

Make an Event Flyer

Combine an invitation, schedule and route map.

4.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 two clues that show the flyer is for families. Box the schedule.
Trace the route to check-in.

Practice flyer: an imagined event

HELP OUR PARK SHINE

Families, join Pine Park Cleanup Day on Saturday, May 18! Care for a place we share. Children work with their grown-ups. Meet at the picnic shelter.

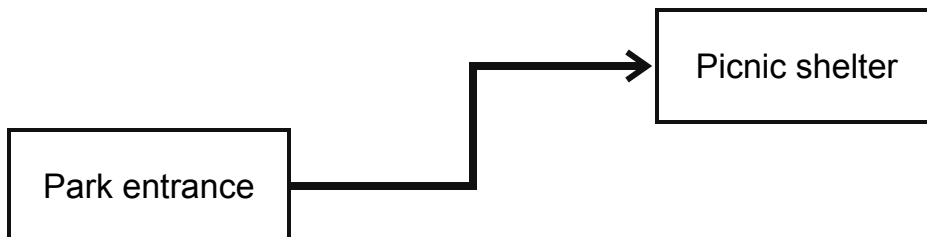
PLAN YOUR MORNING

- 9:00 a.m.: Check in at the picnic shelter.
- 9:15 a.m.: Hear the safety instructions.
- 9:30 a.m.: Begin cleanup with your group.
- 11:00 a.m.: Return tools and have a snack.

Bring water and work gloves. Bags and grabbers are provided. Stay with your group and ask the leader about anything sharp.

FIND CHECK-IN

Use the park entrance shown on the map. Follow the arrow to the picnic shelter. Check in before joining a cleanup group.



Schematic route; not to scale.

2 ANSWER WITH EVIDENCE Use the passage

1 How do the invitation words suit the intended audience? Use a detail.

2 How does the schedule help readers more than one long sentence of times would?

3 What can visitors learn from the map, and what must they use the schedule to learn?

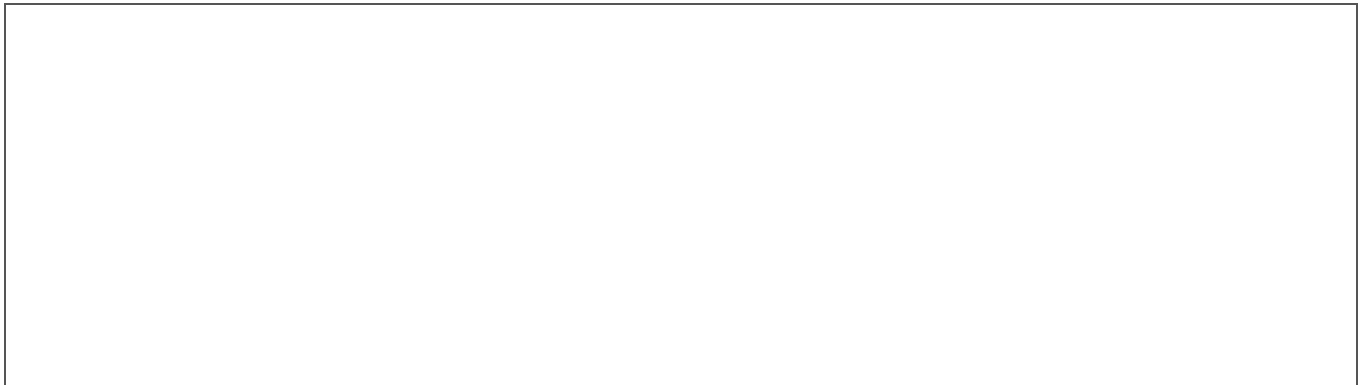
3 YOUR TURN

Your own words

Create a flyer for an imagined school event for families. Use written words and a map. Write a title, an inviting sentence with the date and meeting place, and a list of two activity times. Draw and label a starting place, the event location and a route arrow between them. Choose details that help visiting families.

Create your family flyer

Draw the map in the box. Put your title, invitation and each schedule item on separate lines. Check that the meeting place in your words matches the map.

Your map for visiting families

PART 1 • READ AND MARK

Underline two clues that show the flyer is for families. Box the schedule. Trace the route to check-in. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do the invitation words suit the intended audience? Use a detail.	The flyer directly invites families and says children work with their grown-ups, so adults and children know they can take part together.
2	How does the schedule help readers more than one long sentence of times would?	Separate lines make each time and activity easy to find, such as cleanup beginning at 9:30 a.m.
3	What can visitors learn from the map, and what must they use the schedule to learn?	The map shows the route from the park entrance to the picnic shelter. The schedule gives the times for check-in and the other activities.

PART 3 · YOUR TURN (SAMPLE ANSWER)

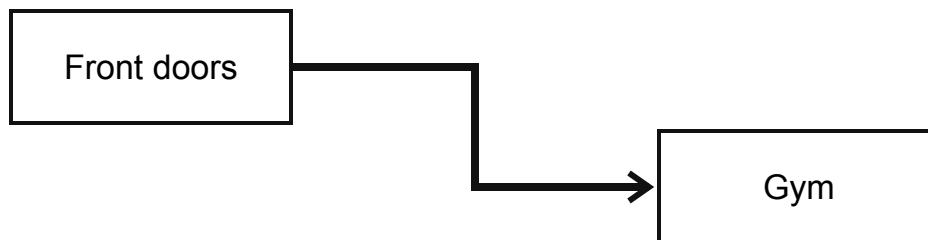
FAMILY GAME MORNING

Families, come play at Pine School on Saturday, May 25! Meet in the gym. Try a game together and meet another family.

TIMES TO KNOW

- 10:00 a.m.: Meet the game leaders in the gym.
- 10:15 a.m.: Start the first game.

Enter through the front doors and follow the route to the gym.



Schematic route; not to scale.

TEACHER ASSESSMENT NOTES

The pre-selected modes are written language and a visual route map. Require an actual map in the completed student flyer, plus a title, family invitation, date, meeting place and two activity times. Accept different imagined events and layouts that communicate clearly to families. There is no exact sentence count. Source and model events are fictional; this activity does not send children to a real cleanup.