

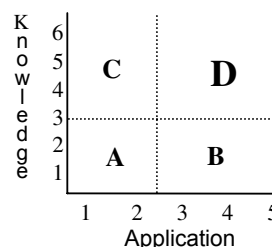
**GOLD  
SEAL  
LESSON**



**GUESS WHO!**

**Subject(s)**  
English Language  
Arts

**Rigor/Relevance  
Framework**



**Grade Level 4–5**

**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.

**Student  
Learning**

- Students will be able to work collaboratively.
- Students will be able to interview a peer.
- Students will be able to record and organize information.
- Students will be able to apply adjectives.
- Students will be able to edit and revise.
- Students will be able to develop a character outline.
- Students will be able to share data with the whole group.
- Students will be able to make inferences.

**Performance  
Task**

**Overview**  
 In the classroom, students will collaboratively interview one another and record information to develop a descriptive outline. Students will share their summaries with the whole group to determine whether the class can identify an individual based upon a given portrayal.

**Description**  
 Begin the lesson by asking students to explain an adjective (a describing word). Ask students to share examples of adjectives and list responses for the whole group. To encourage the brainstorming process, offer a variety of adjectives, such as tall (physical), soft (texture), white (color), kind (personality), delicious (taste), etc.

Then inform the class they will be interviewing one another to develop a character outline. The class will be divided into four groups and each student will be provided with an activity guide on which he or she will collect and record data.

Each group will brainstorm to develop a list of 10 descriptive questions to ask their group members. The questions will be divided in categories and each group must come up with: three questions to describe physical traits (green eyes, very long hair, etc), three questions to describe personality traits (funny, quiet, etc), two questions to describe hobbies and interests (Yankees fan, rock collector, etc),

<b>Performance Task</b> (con't)	<p>and two miscellaneous questions to offer helpful insight (favorite academic subject, special talents, etc).</p> <p>Each student will choose one other student to interview and the group members will all use the same questions. (NOTE: If Student A interviews Student B, Student B will <i>not</i> be the interviewer for Student A. If possible, each student should interview someone else).</p> <p>Upon completion of the interviews, each student will compile their collected data into a “character outline” to be presented to the whole group. The other teams will listen to the presented information and collaboratively make a guess as to which student the responses are describing. After all presentations and inferences are made, each student will reveal his or her “secret peer.”</p>
<b>Assisting English Language Learners</b>	<p>Help English language learners correct and polish their character outlines before sharing them with the group. Have each learner make a draft of his or her character outline and read it to you aloud. As he or she reads, write down verbatim what is said. Then read the words back to the student while he or she follows along with your written copy.</p> <p>This exercise will help English language learners build sight word knowledge and improve overall comprehension. It will allow learners to hear and identify the mistakes in their writing, vocabulary, and pronunciation, which they can correct in their final drafts.</p>
<b>Essential Skills</b>	<p>E1 Apply writing rules and conventions, (grammar, usage, punctuation, sentence structure, and spelling).</p> <p>E9 Organize supporting detail in logical and convincing patterns that focus on audience and purpose.</p> <p>E6 Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).</p> <p>E10 Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.</p> <p>E12 Preview (skim) informational text to anticipate content (title, chapter headings, Internet search results, illustrations, table of contents, etc.).</p> <p>E45 Create an original piece of literature or poetry for personal enjoyment or to share with other readers.</p> <p>E2 Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.</p> <p>E30 Apply personal, ethical, or impartial criteria for evaluating informational, persuasive, and literary materials.</p> <p>E22 Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.</p> <p>E4 Use resources (dictionary, grammar books, thesaurus, online references, etc.) as needed to edit.</p>
<b>Attachments/ Resources</b>	<p>Guess Who? Interviewing a Peer (activity guide)</p>

## Scoring Guide

Rate student performance on each item using the following method:

**4 Points:** The student demonstrates a high-quality performance and presentation of new knowledge and skills.

**3 Points:** The student demonstrates a good application of new knowledge and skills.

**2 Points:** The student demonstrates an appropriate application of new knowledge and/or skills, which is technically correct.

**1 Point:** The student demonstrates minimally acceptable application of new knowledge and/or skills.

Item	Rating (circle one)			
Ability to write original questions	1	2	3	4
Ability to record responses	1	2	3	4
Ability to create a character outline	1	2	3	4
Ability to present information	1	2	3	4
Ability to make inferences	1	2	3	4

## Attachments/Resources

### Guess Who! Interviewing a Peer

Secret Peer: \_\_\_\_\_

#### Directions

Each student will interview a peer within your group, record responses and share findings with the whole group. The other team will be responsible for determining who the descriptions match.

#### Step 1

Each team must create 10 original questions to ask the students within your group. You must create:

- 3 questions to describe physical traits.
- 3 questions to describe personality traits.
- 2 questions to describe hobbies and interests.
- 2 miscellaneous questions to offer helpful insight.

After brainstorming, record your 10 questions in the space provided below.

	Topics	Questions
1	Physical	
2	Physical	
3	Physical	
4	Personality	
5	Personality	
6	Personality	
7	Hobbies/Interests	
8	Hobbies/Interests	
9	Misc.	
10	Misc.	

#### Step 2

You will now ask your secret peer the 10 questions your team developed. Record all responses in the provided spaces.

Questions	Response
1	
2	

3	
4	
5	
6	
7	
8	
9	
10	

**Step 3**

You will now use all responses from Step 2 create a *Character Outline*. Complete the outline below to describe your peer. Remember the opposing team will be listening to your presentation in attempt to “Guess Who” your character is.

**Character Outline**

1. Looking at this person, you might notice he or she is: (Use the three adjectives from Questions 1 through 3)

\_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_,

2. If you spend enough time with this person, you may or may not know the following things about this student’s personality. (Use the three personality responses from Questions 4 through 6)

He/ she \_\_\_\_\_

He/ she \_\_\_\_\_

He/ she \_\_\_\_\_

3. This person has interests and hobbies which may come as a surprise. (Use the two interests/ hobbies responses from Questions 7 and 8).

He/ she \_\_\_\_\_

He/ she \_\_\_\_\_

4. By this time, you may have already “Guessed Who” my secret peer is, but if not, here are 2 more fascinating facts! (Use the two miscellaneous responses from Questions 9 and 10).

He/ she \_\_\_\_\_

He/ she \_\_\_\_\_