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Fourth Grade

Writing- Advertisements

**Objective:**

The student will create a milk mustache advertisement which is free from spelling errors, grammatical errors, and also contains at least one fact from the milk facts handout.

**Materials:**

- Got Milk? Ads
- Milk facts handout
- Digital Camera
- Alpha smarts
- Computer
- Printer
- Milk
- Vanilla Ice cream
- Cups

**Procedure:**

1. Begin by asking students if they know what advertisements are or if they can think of a popular advertisement.
2. Explain that companies use advertisements to try and persuade consumers/buyers to purchase their product.

3. Ask the students if they are familiar with the Got Milk? Ads. Show examples of these ads. Point out how the ads tend to use a celebrity, positive characteristics of the celebrity, and facts about milk to prove how great milk is for a person.
4. Show the students a sample Got Milk? Ad, being sure to point out the milk facts in the ad.
5. Explain to the students that they are going to create their own Got Milk? Ads in which they are the featured celebrity. The students should use the facts about milk to examine how milk has positively affected them. The students will use these ideas to write a short ad on how milk benefited them.
6. The teacher will give each student a paper containing several facts about milk. The teacher will inform the students that their ads should contain at least one of the facts about milk.
7. The student will have several minutes to brain storm ideas for their ad.
8. Each student will be given an Alpha Smart computer to type their ad into. The teacher should review how to use the Alpha Smart computers with the students.
9. When the students have finished typing their ads, they should send them to the teacher's computer to be checked.
10. Have a milk mustache mixture pre-made (3 parts vanilla ice cream, 1 part milk).
11. Next, have each student "drink" the mixture so that they have a milk mustache.
12. Pose each student for their milk ad.
13. Load all pictures onto the computer.
14. Arrange pictures and ads into one document to create the final Got Milk? Ad.
15. Print off ads and display.

### **Assessment:**

The teacher will check that the student has created a Got Milk? Ad, which is free of spelling errors, grammatical errors, and contains at least one fact from the milk facts handout.

### **Sunshine State Standards:**

#### **Writing**

##### **Standard 1:**

**The student uses writing processes effectively. (LA.B.1.2)**

1. prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

##### **Standard 2:**

**The student writes to communicate ideas and information effectively. (LA.B.2.2)**

3. writes for a variety of occasions, audiences, and purposes.

4. uses electronic technology, including word processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.

The fourth grade student:

#### *Reading*

- identifies author's purpose in a text.
- recognizes text that is written primarily to persuade.

#### *Writing*

- uses a variety of strategies to prepare for writing (for example, brainstorming, making lists, mapping ideas, grouping related ideas, keeping a notebook of ideas, observing surroundings, answering questions posed by others).
- establishes a purpose for writing (including but not limited to explaining, informing, telling a story, making a request).
- focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).
- uses electronic technology to create, revise, retrieve, and verify information (including but not limited to word-processing software and electronic encyclopedias).

*Listening, Viewing, and Speaking*

- understands information presented orally (for example, key points, details, different interpretations).

**National Educational Technology Standards:**

**1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.

**2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

### **ESE Adaptations:**

- A student with a reading disability, or who is blind/ visually impaired, will have the ads described to him. The other student can read aloud and the ESE student can listen and create a mental image.
- For a student who has trouble understanding and following directions the teacher will inform the student of the lesson's set up before hand. In this case, the teacher will inform the student that he will be creating a Got Milk? Ad featuring himself.
- A student who is deaf or hard of hearing will be given a copies of the ads and examples.
- For advanced students, challenge them to use more advanced vocabulary in their ad.

### **ESOL Adaptations:**

- Build prior knowledge by giving showing ESOL students a variety of Got Milk? Ads in magazines.
- Allow the ESOL student to work with another student who is fluent in English. The fluent speaker can help the ESOL student with vocabulary and word meaning.

## Milk Facts

- ☑ Protects bones and builds new muscle cells
- ☑ The minerals in milk are essential for proper muscle contraction to prevent muscle cramping — which is why anyone who cares about being active and keeping fit should drink milk too
- ☑ Low-fat and nonfat milk pack the same nutritional punch as regular milk.
- ☑ Milk includes two types of protein: casein, which makes up 80% of the total protein content, and whey, which accounts for the remaining 20%. Both are recognized as high-quality, muscle-building proteins.
- ☑ Top athletes, like the players in the U.S. National Women's Soccer team, drink four to five 8-ounce glasses of milk daily
- ☑ Milk is one of the best sources of the vital nutrients that help maintain strong and healthy hair.
- ☑ Milk helps build strong teeth and may help to prevent tooth decay.
- ☑ A protein naturally found in milk may improve sleep quality and next day alertness.
- ☑ Government studies show an alarming 86% of teen girls and 64% of teen boys aren't getting enough calcium daily — lacking the equivalent of four glasses of milk per day.
- ☑ Milk was the most reliable calcium source and delivers what the label promises.
- ☑ Milk isn't only a calcium source, it's a nutritional powerhouse with additional performance enhancing properties like protein and vitamin D. That's why top athletes drink four to five 8-ounce glasses of milk daily.

Real Milk Ad

Super.  
That's how milk makes  
you feel. The calcium helps  
bones grow strong,  
so even if you're not from  
Krypton™ you can have  
bones of steel.

got milk?®

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## **Reflection**

I used technology in a couple different ways in this lesson. I used alpha smarts, a laptop, and a digital camera. The students had to write “Got Milk?” advertisements; after the students drafted their ads, they typed them into the alpha smarts. Then I download their advertisements from the alpha smarts to my laptop. Also, I took a photograph of student with a milk mustache. I loaded the photographs on to my laptop as well and paired each students photograph with their advertisement to form the finished product. Technology completely enhanced this project because it allowed me create a realistic looking “Got Milk?” advertisement for each student. Without a laptop and digital camera the final products would not be as nice and professional looking as they turned out.

I was very comfortable using all the technology in this project. I am very familiar with using a digital camera with a laptop since I do it all the time. It was very easy for me to play with the photographs and adjust them to my needs. The alpha smarts were new technology for me but they turned out to be very simple to use and the students absolutely loved the idea of typing on them. The only person who really had to help me complete the assignment was my cooperating teacher; she checked out the alpha smarts for me and then gave me brief instruction on how to use them.

The only problem I had with my lesson was that every student in my class wanted to do the lesson. I did the lesson with five students the first time however I am slowly getting the chance to do the lesson with the other students and they love it. The students caught on well to what I was telling them about the milk advertisements. Also, having the incentive of getting to eat ice cream motivated the students to concentrate harder on correctly writing their advertisements. If I could do this lesson again I would do it as a



whole class lesson as opposed to in small groups. By doing this, each student would get to participate in the fun activity at the same time. The only additional help I would need doing it this way would be hooking up my laptop to the projector or ELMO.

### Student feedback

The students were engaged the whole time during this lesson. The students contributed to group discussion on advertising and then they worked with the alpha smarts. The students were quite fascinated watching their work transfer from the alpha smarts onto my laptop. Their learning was really all hands on because of the technology. Even when they were sitting and writing they were, in my opinion, doing it in a fun way because of the alpha smarts plus they were learning how to use the technology. I was very impressed with the products my students produced.