



# Gold Seal Lesson

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<b>Grade Span</b>			<b>ICLE Application Model</b>			
<b>K-4</b>	<b>5-8</b> <b>X</b>	<b>9-12</b>	<b>A</b>	<b>B</b>	<b>C</b> <b>X</b>	<b>D</b>

## Instructional Focus:

### Writing

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

### Speaking

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

### Language Arts Integration

Students synthesize individual language arts skills.

## Performance Task

After reading the book *How To Eat Fried Worms* by Thomas Rockwell, create a menu for a restaurant that serves only worm dishes. While presenting your menu to your group, videotape yourself for the purpose of self-evaluation. Peer-assess the presentations and menus of the members in your group. Read evaluations from group members and watch your tape to self-assess. Make any revisions to your presentation and menu that you feel is necessary. Present your menu to the class.

## ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela1)

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. (ela10)

Use editing and revising skills to improve effectiveness and accuracy of drafts. (ela14)

Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (ela22)

Use writing as a way of expressing personal creativity. (ela31)

Participate in peer editing groups. (ela87)

## Scoring Guide:

### **Worm Menu Content:**

4. Demonstrates a complete understanding of descriptive and lively language usage through the descriptions in the menu. The descriptions leave a well-rounded picture of the item in the reader's mind. Descriptions are informative and persuasive. There is strong evidence of self-editing.
3. Demonstrates a strong understanding of descriptive and lively language usage through the descriptions in the menu. The descriptions are informative yet may be lacking persuasiveness and complete detail. Descriptions may also be a bit sparse. There is evidence of self-editing.
2. Demonstrates an understanding of descriptive and lively language usage through the descriptions in the menu. The items are described yet may be sparse and lacking information. There is little evidence of self-editing.
1. Demonstrates little understanding of descriptive and lively language usage through the descriptions in the menu. Some items may not be described and those that are may be very confusing and leave questions in the reader's mind. There is little evidence of self-editing.

### **Menu Appearance:**

4. Menu is neat, attractive and creative. Cover includes a variety of information about the restaurant and leaves no questions about the restaurant in the reader's mind. Inside pages are typed or neatly written in ink. Menu is very organized with a variety of items offered. Extras are included such as pictures of dishes. There are minimal spelling and grammatical errors.
3. Menu is neat, attractive and somewhat creative. Cover includes a variety of information about the restaurant and yet may leave some questions about the restaurant in the reader's mind. Inside pages are typed or neatly written in ink. Menu is organized with a variety of items offered. Extras may be included such as pictures of dishes. There are few spelling and grammatical errors.
2. Menu may be sloppy, not attractive and/or minimally creative. Cover may include some information about the restaurant yet may leave some questions about the restaurant in the reader's mind. Inside pages are typed or written in ink. Menu may not be organized and may leave the reader confused. A variety of items may not be offered. There are many spelling and grammatical errors.
1. Menu may be sloppy, not attractive and lack creativity. Cover includes little to no information about the restaurant. Inside pages may be typed, written in ink or in pencil. Menu is not organized and leaves the reader confused. A variety of items may not be offered. There are many spelling and grammatical errors.

**Scoring Guide continued:**

**Menu Presentation:**

4. Speaker was thoroughly prepared. Throughout the entire presentation the speaker spoke clearly and was easy to understand. Speaker dramatically presented the menu to the class. Speaker highlighted certain menu items yet did not list all items. There is evidence of thorough self-evaluation.

3. Speaker was prepared. Throughout the majority of the presentation the speaker spoke clearly and was easy to understand. Speaker presented the menu to the class. Speaker highlighted certain menu items yet may have rambled or not included a wide enough variety. There is evidence of strong self-evaluation.

2. Speaker was not fully prepared. The speaker may not have spoken clearly or was not easy to understand. The speaker simply read the menu to the class. There is little evidence of self-evaluation.

1. Speaker was not fully prepared. The speaker may not have spoken clearly or was not easy to understand. The speaker simply read the menu to the class. There is no evidence of self-evaluation.

**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> <b>Creative Writing</b> <b>Brochure</b> <b>Editing</b> <b>Grammar</b> <b>Spelling</b> <b>Usage</b> <b>Mechanic</b> <b>Peer Review</b> <b>Editing</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> <b>Oral Presentation</b>	<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>	

# Bon Appétit

## Peer Review Sheet for Worm Menu

Student Name \_\_\_\_\_ Date \_\_\_\_\_

1. Name three item descriptions that left a clear picture in your mind. \_\_\_\_\_

\_\_\_\_\_

2. Were there more than three? \_\_\_\_\_ If so, name them: \_\_\_\_\_

\_\_\_\_\_

3. Name three item descriptions that did not leave a clear picture in your mind.

\_\_\_\_\_

\_\_\_\_\_

4. Were there more than three? \_\_\_\_\_ If so, name them: \_\_\_\_\_

\_\_\_\_\_

5. Circle the amount of spelling errors you saw:      Minimal      Few      Many

6. Which two item descriptions were most informative? \_\_\_\_\_

\_\_\_\_\_

7. Which two item descriptions were least informative? \_\_\_\_\_

\_\_\_\_\_

8. Give at least two constructive criticisms about this menu using the Scoring Guide as a reference.

\_\_\_\_\_

\_\_\_\_\_

9. Give at least two positive comments about this menu using the Scoring Guide as a reference.

\_\_\_\_\_

\_\_\_\_\_