



**International Center
for Leadership
in Education**



Gold Seal:

Copernicus Education Gateway

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Grade Span			ICLE Application Model			
K-4	5-8 x	9-12	A	B	C	D x

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.

Number Operation and Concepts – Students use number, number sense, and number relationships in a problem-solving situation. Students communicate the reasoning used in solving these problems.

Performance Task

Explain to the class that they are going to do an activity that will result in helping others. They are going to sponsor two bake sales and donate the money to charity. The bake sales will be held in consecutive months.

1. Divide the class into two groups. Each group will be responsible for planning one of the bake sales. All students, however, should supply baked goods for both sales.
2. Each group will need to consider the following: bake sale dates, location, prices, type of baked goods, advertising, charity to donate to, etc. The school business office will need to be involved.
3. Once the fundraisers are completed, students should make the presentation(s) to the charities selected. You may wish to consider a picture for the school paper or the local newspaper.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)
Give oral or written directions that are clear and are understood by another person. (ela 2)
Follow oral or written directions. (ela 4)
Follow written directions carefully and accurately. (ela 6)
Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela 12)
Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)
Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (ela 22)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc. (ela 30)
Understand that diction is different in formal and informal speaking situations. (ela 61)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Organize supporting detail in logical and convincing patterns. (ela 54)
Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information. (ela 69)

Perform operations with signed (positive and negative) number, including decimals, ratios, percents, and fractions. (math 1)
Understand the best procedures for statistical data collection, organization, and display including making estimates and predictions and drawing inferences. (math 5)

Scoring Guide:

	4 Exceptional	3 Admirable	2 Acceptable	1 Amateur
Group Participation	All students enthusiastically participate	At least ¾ of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate
Shared Responsibility	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by ½ the group members	Exclusive reliance on one person
Quality of Interaction	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversation some students were disinterested or distracted
Roles Within Group	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra Budget Computation Cost analysis Estimation Problem solving	Earth Science
Writing Brochure Correspondence Organization Grammar Spelling Vocabulary Word processing	Geometry	Life Science
Communications Audience Discussion Listening	Statistics Data analysis Problem solving	Chemistry

Communication Visuals		
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	