

Flyer Design Detectives

See how a flyer helps readers find information.

2.P.AC.3 "Text Design: Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB This is a pretend school event. Circle PLANT A SEED! and the heading WHAT TO BRING. Underline the day, time and place. Tell a partner how the design helps families find them.

Practice flyer

PLANT A SEED!

Grow a tiny garden with a friend. Families can take home free bean seeds and small pots.

WHAT TO BRING

Bring an empty egg carton if you have one. We will add soil and seeds. You do not need money.

WHEN AND WHERE

Saturday, May 9

10:00–11:00 a.m.

School library: ask for the Seed Table.



Find us in the library.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does the big title PLANT A SEED! help families?

2 What does the WHAT TO BRING heading help readers find?

3 How do the separate day, time and place lines help readers?

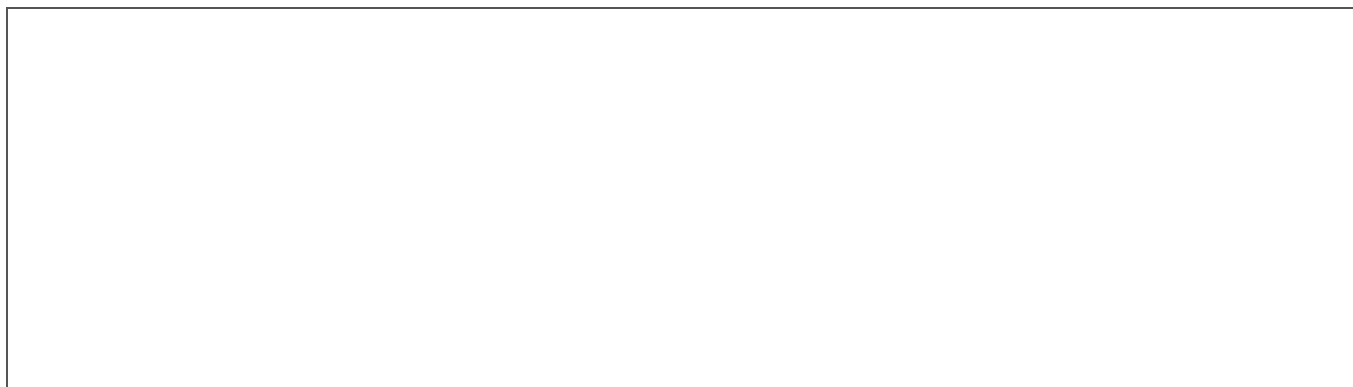
3 YOUR TURN

Your own words

Make a flyer inviting classmates to a pretend game day. In the box, write a big title and draw a picture that shows a game. On the lines, add **WHAT TO BRING** and one short direction, a separate day/time/place line, and one more detail. Choose details that agree with your picture.

1. Make your flyer

Use the box for your title and game picture. Use the lines below it for the heading and event details. Make each part easy for classmates to find. Then tell a partner how one design choice helps classmates.

Big title and game picture

PART 1 • READ AND MARK

This is a pretend school event. Circle PLANT A SEED! and the heading WHAT TO BRING. Underline the day, time and place. Tell a partner how the design helps families find them. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the big title PLANT A SEED! help families?	It catches their eye and tells them that the event is about planting.
2	What does the WHAT TO BRING heading help readers find?	It helps them find the suggestion to bring an empty egg carton.
3	How do the separate day, time and place lines help readers?	They help readers find when and where to go quickly.

PART 3 • YOUR TURN (SAMPLE ANSWER)**STORY GAME!****WHAT TO BRING**

Bring your favorite book.

Friday, 2:30-3:15 p.m., gym

Act out a story with a friend.

Explanation to partner: I used separate lines so my classmates can find the time and place.



A book picture shows our story game.

TEACHER ASSESSMENT NOTES

The supplied flyer has an actual large title and separate headings and detail lines. The teacher model shows a complete text arrangement and an actual book symbol for a story game. A child's finished flyer must have their own meaningful game picture in the box; check that drawing directly. Accept different invented dates, games and places if internally consistent, all required parts are present, and the child connects a design choice to classmates as readers. The title and picture share a two-inch box, with eight additional lines for the complete flyer details and an oral explanation to a partner.