

Cooperative Lesson Plan

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Date created: 10/14/2019 5:35 PM EST ; Date modified: 04/15/2020 12:47 PM EST



VITAL INFORMATION

Subject(s) Elementary, Language Arts (English)

Topic Exploring Author's Purpose

Grade/Level Grade 2

Resources

- Materials and resources:
Teacher.org

STANDARDS & ASSESSMENT

NJ- New Jersey Student Learning Standard for English Language Arts (2016)

Grade: Second Grade

Standards

Indicator: Progress Indicators for Reading Informational Text

Sub-indicator: Key Ideas and Details

Standard: RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Learning

Objective(s) Students will demonstrate the understanding of who, what, where, when, why, and how by working in small groups to complete a graphic organizer with 100% accuracy.

(Learning Target(s))

Knowledge of Stdnts/Universal

The positive of working in groups is that they are paired with people who are at different learning levels which can help each person. The people who are more enriched can explain to the other children how they got their answers.

Design for Learning

For the students that need more one on one help, the teacher will go around the classroom and specifically ask them questions and see what they are contributing.

Pre-Assessment: The teacher will go around the classroom and ask questions about the student's weekend using who, what, when, where, why, and how. This is an informative way of gaging which students will need the most help.

Assessment Plan

Informal Formative: Teacher questioning will be implemented throughout the task. The teacher will go around during the group activity and ask questions such as "who is writing on the organizer?" The teacher can also pull students to the side who are not contributing and ask them about this topic.

Formal Formative Assessment: Assigning a worksheet for homework, collecting it the next day, and grading for accuracy. This allows her to see what skills the students applied on their own.

IMPLEMENTATION

Lesson Rationale

Teaching this lesson utilizing cooperative learning helps students think critically with one another. This switches up the roles and has students more actively participate in learning. Cooperative learning encourages achievement, student discussion, active learning, student confidence, and motivation. The skills students develop while collaborating with others are different from the skills students develop while working independently. The Zone of Proximal Development is the set of skills or knowledge a student cant do on their own but can do with the help or guidance of someone else. Vygotsky states that children need to interact with others who are more intelligent than they currently are in order to learn.

Model of Instruction

Cooperative Learning

Subject Specific Language Vocabulary: Who, What, When, Where, Why, How.
Students will be able to analyze these six words and form at least one question for each.

-Graphic Organizers

Instructional Materials -Notecards
(handouts, etc.) -Colored Markers

-Homework Worksheet

Anticipatory Set (5 Minutes):

- i. The teacher will explain to the students the goal of this lesson.
- ii. The goal is for students to work well together and critically think and discuss their graphic organizers.
- iii. In order to get the students excited about the topic, the teacher will show a youtube video of a catchy song about "Who, What, When, Where, Why, How."

Specifying The Goal (10 Minutes):

- i. Have a brief conversation with the class where the teacher asks them questions starting with either who, what, when, where, why, or how. This will inform the teacher who already has knowledge of this information.
- ii. The teacher will then discuss the graphic organizer and explain to the students specifically how she wants it to be completed.
- iii. Then, the teacher will explain what jigsaw activity is and how it will work. She will go around the class and call on students to repeat the steps to make sure they are following along and listening.
- iv. Inform students that when they do group work, everybody should contribute to the discussion and write at least one thing on the graphic organizer. The teacher will check this by assigning every student a different color marker at their group.

Structuring the Task (25 Minutes):

- i. Split the class into groups that will consist of four to five students picked by using popsicle sticks in the classroom. By picking heterogeneously, the groups will have students who are at different learning levels. Since there are twenty-four kids in the class, there will be six groups of four.
- ii. The teacher will then randomly assign a different graphic organizer to each group. Each graphic organizer, the students are expected to write questions starting with the word that their group got.
- iii. Students will have about ten minutes to brainstorm, discuss, and fill out their graphic organizers which should include four written questions.
- iv. Once they finish, the students will write down their questions that they came up with on a notecard. The teacher will then number the children off and create six groups that include four children who have different organizers.
- v. For the next fifteen minutes, the students will discuss and share their organizers and what they talked about in their prior group.
- vi. Students will return to their original group when the time is up.

Procedure

Teaching and Evaluating the Collaborative Process:

- i. The teacher will remind the students to listen to their peers as they speak. It is okay if you disagree with other opinions, but do not say anything mean or negative.
- ii. The teacher will also inform students that every one **MUST** participate in this group activity.
- iii. The teacher should encourage students to speak loudly and clearly and make eye contact when they are talking to their peers.

Monitoring Group Performance:

- i. While the students are working, the teacher will be walking around the classroom and assessing which students are more talkative and participating and which are not. If the teacher notices some students are not paying attention or contributing, she will speak to them privately and ask them if there is anything wrong with the group activity, and why they are not contributing.

- i. Remind students when their time is running out. This will help keep them on track and makes sure they all complete their graphic organizers. The teacher should keep reminding the students that everyone should be discussing and writing down something.

Debriefing (5-10 Minutes) :

- i. Each group should explain their graphic organizer to the class and share what they came up with. The students should be listening to their peers and pointing out if they are right or wrong.
- i. After everyone has shared, the teacher will review who, what, when, where, why, and how and give each student a packet of graphic organizers that have all six. The teacher will explain to the class that for homework, she wants them to complete all six by themselves.
- iii. The teacher will then explain how the class worked together as groups. She will start by stating the positives and what went well. If the teacher noticed outstanding behavior she will add a marble or two to the jar. Then the teacher will add in the things students need to work on and how they can attain more marbles by doing better. This will encourage students to work harder

COMMENTARY

**Evidence-Based
Reflection
Sample Student
Products**