



## Gold Seal Lesson

<b>Author(s):</b> Marsha Kucker			<b>Lesson Title:</b> Round the Clock Research			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4	5-8 XX	9-12	A	B XX	C	D

### 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

1. Students are paired for this activity.
2. Each pair is positioned around the room in a big circle. (One pair is at 1 o'clock, another is at 2 o'clock, etc. - thus the name)
3. Each pair is given a career resource book. Use whatever you have in the classroom or the school library.
4. The pair chooses a career from the book and answers the following questions about that career:
  - What is the name of your career?
  - What does a person with this career do?
  - What three things does a person with this career have to be good at?
  - Where would you find this career?
  - Other details (if time permits)
5. The pair is given three minutes to quickly research this career. They do not write anything down. They just find it in the book. At the end of the three minutes, the "pair" visits the "pair" next to them. Each "pair" gets 2 minutes to tell the other "pair" about the career they just researched.
6. After the "double pair sharing", the pairs exchange books and repeat the research process for three minutes. They will then share with a different "pair" and exchange books.
7. All the "pairs" may not have time to exchange. This is a just a quick way to have students lightly research lots of careers.
8. This activity could be repeated during the next class period.
9. For closure, ask each student to take the last five minutes of the class to write freely about one of the careers. Students should each select a career that they have an interest in and give one reason for that interest.

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)
Identify, collect and/or select pertinent information while reading. (ela 5)
Develop processes for understanding and remembering information. (ela 8)
Present information in well-organized fashion that will be clear to the target audience. (ela 11)
Discriminate important ideas from unimportant ideas while reading. (ela 15)
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)
Summarize, synthesize and organize information while reading. (ela 24)
Make informed judgments about the content, organization, and delivery of spoken communication. (ela 32)
Use writing as a strategy for comparing, contrasting, synthesizing ideas, concepts and generalizations from a variety of literary sources. (ela 39)
Use writing as a tool for learning in formats such as learning logs, laboratory reports, note taking, journals and portfolios. (ela 40)
Gather information such as data, facts, ideas, concepts and generalizations from oral sources. (ela 51)
Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information. (ela 69)
Participate in formal and informal book talks with teachers, fellow students and other groups. (ela 75)

### Scoring Guide:

	<b>4</b> <b>Exceptional</b>	<b>3</b> <b>Admirable</b>	<b>2</b> <b>Acceptable</b>	<b>1</b> <b>Amateur</b>
<b>Group Participation</b>	All students enthusiastically participate and show understanding of content.	At least $\frac{3}{4}$ of students actively participate and understand content.	At least half the students confer or present ideas and understand content.	Only one or two persons actively participate
<b>Shared Responsibility</b>	Responsibility for task is shared evenly	Responsibility is shared by most group members	Responsibility is shared by $\frac{1}{2}$ the group members	Exclusive reliance on one person
<b>Quality of Interaction</b>	Excellent listening and leadership skills exhibited; students reflect awareness of others' views and opinions in their discussions	Students show adeptness in interacting; lively discussion centers on the task	Some ability to interact; attentive listening; some evidence of discussion or alternatives	Little interaction; very brief conversation some students were disinterested or distracted
<b>Roles Within Group</b>	Each student assigned a clearly defined role; group members perform roles effectively	Each student assigned a role but roles not clearly defined or consistently adhered to	Students assigned roles but roles were not consistently adhered to	No effort made to assign roles to group members

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading Comprehension Research</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing Composition Vocabulary Organization Punctuation Grammar</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications Discussion Listening Communication Illustration</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>	