



**International Center
for Leadership
in Education**



Gold Seal:

Copernicus Education Gateway

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>Reach for the Stars</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8 x</i>	<i>9-12</i>	<i>A</i>	<i>B x</i>	<i>C</i>	<i>D</i>

Instructional Focus:

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

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

The purpose of this lesson is to teach students that to reach our goals in life, there are sometimes obstacles we encounter along the way.

1. Assign each student a different biography to read. Some may have books in mind for this assignment. For others, you will need to come up with a list of suggestions.
2. Ask them to prepare a book report focusing on the main character's goals and listing any obstacles that person had to overcome. Explain that people succeed in their goals because they have a plan to overcome each obstacle.
3. Ask students to share their personal goals and also any obstacles they may face in achieving them. Ask students to discuss solutions.

ICLE Essential Skills

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

Identify, collect and/or select pertinent information while reading. (ela 5)

Discriminate important ideas from unimportant ideas while reading. (ela 15)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (20)

Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (ela 22)

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)

Listen for enjoyment to narratives of personal experiences, stories, drama, performances, lectures, and readings. (ela 47)

Organize supporting detail in logical and convincing patterns. (ela 54)

Understand and relate to situations, events and characters in a reading situation. (ela 57)

Participate in formal and informal book talks with teachers, fellow students and other groups. (ela 75)

Scoring Guide:

Scale:

- 4** Response shows exceptional understanding of selection.
Retelling includes all major events.
Uses important details in sequence to summarize.
Complete statement of main idea.
- 3** Response shows good understanding of selection.
Retelling includes major events.
Uses some details in sequence to summarize.
Simple statement of main idea.
- 2** Response shows partial understanding of selection.
Retelling includes at least one major event.
May focus on one detail or part of selection.
Does not show understanding of sequence.
- 1** Response does not indicate understanding of selection.
Retelling incomplete with no major events.
Details limited in summary and not in sequence.
No statement of main idea or statement makes no sense.
- 0** No answer.

Keywords

English Language Arts	Mathematics	Science
Reading Book talks Independent Reading Comprehension	Algebra	Earth Science
Writing Careers Composition Grammar Organization Paragraphs Word Processing Vocabulary	Geometry	Life Science
Communications Discussion Listening Communication	Statistics	Chemistry
Literature Biography	Calculus	Physics
Other	Trigonometry	Other
	Other	