

Garden Tour Signals

Help a visitor by combining words and visuals.

5.C.3.B "Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas or themes."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

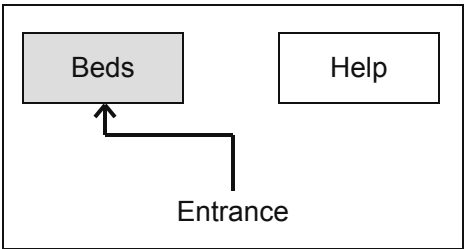
YOUR JOB Study both actual displays. Mark what the words explain and what the visuals add. Then build two useful displays for a different garden event.

Use These Practice Facts

- ① All event details are invented for this activity. Display A invites visitors to a garden workday and maps the activity area. Display B gives preparation directions, while arrows show their order. Look at the displays themselves, not just these descriptions.
- ② Your NEW event is a School Garden Tour on Friday at 3 p.m. Families meet outside the school doors. In the new layout, the entrance is at the bottom, Plant Demo is on the right and Help is on the left. Visitors need a clear route to Plant Demo.
- ③ For the tour, visitors first Collect a question card at Help, then Watch the demonstration at Plant Demo, then Ask a question using the card. Create an invitation with a map and a separate directions display with a sequence diagram. Use the new tour facts.

A • Invented classroom example

Make Room for Growing

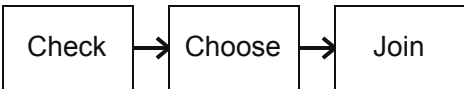


Join our garden workday Saturday at 9 a.m. outside the school doors. Help prepare planting beds with your classmates.

Activity area from above; not to scale.

B • Invented classroom example

Get Ready to Help



Check your name on the team list. Choose a job from the list. Join your team at the Beds area.

Arrows show the order of the actions.

2 ANSWER WITH EVIDENCE ————— Use the media and background

1 What information does the map add to A's invitation?

2 How do B's notes and arrows depend on each other?

3 Would a flower decoration replace A's map successfully? Explain.

3 YOUR TURN

____ Your own words

Message 1: write a Garden Tour invitation with when, where and audience. Draw and label the NEW map, including a route from Entrance to Help and then Plant Demo. Message 2: draw a Collect, Watch, Ask sequence diagram; add notes explaining each step. Have a partner use both displays to explain where to go and what to do. Clarify anything confusing. On the lines, explain how the words and each visual contribute different information.

Message 1: write and draw the complete text

Message 2: write and draw the complete text

PART 1 • READ AND MARK

Study both actual displays. Mark what the words explain and what the visuals add. Then build two useful displays for a different garden event. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What information does the map add to A's invitation?	It shows Beds left, Help right and the entrance at the bottom, with a route to Beds. Those positions and the route are not given in the invitation.
2	How do B's notes and arrows depend on each other?	The notes explain what Check, Choose and Join mean. The arrows show the order in which to do them.
3	Would a flower decoration replace A's map successfully? Explain.	No. It might suggest a garden, but it would not show where Beds and Help are or how to reach Beds.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Message 1: Families, join the School Garden Tour Friday at 3 p.m. outside the school doors. The map places Entrance at the bottom, Help left and Plant Demo right; arrows go from Entrance to Help and then Plant Demo. Message 2 connects Collect (a question card at Help), Watch (the plant demonstration) and Ask (a question using the card). Words supply event details and explain actions; the map supplies positions and route, and the sequence arrows show order. A partner checks the displays before revision.

Require actual finished words and visuals in both canvases. The tour layout reverses the workday positions. Its route goes to Help first to collect a card, then Plant Demo. A direct route that skips Help does not meet the tour facts. Each display must communicate with interdependent modes: written details plus spatial or sequential information. Accept varied layouts that preserve the facts, relative positions and order. Require partner use and clarification if needed; do not grade artistic realism. All logistics are fictional.