



**International Center  
for Leadership  
in Education**



**Gold Seal:**

Copernicus Education Gateway

<b>Author(s):</b> <i>Marsha Kucker</i>			<b>Lesson Title:</b> <i>Our Class Talents</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4 x</i>	<i>5-8</i>	<i>9-12</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D x</i>

**Instructional Focus:**

Writing - Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Speaking - Students speak 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.

**Performance Task**

1. Begin by asking students, "Who has something that they really do well? After a brief discussion about some of those talents, hand out paper and ask the students to write down five things that they do well.
2. Once all students have completed their list, ask for volunteers to share their lists.
3. Allow students to come up and select five different colored paper strips. Using markers, have the students write one talent on each strip of paper.
4. Demonstrate how to create a paper chain with their strips; linking their five talents together. As students begin to complete their mini chains, use extra strips of paper to link the mini chains together to create one long class chain. Have students stand and hold the ever-growing chain as you link it together until all are linked. Once the entire chain is constructed and linked together, and all students are holding their portion, ask the class what this chain demonstrates. (The fact that all students have talents that they do well.) Hang the chain up in the room as a reminder that the students are all good at something. Refer to it as needed throughout the day and year.
5. Ask the students to select one of their talents listed. Ask them to write a paragraph about how they could use this talent to help others. The paragraphs should be shared with the class.

**ICLE Essential Skills**

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

Follow oral or written directions. (ela 4)

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)

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

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

**Scoring Guide:**

Ratings: 4 – Excellent, 3 – Good, 2 – Average, 1 – Poor, 0 – Unacceptable

Works well independently. \_\_\_\_\_

Stayed focused on task. \_\_\_\_\_

Seeks help appropriately/assumes responsibility for completing task. \_\_\_\_\_

Structure and content appropriate for grade level. \_\_\_\_\_

Spelling and punctuation appropriate for grade level. \_\_\_\_\_

Class participation \_\_\_\_\_

**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>Paragraphs</b> <b>Spelling</b> <b>Vocabulary</b> <b>Grammar</b> <b>Creative writing</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> <b>Discussion</b> <b>Illustration</b> <b>Listening</b> <b>Oral presentation</b> <b>Role play</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>	