



Gold Seal Lesson

Author(s): Marsha Kucker			Lesson Title: The Great New Car Hunt			
Grade Span			ICLE Application Model			
K-4	5-8 XX	9-12	A	B	C	D XX

Instructional Focus:

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

Writing – Students write 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.

Problem-Solving and Mathematical Reasoning – Students apply a variety of problem-solving strategies to investigate and solve problems from across the curriculum as well as from practical applications.

Performance Task

1. Working in teams, the students will use want ads from the newspaper to set up categories of cars and prices.
2. Car types will be compared to their cost. Students will construct a line graph to show the different categories of cars and their prices.
3. The teams will write summary statements about how prices vary with kinds of cars. They will give opinions as to why this price difference exists.
4. Students should be able to discuss the importance versus price of several items that one might wish to have in a car. (i.e., electric windows and locks, leather or plastic seats.)
5. As a follow-up students may wish to re-group the categories of cars to check out their opinions.

ICLE Essential Skills

Identify, collect and/or select pertinent information while reading. (ela 5)
Summarize, synthesize and organize information while reading. (ela 24)
Understand and use graphs, charts, and visuals to enhance informational writing and oral presentations. (ela 29)
Apply, extend, and expand on information while reading. (ela 46)
Understand the best procedures for statistical data collection, organization, and display including making estimates and predictions and drawing inferences. (m 5)
Execute basic operations with complex numbers (i.e., addition, multiplication, and inverse), and graphically interpret complex numbers using the complex plane. (m 39)

Scoring Guide:

<p>4. The students organize and collect data in a logical and easy to read format. The students develop a graph and demonstrate understanding of that graph by preparing summary statements about how price will vary with kinds of cars. The student organizes information into a report written in paragraph style and that is free from spelling and grammatical errors.</p> <p>3. Students organize and collect data with a little assistance. The graph is developed properly and summary statements are accurate. Report is complete, written and organized well, but has a couple of spelling and grammatical errors.</p> <p>2. Students organize and collect data properly with assistance from others. The graph is developed with assistance; however, the summary statements are correct. The report is complete but not organized well. The report has many spelling and grammatical errors.</p> <p>1. Students turn in partially completed work. The work is sloppy and shows no concern for proper language usage, or the students do not attempt the experiment at all.</p>
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Keywords

English Language Arts	Mathematics	Science
Reading Construction meaning Comprehension	Algebra Computation Math in daily life	Earth Science
Writing Compare/Contrast Newspapers Grammar	Geometry	Life Science
Communications	Statistics Data analysis Graphs	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	