



**International Center  
for Leadership  
in Education**



**Gold Seal:**

Copernicus Education Gateway

<b>Author(s):</b> <i>Marsha Kucker</i>			<b>Lesson Title:</b> <i>All About Myself</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i>	<i>5-8 x</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D x</i>

**Instructional Focus:**

Writing – Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening – Students listen for a variety of purposes appropriate to the grade level.

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

**Performance Task**

1. Explain to the class that students in their age group are experiencing many physical, social and emotional changes. Ask everyone to think of someone their age that they have known for several years and to mentally compare them today with the way they used to be.
2. Distribute the 'Inventory of Me' worksheet and ask students to check the appropriate column for each item. Explain that the purpose of doing this is to bring to their awareness the many characteristics that are part of their present physical, social and emotional being. Ask them if the worksheet presents an accurate assessment of themselves.
3. Ask students to write an autobiographical sketch incorporating the information from their inventories. Ask students to add specific examples, details, events to illustrate the information about themselves. Ask students to present their autobiographies to the class either orally or by posting the sketches on the bulletin board to be shared.

**ICLE Essential Skills**

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

Follow oral or written directions. (ela 4)

Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience. (ela 10)

Present information in well-organized fashion that will be clear to the target audience. (11)

Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela 12)

Use editing and revising skills to improve effectiveness and accuracy of drafts. (ela 14)

Listen for enjoyment to narratives of personal experiences, stories, drama, performances, lectures , and readings. (ela 47)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)

Write an autobiographical sketch. (ela 88)

**Scoring Guide:**

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Score</b>
<b>Topic</b>	Totally Unrelated	Remotely Related	Somewhat Relevant	Directly Relevant	
<b>Organization</b>	Not organized, events make no sense	Some organization, events jump around, start and end are unclear	Organized, events are somewhat jumpy	Good organization, events are logically ordered, sharp sense of beginning and end	
<b>Quality of Information</b>	Unable to find specific details	Details are somewhat sketchy	Some details are non-supporting to the subject	Supporting details specific to subject	
<b>Grammar &amp; Spelling</b>	Very frequent grammar and/or spelling errors	More than two errors	Only one or two errors	All grammar and spelling are correct	
<b>Interest Level</b>	Needs descriptive words	Vocabulary is repetitious, details lack "color"	Vocabulary is varied, supporting details need work	Vocabulary varied, supporting details vivid	
<b>Neatness</b>	Illegible writing, loose pages	Legible writing, some ill-formed letters, print too small or too large, papers stapled together	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided	Word processed or typed, clean and neatly bound in a report cover, illustrations provided	
<b>Timeliness</b>	Report handed in more than one week late	Up to one week late	Up to two days late	Report handed in on time	

**TOTAL**

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b> Narrative Elements of writing Grammar Organization Word processing	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> Listening Oral presentation	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	

All About Myself continued...

## AN INVENTORY OF ME

	Not Like Me	Very Much Like Me	A Little Like Me
1. Gets along well with boys			
2. Gets along well with girls			
3. Gets along well with teachers			
4. Gets along well with parents			
5. Gets schoolwork handed in on time			
6. Is funny or comical			
7. Enjoys science projects			
8. Likes math courses			
9. Remembers what is learned			
10. Controls temper			
11. Is willing to help others			
12. Is confident, sure of self			
13. Is neat and clean in appearance			
14. Feels lonely			
15. Is able to concentrate			
16. Is courteous, has good manners			
17. Gets a lot of fun out of life			
18. Is a good friend			
19. Is a leader			
20. Studies hard, does not waste time			
21. Is willing for others to have their way sometimes			
22. Does not expect that everything he or she does should be perfect			
23. Is good at physical education			
24. Has new, original ideas			
25. Is not too tall, not too short			
26. Likes sports			
27. Likes arts projects			
28. Likes to read			
29. Is helpful			
30. Is able to talk to teachers easily			
31. Goes ahead with school work on his or her own			
32. Makes other people feel at ease			
33. Has lots of energy			
34. Feels rebellious or angry			
35. Is a procrastinator			

**This activity meets specific competencies and indicators as outlined in the National Career Development Guidelines.**