



Gold Seal Lesson

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>Branches On the Family Tree</i>			
Grade Span			ICLE Application Model			
<i>K-4</i> <i>XX</i>	<i>5-8</i>	<i>9-12</i>	<i>A</i>	<i>B</i> <i>XX</i>	<i>C</i>	<i>D</i>

Instructional Focus:

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. Open the discussion by asking the students what it means to be part of a family. Ask students to individually list items before responding to the large group.
2. Divide students into groups of five. Using chart paper, have them draw a family tree. Ask them to list of roles of each member of a family tree. Each group will share their family trees and report to the group on the different family roles.
3. Relate this activity to work and school situations. We are all part of a "family" unit with certain roles and responsibilities.

ICLE Essential Skills

Follow oral or written directions. (ela 4)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

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)

Use writing as a tool for learning in formats such as learning logs, laboratory reports, note taking, journals and portfolios. (ela 40)

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

Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and/or disagreeing courteously. (ela 59)

Scoring Guide:

	4 Exceptional	3 Admirable	2 Acceptable	1 Amateur
Group Participation	All students enthusiastically participate	At least $\frac{3}{4}$ 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 $\frac{1}{2}$ 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	Earth Science
Writing Spelling Capitalization	Geometry	Life Science
Communications Discussion Listening Illustrations Oral presentation	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	