



Gold Seal Lesson

Author(s): Marsha Kucker			Lesson Title: You Can't Kid Me!			
Grade Span			ICLE Application Model			
K-4 XX	5-8	9-12	A	B	C XX	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.

Writing –

Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

This strategy will help students identify the ways others have dealt with the criticism/kidding that may be associated with making a non-traditional occupational/activity choice. (such as a male nurse or a female army officer or a stay-at-home dad).

1. Identify community members who have made non-traditional choices in occupations or leisure activities.
2. Arrange for individuals to come to class or for students to conduct an interview (outside of the class) with individuals. The focus of the interview will be on the difficulty and challenge of making a choice that is different from what others might expect as well as the coping skills the individual used when or if others “kidded” them.
3. Conduct a discussion during class on the elements of coping with criticism.
4. Process this strategy by having the students write a “Dear Me” letter. For example: “Dear Me, you have made a choice that’s unusual for a boy (girl). Other people might kid you about it. I know you though. You will handle it by…” Encourage students to share their letters.

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)
Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)
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)
Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (ela 22)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Organize supporting detail in logical and convincing patterns. (ela 54)

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

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Vocabulary Penmanship Correspondence Grammar Punctuation	Geometry	Life Science
Communications Discussion Listening Interviewing	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	