

# Book Share: Make the Message

Combine a picture, an invitation, instructions and persuasion.

**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** Study this flyer for a pretend event. Circle the book picture. Underline the sentence beginning "Fifth graders, join our Book Share" and box the heading above the instruction list. Tell a partner how the image, words and layout work together.

### A Pretend Book Share Flyer

#### PASS A BOOK, SHARE AN ADVENTURE!

Fifth graders, join our Book Share this Friday from 3:00 to 3:30 p.m. at the school library. Bring a book you have permission to share, or come to choose one. Imagine opening a story that takes you somewhere new! This is a pretend event for practice.



Share a book and discover a story

#### HOW THE BOOK SHARE WORKS

1. Ask permission before bringing a book to share.
2. Put your book on the share table when you arrive.
3. Choose one book from the table to take home.

You may choose a book even if you cannot bring one. A helper will welcome every reader.

## COME FIND YOUR NEXT STORY

Could a mystery, a funny tale or an animal adventure be waiting for you? "A shared book can begin a new adventure," says fictional student organizer Maya. Meet us at the library on Friday. Bring your curiosity!

### 2 ANSWER WITH EVIDENCE Use the passage

1 Who is the flyer for, and what does it ask them to do? Use a detail.

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2 How do the book picture and the numbered list each help the audience?

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3 How might the question about a mystery, funny tale or animal adventure influence readers?

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4 The flyer combines an invitation, instructions and a persuasive message. Explain how two of these kinds of writing help it achieve its purpose.

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**3 YOUR TURN**

Your own words

Persuade fifth graders to join a pretend community project you choose. Create a complete flyer with a catchy heading, invitation with time and place, short helping list, drawing with caption, and persuasive call to action. Then explain how two choices work together for your audience.

**1. Flyer: image and invitation**

Draw and caption a meaningful picture in the box. Below it, write your catchy heading and an invitation naming the audience, project, time and place.

**Your meaningful project picture**

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## 2. Flyer continued: helping and persuasion

Continue the same flyer. Write the short helping list with separate items, then a persuasive call to action. Keep the details consistent with your invitation.

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## 3. Explain the combined effect

Explain how two of your choices, such as the image, words, layout or persuasive technique, work together to influence fifth graders.

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**PART 1 • READ AND MARK**

Study this flyer for a pretend event. Circle the book picture. Underline the sentence beginning "Fifth graders, join our Book Share" and box the heading above the instruction list. Tell a partner how the image, words and layout work together. Accept any marking that follows this job and points at the right text.

**PART 2 • ANSWERS**

| # | QUESTION                                                                                                                                        | ANSWER                                                                                                                                                                                                                |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Who is the flyer for, and what does it ask them to do? Use a detail.                                                                            | <b>Fifth graders; it invites them to a Friday Book Share at the school library to bring or choose a book.</b>                                                                                                         |
| 2 | How do the book picture and the numbered list each help the audience?                                                                           | <b>The picture quickly signals reading and books. The numbered list makes the order of actions easy to follow.</b>                                                                                                    |
| 3 | How might the question about a mystery, funny tale or animal adventure influence readers?                                                       | <b>It invites readers to imagine a story they might enjoy, building curiosity and encouraging them to attend.</b>                                                                                                     |
| 4 | The flyer combines an invitation, instructions and a persuasive message. Explain how two of these kinds of writing help it achieve its purpose. | <b>The invitation gives the audience, time and place so students can attend; instructions explain how to participate; the persuasive question makes the event sound appealing. Accept any two supported purposes.</b> |

### **PART 3 · YOUR TURN (SAMPLE ANSWER)**

#### **SHARE STORIES, GROW READERS!**

Fifth graders, join our pretend Story Buddies project on Tuesday from 3:00 to 3:30 p.m. at the school library. Read a picture book with a younger child.

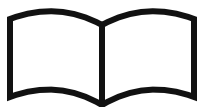
#### **HOW TO HELP**

- Choose a picture book at the welcome table.
- Read it aloud with your assigned reading buddy.

Could your voice bring a story to life? Come to the library on Tuesday and help a younger reader enjoy a book!

#### **How my choices work together**

The book picture quickly identifies reading, while the question about bringing a story to life invites fifth graders to imagine helping a younger reader. The picture and persuasive language support the same invitation.



Read a picture book with a younger buddy

### **TEACHER ASSESSMENT NOTES**

The flyer and model contain actual book pictures with captions. They combine an invitation, a helping procedure and persuasive language for a shared audience and purpose. Students must produce an actual drawing, a caption and the complete written flyer, then explain the combined effect of two design/craft choices. The model is one acceptable approach, not required wording. All events and organizer quotations are fictional. No rigid word count applies; use complete, purposeful messages and distinct list items.