



Gold Seal Lesson

Author(s): Marsha Kucker			Lesson Title: <i>I'm Just a Few Minutes Late</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i> <i>XX</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i> <i>XX</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. Students often have a difficult time understanding that behavior habits formed in their early years are reflected in their adult lives. One bad habit that is a serious problem to employers regards tardiness. Behavior that supports chronic tardiness needs to be immediately addressed. Disciplinary action treating the effect is not enough. Students must be made aware of the “cause” for this behavior. They must be taught to understand the reasons why it should not be tolerated throughout their lives in employment, appointments, social events, and home environment.
2. Lead a class discussion using the following:
 - a. If school begins at 8:00 a.m. and a student arrives for school at 8:03, is this person on time or late? If this student were allowed to be “on time”, then what would be the official time for all students to begin school?
 - b. If a teacher has a class policy of students being tardy if not in their seats when the last bell rings, and a student is standing at a seat, is this person tardy? What about somewhere in the room? What about just outside the door?
 - c. Can students understand how habits of “bending” the rules or “changing” the rules for a few create problems of unfairness for the majority who follow the rules? Can students understand why administrators, teachers, employers, parents, or anyone placed in authority have a difficult job making decisions that support the rules that everyone is suppose to follow?
 - d. Can students understand the message that anyone who is late conveys? The message is: *“I DON’T THINK THIS ACTIVITY, WHETHER SCHOOL, WORK, TEAM MEETINGS, OR OTHER IS IMPORTANT ENOUGH FOR ME TO BE ON TIME. I AM SO IMPORTANT THAT I CAN SET MY OWN RULES AT YOUR EXPENSE! YOU CAN WAIT FOR ME BEFORE BEGINNING!”*

Performance Task continued:

3. Ask students to think about past experiences that they have had where they have been annoyed because people came in late or the activity was not started on time because someone was not there. Conduct a class discussion. Some class activity suggestions are as follows:
 - a. Ask students to write a short story about an experience they may have had that annoyed them when someone was late. Perhaps a baseball game was delayed or a movie did not start on time.
 - b. Ask students to keep for a week a log of all the times or numbers of people they see being late for something and share their log results with the class.
 - c. Ask the students to interview an adult outside their family. Ask what happens at their place of work if someone is tardy or often late. Are there company policies on being late or absent? Do people lose their jobs because of this bad habit? They could put the interview in the form of an oral presentation to the class or a written report that could be read to the class.

Note: The teacher should be ready to discuss or refute the results of some student interviews that do not “conform” to theme of this lesson.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

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)

Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela 12)

Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)

Define a position on a controversial topic and write a persuasive essay to make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action. (ela 27)

Understand the nature and purpose of an 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 ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion. (ela 34)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)

Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information. (ela 69)

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
Reading	Algebra	Earth Science
Writing Careers Composition Grammar Mechanics Organization Word Processing Paragraphs	Geometry	Life Science
Communications Oral presentation Discussion Interviewing Listening Communication	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	