



<b>Author(s):</b> <i>Marsha Kucker</i>			<b>Lesson Title:</b> <i>The Great Race</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4 x</i>	<i>5-8</i>	<i>9-12</i>	<i>A</i>	<i>B x</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.

**Performance Task**

1. The teacher will explain to the group that she/he is going to read a short “I am” story to the class. The children are asked to listen carefully to see what they can learn about the person in the story:
  - a. I am not a 10’ tall giant with an eye in the middle of my forehead.
  - b. I am a 5’7” girl with long legs.
  - c. I am not a blue eyed, blonde hair heroine that the villain tied to the railroad tracks.
  - d. I am a brown eyed girl with short wavy hair.
  - e. I am a person who feels scared when I have to try new things.
  - f. I am a person who can do knitting very well, but I can’t crochet worth beans.
  - g. I am a person who likes to ski and go boating.
  - h. I am a person who likes to talk.
  - i. I am a person who sometimes talks too much.
  - j. I am...
2. The teacher asks the class to think about themselves and when they are ready, to quietly pick up a sheet of paper and write an “I Am” story about themselves. They may include things they would like to do, the way they are or the way they would like to be, and things they are not, etc.
3. Ask students to share their stories with the class. The stories could also be collected and distributed to different students to read aloud. The class could then guess who the student is.

**ICLE Essential Skills**

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 way of expressing personal creativity. (ela 31)

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)

**Scoring Guide:**

Rate each of the following on a 3 – 0 basis, where;

- 3 – Excellent Quality
- 2 - Satisfactory Quality
- 1 - Unsatisfactory Quality
- 0 - Does not attempt or does not show any knowledge/skill

Characteristic	Score
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	_____

**Keywords**

English Language Arts	Mathematics	Science
<b>Reading</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b> <b>Creative writing</b> <b>Narrative</b> <b>Grammar</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> <b>Listening</b> <b>Communication</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>	