

Traveling and Shopping

English Language Arts Lesson Day 1

“My Travel Brochure”

Rationale

- ✚ The intent of this lesson is to introduce students to informational text in order to meet the requirements of the Common Core State Standards by having students draw on prior experiences, interactions with other readers/writers, knowledge of word meaning, and their understanding of textual features.

Goals

- ✚ To have students apply knowledge of language structure, media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts

Standards

- ✚ **RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- ✚ **W.3.7** Conduct short research projects that build knowledge about a topic.

Objectives

- ✚ Students will be able to learn what makes a good travel brochure by examining commercial brochures.
- ✚ Students will be able to think critically about text details from a text they have read.

Materials

- ✚ Travel Brochures
- ✚ Chart Paper
- ✚ Markers
- ✚ Handouts: *Things to Include in a Travel Brochure*, *Travel Brochure Rubric*, & *Narrative Elements Bookmarks*

Procedure

- ✚ **Anticipatory Set:** Ask students to share their experiences with traveling:
Where did they go?
How did their families decide to go to those places?
What kinds of brochures, travel guides, books, and/or advertisements did their families explore before traveling?
- ✚ **Background:** Say to the students—*Imagine the images and detailed descriptions of the places depicted in a book you’ve read recently—whether a far-away land, a historical location, or a city just like the one you live in.* Have the students share their experiences with the class.

- ✚ Tell the students that settings transport readers to these places. Invite them to consider what it would be like to personally visit these locations. Inform the students that after reading about a location, they will be **creating a travel brochure**.
- ✚ **Group Activity:** Display a variety of travel brochures. In groups, provide time for students to look through the brochures. Ask them to pay attention to **layout, the highlighted features, illustrations, and the style of the included text**.
- ✚ After the students had some time to look through the brochures, ask them to share more about what they saw in the brochures. The following questions can guide the discussion:
 - Were there maps? photos? diagrams? other illustrations?*
 - What kind of language and vocabulary were used?*
 - How was text presented? paragraphs? bulleted lists?*
 - Were there specific places highlighted? What kind?*
- ✚ Ask the students if they would like to visit any of the places in the brochures. If the students answer affirmatively, ask them to share what in the brochures made them want to visit. If students answer negatively, ask them to share why they would not like to visit that locale.
- ✚ **Whole-Group Discussion:** Have students brainstorm what makes an effective travel brochure. **Record their responses** on the board or on chart paper. Some answers may be the pictures, the supporting text, the quotes from visitors, etc.
- ✚ Explain that while the pictures and photos are added bonuses on travel brochures, the **text plays an important role in persuading people to visit** a certain place.
- ✚ Brainstorm the kinds of information students need to include in their travel brochure. Record this information on the board or on chart paper. Refer to Handout- *Things to Include in a Travel Brochure*
- ✚ **Small-Group Discussion:** Read and discuss the *Travel Brochure Rubric* so that the students know the requirements for the project.
- ✚ In their groups, have the students share a setting from a story they have read. You may want the students to use the *Narrative Element Bookmarks* to depict important information about their text for the group to consider when choosing a location to research.
- ✚ Once every student in the group had the opportunity to share their experiences, have the group decide the **setting** for their brochure.
- ✚ **Closure:** Encourage the students to name two interesting facts learned today about depicting information in a brochure. Have students share responses with the class.

Teacher & Teachers' Aide Observations During the Group Activity

- ✚ How many students had difficulty reading the information in the brochures?
- ✚ How many students had trouble finding details in the brochures?
- ✚ Note which students had trouble depicting a setting from a previously read story.

Assessment

- ✚ Assess students' comprehension abilities with everyday text.
- ✚ Assess students' ability to use the narrative elements of a story to summarize information.

Follow Up

- ✚ Have the students bring in a copy of the book from where they are selecting the setting for their brochure.

Things to Include in a Travel Brochure

- ✚ Brief summary of the setting, with highlights of important places
- ✚ Location, including a map
- ✚ Geography
- ✚ Major cities, Well-known places
- ✚ Historic Sites and Landmarks
- ✚ Recreation and Outdoor Activities
- ✚ Entertainment
- ✚ Climate and overall weather conditions

 Transportation

 Arts and Culture, including museums, theaters, places to visit

 Languages and Local Dialect

 Food that the area is known for

 Pictures/Graphics

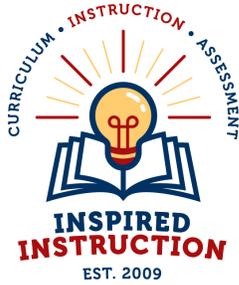
 Additional Information

Travel Brochure Rubric

	4	3	2	1	Score
Organization	The brochure has excellent formatting and very well organized information.	The brochure has appropriate formatting and well-organized information.	The brochure has some organized information with random formatting.	The brochure's format and organization of material are confusing to the reader.	
Ideas	The brochure communicates relevant information appropriately and effectively to the intended audience.	The brochure communicates relevant information appropriately to the intended audience.	The brochure communicates irrelevant information, or communicates inappropriately to the intended audience.	The brochure communicates irrelevant information, and communicates inappropriately to the intended audience.	
Conventions	All of the writing is done in complete sentences.	Most of the writing is done in complete sentences.	Some of the writing is done in complete sentences.	Most of the writing is not done in complete sentences.	
	Capitalization and punctuation are correct throughout the brochure.	Most of the capitalization and punctuation are correct throughout the brochure.	Some of the capitalization and punctuation are correct throughout the brochure.	Most of the capitalization and punctuation are not correct throughout the brochure.	
Graphics	The graphics go well with the text, and there is a good mix of text and graphics.	The graphics go well with the text, but there are so many that they distract from the text.	The graphics go well with the text, but there are too few.	The graphics do not go with the accompanying text or appear to be randomly chosen.	

Narrative Elements Bookmarks

Name:	Name:	Name:
Title of Text:	Title of Text:	Title of Text:
Genre of Text:	Genre of Text:	Genre of Text:
Author's Purpose:	Author's Purpose:	Author's Purpose:
Description of Setting:	Description of Setting:	Description of Setting:
Characters:	Characters:	Characters:
Conflict:	Conflict:	Conflict:
Plot:	Plot:	Plot:
Theme:	Theme:	Theme:



Grade 3
Traveling and Shopping Around
English Language Arts Lesson Day 2
“Researching Places to Visit”

Rationale

- ✚ The intent of this lesson is to expose students to the requirements of the Common Core State Standards by applying a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.

Goals

- ✚ To learn how to find information, develop a sense of voice and audience, and select relevant facts

Standards

- ✚ **RI.3.5** Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- ✚ **RI.3.7** Use information gained from illustrations (e.g. maps, photographs) and the words in text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).
- ✚ **W.3.8** Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Objectives

- ✚ Students will be able to conduct research on a location of interest.
- ✚ Students will be able to collect factual details.

Materials

- ✚ Computers
- ✚ Handouts: *Things to Include in a Travel Brochure & Narrative Elements Bookmarks*
- ✚ Journal
- ✚ Magazines about travel
- ✚ Travel section of the local newspaper

WEBSITES

- [Notes From the Road](#)
- [Travel & Cultures](#)

Procedure

- ✚ **Anticipatory Set:** Have the students answer the following questions in their journals:
If you could visit any place in the world, where would you like to go? Why? Name some of the attractions that you would like to visit.
Who would you go with on this traveling experience?
Have the students share their responses with the class.
- ✚ **Background:** Have the students revisit the text to look for examples and passages about the setting. Students may record and/or edit information on their *Narrative Elements Bookmarks*.
- ✚ Explain to the students that today they will be **conducting research on the setting** using the Internet, reference materials, magazines, newspapers, etc.
- ✚ Students can visit [Notes from the Road](#) and [Travel & Cultures](#) for information on many areas of the world.
- ✚ **Modeling:** Review the handout, *Things to Include in a Travel Brochure* with the students. Demonstrate how to take notes on some of the items depicted on the handout.
Here is an example for Puerto Rico:
Geography- Caribbean Island- surrounded by the Atlantic Ocean and Caribbean Sea
- ✚ Inform the students that they will be using the handout to record their findings.
- ✚ **Group Activity:** Have the students decide which topics each of the members in their group will be researching.
- ✚ Remind the students to print pictures to use when designing their brochure.
- ✚ **Teacher's Role:** As the students conduct their research, circulate through the room. This is a good time to take observational notes or ask students questions as they are working.
- ✚ **Closure:** In groups, have the students share one important fact that they learned about their locale.

Teacher & Teachers' Aide Observations During the Group Activity

- ✚ How many students had trouble researching the Internet?
- ✚ How many students had trouble comprehending the text?
- ✚ How many students had difficulty taking notes?
- ✚ Which students needed assistance locating images for their brochure?

Assessment

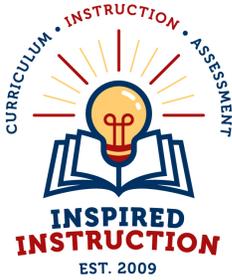
- ✚ Assess students' abilities to write important and relevant information on their bookmarks and notes.
- ✚ Informal assessment from observations during research.

Follow Up

- ✚ Tomorrow, students will use their research findings and images to create their brochures.

Narrative Elements Bookmarks

Name:	Name:	Name:
Title of Text:	Title of Text:	Title of Text:
Genre of Text:	Genre of Text:	Genre of Text:
Author's Purpose:	Author's Purpose:	Author's Purpose:
Description of Setting:	Description of Setting:	Description of Setting:
Characters:	Characters:	Characters:
Conflict:	Conflict:	Conflict:
Plot:	Plot:	Plot:
Theme:	Theme:	Theme:



Grade 3
Traveling and Shopping Around
English Language Arts Lesson Day 3
“Selecting My Location”

Rationale

- ✚ The intent of this lesson is to prepare students for the requirements of the Common Core State Standards by becoming familiar with central ideas, supporting details and themes in informational texts.

Goals

- ✚ To employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences and for different purposes

Standards

- ✚ **W.3.2a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- ✚ **W.3.2b** Develop the topic with facts, definitions, and details.

Objectives

- ✚ Students will be able to design their own brochures.
- ✚ Students will be able to create a travel brochure depicting their research finds about their location of interest.

Materials

- ✚ Travel Brochures
- ✚ Travel Magazines
- ✚ Newspapers
- ✚ Travel Books
- ✚ Copy Paper 8” x 14” or Construction Paper (if students are tech savvy, they may use an online template to create the brochure)
- ✚ Markers
- ✚ Pencils
- ✚ Glue
- ✚ Handouts: *Things to Include in a Travel Brochure, Cooperative Learning Roles, & Travel Brochure Rubric*

Procedure

- ✚ **Anticipatory Set:** Rank the topics depicted in the handout, *Things to Include in a Travel Brochure* from the most to least important details.
- ✚ **Background:** Inform the students that as a group, they must choose which information to depict in their brochures. Inform the students that they will be completing the travel brochure today. Explain to the students that they will be sharing their brochures with the class tomorrow.
- ✚ Review basic appearance of a travel brochure and share the materials they will be using to design it. Redistribute the handout, *Things to Include in a Travel Brochure*. Remind the students that this planning sheet is their guide when locating images in the magazines, newspapers and/or internet.
- ✚ **Group Activity:** Review the *Cooperative Learning Roles* with the students. Have each group assign a role to each member.
- ✚ Have the students use the magazines, newspapers, and internet to cut out pictures, symbols and words for their brochures.
- ✚ Encourage the students to assist each other in completing their brochures.
- ✚ As students complete their brochures, encourage them to complete the *Travel Brochure Evaluation Rubric*.
- ✚ **Closure:** Have the students discuss a problem or challenge that the group encountered and how it was solved.

Teacher & Teachers' Aide Observations During the Group Activity

- ✚ Did the students have difficulty with the graphics for their brochure?
- ✚ How many students had trouble portraying important and relevant details in the brochures?
- ✚ Did the students assist one another as they completed brochures?
- ✚ How many students used the Evaluation Rubric to create their brochures?

Assessment

- ✚ Assess students' creativity to produce an informative brochure by using the rubric.
- ✚ Evaluate the successful use of their notes with creating the brochure.

Follow Up

- ✚ On Day 4, students will utilize their brochures to orally present their travel location to the class.

Cooperative Learning Roles

Facilitator

Organizes the work and makes sure that everybody does their part.
Introduces group report.

Reporter

Makes group report to class.

Recorder

Takes notes and writes final report.

Resource Manager

Takes charge of materials, including distribution and cleanup.

Time Monitor

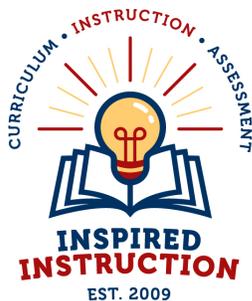
Keeps track of group processing, including level of teamwork and use of learning strategies.

Checker

Encourages group members by making positive statements about their contributions.

Travel Brochure Rubric

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Grade 3
Traveling and Shopping Around
English Language Arts Lesson Day 4
“Persuasive Vacations”

Rationale

- ✚ The intent of this lesson is to prepare students for the Speaking and Listening requirements of the Common Core State Standards by using spoken, written, and visual language to accomplish their own purpose for learning, enjoyment, persuasion, and the exchange of information.

Goals

- ✚ To gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience

Standards

- ✚ **SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.
- ✚ **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Objectives

- ✚ Students will be able to conduct a class presentation of their brochures.
- ✚ Students will be able to use persuasive words to convince the audience to visit their location.
- ✚ Students will be able to participate as knowledgeable, reflective, creative, and critical members of a variety of literary communities.

Materials

- ✚ Travel Brochures
- ✚ Handouts-*Persuasive Words and Travel Brochure Evaluation Rubric*
- ✚ Journal

Procedure

- ✚ **Anticipatory Set:** In their journals, ask students to free write on the following reflective questions:

After completing this activity, what role do you think the setting plays in a text?
Will you pay more attention to the setting now that you have completed this activity?

- ✚ **Background:** Inform the students that today they will have an opportunity to present their brochure to the class. Tell the students that today is the culminating event for their diligent work during the last 3 days of class.
- ✚ **Whole-Group:** Inform the students that **persuasion is used to convince others to embrace the point-of-view presented** by appealing to the audience's reason and understanding. Tell the students that we encounter persuasion every day through: TV commercials, letters to the editor, magazine ads, and brochures. Say to the students- *Can you think of other persuasive contexts?*
- ✚ Inform the students that when they are conducting their presentations, they need to help the audience relate to their topic and appeal to their hearts and minds. Good presenters accomplish this by painting their topic with plenty of details and by involving the audience's senses.
- ✚ Read and discuss the *List of Persuasive Words* with the students. Encourage the students to use some of these words during their presentations.
- ✚ Review the *Travel Brochure Evaluation Rubric*. Have the students point out the differences for each category and score. You may want the rest of the students using the evaluation rubric to score each other's brochures.
- ✚ **Group Presentations:** Once all of the students have completed their brochures, allow time (5-7 minutes) to review the brochure and prepare for their oral presentations.
- ✚ **Teacher's Role:** To facilitate each group presentation and encourage the audience to provide STARS (positive feedback) for each presenter.
- ✚ Assess the students' work using the *Evaluation Rubric* for this project.
- ✚ **Closure:** In groups, have the students share what they liked or enjoyed about each of the presentations.

Teacher & Teachers' Aide Observations During the Group Activity

- ✚ Did the students in the audience struggle with completing the rubric for each presentation?
- ✚ Did the students in the audience provide positive feedback for each group presentation?
- ✚ Who struggled with their oral presentation?

Assessment

- ✚ Assess students' ability to orally present their brochures to the class.
- ✚ Assess the group's effort in creating a brochure that portrays relevant and appropriate information.

Follow Up

- ✚ Pairing the brochures with the text they accompany would make a good classroom display.

Persuasive Words

Accurate
Advantage
Always/Never
Anticipate
Best
Build
Certain
Choose
Confident
Conquer
Convenient
Create
Decide
Define
Definitely
Design
Develop
Discover
Easy
Effective
Emphasize
Ensure
Establish
Explore
Expect
Find
Foresee
Free
Freedom

Gain
Gather
Generate
Good
Grasp
Guaranteed
Identify
Implement
Improve
Increase
Innovate
Inspire
Interesting
Investment
Lead
Learn
Magnificent
Manage
Master
Maximize
Measure
Most
Most Important
Motivate
New
Persuade
Plan
Prepare
Popular

Profitable
Proven
Raise
Realize
Reduce
Refresh
Resist
Respond
Retain
Results
Safe
Save
Should
Simplify
Stimulate
Strongly Recommend
Succeed
Superb
Superior
Take
Train
Transform
Tremendous
Truly
Trustworthy
Understand
Win
Workable
Worthwhile

Travel Brochure Evaluation Rubric

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