



**International Center  
for Leadership  
in Education**



**Gold Seal:**

Copernicus Education Gateway

<b>Author(s):</b> <i>Marsha Kucker</i>			<b>Lesson Title:</b> <i>What is Work</i>			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<i>K-4</i> <i>XX</i>	<i>5-8</i>	<i>9-12</i>	<i>A</i>	<i>B</i> <i>XX</i>	<i>C</i>	<i>D</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.

**Performance Task**

1. Discuss the meaning of the word “work” with the class.
2. Have students develop their own written definition of “work”. Discuss as a class all the definitions and come to a consensus on one definition that thoroughly defines work. It may be necessary to combine the ideas of different students to reach an agreeable definition.
3. Ask students to talk about and list school or home responsibilities they have that may be called “work”.
4. Ask the class members to tell about what kind of work their parents or other relatives do.
5. Have the class prepare a mural or collage of workers, labeling each profession represented. Write the definition of work in large letters across the top of the mural.

**ICLE Essential Skills**

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 94)

Follow oral or written directions. (ela 4)

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

Understand and use graphs, charts, and visuals to enhance informational writing and oral presentations. (ela 29)

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)

**Scoring Guide:**

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

Works well independently. \_\_\_\_\_

Stayed focused on task. \_\_\_\_\_

Seeks help appropriately/assumes responsibility for completing task. \_\_\_\_\_

Structure and content appropriate for grade level. \_\_\_\_\_

Spelling and punctuation appropriate for grade level. \_\_\_\_\_

Class participation \_\_\_\_\_

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b> <b>Careers</b> <b>Spelling</b> <b>Vocabulary</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> <b>Discussion</b> <b>Visuals</b> <b>Listening</b> <b>Communications</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>	