



# Getting Started



## The Lightning Round

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Award points to the teams with correct responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

<b>Strategy Use</b> The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and explains how using the strategy helped in better understanding the text.</b>
<b>90</b>	gives an 80-pt. response <b>and describes a problem and a strategy that was used to solve the problem.</b>
<b>80</b>	<b>identifies a problem that a team member had understanding the text.</b>

<b>Word Power</b> The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and expands on the meaning, for example, identifies</b> <ul style="list-style-type: none"> <li>• related words</li> <li>• a second meaning</li> <li>• a word connotation</li> <li>• an antonym</li> </ul>
<b>90</b>	gives an 80-pt. response <b>and explains the meaning in a definition and a meaningful sentence.</b>
<b>80</b>	<b>tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</b>

<b>Summary</b> The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and uses key vocabulary correctly.</b>
<b>90</b>	gives an 80-pt. response <b>and clearly connects relevant ideas in a logical order.</b>
<b>80</b>	<b>presents main ideas and important details in his or her own words and without personal opinion.</b>

<b>Team Talk (oral and written)</b> The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and connects the answer to the supporting evidence and uses academic language.</b>
<b>90</b>	gives an 80-pt. response <b>and includes supporting evidence and examples (from the text or from experience).</b>
<b>80</b>	<b>uses full sentences to clearly and correctly answer the question.</b>

<b>Fluency</b> The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).</b>
<b>90</b>	gives an 80-pt. response <b>and reads at just the right pace to understand the text—not too slow and not too fast.</b>
<b>80</b>	<b>reads a short passage and pronounces most of the words correctly.</b>

<b>Graphic Organizer/Notes</b> The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and explains how the graphic organizer helped in understanding the text.</b>
<b>90</b>	gives an 80-pt. response <b>and includes main points or events and important details.</b>
<b>80</b>	<b>selects a graphic organizer that is appropriate for the text.</b>

## Unit Objectives

**Objective:** Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

## Unit Overview

The Getting Started unit consists of eight 60-minute lessons that will be used with all students at the beginning of the school year. This unit is designed to be instructed to heterogeneous classes, such as homeroom classes, before students are divided into reading groups, but it can be used in regular reading/language arts classes. Schools can determine the best approach for utilizing the Getting Started unit, but schools must ensure that the unit is taught and that adequate time is provided for completion of each lesson. Lessons 4 and 5 are designated as testing days, however, if students have been tested and grouped prior to the start of the school year, teachers can skip those lessons. Getting Started units are written for grades 6, 7, and 8 so students will receive new content at each level.

This unit introduces students to the Reading Edge and to the cooperative process of working together in teams to learn and reach their goals. Students practice how to work together to help one another learn what they need to know to advance to a higher reading level as quickly as possible.

You will also introduce the idea that persistence and hard work are more important than getting the right answer the first time. It is expected that mistakes will be made, but it is the team's responsibility to make sure that everyone learns from the mistakes. You will emphasize to students that as a member of an interdependent team, someone always "has your back."

This unit introduces students to the idea that teamwork and knowing how to use learning strategies equal success. As schoolwork becomes more challenging, middle school students need instruction and practice in *learning how to learn*. Knowing how to listen carefully, speak clearly and respectfully, focus on the task at hand, and, ultimately, develop a positive attitude about themselves and others will prepare students for the challenges that they will face in school and the workplace.

In this unit, you will teach students a common set of classroom routines and self-regulation strategies to manage their behavior, build positive social relationships, and better understand and manage their emotions. Having a common set of team cooperation goals and regular routines for working together reduces conflict and allows for efficient transitions and adjustments as students move up from one reading level to the next.

### Team Cooperation Goals

**Active listening** involves listening with a goal or question in mind and analyzing what you hear or see in light of this goal/question. It means paying close attention to what a speaker says, thinking carefully about his or her words, and formulating a response. An important part of active listening is also respecting the contributions of others even when you do not agree. Behaviors you might expect to see when students are actively listening to one another are: nodding, eyes on the speaker, leaning in, and sometimes note taking. All team members should be ready to ask a question, restate a teammate's answer, or otherwise contribute to the discussion at any point.

**Helping and encouraging others** involves the ability to gauge where teammates are in their understanding and to give appropriate feedback. It means that students share their own thinking, ask questions, and give hints or suggestions, but they do not do one another's work. It also means offering thanks, praise, or compliments to acknowledge what a teammate has done well. In a team in which students are helping and encouraging one another, you might hear comments and questions like the following: "That explanation was very clear," "Thank you for reminding me to mark that word with a sticky note," "Thank you for helping me use the rubric to check my answer," or "Have you considered...?"

**Everyone participates, or 100% participation**, means involving all team members in discussions and preparations for assessment, including team members who are reluctant to join in. It also means making sure that each member of the team understands the assignment and is adequately prepared before sharing his or her work during the class discussion or before taking the cycle test. When every member of a team is participating, students are focused on learning, and teammates are taking turns speaking, actively listening to one another, carefully checking the quality of their answers, and offering assistance as needed.

**Explain your ideas/tell why** you offered a particular answer is an important skill for middle school students. All students need practice with sharing their thinking or explaining how they came to a particular answer because this exercise demands that students make connections and use analogies and other productive metacognitive strategies. Students who can explain their thinking clearly to others make more connections between what they are learning and what they already know, making it more likely that they will retain what they have learned.

**Completing tasks** is often the nemesis of the young adolescent. This team cooperation goal is a pact between you and your students. Your responsibility is to explain clearly the particular requirements of a learning activity and the standards by which the quality of their work will be judged and to give students timely feedback on their work. Each team's responsibility is to help each member stay focused, reduce distractions, and meet or exceed the learning expectations.

## Text and Media Selections

### Internet/Media Options, Read-Aloud Selections

During this Getting Started unit, your class may be made up of students who are reading at a wide range of levels. Students will not be required to read together in their teams during this unit. You will use media, read-aloud selections, and interactive discussions to present content and process information.

Media is incorporated throughout the Getting Started unit to introduce important classroom techniques and processes. Other media suggestions are meant to expand background knowledge. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.

### At a Glance

Lesson	Media/Read Aloud
Lesson 1	(Embedded) Process video – “Group or Team” (Embedded) Process video – “Lightning Round”
Lesson 2	(Embedded) Process video – “Team Cooperation Goals, Part 1” Read Aloud: “Research Shows That Most Students Have a Lot to Learn about How to Learn”
Lesson 3	(Embedded) Process video – “Team Cooperation Goals, Part 2” Read Aloud: “Do You Need a Personal Trainer for Your Brain?”
Lesson 4	Assessment
Lesson 5	Assessment
Lesson 6	(Embedded) Process video – “Cool Down Scenario #1” (Embedded) Process video – “Cool Down Scenario #2” (Embedded) Process video – “Peace Path: “I” Messages”
Lesson 7	(Embedded) Process video – “Peace Path: Conflict Solvers” (Embedded) Process video – “Peace Path: Win-Win Solutions”
Lesson 8	(Embedded) Process video – “Moving Ahead and Reaching Goals”

# Getting Started

## Lesson 1

**Objective:** Learn how to work successfully in a team so we can help one another improve our reading and learning skills.

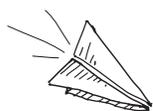
### Teacher Background

In this lesson, you will:

1. welcome your students to the Reading Edge and tell them that they will work in teams to learn how to be better readers and more successful learners.
2. use the classroom video “Group or Team” to initiate discussion about the difference between people in a group and a team.
3. form teams that will stay together throughout the Getting Started unit. Students will determine what they all have in common and use this information to choose a team name.
4. teach your students how to use these teamwork structures: 1-2-3 Move, Think-Pair-Share, Random Reporter, class cheers, the Lightning Round, and the team celebration points and poster.
5. teach your students Getting Along Together behaviors.

### Advance Preparation

1. Determine the number of teams in your class by dividing the total number of students by four. Add the remainder to make five-member teams as needed.
2. Determine how you will assign teams (e.g., numbered index cards, craft sticks).
3. Ensure that you have a place to store teams’ student editions, role cards, and team score sheets.



## Active Instruction tp

(22 minutes)

### Big Question

Post and present this lesson’s Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** What is the difference between a group and a team?

### Set the Stage

1. Refer students to today’s Big Question. Use **Think-Pair-Share** to ask:  
**What is the difference between a group and a team?**

Students write responses to the Big Question.

Discuss the Big Question.



*A group may be together for a short time such as while going to the movies. A team stays together longer. Team members have specific roles; for example, a soccer team has a goalie. Teams have common goals and work together to achieve those goals.*

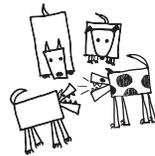
Post and present the objective.

2. Explain to students that every day during Getting Started, there will be a Big Question on the board for them to answer as soon as they get to class.
3. Welcome students to the Reading Edge, and introduce the unit objective.

**Welcome to the Reading Edge. In this class, you will learn how to be a better reader, writer, speaker, and listener. These are all skills that will help you in school and in life. In this class, we'll learn how to learn. Our objective is to help one another improve our reading and thinking skills. We'll do this by working in teams. If we work hard and help one another, everyone can, and will, succeed! The original Reading Edge was developed at Johns Hopkins University. The program is research-based—tested with students like you in schools like yours—and has been proven to work. So I know it will work for you and your teams! Now let's get in our teams.**

Assign students to teams, and ask them to move.

4. Randomly assign students to teams, and then assign them to tables. Use 1-2-3 Move to prompt students to move. Give each team a team score sheet.



## Teamwork tp

(20 minutes)

### Team Discussion

Lead a discussion about groups and teams.



1. Show students two pictures. Use **Think-Pair-Share** to ask: **Which picture shows a team, and which shows a group? How does a team differ from a group?**

Blackline master provided.



Show the video.



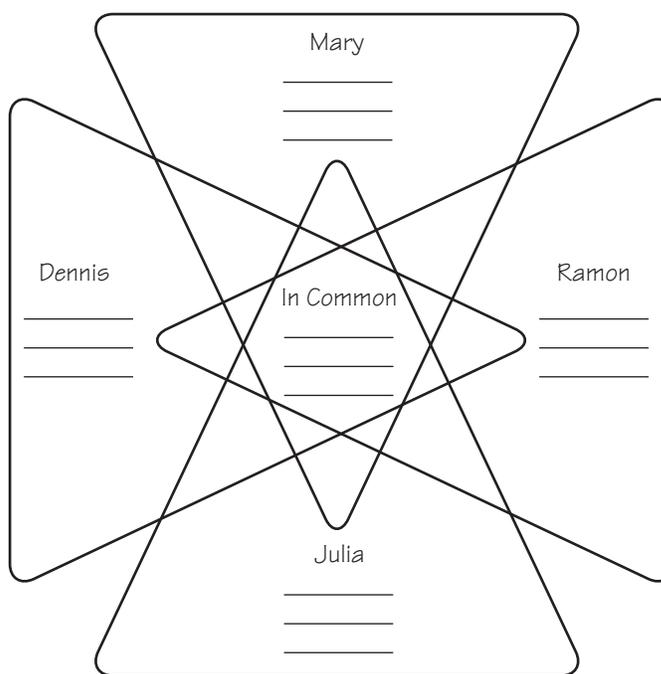
2. Play the video "Group or Team." Stop the video to discuss students' answers as directed by the narrator.

Prompt students in a team-building activity.

3. Tell partners to use questions to interview each other. Tell them to note things that they have in common. Provide examples, as needed (see below).

1. Do you like sports? What sport is your favorite, and why?
2. What do you like to do on the weekend?
3. What is your favorite subject in school?
4. How many brothers and sisters do you have?

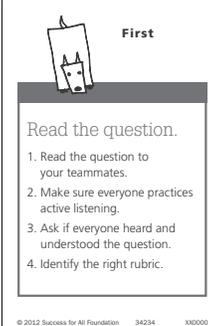
4. When ready, ask partners to introduce each other to the team. Ask students to use the things that they have in common to make a web in their notebooks. Tell each team to choose a team name based on what they have in common and to write it on their team score sheet.



Cue students to use their role cards.

5. Introduce the role cards for team discussion. Randomly assign a team leader, and ask the team leader to give a card to each teammate. Tell students to follow the directions on their cards as they discuss the Team Talk questions. Point out that the team has to make sure that each member knows the answer and can share it during the Lightning Round.

**Role Cards**

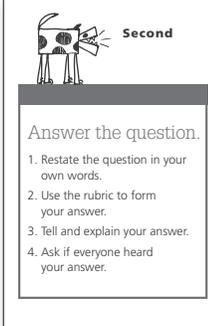


**First**

Read the question.

1. Read the question to your teammates.
2. Make sure everyone practices active listening.
3. Ask if everyone heard and understood the question.
4. Identify the right rubric.

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**Second**

Answer the question.

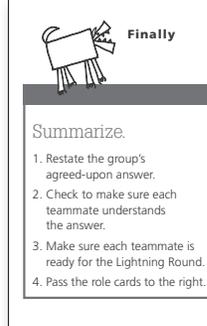
1. Restate the question in your own words.
2. Use the rubric to form your answer.
3. Tell and explain your answer.
4. Ask if everyone heard your answer.



**Third**

Agree OR disagree.

1. Restate your teammate's answer.
2. Agree and add additional information, OR disagree and explain why.
3. Ask if everyone heard your answer.



**Finally**

Summarize.

1. Restate the group's agreed-upon answer.
2. Check to make sure each teammate understands the answer.
3. Make sure each teammate is ready for the Lightning Round.
4. Pass the role cards to the right.

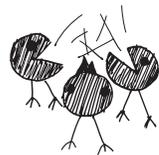
**Teacher's Note:**

Students will be introduced to the rubrics starting with unit 1.

**Team Talk Questions**

1. What is your team name? Why did you choose that name?  
*Answers will vary.*
2. What is the difference between a group and a team? Give an example of each.  
*A group of people may not know one another, and they don't work together. A team works together. Each person on a team has a role and helps the team to achieve the team goals.*
3. What do you and your teammates have in common? How will that help you work together?  
*Answers will vary.*
4. How did the role cards help you with your responses?  
*Answers will vary.*

6. Have students thoroughly discuss the Team Talk questions. Remind them that all teammates need to be able to answer the questions during Class Discussion.
7. Circulate and give feedback to teams and students. Ask questions to encourage further discussion.



**Class Discussion** tp

(18 minutes)

**Lightning Round**

1. Introduce the Lightning Round as a fun way to see what students have learned and how well they've prepared their teammates. Tell them you'll use Random Reporter to choose who will answer for each team.

Show the video.



**Randomly select team representatives who will share:**



- oral Team Talk responses

Remind students to answer in full sentences.

Celebrate team successes!

The top team chooses a cheer.

2. Tell them that Random Reporters will earn team celebration points for correct responses. Tell them that you'll record points on the Team Celebration Points poster, and they can keep track of the points that they earn on their team score sheets.
3. Play the classroom video "Lightning Round."
4. Have each team count off, and ask students to write their numbers in their notebooks so they will remember them.
5. Use **Random Reporter** to have teams answer the first question. Write team names on the Team Celebration Points poster, and give each team one point.
6. Use **Random Reporter** to have teams share oral Team Talk responses for the remaining questions. Use **Random Reporter** to ask other teams to agree, disagree, or add on to the responses.

### **Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

