

Lesson: Language Arts Grades 4-6 Descriptive Communication



Zuckerman Farm Brochure

Introduction

Objective:

Students will create a brochure or visual presentation to use as a marketing tool for guests who visit the Zuckerman Farm to see Charlotte's incredible written web messages.

Academic Content Standards:

- ❖ National Council of Teachers of English and International Reading Association Standards for English Language Arts: #4, #5 and #12.
 - *Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes*
 - *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.*
 - *Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).*
- ❖ Ohio Academic Content Standards for Language Arts: #7 Writing Application Standard
 - *Students need to understand that various types of writing require different language, formatting and special vocabulary.*
 - *Benchmark D (4th Grade)*
 - *Benchmark D, E (5th & 6th Grades)*
- ❖ Ohio Academic Content Standards for Language Arts #10 Communication – Oral and Visual
 - *Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose. (Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.*
 - *Benchmarks: B, C, D, E, F and G (4th Grade)*
 - *Benchmarks: B, C, D, E, and F (5th & 6th Grades)*

Getting Started

Materials:

- Paper
- Drawing materials
- Tape
- Handout A

Vocabulary:

- Brochure

Technology:

Computer access with writing and publishing software (template), and/or visual presentation software (e.g., Microsoft PowerPoint)

Lesson

Orientation Activity:

Students will create a thinking web of ideas and information that is important to include in a brochure

for a visit to a farm. Use examples from other farm or amusement park literature to highlight for students the important information to include for visitors. Share ideas as a class.

As a class, create a list of requirements for the information that must be included in the brochure. Students can add additional information other than what is required if time permits. Students should also include factual information about farm animals.

Go to <http://desktoppub.miningco.com/library/weekly/aa0828b3.htm> for a checklist of suggested items to include in a brochure that advertises a place.

Learning Activity:

A brochure should educate, inform and instruct as well as entertain its readers. Students can conduct required research for the compilation of the brochure using the Internet, encyclopedia, or any other research tool. A web site to obtain information on animals of all sorts is *Animal Planet*, <http://animal.discovery.com/guides/atoz/atoz.html>. Provide students extended time to conduct research as well as time to design their brochure. If students complete their brochure early, they can create a welcome sign for the Zuckerman Farm.

Evaluation and Follow-Up

Assessment Tools and Methods:

Have each student present his or her brochure to the class. Evaluation of the project includes:

- Inclusion of all the required elements
- Creativity and design
- Clear and informative writing
- Spelling, punctuation, grammar

Interdisciplinary Connection:

Social Studies: Create a brochure about a geographical location or historical event.

Handout A

Brochure Checklist



Name _____

Create a brochure that provides information about Wilbur's farm for visiting guests.
The brochure will include the following:

If time, create a welcome poster or sign that invites guests to the farm.