

Message Match

Choose messages that fit readers and listeners.

3.P.CP.2.b “Integrate modes and genres most appropriate to purpose and audience. (I/C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words that tell who each message is for, then number the three kinds of messages 1, 2, and 3 to show how the class changed its message for different people and times.

Sharing Garden Day

- ① Our class planned a Garden Day on Saturday. To invite families, Maya made a bright flyer. It had a large title, a drawing of a watering can, and a short list: 9:00 a.m., school garden, gloves if you have them. Families could hang the flyer on a refrigerator and check the details before coming with a grown-up.
- ② On Friday, Luis shared a quick message on the morning announcements. He said, “Garden Day is tomorrow. Meet by the flagpole at 9:00 with a water bottle.” Students heard the message while they packed their backpacks. Luis used short, friendly sentences because listeners needed a reminder, not a long page of information before leaving school.
- ③ After Garden Day, the class wrote a thank-you note for the people who helped. The note said that twelve families planted seeds and pulled weeds. It also told helpers that the garden looked ready for spring. A thank-you note fit this time because the work was finished, and the class wanted helpers to feel appreciated.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Which kind of message was made for families before Garden Day? Give one detail that made it useful for them.

- 2 Why did Luis use short, friendly sentences in the morning announcement?

- 3 What was the purpose of the thank-you note, and who was its audience?

- 4 How did the flyer and the morning announcement fit different audiences? Give one feature of each message.

3 YOUR TURN Your own words

Choose a school event. Write a two-sentence morning announcement for students and a two-sentence flyer message for families. Both messages must name the event and its time, and each must use details that fit its audience.

PART 1 • READ AND MARK

Underline words that tell who each message is for, then number the three kinds of messages 1, 2, and 3 to show how the class changed its message for different people and times. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which kind of message was made for families before Garden Day? Give one detail that made it useful for them.	A flyer. It gave details such as the time, place, and what to bring.
2	Why did Luis use short, friendly sentences in the morning announcement?	Students were listening while packing, so they needed a quick reminder instead of a long page of information.
3	What was the purpose of the thank-you note, and who was its audience?	Its purpose was to thank people and help them feel appreciated. Its audience was the people who helped with Garden Day.
4	How did the flyer and the morning announcement fit different audiences? Give one feature of each message.	The flyer had a list of details that families could check. The announcement used short, friendly sentences for students who were listening.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Morning announcement: Students, bring a book you have finished to our Book Swap at 1:00 Friday. You can choose a different book to take home. Flyer: Families, our class Book Swap is at 1:00 p.m. Friday in Room 12. Please help your child bring one gently used book.

Accept equivalent answers that identify a message type, audience, purpose, and a detail from the passage. For Part 3, check that both messages have two sentences, name the event and time, and use details or tone that fit students versus families.