



# Gold Seal Lesson

<b>Author(s):</b> <i>Doris M. Quick</i>			<b>Lesson Title:</b> <i>New Kid in Class</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i> <i>X</i>	<i>5-8</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i> <i>X</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.

## Performance Task

Students are asked to assume that a new student is entering the class. Students think about a specific problem that might cause confusion or difficulty for a new student. The class brainstorms a list of potential problems for a new student. In brainstorming, all ideas are accepted. No critical comments about ideas are allowed since the point is to generate as many ideas as possible. The ideas are listed on the blackboard or chartpaper. When a significant list of ideas is generated, each student chooses a problem for a topic. Each student writes a sloppy copy of a three-paragraph set of instructions for avoiding or dealing with the problem.

In the first paragraph students tell what their experience is with the problem. Did they face it themselves? Have they seen other students facing the problem? Or have they only imagined the problem might occur? In the second paragraph, students describe the problem. In the third paragraph, students write specific instructions for avoiding or dealing with the problem.

After sloppy copies have been completed, students put the writing aside overnight. At the next opportunity, students make any changes or improvements they wish to their sloppy copy. Would the information be useful to new students? Is there enough detail? With an age-appropriate checklist, they check for complete sentences, accurate spelling, good indented paragraphing, and whatever skills the teacher is emphasizing at this point.

Students re-write their sloppy copies into final drafts.

The class and teacher might extend this activity by using desktop publishing software to combine all or most of the problem/solution ideas into a small booklet that would be available to any new students who enter the classroom. Since this is a potentially public document, it is essential that the teacher work with the students manages to achieve 100% accuracy in mechanical features of spelling, sentence structure, paragraphing, etc.

This lesson lends itself well to group work.

## ICLE Essential Skills

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

Give oral or written directions that are clear and are understood by another person. (ela 2 )

Use editing and revising skills to improve effectiveness and accuracy of drafts. (ela 14)

## Scoring Guide: New Kid in Class

### TECHNICAL MANUAL

**4 Points** = The student had a good grasp of the assignment, its purpose, its audience, and its subject. The student contributed good ideas during brainstorming. The student was able to produce a very good three-paragraph sloppy copy following the suggested outline or improving on it. During revision, the student was able to improve the sloppy copy in significant ways. The student worked well in groups if group work was involved. The student's problem/solution product was one of the best in class. The student exhibited a "best effort" attitude.

**3 Points** = The student understood the purpose, audience, and subject of the assignment after thoughtful questioning and explanation. The student contributed some ideas during brainstorming. The student produced a satisfactory three-paragraph sloppy copy with a fair amount of help from the teacher and/or other students. The student was able to revise the sloppy copy even though two or three issues needed to be improved later. The student worked well in groups if group work was involved. The student's problem/solution product was above average for this class. The student exhibited good attitude toward the work.

**2 Points** = The student seemed confused about the purpose, audience, and subject of the assignment even after help from the teacher and other students. The student was able to use ideas from the brainstorming, but did not contribute ideas of his/her own. The student sloppy copy was less than three paragraphs and deviated from the suggested outline. A new student would probably not be helped by the writing of this student. Significant help from the teacher resulted in a minimally acceptable revision to the sloppy copy. The problem/solution product was below average for the class. The student's attitude seemed to be one of confusion or indifference.

**1 Point** = The student was unable to produce a minimally successful product even with considerable help from the teacher at every stage of the writing process.

**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> Paragraphs Proposal Prewrite	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</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>	