

Module: Cooperative Learning

Teaching Early Literacy with the Learning Toolkit+

Welcome to the CSLP's Teaching Early Literacy with the Learning Toolkit+. As you move through these modules, you will familiarize yourself with each broad literacy skill and its corresponding sub-skills, gain a deeper understanding of various teaching approaches and practical tips, and explore how the CSLP's Learning Toolkit+ also known as LTK+ supports the development of these literacy skills.

These modules can be used in a variety of settings; from asynchronous and fully online to synchronous, blended and in-person workshops. Each of the modules has a similar structure, outlined in a table of contents. All of the modules focus on explanations, practice, and interactive content to insure understanding and engagement. We hope these modules provide you with new knowledge, useful suggestions on how to integrate the various literacy tools into your teaching, and helps you develop your expertise in early literacy instruction.



Table of Contents

Introduction	4
Introduction	4
Module Objectives.....	4
Pause and Think.....	4
Cooperative Learning.....	5
What is Cooperative Learning?	5
What is Cooperative Learning? (Video Script)	6
Pause and Think.....	7
Why use Cooperative Learning?	7
How are Cooperative Classrooms Different?	8
Types of Dependence.....	8
Fostering Positive Interdependence.....	9
Individual Accountability.....	9
Pause and Think.....	10
Grouping Learners	10
Activity: Grouping Learners	11
Support the Use of Social Skills.....	12
Activity: Group Dynamics	13
Evaluate and Reflect on the Group’s Experience	15
Pause and Think.....	16
Cooperative Learning Techniques.....	16
Beginning Strategies	16
Think-Pair-Share	16
Rally/Round Robin.....	17
Brainstorming	17
Role Assignment.....	17
Activity: Defining Common Roles in Group Work	17
Activity: Assign Roles in Groups	19
Interviewing.....	19
Echo Reading	19
Advanced Strategies	20
Jigsaw.....	20
Student Teams-Achievement Divisions (STAD)	21
Teams-Games-Tournaments (TGT)	21





Sukumawiki.....	21
LTK+ Cooperative Learning Activities	22
Activity: Create your own LTK+ Cooperative Learning Activity	22
<i>Your Teaching.....</i>	23
Let's Go!: Tips and Techniques	23
Tips	23
Collaboration and Reflection	24
<i>Summary.....</i>	24
Summary	24
<i>Appendices.....</i>	25
A: Cooperative Learning Course Notebook.....	26
B: Cooperative Learning: Social Skills	39
C: Self-Evaluation	41
D: Quick Guide: Cooperative Learning Activities.....	42
E: Jigsaw Activities	45
F: Student Teams-Achievement Divisions (STAD)	46
G: Teams-Games-Tournaments (TGT)	47
H: Sukumawiki Activities	48
I: Cooperative Learning Activity: Environment & Animals	49
J: Cooperative Learning Activity: Identity & Culture	52
K: Cooperative Learning Activity: Literacy Circles	55
L: Cooperative Learning: Planning Guide.....	59
M: Lesson Plan Template.....	60
N: Parental Permission Form Template.....	62
<i>Glossary.....</i>	64



Introduction

Introduction

Simply putting two or more learners together, is not enough to ensure they will work effectively. Teachers may hope each learner is contributing, but there may be little to no cooperation. For example, one learner may contribute more than their peers. Another learner might be too shy to contribute at all. In short, not all groups embody cooperative learning.

Cooperative Learning is a teaching strategy that helps learners work together to achieve a common goal. In order to succeed, Cooperative Learning needs:

- **Positive interdependence**, which is when learners depend on each other and collaborate to succeed in their learning;
- **Individual accountability**, which means ensuring that everyone contributes meaningfully;
- **Structured groups** that are formed with consideration of size, duration, ability, and diversity that is most appropriate for the task;
- **Development of social skills**, which means ensuring learners know the proper social etiquette for group work; and
- **Learner evaluation and reflection**, which refers to learners considering how well their group worked together, or what could be improved

Module Objectives

This module will help you determine when and how to use cooperative learning in your classroom. At the end of this module, you will be able to:

- Summarize the key components of cooperative learning.
- Identify various cooperative learning strategies you can use in your classroom to help learners develop early literacy skills.
- Plan a cooperative learning task that incorporates one or more LTK+ tools.

Pause and Think

Activity: Individual Reflection. If Possible, Followed by Group Discussion

Individual Reflection

Use your course notebook (see *Appendix A*), or sign into ePEARL, to reflect on and answer these questions:

- How do you use group work in your classroom?
- What considerations do you use when grouping learners?
- How effective has this been?
- In what ways is cooperation a means to learning?
- In what ways is cooperation the end goal?



Group Discussion

If you are doing this module with peers, form small groups of 3-5 participants. Everyone should share their individual reflection answers. Then, consider the following questions:

- Where do your answers overlap?
- Where do your answers differ?
- Why do you think that is?

Individual Reflection (Part 2)

Think about the last time you had to work with other people to accomplish a task.

If you answered the questions on the previous section with peers, you can use that experience to answer the questions.

- What was the most challenging aspect of working with others? Were you able to work around it? Why or why not?
- What were you able to gain from working with others that you don't think you would have been able to do if you worked alone?

Cooperative Learning

What is Cooperative Learning?

Cooperative Learning is a teaching strategy that helps learners work together to achieve a common goal. The work is structured so that every learner, regardless of temperament or ability, must participate and reap the benefits. In order to achieve this, there are several key factors that must be present:

Learners share **positive interdependence**, meaning they depend on one another for the overall success of their work. They share a goal that can only be achieved if everyone participates.

Structure **individual accountability** so that each learner is responsible for his or her own learning, and each learner is responsible for helping team members learn.

Structured composition of the group: Learners should be grouped carefully, by considering the size of the group, whether to group randomly or based on ability, and how long the group will work together.

Development of **social skills:** Some learners may need direct instruction and modelling on using the appropriate social skills in a group setting, especially when providing feedback to their peers.

Assessment: Ask learners to **evaluate and reflect** on their experiences and how well the group worked together. Learners take ownership of their learning when they are part of the evaluation process.



What is Cooperative Learning? (Video Script)

In the [online version of this module](#), there is a video that describes core writing skills. The transcript is provided in the PDF version of the module.

In this video you will learn about cooperative learning, which is an instructional strategy that learners use to help each other learn as they work to achieve a common goal. In order to do this, the work needs to be structured so that all learners in the group participate. The teacher provides the initial framework for the task, but it is the learners who have to take ownership of their learning. The teacher serves as a facilitator who ensures the material is covered properly, assists communication within the group, and prompts learners to remain on task and complete the work. With this strategy, learners contribute more than they do in traditional classrooms where they spend more time passively listening than talking. With cooperative learning, learners become active problem solvers as they not only work on academic goals, but also develop their social skills. This strategy can be used with learners with varying abilities and at any educational level.

For cooperative learning to be successful, teachers need to structure the task to ensure positive interdependence and individual accountability. Positive interdependence is when learners collaborate and ensure each group member's work is completed in order to create a final product. The success of the group depends on all members participating. In other words, when one learner succeeds, it positively impacts the other members of their group. Positive interdependence happens when learners realize their own individual accountability. That is, each learner is not only responsible for their own learning, but they're also responsible for helping their team members learn. Teachers can help foster this by highlighting the group's common goal, and encouraging the groups to develop a team identity. Teachers can look for signs of positive interdependence such as learners sharing resources; this can be materials or sources of information.

The strategy for grouping learners will vary depending on the task. Teachers need to consider the purpose and duration of the task, which can influence the size of the groups. A commonly used strategy is to randomly assign learners to groups. Another is to allow them to create their own group. This can be useful for shorter tasks, but there are common pitfalls to these grouping strategies. For instance, friends working together may easily get off-task by socializing instead of working. One of the biggest hurdles is the likelihood of creating homogenous groups. That is, groups that are very similar in terms of ability, gender, or personality. In contrast, a heterogeneous, or diverse group composition allows learners to experience various perspectives and appreciate a variety of talents. Therefore, teachers should spend some time carefully selecting the members of groups for some tasks. Teachers should also ensure that learners have the opportunity to work with different classmates throughout the year.



Once groups have been set, ensure that the learners know what is expected of them. Assigning roles for each group member will provide the learners with specific responsibilities. For example, one learner records the group's ideas, another handles and distributes the material, one keeps track of time, one asks the teacher the group's questions, one ensures each member has a chance to be heard, and finally another presents the team's work to the whole class. These roles should rotate so that learners have the chance to step into many roles over the school year.

Another key element for cooperative learning to be successful, is the development of learners' social skills. These skills will influence how successfully learners interact with one another. Learners that can take turns, share, compromise, praise others, or disagree in a polite manner will have an easier time working with others cooperatively. Highly developed interpersonal skills will also help learners manage any behavioural issues that occur within their group.

Cooperative learning is a strategy that helps learners prepare for the world outside of the classroom. Children learn to develop and share their own thoughts and ideas, and how to work with a variety of personalities and skills in order to achieve their goals and ultimately succeed. These are skills learners need to contribute to their society in meaningful ways.

Pause and Think

Activity: Individual Reflection

Use your course notebook (see *Appendix A*) to answer the following questions:

- What did I learn from this video?
- What questions do I have after watching this video?



Why use Cooperative Learning?

Depending on the values inherent in your school or the community, you may need to convince parents and the school principal about the value of using Cooperative Learning in your classroom.

When learners are motivated to work together, they are likely to experience:

- Higher productivity;
- Positive relationships with their group members; and
- Greater psychological health.



Positive interactions between group members benefit learners by fostering their ability to:

- Communicate their ideas in a clear manner;
- Synthesize and retain information when frequently explaining it to their peers;
- Help and support their peers, and accept help in return;
- Provide constructive feedback;
- Develop caring relationships that build trust amongst members of the group;
- Contemplate different perspectives; and
- Manage conflict in a constructive way.

How are Cooperative Classrooms Different?

In a more traditional classroom, it is the teacher that fosters learners' sense of belonging. Learners develop their sense of self-esteem based on the interactions they have with their teacher. Each learner is responsible for their own successes. This can lead learners to compete against each other for grades.

In contrast, cooperative classrooms build learners' interdependence. While learners pursue a common goal, each member has a unique role in the group. Each role is important to the success of the whole group. The groups' interpersonal relationships determine how learners' combine their resources. In this environment, learners are more self-directed and they build their self-esteem independent from their teacher.

Types of Dependence

Consider these four types of dependence, and how they might appear in your classroom:

Positive Interdependence / Cooperation:

- Learners collaborate and work together.
- Learners are motivated to help others learn.

Negative Interdependence / Competition:

- Learners work against each other.
- One learner's success will have a negative impact on their peers.

Independence / Individualism:

- Learners work at their own pace (no cooperation or competition).
- One learner's success is unrelated to their peers' performance.

Dependence / Reliance:

- Learners rely on another and don't reciprocate that help.
- One learner helps another, or their group, succeed.



Fostering Positive Interdependence

When learners collaborate and support one another in their learning and achievements, they are experiencing positive interdependence. The success of one learner positively affects the success of the other learners in their group.

This kind of environment may be cultivated at the beginning of the school year. If your school or community has a competitive culture, you may need to teach learners cooperative behaviours and habits, and explain the value cooperation can bring to their learning. Help learners see this value by asking them to reflect on each team members' contribution and how it led to their learning achievements.

There are many ways you can encourage positive interdependence including providing common goals, asking learners to share resources, assigning roles, setting a time limit, or giving team rewards. Observe learners to ensure that no one is being pressured by their group to work beyond their capabilities.

Working cooperatively does not mean that learners won't disagree. However, these disagreements can still demonstrate learners are engaged with the content. Having the team work together to resolve the conflict or find an acceptable compromise can also be a tactic to build positive interdependence.

Positive interdependence can also occur between groups. For example, groups work on different parts of the same project. Or, when each group teaches a particular subject to the others.

Individual Accountability

Each member of a group should contribute in a meaningful way. To achieve this, learners should understand their individual accountability. That is:

- Each learner is responsible for his or her own learning.
- Each learner is responsible for helping team members learn.

If learners don't understand their individual accountability, it could lead to *social loafing*. This is when a learner uses less effort to complete group work than they would have when working alone. It can cause the other team members to view this learner as a 'free rider'. As a way to discourage this from happening, ensure learners are provided with clear instructions on what each learner is responsible for in their group. As you circulate through your classroom to check on the groups, be sure to assign specific tasks, point out the strengths of each learner to their group, and have frequent eye contact with all learners.



Other ways teachers can encourage individual accountability are having team members sign their work indicating everyone has participated, randomly selecting a team member to report on the group’s work, or assigning and monitoring group roles.



Pause and Think

Activity: Individual Reflection. If Possible, Followed by a Group Discussion

Use your course notebook (see *Appendix A*), or sign into ePEARL, to reflect on and answer these questions. If you are doing this module with peers, form small groups of 3-5 participants and discuss these questions.

- Describe a situation in your class where one type of dependence can be observed. How might this be a positive or negative aspect of your class?
- What steps can you take to avoid learners becoming ‘free riders’? How should you address social loafing if you see it happening?
- Should individual learners’ grades be influenced by their group’s performance? Why or why not?

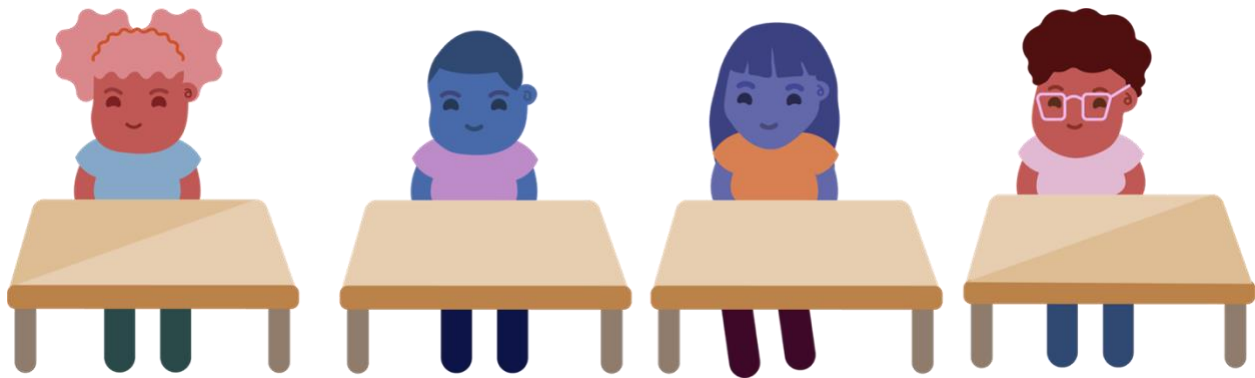
Grouping Learners

The size, duration, and grouping strategy chosen will vary depending on the type of task assigned to learners. Teachers may choose to quickly group learners based on proximity (such as learners already seated next to each other), or choosing arbitrary criteria or characteristics (such as counting off, or based on learners’ birth month). Occasionally, learners may be given the opportunity to choose their own groups.



When allowing children to form their own groups, they will typically choose to work with their friends. Some learners are enthusiastic about the opportunity to work with their friends, but others will feel excluded if none of their classmates want to work with them. Another hurdle this approach can cause is the creation of homogenous groups (ex: ability-based or gender-based). Most adults do not have a choice in who their coworkers are and may need to work with people of a different gender, race, culture, and abilities than them. Teachers can help prepare learners for this by assigning them to work in heterogeneous groups. Teachers create these groups carefully after considering multiple factors.

Typically, groups have two to six learners. Communication between learners grows more complex the more members there are in the group. Grouping learners into large groups should be reserved for the more complex tasks. Make sure the groups in your class are equal in size. If this varies too much between groups you'll likely noticed that some groups finish the task sooner than others.



Activity: Grouping Learners

Individual Activity. If Possible, Followed by a Group Discussion

Individual

Look at the list of 15 learners in the table below. Divide them into three groups of 5 learners. Make the groups as heterogeneous as possible. Keep in mind these guiding principles:

- Within groups: as diverse as possible
- Between groups: as similar as possible

Use your course notebook (see *Appendix A*), or sign into ePEARL, to reflect on and answer the following question:

- What is the rationale behind how you grouped the learners?



Group Discussion

If you are doing this module with peers, form groups of 3-5 participants. Everyone should share how they grouped learners and explain their rationale. After the discussion, answer the following questions:

- Consider the similarities and differences between your groups and other teachers'.
 - If the other teachers' grouping was similar to yours, did they have the same reasoning?
 - If the other teachers' grouping was dissimilar to yours, what was the main difference you noted?
- Do you want to adjust your original groups? Why or why not?
- Write down any techniques for grouping learners that the teachers shared. Would you use these in your own classroom?

GENDER	ABILITY	PERSONALITY	MAIN CHARACTERISTIC	DIAGNOSED DISABILITY
Male	Low	Extrovert	Unfocused	ADHD
Male	Low	Introvert	Shy	
Male	Medium	Extrovert	Humorous	
Male	Medium	Introvert	Withdrawn	
Male	Medium	Extrovert	Very Friendly	
Male	High	Extrovert	Prideful	
Male	High	Extrovert	Aggressive	
Male	High	Introvert	Sensitive	
Female	Low	Extrovert	Talkative	
Female	Low	Introvert	Anxious	
Female	Low	Introvert	Soft-Spoken	
Female	Medium	Extrovert	Supportive	
Female	Medium	Introvert	Inattentive	
Female	High	Introvert	Habitual	Autism
Female	High	Extrovert	Keen	

Support the Use of Social Skills

Social skills, sometimes referred to as interpersonal skills, is one's ability to communicate and interact with others in a socially acceptable manner. This includes both verbal and non-verbal interactions.

Some examples include:

- Accepting and appreciating differences
- Apologizing
- Compromising



- Disagreeing politely
- Expressing feelings
- Listening to others
- Maintaining good hygiene
- Praising others for their contributions and successes
- Saying please and thank you
- Sharing with others
- Taking responsibility
- Taking turns
- Talking at an appropriate volume and respectful tone
- Using self-control

These skills are needed to build and maintain a cooperative learning environment. Many social skills develop naturally the more learners engage in cooperative learning groups, however some of these skills need to be explicitly taught. As you get to know your learners' strengths and weaknesses, you can develop a list of skills that need direct instruction for each learner. Furthermore, the whole class may benefit from some simple rules such as 'every person gets equal time to be heard'.

Some tasks may also require learners' cognitive skills. For example, if a learner needs help, they need their cognitive skills to check their understanding and identify where they need help. They also need the social skills to ask politely and show appreciation for the help they receive.

Be sure to foster the development of both social and cognitive skills in cooperative groups. Some groups with strong social skills may get distracted with enjoying each other's company. Remind learners the goal is to support each other as they learn.

Appendix B provides guidance in how to foster learners' social skills and manage classroom conflict.



Activity: Group Dynamics

Individual Activity. If Possible, Followed by a Group Discussion

Scenario: Ms. Akter has assigned a group assignment for her class. She's divided the learners into groups of 6.

In the picture below, six learners have been grouped together for an assignment. A few details on each child is also provided.



Individual

Use your course notebook (see *Appendix A*), or sign into ePEARL, to reflect on and answer these questions:

- What type of group dynamics do you see going on?
- What sort of cues can get interpreted from the learners' body language?
- What should Ms. Akter say to these learners to foster positive interdependence?

Group Discussion

If you are doing this module with peers, form groups of 3-5 participants. As a group, discuss the following:

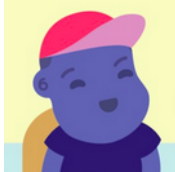
- What problems can be inferred in the picture?
- What you would do to address the noted problems?



Female, High ability, Extrovert, Keen



Female, Low ability, Introvert, Soft-Spoken



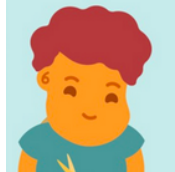
Male, Medium ability, Extrovert, Humorous



Male, High ability, Extrovert, Aggressive



Male, Medium ability, Extrovert, Very Friendly



Male, Low ability, Extrovert, Unfocused, ADHT



Evaluate and Reflect on the Group's Experience

Teachers should evaluate whether their learners are engaged in the cooperative learning process. Effective evaluation is specific. Make a list of desired behaviour learners should demonstrate. For example:

- Each group member has a chance to speak,
- Learners should encourage their team members, or
- Learners should critique ideas, not their teammates.

When the task is finished, encourage the use of effective social skills by praising learners for doing that particular behavior. For example, "I noticed you praising all of the good ideas your group members had".

Prepare an observation sheet or checklist in advance to help with the evaluation process.

In large classrooms, teachers can assign rotating 'observers'. These learners sit with a group and take notes about specific behaviours. For example, the observer might keep a tally of how often learners encouraged and complimented each other. At the end of the task, the observer presents their findings and the group collectively determines which behaviours they need to work on during the next cooperative learning exercise. Teachers need to provide guidance to the observers so that their notes are presented in a nonjudgmental way.



There are other ways to involve learners in this process. Doing so helps them see the benefits of cooperative learning, and recognize the ineffective elements in their group so they can modify the process moving forward. Learners can evaluate their team members and their own performances. These evaluations can help teachers gain a better understanding of which learners might be social loafing.

Simplify this process for young children. For example, *Appendix C* is a survey that provides a progression of happy to sad faces and asks young learners to colour in the expression that best matches their answer.



Pause and Think

Activity: Individual Reflection. If Possible, Followed by a Group Discussion

Use your course notebook (see *Appendix A*), or sign into ePEARL, to reflect on and answer these questions:

- How can a learners' group members positively impact their attitude, motivation, and work ethic?
- How can a learners' group members negatively impact their attitude, motivation, and work ethic?
- What can teachers do to reduce prejudice between learners working in a group?
- Which social skills do you think are the most important for your learners to develop and why?

If you are doing this module with peers, form small groups of 3-5 participants and discuss these questions.

Cooperative Learning Techniques

Beginning Strategies

There are many ways to incorporate cooperative learning into your classroom. *Appendix D* contains a summary of the beginning and advanced strategies.

Think-Pair-Share

1. Ask learners a question. For example, a reading comprehension question such as "What problems did the main character encounter in the story?"
2. Allow learners to have a few minutes to think about their answer.
3. Pair up learners.
4. Direct each pair to share and compare their answer.
5. Ask one learner from each group to share what they've learned.

Think-Pair-Share-Square (Variation)

Follow steps 1-4 listed above. Then:

5. Put two sets of learners together (the "square").
6. Direct learners to share and compare their responses with the newly formed group.
7. Ask one learner from each group to share what they've learned.



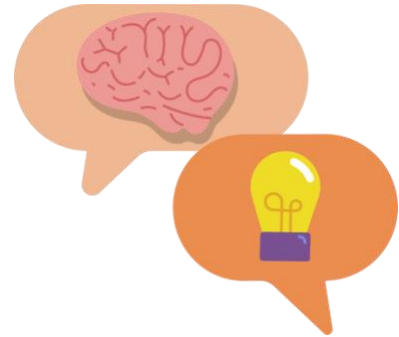
Rally/Round Robin

This activity can be done in pairs (Rally Robin) or in a larger circle (Round Robin).

1. Ask learners a question. For example, “How many things in this room begin with the letter A?”
2. Ensure each learner contributes. In round robin, learners respond one by one.
3. Make sure all group members listen respectfully and quietly when it is another learners’ turn to answer.

Brainstorming

In pairs or larger groups, learners think up as many ideas as possible on the topic. Teachers can ask questions about a literacy skill, such as “What words rhyme with *bug*?”, or related to a theme in a story they read, such as “what can you do if you see someone being mean to one of your classmates?”.



It can be helpful to assign roles as well.

Role Assignment

Each person in a pair or a team is given a particular role. Popular roles include:

- **Recorder:** writes down the group’s ideas and decisions.
- **Time Manager:** makes sure the group finishes on time.
- **Reader:** reads aloud any materials and checks that everyone understands.
- **Facilitator:** invites everyone to participate and to work well together.
- **Encourager:** praises people and inspires them to keep working hard.
- **Observer:** watches how the group is working together and notes what they are doing well and any problems. Both are discussed during the group reflection phase.

As group work unfolds, rotate learners through each of these roles, rather than always having the same learner take on the same role.

Activity: Defining Common Roles in Group Work

Assigning a role to each learner helps the team work efficiently. Roles give learners direction and encourage individual accountability. Children can contribute to their group in ways that suit their individual social and cognitive skills. Alternatively, teachers may assign roles as a means to build a particular skill that the learner is weak in.

This activity asks you to review the common roles given to young children by matching the title to its definition.



Match the role to its definition:

Role

Facilitator

Recorder

Encourager

Time Manager

Reader

Observer

Definition

Writes down the group's ideas and decisions.

Makes sure the group finishes on time.

Reads aloud any materials and checks that everyone understands.

Invites everyone to participate and to work well together.

Praises people and inspires them to keep working hard.

Records when the group thrives or encounters problems.



Answer Key

- **Recorder:** Writes down the group’s ideas and decisions.
- **Time Manager:** Makes sure the group finishes on time.
- **Reader:** Reads aloud any materials and checks that everyone understands.
- **Facilitator:** Invites everyone to participate and to work well together.
- **Encourager:** Praises people and inspires them to keep working hard.
- **Observer:** Records when the group thrives or encounters problems.

Activity: Assign Roles in Groups

Activity: Individual Reflection. If Possible, Followed by a Group Discussion

Go back to your notes for the ‘Grouping Learners’ activity. Determine if you want to make any changes to your groups. Then, assign a role to each learner. Every learner in the group should have a different role.

Use your course notebook (see *Appendix A*), or sign in to ePEARL, to consider these questions:

- For each group, what was your rationale for assigning the roles you did?
- Pick one of your groups. If you kept them together for another assignment, list what roles you would give each learner. Explain your rationale for either keeping the same roles, or why you’d chosen different ones for some or all learners.

Interviewing

1. Pair up learners.
2. Direct learners to take turns asking each other questions related to a story they read. For example, “It is the day of Lea’s birthday party. What should you buy for the party?”
3. Ask the pairs to share what they’ve learned with the larger group.



Echo Reading

1. Divide learners into pairs or groups.
2. Ask one learner to read part of a text. This text should be visible to the other learners. It should also be at the independent reading level of the learners in the group.
3. Direct the other learner(s) to read back, or echo, what was just read.



- Continue the process until the whole book is read.

The teacher may have to start this activity by modeling the process. When learners are working in their pairs or groups, the teacher can circulate between groups to ensure learners are reading with correct tone, expression, and at an appropriate rate.

Advanced Strategies

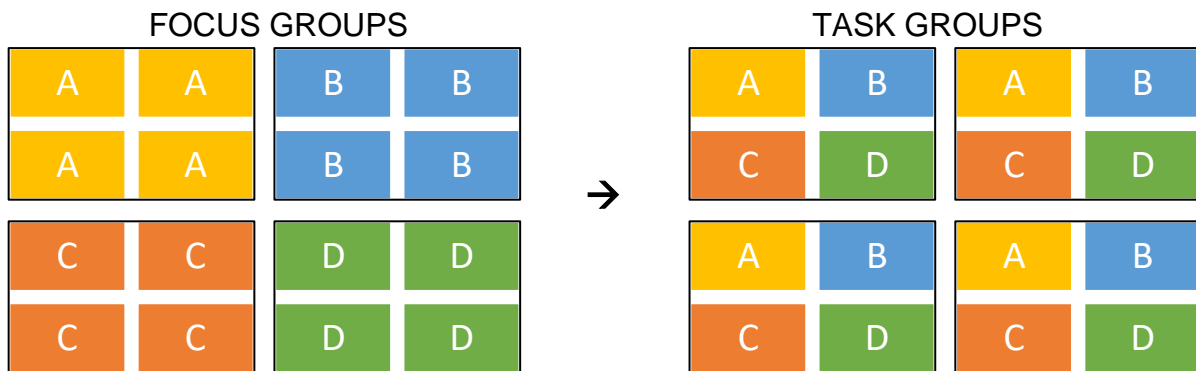
The following approaches are more advanced and will require more time, resources, and planning to implement. *Appendix D* contains a summary of the beginning and advanced strategies.

Jigsaw

This method works best for material that does not have to be mastered equally by all learners.

- Divide the subject material into 4-6 sections.
- Create teams with 4-6 members (the same number that you divided the material into). These are the *task groups*.
- Assign sections to different members of the team. Make sure that all sections of the subject are represented in the group.
- Regroup learners into *focus groups*, so that learners work with peers who were assigned the same section as them.
- Give learners time to master their section.
- Direct learners to return to their task groups.
- Have each learner teach what they learned to their teammates.

Appendix E provides additional information.



Student Teams-Achievement Divisions (STAD)

STAD is appropriate for a lesson that extends over several teaching periods and uses regular quizzes or tests to evaluate learners.

1. Assign learners into ability-balanced teams.
Each team should have 4-5 learners of mixed ability and gender. All teams should have a similar average ability.
2. Instruct the whole class.
3. Direct teams to study the material together.
4. Give individual quizzes.
5. Average the score of all members of the team.
6. Assign improvement points for learners whose score improved after each quiz.
7. Share the results and congratulate teams.
Send notes home to share the results with parents and guardians.

Appendix F provides additional information.

Teams-Games-Tournaments (TGT)

TGT is appropriate for a lesson that extends over several teaching periods and uses regular quizzes or tests to evaluate learners.

1. Assign learners into ability-balanced teams.
Each team should have 4-5 learners of mixed ability and gender. All teams should have a similar average ability.
2. Instruct the whole class.
3. Direct teams to study the material together.
4. Organize tournament tables where learners compete in games to earn points.
5. Distribute points and tally up team scores.
The points earned by learners at the tournament tables are put towards their teams' overall score.
6. Share the results and congratulate teams.
Send notes home to share the results with parents and guardians.

Appendix G provides additional information.

Sukumawiki

This is a variation of TGT, and has been adapted for reading practice.

1. Select stories that are challenging to the majority of the class.
2. Assign learners to teams, with two or more teams reading the same story.
3. Have team members study the story, either individually, in pairs, or in triads.



4. Create team tables, with a piece of paper at the centre as the *sukumawiki*.
5. Assign team members to tables with others who have read the same story.
6. Select one learner to be the reader. She or he will start reading the story, and soon substitutes a word by saying “sukumawiki” instead.
7. Inform the other learners at the table that they then compete to touch the paper first. The person who does so gets to say the correct word that was left out.
8. Give one point for each correct word.
9. Rotate the roles of reader and participants, so each person has a chance to read.
10. Add up the points and assign them back to the team.

Appendix H provides additional information.

LTK+ Cooperative Learning Activities

There are many opportunities to use cooperative learning activities with the LTK+ tools. Here are three examples. You may wish to tweak these activities to connect it to your curriculum and cultural context.

- Environment & Animals (see *Appendix I*)
- Identity & Culture (see *Appendix J*)
- Literacy Circles (see *Appendix K*)

Activity: Create your own LTK+ Cooperative Learning Activity

Individual or Group Activity

Sign in to your LTK+ account and explore ABRA or READS. While you do so, consider how the activities or books within these tools will help in your lessons. Select one to center around a classroom activity. Try thinking of how it can support different literacy skills.

Review the cooperative learning techniques described in this module. Select one that is suitable for your class. Create an outline for a cooperative learning activity that incorporates the ABRA or READS activity or book you selected. Include the type of formative assessment you will use to evaluate your learners’ learning. You can use your course notebook (see *Appendix A*), or sign into ePEARL, to keep track of your ideas.

If you are doing this activity with peers, form groups of 3-5 participants. If you are working individually, consider sharing the results with a colleague at a later date. You may get useful feedback and/or provide guidance to another teacher.



Your Teaching

Let's Go! Tips and Techniques

Suggestions for Incorporating Cooperative Learning in your Classroom

Tips

- If you are unsure about using Cooperative Learning strategies, start small and slowly integrate it in your classroom.

Teacher Aid

Planning Guide (see *Appendix L*): This document outlines several key aspects needed for implementing successful cooperative learning tasks.

Collaboration & Reflection

Suggested strategies on how teachers can learn from their own experiences, receive input from colleagues, and provide feedback to support their peers.

Tips

Here are some ideas to help you get started:

- Avoid projects and tasks that would foster competition between groups. When this isn't possible, make sure that the competition is fair and friendly.
- Have learners pick the subject they're interested in learning about before assigning the groups. That way, the learners in each group start with a common interest.
- Have each team come up with a group name, so that they share a group identity they can rally behind.
- If you're using extrinsic rewards, make sure it is valued by all learners, and awarded for completing a task, not just engaging in it.
 - At the beginning of a project or task, you can have the group select their own reward from a list of possible options.
- Avoid providing extrinsic rewards if your learners are already keen to do the activity.
- Give teams one worksheet to complete together. If each learner has their own worksheet, they might complete it individually instead of working with their team.
- Arrange the desks in your classroom into clusters. When learners work in groups, they are already positioned to have face-to-face interactions.
- When tasks do not require learners to master all of the content, you can have groups form based on common interests. For example, in a partner reading exercise you can have learners pair up to read a book about a topic that interests them both.
- At the beginning of the year, make it clear that each learner will work with every other learner in the class as some point during the school year.



- With older learners, consider creating homogeneous groups based on where they live. That way, it'll be easier for the learners to meet and work on their project outside of school.

Collaboration and Reflection

Here are some ideas to help you get started.

Lesson Plans

Work with a colleague that teaches the same grade as you. Together create lesson plans (see *Appendix M*), brainstorm activity ideas, and share worksheets. Once you have implemented the lesson, regroup to share your experiences. Discuss both successes and difficulties. Share strategies on how to overcome those difficulties.

- For ePEARL users: attach the lesson or activity to your ePEARL account. *If you don't use ePEARL, write your reflections in your course notebook (see Appendix A).*
- Send a copy to the LTK trainer for evaluation and this will contribute towards attaining a mastery certificate.

Filming Your Lessons

Consider filming your classroom when you're teaching an early literacy lesson using cooperative learning and a story or book from ABRA or READS, then:

- Share with colleagues to get feedback and/or provide a model for newer teachers.
- For ePEARL users: attach the video to your ePEARL account. After watching the lesson, reflect on the process. *If you don't use ePEARL, write your reflections in your course notebook (see Appendix A).*
- Send a copy to the LTK trainer for evaluation and this will contribute towards attaining a mastery certificate.
- Use this template (see *Appendix N*) to create a parental permission form.

Summary

Summary

In this module you learned...

- Cooperative Learning is a teaching strategy that helps learners work together to achieve a common goal.
- The group work is structured so that every learner must participate.
- When learners are motivated to work together, they are likely to experience higher productivity, positive relationships, and greater psychological health.
- **Positive interdependence** means learners depend on one another for the overall success of their work.



- **Individual accountability** means each learner is responsible for his or her own learning, and for helping their team members learn.
- When determining how to group learners, teachers need to consider the size, duration, and diversity that is most appropriate for the task.
- Children need to develop their social skills so that they can display the proper social etiquette needed for successful group work. This may require direct instruction and modeling.
- Learners should engage in evaluation and reflection of the cooperative learning tasks. This will help them see the benefits and recognize the ineffective elements that need to be modified.
- There are multiple cooperative learning techniques, such as *Think-Pair-Share*, *Round Robin*, *Role Assignment*, *Jigsaw*, *STAD*, *TGT*, *Sukamawiki*, and many more.
- The LTK+ tools can be used as the nucleus for cooperative learning tasks.

Appendices

A: Cooperative Learning Course Notebook

B: Cooperative Learning: Social Skills

C: Self-Evaluation

D: Quick Guide: Cooperative Learning Activities

E: Jigsaw Activities

F: Student Teams-Achievement Divisions (STAD)

G: Teams-Games-Tournaments (TGT)

H: Sukumawiki Activities

I: Cooperative Learning Activity: Environment & Animals

J: Cooperative Learning Activity: Identity & Culture

K: Cooperative Learning Activity: Literacy Circles

L: Cooperative Learning: Planning Guide

M: Lesson Plan Template

N: Parental Permission Form Template





Reflect on Your Past Experiences

How do you use group work in your classroom?

What considerations do you use when grouping learners?

How effective has this been?





In what ways is cooperation a means to learning?

In what ways is cooperation the end goal?

What was the most challenging aspect of working with others? Were you able to work around it? Why or why not?

What were you able to gain from working with others that you don't think you would have been able to do if you worked alone?





Cooperative Learning: Watch the Video

What did I learn from this video?

What questions do I have after watching this video?

Cooperative Learning

Describe a situation in your class where one type of dependence can be observed. How might this be a positive or negative aspect of your class?





What steps can you take to avoid learners becoming 'free riders'? How should you address social loafing if you see it happening?

Should individual learners' grades be influenced by their group's performance? Why or why not?





Activities: Grouping Learners | Assign Roles in Groups

Start by creating groups and providing your rationale. Later you will be asked to assign roles to each learner.

Group 1	
Learner	Role
1.	
2.	
3.	
4.	
5.	
What is the rationale behind how you grouped the learners?	What was your rationale for assigning the roles you did?
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>





Group 2	
Learner	Role
1.	
2.	
3.	
4.	
5.	
What is the rationale behind how you grouped the learners?	What was your rationale for assigning the roles you did?
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>





Group 3	
Learner	Role
1.	
2.	
3.	
4.	
5.	
What is the rationale behind how you grouped the learners?	What was your rationale for assigning the roles you did?
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>





Group Discussion: Consider the similarities and differences between your groups and other teachers'.

If the other teachers' grouping was similar to yours, did they have the same reasoning?

If the other teachers' grouping was dissimilar to yours, what was the main difference you noted?

Do you want to adjust your original groups? Why or why not?

Write down any techniques for grouping learners that the teachers shared. Would you use these in your own classroom?





What type of group dynamics do you see going on?

What sort of cues can get interpreted from the learners' body language?





What should Ms. Akter say to these learners to foster positive interdependence?

Group Discussion: What problems can be inferred in the picture?

What you would do to address the noted problems?





How can a learners' group members positively impact their attitude, motivation, and work ethic?

How can a learners' group members negatively impact their attitude, motivation, and work ethic?

What can teachers do to reduce prejudice between learners working in a group?

Which social skills do you think are the most important for your learners to develop and why?





Go back to the groups you created earlier, and assign roles to each of the learners.

Pick one of your groups. If you kept them together for another assignment, list what roles you would give each learner. Explain your rationale for either keeping the same roles, or why you'd chosen different ones for some or all learners.

Create your own LTK+ Cooperative Learning Activity

Keep track of your ideas here.





Additional Notes

Write any questions or thoughts you have as you go through the module.



FOSTERING SOCIAL SKILLS

Cooperative Learning

SOCIAL SKILLS IN THE CLASSROOM

Cooperative learning activities require learners to develop and practice many social skills such as:

- Using people’s names
- Smiling and making eye contact
- Praising
- Taking turns
- Helping
- Sharing
- Disagreeing politely
- Listening actively
- Encouraging
- Negotiating

In every class, learners will have differing interpersonal skills. In other words, you will have learners demonstrating characteristics of successful group work and learners struggling to use appropriate social skills when working cooperatively. You must decide which skills most need development and practice. Then you can help your learners with this process.

USING A T-CHART FOR SKILL DEVELOPMENT

To help your class develop a specific skill, consider using a T-Chart, like the one below:

Name of Skill to Be Taught (Active Listening, for example)	
Looks Like . . .	Sounds Like . . .
Look at the speaker	“I like your idea”
Smile	“That sounds like a great plan”
Lean toward speaker	“Tell me more”
Nod your head	

To use the T-Chart, ask learners, “If I were watching your group, but couldn’t hear what you said, what would you be doing that shows you are using this skill?” Then write down the non-verbal examples on the left under “Looks Like.”

Then, ask learners, “What phrases or words would you say to each other when using this skill?” Then write down the verbal examples on the right under “Sounds Like.”

When learners are working in groups, given them a copy of the T-Chart or display it in the classroom.

Monitor the groups, praising learners when they use the skill and helping them to practice the skill while in the group.

Ask learners to reflect on how well they integrated the skill, referring to items on the T-Chart if appropriate, after their cooperative learning work.

MANAGING CONFLICT RESOLUTION

Conflicts are a normal part of classroom life—and of cooperative learning. However, learners may find it difficult to resolve their differences in constructive ways.

Below is a list of steps learners can take to resolve conflicts. When faced with disagreements, learners:

- 1) Describe what they want: for example, “I want to use the blue pencil.”
- 2) Describe how they feel: “I’m feeling frustrated because I can’t use it.”
- 3) Describe why they want and feel these things: “I am working on a picture for my project and need the blue pencil. You have been using it for more than 20 minutes. The class is ending soon and I am frustrated that I may not finish my project.”
- 4) Take the other person’s perspective by describing what the other person’s wants and feelings are: “I know you also have a project to finish too and you are excited about drawing well.”
- 5) Develop three different plans to resolve the conflict: The plans A, B, and C should be fair to both sides.
- 6) Agree on one of the plans and implement it together.

Teaching learners to resolve their conflicts effectively takes time and practice. However, it is a valuable skill that learners will use over and over, in the classroom and in life.

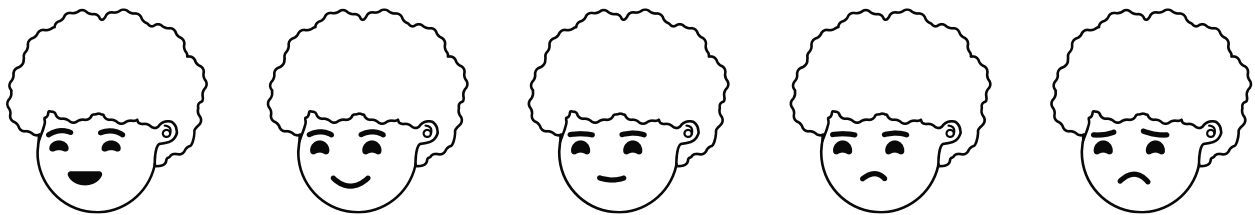


Name: _____ Date: _____

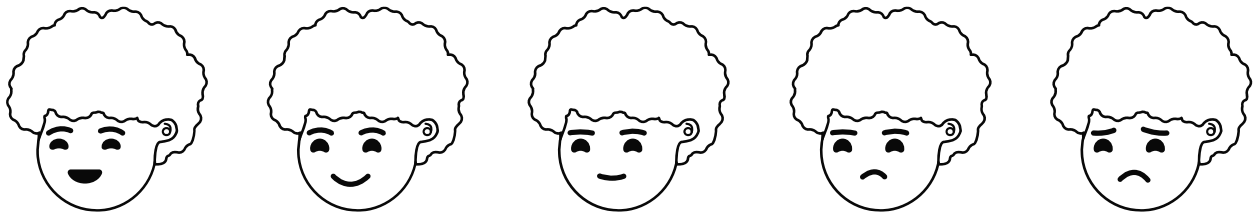
How do you feel about the groupwork you did today?

Colour in the face that best matches your feelings for each statement.

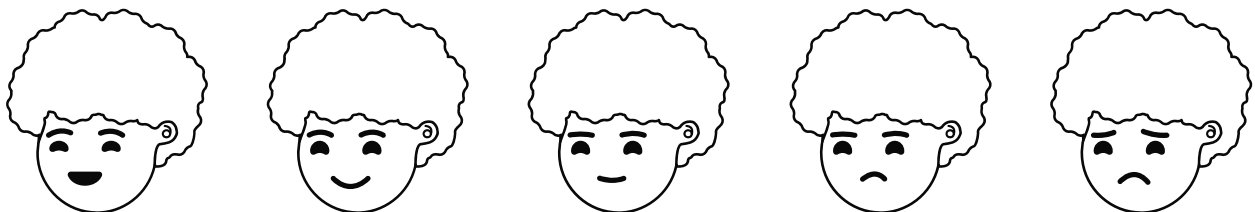
I liked this task.



I helped my group.



I listened to my teammates.



QUICK GUIDE: CL LEARNING ACTIVITIES

Cooperative Learning

There are many ways to incorporate cooperative learning into your teaching, ranging from simpler activities (*Beginning Strategies*) to complex approaches (*Advanced Strategies*) that require more time, planning, and resources.

BEGINNING STRATEGIES

Think-Pair-Share

- 1) Ask learners a question. Some examples:
 - “What makes a good story?”
 - After reading a book, “What problems did the main character have in the story?”
- 2) Allow learners have a few minutes to think about their answer.
- 3) Pair up learners.
- 4) Direct each pair to share and compare their answer.
- 5) Ask one learner from each group to share what they’ve learned.

Variation: Think-Pair-Share-Square

Follow steps 1-4 listed above. Then:

- 5) Put two sets of learners together (the “square”).
- 6) Direct learners to share and compare their responses with the newly formed group.
- 7) Ask one learner from each group to share what they’ve learned.

Rally/Round Robin

This activity can be done in pairs (Rally Robin) or in a larger circle (Round Robin).

- 1) Ask learners a question. For example, “how many things in this room begin with the letter A?”
- 2) Ensure each learner contributes. In round robin, learners respond one by one.
- 3) Make sure all group members listen respectfully and quietly when it is another learners’ turn to answer.

Brainstorming

In a pairs or larger groups, learners think up as many ideas as possible on the topic. Teachers can ask questions about a literacy skill, such as “What words rhyme with *bug*?”, or related to a theme in a story they read, such as “what can you do if you see someone being mean to one of your classmates?”.

It can be helpful to assign roles as well.

Role Assignment

Each person in a pair or a team is given a particular role. Popular roles include:

- Recorder: writes down the group's ideas and decisions
- Time Manager: makes sure the group finishes on time
- Reader: reads aloud any materials and checks that everyone understands
- Facilitator: invites everyone to participate and to work well together
- Encourager: praises people and encourages them to keep working hard
- Observer: watches how the group is working together and notes what they are doing well and any problems. Both are discussed during the group reflection phase

Cycle learners through each of these roles rather than always have the same learner take on the same role.

Interviewing

- 1) Pair up learners.
- 2) Direct learners to take turns asking each other questions related to a story they read. For example, "It is the day of Lea's birthday party. What should you buy for the party?"
- 3) Ask the pairs to share what they've learned with the larger group.

Echo Reading

- 1) Divide learners into pairs or groups.
- 2) Ask one learner to read part of a text. This text should be visible to the other learners. It should also be at the independent reading level of the learners in the group.
- 3) Direct the other learner(s) to read back, or echo, what was just read.
- 4) Continue the process until the whole book is read.

The teacher may have to start this activity by modeling the process. When learners are working in their pairs or groups, the teacher can circulate between groups to ensure learners are reading with correct tone, expression, and at an appropriate rate.

ADVANCED STRATEGIES

Jigsaw

- 1) Divide the subject material into 4-6 sections.
- 2) Create teams with 4-6 members (the same number that you divided the material into). These are the *task groups*.
- 3) Assign sections to different members of the team. Make sure that all sections of the subject are represented in the group.
- 4) Regroup learners into *focus groups*, so that learners work with peers who were assigned the same section as them.
- 5) Give learners time to master their section.
- 6) Direct learners to return to their task groups.
- 7) Have each learner teach what they learned to their teammates.



Student Teams-Achievement Divisions (STAD)

- 1) Assign learners into ability-balanced teams.
Each team should have 4-5 learners of mixed ability and gender. All teams should have a similar average ability.
- 2) Instruct the whole class.
- 3) Direct teams to study the material together.
- 4) Give individual quizzes.
- 5) Average the score of all members of the team.
- 6) Assign improvement points for learners whose score improve after each quiz.
- 7) Share the results and congratulate teams.
Send notes home to share the results with parents and guardians.

Teams-Games-Tournaments (TGT)

- 1) Assign learners into ability-balanced teams.
Each team should have 4-5 learners of mixed ability and gender. All teams should have a similar average ability.
- 2) Instruct the whole class.
- 3) Direct teams to study the material together.
- 4) Organize tournament tables where learners compete in games to earn points.
- 5) Distribute points and tally up team scores.
The points earned by learners at the tournament tables are put towards their teams' overall score.
- 6) Share the results and congratulate teams.
Send notes home to share the results with parents and guardians.

Sukumawiki

- 1) Select stories that are challenging to the majority of the class.
- 2) Assign learners to teams, with two or more teams reading the same story
- 3) Have team members study the story, either individually, in pairs, or in triads.
- 4) Create team tables, with a piece of paper at the centre as the **sukumawiki**.
- 5) Assign team members to tables with others who have read the same story.
- 6) Select one learner to be the reader. She or he will start reading the story, and soon substituting a word by saying "sukumawiki" instead.
- 7) Inform the other learners at the table that they then compete to touch the paper first. The person who does so gets to say the correct word that was left out.
- 8) Give one point for each correct word.
- 9) Rotate the roles of reader and participants, so each person has a chance to read.
- 10) Add up the points and assign them back to the team.



JIGSAW ACTIVITIES

Cooperative Learning

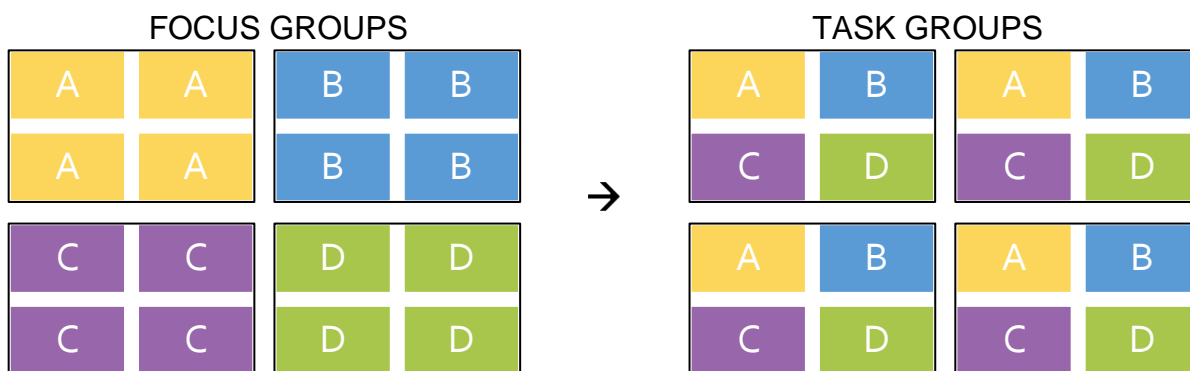
As the name suggests, Jigsaw activities use a divide-and-conquer approach. The subject material is divided into sections and assigned to different pupils to master. Then, pupils come together with their team and share their knowledge.

To create a Jigsaw project:

- 1) Divide the subject material into 4-6 sections.
- 2) Create teams with 4-6 members (the same number that you divided the material into). These are the *task groups*.
- 3) Assign sections to different members of the team. Make sure that all sections of the subject are represented in the group.
- 4) Regroup learners into *focus groups*, so that learners work with peers who were assigned the same section as them.
Note: You could keep the learners in the task groups and have each learner individually learn the material.
- 5) Give learners time to master their section.
- 6) Direct learners to return to their task groups.
- 7) Have each learner teach what they learned to their teammates.
- 8) Ask each team to demonstrate to the entire class how they have created a complete project (jigsaw puzzle) out of the different pieces.

Jigsaw takes more time to organize and carry out because the teacher must find appropriate work to divide into sections. As well, the material should not have to be mastered equally by all pupils.

This technique is effective because you have built-in *individual accountability* (each team member has a part of the jigsaw puzzle) and *positive interdependence* (the work—puzzle—cannot be finished without the contributions of all members).



STUDENT TEAMS-ACHIEVEMENT DIVISIONS

Cooperative Learning

This cooperative learning strategy uses team competition to motivate learners and ensure they all have opportunities to succeed.

Student Teams-Achievement Divisions (STAD) is based on learners working together in teams, then taking quizzes or tests individually but earning points for their team. STAD uses whole class instruction, team study, and frequent evaluation. STAD is appropriate for a lesson that extends over several teaching periods and uses regular quizzes or tests to evaluate learners.

There are six steps involved in STAD:

- 1) Assign learners into ability-balanced teams.
 - Create teams with four or five learners of mixed ability and gender.
 - Teams should have a similar average ability (i.e. higher-achieving and lower-achieving learners should balance out the overall team achievement).
- 2) Instruct the whole class.
 - Provide instruction to the entire class on the topic being covered.
- 3) Have learners study in teams.
 - Ask learners to study together in their teams instead of doing individual or pair work (for example, worksheets).
 - Remind learners that each team member must master the material.
- 4) Give individual quizzes/tests.
 - On a regular basis, usually once a week, give learners quizzes or tests individually.
 - Score each team by adding up and then averaging the team's score.
- 5) Assign improvement scores.
 - Give individual learners additional points for their team based on how much they, individually, improve each week.
 - Remember that improvement points ensure team members contribute equally to the team's success regardless of ability.
- 6) Share the results.
 - As soon as possible after the quizzes, recognize and congratulate teams.
 - Use posters at school or notes home to parents to share the results.

Notes

- STAD does not have any built-in opportunities for reflection, both in teams and individually. Teachers may want to incorporate reflection time into their lesson plans.
- STAD also assumes learners will develop or already have the necessary social skills to study effectively in a team. Teachers may need to provide support and encouragement for certain social skills in order for teams to function well.

TEAMS-GAMES-TOURNAMENTS (TGT)

Cooperative Learning

Teams-Games-Tournaments (TGT) uses competition between teams to motivate learners and ensure they all have opportunities to succeed. This method uses whole class instruction, team study, and frequent evaluation. TGT is appropriate for a lesson that extends over several teaching periods and uses regular quizzes or tests to evaluate learners.

There are six steps involved in TGT:

- 1) Assign learners into ability-balanced teams.
 - Create teams with four or five learners of mixed ability and gender.
 - Teams should have a similar average ability (i.e. higher-achieving and lower-achieving learners should balance out the overall team achievement).
- 2) Instruct the whole class.
 - Provide instruction to the entire class on the topic being covered.
- 3) Have learners study in teams.
 - Ask learners to study together in their teams instead of doing individual or pair work (for example, worksheets).
 - Remind learners that each team member must master the material.
- 4) Have learners participate in tournaments.
 - Regularly organize tournaments, in which learners from different teams are assigned to ability-homogenous tables.
 - At the tables, learners compete to answer questions correctly, thus earning points for their team.
 - After completing one “game” or set of questions, learners may be rotated to new tables based on their performance.
- 5) Calculate points.
 - Calculate each learner’s points based on his or her performance in the tournament (for example, top scorers earn 6 points, middle scorers earn 4, and low scorers earn 2). Each member contributes to these points to his or her team.
 - Add the points from each learner in the group to get the team score.
- 6) Share the results.
 - As soon as possible after the tournaments, the team scores should be shared with the class.
 - Use posters at school or notes home to parents to share the results.

Notes

- TGT does not have any built-in opportunities for reflection, both in teams and individually. Teachers may want to incorporate reflection time into their lesson plans.
- TGT also assumes learners will develop or already have the necessary social skills to study effectively in a team. Teachers may need to provide support and encouragement for certain social skills in order for teams to function well.

SUKUMAWIKI ACTIVITIES

Cooperative Learning

Sukumawiki is a variation on Team-Games-Tournaments (TGT) cooperative learning but adapted for reading practice.

Getting Started

- 1) Select stories that are challenging for the majority of learners.
- 2) Create mixed ability teams of 4 to 6 readers.
- 3) Assign stories to teams, ensuring at least two teams are reading the same story.

Reading Practice

Learners may work in pairs, triads, or individually, using any technique they like such as echo reading.

- 1) Ask teams to read and study their story thoroughly.
- 2) Remind them they will have to read the story aloud.

Tournament Tables

- 1) Set up tables so they can seat four to six learners.
- 2) Place a small piece of paper at the centre of each table, which represents the sukumawiki.
- 3) Assign learners who have read the same story to the same tournament table. Ideally, no learner from the same team is at the same table. This may not be possible.

Tournament Rules

- 1) Select one learner at each table to be the first reader.
- 2) Direct the reader begins reading the story, but soon leave out a word in the text, saying “sukumawiki” instead.
- 3) Inform the remaining learners at the table that when they hear “sukumawiki,” they have to touch the sukumawiki (piece of paper). Whoever touches the paper first gets to speak.
- 4) Have this learner say what the correct word should be. They earn a point if they’re right.
- 5) Have the reader continue for several tries (up to five), then the role of reader rotates to another learner.
- 6) Add up learner points at the end and assign them to the team.

Tips for Success

- Ensure that everyone has both a chance to read and to provide the correct word.
- Remind learners to substitute “sukumawiki” for an important word in the sentence—not for “the” or “and.”
- You may need to assist some readers, perhaps by quietly pointing to a word, in making their selection of words to leave out.

Cooperative Learning Activity: Environment & Animals

The following set of activities suggests ways that learners can work cooperatively to build their comprehension and writing skills. You may wish to tweak these activities to connect it to your curriculum and cultural context.

General Information and Planning

Literary Skills: Comprehension & Writing

Topic: Environment & Animals

Time: 1-2 hours

Objectives: Learners will...

- work cooperatively to read and comprehend an ABRA book
- Compose one part of the story their team developed together
- Identify and correct spelling errors

Learning organization: This lesson can take place in either the classroom or computer lab. Learners are grouped and asked to read a story, then create their own story about one of the animals in the first story.

LTK+ Tool(s) & Activity and/or Story: ABRA, Student Stories, Animal Antics.

Materials needed: *Animal Antics* story (accessed on computer or printed copies), blank pages and cardboard to make a book, crayons or coloured pencils.

Teacher preparation:

- Review the cooperative learning strategies for *Round Robin* and *Role Assignment*. You can review these within the *Cooperative Learning* module, or on the *Quick Guide for Cooperative Learning Strategies* teacher aid.
- Prior to this lesson, have learners read *Animal Antics* using ABRA. Ask learners to take turns reading pages of the story.
- Either book your school's computer lab, or print PDF copies of *Animal Antics* (enough for all the class groups).

Use this section to add curriculum-specific content.

Activity Development

Introduction: 5 minutes

- 1) Gather the class into one large group.
- 2) Ask one of the learners what their favourite animal is.
- 3) Ask learners to describe a few characteristics of this animal. The whole class can help think of different characteristics.
- 4) Prompt learners with the following questions, if needed:
 - Where does the animal live?
 - What behaviours do you usually see this animal do?
 - How does this animal move around?
 - What does this animal eat?
- 5) Repeats steps 2-4 another two or three times.

First Activity: 45 minutes

- 1) Tell the class they are going to write a new story based on the characters in *Animal Antics*.
- 2) Assign learners to groups and have them access ABRA or give them a PDF copy of *Animal Antics*. Learners review story if necessary.
- 3) Assign roles to learners in the groups (Recorder, Reader, Time Manager, Materials Manager are possibilities).
- 4) Ask each group to choose a character from the *Animal Antics* story.
- 5) Have each learner in the group describes the animal, using the *Round Robin* technique.
- 6) Have each learner describes a new adventure or activity the animal could do, using the *Round Robin* technique.
The group Recorder keeps track of these ideas.
- 7) Give learners 15 minutes to work individually or in pairs on different parts of the story.
Optional, since Animal Antics is written in rhymes, have learners write their section using words that rhyme.
- 8) Get students to reconvene with their group, put their story together and proofread their work.
Everyone agrees on a title and writes it on the top of the page or on a title page.
All learners in the group put their name on their story.

Second Activity: 30 minutes

- 1) Ask learners to return to the groups from the previous activity.
- 2) Assign roles to learners in the groups (Recorder, Reader, Time Manager, Materials Manager are possibilities). Try to ensure learners have a different role than in the activity above.
- 3) Tell learners they are going to create a book, using their story.
- 4) Ask learners to copy out the story neatly and to draw illustrations.



- 5) If time and materials allow, ask groups to create a cover, with illustration and title, for their book.
- 6) Staple the cover and pages together to create the book.
- 7) Make sure all group members put their names on the title page or cover.

Conclusion: 15 minutes

- 1) Ask learners to return to their groups.
- 2) Remind learners of the importance of reflecting on CL activities.
- 3) Ask them to answer the following reflection questions:
 - In what ways did I contribute to the team’s work?
 - How did working as a team improve the overall story?
 - How could the team work better together next time?
- 4) Ask each group to select a *Reporter*, that is a learner who will present to the whole class.
- 5) Direct the groups to identify one “star” (something that went well) and one “wish” (something that could be improved) from the group’s CL work during this lesson.
- 6) Have each groups’ reporter present to the whole class.

Use this section to reflect on the lesson. Identify successes and improvements needed for next time.



Cooperative Learning Activity: Identity & Culture

The following set of activities suggests ways that learners can work cooperatively to build their fluency and comprehension skills. You may wish to tweak these activities to connect it to your curriculum and cultural context.

General Information and Planning

Literary Skills: Fluency & Comprehension

Topic: Identity & Culture

Time: 1-2 hours

Objectives: Learners will...

- Read texts fluently and with understanding
- Work cooperatively to discuss stories that foster positive attitudes towards other nations
- Demonstrate their understanding of another country.

Learning organization: This lesson can take place in either the classroom or computer lab. Learners are grouped and asked to read a story from a particular country. They then present what they learned about the country.

LTK+ Tool(s) & Activity and/or Story: READS, several books selected by teacher.

Materials needed: READS stories (accessed on computer or printed copies), paper and pens.

Teacher preparation:

- Review the cooperative learning strategies for *Role Assignment*. You can review these within the *Cooperative Learning* module, or on the *Quick Guide for Cooperative Learning Strategies* teacher aid.
- Go to READS. Select “country” and then “level” to find 4-5 stories from different countries that are at an appropriate reading level for the class.
- Make a list of the countries where you found these stories.

Use this section to add curriculum-specific content.

Activity Development

Introduction: 5 minutes

- 1) Gather the class into one large group.
- 2) Ask learners to list important things about their country.
- 3) Write what the class brainstorms on the board.
- 4) Prompt learners to consider why or how something is important to their culture's identity.

First Activity: 45 minutes

- 1) Read the list of countries you prepared and ask learners which country they would like to know more about.
- 2) Create groups of 4 to 6 learners based on the country of interest. If you have enough computers, pair them instead.
- 3) Show the whole class how to access READS' stories by country.
- 4) Guide learners in using the filter feature to find the appropriate story (country and level).
- 5) Direct learners to take turns reading a page while in their groups.

Second Activity: 30 minutes

- 1) Go around to each group and assign roles:
 - Super Recorder: carefully writes down all the team's ideas;
 - Speed Captain: keeps up the time pressure and says things like "let's get more ideas" and "we're almost out of time, we need to keep working hard";
 - Super Supporter: encourages all ideas with no evaluation and says things like, "all ideas are great.";
 - Synergy Guru: encourages teammates to build on each other's ideas, saying things like, "let's combine those two".
- 2) Ask learners to take turns answering the following prompts:
 - Identify the main characters.
 - Describe what kind of environment they live in (warm, cold, a big city, a village).
 - How was this character like you? How was he or she different? Try to identify two similarities and two differences.
 - Name two new things you learned about this person's life, values, culture, or perspective.
- 3) Remind learners to take notes and keep them for the following activity.

Third Activity: 45 minutes

- 1) Ask learners to gather in their group.
- 2) Remind learners to take out their notes from the previous activity.



- 3) Remind learners of their assigned roles.
- 4) Ask each group to prepare a short (5 minute) presentation based on the answers to the prompts from the previous session.
- 5) Give learners time to work in teams to create a presentation. They may draw pictures if they wish to show to the class.
- 6) Ask one member (chosen randomly) from each team to present to the whole class.
Alternatively, each group may elect a “reporter” who presents to the whole class.
- 7) Gather learners into one large circle.
- 8) Ask learners questions:
 - What did you learn about the different countries?
 - What surprised you the most of these stories from different countries?

Conclusion: 15 minutes

- 1) Ask learners to return to their groups.
- 2) Remind learners of the importance of reflecting on CL activities.
- 3) Ask them to answer the following reflection questions:
 - In what ways did I contribute to the team’s work?
 - How did working as a team improve the overall story?
 - How could the team work better together next time?
- 4) Ask each group to select a *Reporter*, that is a learner who will present to the whole class.
- 5) Direct the groups to identify one “star” (something that went well) and one “wish” (something that could be improved) from the group’s CL work during this lesson.
- 6) Have each groups’ reporter present to the whole class.

Use this section to reflect on the lesson. Identify successes and improvements needed for next time.



Cooperative Learning Activity: Literary Circles

The following set of activities suggests ways that learners can work cooperatively to build their fluency and comprehension skills. You may wish to tweak these activities to connect it to your curriculum and cultural context.

General Information and Planning

Literary Skills: Fluency & Comprehension

Topic: Identity & Language

Time: 1-2 hours

Objectives: Learners will...

- Read texts fluently and with understanding
- Work cooperatively to discuss stories, and how they relate to their own lives
- Demonstrate their understanding of story elements

Learning organization: Takes place in the classroom or a computer lab. Learners read a story from their country in multiple languages. They cooperatively make observations.

LTK+ Tool(s) & Activity and/or Story:
READS, several books selected by teacher.

Materials needed: READS stories (accessed on computer or printed copies), print out of group roles.

Teacher preparation:

- Review the *Learner Roles* handout. Print enough copies for each group.
- Go to READS. Select “country” and then “language” to find 4-5 stories from your country that are available in multiple languages your learners know.
- Create a brief overview of each story. For example, a teacher in Kenya might select:
 - Barua kwa mama / Letter to mum
 - Mfuko unaozungumza / The talking bag
 - Rafiki yangu Coco / My friend Coco
 - Ufufuzi wa Furaha /The happy revival
 - Vitu ninavyojua / Things I know

Use this section to add curriculum-specific content.

Activity Development

Introduction: 5 minutes

- 1) Gather the class into one large group.
- 2) Ask learners to list which languages they know, especially which ones they can read in.
- 3) Ask learners to identify the benefits of being able to read in different languages.

First Activity: 45 minutes

- 1) Give all learners a brief overview of each story you pre-selected.
- 2) Ask learners which story they are interested in.
- 3) Create groups of 4 to 6 learners based on the story of interest. It is fine if multiple groups want to read the same story.
- 4) Show learners how to access READS stories by country and language.
- 5) Direct learners to take turns reading a page while in their groups.

Second Activity: 45 minutes

- 1) Tell learners they are going to participate in a literary circle.
- 2) Present the *Literary Circle* handouts to the whole class.
- 3) Discuss the roles and responsibilities of learners while in the circle, and what you expect from them.
- 4) Divide learners into groups.
- 5) Assign roles to each learner in the group.
- 6) Ask learners to discuss:
 - events and characters in the book;
 - the author's craft, his/her writing style;
 - the story's relevance to their own lives or experience;
 - any other question you think will encourage discussion.
- 7) Suggest learners use their roles to move the discussion forward (particularly true for the Discussion Director) or to bring up a new point (the Connector might suggest an unusual connection to the outside world).
- 8) At the end of the session, ask learners with different roles (i.e. a Summariser from one group, a Connector from another group) to talk about what the group discussed and how their role contributed the overall work.

Conclusion: 15 minutes

- 1) Ask learners to return to their groups.
- 2) Remind learners of the importance of reflecting on CL activities.
- 3) Ask them to answer the following reflection questions:
 - In what ways did I contribute to the team's work?
 - How did working as a team improve the overall story?
 - How could the team work better together next time?



- 4) Ask each group to select a *Reporter*, that is a learner who will present to the whole class.
- 5) Direct the groups to identify one “star” (something that went well) and one “wish” (something that could be improved) from the group’s CL work during this lesson.
- 6) Have each groups’ reporter present to the whole class.

Use this section to reflect on the lesson. Identify successes and improvements needed for next time.







Learner Roles in Literary Circles

Assigning specific roles and responsibilities to each pupil in the group helps ensure individual accountability. Everyone has a job to do that contributes to the group’s overall success. On the next page, you will find the *Literary Circles* handout you can print and provide to each group. Assign a role to each pupil you think suits them best. These roles can change and pupils can eventually choose their own. Ensure that each learner understands the responsibilities of the role assigned to them and each of their teammates.

Literature Circles are...	Literature circles are not ...
Reader response centered	Teacher and text centered
Part of a balanced literacy program	The entire reading curriculum
Groups formed by book choice	Teacher-assigned groups formed solely by ability
Structured for student independence, responsibility, and ownership	Unstructured, uncontrolled “talk time” without accountability
Guided primarily by student insights and questions	Guided primarily by teacher-or curriculum-based questions
Intended as a context in which to apply reading and writing skills	Intended as a place to do skills work
Flexible and fluid; never look the same twice	Tied to a prescriptive “recipe”



Learner Roles

<p>Passage Picker</p> 	<p>You will look for parts of the story that you found important, interesting or different, write them down and explain why. These can be:</p> <ul style="list-style-type: none"> • An interesting part • A sad part • A scary part • A good part • A funny part
<p>Word Wizard</p> 	<p>Look for special and new words in the story. Words that are:</p> <ul style="list-style-type: none"> • New • Funny • Different • Interesting • Strange • Important <p>Find & record what the word means.</p>
<p>Artful Artist</p> 	<p>Draw a picture of your favourite part of the story:</p> <ul style="list-style-type: none"> • A character • A surprise • Of what will happen next • The setting • A problem • An event • A prediction
<p>Summarizer</p> 	<p>Write and share a short but interesting summary of the story so far.</p>
<p>Connector</p> 	<p>Finds links and connections between the story and the world around you:</p> <ul style="list-style-type: none"> • Your own life • Similar events at other times and places • Other stories • Other people
<p>Discussion Director</p> 	<p>Write down good questions that your group could talk about.</p> <ul style="list-style-type: none"> • Why? • Where? • Who? • How? • When? • What if?

Adapted from: Schlick Noe, K. L. & Johnson, N.L., *Getting Started with Literature Circles*, 1999 Christopher-Gordon Publishers, Inc. p. ix.



Planning Guide for Creating Cooperative Learning Activities

If you're ready to try cooperative learning, but aren't sure where to start, use this guide to help identify your goals and prepare for implementation. Below is a basic framework with several key aspects that are important for successful cooperative learning tasks. Answer the questions in each of the sections.

Group Task: What must the group accomplish?	
Estimated Time for Activity: How much time is needed, including grouping learners, giving instructions, carrying out the task, and reflecting on the process?	
Resources/Materials: What materials do I need for this activity?	
Grouping <ul style="list-style-type: none"> How many learners will be in each group? Will I assign learners randomly to groups or consider things like ability and social skills when grouping them? Will they work in the same group for a short time, the entire class time, or even longer? 	Positive Interdependence <ul style="list-style-type: none"> Is there a common goal for the group to achieve and does it require the participation of all learners? How will I divide the task to ensure everyone's participation? Should I have learners share materials? Should I assign learners roles? Will I give a team reward?
Individual Accountability <ul style="list-style-type: none"> How will I ensure each learner takes responsibility for his or her learning and participation? How will I ensure learners help other members learn and accomplish the task? <p><i>Some techniques to consider: have team members sign the collective work; call on individuals in the team to respond to questions; assign and monitor group roles.</i></p>	Social Skills <ul style="list-style-type: none"> Have I discussed classroom rules that foster cooperative learning, such as: <ul style="list-style-type: none"> <i>Equal time to be heard</i> <i>Individual responsibility</i> <i>Help others</i> Will I observe and monitor class dynamics, then intervene if necessary?
Reflection <ul style="list-style-type: none"> Will I arrange time for groups to discuss and reflect on their work process? Do I have questions prepared to help guide the learners' reflection? 	Extension Activity <ul style="list-style-type: none"> Do I have an additional task ready if a group or groups finish early?

Adapted from Abrami, P. C. (1995). *Classroom connections: Understanding and using cooperative learning*. Harcourt Brace and Company.



Lesson Plan Template



Lesson Name

Grade	Lesson Duration	Date
Topic	ABRA Activity	
Materials Needed	Teacher Prep	

Objectives

Prior Knowledge Needed

Lesson Objectives

Curriculum Links

Other Learning Areas

Non-Formal Learning

Lesson Activities

Introduction & Warm-up Activity

Time



CENTRE FOR THE STUDY OF
LEARNING AND PERFORMANCE





Lesson Plan Template



Main Activity		Time
Extension Activity	Take Home Tasks	

Consolidation

Assessment Questions	Assessment Strategies <input type="checkbox"/> Assignment (Project or Presentation) <input type="checkbox"/> Discussion Questions <input type="checkbox"/> Homework <input type="checkbox"/> Observation <input type="checkbox"/> Peer-Assessment <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Test/Quiz <input type="checkbox"/> Other _____
Key Vocabulary	

Reflection

Successes

Improvements



Date: [Insert]

School/Schoolboard logo

Dear Parent/Guardian,

Learning to read is an exciting time for both children and parents, but reading doesn't happen on its own. [School name] is dedicated to improving reading skills in young children. This involves teachers collaborating with each other and school ambassadors to improve teaching and learning in our schools. To this end, I, [insert teacher's name], would like to videotape and photograph the lessons your child will be part of.

In order to improve my teaching and support my colleagues, I may decide to share these videos and photographs will be shared with [insert – other teachers at the school/schoolboard, school's ambassador, etc.] for the purpose of [insert – attaining feedback, modeling the process, etc.]. All videos will be available via [insert medium – website? Indicate if access to it is password protected or not. Mention that some sites store data on servers outside of your country and thus might be subject to foreign jurisdictions].

By means of this letter, I am seeking your permission to record your child in video or audio format. We will not use your child's name or any other personal information in any of these photographs or videos. We would ask that you read and sign the attached form.

We very much appreciate your consideration of this request and your support in helping to improve teaching and learning in our schools. Please return page 2 of the signed consent form to your child's teacher by [insert date], indicating if you agree or disagree to allow your child to be part of the videos.

Sincerely yours,

[insert signature]

[insert teacher's name]

[insert signature]

[insert principal's name]

Parental Consent Form

- I have read the above statement and am informed about the intended use of filming and photographing my child's classroom.
- I understand that videos and/or photographs of my child may be taken.
- I understand that my child's name will NOT be released at any time.
- I understand that my child's image and/or voice maybe included in the videos that the [teacher, ambassador?] will create to train other teachers.
- I understand that the videos which my child maybe part of may be stored in and outside of [country].
- I understand that my child's image and/or voice may be made available online, broadcast, performed in public or reproduced for educational purposes.
- I understand that I cannot withdraw my child from the videos and photographs once they are taken.
- I understand that by signing this form, I give the [teacher/school] right to use my child's image and/or voice, both in photographs and videos in electronic format for the purposes of the project. This right is royalty-free, worldwide, perpetual, exclusive and transferrable.

I agree to let my child take part in the videos and/or photographs.

I DO NOT agree to let my child take part in the videos and/or photographs.

Print Your Child's Full Name: _____

Print Your Name: _____

Parent Signature: _____ Date: _____

School Name: _____

Teacher's Name: _____

Cooperative Learning Module Glossary

ABRACADABRA (ABRA): a tool in the LTK+ suite that is designed to support children’s acquisition of early literacy.

Cooperative Learning (CL): a teaching strategy that helps learners work together to achieve a common goal. The work is structured so that every learner, regardless of temperament or ability, must participate and reap the benefits.

ePEARL: a web-based portfolio software, offered within the LTK+ suite. It is designed to support children’s acquisition of self-regulated learning (SRL) skills.

Extrinsic Rewards: an incentive to do something that originates from outside of the person. Some examples include grades, prizes (stickers, toys), or homework pass.

Formative Assessment: measures the current knowledge of the learner while the learner is engaged with the learning process. It is a means to highlight knowledge gaps and achievements, and adjust instruction rather than grading the learner’s performance.

Heterogeneous Groups: groups composed of people that are very different in a significant way. For example, in terms of ability, gender, or personality.

Homogenous Groups: groups composed of people that are very similar in a significant way. For example, in terms of ability, gender, or personality.

Individual Accountability: each learner is responsible for his or her own learning and contributes meaningfully to the group’s goal.

Learning Toolkit+ (LTK+): a suite of tools designed to support the development of literacy (ABRACADABRA and READS), numeracy (ELM), inquiry (IS-21) and self-regulated learning and portfolio development (ePEARL).

Negative Interdependence: learners compete against each other to succeed. One learner’s success will have a negative impact on their peers.

Positive Interdependence: learners depend on each other and collaborate to succeed in their learning.

READS: a multilingual catalogue of digital books offered as part of the LTK+ suite of tools.

Reflection: evaluating the results of your work and the process you took to get there, including critically analyzing feedback you received along the way.



Social Loafing: a learner uses less effort to complete group work than they would have when working alone.

Social Skills: the ability to communicate and interact with others both verbally and non-verbally. Good social skills help children develop the proper etiquette needed for group work.

Traditional Classroom: face-to-face instruction where the teacher presents knowledge to multiple learners. The teacher controls the flow and content selection that is being taught during a particular lesson.

