



# Gold Seal Lesson

<b>Author(s):</b> Marsha Kucker			<b>Lesson Title:</b> Dividing Up Family Chores			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4 XX	5-8	9-12	A	B XX	C	D

### 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

Students will learn to help with family responsibilities in this lesson. Discuss with the students that regardless of whether our family is a traditional or non-traditional family, each family member has certain roles and responsibilities.

1. Ask students to share information about the following questions: Who is your family? Why is your family important to you? What is something you do with your family? What chores do you do to help out?
2. Divide the class into two or three small groups. For each group, ask students to decide who will be the mom, dad, and the kids ranging in ages from 3 to 13. Select one student to do the recording for the activity.
3. The group will have about twenty minutes to discuss and prepare written answers to the following questions. What are the roles of the family? What are each person's responsibilities in the family as far as chores are concerned? How will decisions about chores be made in the family? What kinds of "fun stuff" will the family do together?
4. After the group answers the questions, ask them to share with the class what the "family" has decided.
5. Hand out the "Family Worksheet" (Dividing Up Family Chores Chart) to students. Explain to the students that they should give these coupons out to any family member. The coupons are good for any chore the student may want to do for a family member.

### ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela1)
Follow oral or written directions. (ela4)
Present information in well-organized fashion that will be clear to the target audience. (ela11)
Express opinions clearly and forcefully without interrupting or insulting others. (ela16)
Use brainstorming, role-playing, and standard problem solving strategies to define a problem and suggest solutions. (ela19)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela20)
Make informed judgments about the content, organization, and delivery of spoken communication. (ela32)
Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios. (ela40)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela51)

**Scoring Guide:**

	<b>4 Exceptional</b>	<b>3 Admirable</b>	<b>2 Acceptable</b>	<b>1 Amateur</b>
<b>Group Participation</b>	All students enthusiastically participate, content of the lesson is mastered.	At least ¾ of students actively confer or participate, lesson content is understood.	At least half the students actively participate. Lesson content is at awareness level	Only one or two persons participate, no evidence of content understanding
<b>Shared Responsibility</b>	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
<b>Quality of Interaction</b>	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
<b>Roles Within Group</b>	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**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing Narrative Organization Grammar Vocabulary Paraphrasing</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications Discussion Listening Role play</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>	

# Chart

## FAMILY WORKSHEET

**Below are coupons which you may give to family members. These coupons are good for any chores you may want to do for someone in your family. Please use them all!**

Date: To: I would like to do the following chore for you:  On the following date:	Date: To: I would Like to do the following chore for you:  On the following date:
Date: To: I would like to do the following chore for you:  On the following date:	Date: To: I would like to do the following chore for you:  On the following date:
Date: To: I would like to do the following chore for you:  On the following date:	Date: To: I would like to do the following chore for you:  On the following date: