

Creating a Commercial

Overview:

Do your students have shining personalities? Give them the opportunity to be a star! This is a writing activity that will get every student motivated to write.

Procedure:

- 1) Explain to students that we will be creating our own commercials.
 - a) Show examples of simple but descriptive commercials to your students.
- 2) Students will need to brainstorm different products. Encourage students to choose a product they use or eat. (*Corn dogs, ranch dressing, Captain Crunch, laptop, iPhone, Legos, etc.*)
- 3) Model writing a list of descriptive words for different products. Invite each student to create a list of descriptive words about their product.
- 4) Model how to use some of the descriptive words in order to sell the product.
 - a) Have students practice choosing descriptive words to sell their product.
- 5) Give each student the opportunity to write a script for their commercial.
- 6) Have students practice performing their commercial.
- 7) Record students performing their commercial.

ASOLs Covered in this Activity:

5E--WP 3 d: The student will revise own writing by adding more information.

Extension Idea: During step 6 (*practicing performance*), model to students reflecting on your commercial and adding more information (*descriptive words, facts, and/ or an entertaining hook*). Have each student add additional information to their commercial.

5E--WP 7 b: The student will write to convey ideas and information by selecting a topic and listing words, facts, or details related to the topic.

Extension Idea: Have students create their own list of descriptive words for their product.

5E--WE 1 c: The student will capitalize the first letter of a familiar place.

Extension Idea: During step 2, emphasize and model capitalizing the first letter of proper nouns students are using for their commercial. Have students practice capitalizing these words before having students write a script. Prompt students to make sure all specific products need to be capitalized in their commercial writing.

8E--WP 1 c: The student will plan by brainstorming and revise own writing by adding more information.

Extension Idea: During step 6 (*practicing performance*), model for students how to reflect on their commercial and consider adding more information (*descriptive words, facts, and/ or an entertaining hook*). Have each student add additional information to their commercial as needed.

8E--WP 3 a: The student will write a persuasive report and support it with reasons or other relevant evidence.

Extension Idea: Introduce persuasive writing to students before you model writing a commercial script. Make a list of persuasive words and phrases (*free gift included, need, limited*

time, amazing, etc.). Encourage students to use some of the persuasive words in their own commercial script.

8E--WP 5 b: The student will write to convey ideas and information clearly including facts, details, and other information.

Extension Idea: Have each student research two or more facts about their products that they can include into their commercial script. Make sure you preview product websites students can view. Give examples of how to include facts into commercials. Invite students to write their commercial script including the facts found through research.

8E--WP 5 c: The student will produce writing that is appropriate for the task, purpose, and audience.

Extension Idea: Before step 5, discuss the purpose and audience for each student-chosen product. Give students examples of commercials that are appropriate for their intended audience and commercials that are not appropriate. (*If my intended audience is kids then I want to make corn dogs sound delicious and fun to eat. If my intended audience is adults I would want to make corn dogs sound healthy and easy to make.*) Invite students to pick their target audience and keep in mind what the audience would like to hear about the product before writing the commercial script.

8E--WE 2 b: The student will spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.

Extension Idea: While creating a list of products and details, have students assist you in identifying previously learned sounds or patterns in each word.

HSE--WP 1 b: The student will write to convey ideas and information using clear organization and including facts, details, and other information as well as graphic and multimedia as needed.

Extension Idea: Have each student research two or more facts about their products that they can include into their commercial script. Make sure you preview product websites that students can view. Give examples of how to include facts into commercials. While students are researching, let each student choose a graphic to be included in their writing activity. Invite students to write their commercial script including the facts found through research.

HSE--WP 5 a: The student will write to express opinion with supporting information about a topic or text and a concluding statement.

Extension Idea: Discuss with students their opinion of the chosen product. Write down examples of different opinions. Encourage students to include a positive opinion in their commercial.

HSE--WP 5 b: The student will develop and strengthen writing as needed by planning, revising, editing, and rewriting.

Extension Idea: After students have written and practiced their commercial, invite them to revise and edit their commercial. Encourage students to add more information and/or clarity. Then have students re-write their script.

HSE--WE 2 a: The student will peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Extension Idea: After each student has written their commercial, ask them to exchange their writing with a peer. Give out editing checklists for peers to complete about the writing. If this is

a new task for students, you will need to model and teach students how to use the checklist and edit student work.

Materials Needed:

- Writing surface such as chart paper, whiteboard, interactive whiteboard, etc.
- Video camera (**If this is not an option, commercials can be acted out live.*)

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction:

Invite peers to be a part of or watch commercials.

Functional Activity/Routine:

This activity assists students in practicing oral language and interpersonal skills.

Strategies to Collect Evidence:

- Student-produced writing and extension activities can be used as student products.
- Anecdotal evidence can be used to document individual student performance during the group activities and extension activities.
- You may choose to submit a recorded video of the student's commercial, but remember to include a printed script as the ASOL deals with writing.

Specific Options for Differentiating this Activity:

- Allow students to use their preferred "pencil" to complete this activity. This may include a writing utensil, keyboard, alternative pencil, or dictating to a scribe.
- A student in any of the developmental stages of writing can complete this activity.
 - *If your student is a scribbler, be sure to reinforce his/her product as authentic writing, and if necessary, help assign meaning.
- If your student is an early writer (scribbling, invented spelling), be sure to help "translate" the script so that others can be involved in the acting.
- When students are choosing products and descriptions, some students may require a field of choices.
- If needed, allow students to use an assistive technology device in their commercial production.