

Unit Plan

Essential Learning Area: English

Learning context: Brochure research & create

Strand / Level: Viewing and Presenting Level 2/3

Achievement Objectives:

1) creates texts by using meaning, structure and visual & grapho-
phonic info' with increasing confid'. 2) show a develop' underst' of
how to shape texts for different audiences and purpose.

Essential Skills:

Managing self	Thinking
Relating to others	Using language/texts
Participating & contributing	

Class Level: Year 4 (Suit ages 8+)

Duration: Approx 11 lessons

Resources:

selection of brochures collected at visitors' centre
'Free' tckts for entry
envelopes/stamps for postage to and from
pod of laptops for 3 days (already booked)
digital cameras (one per group) Parents own?
information for effective photo-taking
blank brochure sheets for draft
risk analysis forms (one per grp)

Specific Objectives of this Unit:

- * written to various Christchurch businesses seeking tckts to go and explore in a group of about 2-4 students. Students discuss their experiences with others
- * research and record ideas in order to write and display information into a 'brochure' form.
- * create a final brochure using 'i-pages' format.
- * share brochures with audiences, including another class, classes overseas, the business where visited.

1	<p>Introduction to Topic Re-cap our final writing lesson from last term about holidays. Students construct a list of places they went, activities they did in small groups. Share ideas with class. Highlight best ones. Explain the process for this term. Discuss the significance of brochures.</p>	6	<p>Trips to Tourist Activities 'Day for travelling to business and gathering information'. Students and Parent fill out questionnaires gathering as much information as possible. Students make 'Thank you' cards for parents and the tourist attractions visited.</p>
2	<p>Writing letters to Tourist Activities Construct class letter to send as soon as possible to Christchurch businesses and await replies telling of our project and asking for complimentary tickets so we are able to visit (include signed letter from students and self-addressed envelope for quick return).</p>	7	<p>Summarise information and Prepare Draft Choose suitable pictures/photographs Draft the text for brochures. (Need about 2 sessions for good draft)</p>
3	<p>Preparing for Trips Collate any replies that we have received from the local businesses. Make poster for students to record replies, ticket numbers etc. Write letter to parents asking for parent help. (A parent to transport and support a group of 2-4 students).</p>	8	<p>Summarise information and Prepare Draft Complete published texts and draft booklet so groups are ready to publish using Pages (Apple Mac software) or Microsoft Office'.</p>
4	<p>Deisgns for Brochures Browse variety of brochures. Discuss the detail, format, effectiveness, colours, information. Construct a 'research plan' of what students will need to find out about the tourist activity.</p>	9	<p>Creating the Tourist Brochure Working with teacher on the laptop computers, the children make their brochure using 'Pages' or Microsoft Office.</p>
5	<p>Preparing for the Trips Collate any replies and group chn. Students in their grp of 2-4, complete a risk analysis form for their particular trip. Begin blank brochure to start planning where students will have text, photos, maps etc. Share info with another grp. Hand in for teacher to check.</p>	10	<p>Creating the Tourist Brochure Working with teacher on the laptop computers, the students will complete their pamphlet using 'Pages' or Microsoft Office Share information with others. All brochures from participating schools will be e-mailed to school and then posted on our school website.</p>

Unit Evaluation: Student Self/Group Assessment