



**Gold Seal:**

Copernicus Education Gateway

<b>Author(s):</b> Marsha Kucker			<b>Lesson Title:</b> My "Piece" of the Puzzle			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4 x	5-8	9-12	A	B	C	D x

**Instructional Focus:**

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**

This activity will help students understand the importance of their contribution to a group.

1. Have each student color a picture of their choosing. Ask them to cut their picture into puzzle pieces. Put the picture pieces into separate envelopes. Keep back one piece from each envelope without telling the students.
2. Divide students into teams of 5. Have students in each group exchange envelopes. Have them try to put the picture puzzles together even though there is a piece missing. Ask students why they couldn't complete the puzzles.
3. Distribute the remaining puzzle pieces to the students. Ask the students to work together to share the pieces and complete the puzzles.
4. Observe the interaction of the groups and facilitate a discussion, asking questions such as – How did it feel knowing you could not finish the puzzle? Relate this back to their importance to the group and the classroom.

**ICLE Essential Skills**

Follow oral or written directions. (ela 4)
Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
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:**

	<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 $\frac{3}{4}$ 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 $\frac{1}{2}$ 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</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications Discussion Listening Visuals</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>	