Expressing A Vision: Creating a Pamphlet Using Technology

Lesson Planning Approach

Some learners perceive their "world" as a whole, where 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 that 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 that do not regard their world as a sum of parts but as a blend of all 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 or 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 developing the school vision plan it was decided that pamphlets be constructed outlining the different programs offered by the school district. It was suggested that students be allowed to contribute to the creation of the pamphlets. One of the programs to be highlighted is the Special Education Resource Program.   This lesson will outline the steps used to assemble a pamphlet using MS Publisher.

This plan is to be used with a small group (3-5) of students in grades three to five as part of the Resource/Special Ed Program. The lesson is designed too be taught in a "Pull-Out" situation.

Lesson Objectives

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

- ❖ Use MS Publisher to create an informative pamphlet
- ❖ Include digital imaging in the pamphlet
- ❖ Use MS Word to write text for the pamphlet

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

Writing: Write three sentences about a single topic
                  Write using conventional spelling and grammar
                  Use MS Word to word process paragraphs

Technology: Use MS Word to word process paragraphs
                  Use the MS Publisher Program

Access Skills: Communicate ideas effectively
                  Problem solve
                  Work in a group situation

State/National Standards

Colorado Model Content Standards for Language Arts:
- ❖ Standard 2: Students will write and speak for a variety of purposes and audiences.
- ❖ Standard 3: Students will write and speak using conventional grammar, usage, sentence structure, usage, punctuation, capitalization and spelling.
- ❖ Standard 4: Students will apply thinking skills to their reading, writing, speaking, listening, and viewing.

Colorado Model Content Standards for Access Skills:
- ❖ Access Skill 1: Communication and Basic Language Skills
- ❖ Access Skill 2: Decision Making and Problem Solving
- ❖ Access Skill 5: Inter/Intra Personal Skills
- ❖ Access Skill 7: Technology

Websites

None Necessary

Prerequisites

Prior to the teaching of this lesson students should be able to:
- ❖ Use MS Word for word processing
- ❖ Be able to write simple sentences about a topic

Required Materials

- ❖ Chart paper for recording brainstorming information.

Required Equipment/Technology

- ❖ Digital Camera
- ❖ Color Printer (Not required but suggested)
- ❖ MS Publisher program

Handouts

- ❖ Handout 1: Checklist of Steps for the Project
- ❖ Handout 2: Word Web for Ideas
- ❖ Handout 3: Paragraph Outline
- ❖ Handout 4: Using MS Publisher
- ❖ Handout 5: Sample Pamphlet
- ❖ Handout 6: Rubric for MS Publisher

THE LESSON

Part One: Gathering the Information
Preparation

Activity	Instructor Notes
Students will brainstorm what they like or find helpful about the Resource Program.	In small groups have students discuss what they find helpful about the resource program. Discuss some of the ways in which support staff helps the students be successful in school. Record ideas on chart paper for further reference.
Students will list what they think the Resource program does within the school setting.	In the same small groups have students list why there is a resource program and what it accomplishes within the school. Add this information to the chart paper mentioned above.
Students will choose a pamphlet title and slogan using the brainstormed list for ideas.	Re-read list of brainstormed ideas from above. Guide students through selecting a title and a slogan for the pamphlet.

Presentation

Instructions for students	Teacher notes
Students will use the digital camera to take images of students in various classroom and other school settings.	Students will take images with the digital camera of each other participating in school activities. Teach students the different features of the camera you are using.

Performance and Practice

Instructions for students	Teacher notes
Students will view and print images they have taken for inclusion into the pamphlet.	Have students view the images they captured with the digital camera. Have them select and print their two favorite images.
Students will list key element from the brainstormed list to match with their images.	Using the images and the brainstorming chart, have students complete the word web on Handout 2. Use the image as the center focus and brainstorming ideas for the spokes. Students may add their own ideas as well.
Students will compose a paragraph outline and the Word Web.	Use the Paragraph Outline (Handout 3) and the Word Web (Handout 2) to write a paragraph illustrating the digital image. Be sure to include the principles from the brainstormed list.

Part Two: Using MS Publisher to Create a Pamphlet
Preparation

Activity	Instructor Notes
Students will save all paragraphs in MS Word for inclusion in the Publisher Document.	Go through the saving process for documents. Keep all paragraphs in one folder for ease of use.
Save all digital images in folder.	Go through the saving process for digital images. Keep all paragraphs in the same folder as above for ease of use.

Presentation

Students will go through options for MS Publisher.	Follow the procedure in Handout 4, The Guide to MS Publisher for opening a Publisher template.
Students will choose a "Lay Out" for the pamphlet.	Continue to work through Handout 4 in selecting a pamphlet "lay out".
Students will add the title and slogan for the pamphlet.	Add the title and the slogan in the appropriate locations.
Students will observe articles and images being included in the pamphlet.	Prepare ahead of time a sample article to be included in the pamphlet. Have students watch as you insert the article and image into

	the pamphlet. Follow the procedure in Handout 4.

Performance and Practice

Instructions for students	Teacher notes
Students will select the picture and article they wish to have included in the pamphlet.	Guide students in making a selection that adheres to the topic of the pamphlet and illustrates the principles from the brainstorming session.
Students will include their image and article in the pamphlet template.	Using Handout 4, students will insert their article into the pamphlet framework. See example of a completed pamphlet, Handout 5
Students will print and proof read pamphlet before presenting the finished product to the Vision Team.	Print out a copy fro each student in the group. Have them proof read the pamphlet looking for errors. Make an appointment to meet with the school Vision Team. Have students present the completed product.

Lesson Assessment Strategy (Formative- as the lesson progresses)

Preparation, Presentation, and Overall Implementation (Instructor)
1. Am I addressing the learning needs of my students?
2. Am I familiar with what I want the final product to look like?
3. Do I have an idea of what information I want to have included in the final product?
4. Are my students well informed of the learning outcomes for this project?

Performance and Practice (Student)
1. Are the students prepared for the brainstorming activity?
2. Do my students have adequate prerequisite knowledge of the writing skills necessary for this project?
3. How comfortable are my students with using the technology necessary to complete this project?

Technology
1. Is the technology working properly?
2. Do I have access to MS Publisher?
3. Am I comfortable with how MS Publisher works?
4. What are the "real world" applications of this lesson?

Handout 1: Checklist of Steps for the Project

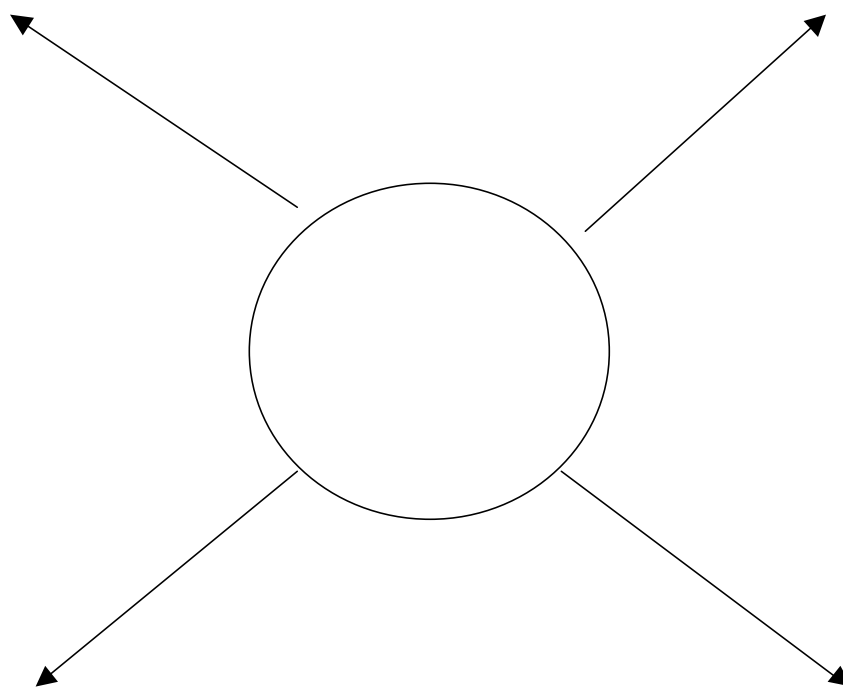| Activity:	Completed:
Students will brainstorm what they like or find helpful about the Resource Program.	
Students will list what they think the Resource program does within the school setting.	
Students will choose a pamphlet title and slogan using the brainstormed list for ideas.	
Students will use the digital camera to take images of students in various classroom and other school settings.	
Students will view and print images they have taken for inclusion into the pamphlet.	
Students will list key element from the brainstormed list to match with their images.	
Students will compose a paragraph outline and the Word Web.	
Students will save all paragraphs in MS Word for inclusion in the Publisher Document.	
Save all digital images in folder.	
Students will go through options for MS Publisher.	
Students will choose a "Lay Out" for the pamphlet.	
Students will add the title and slogan for the pamphlet.	
Students will select the picture and article they wish to have included in the pamphlet.	
Students will include their image and article in the pamphlet template.	
Students will print and proof read pamphlet before presenting the finished product to the Vision Team.	

Handout 2: Word Web for Ideas

1.
    a.

    b.

    c.

    d.

2.
    a.

    b.

    c.

    d.

3.
    a.

    b.

    c.

    d.

4.
    a.

    b.

    c.

    d.

Handout 3: Paragraph Outline

Topic Sentence:

_____

_____

_____

Three Supporting Detail Sentences

1. _____

   _____

2. _____

   _____

3. _____

   _____

Closing Sentence (Restates or refers to the topic sentence)

_____

_____

_____

Handout 4: Using MS Publisher

Activity:	Completed:
Locate and select publisher program.	
Select type of template: Brochure.	
Select Wizard option and respond to questions.	
Minimize Brochure and open MS Word document with material to be included in the brochure.	
Use copy and paste options to add material into brochure template.	
Delete material already in template prior to pasting your own material.	
Use the tool bars to resize items to fit into designated spots or…	
Choose the overflow option.	
Use toolbar options to explore creative options.	

We Offer a Wide Variety of Services

For Students:
- Individualized planning
- Inclusive Instruction
- Support with learning
- Assistance with class work
- Instruction at student's instructional level

For Parents:
- Comprehensive evaluations and planning
- Team support with caring professionals
- Complete confidentiality
- Educational resources
- Open communication for problem solving

For Teachers:
- Education resources
- Classroom support
- Comprehensive evaluations
- Assistance with modifications and accommodations
- Problem solving support

Dolores Elementary Resource Program

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Helping Each Student Succeed

The Resource Program Dolores Elementary School

Dolores Elementary Resource Program

Tel: (970) 882-4688

When Your Child Struggles

We all want the best for our children as they learn and grow. As infants and toddlers we exposed them to the world around them with loving support and open arms. During the school years we entrust them to our schools to further broaden their learning and develop their social skills. Most children thrive in this caring and supportive environment. However some children find the tasks of learning academic skills difficult and frustrating. That is why resource programs were developed... to give some children just a little more support and extra time for them to also achieve their full potential.

I am working on a project with my friends. We are working hard.

Writing is Tough

Sometimes I have trouble finding the words I need to write. I get extra help from the resource room. We use word webs to help me remember. I like to use sentence strips for my paragraphs. I sometimes get extra time to finish my work in writing. I like writing more than I used to, but it is still hard.

Using Technology

We use computers a lot. They help us spell and write things. We have our own disks. The AR (Accelerated Reader) Program is lots of fun. You get to take tests on books. The resource room helps us to read and understand our books before we take a test. I am on the Wall of Fame for getting twenty points.

We use lots of computers to help us learn. I can use a calculator for math.

My Work is Easier for Me...And I Don't have as much Homework!

I was really mad because I had so much homework! I had a hard time with my schoolwork and had to take it all home. My resource teacher, my mom and dad, and my teacher had a meeting. They figured out what would help me like school better and learn more. I have to do work but not as much as before. My work is sometimes easier for me to. I like school better.

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Handout 6: Rubric for MS Publisher

Skill	0	1	2	3
Students will brainstorm what they like or find helpful about the Resource Program.	Not evident at this time.	Student offers one or two ideas to be included in the brainstorming activity with prompting.	Student offers one or two ideas to be included in the brainstorming activity.	Students offers many ideas to be included in brainstorming session.
Students will use the digital camera to take images.	Not evident at this time.	Student needs support in taking the pictures.	Student needs few prompts in taking pictures.	Student independently takes pictures with digital camera.
Students will view and print images they have taken for inclusion into the pamphlet.	Not evident at this time.	Student has difficulty viewing pictures and selecting an image.	Student selects image with support.	Student independently selects image to be included.
Students will compose a paragraph outline and the Word Web.	Not evident at this time.	Student needs continued support in composing a paragraph.	Student needs minimal support in composing a paragraph.	Student independently composes a paragraph.
Students will include their image and article in the pamphlet template.	Not evident at this time.	Student needs support in including their paragraph and image into the pamphlet.	Student needs minimal support in including the paragraph into the pamphlet.	Students independently include the image and article into the pamphlet.
Students proof read pamphlet before presenting the finished product to the Vision Team.	Not evident at this time.	Student needs support in proofreading and presenting information.	Student needs minimal support in proofreading/ presenting information.	Student independently proofreads and presents information from pamphlet.