

Flyer Choices

See how a flyer uses words, facts, and visuals.

3.P.AC.3.d "Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words that invite readers to act. Circle two text features or visuals, then number the details that tell when, where, and what to bring.

BUILD A BIRD CAFE!

- ① [Photo: Two children hang a small bird feeder near a tree.] Caption: A feeder can bring birds close enough to watch. Join the Maple Park Nature Club on Saturday, May 9, from 10:00 to 11:30 a.m. Bring a grown-up and meet us by the picnic tables. We will make simple feeders from recycled materials.
- ② FAST FACT: Many birds need food in winter, when insects and berries are harder to find. At the club table, you can choose pinecones, string, seed, and a paper cup. 1. Pick a material. 2. Add seed. 3. Hang your feeder with an adult. [MAP: A dotted path leads from the playground to the picnic tables.]
- ③ Make a small change, help a feathered neighbor! Your feeder may give a bird a snack during a cold week. Ask your family to save a clean paper cup or pinecone before Saturday. Then write your name on the sign-up sheet at the library desk with a grown-up. Spaces are limited, so choose your spot today.

2 ANSWER WITH EVIDENCE Use the passage

1 Who is this flyer trying to reach? Give two clues from the flyer.

2 Which fact tells why a feeder could matter in winter? How does that fact support the invitation?

3 How do the photo and caption work together to interest readers?

4 Which words create urgency, and what do they ask readers to do?

3 YOUR TURN Your own words

Create a mini flyer inviting families to a school or community event. Include a title, a visual with a caption, a fact box or numbered list, the event details, and two phrases that encourage readers to act.

PART 1 • READ AND MARK

Underline words that invite readers to act. Circle two text features or visuals, then number the details that tell when, where, and what to bring. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is this flyer trying to reach? Give two clues from the flyer.	Families with children. Clues include "Bring a grown-up" and "Ask your family."
2	Which fact tells why a feeder could matter in winter? How does that fact support the invitation?	In winter, insects and berries are harder to find. This gives readers a reason to make a feeder.
3	How do the photo and caption work together to interest readers?	The photo shows children hanging a feeder, and the caption says a feeder can bring birds close enough to watch.
4	Which words create urgency, and what do they ask readers to do?	"Spaces are limited" and "choose your spot today." They ask readers to sign up soon.

PART 3 • YOUR TURN (SAMPLE ANSWER)

PLANT A POLLINATOR PATCH! [Drawing: A bee visits purple flowers.] Caption: Flowers can give bees nectar to eat. FACT: Bees and other pollinators help many plants make seeds. Family Plant Day, Saturday, April 18, 10:00 to 11:00 a.m., at Oak Field. 1. Bring gloves. 2. Choose a flower. 3. Plant with an adult. Help hungry bees! Save a spot today at the school office.

Accept answers that use passage evidence and reasonably explain how a feature or craft choice affects readers. For the flyer, accept varied events if the student includes all requested parts and clearly writes for families.