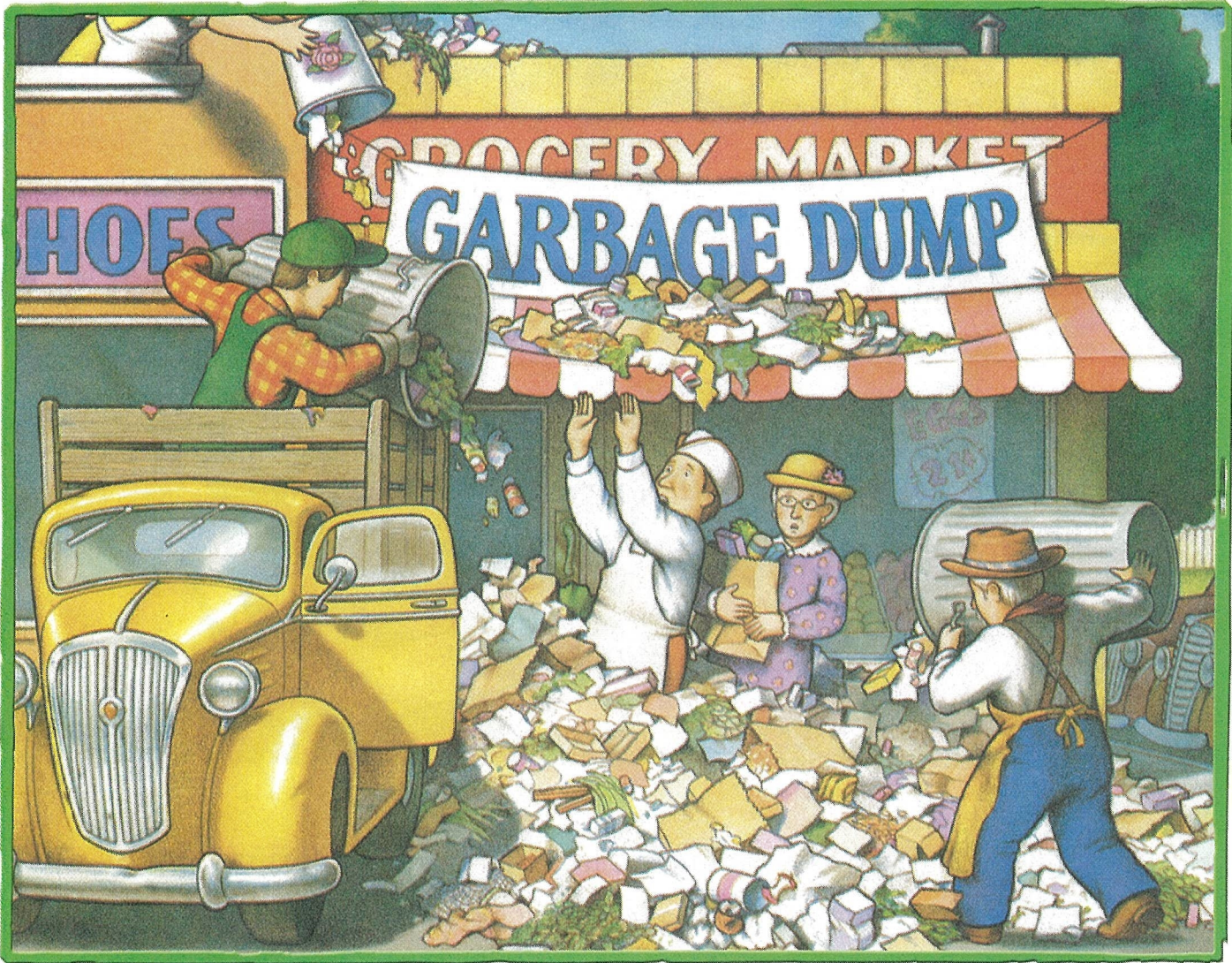
#### ANALYZE THE TEXT

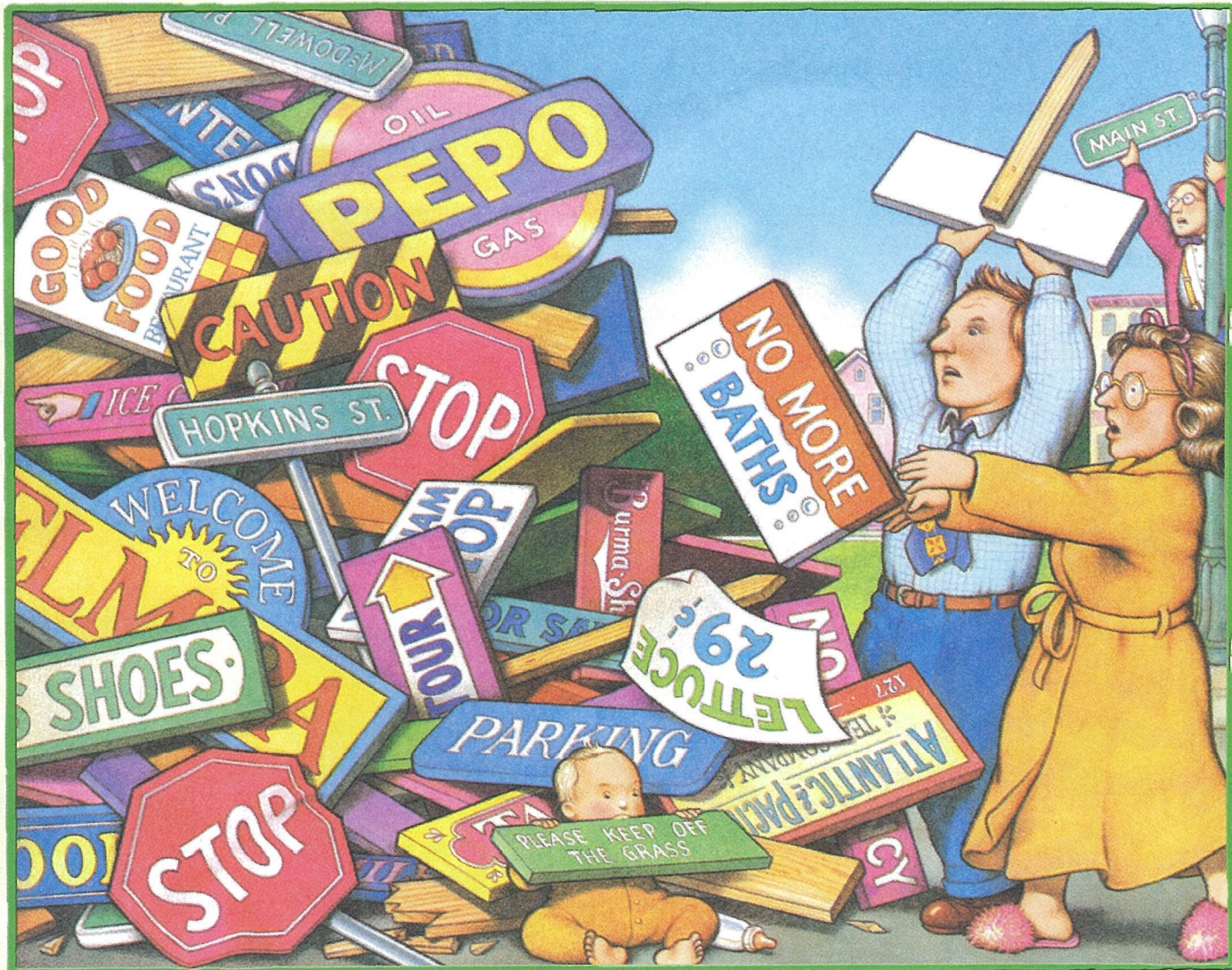
**Text and Graphic Features** What makes Norman's signs so funny?









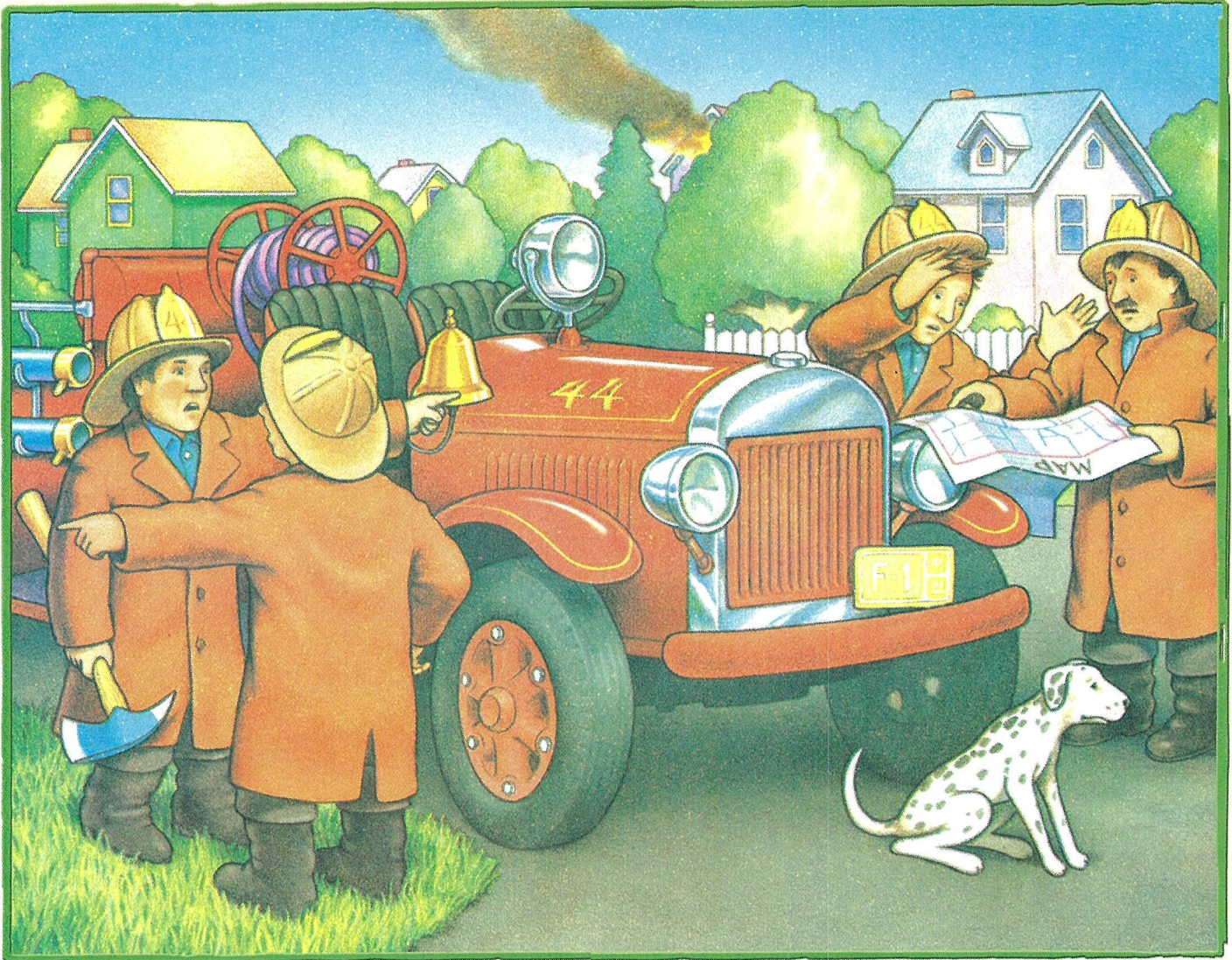


Norman watched it all and laughed until tears came to his eyes. But soon he saw people becoming angry.

“The signmaker is playing tricks,” they shouted.  
“He has made fools of us!”

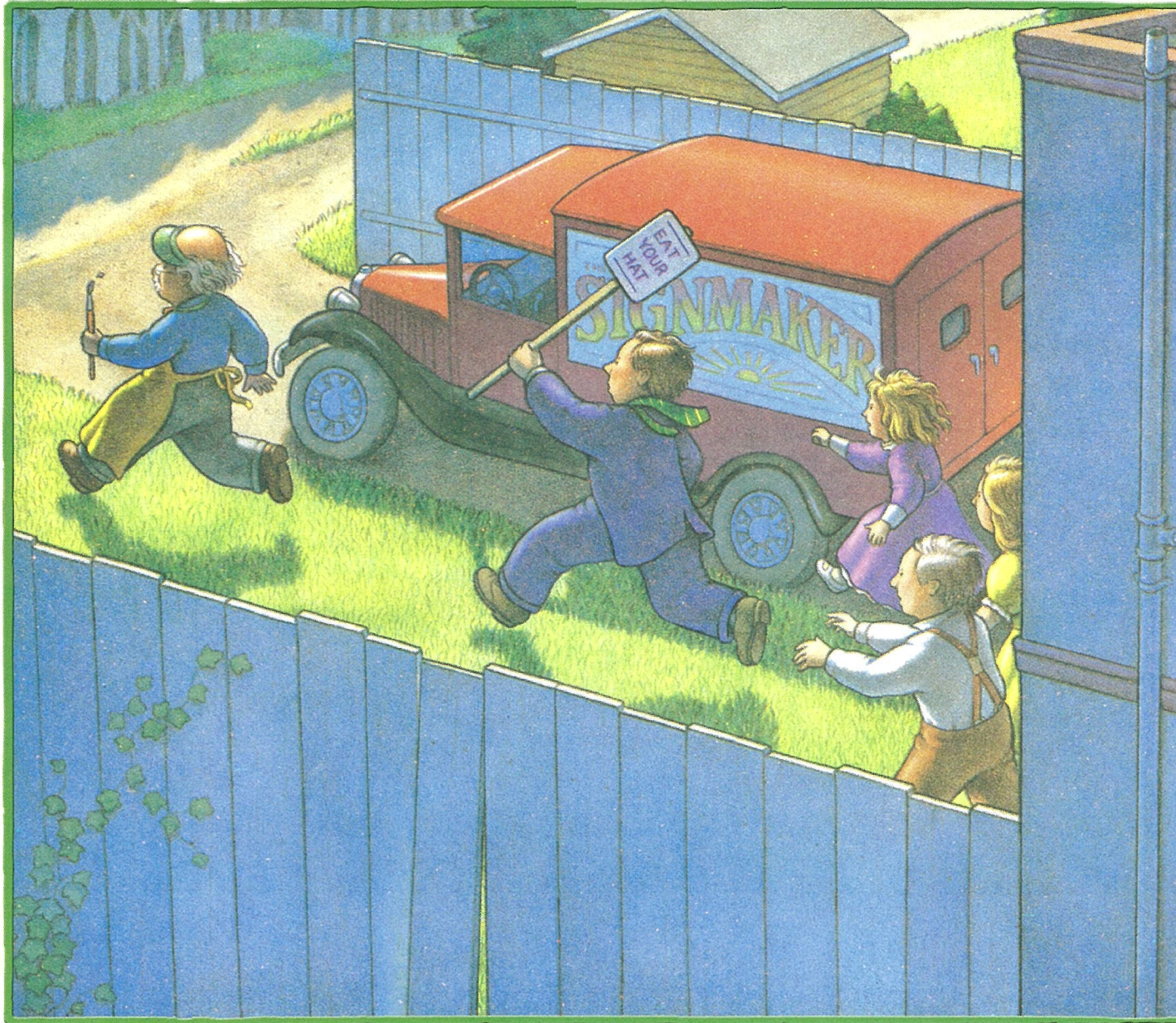
The teacher tore down the NO SCHOOL TODAY sign. Suddenly people were tearing down all the signs—not just the new ones but every sign the signmaker had ever painted.





Then the real **trouble** started. Without store signs, shoppers became confused. Without stop signs, drivers didn't know when to stop. Without street signs, firemen became lost.





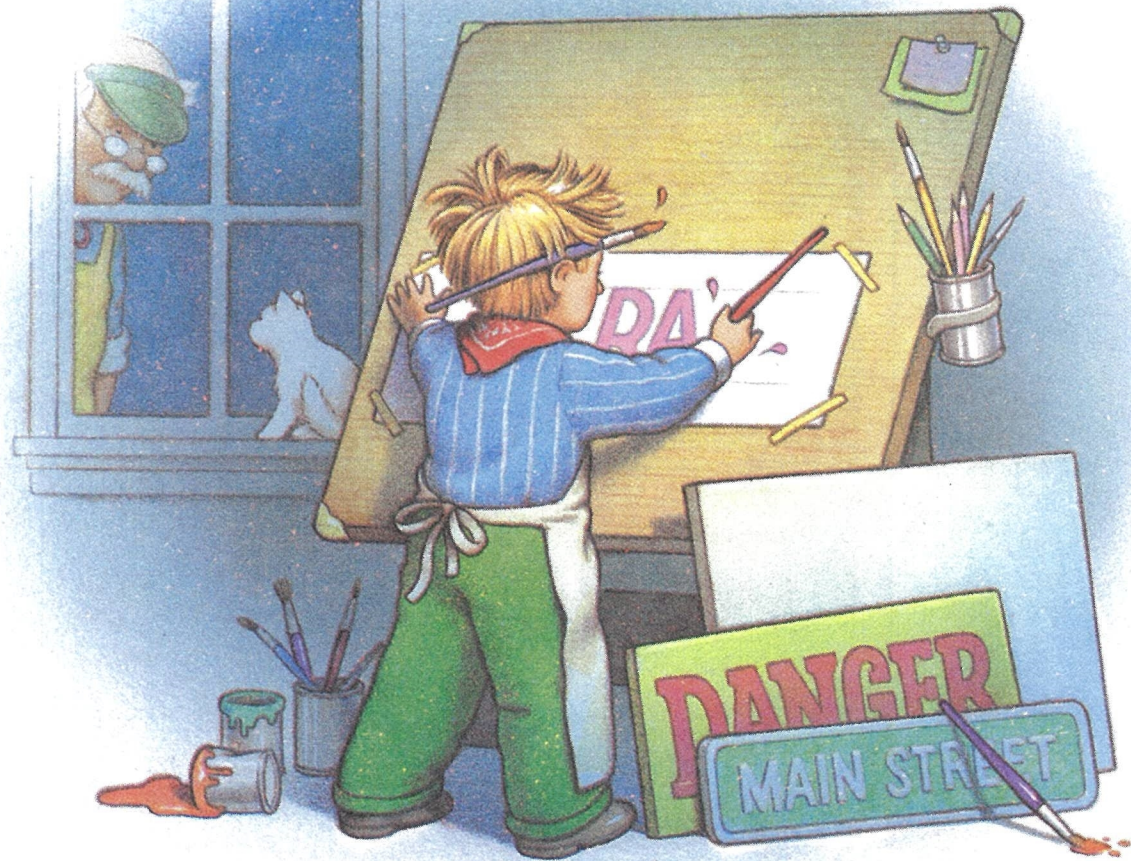
In the evening when the signmaker returned from his work in the next town, he knew nothing of Norman's tricks. An angry crowd of people met him at the back door of his shop and chased him into the woods.



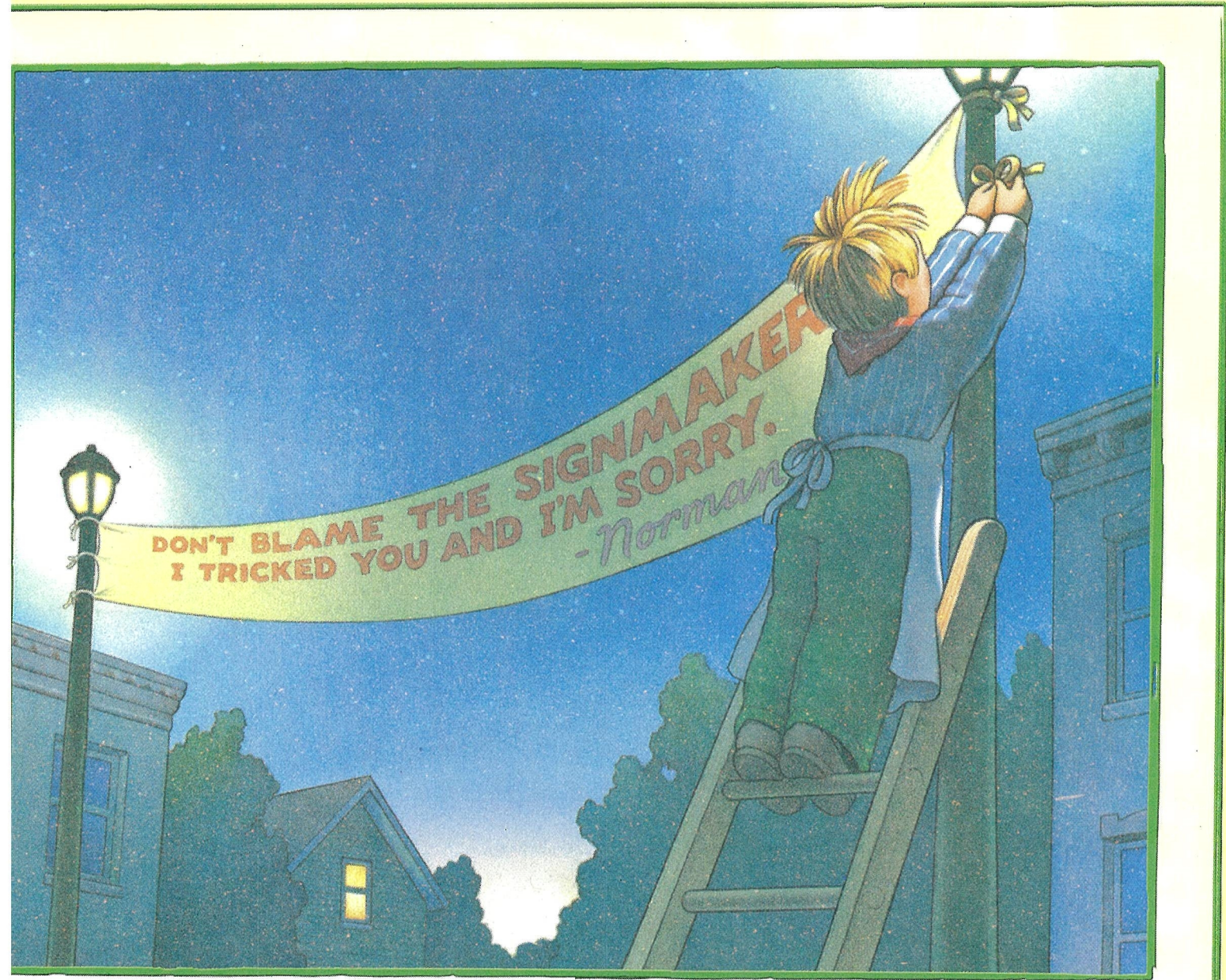


As Norman watched, he suddenly realized that without signs and without the signmaker, the town was in danger.

“It’s all my fault!” cried Norman, but no one was listening.



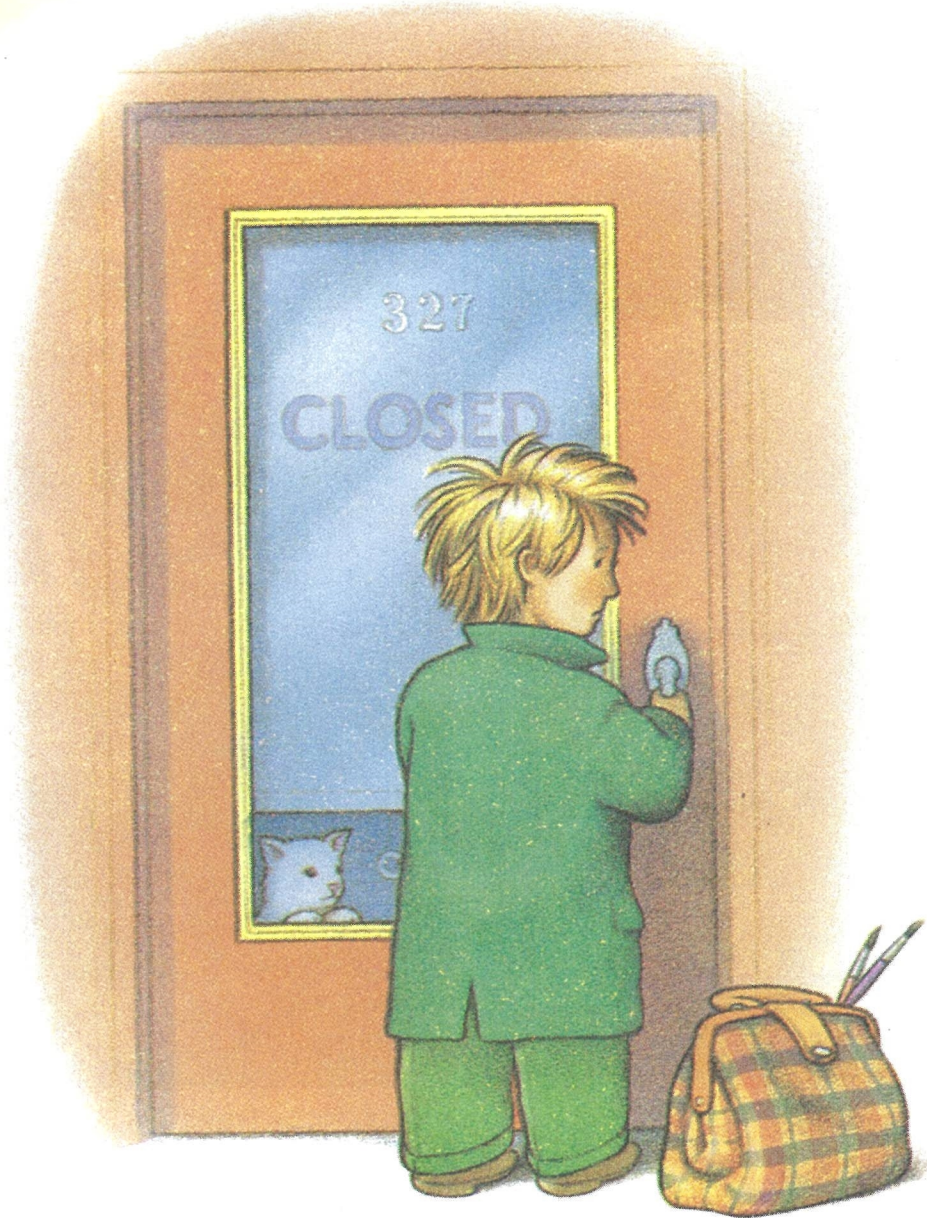
Late that night the signmaker returned and saw a light on in his shop. Norman was feverishly painting.



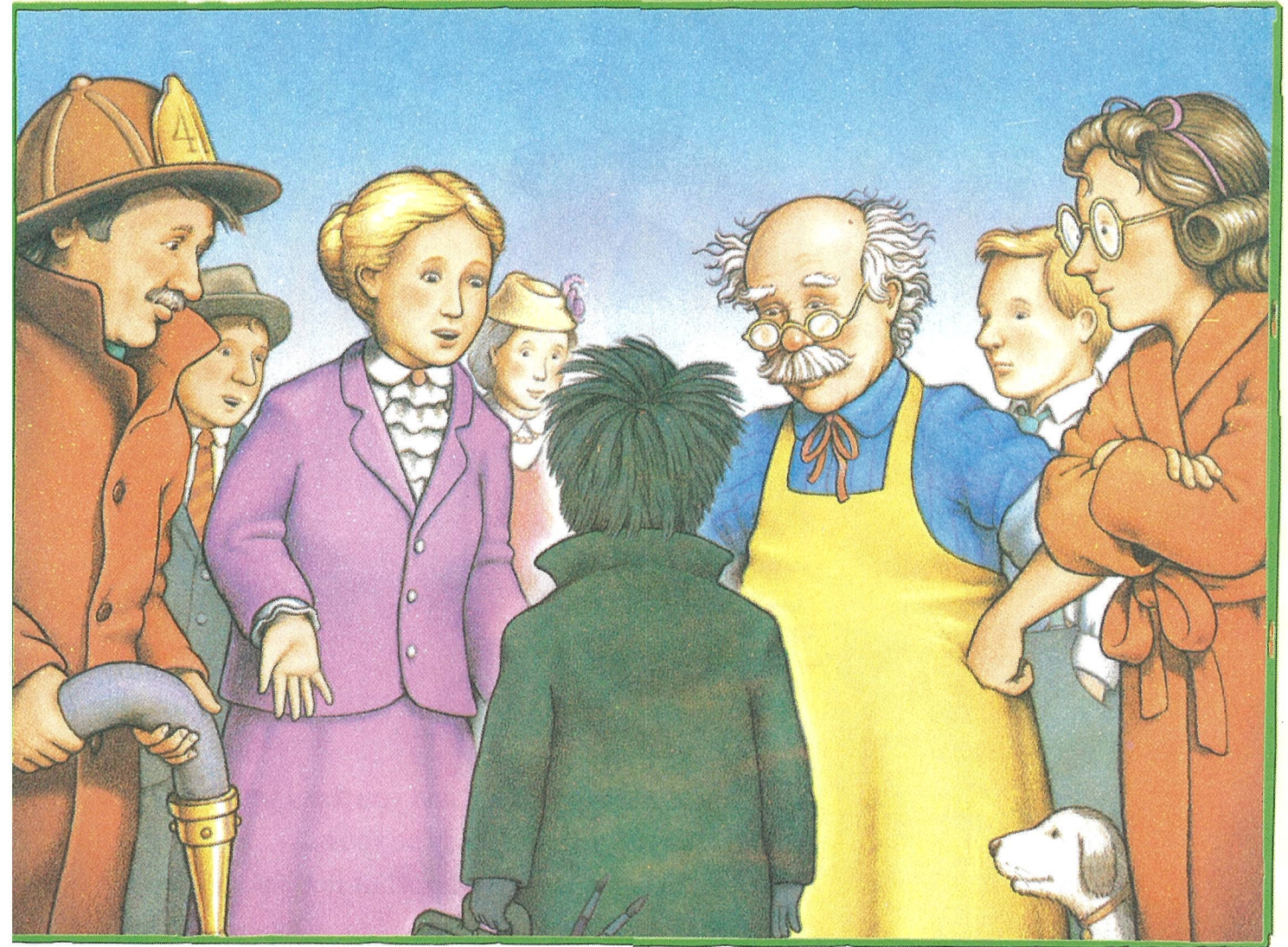
While the town slept and the signmaker watched, Norman put up stop signs, shop signs, street signs, danger signs, and welcome signs; in and out signs, large and small signs, new and beautiful signs. He returned all his presents and **cleared** away the garbage at the grocery store. It was morning when he finished putting up his last sign for the entire town to see.







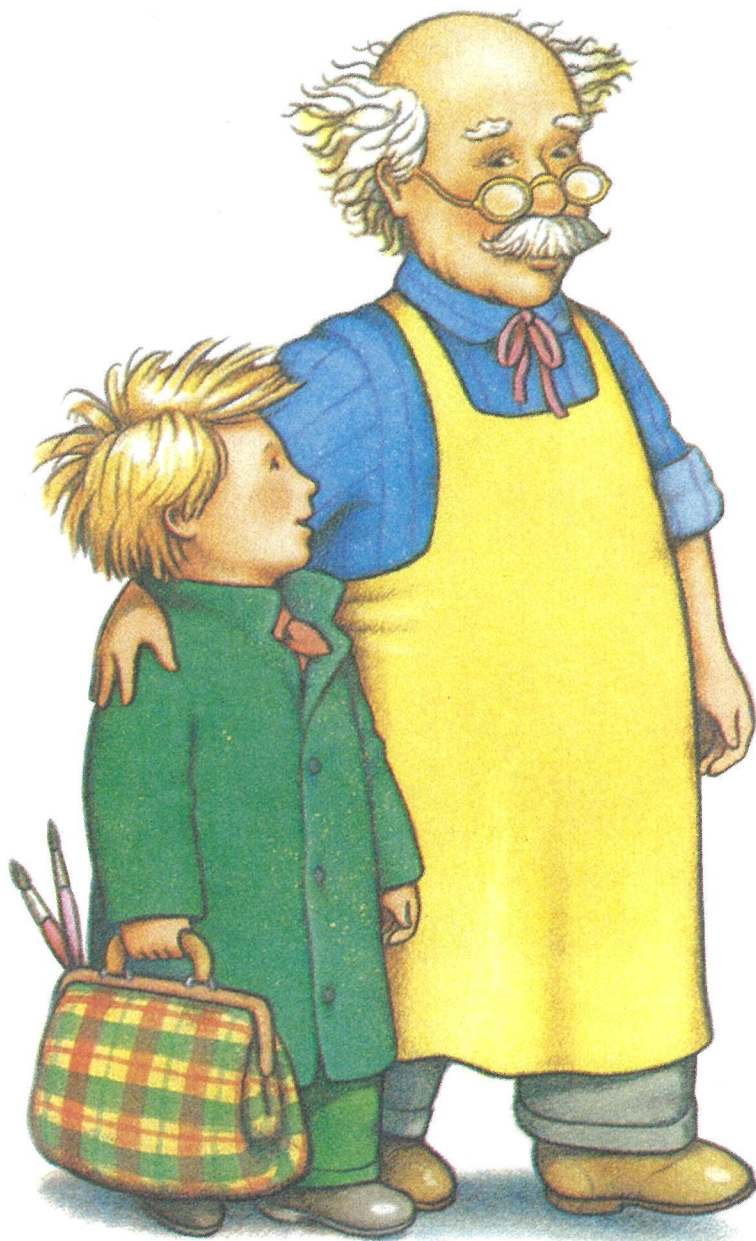
Then Norman packed his things and locked up the shop. But as he turned to go, he discovered the signmaker and all the townspeople gathered at the door.



“I know you’re angry with me for what I did,” said Norman with downcast eyes, “so I’m leaving.”

“Oh, we were angry all right!” answered the school principal. “But we were also fools for obeying such signs without thinking.”

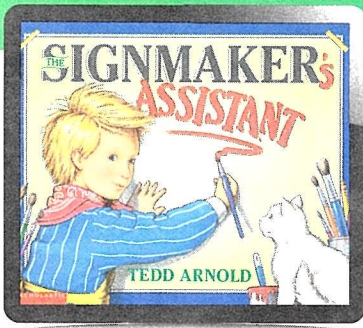




“You told us you are sorry,” said the signmaker, “and you fixed your mistakes. So stay, and work hard. One day this shop may be yours.”

“Perhaps,” answered Norman, hugging the old man, “but not before I finish cleaning those brushes.”





# Dig Deeper

## Use Clues to Analyze the Text

Use these pages to learn about Text and Graphic Features and Point of View. Then read *The Signmaker's Assistant* again. Use what you learn to understand it better.

### Text and Graphic Features

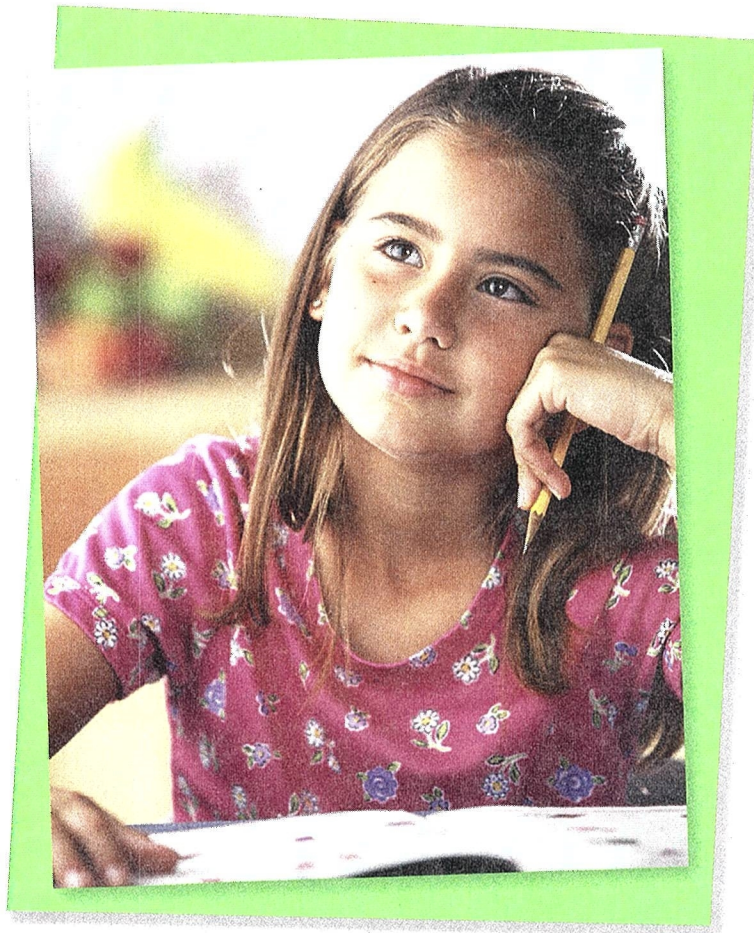
In *The Signmaker's Assistant*, you read about a boy who changed all of the signs in his town. The pictures, or **graphic features**, in this story help you understand what is happening. You have to read the signs in the pictures to understand the problem.

When you read, use a chart like the one below to list the graphic features in the story and what they tell you about the characters, setting, or plot.

Text or Graphic Feature	Page Number	Purpose

## Point of View

Characters in a story sometimes think about the same event in different ways. Each character has a different **point of view**. Look at page 140 again. Think about how the characters feel when Norman changes the signs. Norman thinks it is funny, but the townspeople are angry. As you read a character's words, think about how he or she might feel about what is happening.



# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



### How are signs helpful?

Think about the signs in *The Signmaker's*

*Assistant*. Then think about signs that you have seen in your town. Discuss your ideas with a partner. Add your own ideas to what he or she says.



## Classroom Conversation

Now talk about these questions with the class.

- 1 How do the words and illustrations work together to help you understand this story?
- 2 Why do you think Norman is sorry for tricking the town? Explain your answer using text evidence.
- 3 What lesson does Norman learn?

## Performance Task

### WRITE ABOUT READING .....



**Response** Think about how the signmaker and Norman treat each other. Work with a partner. Write a short play about Norman and the signmaker. Show how they act toward each other during one part of the story. Take turns acting out each character's lines. Use a different voice for each character to show how each is feeling.



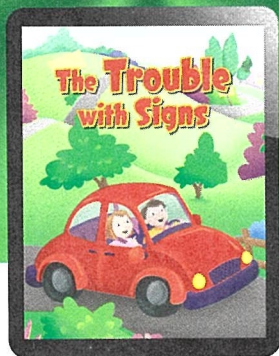
### Writing Tip

When you write a play, write each character's name followed by what he or she says.



## Lesson 19

# PLAY



### GENRE

A **play** is a story people act out.

### TEXT FOCUS

**Dialogue** is the talk between two or more people in a play. Dialogue helps the reader get to know each character's point of view through his or her own words.

# The Trouble with Signs

by Bebe Jaffe

## Cast of Characters

Ana

Ben



**Ben:** (steering a car) I'm glad we agreed to drive to the town meeting. We can look at the scenery.

**Ana:** (reading the pretend sign) Fresh berries. Turn left at the fork. Yum!

**Ben:** Where's the fork?

**Ana:** Do we need a fork to eat the berries?

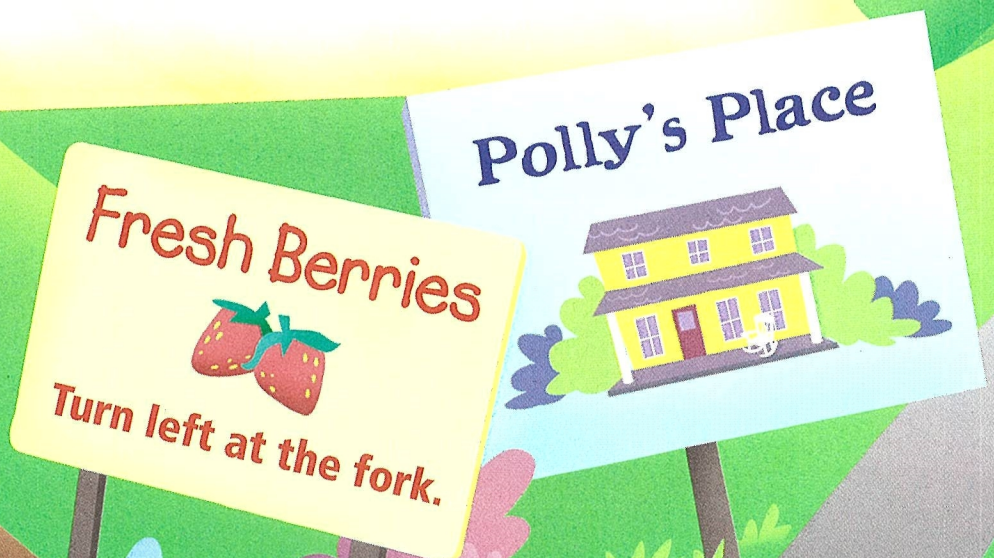
**Ben:** I'm talking about a fork in the road!

**Ana:** I get it! You've got SO much wisdom, Ben.

**Ben:** I hope you are being polite and not teasing me.

**Ana:** (reading another sign) Do you have car trouble? Come to Polly's Place for some R and R. What's R and R?

**Ben:** R and R stands for Rest and Relaxation.



**Ana:** I'm glad that's cleared up, but do cars go to a special place for R and R?

**Ben:** (shaking his head) No, Ana. PEOPLE do.

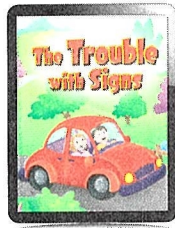
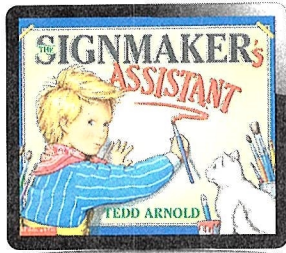
**Ana:** Right! Listen to this sign! Have you failed in the kitchen? Are you tearing out your hair? Come to Carla's Cooking Class. Ouch! Do people tear their hair out because they overcooked a roast?

**Ben:** (losing patience) NO, Ana! That's just a saying. It means someone is getting frustrated.

**Ana:** Pull in! This is our meeting place.

**Ben:** Just in time! I'm tired of being your assistant.





# Compare Texts

## TEXT TO TEXT

**Talk About Signs** Think about the signs that Norman makes and the signs in *The Trouble with Signs*. How do the signs in each story make the characters confused? Talk about it with a partner.



## TEXT TO SELF

**Make a Sign** Which sign from *The Signmaker's Assistant* do you think is the silliest? Make a silly sign for your classroom using words and pictures. Put it up for your class to see.

Make sure  
to laugh  
every 5 minutes!



## TEXT TO WORLD

**Connect to Social Studies** Look through *The Signmaker's Assistant* for signs that are helpful to people. Make a list with a partner. Talk about why the signs are important.



# Grammar

**Commas in Dates and Places** Every day has a **date**.

A date tells the month, the number of the day, and the year. Use a **comma** (,) between the number of the day and the year. Also use a comma between the name of a city or town and the name of a state.

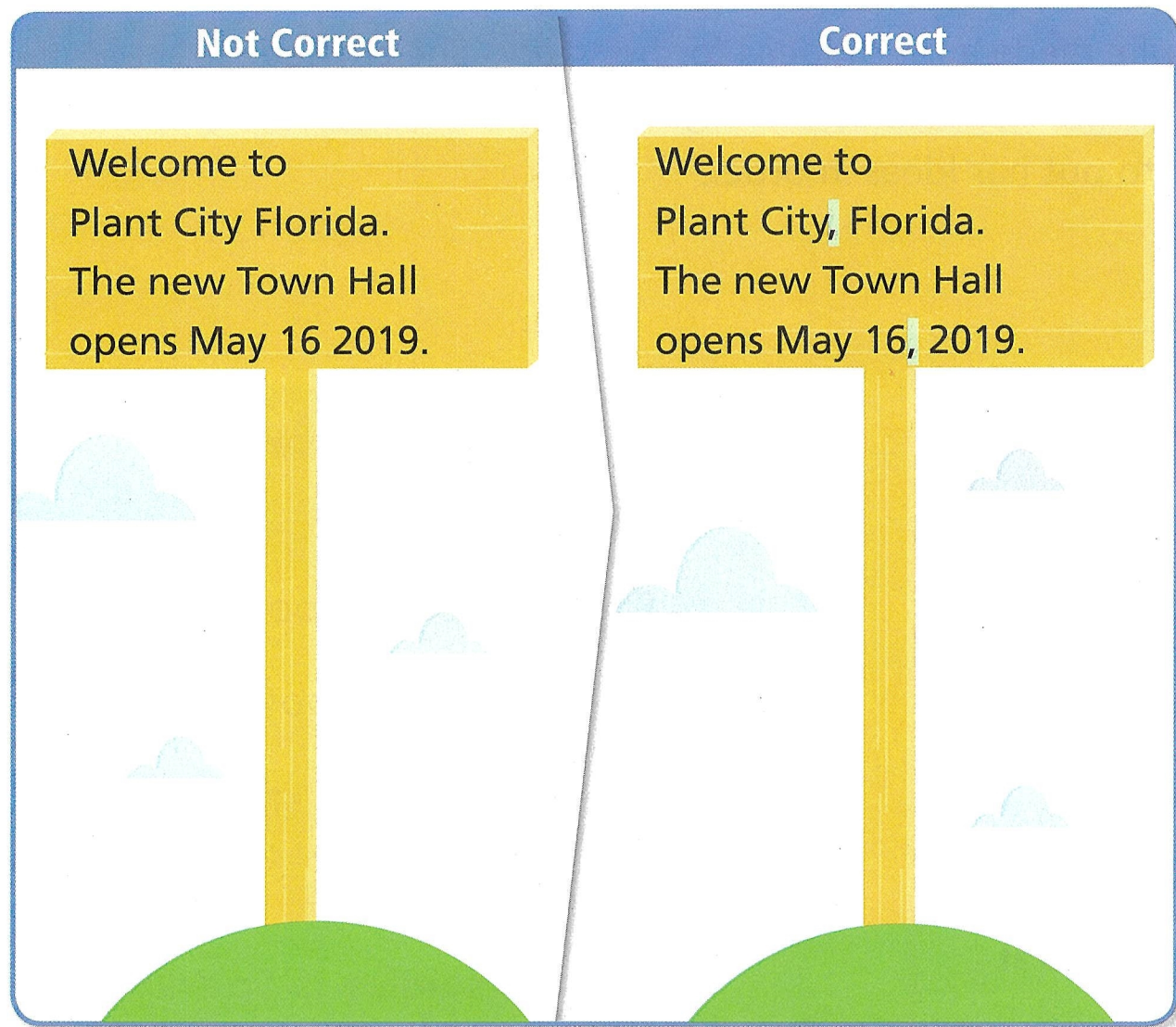
Dates	Place Names
May <u>2</u> , 2017	Austin, Texas
July <u>15</u> , 2019	Westville, Idaho

**Try This!**

**Write the underlined date or place correctly.**

- 1 The signmaker opened his shop on June 4 1975.
- 2 The shop was in Columbus Ohio.
- 3 The boy started work on May 25 2018.
- 4 He came from Logan Utah.

Edit your writing carefully. Make sure you have used commas correctly when you write dates and names of places.




### **Connect Grammar to Writing**

When you edit your story next week, be sure you have used commas, capital letters, and end marks correctly.

# Narrative Writing







 **Organization** A **story** has a beginning, a middle, and an end. The events in a story should be told in an order that makes sense.

Julie made a list of ideas for her story. She crossed out the one that didn't belong. Then she used a story map to put her ideas in order.

## Writing Process Checklist

### ► Prewrite

-  Who are my characters?
-  What happens at the beginning of the story?
-  What happens in the middle?
-  What happens at the end?

**Draft**

**Revise**

**Edit**

**Publish and Share**

## Exploring a Topic

Girl has a pet.

~~She is a really good speller.~~

Pet has special powers.

They meet a sad giant.

Kids are afraid of the giant.

Hamster's name is Sparky.

Sparky knows when things are wrong.

## Story Map

### Beginning

Layla and Sparky go to the park.  
They see a sign that the park is closed.

### Middle

They find a crying giant.  
The giant tells them why he is crying.  
Kids are scared of him.

### End

The kids see how gentle the giant is  
with Sparky.  
The kids and the giant play together.

### Reading as a Writer

What differences do you see between Julie's list and her story map? How will putting your ideas in a story map help you plan your story?

I put my ideas  
in an order that  
would make sense  
in my story.

