

Blooming Playground Plan

Study how a flyer uses facts, symbols, and persuasive words.

5.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 the words that tell readers what to do, circle the fact box and map key, and put a star beside one sentence that could make readers want to join.

Plant a Welcome

- ① **NOTICE:** Our school garden needs pollinators. On Saturday, May 10, the Green Team will plant native flowers beside the playground fence. Bees and butterflies use flowers for food, and they help many plants make seeds. Bring a water bottle, sun hat, and garden gloves. Meet at the blue gate at 9:00 a.m. Adults will guide each planting group.
- ② **QUICK FACT BOX:** Native flowers are plants that grow naturally in a region. They can provide nectar and pollen for local insects. **MAP KEY:** leaf = planting area; shovel = tool table; drop = hand-washing station. Follow the arrows from the blue gate. The key and arrows help helpers find places and move safely during the event.
- ③ Will you help make our playground brighter and more welcoming to pollinators? Even one planted flower can offer food to an insect. Sign up on the clipboard in the main office by Thursday, May 8. Invite a family member to join you. Together, we can turn an empty strip of ground into a busy, blooming habitat.

2 ANSWER WITH EVIDENCE Use the passage

1 Who is this flyer trying to reach? Use two details from the flyer to support your answer.

2 What information does the QUICK FACT BOX give, and how could that fact persuade readers to help?

3 What does each symbol in the MAP KEY represent?

4 How do the question at the start of paragraph 3 and the word "Together" work to influence readers?

3 YOUR TURN Your own words

Create a 55-75 word mini-poster for a school improvement event aimed at fifth graders. Include a title, a labeled FACT BOX with an accurate fact, a KEY with two symbols, and one persuasive sentence that asks readers to take part.

PART 1 • READ AND MARK

Underline the words that tell readers what to do, circle the fact box and map key, and put a star beside one sentence that could make readers want to join. 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? Use two details from the flyer to support your answer.	It targets school community members, especially students and their families. It tells readers to bring supplies, meet at the blue gate, and invite a family member.
2	What information does the QUICK FACT BOX give, and how could that fact persuade readers to help?	It says native flowers grow naturally in a region and can provide nectar and pollen for local insects. This gives readers a reason to plant flowers because they help insects.
3	What does each symbol in the MAP KEY represent?	A leaf represents the planting area, a shovel represents the tool table, and a drop represents the hand-washing station.
4	How do the question at the start of paragraph 3 and the word “Together” work to influence readers?	The question directly invites readers to help, and “Together” makes the work sound shared and important.

PART 3 • YOUR TURN (SAMPLE ANSWER)

BOOK DRIVE: Share a Story On Friday, bring a new or gently used children’s book to Room 12. FACT BOX: Reading regularly can build vocabulary and knowledge. KEY: book = donation table; heart = thank-you card station. Your book can help another child choose a story to enjoy at home all year. Fifth graders, let’s fill our shelves with adventures for younger readers!

Accept answers that accurately identify how the flyer combines an event notice, a fact box, symbol key, and persuasive language for its audience and purpose. For Part 3, accept varied school events if the required text features, accurate fact, clear audience, and persuasive craft are present.