Successful vs Problematic Behaviors

LEVEL 2: WORKPLACE BEHAVIOR UNIT LESSON 4: SUCCESSFUL VS PROBLEMATIC BEHAVIOR

LESSON OVERVIEW

Use this lesson plan to help guide the facilitation of Digitability's Level 2. This lesson plan will help you take the learning offline and into the whole classroom where collaborative learning, direct instruction and guided practice will help your students reach their goal of achieving digital literacy. This lesson will assist students in developing successful workplace behavior and effective communication skills.

Time: ~45 minutes

OBJECTIVE

Student will be able to demonstrate both successful and problematic workplace behaviors.

+$ SUCCESSFUL

Participation/contribution
Sharing/helping
Greeting a guest

Following directions/
Staying on-task
Encouraging

-$ PROBLEMATIC

Off-task
Off topic/inappropriate comment
Disrespect/teasing
Complaining/whining

Interrupting
UMAPA
Arguing

PRINT PREPARATION

1. Print this lesson's Dollar Tracker.

2. Review sequence of activities in lesson.

3. Learn which supplements you will use.

4. Print/Copy/Laminate materials that fit your student's needs.

5. Refer to your Level 2 Guide to read about effective practices

LESSON PLAN

WARM UP

1. Distribute **WB.4.1** to students. See 👥 DIFFERENTIATION for this activity to identify supplements needed for your students.

Pro tip: EBP Increasing Attendance feel free to change time according to students' needs

DIFFERENTIATION

T1 Students use **Warm up sheet 1** to write and sort successful and problematic workplace behaviors.[WB.4.1.1]

T2 Students use **Warm up sheet 2** to cut and paste written workplace behaviors. [WB.4.1.2]

T3 Students use **Warm up sheet 3** to point to successful and problematic workplace behavior icons. [WB.4.1.3]

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [WB.4.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ PARTICIPATION

"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."

-$ PROBLEMATIC

You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.

2. *"I'm setting the timer for [two*] minutes. If you complete the warm up on time, you earn $1."*

3. Ask, *"For a participation dollar, who would like to share some ways that they have earned a participation dollar?"*

Possible Answers: Greeting a guest, sharing, participating, encouraging, following directions.

GUIDED WATCHING

1. Divide students into small groups (2-3 students per group). Cut out Roll Play cards **WB.4.2** and place into a container. Each group will choose a charade card until there are no more.

DIFFERENTIATION

T1 Verbal response and role playing.

T2 Verbal response or holds up **Successful Image Exchange Cards** [WB.IEC.SUCCESS] and **Problematic Image Exchange Cards** [WB.IEC.PROBLEM] **(see lesson supplements)**

T3 Holds up or points to **YES/NO IEC cards** [WB.IEC.Y/N] or **Behavior Bingo Cards (see lesson supplements).** [WB.4.3]

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [WB.4.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ PARTICIPATION	**-$ PROBLEMATIC**
"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."	You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.

3. Tell students, *"We are going to Role Play. Each student (or team) will choose a behavior card. The person must act out the behavior with their team. The other team must guess which behavior they are showing."*

4. Ask, *"For a participation dollar, who can guess what behavior the other team is showing?"*

5. Ask, *"For a participation dollar, who can tell me if that behavior is successful or problematic for the workplace?"*

Repeat until all behaviors are shown or time permits.

INFORMAL ASSESSMENT

1. Distribute **WB.4.3** Behavior Bingo to students. See 🔷 **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1 Students use **Behavior Bingo Board** [WB.4.3]

T2 Students use **Behavior Bingo Board** [WB.4.3]

T3 Students use **Behavior Bingo Board** [WB.4.3]

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [WB.4.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ PARTICIPATION	**-$ PROBLEMATIC**
"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."	You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.

EXIT TICKET: BEHAVIOR AND CONSEQUENCES

1. Distribute **WB.4.4**, Behaviors and Consequences Exit Ticket to students. See 👥 **DIFFERENTIATION** for this activity to identify supplements needed for your students.

DIFFERENTIATION

T1   Student will complete **Exit slip 1.** [WB.4.4.1]

T2   Student will complete **Exit slip 2.** [WB.4.4.2]

T3   Student will complete **Exit slip 3.** [WB.4.4.3]

2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker. [WB.4.DollarTracker]**

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+$ PARTICIPATION	-$ PROBLEMATIC
"Nice job participating, Marcus. You earned a participation dollar. Let's hear more about your work."	**You will learn strategies for teaching self-regulation in Lesson 3. This orange box will prompt you with these strategies beginning in Unit 9.**

3. Students will read the sample scenario and determine what behavior the scenario is depicting and label if it is an successful or problematic behavior.

IMMEDIATE FEEDBACK/NEXT STEPS

1. Read off Dollar Earnings Tracker and announce how many dollars each student earned during the lesson.

2. Students will fill in their dollar earnings from the lesson using their My Digitability Earnings sheet [**WB.4.6**]. Have students staple this sheet into their notebooks so they can use it for the entire unit.

3. Ask students, **"For a participating dollar, what will you do with your earnings?"**

4. If time permits, students can log into their student accounts for independent practice. Remember to set a boundary for students when completing lessons independently. For example, say; **"You can unlock badges up until [name of badge you want students to stop at]. Then stop what you are doing and put your thumbs up."**

DIFFERENTIATION

T1   Login independently **using password cards.**

T2   Login independently **using password cards** with the help from a Tier 1 partner for any required troubleshooting.

T3   Teacher or Tier 1 assistance to help student login using their password card.

Behaviors	Name						
	EX: Sam						
Successful +$							
Participation/ Contributing	卅						
Sharing/Helping/ Collaborating	|||						
Greeting a Guest								
Following Directions/ Staying on-task	|||						
Encouraging/ Complementing	||						
Problematic -$							
Off-task								
Off-Topic/ Inappropriate Comment								
Disrespect/Teasing								
Complaining/Whining								
Arguing								
Interrupting	||						
UMAPA								

**Unlock problematic behaviors in Unit 9.
Begin looking at problematic behaviors for
preparation of Unit 9.**

Successful vs Problematic Behaviors

YES OR NO IMAGE EXCHANGE CARD

WB.IEC.Y/N

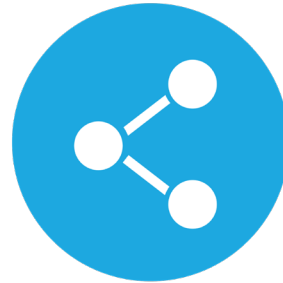| Yes	No

Successful vs Problematic Behaviors
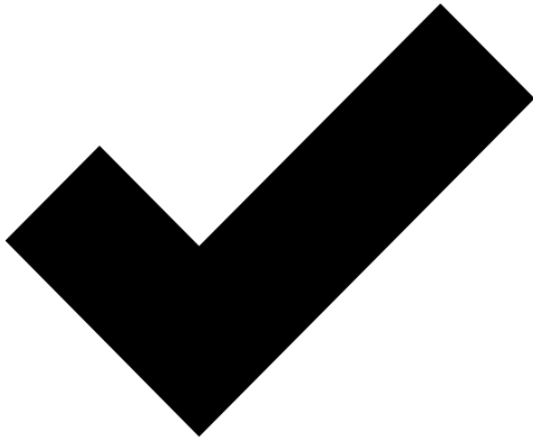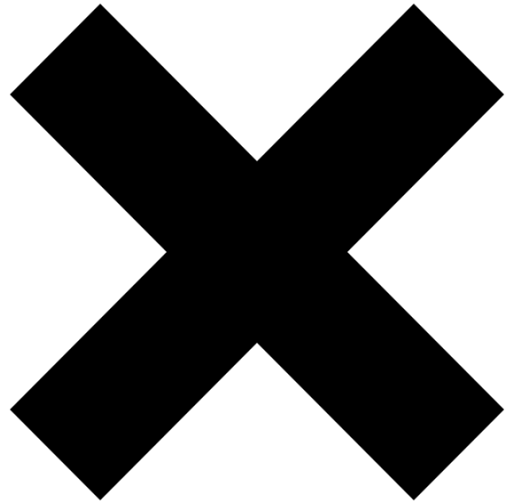
SUCCESSFUL BEHAVIOR IMAGE EXCHANGE CARDS

WB.IEC.SUCCESS

Participating/Contributing

Sharing/Helping/ Collaborating

Encouraging/Complimenting

Following Directions/ Staying On-Task

Greeting a guest

LVL 2 INTRO — L1 — L2 — L3 — L4

PROBLEMATIC BEHAVIOR IMAGE EXCHANGE CARDS

WB.IEC.PROBLEM

Off-Task

Complaining/Whining

Disrespect/Teasing

Off-Topic/Inappropriate Comments

UMAPA

Interrupting

Arguing

T1 WARM UP

WB.4.1.1

Directions: Sort and write the appropriate and inappropriate workplace behaviors into the correct column.

Sharing/Helping/Collaborations(+$1), Off task(+$1), Encouraging/Complimenting(+$1), Off-topic/Inappropriate Comment(+$1), Disrespect/Teasing(+$1), Complaining/Whining(+$1), Greeting Visitors(+$1), Following Directions/Staying on-task(+$1), UMAPA(+$1), Arguing(+$1), Interrupting(+$1), Participating/

Successful	Problematic

Successful vs Problematic Behaviors

T1 WARM UP

WB.4.1.2

Directions: Read each behavior. Circle whether it is successful or problematic

Behavior	Answer
Off task	Successful / Problematic
Following directions/ Staying on-task	Successful / Problematic
Disrespect/ Teasing	Successful / Problematic
Encourage/ Compliment	Successful / Problematic
Greeting a Guest	Successful / Problematic
Interrupting	Successful / Problematic
UMAPA	Successful / Problematic
Participating/ Contribution	Successful / Problematic
Sharing/Helping/ Collaborating	Successful / Problematic
Arguing	Successful / Problematic
Complaining/ Whining	Successful / Problematic
Off-topic/Inappropriate Comments	Successful / Problematic

T3 WARM UP

WB.4.1.3

Directions: Student will go through each behavior and point whether it is a successful or problematic workplace behavior.

Following directions/ Staying on Task

Participating/ Contribution

Complaining/ Whining

Off Task

Encourage/ Complement

Arguing

Sharing/ Helping/ Collaborating

UMAPA

Disrespect/ Teasing

Greeting a Guest

Off-Topic

Interrupting

Successful   Problematic

T1 ROLE PLAY CARDS
WB.4.2

Directions: students role play/act out all scenarios (+/-), and the teacher must respond accordingly. Teacher will award $1 for every response that is appropriate and students will earn $1 every time they participate in a role-play.

Scenario 1 (Teacher and student)

Teacher: *"For a participation dollar, who can tell me something they think of when they hear the word, 'internet?'"*

Student: Raises hand and waits to be called on.

Teacher: Calls on [student].

Student: Responds, *"YouTube!"*

Did the teacher guess correct?   **Yes / No**

Scenario 2 (Teacher and student)

Teacher: *"Alright class we are going to open up your math books and turn to page 38"*

Student: *"Ugh I hate math."* Shuts down, avoids his math book.

Did the teacher guess correct?   **Yes / No**

Scenario 3 (Teacher and Two students)

Teacher: *"[Student], can you come up to the board and choose what you think the correct answer is."* Points to student 1

Student 1: Comes up to the board and stands there struggling.

Student 2: From desk, clapping. *"Come on Marcus, You can do it!"*

Did the teacher guess correct?   **Yes / No**

Scenario 4 (3 people: Teacher and Two students)

Teacher: *"[Student], did you get new sneakers? Wow those are really nice!"*

Student 1: Shows off your new shoes proud. "Yes [Teacher] I did get new shoes. Thanks you!"

Student 2: From desk pointing. *"Oh wow, [Student], those shoes are ugly!."*

Did the teacher guess correct?   **Yes / No**

Scenario 5 (2 people: Teacher and student)

Teacher: *"OK class, wrap up your answer for your Do Now activity. We are going to start math. Open your books and get into your math groups."*

Student: huffs and puffs. "Oh no. Not math groups. Ugh. "

Did the teacher guess correct?   **Yes / No**

Scenario 6 (2 people: Teacher and student)

Teacher: *"There is a Do Now assignment on the board. You have 20 minutes to complete this activity."* Walks around the room reviewing student work as they complete their Do Now.

The class opens their notebooks and starts their assignment.

Student: starts rubbing his pencil on his desk.

Did the teacher guess correct?   **Yes / No**

Scenario 7 (2 people: Teacher and student)

Teacher: Sits with [Student] writing three tasks on a piece of paper. *"[Student], these three tasks I need done before lunch."* Walks away.

Student 1: Sits on desk and pulls out a video game when the teacher leaves.

Teacher: Walks back. *"Hey, [Student], did you finish those tasks?"*

Did the teacher guess correct? **Yes / No**

Scenario 8 (2 people: Teacher and 4 students)

Teacher: *"OK class, we are going to start our group activity."*

All Students: Get in group separate groups (2 students each).

Teacher: *"Is everyone ready?"*

Student 1: Throws a paper ball at the other group. "We're number 1!"

Did the teacher guess correct? **Yes / No**

Scenario 9 (3 people: Teacher and student 1 and new student)

Teacher: Brings in a new student, *"Class, this is Kayla. She is new and excited to be here."*

New Student: Stands next to teacher.

Student 1: Walks over. "Hi, I'm [Your name], nice to meet you [Their name]."

Both students: Shake hands.
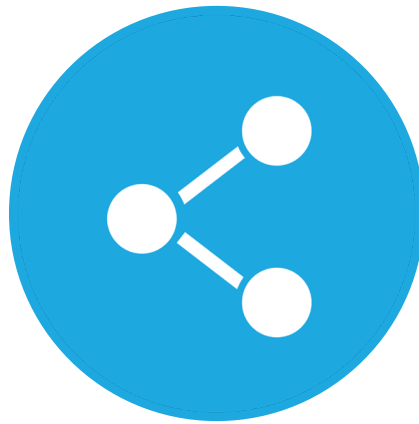
Did the teacher guess correct? **Yes / No**

BEHAVIOR BINGO

Directions: Teacher calls out workplace behaviors (+/-), Students act out the called out behavior that matches their board. If they act out the behavior correctly, they can cover that behavior until someone has bingo!

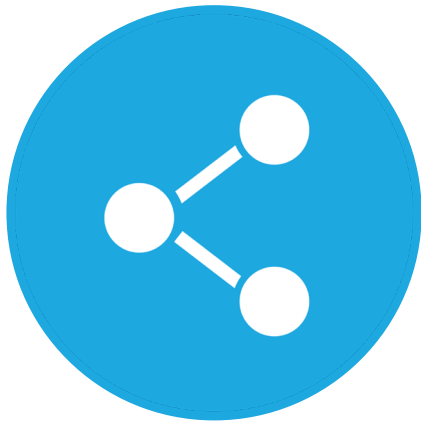|		
Off-Task	**Sharing/Helping/Collaborating**	**Complaining/Whining**
Participating/ Contribution	**Off-Topic/Inappropriate Comments**	**Encourage/Complement**
Disrespect/Teasing	**Following directions/Staying On-Task**	**Greeting a Guest**

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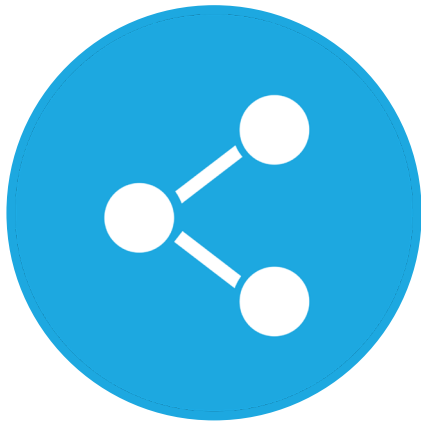|		
Sharing/Helping/Collaborating	**Off-Task**	**Off-Topic/Inappropriate Comments**
Interrupting	**Encourage/Complement**	**Complaining/Whining**
Following directions/Staying on Task	**Disrespect/Teasing**	**Greeting a Guest**

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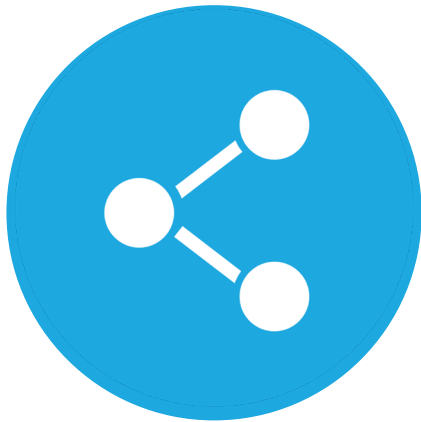|		
Sharing/Helping/Collaborating	**UMAPA**	**Complaining/Whining**
Interrupting	**Encourage/Complement**	**Arguing**
Following directions/Staying on Task	**Disrespect/Teasing**	**Greeting a Guest**

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Sharing/Helping/Collaborating	**Off-Task**	**Off-Topic/Inappropriate Comments**
Interrupting	**UMAPA**	**Participating/ Contribution**
Arguing	**Following directions/Staying on Task**	**Encourage/Complement**

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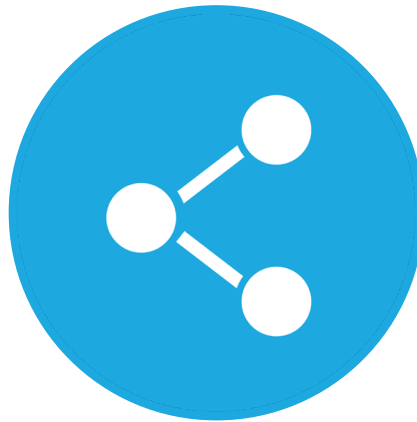|		
Off-Task	**Sharing/Helping/Collaborating**	**Off-Topic/Inappropriate Comments**
Participating/ Contribution	**UMAPA**	**Complaining/Whining**
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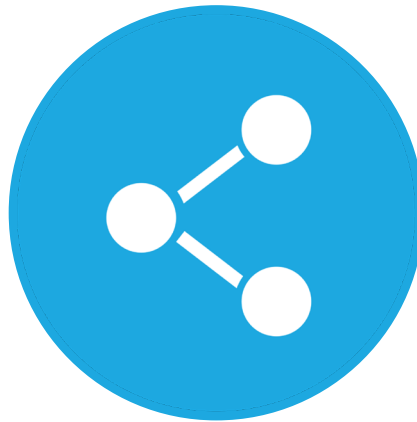|		
Off-Task	**Sharing/Helping/Collaborating**	**Off-Topic/Inappropriate Comments**
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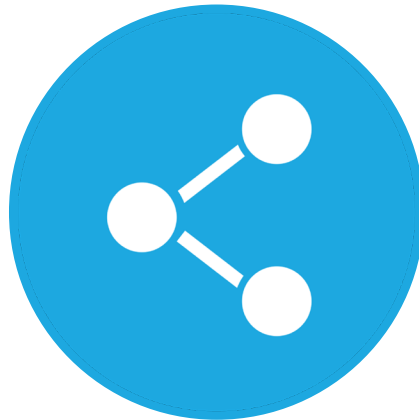|		
Off-Task	**Sharing/Helping/Collaborating**	**Off-Topic/Inappropriate Comments**
Participating/ Contribution	**Greeting a Guest**	**Encourage/Complement**
Disrespect/Teasing	**Following directions/Staying on Task**	**Off-Topic/Inappropriate Comments**

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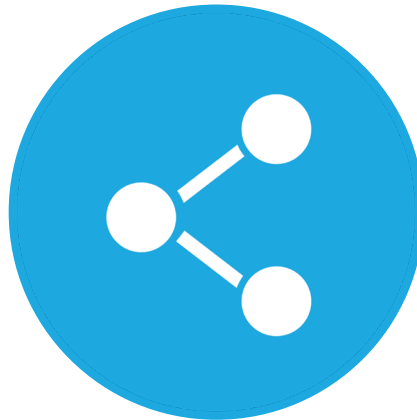|		
Off-Task	**Sharing/Helping/Collaborating**	**Participating/ Contribution**
Off-Topic/Inappropriate Comments	**UMAPA**	**Complaining/Whining**
Arguing	**Following directions/Staying on Task**	**Encourage/Complement**

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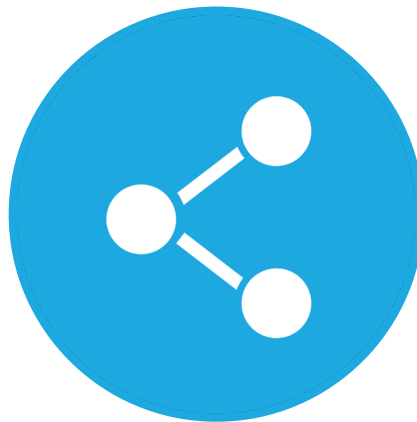|		
Off-Task	**Sharing/Helping/Collaborating**	**Participating/ Contribution**
Greeting a Guest	**UMAPA**	**Encourage/Complement**
Arguing	**Following directions/Staying on Task**	**Complaining/Whining**

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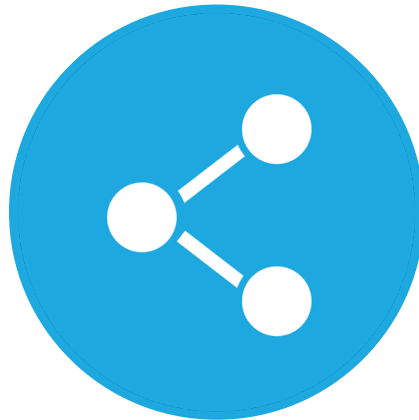
Off-Task	**Sharing/Helping/Collaborating**	**Complaining/Whining**
Participating/ Contribution	**Interrupting**	**Encourage/Complement**
Disrespect/Teasing	**Following directions/Staying on Task**	**Off-Topic/Inappropriate Comments**

T1 EXIT SLIP

WB.4.4.1

Directions: Match the scenario behavior and circle **Successful** or **Problematic** behavior.

1. Jimmy was listening to music instead of doing his work.

   _____

2. Carol made fun of JaVonte when he answered a question wrong.

   _____

3. Megan did as the teacher asked and sat quietly. Georgina showed Kevin where to find the answer.

   _____

5. Lauren huffed and puffed when she was told to take a test.

   _____

6. While Jake was trying to answer the question, Megan blurted it out before he could finish.

   __1.__

7. Faith was using the computer to watch music videos instead of working on her project.

   _____

8. Sharon told Bill he was doing a great job with his part of the research project.

   _____

9. Christine said "Hello" to the new classmate and introduced herself.

   _____

10. Carlos raised his hand to tell the teacher the correct answer.

    _____

11. While discussing the math problem, Jax asked the teacher when football season would start.

    _____

A.	Participating/ Contributing	Successful / Problematic
B.	Sharing/Helping/ Collaborating	Successful / Problematic
C.	Encouraging/ Complementing	Successful / Problematic
D.	Following directions/ Staying on Task	Successful / Problematic
E.	Greeting a guest	Successful / Problematic
F.	Off task	Successful / (Problematic)
G.	Off topic/Inappropriate comments	Successful / Problematic
H.	Disrespect/Teasing	Successful / Problematic
I.	Complaining	Successful / Problematic
J.	UMAPA	Successful / Problematic
K.	Arguing	Successful / Problematic
L.	Interrupting	Successful / Problematic

T2 EXIT SLIP

WB.4.4.2

Directions: On the line, write if each behavior is a **Successful** or **Problematic** workplace behavior.

Participating/Contribution: _____

Sharing/Helping/Collaborating: _____

Encourage/Compliment: _____

Following directions/Staying On-Task: _____

Greeting a guest: _____

Off-Task: _____

Off-Topic/Inappropriate comments: _____

Disrespect/Teasing: _____

Complaining/Whining: _____

UMAPA: _____

Arguing: _____

Interrupting: _____

T3 EXIT SLIP

WB.4.4.3

Directions: Circle or Point if this is **Successful** or **Problematic** behavior.

Participating/Contribution: Successful / Problematic

Sharing/Helping/Collaborating: Successful / Problematic

Encourage/Compliment: Successful / Problematic

Following directions/Staying On-Task: Successful / Problematic

Greeting a guest: Successful / Problematic

Off-Task: Successful / Problematic

Off-Topic/Inappropriate comments: Successful / Problematic

Disrespect/Teasing: Successful / Problematic

Complaining/Whining: Successful / Problematic

UMAPA: Successful / Problematic

Arguing: Successful / Problematic

Interrupting   Successful / Problematic

SCENARIO TASK CARDS

WB.4.5

Directions: Read each scenario. Fill in the blanks, and, if applicable, circle the correct workplace behavior.

Scenario 1

Mrs. Smith told the class to take out their notebooks for a quiz. Carl yelled, "Oh man! Why do we have to take a quiz?"

Carl thats _____. _____ costs a dollar. Next time, follow

directions to earn a dollar. (complaining, off task, arguing)

Scenario 2

Natalie did her homework and knew the correct answer to the math problem. She raised her hand and offered to give the answer to the rest of the class. She was correct.

Natalie, great job _____. You _____.

Scenario 3

The class was given their laptops to complete their Digitability work. Instead, JaVonte was looking at music videos.

Javonte you're _____. Being _____ costs a dollar. Next time, stay

on task to earn a dollar. (UMAPA, off task, disrespect)

Scenario 4

When Mrs. Smith was giving a lesson, Charlotte screamed the answer aloud without raising her hand.

Charlotte, thats _____. _____ costs a dollar. Next time, raise

your hand before participating to earn a dollar. (arguing, Interrupting, off-topic)

Scenario 5

David's boss sits with him and goes over five tasks for him to finish by the end of the day. At the end of the day, David is finished with all the tasks that were assigned.

David, great job _____. You _____.

Scenario 6

Mrs. Smith asked Patrick to give the pencil back to Maria because it was hers. Patrick yells, "But she dropped it. I didn't take it!"

Patrick thats _____. _____ costs a dollar. Next time

follow directions and give Maria her pencil back. (arguing, teasing, off-topic)

Scenario 7

Jane needed to know where to find information about the science fair. She wanted to sign up. Brandon had already signed up. He showed Jane where to get the permission slip so that she could sign up for the fair.

Brandon, great job _____. You _____.

MY DIGITABILITY EARNINGS TRACKER

Workplace Behavior Unit | WB.4.6

DIRECTIONS: Keep this page safe! After each lesson, mark down the date and the dollars you earned.

Name:

	DATE:	DOLLARS EARNED:
LESSON 1: Welcome to Workplace Behavior		
LESSON 2: Successful Behavior		
LESSON 3: Problematic Behavior		
LESSON 4: Workplace Behavior Master Badge		

TOTAL DOLLARS EARNED:

Successful vs Problematic Behaviors

LEVEL 2: INTRO UNIT
SHOW WHAT YOU KNOW

LEVEL GOAL

Student is able to identify successful and problematic behavior in the workplace.

OBJECTIVE

Student will be able to identify successful and problematic workplace behavior in a paragraph using TAG writing strategy as measured by Digitability's Intro Unit: Show What You Know rubric.

Student will be able to count denominations of money in their equivalent amounts in order to add up the total sum of money earned as measured by Digitability's Intro Unit: Show What You Know rubric.

1 SHOW WHAT YOU KNOW

WB.4.6.1

Name: _____   **Date:** _____

Use the word bank and choose a writing prompt to answer using the TAG writing strategy. Use the writing rubric to guide your writing prompt. Every word you use is worth $1:

- What are successful workplace behaviors?

- What are problematic workplace behaviors?

WORD BANK
Sharing/Helping/Collaborating ($1) Encouraging ($1) Off-Topic/Inappropriate comments ($1)
Disrespect/Teasing ($1) Complaining/Whining ($1) Following Directions/Staying On-Task ($1)
Greeting Visitors ($1)   UMAPA ($1)   Arguing ($1)   Interrupting ($1)   Off-Task ($1)
Participation/Contributing

_____

_____

_____

_____

_____

_____

1 SWYK ADD IT UP!

WB.4.6.1

Name: _____

Date: _____

WORD USED:	AMOUNT FOR USING THE WORD CORRECTLY:	FIND THE SUM OF EACH WORD USED CORRECTLY:
Greeting Visitors	$1	+ _____
Sharing	$1	+ _____
Off-Task	$1	+ _____
Encouraging	$1	+ _____
Off-Topic	$1	+ _____
Teasing	$1	+ _____
Complaining	$1	+ _____
Following Directions	$1	+ _____
UMAPA	$1	+ _____
Arguing	$1	+ _____
Interrupting	$1	+ _____

DOLLARS EARNED: $_____

Name: _____   **Date:** _____

	ADVANCED 4 POINTS	PROFICIENT 3 POINTS	BASIC 2 POINTS	BELOW BASIC 1 POINT
T & A: Turn Question into a Topic Sentence and Answer Question (4/4)	Topic sentence clear, correctly placed and correctly answered. **Nice Job!**	Topic sentence is either unclear or incorrectly placed but has a correct answer. **Next Steps:** For homework, you will rethink and rewrite your topic sentence.	Topic sentence is unclear but is correctly placed and has a correct answer. **Next Steps:** For homework, you will rethink and rewrite your topic sentence.	Topic sentence is unclear, incorrectly placed and did not have an accurate answer. **Next Steps:** For homework, you will rethink and rewrite your topic sentence.
G: Give Supporting Examples (4/4)	Paragraph(s) has/have three or more supporting example sentences that relate back to the topic sentence. **Nice Job!**	Paragraph(s) has/have two supporting detail sentences that relate back to the topic sentence. **Next Steps:** For homework, you will compose three supporting example sentences that relate back to the topic sentence.	Paragraph(s) has/have one supporting example sentence that relates back to the topic sentence. **Next Steps:** For homework, you will compose three supporting example sentences that relate back to the topic sentence.	Paragraph(s) has/have no supporting example sentences that relate back to the topic sentence **Next Steps:** For homework, you will compose three supporting example sentences that relate back to the topic sentence.
Legibility (4/4)	Legible handwriting, typing, or printing. **Nice Job!**	Writing is legible in most places. **Next Steps:** For homework, you will either rewrite or type up your paragraph(s) so that they are completely legible.	Writing is legible in places. **Next Steps:** For homework, you will either rewrite or type up your paragraph(s) so that they are completely legible.	Writing is not legible. **Next Steps:** For homework, you will either rewrite or type up your paragraph(s) so that they are completely legible.
Mechanics (4/4)	Paragraph(s) has/have no errors in punctuation, capitalization and spelling. **Nice Job!**	Paragraph(s) has/have 1-2 punctuation, capitalization and/or spelling errors. **Next Steps:** For homework, you will correct all errors.	Paragraph(s) has/have 3-5 punctuation, capitalization and/or spelling errors. **Next Steps:** For homework, you will correct all errors.	Paragraph(s) has/have 6+ punctuation, capitalization and/or spelling errors. **Next Steps:** For homework, you will correct all errors.
Creativity/Style (4/4)	Makes Writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph ALL of the time. **Nice Job!**	Makes Writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph MOST of the time. **Next Steps:** For homework, you will rewrite your paragraph(s), implementing 5-10 adverbs, adjectives and/or prepositional phrases appropriately.	Makes Writing descriptive by using 5-10 adverbs, adjectives and/or prepositional phrases appropriately in each paragraph SOME of the time. **Next Steps:** For homework, you will rewrite your paragraph(s), implementing 5-10 adverbs, adjectives and/or prepositional phrases appropriately.	Does not use adverbs, adjectives and/or prepositional phrases to make writing descriptive. **Next Steps:** For homework, you will rewrite your paragraph(s), implementing 5-10 adverbs, adjectives and/or prepositional phrases appropriately.

WRITING PROBE

STUDENT SCORED ___ / 20 POINTS ON THEIR WRITING PROBE RUBRIC

WITH _____% ACCURACY.

LVL 2 INTRO — L1 — L2 — L3 — L4

2 SWYK WRITING PROMPT

WB.4.6.2

Name: _____   **Date:** _____

WORD BANK
Sharing/Helping/Collaborating ($1)   Off-Topic/Inappropriate comments ($1)
Disrespect/Teasing ($1)   Complaining/Whining ($1)   Following Directions/Staying On-Task ($1)
Greeting Visitors ($1)   UMAPA ($1)   Interrupting ($1)
Participation/Contributing ($1)   Workplace ($1)   Successful ($1)   Problematic ($1)

1) _____ behaviors are important. There are behaviors that will make you

2) _____ in the workplace, such as 3) _____,

4) _____, or 5) _____. There are also behaviors

that are 6) _____ in the workplace, such as 7) _____,

8) _____, 9) _____.

SCORE: Student correctly answered _____ /9 vocabulary terms with _____% accuracy.

Successful vs Problematic Behaviors

2 SWYK CHECK YOUR ANSWER

WB.4.6.2

Name: _____   **Date:** _____

WORD USED:	IF YOU GOT IT CORRECT, CIRCLE THE DOLLAR AMOUNT:	IF YOU GOT IT CORRECT, ADD IT UP:
Greeting Visitors	$1	+ _____
Sharing/Helping/Collaborating	$1	+ _____
Workplace	$1	+ _____
Encouraging/Complementing	$1	+ _____
Off-Topic/Inappropriate	$1	+ _____
Disrespect/Teasing	$1	+ _____
Complaining/Whining	$1	+ _____
Following Directions/Staying On-Task	$1	+ _____
UMAPA	$1	+ _____
Successful	$1	+ _____
Problematic	$1	+ _____
Participation/Contributing	$1	

Total Dollars _____

3 SWYK WRITING PROMPT

WB.4.6.3

Name: _____   **Date:** _____

(**Workplace / Problemtic**) behaviors are important. There are behaviors that will make you

(**off-topic / successful**) in the workplace, such as (**teasing / participating**), (**sharing / greeting**

visitors), or (**Interrupting / encouraging**). There are also behaviors that are (**successful /**

problemtic) in the workplace, such as (**off-topic / sharing**), (**greeting visitors / being off task**),

(**complaining / participating**).

SCORE: Student correctly answered _____ /9 vocabulary terms with _____% accuracy.

3 SWYK CHECK YOUR ANSWER

WB.4.6.3

Name: _____   Date: _____

WORD USED:	IF YOU GOT IT CORRECT, CIRCLE THE DOLLAR AMOUNT:	IF YOU GOT IT CORRECT, ADD IT UP:
Workplace		+ _____
Successful		+ _____
Participating		+ _____
Greeting visitors		+ _____
Sharing		+ _____
Encouraging		+ _____
Problematic		+ _____
Off-topic		+ _____
Off-task		+ _____
Complaining		+ _____

Total Dollars _____