



# Gold Seal Lesson

<b>Author(s):</b> Marsha Kucker			<b>Lesson Title:</b> Spending My Leisure Time			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4	5-8 X	9-12	A	B	C	D X

### 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 sometimes spend their time on the same leisure activities without trying out new things. This activity will stimulate new ways of thinking about the role of leisure time.
2. Ask students to list their top 10 interests. Make 3 columns by the interests. Column one- Ask them to identify each as a sport (S), hobby (H), or time-filler (TF). Column two- Identify if it is active (A), or passive (P). Column three- Identify if it requires others (O) or if it is done alone (A).
3. Ask them to answer the following questions:
  - a. I learned that I:
  - b. I would like to do more:
  - c. My favorite activity of all is:
4. Talk to the class about why we select the activities we do. Also leisure activities can also tell us about the kind of person we are. Later, in this lesson we'll think about what we'd like to do if we could, without thinking about any restraints on us.
5. Ask the class to be ready to move to different parts of the room to participate in the following activity. "When I read a statement, I'd like you move to one of three possible places in the room. Each place signifies a belief or feeling you have. Over there will be the place called "strongly agree". Here will be where those who "strongly disagree" will go. Over there is where the "undecided" will go. When you move to one of the places, be ready to explain your choice. Remember, when I read a statement, vote quickly by moving.
6. After each statement, ask students to explain their votes.
  - a. I like sports better than other activities.
  - b. I am most comfortable doing things with others.
  - c. I have at least two hobbies.
  - d. I am often bored.
  - e. I am uncomfortable trying a sports activity.
  - f. I really like activities that I can do alone.
  - g. I need some new leisure time activities.

**Performance Task continued...**

7. Point out that often we can change the things we do by experimenting with the support and help of others. Say the following: "Let's thing about doing things new, starting fresh. If you could try out all new activities, what would you do?" On a sheet of paper, put the following words at the top. SPORTS...HOBBY...OTHER. Think of three things that you would like to try new or experimental within each category. For example, a person might wish they could swim. They could write "swim" under the SPORTS category. Think hard, complete the activity, and share with class when through.
  
8. After students have shared, question students how they might try some of the items on their wish list. Students could ask others for help, read up on a subject in the library and try it, or join a club or group that teaches the activity. Point out that common roadblocks for trying are lack of confidence, fear of failure or ridicule, and need for reinforcement. Students can overcome these by enlisting the help of a trusted person.

**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)
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)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
Use writing as a tool for learning in formats such as learning logs, laboratory reports, note taking, journals and portfolios. (ela 40)
Apply, extend, and expand on information while reading. (ela 46)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Relate situations, events, and characters in a reading selection to personal experience. (ela 60)

**Scoring Guide:**

See attachment: Spending My Leisure Time Scoring Rubric.

**Keywords**

English Language Arts	Mathematics	Science
Reading In context Construction meaning	Algebra	Earth Science
Writing Composition Vocabulary Grammar Punctuation Spelling	Geometry	Life Science
Communications Discussion Listening Illustration	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

**Spending My Leisure Time  
Scoring Rubric**

<b>Expectations</b>	<b>Exceeds</b>	<b>Meets</b>	<b>Approaches</b>	<b>Needs More Work</b>
<b>Follows Direction</b>				
<b>Offers Ideas</b>				
<b>Takes Turns</b>				
<b>Listens to Others</b>				
<b>Respects Other Opinions</b>				
<b>Class Participation</b>				