

Mrs. Valerie Cones

Grade 4

Succeeding in the Classroom and Beyond: Becoming a Leader

**Goal:** Students will be able to internalize certain guidelines in order to attain success in school and further down in their careers. Students will learn to lead with their strengths and set goals for aggressive decision making. They will also practice proper use of English and correct grammar in writing and speaking. Students will be asked to select and lead teams, determine ethical behavior on school grounds, and present a lesson to the class.

**Objective:**

At the end of the unit, students will demonstrate the ability to

1. Appoint members of a team based on individual strengths
2. Explain their answers in a code of ethical behavior discussion game.
3. Teach the class a mini-lesson as a curriculum review.
4. Evaluate their own personal performance as a leader and team player before and after the unit.

**Standards:**

National Board Certification Standards:

*III. Learning Environment*

Accomplished teachers establish a caring, inclusive, stimulating, and safe school community where students can take intellectual risks, practice democracy, and work collaboratively and independently.

*IV. Respect for Diversity*

Accomplished teachers help students learn to respect and appreciate individual and group differences.

California State Standards:

*Language Arts Standards 1.1, 1.4, and 1.5*

Students will be able to communicate effectively orally and in writing. They will ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings, give precise directions and instructions, and present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

**Resources Needed:**

I will need flash cards and folded cardboard posts for "ethical behaviors" game, sixty copies of the "Before and After" survey, poster paper for teams to generate ideas, markers, glue sticks, magazines, scissors, and Post-it notes. I will also be using a DVD recorder in conjunction with iMovie to document parts of our study as well as a projector to present material to students. Students will also be responsible for bringing any props they need to present their lesson. Any extra items not found in normal classroom supplies (such as prizes for motivation) may be discussed with the teacher.

**Unit Requirements:**

1. Students formulate teams to create posters for the “Parts of Speech” poster project. Posters must provide a definition for the part of speech, magazine cutouts and illustrations demonstrating knowledge of that part of speech, and at least five examples of use in a sentence.
2. Students will present mini-lessons to the class to review material in preparation for tests.
3. Students demonstrate competency in proper use of the English language and eliminate slang from their presentation vocabulary.

**Overview:**

Week 1	Introduction to speaking, pre- project rubric, ethics game, TV show group project
Week 2	Assignment of student mini-lesson presentations, start student presentations
Week 3	Assignment of student mini-lesson presentations, start student presentations, upload IMovies and fill-in post-project rubric
Week 4	Parts of Speech group project, complete post-project rubric

**Instruction:**

This unit will encompass a time period of one month during the first month of school.

Week 1, Day 1 (Wednesday):

Students will be introduced to the basics of using proper English from the very start of school. The teacher will lead the class into a discussion on the significance of speaking correctly and how using proper grammar sets exemplary students apart. When students enter the classroom daily, they will greet the teacher with the “Adjective of the Week.” The typical greeting sounds like this: “Good morning, Mrs. Cones, you’re looking **amiable** today!” They also greet visitors to the classroom in such a manner. Over the course of the year, this practice embeds new vocabulary into the students that can transfer to writing and presenting skills. Students will not be allowed to respond “Good” when asked “How are you feeling today?” daily; instead, they will say, “Very well, thank you,” because “good” is an adjective, not an adverb. Students will be expected to speak in complete sentences: the proper answer to “Do you understand?” is “Yes, I understand,” or “No, please clarify \_\_\_\_\_.” These basic manners of speaking will be carried on throughout the year and will provide grounds for proper etiquette in years to come.

Today, students will also complete a survey that will measure their leadership competency before and after they complete this unit. The survey is rubric based, and determines their approach to presenting orally, selecting team members, and organizing team projects. (See next page).

## Collaborative Work Skills: Leadership Survey

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Team Selection</b>	I select team members on the basis of their strengths in working together as a team. Everyone has a specific job to fill.	I try to find people that will work well together and that are good at completing projects.	When in doubt, I choose my friends, but I try to eliminate the lazy ones.	I will select my friends for a team, no matter what their individual strengths and weaknesses are.
<b>Contributions</b>	I provide useful ideas when participating in the group and in classroom discussion. I am a definite leader who contributes a lot of effort.	I usually provide useful ideas when participating in the group and in classroom discussion. I am strong group member who tries hard!	I sometimes provide useful ideas when participating in the group and in classroom discussion. I am a satisfactory group member who does what is required.	I rarely provide useful ideas when participating in the group and in classroom discussion. I may refuse to participate.
<b>Preparedness</b>	I bring needed materials to class and am always ready to work.	I almost always bring needed materials to class and am ready to work.	I almost always bring needed materials but sometimes need to settle down and get to work.	I often forget needed materials or am rarely ready to get to work.
<b>Speaking Skills- Vocabulary and grammar</b>	I use grade-appropriate vocabulary without slang when presenting. I try to insert new words in my speech daily, defining them for those who need clarification.	I use grade-appropriate vocabulary and eliminate slang words when presenting.	I use grade appropriate vocabulary with occasional slang words when presenting.	My vocabulary is below grade level, and I tend to use slang when speaking in all situations.
<b>Using complete sentences</b>	I speak in complete sentences when presenting and answering questions.	I speak in complete sentences when presenting, but not always when answering a question.	I almost always speak in complete sentences when presenting, and not always when answering a question.	I often forget to speak and reply in complete sentences.

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On the back:

1. What do you think makes a good leader?
2. What do you think makes a good team member?
3. What are strengths that you bring to a team? What are some areas where you would need assistance from a team member? (i.e., I'm a good writer, but a terrible artist).

Week 1, Day 2 (Thursday):

Students will play an ethics game modeled after the Lockheed Martin Ethics Training game. Teacher will divide the students up into six teams of five. Teams have color coded cards:

- Red: Unethical; against the rules
- Yellow: Neutral; not negative or positive
- Green: Ethical; will have a positive effect

Teacher begins by explaining that each year, students must “relearn” many rules taught to them since Kindergarten. In this game, students will review some scenarios to determine whether a certain behavior is ethical, neutral, or unethical. The objective of the game is not only to review rules, but determine the correct actions to take in these common scenarios. Groups hold up cards with determined answer, and then one person from each team explains their group’s answer. For every correct answer, the team scores one point. The questions are listed in the chart below, and the answers are in italics.

<p><b>You have brought your lunch to school and are not included in the hot lunch count. However, while you walk to the cafeteria, you smell your favorite cheese pizza being cooked! You decide to use your pocket money to buy hot lunch.</b></p>	<p><i>Answer: Unethical. Although it seems fairly harmless, the lunch count is taken to ensure that an accurate number of items are cooked. Fourth graders have second lunch period. Many fifth and sixth graders in third lunch complain of not having enough food during their lunch period.</i></p>
<p><b>You are finished early with your Independent Practice Math Activities and decide to help a friend who is struggling next to you. The teacher is working with a small group of struggling students and cannot help at the moment. You explain the problem aloud without telling your friend the actual answer.</b></p>	<p><i>Answer: Ethical. As long as you are guiding your friend toward the correct answer and not telling him the actual answer, you are being a helper to both him and your teacher</i></p>
<p><b>You are on the playground and hear the freeze bell ring. You are still finishing your snack and don’t want to walk indoors with half a bag of Cheetos. Since your teacher is not going to pick up your class for another minute, you finish your snack by the trash bins, discard your bag, and hurry to the line just as your teacher emerges from the staff room.</b></p>	<p><i>Answer: Neutral. You are taking a chance by hurrying to finish your snack, but you did the right thing by not bringing opened food into your classroom. Now, if you were eating in line or in the hallways, that would be unethical.</i></p>
<p><b>You are playing four-square and are called out by the judge. You don’t think that you are out and insist on a do-over.</b></p>	<p><i>Answer: Neutral. In this game, the judge usually has the final say, so take care in whom you appoint. You may ask for a do-over, but don’t insist upon it if the judge doesn’t comply.</i></p>
<p><b>Bobby and Susie both love MXPX and</b></p>	<p><i>Answer: Unethical, UNLESS this was an</i></p>

<p>want to buy their new CD. With their saved allowances, they purchase the CD together and share it. However, Bobby is tired of having to share and decides to make his own copy on the computer.</p>	<p><i>ITunes purchase, which can be burned up to seven times. When you pay for a CD, you are only purchasing the rights to one copy</i></p>
<p>You are the line monitor for the week. Two taps on someone talking in line mean that the offender is benched for the next recess. You have just tapped Kirsten for the second time, but she argues that she was just responding to Tre, who was talking to her first. You don't penalize Tre, but instead stand your ground.</p>	<p><i>Answer: Ethical If Kirsten was caught twice, she needs accept the consequences, no matter who started the conversation.</i></p>
<p>During recess, you see a circle around Mark, the boy with Down's syndrome. When you get a little closer, you realize that a gang of boys are jeering at him, and Mark is crying. Although you feel badly for him, you walk away and say nothing to the yard duty.</p>	<p><i>Answer: Unethical. If you are not part of the solution, you are part of the problem. Even though you have not technically hurt Mark, you could have stopped this situation, and you chose not to.</i></p>
<p>You haven't studied very much for Mrs. Greeb's Science test, but the thought occurred to you that your sister Amy had Mrs. Greebs last year and has an old test you could study from. On the day of the exam, you find that Mrs. Greebs has used the exact same test. You let her know that you've seen this and that you should probably take another exam.</p>	<p><i>Answer: Neutral. You did the right thing by telling Mrs. Greebs that you have seen the test, but you should have never looked for an old exam in the first place!</i></p>
<p>You and Jen both have an extensive Yu-gi-oh card collection. She has a card you want, and you both agree to do the trade at school. She brings the card, you bring the money, and the exchange is made.</p>	<p><i>Answer: Unethical. Yu-gi-oh cards and any buying or selling of any kind are not allowed at school.</i></p>
<p>You are at the dentist's office arranging an appointment for next week. You have the option of going after school on Friday, or during Wednesday's math test. Of course, you decide to skip the test.</p>	<p><i>Answer: Unethical. You aren't doing yourself a favor by skipping school, as you will have to make up not only your test but all the other class work you have missed during your lunch and recess periods. It's not worth it.</i></p>
<p>Because your teacher is <i>so</i> generous, she</p>	<p><i>Answer: Ethical. Congratulations on trying</i></p>

**allows students to borrow books from the classroom library on the premise that they return them in mint condition. After the last day of school, you find three of the Narnia series in your backpack. You hurry back to school to return them, but alas, Mrs. Cones has left for vacation. You give them to the secretary to save for your teacher.**

*to do the right thing, even after school is dismissed for the summer! Mrs. Cones will sure appreciate it. However, next time, please return books promptly.*

### Week 1, Day 3 (Friday):

Students will first group themselves into teams of five to work on a poster project: “TV Wasteland.” (IISME Orientation Ice-Breaker).



# TV Wasteland

Modified from JVD Creativity Consulting ([www.jvdcreativity.com](http://www.jvdcreativity.com))

### **The Scenario:**

You now work for a new, small television company that wants to break into the big time by having a hit. You realize that people expect the good shows to be on at 9:00 and 10:00 in the evening, but your company is so small that they’ve decided to go against what is considered common sense and have a midnight hit. It is your job to come up with the idea.

When watching the Rocky Horror Picture Show for the 20<sup>th</sup> time, you suddenly are hit with an idea. You look at your friends on the sofa with you and realize that many cult shows gain a loyal following. You decide then and there to create a show that will become a cult legend. You’ve seen how people love laughing at bad shows, so you decide to create the worst show ever and bill it as such.

You’ve got one opportunity to pitch your show idea to a new network called Eye TV. Unfortunately, they have a lot of small companies trying to come up with the next big idea. Your best chance is to create the “worst” show idea, develop a “pitch board” for it and present it to the network at their new Eye TV show fair. The problem is that you don’t get to explain the show idea. The only way to catch the network’s eye is to have your pitch board be the most creative—to have your pitch board be the one that makes the network executives want to watch it or even want to be on it.

Your team has 30 minutes to come up with your “worst show ever” idea...and no, you can’t just copy Jerry Springer. At the 15 minute mark, the network big wigs will let you know you’ve got 15 minutes left to create your pitch board.

### **Materials**

- Flip chart sheet for your pitch board
- Magazines
- Markers
- Glue
- Scissors
- Your imagination and innovation

## Pitch Board Requirements

- Show title
- Slogan
- Brief description
- Images
- Actors recommended to be cast, along with character names they will play
- Your TV company name and logo
- Any thing else you can think of to catch the network's eye...



### ***New Show Fair***

Pitch boards will be taped on the wall at the fair. Eye TV's executives realize the best new shows appeal to the TV audience, so new show ideas will be judged and evaluated by the TV company representatives there to pitch their own show.

Each TV company group will peruse the pitch boards, taking notes on the new show ideas to vote on their favorites for the following categories (company representatives are not allowed to vote on their own show pitch):

- 1) Most Creative**
- 2) I'd Watch It!**
- 3) I'd Want to be on It!**

You'll be allowed about 2 minutes at each pitch board to take your notes.

When done, reconvene with your company representatives discuss the new show ideas and choose a winning pitch for each of the categories. Companies will be given about 5 minutes to discuss and choose their favorites.

One company representative will fill out the Voting Slip for their company and turn it in to the Eye TV Executives.

--Activity by Shari Liss, IISME

Students will have twenty minutes to plan and prepare a poster advertising their new hit show, develop a plot, and list characters and sponsors. After the twenty minutes are complete and the "audience" has voted on its favorite, the students will discuss why their teams didn't work together as well as expected. Students will generate ideas on why choosing their best friends do not necessarily equate successful teams, and how to select team members based upon their strengths. For example, a student who is not a good writer but loves to draw may be the team artist, and the student who talks constantly and generates good ideas may be a good leader. After the project is over, students will produce a document listing the different roles that comprises a good team for such a project, if they were to do this again. Students are reminded that, as a team, they must do everything well, but not to expect everyone to excel at everything. As stated in James Morgan's "Ten Ways to Be Successful": "Match talent to the tasks....Lead from your

strengths as individuals...and collectively as a company.” Below are suggestions for talents that students may consider when selecting a team. These suggestions will be written on poster board and displayed in a prominent place in the room.

**Choosing a Good Team:**

1. **The Leader.** This does not always have to be the most charismatic individual, but one who is driven to get the job done. This person is not afraid of appointing others to tasks, of taking charge, and most of all, can bring a disjointed group back to focus.
2. **The Creative Mind.** This person is full of bright ideas and loves to think “out of the box.” A creative thinker generates many good ideas, but may need someone to focus them.
3. **The Organized One.** This job is commonly referred to as “the secretary,” but it is extremely important for a team to have someone who can keep supplies in order, time managed, and jobs sorted. This person can move the group along to ensure that deadlines are met.
4. **The Writer/Editor.** Each team needs one, if not more. The writer doesn’t always have to be the person with the best handwriting, but one who is well spoken and has command of the English language. Excellent slogans usually combine the best of the creative mind and the writer.
5. **The Artist.** This is the person who excels in presentation. The artist may be your best illustrator or your best designer. This person should have a good eye for color schemes and layout.

Remember that no one should take the same job all the time. Everyone should be given an opportunity to attempt each field at least once and try his or her best in the task at hand.

Weeks 2 and 3:

On Monday, the teacher explains to the students that they will be teaching a mini-lesson to the class. This will take place over the next one and half weeks. Students will be assigned to one of the following timeslots:

	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday
Language Arts								
Math								
Science								
Social Studies								

The student’s job will be to develop a mini-lesson as a review for the lesson just previously taught in class. For example, if the Tuesday Math lesson was “Place Value to the Millions,” the student must deliver a short 3-5 minute lesson wrap up and reinforce the concept. Students will be assigned to lessons beforehand so that they can review in their book. The review may be a Question and Answer quiz game, a “news” update, a sharing session, a puppet show, a commercial for the lesson, or a presentation chart. The possibilities are endless with student creativity. Students are required to use proper English throughout their lesson and apply any new vocabulary words they have learned throughout the lesson. They will be completing a self-

evaluation rubric after viewing their lesson in iMovie. If students need extra materials that they don't have at home (i.e. puppets), they have to request them from the teacher beforehand.

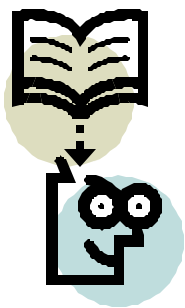
Teacher will instruct students at this time on the use of the DVD recorder. Students will take turns filming the presenter during his or her mini-lesson. Afterwards, the video clips will be uploaded to the computers at the back of the room for student viewing and self-evaluation (refer to sections 3, 4, and 5 of the rubric on p.3.)

#### Week 4:

Students will be working on a group activity that parallels the original poster project. Since they would have been working with parts of speech during the first month of school, they will be responsible for creating a poster and ten-minute presentation teaching and reinforcing the concepts to the class.

The six groups will be: **Nouns/Pronouns, Verbs, Adjectives, Adverbs, Prepositions, and Conjunctions and Interjections.** Students will volunteer to be "leaders" of the team, and the teacher will select six. Before the students choose teammates, the class will refer to the **Choosing a Good Team** poster as a review for choosing teammates. Teacher will have the other four roles (Creative Mind, Organized One, Writer/Editor, and Artist) written on the white board. Students who are not appointed as leaders need to write their name on a large Post-it note along with a short sentence on why they feel are capable of performing one of those roles. They will post their notes under the headings on the board, and the leaders will take turns choosing a Creative Mind, an Organized One, a Writer/Editor, and an Artist.

When students have settled in their teams, the teacher presents the each group with the project guidelines:



## Parts of Speech 101

(Modified from IISME's *TV Wasteland*)

#### The Scenario:

You have now been a Clark fourth grader for one month and have learned all about parts of speech. You have been solicited by Eye TV to create the next big hit educational show. Instead of producing the same old *Sesame Street* template show, you and your team are filming an action movie to raise your audience approval ratings. Each team needs to invent and present a mock-show that will not only entertain your viewers (children between the ages of 8-12), but will also demonstrate knowledge of parts of speech and teach your audience. You have twenty minutes to complete your task.

## Materials

- Butcher paper sheet for your background
- Markers to design your background
- Scratch paper to plan your storyline
- Willing, imaginative actors and directors
- Any “props” you can think of (i.e. sweatshirts may double as capes, etc.)
- Scoring rubric for post-assessment

## Project Requirements

- Show title and slogan to be introduced by one or more team members
- Brief plot description citing objectives on your planning sheet (what knowledge are you imparting to your viewers?)
- All members of your team will be active in presenting your show
- At the end of your presentation, you must include audience participation time to ask questions and determine if your viewer actually retained the information given.

## Guidelines (This is the knowledge your audience needs by the end of this program)

- **NOUNS/PRONOUNS** group needs to present the definition of a noun (person, place, or thing) as well as pronouns used in place of a noun (“He” instead of “Allen”) and possessive pronouns (“its foundation” instead of “The house’s foundation.”)
- **VERBS** group must present the definition of a verb (an action word like “jump” or a helping verb like “can”). The group will also present examples of regular and irregular verbs in different tenses. For example, a regular verb is a word like “look/looking/looked” whereas an irregular verb is “buy/buying/bought.”
- **ADJECTIVES** group must present the definition of an adjective (a noun modifier) as well as its characteristics (the articles *the*, *a*, and *an*; what kind, how many). The group must use and define at least one “Adjective of the Week,” and include synonyms for positive, negative, and neutral adjectives.
- **ADVERBS** group must present the definition of an adverb (a word that modifies a verb, adjective, or another adverb). The group must provide instances of when to use an adverb and adding -ly to existing adjectives to create an adverb (beautiful=beautifully), as well as adverbs of time (often, late, now) and place (here, there).
- **PREPOSITIONS** group must present the definition of a preposition (a word that stands before a noun relating other words in a sentence). The group must provide the preposition in the context of a prepositional phrase. For example, you can go **through** the walkway, **around** the walkway, **under** the walkway, **over** the walkway, **beside** the walkway, etc.
- **CONJUNCTIONS AND INTERJECTIONS** group must present the acronym FANBOYS (For, And, Nor, But, Or, Yet, So) for coordinating conjunctions and the guidelines for use of conjunctions (combining complete sentences into one sentence, and never in front of a sentence). For interjections, the group must define interjection (exclamatory word used to express great surprise or dismay) At the end of the show, the class should be able to name some interjections (Wow! Oh No! Oops!)

## Scoring:

Your team will receive a group grade scored on the rubric (see p.11). You will also receive an individual participation grade upon completion of your self-evaluation you filled partially last week (see p. 3). After the presentations are over, please complete sections 1 and 2 of the rubric, and answer the questions on the back of the paper in complete sentences.

## Oral Presentation Rubric : Parts of Speech Show

Teacher Name: **Mrs. Cones**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
<b>Vocabulary</b>	The group uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	The group uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	The group uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	The group does not use fourth grade level vocabulary.
<b>Comprehension</b>	Students are able to accurately answer almost all questions posed by classmates about the topic.	Students are able to accurately answer most questions posed by classmates about the topic.	Students are able to accurately answer a few questions posed by classmates about the topic.	Students are unable to accurately answer questions posed by classmates about the topic.
<b>Preparedness</b>	Students are completely prepared and have obviously rehearsed.	Students seem pretty prepared but might have needed a couple more rehearsals.	The students are somewhat prepared, but it is clear that rehearsal was lacking.	Students do not seem at all prepared to present.
<b>Props</b>	Students used several props (could include costume) that show considerable work/creativity and which make the presentation better.	Students used 1 prop that shows considerable work/creativity and which make the presentation better.	Students used 1 prop which makes the presentation better.	The students used no props OR the props chosen detract from the presentation.
<b>Collaboration with Peers</b>	Students almost always listen to, share with, and support the efforts of others in the group. They try to keep people working well together.	Students usually listen to, share with, and support the efforts of others in the group. They do not cause "waves" in the group.	Students often listen to, share with, and support the efforts of others in the group, but some members do not pull their weight in the project.	Students rarely listen to, share with, and support the efforts of others in the group. Jobs are unbalanced in the group.

<b>Uses Complete Sentences</b>	Students always (99-100% of time) speak in complete sentences.	Students mostly (80-98%) speak in complete sentences.	Students sometimes (70-80%) speak in complete sentences.	Students rarely speak in complete sentences.
<b>Content</b>	Students show a full understanding of the topic.	Students show a good understanding of the topic.	Students show a good understanding of parts of the topic.	Students do not seem to understand the topic very well.

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