



Gold Seal Lesson

Author(s): Marsha Kucker			Lesson Title: Reading the Signs			
Grade Span			ICLE Application Model			
K-4 XX	5-8	9-12	A	B XX	C	D

Instructional Focus:

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.

Language Arts Integration –

Students synthesize individual language arts skills.

Performance Task

Discuss with students how we can many times know how people are feeling and thinking by their facial expressions. We can also have an insight as to emotions by observing the way people stand, walk, or use their arms.

1. Provide students with magazines. Have students cut out pictures of people showing a variety of emotions and feelings and make a collage.
2. Have students present their collages identifying the emotions they think are being expressed.
3. Discuss reasons people show emotions. Also discuss with students positive and negative ways to show emotions as well as positive and negative responses. Have students relate personal experiences from home, as well as at school.
4. Have student role play various emotions. Students should not speak, but instead use body language and facial expression to portray their feelings.
5. Display collages in the classroom as a positive reminder to students.

This activity meets specific competencies and indicators as outlined in the National Career Development Guidelines.

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)

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)

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

Interpret non-verbal cues such as body language and visual aids. (ela 63)

Scoring Guide:

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

Works well independently. _____

Stays focused on task. _____

Seeks help appropriately/assumes responsibility for completing task. _____

Structure and content appropriate for grade level. _____

Class participation. _____

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing	Geometry	Life Science
Communications Discussion Listening Illustration Oral presentation Non-verbal	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	