

Flyer Power

Combine images, useful information and persuasion.

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 _____

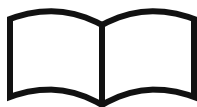
1 READ AND MARK _____ Read it twice

YOUR JOB Study this flyer for a pretend event. Circle the book picture. Underline the sentence beginning "Fourth 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!

Fourth 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.

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

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

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

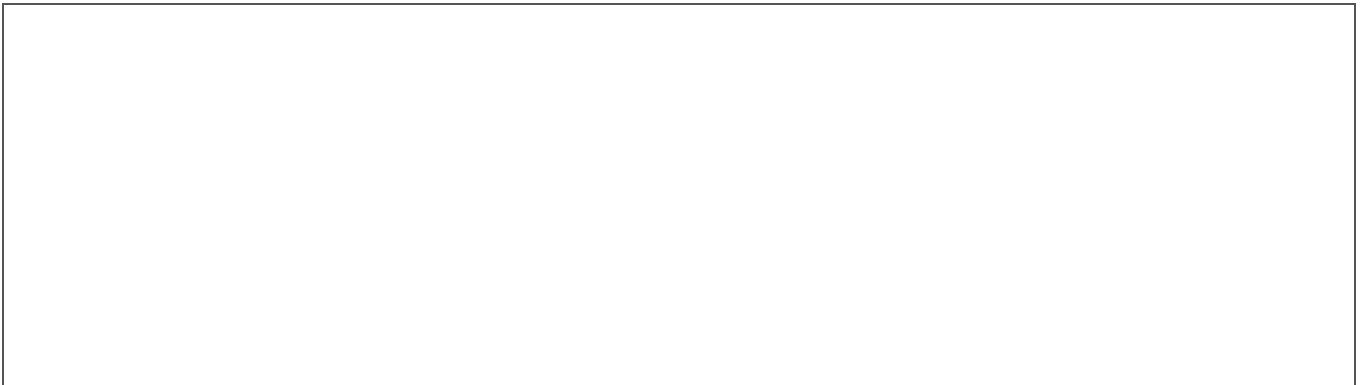
3 YOUR TURN

Your own words

Persuade fourth graders to join a pretend community project you choose. Include a catchy heading, invitation with time and place, short helping list, drawing with caption, and persuasive call to action. Combine useful information with an inviting question or repeated phrase.

Create your complete flyer

Draw above your written flyer. Separate list items, caption your picture and make key details easy to find.

Your meaningful project picture

PART 1 • READ AND MARK

Study this flyer for a pretend event. Circle the book picture. Underline the sentence beginning "Fourth 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.	Fourth graders; it invites them to a Friday Book Share at the school library to bring or choose a book.
2	How do the book picture and the numbered list each help the audience?	The picture quickly signals reading and books. The numbered list makes the order of actions easy to follow.
3	How might the question about a mystery, funny tale or animal adventure influence readers?	It invites readers to imagine a story they might enjoy, building curiosity and encouraging them to attend.
4	The flyer combines an invitation, instructions and a persuasive message. Explain how two of these kinds of writing help it achieve its purpose.	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.

PART 3 · YOUR TURN (SAMPLE ANSWER)

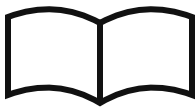
SHARE STORIES, GROW READERS!

Fourth 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!



Read a picture book with a younger buddy

TEACHER ASSESSMENT NOTES

The source flyer and teacher model include actual book pictures with captions. The invitation and procedure supply useful information, while imaginative language, questions and calls to action persuade the audience. Students must create an actual drawing plus its caption; a caption alone does not satisfy the image requirement. The blank two-inch area and ten lines together form one complete flyer. Accept any coherent pretend community project with the required audience, heading, time, place, helping list, meaningful drawing/caption and persuasion. Assess whether modes and kinds of writing support the same purpose. All events and organizer quotations are fictional.