



Lesson Plan for Implementing NETS•S

(More Directed Learning Activities)

Template with guiding questions

Teacher(s)

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Position

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Grade Level(s)

4th Grade

Content Area

Informative/Explanatory Writing (Persuasive Advertising)

Time line

3 weeks

Standards (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?) Please put a summary of the standards you will be addressing rather than abbreviations and numbers that indicate which standards were addressed.

CCSS.ELA-LITERACY.W.4.2.A

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.4.2.C

Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

CCSS.ELA-LITERACY.W.4.2.E

Provide a concluding statement or section related to the information or explanation presented.

Content Standards

Technology Productivity Tools Students:

- a. Use technology tools to enhance learning, increase productivity, and promote creativity.
- b. Use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

Web 2.0 Tools: *Google Docs, YouTube and PiktoChart to achieve standards*

NETS•S Standards:

Overview (a short summary of the lesson or unit including assignment or expected or possible products)

Students will collaborate to persuade consumers to buy a product. Students may choose to review an existing product or act as producers of the product with intent to sell. Students will create a short video advertisement using YouTube and a product brochure using PiktoChart to promote their item of choice. If students choose a product on the market, groups will be implored to search their item using student friendly sites to gather information about the product using customer reviews. Students will be expected to use key ideas from their research, ensuring to use their own words and not copy others. Students will support their explanatory writing process using the facts they acquire from research and information they know about the product in creative ways. Students will be responsible for organizing their writing using an opening statement, supporting details and concluding argument to meet the required writing standards addressed at this grade level. The goal of this project is to produce two promotional advertisements for their product.

Essential Questions (What **essential question** or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? Additionally, what questions can you ask students to help them focus on important aspects of the topic? (Guiding questions) What background or prior knowledge will you expect students to bring to this topic and build on?) Remember, essential questions are meant to guide the lesson by provoking inquiry. They should not be answered with a simple “yes” or “no” and should have many acceptable answers.

1. What product will you choose to advertise?
2. How will your group divide up the work load while still collaborating?
3. Who is your target audience for this product? (age and gender if appropriate)
4. How will you appeal to or persuade them?
5. How will your product be used by customers?
6. How will you address this in your commercial and brochure?
7. How will you persuade your customers to purchase your product?

Assessment (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (*formative assessment*)? How will you assess what they produce or do? How will you differentiate products?) You must attach copies of your assessment and/or rubrics. Include these in your presentation as well.

Students will create two promotional advertisements that will be assessed for this project. Students can choose to break into groups to accomplish this task or they may choose to collaborate together on both assignments but both will be needed for their final presentations.

1. Short video advertisement for their product to be shared on the web. (1-2 minutes)
2. Web created and printed brochure that provides details about their product.

Both of these assignments will be assessed using a rubric designed by teacher with student input at the beginning of the project. The rubric is tentative and subject to change based on project opportunities. The rubrics will provide clear expectations and requirements for each product. Students will make decisions in their groups about how to meet these requirements while reflecting their unique advertising and writing styles.

Students will also be assessed on their contributions and teamwork throughout the project. This will be determined by teacher check ins and observations during group worksessions. Student surveys will be used at the end of the project to ensure collaboration among students and to evaluate the project overall.

Links to Project Assessment Rubrics and Student Survey:

[PiktoChart Brochure Rubric](#)

[Student Survey and Evaluation of Advertising Project](#)

[Video Advertising Rubric](#)

| Advertising Video Rubric | Students persuade their consumers in an organized manner: opening, supporting details and a concluding argument/statement | Students link and connect ideas using transitional phrases in their video (speech) and video script (writing). | Students successfully produce and share a YouTube advertisement for their product collaboratively. |
|---------------------------------|--|--|---|
| Exceeding | Students provide a clear opening, supporting details to persuade their consumers and a concluding argument about their product. | Students weave transitional phrases throughout their video and script. | Students speak and work together to support each other during the duration of this project. Students collaborate despite differences in opinion to create their advertisements. |
| Meets | Students support their product using some of the organizational elements. | Students include 1-2 transitional phrases throughout their video and script. | Students support each other during the duration of the project to ensure a complete and well thought out advertisements, |
| Progressing | Students provide little to support to persuade their consumers to purchase their product. The video has little structure and format. | Students show incorrect or no use of transitional phrases in their video and script. | Students struggle to work together and it shows in their final advertisement product. |

| PiktoChart Brochure Rubric | Students persuade their consumers in an organized manner: opening, supporting details and a concluding argument/statement | Students link and connect ideas using transitional phrases in their brochure | Successfully navigate PiktoChart and collaboratively utilize this technology effectively and creatively. |
|-----------------------------------|--|--|---|
| Exceeding | Students provide a clear opening, supporting details to persuade their consumers and a concluding argument about their product. | Students weave transitional phrases throughout their brochure. | Students support and collaborate to create a brochure for their product in a creative and appropriate way.. |
| Meets | Students support their product using some of the organizational elements. | Students include 1-2 transitional phrases throughout brochure. | Students support each other in producing a brochure that fits the needs of their product. |
| Progressing | Students provide little to support to persuade their consumers to purchase their product. The video has little structure and format. | Students show incorrect or no use of transitional phrases in their brochure. | Students struggle to collaborate and make decisions about the structure of their brochure. This effect their final product. |

Resources (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

Digital tools will be the format and focus in this writing project. Students will use [Google Docs](#) to write and collaborate on their advertisement scripts and brochures. They will provide understanding of the standard through these products as stated in the rubrics. Google Docs will be used as the base as students revise and make edits to their persuasive writing. These documents will be shared among their group. Students will then utilize their accounts on [PiktoChart](#) to begin working on their brochures and gather information for their writing using various sites listed below. These sites will be used for discovering customer reviews and product information for students selecting a product that is already on the market.

1. [Amazon Customer Reviews](#)
2. [Cnet Reviews](#)
3. [Reevoo](#)
4. [Which?](#)

Students are familiar with Google Docs as a collaborative tool and PiktoChart. We have used PiktoChart in Social Studies to create timelines for the American Revolution. Students will address their background knowledge about television commercials to help them plan their assignments.

We will also utilize [YouTube](#) to explore and discuss different advertising strategies that marketers use to persuade customers/consumers to purchase their products. This will serve as a student led discussions to get students ideas flowing for the possibilities of their video advertisements.

1. [Aliens Commercial Mexico Avocados](#)
2. [Android Commercial 2016 Rock, Paper, Scissors Song by John Parr](#)
3. [Heniz Ketchup Hotdog Commercial](#)

Since students will create an advertisement to upload to YouTube, it is critical that students see various examples. We will explore these examples above and groups will decide what elements they would like to include. However, students are not required to use these elements but they are provided to help develop ideas among students.

Students may continue to learn about promoting a brand on YouTube using the course: [Build a Business on YouTube](#).

Instructional Plan

Preparation (What student **needs, interests, and prior learning** provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

This group of students has shown an interest in movie trailers. I am constantly receiving video clips via email of funny moments from popular films. They are very intrigued by the media and what is happening in the world. A few weeks ago they created newscast videos about weather for Science Lab. They have been talking about this project for weeks. My students are very vocal and have expressive opinions. I decided that this could be very useful for our upcoming writing unit; persuasive writing. I decided to combine their love for YouTube and other digital media clips to design a lesson that would allow them to advertise an item of choice and persuade their "customers" through digital media and brochures. My students are familiar with writing scripts for news feed. This project will meet the needs of my student's interests and learning styles.

They are a gifted cluster and as I mentioned before a very vocal group. This combination of learners will work well on an assignment that challenges them through vocalization. I added the brochure for my artsy students. I have a handful of children who are not as vocal but love to be crafty and creative in this way. It will be the perfect balance. My students are engaged by collaborative learning environments, so I decide to make this a group project. My students do well when they can openly discuss and learn from one another. Students will be heterogeneously grouped. I chose this structure to ensure a balance of gifted, ESOL and lower achieving students in each group.

I am confident that my students have the foundations to be successful in this project because they have experienced similar assignments and show the capacity to be involved in a project that enables them to advertise a product.

We are currently focusing on positive language in my classroom. As I have expressed, they are very opinionated and we are learning to accept and agree to disagree on certain topics. This will be a wonderful learning opportunity for my students. It highlights their strengths and weaknesses we are working on too. It's important to have this balance.

Management Describe the classroom management strategies will you use to manage your students and the use of digital tools and resources. How and where will your students work? (Small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or **trouble-shoot** them? Please note: Trouble-shooting should occur prior to implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and work through the issues that occurred as you implemented and even after the lesson was completed.

Students will work in heterogamous groups. This will ensure a balance of power and success in each group. I also have to be selective for behavioral and personality purposes. I have an assortment of leaders and more reserved students in my class. I wanted to keep these learning styles in mind as I created groups for this project. There will be two groups of five students and four groups of four students.

Students all have devices with internet access. Each group will have a leader that is responsible for sharing a Google Doc that allows students to share ideas and thoughts throughout the duration of the project.

Students must schedule a time to film the video for their advertisement as there is only one iPad per class in 4th grade. Students will require support in filming the advertisement. We will not use editing software for the video.

Another implication will be the use of PiktoChart. Even though students have used this tool, it is difficult to navigate. I will provide explicit instruction and reminders on how to utilize this Web 2.0 Tool. This explicit instruction will serve as mini-lessons throughout the project. We will resolve any technology issues as they arise. Students may help other groups with specific questions if necessary.

Instructional Strategies and Learning Activities – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure **higher order thinking at the analysis, evaluation, or creativity levels of Bloom's Taxonomy**? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to **communicate and collaborate** with each other and others? How will you facilitate the collaboration?

Day 1 Hook: Groups will watch and discuss these advertisements and rank them in order based on which one they would want to purchase. Students will be in three groups and rotate to each advertisement. The groups will discuss the advertisements one by one and rank them based on persuasiveness; one being the most persuasive and three being the least persuasive. This group activity allows students to analyze different examples of advertising they may choose to apply to their promotional advertisements.

1. [Aliens Commercial Mexico Avocados](#)
2. [Android Commercial 2016 Rock, Paper, Scissors Song by John Parr](#)
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What is advertising and how will we use it in our writing? (3-5 days) Students create a KWL chart about advertising to determine what students know and want to know about this topic. The teacher will discuss how persuasion relates to advertising. Suggett's (2017), [Different Types of Advertisements](#) is a great resource for teachers. Advertisers often rely on surveys and opinions to make sure their products meet the needs of their customers. Teacher and students will also go over the rubrics and promotional advertisements that students will be responsible for producing at the end of the unit. The teacher will make any changes to the rubric based on student's interests, responses and ideas in mind. This allows students to have a say in their evaluation; making them more inclined to meet these objectives because they created them. This provides students the opportunity to remember and comprehend the project outcomes. Students will get in their groups and begin making initial plans for their assignments. Teacher will spend time with each group to ensure students have a clear idea of how they will implement the project in their group.

Daily Starter (daily): Students share their thoughts about how their project is going. What they are learning? Students may also share ideas about their final products to spread ideas and creativity to other groups. This enables students to evaluate how they are doing in relation to other groups. This short activity also promotes creative ideas to flow around the classroom. It is a great opening discussion. (~5 minutes)

Work time (daily): As mentioned, students will work in heterogeneous groups. They are free to make decisions about what members work on what activities. The goal is that everyone has a focus and makes decisions about some element of the project. This is the synthesizing stage. There are many activities happening all at once. Students will engage in conversations about how the final product will be created with limited teacher direction. Students are responsible for coming up with a structure and deciding who will tackle each part of the project. The teacher merely provides support when needed. The teacher will observe, collect data about how students are performing, answer questions and guide student thinking.

Presentations (last 4 days): Groups will show their advertisements that have been uploaded to YouTube. Students will also show their brochures. The teacher will use rubrics for the assessment component and provide feedback to students. Students will also be required to respond to at least one other group providing a compliment in the comment section. This will be done after presentations to provide peer feedback to each group project.

Student Survey: Student will provide feedback about the project after all groups have presented.

[Student Survey and Evaluation of Advertising Project](#)

Differentiation (How will you differentiate **content and process** to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

During the first few days students will have a chance to analyze different commercials. Students will conduct their own learning during this time to determine what elements or parts make these commercials successful. Since students are working in small groups, it is very easy for me to make contact with each student to ensure understanding. I will have the freedom to rotate from group to group to help individual students. In this project students will have a choice of when and how to work. My responsibility is to make sure students are able to create this plan and assist when needed. Individual groups and students will need more direction. I provided different products to ensure students had a choice on how to present their information and students will work according to their style of learning.

There are an abundance of possibilities for extension. Students may take the YouTube course and build an understanding the foundation for starting a business. I have lots of “entrepreneurs” in my group this year. They may create more advertisements for the same product or come up with another product to advertise. Students may choose to study how to write a review for a product or service and can even write a review for their own products for this project.

I have one student who is diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) who does not have access to medication at this time. We have been experimenting with different strategies over the course of this year. In order to keep him focused he needs regular check-ins and does well with a sand timer. For this project I have designed an incremented academic sand timer intervention that will help him stay focused. He will work as the sand timer drains. Then he will have a moment to do an activity of choice as long as it does not interfere with other students working while the timer drains. He will rotate back and forth as the timer drains. Once he is taught explicitly how this works, he will regulate and stay on task. He works very well knowing he will have a few moments to engage in a “non-academic” activity. This strategy keeps him interested and engaged in the project for incremented time segments. He will receive a lot of individual support.

An assistive technology resource, [Understood](#), provides ways to provide assistance for students who have writing challenges. Pencil grips, keyboards and touchscreen computer can be checked out from the media center, dictation and text to speech programs such as [Online Speech Dictation Tool](#) and [Read Speaker](#) are great web tools to use for this project. These tools provide students with the ability to participate in the writing experience even if they have difficulty with typing or revising. Other tools that may be helpful for English Language Learners are dictionaries, thesauruses and graphic organizers to help format and organize their writing.

Reflection (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be *your process* for answering the following questions?)

- Did students find the lesson meaningful and worth completing?
- In what ways was this lesson effective?
- What went well and why?
- What did not go well and why?
- How would you teach this lesson differently?)

The closing event will be class presentations. Groups will share their advertisements and brochure. The teacher will use the rubrics for assessment procedures and students that are watching will have the opportunity to ask and clarifying questions or provide any feedback if they desire. Students will also take a survey that has been created using google forms to evaluate the project itself. This will used to help with this project in the future. Students will also evaluate how their groups worked together in the survey. The advertisements will be on YouTube. Students will be required to respond to a video from another group.

Students will also have a chance to share out at the end. They will discuss what went well and how this project helped them understand advertising in relation to explanatory writing. No requirements for this discussion, just an open ended class discussion during the survey process. It is important to take the students ideas into considerations for future implementations of this project.

Please reference the copy of the student survey provided for more details on how students will reflect on this project effectively.

Closure: Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson? Please provide a quality reflection on your experience with this lesson and its implementation.

Overall the lesson went very well. I was impressed with my student's enthusiasm and connection with the content. I would provide more time in future implementations of this lesson. We often ran out of time and had to extend our work time at the end of the day. It was no problem but it made completion tricky for some groups. The group setting worked very well for this project. It allowed for teacher support and student directed learning. Groups sometimes even worked together to discuss how they were accomplishing certain tasks during stages of development. The flow and flexible nature of this project was very successful. It would seem that students would have lots of time to be off task, this wasn't the case. They were focused and worked well on how to accomplish the different components of this project. I would not change the structure of the lesson; just extended time for filming and collaboration purposes.

The advertising video was a class favorite. It got high ratings on the survey. Students love to be on camera. As I mentioned, it was difficult because students were not clipping and editing their video. They had to be ready to go and were aware that we were not using editing tool. In the future, I would love to add this into the project. Allowing students to use clipping and editing software would be a great addition to this component of the project. The advertisements were very creative. Lots of groups added humor and comic relief. Students were very engaged during this activity because it was being published on YouTube. Student effort and achievement was amazing. Students worked very hard with this part of the project. As expected, some students wanted to do the component just to be in front of the camera. Students worked hard to enhance their scripts using editing and revising techniques in Google Docs. If I were to ever have students who were unable to participate due to auditory or physical disabilities, I have included how I would address those for this part of the project. This section of the project also required explicit instructions on how to upload the video to YouTube. I did not pay as much attention to this when developing the project but it worked out fine during the process development. Students were very intrigued by this process and learning experience. I only had to meet with one group one on one to provide step by step instructions after discussing as a class.

Some students gladly took on the Brochure assignment. PiktoChart was successful as well. It got high ratings but was not as popular as the advertising video. I had to spend a lot more time with navigating this site. I assumed when planning that students would be very familiar with but we had to dedicate some time to master this web tool. It was a great learning activity for students. They picked up in the use of this technology quickly but they just needed some guidance. It was a great learning experience for me as well. We were able to print our brochures and include them in the presentations.

Another successful component to this project was the use of commentary for the YouTube advertisements. Students used a compliment to respond to their peers advertisements. It was great to see this happening in the room. The surveys and rubrics were a great addition to the project to help with assessment procedures and provided the necessary comments needed to support the learning needs of my students.

Such a fun academic experience!

Resources:

- Agarwal, A. (n.d.). Speech Recognition in the Browser. Retrieved November 22, 2017, from <https://dictation.io/>
- Android Commercial 2016 Rock, Paper, Scissors Song by John Parr. (2016, March 01). Retrieved November 22, 2017, from <https://www.youtube.com/watch?v=UL4f1Wg26DA&t=72s>
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- Get Piktochart on the App Store. (n.d.). Retrieved November 22, 2017, from <https://create.piktochart.com/>
- “HEINZ Ketchup Game Day 2016 Hot Dog Commercial “Wiener Stampede”. (2016, February 03). Retrieved November 22, 2017, from <https://www.youtube.com/watch?v=hOaSrWL4ow4>
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- Suggett, P. (2017, July 18). 8 Major Media Tactics Used in Modern Advertising. Retrieved November 22, 2017, from <http://www.thebalance.com/different-types-of-advertising-method-38548>
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