

Cooperative Learning & **English**



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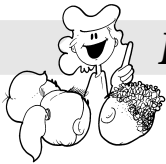


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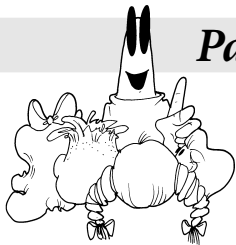
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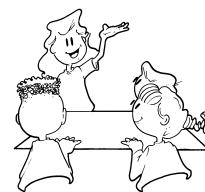
An Integrated English Program

Integrating English significantly enhances students' learning. Students develop simultaneously as listeners, speakers, readers and writers as teachers integrate the instruction of these skills.

Cooperative learning can be used effectively as a tool to integrate an English program. This chapter gives a brief description of how the four elements of an integrated English program, Listening, Speaking, Reading and Writing, are facilitated by cooperative learning structures. The multi-structural lessons in Part III will show how all four elements can be integrated into a lesson.

The following chart summarises how the cooperative learning structures discussed in this book can be used in an integrated English program. The structures that directly involve the English processes of listening, speaking, reading or writing are marked with an "O". Those structures that indirectly involve the use of these processes are marked with an "X".

Listening



Most information people acquire is received aurally. Students need to develop the skills of listening critically and creatively to be able to communicate with each other. Cooperative learning provides a natural vehicle for students to develop these listening skills. Cooperative learning structures that emphasise listening

Cooperative Learning Structures and English

	Listening	Speaking	Reading	Writing
Brainstorming	X	O	X	X
Categorising	O	O	X	X
Co-op Co-op	O	O	O	O
Corners	O	O	X	X
Formations	O	O	X	X
Group Discussion	O	O	X	X
Inside-Outside Circle	O	O	X	X
Jigsaw	O	O	O	O
Line-Ups/Value Lines	O	O	X	X
Numbered Heads Together	O	O	X	X
Paired Reading	X	O	O	X
Paraphrase Passport	O	O		
Partners	O	O	O	O
Roundtable/Roundrobin	O	O	X	O
Similarity Groups	O	O	X	X
Simple Projects	X	X	X	O
Simultaneous Sharing	X	O	O	O
Talking Chips	X	O		
Team Interview	O	O	X	X
Three-Step Interview	O	O	X	X
Word-Webbing	X	X	O	O

are Group Discussion, Roundrobin and Three-Step Interview.

Group Discussion. During Group Discussion, a “tack-on” skill game, Paraphrase Passport, may be added to encourage students to carefully listen to what others are saying. In Paraphrase Passport, students may only speak after they have correctly paraphrased the person who has just spoken. This encourages students to listen, in order to have a chance to speak.

Roundrobin. During Roundrobin, students must listen to the responses other teammates are making, so that they do not repeat the same response. Roundrobin storytelling requires each student to add a sentence or two to the story that is being told around the team. The story can be totally random, or the teacher can provide some direction to incorporate a theme being studied. For example, if students are studying sound, each team can be provided with eight sound cards (crash, bang, boom, crunch, splat, etc.). Each team

Part I

member takes two cards and must incorporate one of the sounds each time they add to the story.

Three-Step Interview. In Three-Step Interview, students are required to listen to what their partners are saying, to interact by asking questions and to paraphrase what their partners say. Without listening, the student will not be able to paraphrase. For example, before reading *Little Women*, have students interview each other about their brothers and sisters.

Speaking



Speaking activities in a classroom occur both informally and formally. These activities lead to the development of skills that students will need as they become members of the work force. Cooperative learning provides a natural vehicle for students to develop speaking skills. Some examples of cooperative learning structures that emphasise speaking are Corners, Group Discussion and Think-Pair-Share.

Corners. During Corners students have the opportunity to share their opinions and feelings about a choice they have made. First, they share with someone who has similar opinions and feelings. Students then hear what others think and feel, which gives them an opportunity to accept and value individual differences. For example, after reading the story *Charlotte's Web* by E. B. White, students select the character that they most identify with — Templeton, Fern, Wilbur or Charlotte, meet with others who have the same favourite char-

acter, and share reasons why they identify with that character. The groups then share from corner to corner.

Group Discussion. During a Group Discussion, students listen and respond to the comments of their teammates. Group Discussion topics may involve sharing opinions about a character, discussing a character's motives or discussing what might happen next in the story or book.

Think-Pair-Share. Before students speak, it is important to provide some think time. Think-Pair-Share allows students to think about an answer, rehearse a response with a partner and then participate in some kind of whole-class sharing. For example, during the reading of a story, the teacher stops to have students guess what will happen next. The students think about it, share their ideas with a partner and then share them with the whole class.

Reading



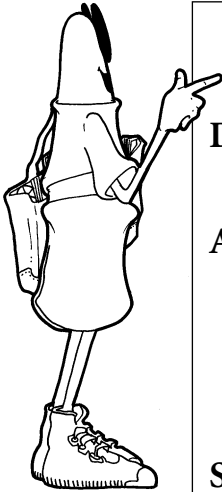
Students learn to read by reading. By interacting with literature, students can become motivated to read and, as they read, develop the necessary skills to get the most out of what they read. Cooperative learning structures can be used to prepare students for reading by helping them to relate prior experiences to the theme, to make predictions about the text, to get the most from the text when reading and to respond to the text they read. Some cooperative learning structures that can be used in reading are Paired Reading, Roundtable or Roundrobin, Team Interview and Think-Pair-Share.

Part I

Who Are You?

An Interview

Years 1–4



Lesson-At-A-Glance

Domain:

Practical/Informative

Academic Skill:

Listening: Listen to remember information

Speaking: Interview a peer or an adult

Writing: Record (or remember) information
Write (or dictate) an interview

Structures:

- *Teacher Talk*
- *Team Discussion*
- *Numbered Heads Together*
- *Class Brainstorming*
- *Modelling*
- *Three-Step Interview*
- *Independent Writing*
- *Roundrobin*

Materials:

- Sample interviews from magazines and newspapers (optional)
- Chart paper - 3 pieces
- Chart paper strips - 18 to 20
- A classroom visitor for modelling an interview

Time:

2–3 English periods

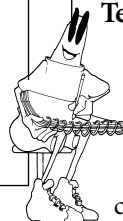
Lesson Overview

Playing on students' natural curiosity to know everything about what's going on around them, this lesson allows students to practise interviewing each other. After a practice interview and a chance to formulate interview questions, students go out into the world to interview someone they would like to know more about. The interview is then written up and shared with other members of the class.

Lesson Sequence

1 Introducing Who Are You? An Interview using *Teacher Talk*

Tell the students that one way to learn about others and what they do is to interview them and that they are going to interview someone who is interesting to them. Share some examples of people they could interview: friends, school staff members (teachers, office staff, custodians), older students, community helpers,



Teacher's Note: This lesson can take on a focus (teachers at the school, older students, community helpers, occupations) or can be random (a variety of people of the students' choices are interviewed.) This lesson helps students to ask good questions and to share the responses with others.

public figures or parents. Have the students on each team number off 1, 2, 3 and 4.

Optional: If you have collected sample interviews from newspapers and magazines, they can be shared with the class now.

2 Learning about interviews using *Team Discussion*

Ask the students what an “interview” is and have them discuss it in their teams. With team member #3 as the reporter, the teams share their answers. On a piece of chart paper, synthesise the teams’ responses and write a definition for “interview”. Post it so that the class can see it and can refer back to it throughout the lesson.

Repeat the above steps with the terms “reporter” and “question”. Use team member #2 as the reporter for “reporter” and team member #4 as the reporter for “question”.

3 Reviewing statements and questions using *Numbered Heads Together*

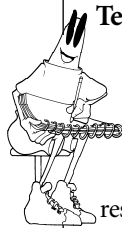
Round One: Read a series of statements and questions to the students. The teams put their heads together and decide if it is a question or a statement. Call a number for a response. The students can respond together with thumbs up for questions or thumbs down for statements. Some sample statements and questions are:

- What is your favourite thing to do?
- I like to ride my bike.
- Roses are my favourite flowers.
- Who is your favourite person and why?

Did you always want to be a teacher (policeman, fireman)?

I like to listen to sirens and watch fire trucks race by.

Round Two: Students put their heads together and think of some questions on their own. Call a number for students to respond.



Teacher’s Note: Instead of thumbs up and thumbs down, response cards can be prepared showing a full stop on one side and a question mark on the other side. Students hold up the correct response card when the answer is called for.

Round Three: After hearing a variety of questions, students put their heads together and think of words that usually begin questions. When the students respond, put the words on a class Question Words chart.

Question Words

Who?
What?
When?
Where?
Why?
How?
Which?

4 Listing people to interview using *Class Brainstorming*

The students brainstorm people they would be interested in interviewing — people they would like to know more about. Call on #1s to give ideas and record their responses on a class chart — People I’d Like to Know More About. Continue with #2s, #3s and #4s giving each group of students a chance to respond. At the end open it up for responses from anyone. Review the chart with the students when it is completed.

Lesson 15