



Lesson Plan Summary Magic Tree House Fact Tracker: Soccer

Soccer “Unfolded”

An Informational Brochure Activity

<p style="text-align: center;">EACH STUDENT WILL:</p> <ul style="list-style-type: none"> • Create an informational brochure containing facts learned after reading the Fact Tracker, Soccer. • Discover the purpose and elements of a brochure. • Collaborate with classmates in cooperative groups to evaluate the effectiveness of examples of brochures. • Work in cooperative groups to organize information. • Use a graphic organizer effectively as a prewriting tool. • Present brochures to classmates. 	<p style="text-align: center;">COMMON CORE STANDARDS ADDRESSED:</p> <p>(The standard for one grade level is explained. The codes for applicable grade levels are listed.)</p> <p>READING:</p> <ul style="list-style-type: none"> • Key Ideas and Details: RI3.1, RI 4.1, Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI 4.1) • Craft and Structure: RI3.5, RI 4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (RI4.5) • Integration of Knowledge and Ideas: RI3.7, RI4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to the understanding of the text in which it appears. (RI4.7) <p>WRITING:</p> <ul style="list-style-type: none"> • Text Types and Purposes: W3.2, W4.2 Write informative, explanatory text to examine a topic and convey ideas and information clearly. (W3.2, W4.2) <p>SPEAKING AND LISTENING:</p> <ul style="list-style-type: none"> • Comprehension and Collaboration: SL3.1, SL4.1 Engage effectively in a range of collaborative discussions (one on one, in groups and teacher-led) with diverse partners, on grade level topics and texts, building on other’s ideas and expressing their own clearly. (SL3.1, SL4.1) • Presentation of Knowledge and Ideas: SL3.4, SL4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL4.4)
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FT52-1S914

Created by: Paula Henson, 2007 Magic Tree House Teacher of the Year, Knoxville, TN



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In Magic Tree House # 52, Soccer on Sunday, Jack and Annie looked around the tree house for a book to help them on their mission to find the fourth “Secret of Greatness”. Instead, they discovered a pamphlet about the 1970 World Cup that was held in Mexico City and along with it two tickets to attend the final game! Because pamphlets and brochures are excellent vehicles for communicating condensed information to a specific audience, and because they were introduced to this concept in Soccer on Sunday, this genre seems an excellent and timely vehicle for presenting the information your students gather in the Fact Tracker about the game of soccer in a clear, concise and organized manner, while providing opportunities for creative expression! So, engage your students in a mini lesson on creating a brochure as you help them “unfold” the game of soccer!

Materials:

- Classroom copies of the Fact Tracker, Soccer
- Examples of a variety of brochures and/or pamphlets
- Legal size copy paper, white or light colors (1 sheet per student)
- Colored Pencils
- Note-taking Template (included)
- Graphic Organizer (included)
- Examples of Student Brochures (photos included)
- Writing Checklist (included)
- Optional Rough Draft Template (included)

Procedures:

1. Introduce your students to brochures/pamphlets by gathering as many examples of brochures, pamphlets and leaflets as you can. Explain that the terms pamphlet, brochure and leaflet are often used interchangeably and that they are all used as a concise, persuasive ways to convey information to the reader. Invite students to bring in samples as well.

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2. Present a chart or display on your classroom monitor the following elements included in creating an effective informational brochure:
 - Has a specific topic with an attention-getting cover (Soccer)
 - Has a specific audience (People interested in learning about soccer and the history of the game)
 - Tells who, what, when, where, and why in an organized way(as it relates to the game and history of the game of soccer)
 - Contains additional information that the reader might want to know about the topic (information that will make your brochure more interesting and entertaining)
 - Uses descriptive words when conveying information
 - Contains a variety of text features (examples are titles, speech bubbles, illustrations, short paragraphs, bullets, captions, table of contents, diagrams, etc.)

Display examples of student-made brochures on your classroom monitor (included in this lesson plan) to give them an idea of how the finished product might look when different text features are used. Discuss how this makes the piece much more appealing and interesting. Ask students to note the different sizes and colors of text used to add interest and to draw attention to different topics within the examples of student-made brochures. Note that students may wish to include pockets in their brochures as seen in one of the images to add interest. Also draw their attention to the student made brochure covers. Emphasize that this should be the most eye-catching part of their project.

3. Allow students to form small groups to investigate the content of at least two of the brochure examples brought into the classroom by you and students and ask them to take notes on the note taking activity sheet. "Noteworthy Observations" (included). Allow students to share their observations with the class as a whole and let the class vote on the most effective brochure/brochures.
4. Show students the different folding styles (included) they can choose from to design their brochures. They should choose a six or eight-sided style so that they will have ample room for all of the information they will be reporting on. We will assume that your students will choose a six-sided style for explanation. Explain that each side of the brochure will have a different topic or will allow them to report on at least six facts or subtopics.
5. Allow students to work with partners or in small groups to compile the information they learned in the Fact Tracker Soccer before they design their brochure.

Students may use the graphic organizer “Keeping Score of the Facts” to make notes. (Included)

6. Designing the Brochure:

(Designing the brochure can be an individual assignment or students may work in pairs or small groups to design a brochure about the game of soccer. When working in pairs or small groups allow students to choose different topics about the game to include in the brochure.)

One of the following methods may be used by your students to design their soccer brochure:

- You may choose to allow younger students to design the six sides of their brochure by making copies of the rough draft template (provided) and using this as a guide before transferring their ideas from the rough draft template to a large, legal-size piece of copy paper which they will fold into one of the brochure folding styles (diagram provided). This template serves only to organize information and ideas and provide possibilities for using a variety of text features. Explain that each box represents one of the six sides of their brochure. They may use the boxes to plan out their illustrations or how they might choose to use different types of text features. The lines below each box may be used for recording the information they have learned. Allow students to proofread and edit their rough drafts template using the “Follow the Rules” list (provided).
- If you wish to encourage a greater level of creative expression, students may forgo using the rough draft template provided and start designing their brochure on a large blank piece of legal size copy paper folded into one of the brochure folding styles of their choosing.
- If your students have individual computers readily available you may choose to have them design a brochure using the following program.

<http://oakdome.com/k5/lesson-plans/powerpoint/tri-fold-brochure.php>

7. After students share their soccer brochures with the class, you may choose to post them on a bulletin board. A fun background for your bulletin board display would be a large soccer field diagram with a soccer ball border available at most educational suppliers. Take digital pictures of students' brochures and upload them to your Class Homepage for families of your students to enjoy!

Soccer
Accompanying Materials



Noteworthy Observations

Brochure #1

Attention-Getting Cover? _____

Who is the targeted audience? _____

Information is organized in an easy to follow way? _____

What descriptive words were used? _____

Uses a variety of text features? _____

Suggested improvements:

Brochure #2

Attention-Getting Cover? _____

Who is the targeted audience? _____

Information is organized in an easy to follow way? _____

What descriptive words were used? _____

Uses a variety of text features? _____

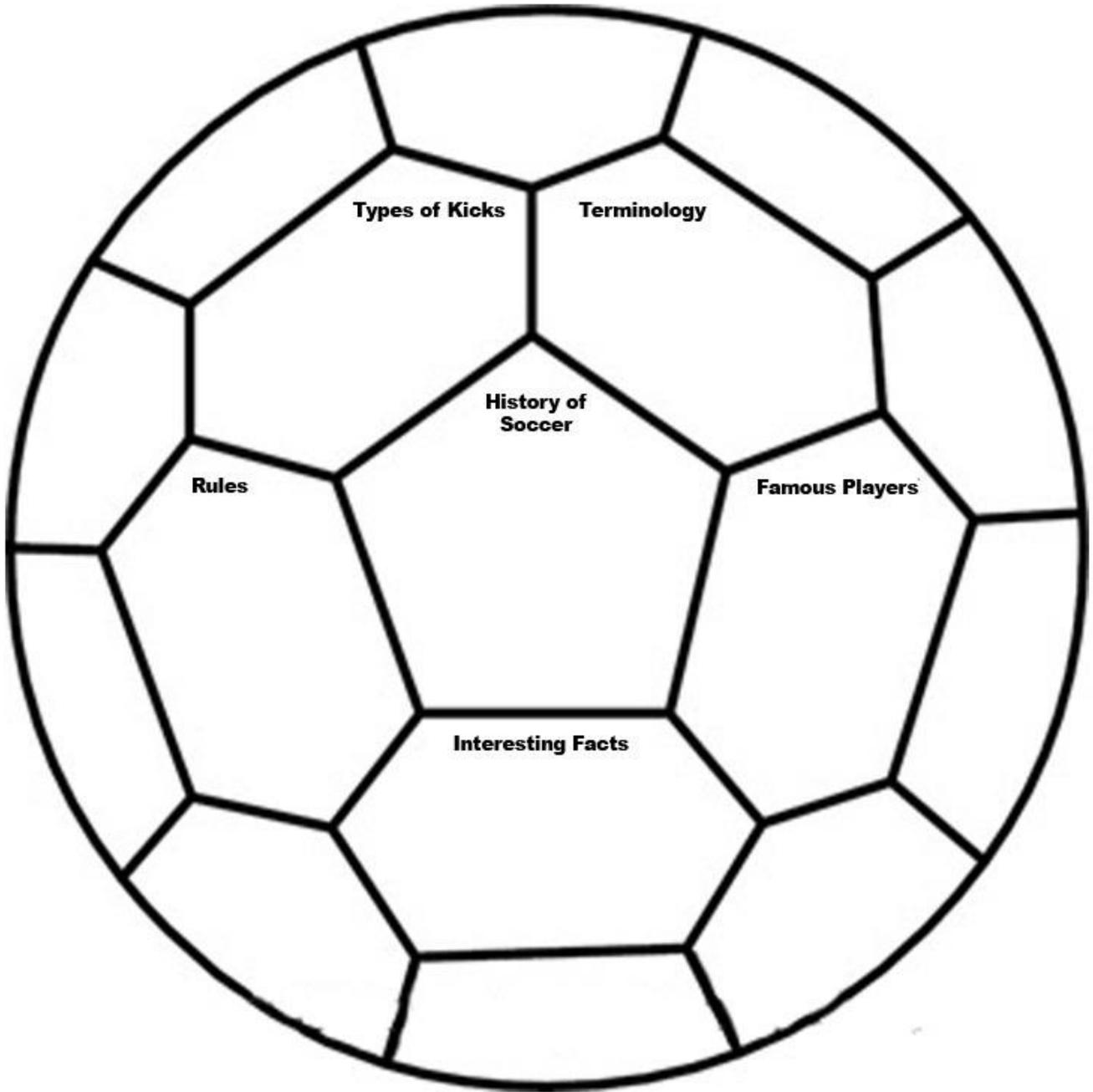
Suggested improvements:



Keeping Score of the Facts

Name: _____

Gather and compile facts below that you learn after reading the Fact Tracker Soccer.



BROCHURE FOLDING STYLES



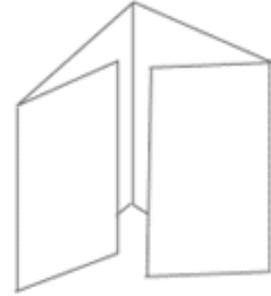
TWO PAGE INSERT



FOUR PAGE SINGLE FOLD



SIX PAGE GATEFOLD



EIGHT PAGE DOUBLE GATEFOLD



EIGHT PAGE 2 PARALLEL FOLDS



SIX PAGE ACCORDION FOLD



EIGHT PAGE ACCORDION FOLD



EIGHT PAGE BROADSIDE



Following the Rules



1. I have checked my spelling.

2. I have used capital letters.

3. I have used the correct punctuation at the end of every sentence.

4. I have checked to make sure that all sentences are complete sentences.

5. I have included the elements of an effective informational brochure.

Rough Draft Template (Optional)

Inside Left

Inside Center

Inside Right

Topic

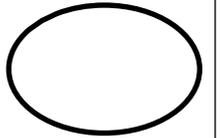
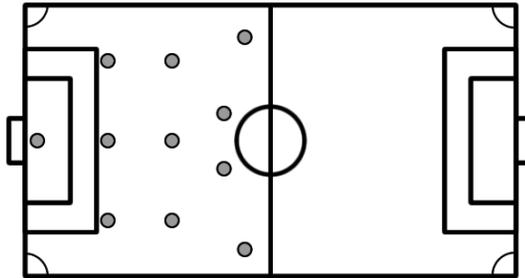
**HISTORY OF
SOCCER**

Topic

Rules

Famous Players

Illustrations



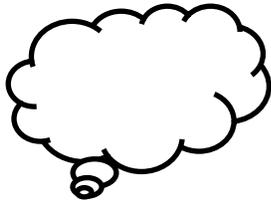
Back Left

Back

Cover

Topic

**SOCCER
TERMINOLOGY**



Topic

Interesting Facts

TYPES OF KICKS

Title: _____

A large empty rectangular box with a thin black border, intended for a drawing or illustration.

Designed By:
