



# Gold Seal Lesson

<b>Author(s):</b> <i>Marsha Kucker</i>			<b>Lesson Title:</b> <i>Creating My Business Card</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i>	<i>5-8</i>	<i>9-12</i> <i>XX</i>	<i>A</i>	<i>B</i> <i>XX</i>	<i>C</i>	<i>D</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.

**Reading** - Students read a variety of grade level materials, applying strategies appropriate to various situations.

### Performance Task

Business cards are an important tool in the business world. They are used to introduce the person and the business they represent. They provide an address, phone number, and most recently e-mail addresses as a mechanism to contact the card carrier. In this lesson students will be asked to create their own unique business card to demonstrate the effect a well designed card can have on other students.

1. Prior to this lesson, ask students to collect business cards from friends, family members, and area businesses. You may wish to have several ready to use as examples. Display the cards on the classroom bulletin board.
2. Ask students to list types of information found on business cards. Discuss the purpose and use of graphics, format and layout of information.
3. Using the computer, ask students to write and design their own business card.
4. Ask them also to design and create a business card for a historical or fictional character. Students may need to research the character before preparing the business card.
5. Have students share their business card with other students and with the class. Evaluate the cards and discuss what makes a business card effective in introducing the person and the business they represent.

## 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)
Identify, collect and/or select pertinent information while reading. (ela 5)
Discriminate important ideas from unimportant ideas while reading. (ela 15)
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)
Use writing as a way of expressing personal creativity. (ela 31)
Use writing as a strategy for comparing, contracting, synthesizing ideas, concepts and generalizations from a variety of literary sources. (ela 40)
Apply an understanding of the meaning of graphics, layout, white space, italics, parentheses, and other visual aids. (ela 68)

### Scoring Guide:

<p>Rate each of the following on a 3 – 0 basis, where;</p> <p>3 – Excellent Quality 2 - Satisfactory Quality 1 - Unsatisfactory Quality 0 - Does not attempt or does not show any knowledge/skill</p> <p>Characteristic Score</p> <p>1. Content stated clearly in written material _____ 2. Organization of written material _____ 3. Grammar, punctuation, spelling _____ 4. Neatness, accuracy _____ 5. Followed directions _____ 6. Group contribution _____</p>	Skills for the Future
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**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b> Research	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b> Creative writing Spelling Careers Technology Word processing	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> Discussion Listening Visuals	<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>	