

Cooperative Work Groups

Educational Transfer Plan (ETP)

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Kindergarten

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Background

As a summer fellow at Applied Materials, a significant portion of my job was to interface with different members of our team in order to reach our desired goals. Applied Materials strongly emphasizes teamwork, not only in general with the company, but in my eBis group in particular. I was fortunate to have come upon this group, that was often described to me as a family, where each person has their role, but each is dependent on the other members in order to make their goals. Not only was a team player requested in their GISS IISME posting, but it was a common theme throughout. Perhaps most telling in my ETP process was the fact that after I mentioned my plan to my group, a member of the team approached me later to tell me that one thing that I should consider in my ETP is something that the GISS group stands for: “You may be small, but if you work together you can get things done”. Not only did his unsolicited recommendation reflect the teamwork spirit of this group, but it demonstrated to me what I would like to emphasize to my Kindergarten children in this ETP plan. Additionally, I was included in many committees, including the Marketing Committee, which not only demonstrated cooperative communication, but how to take a project from beginning to end in a way that is beneficial for all.

Furthermore, Mike Splinter, President and CEO of Applied Materials speaks about how at Applied Materials, you need to build and develop your team. Your success depends on the work of others. No one can build a complete system or provide an entire service on his or her own. We depend on each other. So we all need to be part of building teams that are diverse in talent, gender and culture. Every team

needs people who are willing to play and be team players. These are exactly the values that I would like my Kindergarten children to learn through this Educational Transfer Plan.

Mike Splinter additionally suggests that, no matter what your level is in the company, each employee should think about their work in the context of the next level – or even two levels – up. This is exactly how we operate in an educational setting. As teachers, we are not only teaching to our grade level, but preparing them for the next level / grade. As many of my students are advanced academically, tying in some of the First Grade California State Standards, is appropriate.

Summary

Last summer I developed an ETP for Cooperative Work Groups where the Kindergarteners came together to raise money for charity by developing and running a lemonade stand. This project was designed for Kindergarten students to develop the necessary skills to work cooperatively as a group to complete a project. The students were broken up into groups, who each had their own distinct role in completing the project. Each group's job responsibility was necessary in order for the project to be successful, and the groups worked interdependently.

The Kindergarten Lemonade Stand was quite successful, when implemented during the school year. The children raised \$150.00 in ten minutes, which we donated to a local charity. Given its success, we will be implementing the plan again this year. Key to its success was not setting a price for the glasses of lemonade, which were served to the parents of the Kindergarteners. Instead, we asked for a "Love Offering". We will continue this practice this year. One goal to work towards, and where this Extended ETP would support this goal, is to teach the children more about the people they are serving by making this donation, which was glossed over in the first ETP implementation, due to time constraints. Additionally, we will be concentrating on Character Development, while learning about American world history, and applying new Reading Comprehension skills.

California Content Standards

California Kindergarten Language Arts Standards

Listening and Speaking

Comprehension

- 1.1 Understand and follow one-and two-step oral directions.
- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

Reading Comprehension

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Connect to life experiences the information and events in texts.
- 2.5 Ask and answer questions about essential elements of a text.

Speaking Applications (Genres and Their Characteristics)

- 2.1 Using the listening and speaking strategies of Kindergarten outlined in Listening and Speaking standard 1.0, students describe people, places, things, locations and actions.

Mathematics

- 1.0 Students understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties

Social Studies

- K.1 Students understand that being a good citizen involves acting in certain ways.
 - K.1.1. Students follow rules, such as sharing and taking turns, and know the consequences of breaking them.
 - K.1.2. Students learn examples of honesty, courage, determination, individual responsibility, and patriotism in American world history from stories and folklore.

Grade One California Language Arts Standards

Social Studies

1.1.2. Students understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule”.

National Board Standards, Generalist, Early Childhood

VI. Multiple Teaching Strategies for Meaningful Learning

Accomplished early childhood teachers use a variety of practices and resources to promote individual development, meaningful learning, and social cooperation.

Objectives

1. Reflect National Board Standard: VI Multiple Teaching Strategies for Meaningful Learning
2. Students will work on cooperation skills to be able to complete a group project
3. Students will be able to work on and complete a project with assigned roles to promote a sense of community

Abstract

This project is designed for Kindergarten students to develop the necessary skills to work cooperatively as a group to complete a project. The students will be broken up into groups, who will each have their own distinct role in completing the project. Each group’s job responsibility is necessary in order for the project to be successful, and the groups will work interdependently.

One goal to work towards, and where this Extended ETP would support this goal, is to teach the children more about the people they are serving by making this donation, which was glossed over in the first ETP implementation, due to time constraints. Additionally, we will be concentrating on Character Development, while learning about American world history, and applying new Reading Comprehension skills.

Resources

Crayons, markers, large red Kindergarten pencils for each child; large and small poster board, glue sticks, magazines, tape, paper cups, money for making change, container for money, tip jar, Kindergarten table; measuring cups, lemons, concentrated lemon juice, sugar, water, ice cube trays, large spoons, plastic pitchers. Books: *Arthur Makes the Team*; *Martin Luther King Jr*; *The Christmas Gift*

Implementation

Day 1 (Time: 20 minutes)

Introduction:

As a whole group, the teacher reads to the class the story *Arthur Makes the Team*. This story demonstrates what Arthur and his friends do to work together cooperatively, even when some of the children who want to join the team are below par. After this reading, the teacher asks open-ended questions regarding the story and working cooperatively:

What would you do if there was someone who wanted to be on your team who wasn't as good as the others?

How do you think they would feel?

How would you feel?

How could you all work together to make sure that everyone is included, gets along well, and that the team does their “Personal Best”?

How could you help?

The teacher would then propose that the class try out their ideas about working cooperatively by having a lemonade stand at school. Each child in the class would play an important role in making this project successful. The money that they made from selling the lemonade would be donated to charity. The children would be reminded that the only way that this project would work would be if everyone worked together and took good care of one another. It would be suggested that the motto for the children would be the Applied Materials GISS suggestion that “We may be small, but if we work together, we can get things done”. The teacher would then review some of the school’s community goals of being kind to one another, as well as the California Kindergarten State Standards that states that students know how to interact respectfully with each other, following rules, and respecting the rights of others. Additionally, the suggestions from Mike Splinter, President and CEO of Applied Materials, that we make treating each other with respect a priority, would be incorporated.

Day 2 (Time: 50 minutes)

Instructional Activities:

As a whole group, the teacher reads to the class the story *The Christmas Gift*, by Francisco Jimenez. This true story tells of an immigrant family that has to move right before Christmas, to search for work. Due to the scarcity of food and shelter the family encounters, they are forced to eat out of garbage cans, in order to survive.

After reading the story, the teacher would utilize 2 puppets to act out a scenario from the book, to help the children brainstorm:

Puppet 1: Oh, look! Someone’s eating out of the garbage can!

Puppet 2: OOhhh! Yucky!

Teacher: What do you think of that?

Should we laugh at these people?

The teacher asks open-ended questions regarding the story and the Character Trait of *Caring*:

How do you think Panchito and his family feel having to leave their home right before Christmas? What about eating out of garbage cans?

How would you feel?

What could we do to help people who are in need, like Panchito's family?

The teacher would then propose that the class try out their ideas about working cooperatively to help others by having a lemonade stand at school. Each child in the class would play an important role in making this project successful. The money that they made from selling the lemonade would be donated to charity. The children would be reminded that the only way that this project would work would be if everyone worked together and took good care of one another. It would be suggested that the motto for the children would be the Applied Materials GISS suggestion that “We may be small, but if we work together, we can get things done”. The teacher would then review some of the school’s community goals of being kind to one another, as well as the California Kindergarten State Standards that states that students know how to interact respectfully with each other, following rules, and respecting the rights of others. Additionally, the suggestions from Mike Splinter, President and CEO of Applied Materials, that we make treating each other with respect a priority, would be incorporated.

Day 3 (Time: 40 minutes)

Instructional Activities:

To introduce the Character Traits of *Honesty*, *Courage* and *Determination*, the teacher would read the book Martin Luther King Jr. After reading the book, in order to reinforce the Character Trait of *Caring*, as well as Social Justice, the teacher would hand out cookies to the children, giving some children 3 cookies, some 1 cookie and the rest would receive no cookies. The teacher would then prompt the children with open-ended questions regarding fairness and honesty.

Who can tell me how they feel about having three cookies? Two cookies? What about those of you who don't have any cookies?

How can we make this fair?

What about Panchito's family situation? We're going to concentrate on the Character Trait Caring to help those in need. How can we be caring for those without food?

Day 4 (Time: 50 minutes)

Instructional Activities:

Students work in 5 small groups to create the posters to hang around the school campus, advertising the Kindergarten Lemonade Stand. To create these posters, the students would utilize markers, colorful poster board, magazines, and glue. Each group of children would work with either the teacher, one of the two teacher's assistants, or a parent volunteer. The children would decide as a group who could draw the pictures, who could copy the words to be written on the paper, who could cut out pictures from magazines, and who could glue those pictures on. At the end of the work period, the groups would come together as a whole and share their work and to brainstorm ideas about where to hang their posters to advertise the Kindergarten Lemonade Stand. Each group would go to a designated area to hang their poster.

Day 5 (Time: 25 minutes)

Instructional Activities:

Each child will work independently at their Table Time seat, to create a small poster to bring home to advertise the Kindergarten Lemonade Stand. The teacher would have the words "Come to our Kindergarten Lemonade Stand on Friday

October 7 at 11:00 a.m.” on the board for the children to practice writing on their sheets. During this work time, children would be encouraged to speak with their group members about their drawings and printing. If any one child needs help in the group, the children would discuss ways in which they could help their fellow classmates to achieve their goal.

Day 6 (Time: 60 minutes)

Instructional Activities:

Working in small groups, the children will work with an adult to make pitchers of lemonade. The children would be read the lemonade recipe, and given instructions about how to make the lemonade. Each child would need to have a role/responsibility to the larger group. The roles to consider would be the children who measure the sugar; the children who measure the lemon juice; the children who measure the water to be added; the child who needs to place the pitchers in the refrigerator; and the children who make the ice cubes and puts the trays in the freezer. During the course of making the lemonade, each child’s role would be discussed to stress the importance of working together as a group to achieve the goal. The adult supervising would let the children taste the different ingredients going into the mix and would ask open-ended questions such as:

What would happen if one of us didn’t do their job, or wasn’t allowed to participate? Take a small taste of the lemon juice. What would our lemonade taste like if the sugar person didn’t participate? Take a small taste of the sugar by itself. What if that person was working alone? What would the lemonade taste like then, without the water and the lemon juice? Could you drink it? What if we had only the lemon juice and the sugar, but no water? Would it be as good without that person? Could we sell it to achieve our goal?

At the end of the project, every child would stir the mix to ensure that all children did their part to create the final project.

Day 7 (Time: 60 minutes)

Instructional Activities:

While all the students participate in Choice Time Activities in the classroom, teams would be assigned shifts during the hour to go to the Kindergarten Lemonade

Stand to sell the lemonade to customers. The teacher would oversee the final project, and the children would be assessed on their cooperative work skills by the teacher using the rubric.

Closure:

The children and the teacher would come together at the teacher's chair to count the money that they made at the Kindergarten Lemonade Stand. The teacher would ask the students open-ended questions regarding the cooperative work project, and would ask them how they felt they worked together. The children would share their stories and their experiences, and if any problems did arise, discussion would follow about how they handled it, or how they could do it differently (i.e. "I Messages", inclusion) to work cooperatively. The teacher would then ask open-ended questions regarding what the school values as a community, such as treating each other kindly, interacting respectfully with each other, and respecting the rights of others, to reinforce the skills they learned during this exercise.

Assessment

A rubric and teacher observation will be utilized. After completing the project, each child will be assessed according to the focus area of cooperative learning.

Extension

To create a child-centered learning environment, children would brainstorm together to come up with their own ideas for projects such as cleaning all the litter from the school grounds. In doing so, they would model for the older children the student skills that the school community values, as well as showcase their new cooperative working skills.