

Act: 8OVC5		
Grade: 8	Strand: Oral and Visual Communication	Concept: Interpreting graphical texts
Description of Task:	Students analyse information in a brochure.	
Expectations:	8e52 • identify a wide range of media works and describe the techniques used in them; 8e53 • analyse and interpret media works; 8e55 • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below). 8e66 • evaluate the effectiveness of various informational media works (e.g., a website on the Internet, a documentary film, television or radio news programs, news magazines);	
Software Type:	Computer Assisted Instruction	
Computer Skills Prerequisite	Students must be able to: <ul style="list-style-type: none"> • Access and run the “Reading and Writing Achievement” program • Follow directions to access the activity specified by the teacher • Follow directions provided by the program 	
Student Instructions: (for teacher)	1. Review features of brochures by providing students with some samples and asking them to create a list of criteria for “good” brochures. 2. Emphasize the relationship between the pictures and the text. 3. Tell students they are going to analyse a brochure by reading and answering some questions about it. 4. Tell them to be prepared to share their observations and answers with the class.	
Teacher Notes:	The Reading and Writing Achievement program has a tracking function that permits teachers to set up their classes and enter their students’ names. Once set up, the software tracks the sections that a student has completed. Achievement of multiple-choice activities is recorded, and students can access their results. If tracking has been set up, students must select their class and their name on the RWA Login screen. If the tracking is not set up, students must click the Guest button on the RWA Login screen. Related offline activities: The Teacher Reference Manual that accompanies the Reading and Writing Achievement software (on the CD) provides an additional graphical text activity that can be printed. Answer keys are also provided. As well, some of the informational text selections are also presented in brochure form and may be applicable to this activity.	
	Activity Template File: Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	
Assessment:	Have students correctly identified the features of a brochure? (curriculum) Are they applying their lists to the activity? (curriculum) Have they answered the questions correctly and in detail? (curriculum) Have they supported their opinions about the brochure with facts? (curriculum) Have they listened to others when making their lists and during the class discussion? (curriculum and learning skills)	