



Gold Seal Lesson

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|---|-------------------------|-------------|--|----------|----------|-----------------------|
| Author(s): <i>Marsha Kucker</i> | | | Lesson Title: <i>Creating a Brochure to Showcase Our Community</i> | | | |
| Grade Span | | | ICLE Application Model | | | |
| <i>K-4</i> | <i>5-8</i> <i>XX</i> | <i>9-12</i> | <i>A</i> | <i>B</i> | <i>C</i> | <i>D</i> <i>XX</i> |

Instructional Focus:

Writing - Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening - Students listen for a variety of purposes appropriate to the grade level.

Speaking - Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

1. Discuss with the students the purpose of brochures. (You may want to have brochures to show as examples.) Brochures are a quick way to inform, educate, or persuade. They provide basic information about a topic, presented in such a way that people want to know more.
2. Divide students into teams of four. Ask them to create a brochure about community attractions (museum, school, the town, upcoming events, etc.)
3. They should choose 2 - 3 key points to describe. Different formats should be used, as well as graphics and pictures.
4. Students may need to research to learn more about the topic. Students will also need access to a computer lab and multi-media equipment.
5. Allow time for students to share and discuss their brochures.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

Follow oral or written directions. (ela 4)

Identify, collect and/or select pertinent information while reading. (ela 5)

Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (ela 22)

Understand the personal, social, cultural and historical significance of a text. (ela 23)

ICLE Essential Skills continued:

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| Summarize, synthesize and organize information while reading. (ela 24) |
| Use writing as a way of expressing personal creativity. (ela 31) |
| Understand the importance of accuracy in final drafts. (ela 33) |
| Use writing as a strategy for comparing, contrasting, and synthesizing ideas, concepts and generalizations from a variety of literary sources. (ela 39) |
| Proofread and correct first drafts. (ela 42) |
| Use a variety of media to gather information and to transmit information to specific audiences. (ela 43) |
| Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51) |
| Demonstrate knowledge of persuasive techniques used in visual advertisements. (ela 66) |
| Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information. (ela 69) |
| Engage a reader's interest in an analytical or interpretive piece of writing. (ela 93) |

Scoring Guide:

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| See attachment: Creating a Brochure to Showcase Our Community Chart. |
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Keywords

| English Language Arts | Mathematics | Science |
|--|---------------------|----------------------|
| Reading Research Technology | Algebra | Earth Science |
| Writing Brochure Creative writing Organization Word processing Technology Spelling Grammar | Geometry | Life Science |
| Communications Audience Discussion Listening Communication Visuals Multi media | Statistics | Chemistry |
| Literature | Calculus | Physics |
| Other | Trigonometry | Other |
| | Other | |

SCORING RUBRIC - Chart

| | EXCEPTIONAL | ADMIRABLE | ACCEPTABLE | AMATEUR |
|-------------------------------|--|---|---|---|
| TOPIC | Directly Relevant | Somewhat Relevant | Remotely Related | Totally Unrelated |
| ORGANIZATION | Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the project | Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear | Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience | Choppy and confusing; format was difficult to follow; transitions of ideas were abrupt and seriously distracted the audience |
| CONTENT ACCURACY | Completely accurate: all facts were precise and explicit | Mostly accurate; a few inconsistencies or errors in information | Somewhat accurate; more than a few inconsistencies or error in information | Completely inaccurate; the facts in this project were misleading to the audience |
| RESEARCH | Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized more than eight types of resources to make project effective. | Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project; at times took the initiative to find information outside of school | Used the material provided in an acceptable manner, but did not consult any additional resources. | Did not utilize resources effectively; did little or no fact gathering on the topic |
| CREATIVITY | Was extremely clever and presented with originality; a unique approach that truly enhanced the project | Was clever at times; thoughtfully and uniquely presented | Added a few original touches to enhance the project but did not incorporate it throughout | Little creative energy used during this project; was bland, predictable, and lacked "zip" |
| PRESENTATION MECHANICS | Was engaging, provocative, and captured the interest of the audience and maintained this throughout the entire presentation; great variety of visual aids and multimedia; visual aids were colorful and clear; grammar and mechanics were perfect. | Was well done and interesting to the audience; was presented in a unique manner and was very well organized; some use of visual aids; grammar and mechanics were nearly perfect. | Was at times interesting and was presented clearly and precisely; was clever at times and was organized in a logical manner; limited variety of visual aids and visual aids were not colorful or clear; grammar and mechanical errors were distracting. | Was not organized effectively; was not easy to follow and did not keep the audience interested; no use of visual aids; several errors in grammar and mechanics marred the work significantly. |