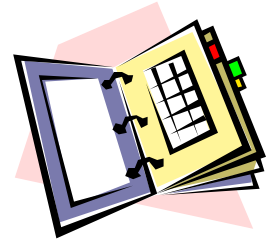




Topic: Flyer

Grade: 8

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
- ❖ Non-competitive 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

This lesson is designed to teach students how to create a flyer. In this lesson the flyer will be used to announce a transition meeting for that student as they enter high school. It is important that students participate in their own lives taking the responsibility to ensure success for the future. In the process students will learn that people are more receptive when planning takes place especially by the student themselves. Students will also summarize the purpose of the meeting.

Lesson Objectives

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

- ❖ To create a flyer from Microsoft Publisher Wizard
- ❖ Make changes in the flyer for the intended purpose

- ❖ Summarize the purpose of the flyer
- ❖ Distribute the flyer to high school teachers

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to....

Reading: read and apply new information

Grammar: apply standard punctuation and sentence structure

Writing: summarize purpose of the flyer

Technology: use basic computer skills; develop a flyer from the wizard; personalize the flyer by making changes and inserting new information

Strategies to Address Native American and At-Risk Students

- ❖ Present the whole concept before beginning on sub-skills
- ❖ Recognize and build on learners' strengths and personal attributes
- ❖ Allow for personal instruction and directions
- ❖ Creating a out-come based assessment
- ❖ Provide individualized assistance as needed
- ❖ Cooperative rather than competitive
- ❖ Allow for personal relevance
- ❖ Allow for creativity and individual development

State/National Standards (Complete as Appropriate)

R&W #2 Students will write and speak for a variety of purposes and audiences

R&W #4 Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

R&W #5 Students read to locate, select, and make use of relevant information from a variety of media, reference and technological sources

Websites

Required:

<http://www.mancosre6.edu>

Pre-requisites

- ❖ Basic knowledge of using a computer for word processing and internet searching.
- ❖ Sixth grade reading and writing skills

Handouts

- ❖ Lesson Checklist (Handout 1)
- ❖ MS Publisher Checklist (Handout 2)
- ❖ Lesson Rubric (Handout 3)

Materials

- ❖ Sample flyer on the computer and/or printed to paper

Required Equipment/Technology

- ❖ A computer with internet access
- ❖ A computer with Microsoft Publisher

THE LESSON

Part I - Preparation

| Activity | Instructor Notes | Time |
|---------------------------------|---|-----------------------------|
| Discuss the topic | Tell a story about a time when a meeting was set up, but people did not attend due to lack of information. | 5 minutes to discuss story. |
| Introduce purpose of the lesson | Briefly discuss the purpose of the lesson. Students will create a flyer in order to inform others of the purpose of the meeting and to remind them of the important date. | 5 minutes |
| Examine and discuss handouts | Go through each handout and allow for questions and clarifications. | 10 minutes |

Presentation

| | | |
|----------------|---|------------|
| Flyer | Show students the example of a completed flyer that presents information about the information. Show students how to open the wizard and how to make changes in text, how to move text boxes and how to insert pictures. Show students how to save information by saving it to a disk. Allow for questions and clarifications | 15 minutes |
| Internet sites | Show students how to use the URL address to copy clipart for the flyer. | 5 minutes |

Performance and Practice

| | | |
|-------|--|------------|
| Flyer | Allow students time to try out changes in a flyer. | 20 minutes |
|-------|--|------------|

Part II

| | | |
|--|--|------------|
| Inserting graphics from the school website | Show students the Mancos School District website http://www.mancosre6.edu . Show students how to copy information from the website to add to the flyer. Students then try on their own flyer. | 15 minutes |
| Create flyer | Give students the opportunity to develop their own flyer that will be given to the teachers. They need to include all the information included on the checklist. | 45 minutes |

Part III

| | | |
|--------------------------------|---|------------|
| Finish and edit saved brochure | Students need to finish their flyer and print a final copy. | 30 minutes |
| Present brochure | Students will present their flyer to the class. Students | 20 |

| | | |
|---------------|--|------------|
| | can edit their copy of the flyer as they receive input and see other examples. | minutes |
| Final editing | Students do final editing of their flyer and print out a final copy to the teacher for evaluation. Students will make additional copies to give to the high school teachers. | 10 minutes |

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

1. Are the instructions and expectations for the class clear throughout the lesson?
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. How many learning intelligences am I addressing?
5. Are students “connecting” to lesson objectives? Why?
6. 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. Are all students participating in the activities?
3. How are students performing? Are all of them able to meeting 80% of the lesson objectives? If not, what am I doing to help them achieve more?

Technology

1. Is the technology working?
2. How are students reacting to the technology, and what do I need to remember when I teach this lesson again?
How are students applying or wanting to apply their technical skills in other areas?

Lesson Checklist

Lesson Checklist – Handout 1

Part I - Preparation

| | |
|------------------------------|--|
| Discuss the topic | |
| Purpose of the flyer | |
| Examine and discuss handouts | |

Part I - Presentation

| | |
|---|--|
| Learn about flyer wizard | |
| Learn about using school home page for inserting clip art | |

Part 1 –Performance and Practice

| | |
|------------------------|--|
| Try changes on a flyer | |
|------------------------|--|

Part II – Performance and Practice continued

| | |
|----------------------|--|
| Create meeting flyer | |
| Insert graphics | |

Part III – Performance and Practice continued

| | |
|---|--|
| Finish flyer | |
| Present flyer | |
| Final editing and printing for distribution | |

Technology Checklist

MS Publisher Flyer Checklist – Handout 2

| | |
|---|--|
| 1. Open Publisher. | |
| 2. Select a flyer template from the wizard. | |
| 3. Change color scheme | |
| 4. Change introduction | |
| 5. Change design | |
| 6. Add a summary in large text information box | |
| 7. Change picture | |
| 8. Move text boxes and clip art | |
| 9. Insert logo, picture and clip art from website | |
| 10. Save flyer and print for distribution | |

Lesson Rubric (Handout 3)

| Score | 0 | 1 | 2 | 3 |
|--|---------------------------------|---|--|---|
| Student completed a lesson checklist | A checklist was not attempted | The checklist was attempted, but less than 50%. | The checklist was partially completed by more than 50% | The lesson checklist was completed in full |
| Student completed the flyer checklist | The checklist was not completed | Two to four items were completed on the flyer | Five to seven items were completed on the flyer | All ten items were completed on the flyer |
| Student created a computer generated flyer | A flyer was not attempted | A flyer was started and partially completed | A flyer was completed, but not distributed | A flyer was completed and distributed to high school teachers |

Transition Meeting

Mancos School District - Jeanette Allen



I am an eighth grader in Mancos Middle school. I will be continuing on to high school after this school year. I am looking forward to high school, but I am nervous also. I would like to meet with you. In our meeting I hope to present information about myself that would be helpful for you to teach me and for me to be successful. I have prepared many things to present to you.

The meeting is scheduled for November 19, 2001 at 7:45 am in the HS resource room

Mancos School District - Jeanette Allen



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Phone: 907-533-9143

Mancos, Colorado,
home of the Bluejays