



Authentic Advertising : An Authentic Literacy Lesson in Bolivia

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Site Bolivia



- 64% of its population living below the poverty line
- indigenous and mestizo population of 85%
- 30 different indigenous languages with the 3 official languages being Spanish, Quechua and Aymara

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Community of San Angel



- semi- urban, semi-rural
- poorest community in the city
- few services
- manual labourers, farmers, vendors, domestic help

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Fe y Alegria School



- set up and maintained by the Jesuit Fe y Alegria organization
- public/private partnership
- modified curriculum but state pays teachers
- K-8, class size 40

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Fe y Alegria School



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Learning the Literacy Practices

- information gained from home and school interviews/observations over 1 month
- home/community LP are varied and rich
 - Varied in purpose, text type and domain
 - 231 Literacy practices identified

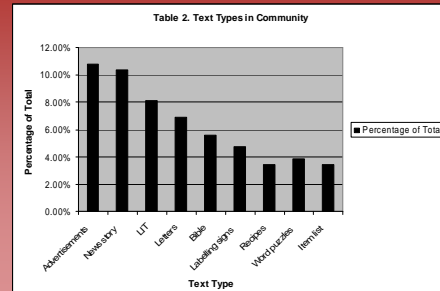
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Common Text Types



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Text Types



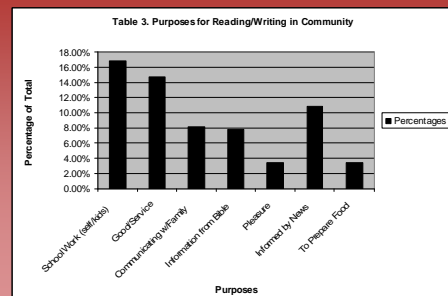
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LIT: Literacy Instructional Text

- LIT= text written or read specifically for the purpose of teaching reading or writing
- primer, alphabet cards, sight word cards, copy text on blackboard, words in a variety of forms, spelling lists, poetry, short stories, phoneme tiles

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Purposes for Reading/Writing



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Why Choose this text?

- high frequency of texts in community and homes of children
- easily obtainable for teacher in terms of resources
- familiarity with the purpose and format of the text
- able to find a real life purpose for writing the text and a real life audience
- serve a real need

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Advertising Texts in the Community



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Texts



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Creating an Authentic Context

- kiosk on school property
- kiosk vendor requires menu/advertisements around the school to list the products and prices

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Embedded Skill

- capitalizing proper nouns
- candy names
- pre-test and post-test
 - Dictate several simple sentences containing common candy names

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The Lesson Introducing the Text

- community walk searching for texts
 - discuss and question students for purpose of text, kind of information and format
 - list common criteria
 - Product/food
 - Price
 - Picture (sometimes)
- AND/OR
- bring in texts to class to analyze from newspapers or flyers

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The Lesson Solidifying

- group sorting activity
- students place a variety of texts in a "T-chart"
- begin as a whole and move to pair work

Yes (this is an ad)	No (not an ad)

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The Lesson Shared Writing

- brainstorm favourite treats from kiosk and list on board
- have vendor come in to dictate the prices of the items and add any other products
- perhaps borrow samples of candy to display beside the titles

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The Lesson

Skill Mini-Lesson on Capitalizing Proper Nouns

- What do you notice about all of the words listed on the board? (capital letters)
- students sort words that are proper nouns (products) and regular nouns; first as a whole group, teacher guided, then in small groups
- capitalize the sorted group
- Repeat a quick version of this daily to reinforce

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The Lesson

Partner Writing

<ul style="list-style-type: none"> • Decide on the format of the menu/ad • How can we help the Kinders understand? (picture) • Review criteria for menu 	<h4 style="text-align: center;">Criteria</h4> <ul style="list-style-type: none"> • Product names • Capitalized • Prices • Picture • Legible • Title
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The Lesson


Final Stage/Post-Test

<ul style="list-style-type: none"> • Partner editing for capitalization and copying of correct spelling • Teacher edit • Announcement regarding menus 	<h4 style="text-align: center;">Post-test</h4> <ul style="list-style-type: none"> • Written list of words, identify and capitalize proper nouns. Add a few products NOT from the menu • Dictation of simple sentences involving product names
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Canadian Comparisons

- 47-50 students
- 85% ESL
- 7 different home languages spoken
- Combined class of grades 3/4/5
- 2 full-time teachers
- 10 designated special needs students



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Authentic Lessons in My Class

- song writing
- personal pieces of writing for district-wide Writer's Festival
- recipes for school cookbook
- Barbara Reid story books for the library
- postcard writing to Bolivian students
- persuasive Letter to Companies or Organizations

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Authentic Responses



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Authentic Responses



Sunset Community Centre

Dear Satvir Sangha,

Thank you so much for your letter! We really appreciate your comments about the centre. Your idea about changing the programs that run at 12pm to 1pm is great! However we need to share the gym space with other programs so sometimes the timing may not be the best. We will try our best to adjust it for the future. You may already know about the after school elementary open gym we run Tuesdays to Thursdays. Try requesting for volleyball to be set up during those times. If there is a large request for it, the gym supervisors may set it up. We also offer tennis programs at Sunset! There is more information about that in our brochure. You can pick one up or access it through our website, www.mysunset.net! We're glad you will continue to come to Sunset! We enjoy having you here!
See you soon!

Sincerely, Sunset Staff

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