

**MANCHESTER COLLEGE**  
**Department of Education**

**LESSON PLAN by: Emily Katona**

**Lesson: Introduction to Teamwork Length: 40 minutes**

**Age or Grade Intended: 7<sup>th</sup> Grade English**

**Academic Standard(s):**

7.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.

**Performance Objectives:**

Using a graphic organizer, students will brainstorm ideas in groups for their writing assignment coming up with at least three ideas.

**Assessment:**

After the students finish their team building activity and after we finish our discussion, I will give the students time to work on their graphic organizers. I will have the students turn in their graphic organizers so I can grade them and write comments about their ideas so they can have feedback. For grading, I will be looking to see if they have at least three ideas for their teamwork paper and that they have written their subject of the paper in the middle. If they are missing one of these pieces, they will lose a point.

**Advanced Preparation by Teacher:**

I will need to have printed copies of the graphic organizer and the paper rubric for each student. I will also need to make sure I have balloons for the teamwork activity at the beginning of class.

**Procedure:**

**Introduction/Motivation:**

At the beginning of class, I will explain to the students that we will be playing a game called, "Balloon Blow." (Gardner; Bodily/Kinesthetic) I will put them into groups of five or six and explain to them how the game is played. What they have to do is stand in a circle and not let the balloon touch the ground. They cannot, however, use their hands and can only keep the balloon in the air only by using their breath.

**Step-by-Step Plan:**

1. After we are finished playing the teamwork activity, I will ask the students, "Could you have done this game just by yourself? What would have been different if you didn't have help from your classmates?" (Bloom's; Synthesis) This week, the theme for your classes is going to be Teamwork. In each of your classes, you are going to learn how teamwork can help you in different ways. In this class, we are going to learn how teamwork can help you in your writing. Today, we are going to brainstorm some ideas and learn how to organize your thoughts.

2. I will then write the word Teamwork on the board. I will ask the students, “What kind of things do you think of when you see the word teamwork?” (Blooms; Knowledge) As the students call out the words that describe Teamwork, I will write them on the board.
3. I will then tell the students, “Today, we are going to brainstorm ideas for your new paper assignment. During this unit, you are going to write a paper about how Teamwork has helped you.” I will hand out the rubric for the paper at this time and explain to the students the different things they will need in their paper in order to receive full credit. I will then explain, “But before we can start writing the paper, we have to brainstorm ideas and organize our thoughts.”
4. I will pass out the graphic organizer to each student. I will then ask, “Where do you usually start when you have to write a paper?” (Blooms; Application) “The first thing you should always do for a paper is brainstorm and organize your thoughts. A great way to brainstorm is to talk to other people and bounce ideas around, which is what we are going to do today.”
5. I will then put the students into groups of four or five. (Gardner; Interpersonal) I will then explain, “In your group, ask your group members, “When has teamwork helped me overcome a problem?” (Bloom; Analysis) As you come up with ideas, fill out your graphic organizer, and come up with at least three ideas about teamwork. (Gardner; Verbal/Linguistic)

**Closure:**

When the students are finished filling out their graphic organizers, I will have the students hand them in. I will then ask them if they have any questions about how to brainstorm and organize their thoughts. I will then explain that next time we will start the next step to the writing process.

**Adaptations/Enrichment:**

Some of my students may have problems with following verbal directions, so I should make sure that I have verbal instructions and written instructions. I may have students who have ADHD, so I need to make sure that they are in a group of students who will not distract them from their assignment. I can also give them a checklist that helps them visually see what they must do. The team building activity can help my students with ADHD because it gets them up and moving around, and it breaks up the period for them.

**Self-Reflection:**

Was my team building activity effective?

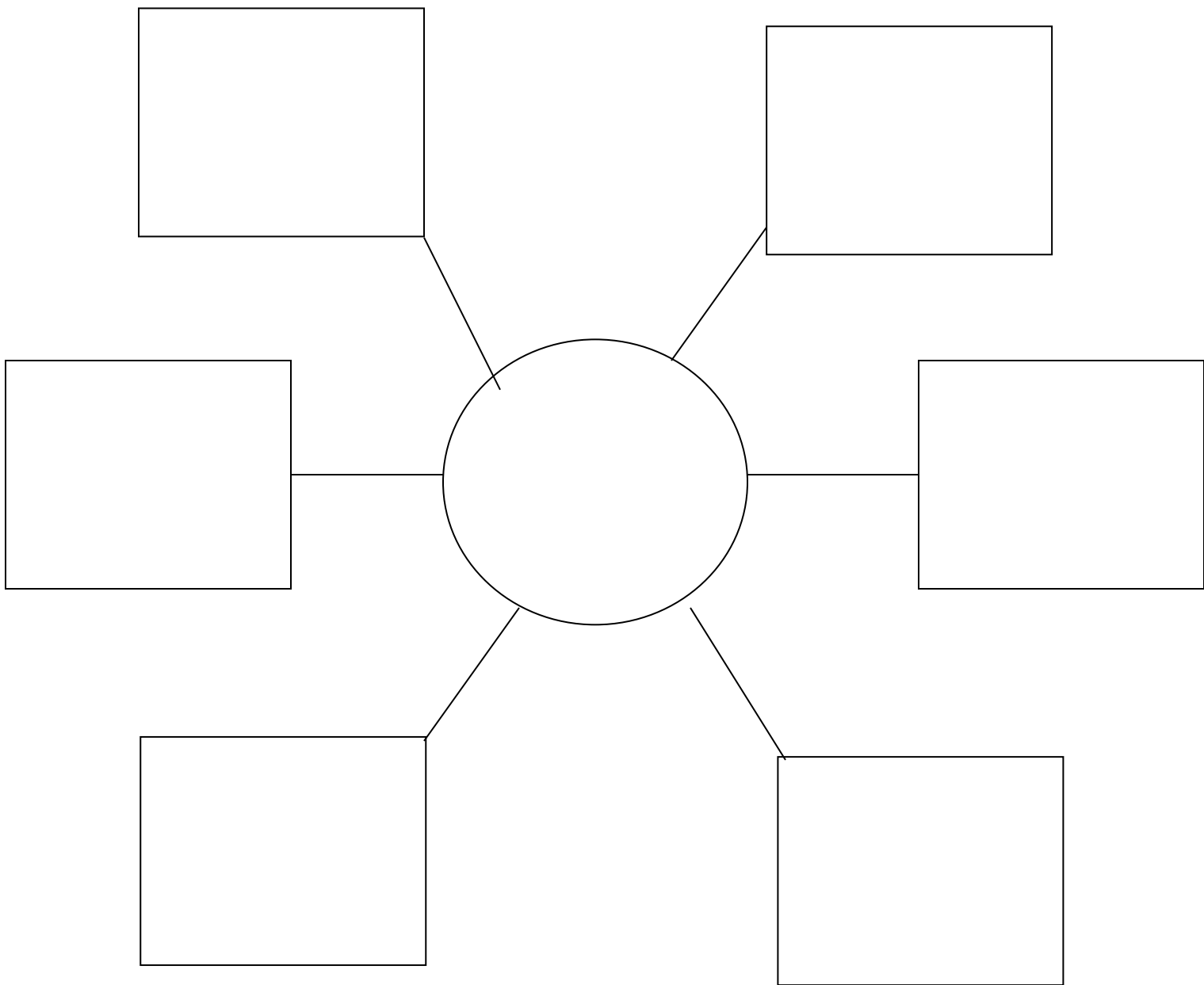
Do my students have an understanding of teamwork?

Did they seem engaged in the activity and group work?

What can I do to make this lesson run more efficiently?

Name:

Date:



## Middle School Teamwork Paper



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

Teacher: Ms. Katona

Date : \_\_\_\_\_

Title of Work: \_\_\_\_\_

	Criteria				Points
	1	2	3	4	
<b>Format of paper</b>	Does not have a full introduction or conclusion, only has one good, thought out example of teamwork.	Does not have a full introduction or full conclusion, but not both. Only has two well rounded examples of teamwork.	Has one full introduction or one conclusion, but does not have both. Has all three examples of teamwork, but are weak in the descriptions.	Has a full introduction and full conclusion, and has three examples of teamwork that are detailed, well rounded and appropriate.	_____
<b>Teamwork theme</b>	Does not talk about teamwork enough, is lacking details and descriptions.	Has few details about teamwork, but still does not have enough and is lacking in the paper.	Has good details here and there, but not consistent through the paper.	Has very good details and descriptions throughout the paper. Knows the topic of teamwork very well.	_____
<b>Grammar/Conventions</b>	Has four or more grammar mistakes throughout the paper.	Has three grammar mistakes throughout the paper.	Has only one or two grammar mistakes throughout the paper.	Has only made one grammar mistake throughout the paper.	_____
<b>Sentence style</b>	Makes no attempt to have a variety of different sentence structures in the paper.	Attempts at trying to use both complex and simple sentence structures, but is still heavy on the same sentence structures.	Has a few good simple and complex sentences, but still could use some work.	Has a variety of sentences that cause for easy flow throughout the paper.	_____
					_____
				<b>Total----&gt;</b>	_____