



Gold Seal Lesson

Author(s): <i>Elizabeth Pierce</i>			Lesson Title: <i>Odyssey –Reviewing Out of Their Seats!</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i> <i>X</i>	<i>9-12</i>	<i>A</i> <i>X</i>	<i>B</i>	<i>C</i>	<i>D</i>

Instructional Focus:

Reading Students read a variety of grade level materials, applying strategies appropriate to various situations.

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

The teacher summarizes each chapter in a one-line sentence on paper. Significant occurrences in chapters are also written down in one-line sentences on the same paper. The teacher cuts each sentence from the compilation into strips of one-line sentences. The teacher shuffles the slips of one-line chapter and occurrence summaries and hands them out to all students. The student interviews each classmate and discusses his/her summary slip in relation to the others' summary slips. The student must place him/her self in physical order across the back of the classroom with the beginning of the book being the first person and the end of the book being the last person. Once all students have put themselves in order, each reads his/her own slip and THEY review the book from the beginning to the end.

ICLE Essential Skills

Develop processes for understanding and remembering information. (ela8)

Summarize, synthesize and organize information while reading. (ela24)

Make informed judgments about the content, organization, and delivery of spoken communication. (ela32)

Ask questions of others that encourage them to participate, elaborate, and contribute to understanding topics under discussion. (ela48)

Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important. (ela50)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela51)

Organize supporting detail in logical and convincing patterns. (ela54)

Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information. (ela69)

Scoring Guide:

4 Points = The student uses brainstorming to develop several possible organizational and interviewing techniques. He/she prioritizes his/her strategy in developing the method to complete the book review. As he/she interviews each student, he/she makes necessary modifications to his/her organizational and interviewing method. The student demonstrates an understanding of the organizational and interviewing process to review the book. The student works cooperatively with all classmates.

3 Points = The student uses brainstorming to develop possible organizational and interviewing techniques. He/she makes some modifications in his/her strategy in developing the method to complete the book review. As he/she interviews each student, he/she makes some modifications to his/her organizational and interviewing method. The student demonstrates an understanding of the organizational and interviewing process to review a book. The student works cooperatively but not with all classmates.

2 Points = The student has difficulty brainstorming and develops only a few organizational and interviewing techniques. H/she does not make any modifications in his/her strategy in developing the method to complete the book review. The student demonstrates only limited understanding of the organizational and interviewing process to review the book. The student tends to work independently looking over shoulders to read classmates' slips rather than using the interviewing techniques. The student does not act as a team player in the book review process.

1 Point = The student needs an explanation of organizational and interviewing techniques before he/she can begin the book review. This conversation is not productive and he/she wanders around the classroom aimlessly. The student engages in conversation that is unrelated to the topic and disruptive to the book review process. The student has little, if any, understanding of the organizational and interviewing process to review the book. There is little effort to work cooperatively with the group on the task.

Keywords

English Language Arts	Mathematics	Science
Reading Book talks Comprehension In Context	Algebra	Earth Science
Writing	Geometry	Life Science
Communications Discussion Interviewing Listening Memorization Retell	Statistics	Chemistry
Literature Fiction Plot World Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	