

Bottle Choice Matters

Notice how a school message guides readers toward an action.

4.P.AC.2.b "Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read this fictional school message. Underline three phrases that tell students what to do, circle its question, and number three details that make bringing a reusable bottle seem helpful or easy.

Refill, Don't Toss

Students at Maple Grove, our trash cans fill quickly after lunch. Many of the bottles inside were used for only a few minutes. A reusable water bottle can travel with you from class to recess, then come home again. Choosing one bottle each day means fewer empty bottles in our bins and on the ground near our playground.

Bring a refillable bottle tomorrow and place it beside your lunchbox tonight. This small choice keeps your drink close when you are thirsty, so you can spend recess playing instead of waiting at the fountain. Can you help our school use less plastic before Friday? Ask a grown-up to help you wash and refill your bottle each evening.

Imagine our hallways with fewer crinkly bottles rolling under lockers. Your choice can help make that picture real. Look for the blue refill station near the library, and show a friend where it is. On Friday, let us see how many students carry a bottle that can be filled again, not tossed away at lunch.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who is the target audience, and what does the writer want that audience to do?

2 Copy one phrase that asks readers to act right away. What response is the writer trying to get?

3 What question does the writer ask, and what decision does it encourage students to make?

4 What cleaner school scene does "fewer crinkly bottles rolling under lockers" invite students to imagine? How might that image influence their choice?

3 YOUR TURN

Your own words

Write a three-sentence message for fourth graders that asks them to return library books by Thursday. Include a direct action phrase, a question, and one benefit of returning books on time.

Craft your message

Write your three-sentence message for fourth graders. Check that it asks for books by Thursday, uses a direct action phrase and a question, and explains a benefit.

PART 1 • READ AND MARK

Read this fictional school message. Underline three phrases that tell students what to do, circle its question, and number three details that make bringing a reusable bottle seem helpful or easy. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who is the target audience, and what does the writer want that audience to do?	The target audience is Maple Grove students. The writer wants them to bring and refill reusable water bottles.
2	Copy one phrase that asks readers to act right away. What response is the writer trying to get?	"Bring a refillable bottle tomorrow" asks students to bring a reusable bottle the next day.
3	What question does the writer ask, and what decision does it encourage students to make?	"Can you help our school use less plastic before Friday?" encourages students to choose refillable bottles instead of disposable ones.
4	What cleaner school scene does "fewer crinkly bottles rolling under lockers" invite students to imagine? How might that image influence their choice?	It invites students to imagine cleaner hallways with less bottle litter. That hopeful image can encourage them to bring reusable bottles. Accept an explanation contrasting the current mess with the cleaner result.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Fourth graders, bring your library book back by Thursday. Returning it on time helps another reader discover a new adventure. Will you check your backpack tonight?

TEACHER ASSESSMENT NOTES

Accept text-supported explanations of intended effects. For question 4, the word fewer points to reduced litter and a cleaner future; a response may contrast this with the current mess. For annotation, valid action phrases include bring a refillable bottle tomorrow, place it beside your lunchbox tonight, ask a grown-up, look for the blue refill station, and show a friend. For the writing task, accept varied three-sentence messages addressing fourth graders with a Thursday deadline, direct action, question and benefit. The school and its details are fictional practice examples.