**Lesson 19 Teacher's Guide**

**Too Many Signs!**

by E.J. Nikki

Fountas-Pinnell Level L
Humorous Fiction

**Selection Summary**
The mayor of Happytown is proud of all the signs in town. However, when the townspeople demand the signs be removed, disorder follows. Happiness and order return when the signs go back up and the policeman stops issuing tickets.

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**Characteristics of the Text**

<table>
<thead>
<tr>
<th>Genre</th>
<th>• Humorous fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>• Third-person narrative</td>
</tr>
<tr>
<td>Content</td>
<td>• The problem is presented on the first page.</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>• The mayor of Happytown knows signs maintain order.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>• Signs tell rules and maintain order.</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>• Disorder can make people unhappy.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>• Compromises create good solutions to problems.</td>
</tr>
<tr>
<td>Words</td>
<td>• Multiple characters to understand and follow development</td>
</tr>
<tr>
<td>Illustrations</td>
<td>• Multiple points of view revealed through character behavior and dialogue</td>
</tr>
</tbody>
</table>

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Build Background
Help children think about signs and their purpose. Build interest by asking questions such as the following: What kinds of signs do you see all the time? How do signs help you? Read the title and author and talk about the cover illustration. Have children read the signs and talk about what activities they prohibit. Tell children that this story is humorous fiction, so it will contain funny parts.

Introduce the Text
Guide children through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

Pages 2–3: Explain that this is a funny story about Happytown, a place where there are many signs. But, if people don’t obey the signs, a policeman gives them tickets. That makes the people in Happytown unhappy.
Suggested language: Turn to page 3. Here is a picture of a woman getting a ticket. It looks like she is a jogger. What do you think she is getting a ticket for? How is she feeling? How can you tell?

Pages 6–7: Explain that people in Happytown met with the mayor. Look at the picture. How do the people feel? They want all the signs taken down. But the mayor thought that if the town had no signs, the townspeople would live in disorder. What happens if there is disorder? Are things calm, or are they confused?

Page 8: Call attention to the picture. What is happening on this page? People are doing the opposite of what they were allowed to do before. What is the opposite of No Running?
Now turn back to the beginning of the story and read to find out what happens when the signs get taken down in Happytown.

Expand Your Vocabulary

- disorder – chaos, p. 7
- opposite – someone or something that is completely different from what is expected, p. 8
- orderly – well behaved, p. 2
- relief – removal of something painful or troubling, p. 14
Read
Have children read *Too Many Signs!* silently while you listen to individual children read. Support their problem solving and fluency as needed.

Remind children to use the Question Strategy  and to think of questions as they read.

Discuss and Revisit the Text

Personal Response
Invite children to share their personal responses to the story.

*Suggested language:* What do you think was the funniest part of this story? Did it remind you of anything that’s happened to you? Why?

Ways of Thinking
As you discuss the text, make sure children understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the beginning of the story, signs maintain order, but people receive tickets.</td>
<td>Signs tell rules and maintain order.</td>
<td>Signs in the illustrations help us understand the action of the story.</td>
</tr>
<tr>
<td>The mayor tries to teach the townspeople a lesson, and he succeeds.</td>
<td>Disorder can make people unhappy.</td>
<td>The writer uses humor to show the characters reacting to the signs and lack of signs.</td>
</tr>
<tr>
<td>At the end of the story, signs keep order, but the policeman stops giving tickets.</td>
<td>Compromises create good solutions to problems.</td>
<td></td>
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Choices for Further Support

- **Fluency** Invite children to choose a passage from the text to act out or present. Remind them to differentiate dialogue from other forms of text.

- **Comprehension** Based on your observations of the children’s reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children to go back to the text to support their ideas.

- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind children that some words have silent consonants. For example, *sign*, *signs*, *whistle*, *caught*, *wrong*, *high*, *highly*. 

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Writing about Reading

Critical Thinking
Have children complete the Critical Thinking questions on BLM 19.9.

Responding
Have children complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Text and Graphic Features Remind children that text and graphic features like labels, captions, and maps can help them understand the story better. Model the skill, using a “Think Aloud” like the one below:

Think Aloud
If I look at the chart on page 15, I can see that I need to find punctuation marks to help me fill in the boxes. I know that there are a lot of exclamation points in this story because of the signs and how upset people are. I will start on page 2 and look for them. The first one I see is on page 3 after the word Tweet. I’ll write down 3 on my chart and keep looking. I know that exclamation marks show me that someone is very excited when they speak so I’ll put that in the last box.

Practice the Skill
Have children describe how the graphic features in the illustrations in No More Signs! helped them understand the story.

Writing Prompt: Thinking Beyond the Text
Have children write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their personal knowledge to think about what happens in the story.

Assessment Prompts
• What words on page 2 help you understand the word orderly?
• How did the policeman change at the end of the story?
English Language Development

Reading Support Pair English-speaking and English language learners so that they can check their understanding with each other.

Cultural Support Explain that police officers give tickets to people who break the law. Provide examples, such as driving too fast or not stopping at a stop sign.

Oral Language Development

Check children’s comprehension, using a dialogue that best matches their English proficiency. Speaker 1 is the teacher, Speaker 2 is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
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</thead>
<tbody>
<tr>
<td><strong>Speaker 1:</strong> Look at the cover. What do the signs say?</td>
<td><strong>Speaker 1:</strong> What happens to the townspeople if they don’t follow the signs?</td>
<td><strong>Speaker 1:</strong> Why is there a big problem when the mayor of Happytown agrees to take down the signs?</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> They say Keep Off Grass and Don’t Touch.</td>
<td><strong>Speaker 2:</strong> The policeman gives them a ticket.</td>
<td><strong>Speaker 2:</strong> The townspeople do the opposite of what they are supposed to do. It causes disorder in the whole town because there are no rules.</td>
</tr>
<tr>
<td><strong>Speaker 1:</strong> What is the policeman going to do?</td>
<td><strong>Speaker 1:</strong> What do the townspeople do when they get tired of getting tickets?</td>
<td><strong>Speaker 2:</strong> He is going to give a ticket.</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> He is going to give a ticket.</td>
<td><strong>Speaker 2:</strong> They have a meeting with the mayor and shout at him to take down the signs.</td>
<td><strong>Speaker 2:</strong> The mayor is going to take down the signs.</td>
</tr>
</tbody>
</table>

Responding

Text and Graphic Features: Text and Graphic Features How does punctuation help you read this story? Copy and complete the chart below.

<table>
<thead>
<tr>
<th>Page Numbers</th>
<th>Punctuation</th>
<th>How It Helps</th>
</tr>
</thead>
<tbody>
<tr>
<td>2, 3, 4, 5, 6, 7, 11, 12, 13, 14</td>
<td>?</td>
<td>Show someone is speaking</td>
</tr>
</tbody>
</table>

Text to Self: Imagine that you and your friends are going to Mars! Write a fictional narrative paragraph about your trip. Remember to introduce the characters and setting, explain the problem, and tell how the problem is solved.

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Think About It

Read and answer the questions.

1. Why do the townspeople want to get rid of the signs?
   They are tired of getting into trouble and getting tickets.

2. What are some signs that you see during your day?
   Answers will vary.

3. Why is everybody happy at the end of the story?
   The mayor is able to keep his signs, and the people do not have to pay any more fines.

Making Connections: The townspeople don’t understand how important the signs are until the signs are taken away. Describe a time when you learned that something was important only after it was taken away.

Write your answer in your Reader’s Notebook.
Thinking Beyond the Text
Think about the questions below. Then write your answer in one or two paragraphs.

When people make a compromise, they give up a little of what they want in order to solve a problem. How did the people of Happytown reach a compromise in the story? Do you think it was a good solution to their problem? Why or why not?

________________________________________________________________________
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________________________________________________________________________
Think About It

Read and answer the questions.

1. Why do the townspeople want to get rid of the signs?

2. What are some signs that you see during your day?

3. Why is everybody happy at the end of the story?

Making Connections  The townspeople don’t understand how important the signs are until the signs are taken away. Describe a time when you learned that something was important only after it was taken away.

Write your answer in your Reader’s Notebook.
But the people in Happytown were not happy. Everyone was tired of following all the signs. There were too many of them. And if they did not follow the signs, the policeman gave them a ticket.

Everyone was always getting tickets.

One day, Ms. Gold was running on the sidewalk.

“Tweet!” The policeman blew his whistle.

“Stop running on the sidewalk!”

“But I am just trying to get some exercise,” said Ms. Gold.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>✘</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>✗</td>
<td>1</td>
</tr>
</tbody>
</table>

Accuracy Rate

(# words read correctly/73 × 100)

Total Self-Corrections