

Flyer Feature Detectives

Read how words, symbols, and pictures work together.

3.T.C.1.c “Create multimodal texts, using features of pre-selected modes for a specific purpose and audience. (C)”

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words that show who the flyer is for. Circle symbols or picture labels, then write 1, 2, or 3 beside three features that help readers use the flyer.

Saturday Seedling Day

- ① Bring your family to Maple Street Garden on May 9, from 10:00 a.m. to 1:00 p.m. Children can fill a small pot with soil and plant a bean seed. Garden helpers will show visitors how to water a new plant. The event is free. Meet at the green gate beside the library parking lot for planting fun.
- ② Planting Schedule 10:00 ☉ Pick a pot. 10:20 ☉ Add soil. 10:40 ☉ Plant a bean. 11:00 ☉ Make a plant label. ✓ Take home your planted pot. ✓ Ask a helper for a care card. A large photo shows a child holding a pot with one green sprout. The short lines let visitors scan the activities before they arrive.
- ③ Garden Map Library parking lot → green gate → welcome table → planting beds [Map picture: a blue P marks parking, a green gate, and brown garden beds.] The welcome table has seed packets, name tags, and a water jug. A small box at the bottom says, “Need help? Ask a helper in a yellow hat.” A yellow-hat picture appears beside the box. The map is near the bottom of the flyer.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who is this flyer meant for? Give one clue from the flyer.

2 What is the main purpose of this flyer?

3 Why might the creator put check marks before the last two lines of the schedule?

4 What do the arrows on the Garden Map most likely help readers do?

3 YOUR TURN _____ Your own words

Create a mini flyer for first graders about a lunchtime lost-and-found table. Use words plus at least two visual features, such as symbols, arrows, a picture label, a map, or a schedule, to help your readers know what to do.

PART 1 • READ AND MARK

Underline words that show who the flyer is for. Circle symbols or picture labels, then write 1, 2, or 3 beside three features that help readers use the flyer. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is this flyer meant for? Give one clue from the flyer.	Families, especially families with children. A clue is “Bring your family” or the child planting activity.
2	What is the main purpose of this flyer?	To invite people to Saturday Seedling Day and give them information about attending.
3	Why might the creator put check marks before the last two lines of the schedule?	The check marks draw attention to taking home a planted pot and asking for a care card.
4	What do the arrows on the Garden Map most likely help readers do?	They help readers see the route from the library parking lot to the planting beds.

PART 3 • YOUR TURN (SAMPLE ANSWER)

LOST-AND-FOUND LUNCH TABLE First graders, look for missing things on Tuesday. ☹ 11:30 to 12:15, by the cafeteria door Backpacks → jackets → water bottles ★ Bring a friend to help you look. [Picture: a blue backpack]

Accept reasonable answers that identify the family audience, the invitation purpose, and how the symbols or map help readers. For the flyer, accept any clear first-grade audience, lost-and-found purpose, useful details, and at least two meaningful visual features.