

# Fruit or Veggie Ads

## Summary

Grades 3 or 4

Students will be creating an advertisement for a fruit or vegetable using techniques discussed in prior lessons.

## Main Core Tie

Elementary Library Media (K-5)

[Strand 13 Standard 1](#)

## Additional Core Ties

Elementary Library Media (K-5)

[Strand 13 Standard 2](#)

Elementary Library Media (K-5)

[Strand 13 Standard 3](#)

## Time Frame

4 class periods of 45 minutes each

## Group Size

Small Groups

## Life Skills

Thinking & Reasoning, Communication

## Materials

Document Camera

Pencils

Crayons, colored pencils, markers, etc.

White paper

Copies of the handouts for each group/person as needed. (See Planning Page, Ad Feedback, and Example)

## Student Prior Knowledge

Ad techniques, working in groups

## Intended Learning Outcomes

Students can follow steps to prepare a flyer advertisement for a fruit or vegetable.

Students will apply criteria for the flyer.

Students can create, present, and evaluate the flyer advertisement.

## Instructional Procedures

Students will use the last 5-10 minutes of class to check out books each class period.

Lesson Day 1-

Explain that students will be working in small groups (3-4 students) to create an advertisement for a fruit or vegetable, their goal is to persuade others to eat their chosen food item. Teachers may have

groups already chosen or leave it to students to choose their own group. Decide if only one group per class can choose a particular fruit or veggie so that no two groups are doing the same one, inform students of your decision.

Review the PLANNING PAGE under the document camera before passing out copies for each group. See the EXAMPLE attachment for explanations of what to address while reviewing with students. Inform students that their rough drafts will be reviewed by another group before they start their final and what supplies will be available to them so if they want to bring their own supplies they can. Hand out copies of the PLANNING PAGE to the groups and have students begin filling them out on their own.

Students should be able to complete part of their planning page before the end of the class period. Collect papers at the end of class.

#### Lesson Day 2-

Students need to finish their planning page and rough draft during this class period. They can have just their small box filled sketched out on the bottom of the sheet or if they have enough time they may want to make a larger rough draft on the back of their planning page.

If enough groups have completed their rough draft have them switch their page with another group and have each group fill out the ROUGH DRAFT FRIENDLY FEEDBACK section in the AD FEEDBACK attachment (there are two pages and two responses per page so cut them in half).

Collect papers at the end of class.

#### Lesson Day 3-

If any groups have not received feedback on their rough draft complete that in the first 10 minutes of this class period. Have groups begin their final flyer. Have all supplies ready for students. It will probably take all the class period to complete the flyer. If groups end early enough have them start planning their presentation.

Collect papers at the end of class.

#### Lesson Day 4-

As groups finish their final flyer have them plan and practice their presentation. If all groups are ready start having them present this day. By the end of the class period all final drafts should be completed and the groups should have practiced presenting their flyer.

Collect papers at the end of class.

#### Lesson Day 5-

Begin (or finish) flyer presentations. Have students fill out the FINAL PRODUCT FEEDBACK individually; collect those and all flyers. When each class in the grade have finished the project display these flyers in the library for other classes and grades to see.

#### Assessment Plan

Students need to fill out the FINAL PRODUCT FEEDBACK individually (see AD FEEDBACK attachment).

#### Authors

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