



International Center  
for Leadership  
in Education



Gold Seal:

Copernicus Education Gateway

<b>Author(s):</b> <i>Marsha Kucker</i>			<b>Lesson Title:</b> <i>Guessing Careers</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i>	<i>5-8</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
<i>XX</i>				<i>XX</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. Divide the class into several groups of 3 – 4 students.
2. Have groups select a career the members have an interest in or careers can be assigned to each student. Each student should think of 4 true statements about his or her career. Examples:
  - a. I work in an office.
  - b. I type on a computer.
  - c. I answer phones.
  - d. I schedule appointments for people.
3. Have groups list their 'clues' on a piece of paper.
4. Students in each group take turns one at a time to read their 'clues' to the class.
5. The class then tries to guess the name of the career.

#### ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (e1)

Present information in well-organized fashion that will be clear to the target audience. (e11)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (e20)

Use writing as a way of expressing personal creativity. (e31)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (e51)

**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	At least ¾ of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate
<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> Construction meaning	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b> Careers Creative writing Grammar	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> Audience Listening Communication	<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>	

**Evaluation Form A: Process**

**Name:**

**Date:**

**Class:**

	<b>Exceptional</b>	<b>Admirable</b>	<b>Acceptable</b>	<b>Amateur</b>
<b>Group Participation</b>				
<b>Shared Responsibility</b>				
<b>Quality of Interaction</b>				
<b>Roles Within Group</b>				

**COMMENTS:**