

# LESSON PLAN TEMPLATE

*Directions: Click in the grey area and type the answer to the question. Please be as detailed as possible as the writing space will expand as you type. When completed, save onto desktop and send as an attachment to [mchoa16@sisd.net](mailto:mchoa16@sisd.net) by April 13, 2007 for the Follow Up session scheduled. Send by April 10, 2007 if you need copies made for your presentation.*

<b>LESSON PLAN TITLE</b>	<i>Reading and Understanding Advertising</i>
<b>CONCEPT / TOPIC / THEME</b>	<i>TV Ears newspaper advertisement</i>
<b>READING COMPONENT(S) ADDRESSED</b>	<i>Gist, decoding, graphic organizer</i>
<b>OBJECTIVE</b>	<i>Learning to discern between writing to persuade (advertising) and factual writing</i>
<b>REQUIRED MATERIALS (include copy of newspaper articles/information used)</b>	<i>Advertising from El Paso Times advertising supplement</i>
<b>ACTIVITY PROCEDURES:</b>	<p><b><u>INTRODUCTION OF LESSON</u></b>  <i>-Discussion on what advertising is and it's purpose; asking students to cite different examples of advertising (TV, radio, print).          -Discuss WHY we make certain product choices. What are these decisions based on?</i></p> <p><b><u>LESSON OUTLINE/SCHEDULE (include approximate times)</u></b>  <i>Objective: to assist learners in discerning between advertising and factual writing</i></p> <p><i>Warm-up: 3-5 minutes: Read aloud a TV commercial script I make up focusing on a new wonder drug for weight loss.</i></p> <p><i>Intro: 10 minutes; discuss definition of advertising, students' personal experience with product claims and performance. Take a look/discuss at different advertisements from the newspaper supplement.</i></p> <p><b><u>PRACTICE/ACTIVITIES (may attach handouts)</u></b>  <i>Presentation: 30 minutes; Hand copies to each 4-student group of the TV Ears advertisement. Grouped by unlike ability Read advertisement utilizing GIST. Develop an understanding of the material using an affective graphic organizer (pre-taught). Practice: 20 minutes; have student groups complete the questionnaire/checklist (see below) on the product.</i></p>

	<p><b><u>EVALUATION</u></b>  <i>Evaluation discussion: 20 minutes; Have one student from each group state results from reading advertisement and answering questionnaire/checklist. What did they determine about the advertisement?</i></p>
<p><b>DIFFERENTIATION / GROUPING STRATEGIES USED</b></p>	<p><i>Students realized they needed to seek additional information on the same topic but from a different source in order to make an informed decision about hearing aids. A brief discussion can also include future items to look for when evaluating performance claims on a product and the validity of supporting evidence.</i></p>
	<p><i>Differentiation: Paragraphs of different length and difficulty (terminology) were assigned to each student group (Instructor may also choose to differentiate by having like-ability groupings find particular information from the questionnaire based on level of difficulty).</i></p>
	<p><i>Student groups of 4 were grouped by unlike ability offering all students an opportunity to read and tackle unfamiliar words in the paragraphs assigned to them using a dictionary.</i></p>

Transquiling Special... our lowest price ever!

Listen to TV at your own level...without disturbing others.

OUR TV EARS saved



TV Ears 2 is better than ever!

- **Sharper Sound- No Interference.** The technology provides a clearer signal for superior sound quality without interference and frequency drifting. Line-of-sight coverage up to 900 square feet.
- **Comfortable and convenient.** New patented TV Ear tips provide greater comfort and superior sound quality. The new quick-change base fully recharges the headset in just 1 hour.
- **TAP (Television Audio Processing) Technology.** New circuitry lifts program dialogue above soundtrack and background noise for the ultimate TV listening experience.

TV Ears 2 is powerful (120 db) and features technology that makes hard to hear words easier to understand and keeps background sounds in the background. Beware of cheap TV headsets that are limited in output and inferior in quality.

"Now my husband can have the volume as loud as he needs...and I can have the TV at my hearing level. 'TV Ears' are so uncrumbersome that Jack forgets he has them on! He can once again hear and understand the dialogue. We have given 'TV Ears' as a gift to dear friends. They are absolutely the finest product." Sincerely  
—Darlene and Jack B. CA

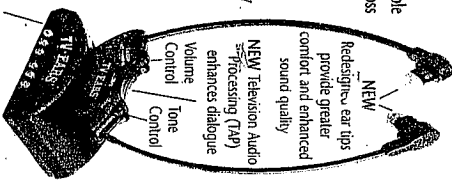
**Audiologists-recommended TV Ears 2 has helped thousands enjoy TV without cranking up the volume, now it's new and improved.**

**M**ore than 32 million Americans have some degree of hearing loss. If you struggle to hear TV, or family members complain the TV is too loud, you need

TV Ears 2! TV Ears 2 is a powerful new device that has helped thousands of people with mild, moderate, or severe hearing loss hear the television clearly without turning up the volume. Now you can listen to television at your own level while others may adjust the volume to fit theirs. TV Ears 2 helps you hear every word clearly. Imagine watching your favorite programs, and actually being able to hear every word and sound—it will change your life! If you are dealing with the frustration and arguments that come with turning up your TV volume too loud...read on.

From Dr. John W. House, president of the House Ear Institute

"I have found patients with mild to moderate hearing loss gain the most benefit from TV Ears 2. They are the



Transmitter and Recharging Base NEW rechargeable headset in just one hour and operates up to 10 hours! (Base can charge two headsets)

Try them yourself! If you aren't totally amazed...send them back! We're so sure you'll be absolutely astonished with the increase in sound and clarity when using the TV Ears 2 that we're backing them with firstSTREET's exclusive in-home 90-day trial. If you aren't completely satisfied, simply return them for the product purchase price.

**TV Ears® 2** Item# TE-387A  
was \$149.95 ..... **NOW \$99.95**

Call now and get **FREE** shipping.

Free shipping within the contiguous 48 states only.

Ask about our special price on additional headsets

Please mention promotional code 32223.

For fastest service,  
call toll-free 24 hours a day  
**1-800-340-3666**

To order by mail, please call for details or go to

[www.tvearsdirect.com](http://www.tvearsdirect.com)

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Colonial Heights, VA 23834

# **UNDERSTANDING ADVERTISING**

**Answer the following questions on the advertising piece your group is thinking about**

- 1. What kind of advertising is this (radio, TV commercial, print advertising)?**
- 2. What are the claims made by the company?**
- 3. What is the source of the advertising claim?**
- 4. Who printed the article?**
- 5. What evidence can you find to support the company's claim?**
- 6. Would you buy this product? Why?**

**Affective Graphic Organizer**

Purpose: To gauge the impact of specific facts on emotions and thoughts.

ULTRA-BRITE Toothpaste

FACTS

FEELINGS

1. *CLEANS TEETH WHITER*
2. *HAS FLUORIDE*
3. *MINT TASTE*

1. *FRESH BREATH*
2. *ATTRACTIVE*
3. *HEALTHY*

# GED READING ACADEMY

## Lesson Plan Development and Evaluation Form

**Directions:** Click in the grey area and type the answer to the question. Please be as detailed as possible as the writing space will expand as you type. When completed, save onto desktop and send as an attachment to [mochoa16@sisd.net](mailto:mochoa16@sisd.net) by **April 13, 2007** for the Follow Up session scheduled. Send by **April 10, 2007** if you need copies made for your presentation.

TOPIC	SPECIFIC QUESTIONS
<p><b>TEACHING SITUATION</b></p> <p><i>Describe your teaching situation and setting.</i></p>	<p><b>Where do you teach?</b> David A. Nava - SISD Community Services Ctr.</p>
	<p><b>What do you teach?</b> ESL Level III</p>
	<p><b>How many hours a week do you teach?</b> 5</p>
	<p><b>Who are your students?</b> Most are recent immigrants from Mexico. Students are evaluated for English ability prior to placement in my class.</p>
<p><b>PROBLEM</b></p> <p><i>Describe what led you to the developing this activity.</i></p>	<p><b>What is the problem you have experienced in your situation?</b> I found that many of my students, via testimony, take product information they come across as a given, a truth. This lesson allows them to read and begin to discern information as true or possibly biased (ie. advertising)</p>
	<p><b>Why are you interested in this topic?</b> Many ESL students rely on word of mouth testimony from fellow students or family members regarding products. Should that source not be informed about a particular topic, my students might not take the initiative to investigate further as to the validity of advertising claims.</p> <p>My class includes seniors and family members of seniors that will have an interest in the topic (hearing aids).</p>

TOPIC	SPECIFIC QUESTIONS
<p><b>ACTIVITIES DEVELOPED TO ADDRESS THE PROBLEM</b></p> <p><i>Explain each step of the process. Include enough detail so that readers can understand what you did.</i></p>	<p><b>What specifically did you do to identify the problem?</b> As a class, we examined product advertising (El Paso Times Newspaper). We paid particular attention to drug company and cleaning product claims.</p> <p><b>Identify at least one (1) data collection activity used.</b> We discussed students' personal experiences with product claims and results from such products as the "pulcera del balance", various weight loss products, etc. Each student completed a questionnaire I developed for this lesson asking the student to identify the hearing aid product manufacturer, publisher (of the advertisement), product claims, evidence supporting product claim, and source of "study" or "lab " results.</p>
<p><b>ACTIVITY EVALUATION</b></p> <p><i>Evaluate your activity and note the results of this activity.</i></p>	<p><b>What were the results?</b> Upon completion of the lesson, my students realized they needed to seek additional information on the same topic but from a different source in order to make an informed decision on choice of hearing aids.</p> <p><b>What effect did this project have or not have on your learners? Why?</b> Through this exercise, my students are on their way to becoming more critical readers of information.</p> <p><b>What worked well and what didn't go well?</b> WELL: An appreciation for validity of information and the knowledge that not all sources of information are valid or without bias.  NOT SO WELL: Stopping too often to go over unfamiliar vocabulary</p> <p><b>What are you going to start doing differently as a result of this experience?</b> I will be more selective on choice of advertising reading material; choosing material that has verbage less intimidating to my students. I will seek out advertising material that includes product performance or side effects disclaimers to discuss these as well.</p>
<p><b>ATTACHMENTS</b></p> <p><i>Include materials, handouts , lesson plans, student work, etc.</i></p>	<p><b>What documents did you create/use for this activity? Include samples of student work to support your activity.</b> Each student completed a product questionnaire/checklist asking them to identify certain components of an advertisement ( manufacturer, publisher, product claims, and evidence supporting claims).</p>