

Flyer Power

Study how a flyer uses features and craft to move readers.

4.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 tell readers what to do, and circle the labels that introduce special sections. These choices show how the flyer guides and persuades its readers.

Garden Crew Flyer

- ① **HELP MONARCHS FLY!** Our school garden needs your help. Monarch butterflies drink nectar from flowers, and their caterpillars eat milkweed leaves. When we plant both kinds, we give monarchs places to eat and rest. Join the Garden Crew this Friday at 3:15 near the playground. Bring a water bottle, hat, and a grown-up if you need one.
- ② **[FACT BOX: Why milkweed?]** Monarch caterpillars depend on milkweed as their food plant. The plants also give them a place to grow. **[MINI CHART]** Plant three milkweed seedlings. Add five nectar flowers. Water each plant after planting. These small steps can make our garden a useful stop for butterflies during warm months in our area.
- ③ **[PHOTO CAPTION: A monarch butterfly sips nectar from a purple flower.]** Can you picture more butterflies visiting our garden? Every seedling can help. Sign up on the green sheet in the office by Thursday. "Let's build a butterfly stop!" says Garden Crew leader Maya. Bring a friend, because two helpers can plant faster than one.

2 ANSWER WITH EVIDENCE Use the passage

- 1 Who is the flyer trying to persuade, and what does it want those readers to do? Use one detail from the flyer in your answer.

- 2 Choose two special sections or text features in the flyer. Explain how each one helps persuade or guide the reader.

- 3 What craft technique does the writer use in the question, "Can you picture more butterflies visiting our garden?" How might it influence readers?

- 4 How does the order of the flyer help achieve its purpose? Describe what comes first, next, and last.

3 YOUR TURN Your own words

Create a mini flyer that persuades Grade 4 students to join a community project. Include a catchy heading, a fact box or short list, a drawing or photo caption, a clear call to action, and one craft technique, such as a question, strong word, or repeated phrase.

PART 1 • READ AND MARK

Underline words that tell readers what to do, and circle the labels that introduce special sections. These choices show how the flyer guides and persuades its readers. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the flyer trying to persuade, and what does it want those readers to do? Use one detail from the flyer in your answer.	It tries to persuade school students to join the Garden Crew and plant flowers. The school garden, playground meeting place, and office sign-up sheet show the audience is at the school.
2	Choose two special sections or text features in the flyer. Explain how each one helps persuade or guide the reader.	The FACT BOX gives a reason to plant milkweed, and the MINI CHART gives clear steps for planting. The photo caption also helps readers picture a monarch using a flower.
3	What craft technique does the writer use in the question, "Can you picture more butterflies visiting our garden?" How might it influence readers?	It is a question that invites readers to imagine butterflies in the garden. It can make readers want to help create that result.
4	How does the order of the flyer help achieve its purpose? Describe what comes first, next, and last.	First, it explains the need and invites readers to join. Next, it gives facts and planting steps. Last, it gives a sign-up deadline and asks readers to bring a friend.

PART 3 • YOUR TURN (SAMPLE ANSWER)

CLEAN THE CREEK DAY! Grade 4, help keep Willow Creek clean on Saturday, May 9, from 10:00 to 11:30. FACT BOX: Trash can wash into streams and harm animals. Bring work gloves and a reusable water bottle. DRAWING CAPTION: A child places a plastic bottle in a trash bag beside the creek. Would you like fish and frogs to have a cleaner home? Meet at the park gate and bring a family member.

Accept responses that identify the intended audience and purpose and explain how specific features or craft choices support them. For Part 3, accept varied projects if the flyer includes the required features, addresses Grade 4 students, and uses persuasive language.