



Gold Seal Lesson

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>Team Scavenger Hunt</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i>	<i>9-12</i> <i>XX</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i> <i>XX</i>

Instructional Focus:

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.

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

Performance Task

1. The instructor will review what is expected from the students to make the scavenger hunt activity fun and successful.
2. Divide the class into small groups. Each group is to develop 12 career-related questions that the students in other groups will research by using the available resources at school. The students can use the library resources, computer lab resources, and the school staff resources, etc.
3. The students in doing the “Scavenger Hunt” will have to work together cooperatively, develop and word-process the questions as well as to develop a search for the answers.
4. The instructor will collect the answer sheets after the time limit and ask for feedback from the students in doing this kind of activity as a group or as individuals. The instructor should stress the importance of being able to work positively with other team members.

ICLE Essential Skills

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

Give oral or written directions that are clear and are understood by another person. (ela 2)

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)

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

Know how to find and read information from a variety of electronic sources. (ela 28)

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)

Understand the nature of informational and/or technical texts. (ela 71)

Scoring Guide:

	4 Exceptional	3 Admirable	2 Acceptable	1 Amateur
Group Participation	All students enthusiastically participate	At least $\frac{3}{4}$ of students actively participate	At least half the students confer or present ideas	Only one or two persons actively participate
Shared Responsibility	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
Quality of Interaction	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
Roles Within Group	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

English Language Arts	Mathematics	Science
Reading Comprehension Skimming Research	Algebra	Earth Science
Writing Careers Grammar Word Processing	Geometry	Life Science
Communications Discussion Listening Communication Technology	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	