

Lessons for Little Ones
Mathematics
Cooperative Learning Lessons



Lorna Curran
In consultation with Dr Spencer Kagan

HAWKER BROWNLOW
EDUCATION

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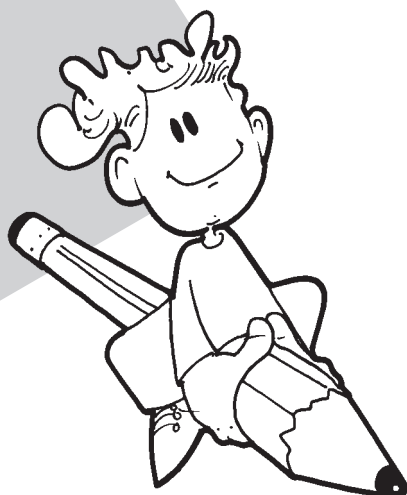
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by
**Spencer
Kagan**



Foreword

When *Kagan Cooperative Learning* first published Lorna Curran's original *Cooperative Learning Lessons for Little Ones* I did not imagine the response it was about to receive. It quickly became a best seller and has remained extraordinarily popular ever since. Ever since publishing *Lessons for Little Ones*, as I have travelled the United States and Canada to give workshops, in each city teachers come up to tell me how that book has changed their teaching.

Teachers Say

Teachers all over tell me how useful *Lessons for Little Ones* has been for them. They say things like,

"I had tried and tried, but until I found Lorna's book, I really couldn't make cooperative learning work in my prep class. Now we do cooperative learning every day."

"*Lessons for Little Ones* makes it easy. Please let Lorna know how much I use her book."

"My student's just love her lessons. They are always successful."

"Lorna really knows my prep kids."

Lorna Does It Again

The first volume of *Lessons for Little Ones* put it all together for the primary teacher wishing to incorporate cooperative learning: Lorna provided concrete management tips; a down-to-earth social skills program; cooperative learning structures adapted to the primary classroom; and three dozen easy, successful English lessons.

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And now Lorna has done it again! But this time she has added another ingredient to her successful blend. As Lorna worked with schools and individual teachers who were using her book, she found a need for a new set of lessons – lessons which integrate maths into her already successful blend of cooperative learning, social skills and literature. The result is another volume of *Lessons for Little Ones* – this time with a focus on integrating literature and maths. Once again Lorna provides a ton of practical, proven lessons. Like the first volume, this new book of *Lessons for Little Ones* structures for success among both teachers and students. The new book is not dependent on the original book; it stands alone. Lorna has included even more of her successful primary management tips, along with the social skills curriculum and cooperative structures.

Tonnes of Tips

Lorna makes cooperative learning easy for teachers and students through her practical strategies. She tells us to take the time to have students learn signals: Speak Louder, The Tap, Active Listening, Team Questions and many more. This investment in learning signals has great payoff. It makes the difference between the classroom which wastes time with difficult transitions and the classroom which quickly and smoothly moves from task to task; it makes the difference between the classroom with diffuse attention and the classroom in which each student gives full attention to the teacher's instructions on content and management.

Lorna gives practical answers to key questions:

How do you assign roles? Lorna tells us to use a “Task Designator”: Pass four different coloured slips of paper to each team. After students on each team each have their own colour, use the Task Designator to reveal the roles associated with each colour.

How do you make sure students acquire the social skill and the cognitive skill? Lorna explains that every lesson has two objectives: social skills and cognitive skills. So, if the cognitive skill is new or difficult, make the social skill easy or familiar; if the social skill is new or difficult, make the cognitive skill easy or familiar.

How do you make sure the primary students understand complex instructions? Lorna reminds us of the power of modelling. But she takes it a step further, suggesting we select the weakest team to become our “Demonstration Team.” After working with the Demonstration Team to get them up on the skill to be modelled, they become the models for the whole class. By having the weaker teams serve as models we increase their pride and confidence as well as picking up the pace of the class because they do not slow down the rest of the class.

Integrated Lessons

Lorna's integrated lessons do not integrate all curriculum areas. They integrate three curriculum areas only: literature,

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maths and social skills. Lorna's integrated lessons also do not pretend to be a complete maths curriculum. A full primary maths curriculum would be far broader, including free explorations and a wide range of real-life problems. The lessons should be viewed as supplemental, a wonderful resource of great literature-based maths activities to complement existing literature and maths curriculum.

The lessons allow students to acquire and strengthen primary maths skills. Students reinforce maths skills as they play with manipulatives they love because of their link to literature. At the same time students work in carefully-structured cooperative groups designed to ensure they acquire a range of specific social skills such as active listening, making polite suggestions, and taking turns. What more could we ask? – Cooperative learning, social skills, literature and maths all rolled into an easy-to-implement set of lessons any teacher can pick up and use.

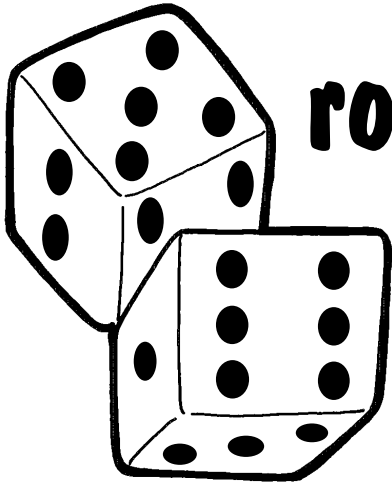
Reflecting now, I realise I should not have been surprised at the tremendous

popularity of the first volume of Lorna's *Lessons for Little Ones*. In one book she provided practical answers to some of the most difficult problems facing the primary teacher. And now with this new book, Lorna provides an answer to another important set of questions: How can we fit Literature, Maths, Social Skills and Cooperative Learning in one success-oriented lesson? How can we make sure students get the content and still get the social skills? In short, how can we integrate maths, social skills, literature and cooperative learning?

(By the way, Lorna is busy with her next book. Soon we will see *Lessons for Little Ones Volume 3: Literature-Based Science Lessons*.)



Spencer Kagan
March 1994



roll and write the right time

P-2 Time

Triads play the game Roll and Write to write the time indicated on a pair of dice and draw that time on a clock face.

L i t e r a t u r e

- ***Tell The Time With Postman Pat***

by Alison Green

- ***The Bad-tempered Ladybird***

by Eric Carle

- ***Bear Child's Book of Hours***

by Anne Rockwell

The students are able to tell what time it is on the clocks in the story *Tell The Time With Postman Pat*. They have experience reading and writing time so they can help each other write time in numerals and also on a clock face. The students are also able to count up or add together the dots on a pair of dice.

1 Provide lesson overview using **Teacher Talk**

"You were telling the time on the clocks as I read the story about Postman Pat. Now you will continue to have fun as you meet in triads to play the game Roundtable with Rotating Roles to tell about time. One person will roll the dice, add up the dots on the two dice, and that will tell what time to write. One person will write the numbers that tell that time. One person will draw that time on a clock face. You will switch jobs so you all get to do each job."

2 Model simultaneous Roll and Write

Choose two students to join you in demonstrating how to do Roundtable with Rotating Roles. Write different times from the story about Postman Pat. Have the students watch for polite passing.

Structures

Roundtable
Team Discussion
Team Praise

Social Skills

Be a polite passer.

Cognitive Skills

Draw the time on a clock face.

Time recording sheets
Clock face recording sheets
Pair of dice
Glue
Pencils

materials

Lesson 34: Roll and Write the Right Time

3 Writing time using *Roundtable with Rotating Roles*

Preparation for Roll and Write. The students meet in triads. Each triad is given one each of the time recording sheets, a pair of dice, two pencils and a bottle of glue. The students number themselves from 1 to 3. Person #1 is given a pair of dice. Person #2 is given the Time Writing Recording Sheet. Person #3 is given the Clock Face Recording Sheet.

Directions for Roll and Write. "Each person in the triad has a different job. Person #1 rolls the dice, adds the numbers from both of the dice, and tells that number to the other two team members. They give a thumbs up signal if they agree. If they give a thumbs side ways signal, add the dots again. Person #2 writes the numbers that tell the time. Person #3 draws the time on the clock face."

Check the time. "Before you pass your things to the next person, check to see that the number of dots on the dice, the written time and the clock face all tell about the same time. Give thumbs up when you agree. Then everyone pass your materials to the person on your right."

An example of time writing with Roll and Write. "If there were three dots on one dice and two dots on the other dice, together there would be five dots. This means person #2 writes 5.00. Person #3 draws the clock hands that show 5.00 on the clock face."

Do Roll and Write. "In just a moment when we start the Roll And Write, each of you will do your job. When you have finished your job, be a polite passer as you give your supplies to the person on your right. A polite passer waits until the next person is ready before passing the materials. A polite passer also passes materials carefully so they are ready for the next person to use. After you have passed your materials, you are ready do a new job for the team, using the supplies that were just passed to you. Keep doing you jobs and passing to the right until time is called."

4 Evaluate polite passing using *Team Discussion*

"Talk it over and decide if your group worked on being good passers and how they were good passers." After they discuss for a few minutes, give the silent signal. "If your team worked on being good passers, give each other an inside high five." Call on a few of the teams that gave a high five to tell the class what their team did to be polite passers.

5 Think of best thing done using *Team Praise*

"Each of you take a minute and think of something that each person in your triad did to help get the job done. Starting with person #1 each of you tells the other two team members the best thing each of them did to help get the job done."

Lesson 34: Roll and Write the Right Time

Extensions

- A graph is made that shows the time made by all the triads.
- Individuals or groups make booklets that show what time they do particular things.

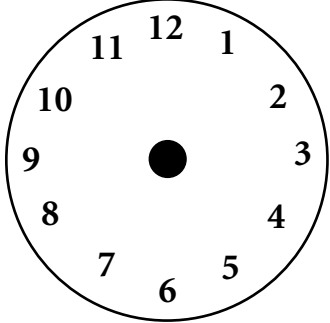
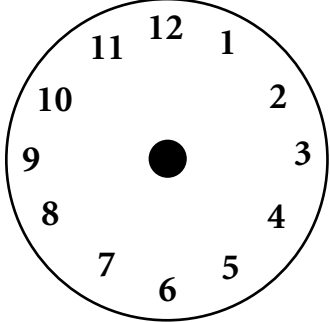
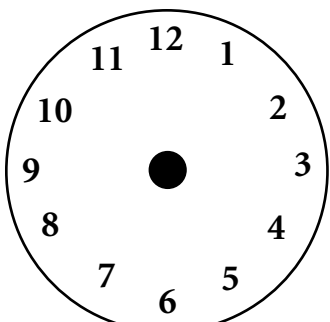
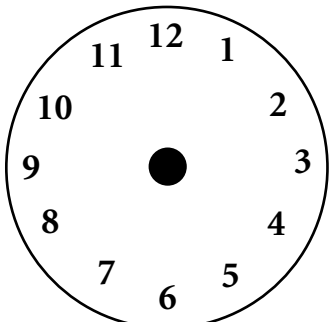
Other Applications

- Partners play Roll and Write to make addition problems. Person #1 rolls the dice. Person #2 writes the problem. Then they switch jobs.
- Partner #1 rolls the dice and adds the numbers. That determines what number the partners will practice. Partner #2 rolls one dice and that determines how many times they practise writing the number. They both write the number the correct number of times.



Lesson 34: Roll and Write the Right Time

Roll and Write the Right Time

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Lesson 35a
Adaptation

favourite times

P-3



L i t e r a t u r e

Tell The Time With Postman Pat

by Alison Green

Students use the lesson sequence from Changeable Clocks to show what happens at their favourite time of day.

Preparation:

Students are in teams of four. Each member has drawing paper and a piece of paper for a book page.

Pairs Check:

Partners on the team take turns writing the time and coaching to see that the time is correct. An illustration is added to each paper.

Pairs Check :

Partners take turns writing and coaching as a sentence about the favourite time is added to the illustration. They assist each other with vocabulary and spelling. For prep students, adults assist with the sentence writing.

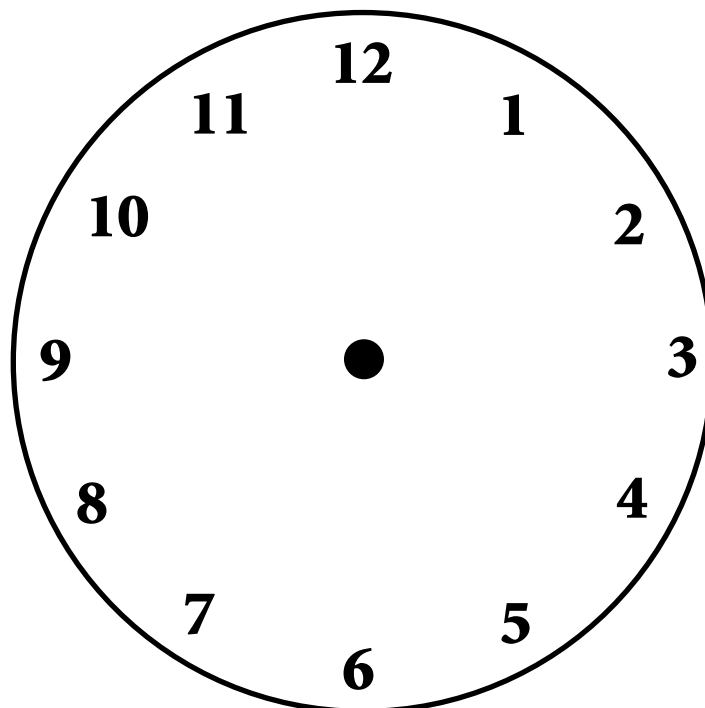
Group Project:

Compile the book according to the directions in the lesson.

Evaluate and debrief.



Changeable Clocks



**Hickory, dickory, dock,
The mouse ran up the clock.**

The clock struck _____,
The mouse ran down,
Hickory, dickory, dock.