Messages Change Shape

Notice how a writer changes a message for each reader.

3.P.ST.1.b "Consider how context impacts the purposes of the author and the audience. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Circle words that show who will read each message. Underline words that show what Maya wants that reader to do or know.

Maya's Garden Messages

1. On Monday, Maya found that the school garden's tomato plants were dry. She wanted people to help before the plants wilted. For the morning announcements, she wrote, "Garden helpers are needed at recess. Bring a water bottle and meet by the blue gate." Every student and teacher could hear this message, so Maya used clear directions that many people could follow.

2. Later, Maya made a small sign for the garden gate. It said, "Please water the tomatoes after school if the soil feels dry." Families who picked up children might see the sign. Maya did not include recess directions because families would come at a different time. She used polite words to ask adults for help with a job they could do.

3. On Tuesday, Maya wrote a note to Mr. Chen, the custodian. The note explained that the garden hose had a leak near the faucet. It asked him to check the hose before the next watering day. Maya gave the exact problem and place because Mr. Chen fixes school equipment. She did not ask him to bring a water bottle, since he had a different job from the students.

2 ANSWER WITH EVIDENCE

Use the passage

1. What group was Maya trying to reach in the morning announcement? Give one clue from the passage.

2. Why did Maya leave recess directions off the garden sign?

3. What details did Maya put in the note to Mr. Chen, and why did she include them?

4. Compare the garden sign and the note. Who is each message for, and what does Maya want each reader to do?

3 YOUR TURN

Your own words

Write two one-sentence messages about a lost playground ball. Write one message for students that asks them to look for it, and one message for the principal that asks for a replacement.

ANSWER KEY

Messages Change Shape

GRADE 3 · 3.P.ST.1.b

PART 1 · READ AND MARK

Circle words that show who will read each message. Underline words that show what Maya wants that reader to do or know. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What group was Maya trying to reach in the morning announcement? Give one clue from the passage.	**Maya was trying to reach students and teachers. The passage says every student and teacher could hear the announcement.**
2	Why did Maya leave recess directions off the garden sign?	**Families would see the sign after school, at a different time from recess.**
3	What details did Maya put in the note to Mr. Chen, and why did she include them?	**She explained that the hose leaked near the faucet and asked him to check it. She included exact details because Mr. Chen fixes school equipment.**
4	Compare the garden sign and the note. Who is each message for, and what does Maya want each reader to do?	**The sign is for families, and Maya wants them to water dry tomatoes after school. The note is for Mr. Chen, and Maya wants him to check the leaking hose.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Students, please look near the swings for our missing red playground ball and return it to Room 12. Principal Gomez, our class ball is missing, so may we get a new one for recess?

Accept messages that clearly address two different audiences and have different purposes. Student messages should ask classmates to search, while principal messages should explain the need for a replacement.