Message Detectives

Notice how media type and purpose work together.

4.C.4.A "Differentiate between auditory, visual, and written media messages (e.g., videos, podcasts, print advertisements) and their purposes (to explain, to inform, to persuade)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB In each paragraph, underline words that show whether the message is auditory, visual, or written, circle two clues about what the creator wants the audience to learn or do, and write A, V, or W in the margin. These clues help you infer each message's purpose.

The School Garden Messages

1. During morning announcements, students hear an episode of the school's Garden Voices podcast. Maya interviews Mr. Chen, the garden leader, about the first tomato harvest. He says the class picked 36 tomatoes on Tuesday and will wash them before the cafeteria uses them in salad. The episode also tells where the garden is and when families may visit it on Friday.

2. A short video on the class website shows Eli planting a bean seed. First, the camera zooms in as he makes a small hole in damp soil. Next, a caption says, "Cover the seed gently," while Eli adds soil. At the end, arrows point from a watering can to the pot. The video lasts one minute and has no spoken words.

3. Near the cafeteria, a bright paper poster has a drawing of children holding baskets of vegetables. Large green letters say, "Join the Garden Team!" Smaller print lists a meeting on Wednesday at 3:15. The poster asks students to help water plants, pull weeds, and share harvests. It adds, "Fresh food grows when many hands help," beside a sign-up box.

2 ANSWER WITH EVIDENCE

Use the passage

1. What is the likely purpose of the Garden Voices podcast? Give two details from the paragraph that support your answer.

2. Which kind of media is the bean-seed message, auditory, visual, or written? What two features show this?

3. What is the likely purpose of the bean-seed video? Explain how two features support that purpose.

4. Which message is mostly written media? What is its purpose, and what action does it ask students to take?

3 YOUR TURN

Your own words

Choose auditory, visual, or written media to share a school message. Write three sentences: name your media type and purpose, then create a two-sentence message that includes at least two features that fit your media type.

ANSWER KEY

Message Detectives

GRADE 4 · 4.C.4.A

PART 1 · READ AND MARK

In each paragraph, underline words that show whether the message is auditory, visual, or written, circle two clues about what the creator wants the audience to learn or do, and write A, V, or W in the margin. These clues help you infer each message's purpose. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What is the likely purpose of the Garden Voices podcast? Give two details from the paragraph that support your answer.	**Its purpose is to inform listeners about the garden and harvest. It gives the number of tomatoes picked, tells where the garden is, and gives a family visit time.**
2	Which kind of media is the bean-seed message, auditory, visual, or written? What two features show this?	**It is visual media, a video. The camera zooms in on the planting steps, and captions and arrows show what to do.**
3	What is the likely purpose of the bean-seed video? Explain how two features support that purpose.	**Its purpose is to explain how to plant a bean seed. It shows steps in order, including making a hole, covering the seed, and watering it.**
4	Which message is mostly written media? What is its purpose, and what action does it ask students to take?	**The paper garden poster is mostly written media. Its purpose is to persuade students to join the Garden Team, and it asks them to attend the meeting and help in the garden.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

I chose a written poster to persuade students to bring reusable water bottles. Large blue letters say, "Refill, not landfill, bring your bottle every day!" A water-drop picture points to the refill station by the gym.

Accept reasonable purpose inferences when students support them with details from the passage. For Part 3, accept any appropriate media type and purpose if the student includes two features that match the chosen media.