

Maritime Adventures Tournaments of Tortuga 1

Language Arts / Math/ Testing Taking Skills Grades 4 and 5

Stage 1 – Desired Results	
<p>Established Goals</p> <ul style="list-style-type: none"> ❖ M4P1 and M5P1 Using the appropriate technology, students will solve problems that arise in mathematics and other contexts. ❖ ELA4LSV1 and ELA5LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. ❖ ELA4LSV2 and ELA5LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. 	
<p>Understanding Students will understand ...</p> <ul style="list-style-type: none"> ❖ the importance of teamwork ❖ that Together Everyone Achieves More (T.E.A.M.) 	<p>Essential Questions</p> <ul style="list-style-type: none"> ❖ How can I help my team achieve goals? ❖ How can openly encourage and support my team members? ❖ How can I help my team create a positive team image?
<p>Students will...</p> <ul style="list-style-type: none"> ❖ develop a variety of social skills desirable for successful teamwork which include, but are not limited to listening, discussing, respecting, helping, sharing, participating and communicating. ❖ acquire communication skills and use effective communication channels among their ship mates. ❖ know their role as a team member and how they can contribute to their ship's success ❖ increase self-awareness and awareness of their surroundings. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ❖ work together to accomplish shared goals ❖ maximize their own learning experiences by working to create a mood for conducive to learning
Stage 2 – Assessment Evidence	
<p>Performance Tasks</p> <ul style="list-style-type: none"> ❖ Participate in non-competitive games and activities designed to foster team building and increase self-esteem 	

❖ Students will learn the names of each person on their ship
Key Criteria ❖ Students will actively participate in the activities designed by the teacher
Other Evidence ❖ Successful participation in classroom tests and quizzes ❖ Successful participation in high-stakes testing ❖ Students will self-report a feeling of confidence and a sense of acceptance and affiliation with others

Stage 3 – Learning Plan

Part 1: General Introduction—Rotation 1 only for all modules

- ❖ Teacher says, “Welcome to Maritime Adventures! I’m _____, and I am going to be your host for the next sixty minutes. Please take a seat around your ship.” *Students sit down in a circle around their ship’s poster.*
- ❖ The teacher says, “You are now sitting with the students who will be your fellow crew members when taking the CRCT in April. We will be meeting several times throughout the year for some exciting activities that are designed to help each of you to develop the skills that you need to feel confident and empowered when taking important tests. This year our major focus will be on the CRCT, since you’ll all be taking it in the spring. But keep in mind that the strategies that you will learn in Maritime Adventures will serve you well in any testing situations which you may face in the future.
- ❖ The teacher says “Say hello to the person on your left. Say hello to the person on your right. Now say hello to your captain. Captains, say hello to your crew! But when the ship’s horn sounds, it will be time to settle down and get very quiet for a moment.” *Let everybody speak to each other to get energy flowing in the room.*

Part 2: Tournaments of Tortuga

The ship’s horn sounds. If students do not get quiet immediately, the teacher and captains need to remind everybody to sit down and listen.

- ❖ The teacher says, “This module is called the ‘Tournaments of Tortuga’. Does anybody know what the word ‘tournament’ means?” *Students take turns telling what they know about this topic.*
- ❖ The teacher says “A tournament is usually a competition between people to decide on a winner. But our tournament today will be a little different.

Instead of a competition between people, we will play a series of games that are inspired by these words (*teacher points to poster displaying this slogan*): 'A musician can play an instrument very well but it is completely different when playing in an orchestra'. Does anybody know what this sentence means? *Students take turns responding to the question.*

- ❖ The teacher says, "To put it simply, it means that, when you work together, everyone achieves more. *The teacher holds up poster 2.* And so we have our official Tournaments of Tortuga motto: Together Everyone Achieves More (T.E.A.M). The games that you are about to play are specially designed to promote a sense of team spirit and cooperation among you to achieve a common goal. Let the games begin!"

Fishing Net (Materials needed: ball of yarn per group of students)

- Students sit in a circle. One student begins by holding a ball of yarn. The object is to make a "fishing net" by passing the ball of yarn from student to student. As they pass the ball of yarn, each student holds on to a piece of string. As the ball of yarn is passed around the group, a web of string develops. The requirement for passing the yarn is that the student must name the other student who will be receiving the yarn and give him/her a compliment. (*remembering each other's names and benevolent noticing*)
- When spider webs unite, they can tie up a lion.*

-Ethiopian Proverb

"On my pirate ship..."

- Teacher begins by saying, "On my pirate ship I have a _____." The students will take turns moving clockwise repeating, "On my pirate ship, I have a _____." (The student will begin by repeating every item on the ship in order and then adding an item to the list of materials.) (*attention, concentration, listening, and remembering skills*)

Memory of partners

- Divide into partners: face your partner and remember everything about him/her. When teacher calls time, turn your back to your partner. Call out the color of your partner's eyes or another physical characteristic that you noticed about your partner. In the end, bring the whole group together and discuss how it felt to be noticed by their partner. (*benevolent noticing*)

Listening Activity (Materials needed: paper, pencils, diagrams – 2 per pair)

- Have partners sit back to back and decide who will be the “listener” and who will be the “talker” first. Each will eventually have a chance to play both roles.
- Give each “talker” a copy of a diagram. The Listener must sketch what they hear described, and in this round 1, is not allowed to speak or ask questions. This pair is using “one-way communication.” There will be 1-2 minutes allotted for this round, or longer if time permits. Partners compare drawings when finished to see how close they came to the original.
- The second round can begin and partners switch roles, still sitting back to back. In this round 2, the talker and listener switch roles. After the allotted time has passed, partners should compare results again.
- Then bring the groups together to briefly talk about what they learned from this activity. (*expressive and receptive communication*)

Cotton ball and straw relay (Materials needed: cotton balls and straws)

- Students race cotton balls by blowing at them through straws from the starting to the finish line. The students will then run back and sit down with their team members. The first team to have everyone back and sitting down wins.
- The teacher will equate the groups by allowing students to take as many turns as needed until everyone has had as many turns as the largest group has members.

(blowing promotes sensory integration, team competitive activity)

Optional activity - Count off

- Ask the group to count to 20 without pre-planning who is going to say each number. There is a catch....there is no verbal communication or signals allowed, and the group must do it without any two people saying the number simultaneously. See how fast they can do it!
(problem solving)