



EXPEDITIONARY
LEARNING

Grade 7: Module 2B: Unit 3: Lesson 12

Performance Task: Create a Counter Ad



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)
I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6)
I can produce clear and coherent writing that is appropriate to task, purpose, audience, and style. (W.7.4)
I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9b)

Supporting Learning Target

- I can create a counter ad in which my layout, style, and language make my meaning clear to my classmates.

Ongoing Assessment

- Ad Analysis



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Mini Lesson: What Makes a Layout Effective? (10 minutes)2. Work Time<ol style="list-style-type: none">A. Completing the Counter Ad Final Draft (30 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Turn and Talk (5 minutes)4. Homework<ol style="list-style-type: none">A. Be sure to continue your independent reading. Remember that in the next lesson, we will write book reviews. Most of you need to be finished with your book by then; a few of you who selected longer books have set a different goal with me. Please make sure that you have met your reading goal and bring your book to class that day.	<ul style="list-style-type: none">• This lesson opens with a mini lesson on effective layout and design propelled by an entry task. Students look at the model performance task and consider how the author used layout and graphic design to grab the viewer's attention and communicate information. Be sure to highlight that the author has used technology in a purposeful way to help communicate his or her message. He or she hasn't simply used it because "it's cool"—an idea that middle school students may struggle with when it comes time for them to use the technology.• From here, students move into Work Time A and apply what they have learned in the mini lesson to their counter ads. Students may have already started creating sketches in Lesson 10. At this point, students should be working on a final draft of their counter ad with their partners.• During Work Time A, consider how you will support students in using this time well. You might confer with each pair, pull several pairs to support more intensively, or provide a formal checkpoint for each pair. Students might benefit from a routine in which you ask partners to commit to a goal for the next 15 minutes, then check in to see if they have reached that goal, then set the next goal.• Consider how you will adapt the entry task and mini lesson to support your students and the platform you've designated for their final performance task. This portion of the lesson will vary a great deal depending on which (if any) technology you are using. Remember that this final performance task is designed to give students an authentic audience for their research. The research is the most important part of the Ad Analysis, not the layout or genre of the counter ad.• Consider inviting the technology specialist in your school to assist or to plan this lesson with you.• If students are working with a technology platform for the first time, consider providing other resources to help them in class. For example, consider creating an online user's guide or a handout with common functions and questions—a "Directions for Platform" resource. Remind students that they need to use all of their resources during Work Time A before asking you for help. Another option might be to invite a technology specialist from your school to assist during the lesson.• In advance: Plan the mini lesson and support for any new technology.• Post: Learning target.



Lesson Vocabulary	Materials
graphic design	<ul style="list-style-type: none"> Model Performance Task: “Samsung Appliances” (from Lesson 4; one to display) Entry task (one per student; teacher-created; see Teaching Notes above) Ad Analysis planning guide (from Lesson 10; one per pair)

Opening	Meeting Students’ Needs
<p>A. Mini Lesson: What Makes a Layout Effective? (10 minutes)</p> <ul style="list-style-type: none"> Display the Model Performance Task: “Samsung Appliances” and distribute the entry task (tailor the parenthetical portion to suit students’ needs based on the platform they are using): <ul style="list-style-type: none"> * “How did the author use layout and graphic design to get your attention and communicate clearly? What do you notice (about the use of headings, color, graphics, and the placement of text and objects)?” Briefly define <i>layout</i> and <i>graphic design</i>, and remind students that just as using language appropriate to their task will help their audience understand their ideas, the way they lay out and design their ad will also affect how the audience engages with and understands their work. Direct students to complete the entry task. Then ask a number of students to share what is effective in the model. Prompt them: <ul style="list-style-type: none"> * “How does that get the reader’s attention? How does it make the meaning clear?” Middle school students can get caught up in the tricks and frills of a technology; it is important that they understand that the technology is a tool used to engage and communicate with your audience, not something that has value just because it “looks cool.” If applicable to your class and the chosen platform for their final performance task, share with students how they might replicate what they found to be effective in the model in their final product using technology. 	<ul style="list-style-type: none"> Discussing a model provides a clear vision of the expectations for students.



Work Time	Meeting Students' Needs
<p>A. Completing the Counter Ad Final Draft (30 minutes)</p> <ul style="list-style-type: none">• Invite students to take their Ad Analysis planning guide and join their partners.• Tell students they should use this time to complete a final draft of their counter ad. Note that they should have finished the final draft of their Ad Analysis in the previous lesson, so they should focus on their counter ad at this time.• Encourage students to refer to the model performance task for guidance as they work.• Consider how you might confer strategically with groups at a particular checkpoint (this will vary depending on technology being used), or pull several pairs for additional support.• Consider supporting pairs in setting goals for 15-minute periods, and checking in with them at the end of that time to see if they met that goal, and setting another goal for the following 15 minutes.• As you circulate, look for examples of students who make strong decisions about their work to share during the debrief in the Closing and Assessment.	<ul style="list-style-type: none">• Some students may have strengths in art or technology. Consider using them as “teacher assistants” during Work Time A.
Closing and Assessment	Meeting Students' Needs
<p>A. Turn and Talk (5 minutes)</p> <ul style="list-style-type: none">• Ask students to turn and talk with a partner:<ul style="list-style-type: none">* “What is one writing decision you made that has worked out really well?”• Call on several pairs to share their decisions with the class. Consider pre-selecting pairs with strong work that you noticed while you were circulating.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue your independent reading. Remember that in the next lesson, we will write book reviews. Most of you need to be finished with your book by then; a few of you who selected longer books have set a different goal with me. Please make sure that you have met your reading goal and bring your book to class that day.	

There are no new supporting materials for this lesson.