





















**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

|                     | 4  | 3   | 2   | 1  | Score |
|---------------------|--|---|---|--|-------|
| <b>Organization</b> | 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.                              |       |
| <b>Ideas</b>        | 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. |       |
| <b>Conventions</b>  | 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.                          |       |
| <b>Graphics</b>     | 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.                           |       |



**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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