

Seed Swap Signals

Read how words, visuals, and layout work together.

4.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 Underline words that explain the seed swap. Circle each visual element or visual label, then draw a line to words that it supports.

Green Street Seed Swap

- ① At the top of the Green Street Library flyer, a large drawing shows a hand passing seed packets to another hand. Beneath it, the headline reads, “Share Seeds, Grow Gardens.” A short paragraph invites neighbors to bring extra vegetable, herb, or flower seeds. It says labeled packets help each person know what they are taking home.
- ② Below the invitation, a simple schedule shows a calendar symbol with “Saturday morning” and a clock symbol with “10:00 a.m. to noon.” It also lists the library’s meeting room for the swap. A small box titled “Bring” names seed packets, a pencil, and a paper bag. Another box titled “Find” names seeds that grow well in shade or sun.
- ③ At the bottom, a map uses labeled shapes for the parking lot, library door, and bike rack. The map is printed in a wide box below the schedule. It includes a dotted line and an arrow. [Parking Lot] · · · → [Library Door] appears above [Bike Rack] . The flyer ends with “Trade fairly. Take only what you will plant.”

2 ANSWER WITH EVIDENCE Use the passage

1 What idea is developed by using both the drawing of hands and the headline?

2 How do the calendar and clock symbols make the schedule easier to use?

3 Use the map. If a visitor arrives by car, where should the visitor begin, and where does the arrow lead?

4 How do the "Bring" and "Find" boxes support the flyer's main message?

3 YOUR TURN Your own words

Create a mini flyer for a school event. Write a two-sentence invitation, then add a labeled visual, such as a map, schedule, or box, with one helpful detail that is not stated in your invitation.

PART 1 • READ AND MARK

Underline words that explain the seed swap. Circle each visual element or visual label, then draw a line to words that it supports. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What idea is developed by using both the drawing of hands and the headline?	People can share seeds so more gardens can grow.
2	How do the calendar and clock symbols make the schedule easier to use?	They quickly show the day and the time of the seed swap.
3	Use the map. If a visitor arrives by car, where should the visitor begin, and where does the arrow lead?	The visitor should begin at the Parking Lot, and the arrow leads to the Library Door.
4	How do the “Bring” and “Find” boxes support the flyer’s main message?	They separate what people should bring from the seeds they can look for, helping people take part in the swap.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Book Fix-Up Day Bring a worn book to Room 12 after school on Friday. Volunteers will tape loose pages and make new covers. [Bring] • A clean paper bag for your repaired book

Accept answers that explain how a visual, symbol, or layout feature works with words to help readers understand the event. For the open task, accept any clear two-sentence invitation with a labeled visual that adds a relevant new detail.