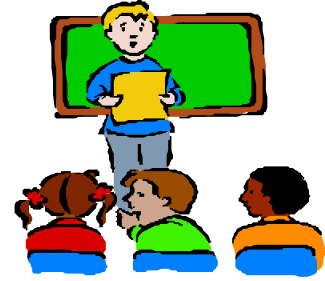




Topic: “All About Me Brochure”

Grade: 8th

An integrated lesson plan covering 3 sessions of approximately 1 hour each.



Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ✚ Integration of technology
- ✚ Story telling/anecdotal information
- ✚ Non-competitive group and team work
- ✚ Performance-based assessment and rubrics
- ✚ Visual presentations and practice through technology and other means
- ✚ Project-based assignments that integrate family and community
- ✚ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

In this lesson students will create a brochure that will introduce themselves to either a prospective employer or their freshman teachers. First they will complete a prewriting activity to gather information, and then apply the information in the form of a brochure.

Lesson Objectives

Project Objectives: When students complete this session, they will be able to...

- ✚ create a brochure with Publisher wizard.
- ✚ paraphrase, summarize, synthesize, and evaluate information from a variety of text and genres
- ✚ incorporate source materials into their speaking and writing (for example, interviews, news articles, encyclopedia information)
- ✚ recognize an author's or speaker's point of view and purpose, separating fact from opinion

Strategies to Address Native Americans and At-Risk Students

- ✚ Explain purpose of the lesson.
- ✚ Present whole picture of skill before isolating component skills/concepts.
- ✚ Be highly structured and predictable.
- ✚ Provide constant structure.
- ✚ Recognize and build on learners' strengths and prior knowledge.
- ✚ Simplify language but not content.
- ✚ Reinforce main ideas and concepts through rephrasing rather than through verbatim repetition.
- ✚ Allow time to respond.
- ✚ Work with an aide or the Resource teacher.
- ✚ Create outcome-based assessments.

Colorado State Standards

- ✚ Students read and understand a variety of materials.
- ✚ Students write and speak for a variety of purposes and audiences
- ✚ Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
- ✚ Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Websites

Required: N/A

Support: N/A

Pre-requisites




- ✚ Complete Handout 2

Required Materials

- ✚ Paper and writing material

Handouts

- ✚ Handout 1 – sample brochure
- ✚ Handout 2 – prewriting activity

-  Handout 3 – activity checklist
-  Handout 4 - technology checklist
-  Handout 5 – rubric

Required Equipment/Technology

-  Computer lab

THE LESSON

Note: Students do not learn from what you do but from what you have them do.

Preparation

1 day

Activity	Instructor Notes
Discuss what a letter of recommendation is and they are used.	Discuss the different possible situations when you would need a letter of recommendation.
Look over and discuss handouts.	Go through each handout and allow questions & clarifications.

Presentation

Go over sample brochure and discuss each section.	Explain the different parts of the sample brochure and discuss possibilities.
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Performance and Practice

2 days

Instructions for students	Teacher notes
Fill out prewriting activity	Monitor classroom so you are available if students have a question.
Go into Publisher and select brochure option form wizard. From the brochure option select Scallops Price brochure.	Have students work through the checklist as they work with Publisher.
Using the information from the brochure prewriting activity fill out the brochure. Remember to add clipart.	Model skills and allow students time to practice and work with the text.
When you are finished with the document, spell check and print.	Collect and complete rubric.

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

1. Are the instructions and expectations for the class clear from the beginning?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. Are students “connecting” to lesson objectives? How?

5. How is this lesson “integrated”?

Performance and Practice (Student)

1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. How are students performing? Are all of them able to meet 80% of the lessons objectives? If not, what am I doing to help them achieve more?

Technology

1. How are students reacting to the technology, and what do I need to remember when I teach this lesson again?

Handout

I hope that you
have enjoyed
learning about me.



Bird watching is a
Favorite pastime of
mine

Favorite past times:



Cathy Mangan

Mancos Middle School
100 South Beach
Mancos, CO 81321
Phone: 970-533-9143

Cathy Mangan

This brochure is designed
to tell you all about me!!! I
am an eighth grader at
Mancos Middle School



A picture of you goes
above..

cmangan@mancosre6

Information about your family:

Achievements in school:

Long term goals:

Achievements outside of school:



Fly fishing around the world.



Champion crochet player.

Cathy Mangan

Mancos Middle School
100 South Beach
Mancos, CO 81321
Phone: 970-533-9143

Prewriting for All about Me brochure

Give as much information as you can on each of the following:

The accomplishment that I am most proud of is

I have shown leadership potential or demonstrated my leadership ability by

My biggest area of weakness is

The three qualities I like best about myself are.....

The first words that come to mind to describe myself are

My most important extra-curricular activities (inside-outside school, including any part time job) are.....

Long-term goals... ..

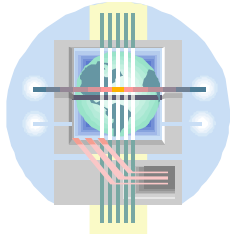
Activity Checklist

Handout 3

Fill out prewriting activity	
Go into Publisher and select brochure option form wizard. From the brochure option select Scallops Price brochure.	
Using the information from the brochure prewriting activity fill out the brochure. Remember to add clipart.	
When you are finished with the document, spell check and print.	

Technology Checklist

HANDOUT 4



INTEGRATING TECHNOLOGY

Brochure Checklist

MS Publisher 2000- Introduction

1. Open Publisher	
2. Select brochure option from the wizard and explore variables– color, type, dates, personal info, delete page, Wizard Options, etc...	
3. Select Scallops Price List brochure Create a simple publication (two pages at least) from the catalogue inserting personal or school information	
4. Explore fields/toolbar/menu options.	
5. Use information from prewriting activity to fill in various sections	
6. Insert clipart	
7. Save	

Lesson Rubric

Rubric for Resume – Handout 5

Criteria: specific behaviors, products, and qualities we are looking for in a student’s work	In Progress	Basic	Proficient	Advanced
Writing Conventions	Mistakes really get in the way of understanding the writing. There is no real evidence that this paper has been proofread or edited.	There are numerous mistakes in the final draft.	If you had proofread the paper better, you would have caught the few remaining mistakes.	Even careful reading reveals no glaring errors. The paper reads as if you spent lots of time proofreading and editing.
Word Process Summary	Completed some of the checklist with difficulty; document had major errors and was difficult to read. OR did not complete assignment	Had difficulty following the MS Word checklist; the final document had several formatting mistakes and several error	Completed the MS Word checklist with some difficulty; the final document was reasonably “clean” but had a few errors.	Completed the MS Word checklist with no difficulty; the final document was “clean” and error free.