



## **Cooperative Learning: The Structural Approach Part II**

Compiled by Jeanette Gordon,  
Illinois Resource Center



### **Model language objectives**

Identify vocabulary and language structures to roundrobin practice during hands-on activities.



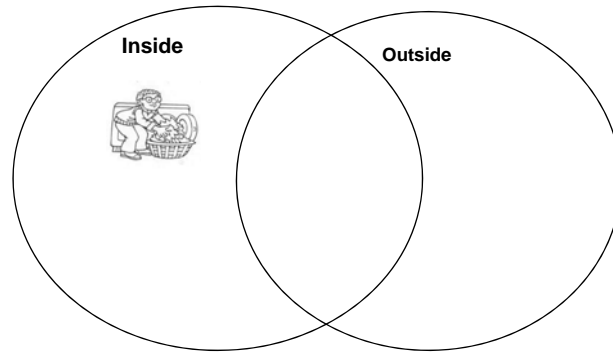
Practice a pattern in a role-play activity.



## FAMILY WORK

**BIG IDEA:** Family members work together to do chores and errands.

**CONTENT OBJECTIVE:** Sort work pictures into 3 groups:



**CHALLENGE:** Think about all cultures.

Pay attention to the job, not the tools used to do the job.

## LANGUAGE OBJECTIVES:

Describe pictures:

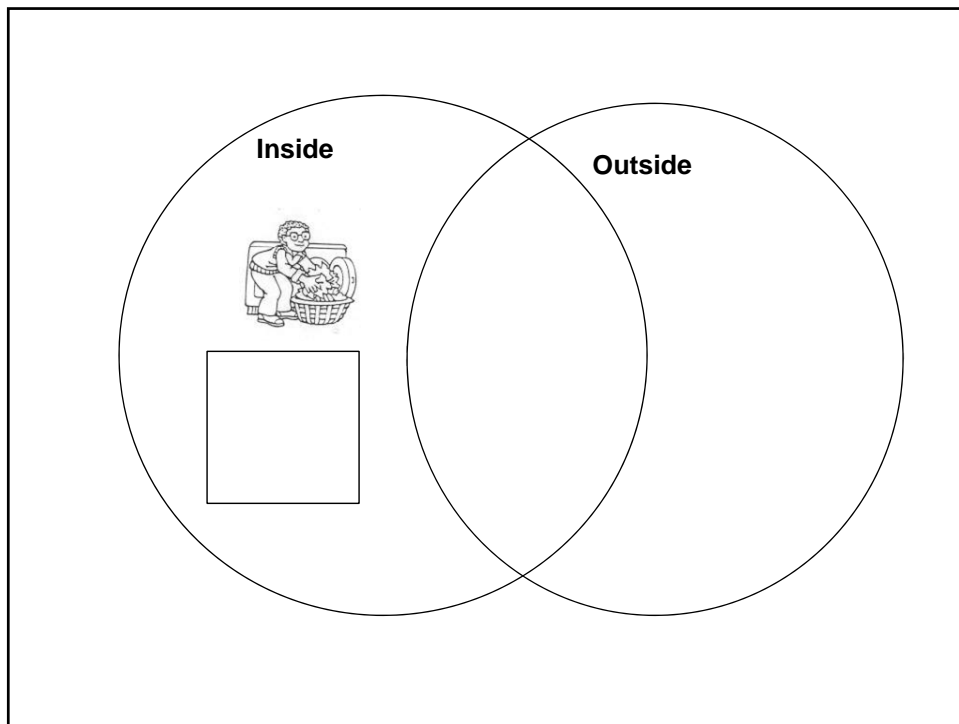
**He is** \_\_\_\_\_ing.

**She is** \_\_\_\_\_ing.

**They are** \_\_\_\_\_ing.

Ask, "Do you agree?"

Challenge: Use prompts to agree, disagree and support opinions.



### CHALLENGE

I agree with \_\_\_\_\_ that \_\_\_\_\_.

I concur with \_\_\_\_\_ that \_\_\_\_\_.

I support that idea because \_\_\_\_\_.

I disagree with \_\_\_\_\_ that \_\_\_\_\_.

In some cultures people might \_\_\_\_\_.

In my opinion \_\_\_\_\_ could be done \_\_\_\_\_.

If people didn't have \_\_\_\_\_, they would have to \_\_\_\_\_.

## The Higher-Level Thinking Combo Kit Chuck Wiederhold (All Grades)



<http://www.kaganonline.com/Catalog/index.html>

## Q-Matrix: resources for student-generated questions

- Students use manipulatives to ask each other questions at all levels of Bloom's taxonomy (except evaluation)
- Red, the most basic knowledge questions
- Yellow, requires comprehension, some application
- Green, moving on to more difficult questions.
- Blue, the most challenging questions, the sky's the limit.

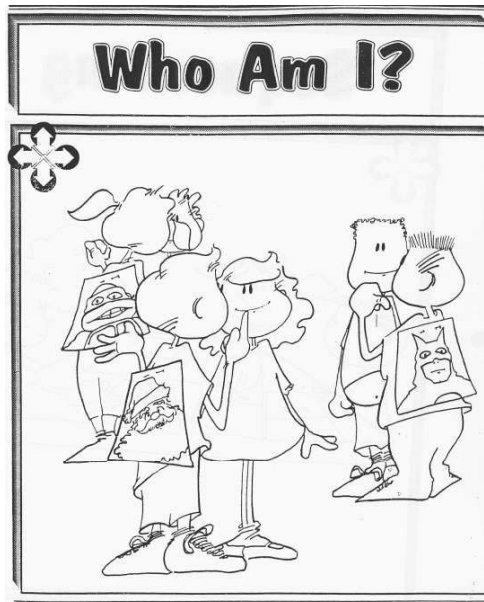
# Q-Matrix

|                               |  |                                |                              |                              |                              |
|-------------------------------|--|--------------------------------|------------------------------|------------------------------|------------------------------|
| 1.<br><b>What<br/>Is?</b>     | 2.<br><b>Where/<br/>When<br/>Is?</b>     | 3.<br><b>Which<br/>Is?</b>     | 4.<br><b>Who<br/>Is?</b>     | 5.<br><b>Why<br/>Is?</b>     | 6.<br><b>How<br/>Is?</b>     |
| 7.<br><b>What<br/>Did?</b>    | 8.<br><b>Where/<br/>When<br/>Did?</b>    | 9.<br><b>Which<br/>Did?</b>    | 10.<br><b>Who<br/>Did?</b>   | 11.<br><b>Why<br/>Did?</b>   | 12.<br><b>How<br/>Did?</b>   |
| 13.<br><b>What<br/>Can?</b>   | 14.<br><b>Where/<br/>When<br/>Can?</b>   | 15.<br><b>Which<br/>Can?</b>   | 16.<br><b>Who<br/>Can?</b>   | 17.<br><b>Why<br/>Can?</b>   | 18.<br><b>How<br/>Can?</b>   |
| 19.<br><b>What<br/>Would?</b> | 20.<br><b>Where/<br/>When<br/>Would?</b> | 21.<br><b>Which<br/>Would?</b> | 22.<br><b>Who<br/>Would?</b> | 23.<br><b>Why<br/>Would?</b> | 24.<br><b>How<br/>Would?</b> |
| 25.<br><b>What<br/>Will?</b>  | 26.<br><b>Where/<br/>When<br/>Will?</b>  | 27.<br><b>Which<br/>Will?</b>  | 28.<br><b>Who<br/>Will?</b>  | 29.<br><b>Why<br/>Will?</b>  | 30.<br><b>How<br/>Will?</b>  |
| 31.<br><b>What<br/>Might?</b> | 32.<br><b>Where/<br/>When<br/>Might?</b> | 33.<br><b>Which<br/>Might?</b> | 34.<br><b>Who<br/>Might?</b> | 35.<br><b>Why<br/>Might?</b> | 36.<br><b>How<br/>Might?</b> |



Students are each given an image or a vocabulary word. They rotate to ask each other questions to identify who, what, or which vocabulary word is on their backs.

For example:  
 Community helpers  
 Animals  
 Historical figures  
 Characters from stories  
 Geometric shapes  
 Key content vocabulary words



—Spencer Kagan: *Transparencies for Teachers*— To be duplicated as transparencies for classroom use only —  
 Resources for Teachers, Inc. San Juan Capistrano, CA (714) 248-7757 —Structures, Elements, Etc. 4: 36

## Sample Vocabulary for Coop Learning

### Collaborative

### Cooperative

### Essential Elements

- positive interdependence
- individual accountability
- equal participation
- simultaneity

### Group Processing

- social skills
- feedback
- self-assessment

### Structures

- think-pair-share
- roundrobin
- roundtable
- stand-and-share
- numbered-heads-together
- inside-outside circle

### Roles

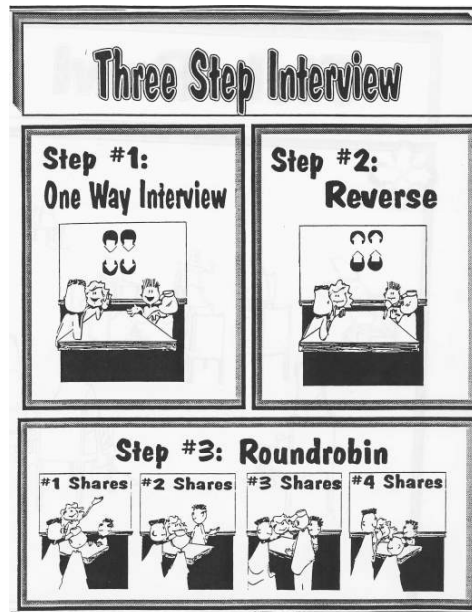
- gatekeeper
- clarifier
- taskmaster
- peacekeeper

**Interview ideas:**

- personal interview
- animals on a farm
- community workers
- characters in a story
- historical figures
- geometric shapes
- government officials
- organelles in a cell

Structure example:

Questions in 1<sup>st</sup> person, share in  
3<sup>rd</sup> person singular.

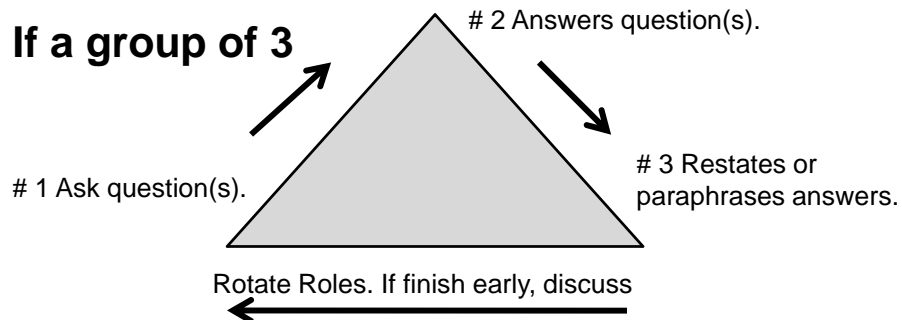


## Modifications

**If young learners Or students with low English language proficiency, use 4 Step Interview**

1. As interview Bs
2. As tell what Bs said.
3. Bs interview As
4. Bs tell what As said.

**If a group of 3**



Practice language structures through songs, chants, and use of big books.

- Old McDonald Had a Farm
  - Did he have a cow? Yes, he had a cow.
  - Did he have a lion? No, he didn't have a lion.

Students create chants to practice content ideas, vocabulary, and sentence structures.

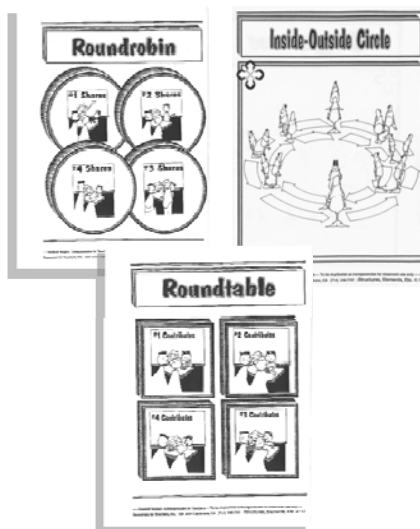
Ex. Ask historical characters.

Have you ever \_\_\_\_\_?

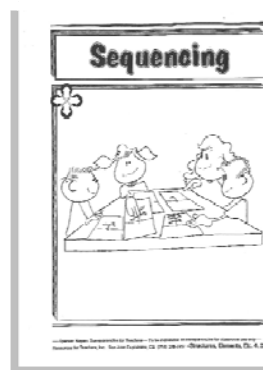
No I've never \_\_\_\_\_ OR

No, I haven't ever \_\_\_\_\_

Think of ways to model language in the coop structures you have already learned.



Try **Blind-hand sequencing**.  
Sequence without looking at the pictures (or sentences) of others.





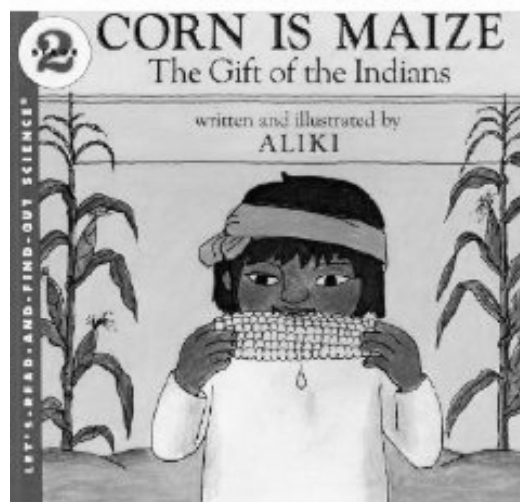
Students each have a similar picture, diagram, organizer, map, each with some elements that differ.

Their job is to ask and answer questions to identify the similarities and differences in the two. **Don't look at your partner's picture!**

This is a cooperative structure is effective for practicing the patterns of questions in English.



Use content resources.



A





## Provide needed vocabulary.

- upper, middle, lower, top, bottom, corner
- left, right, left-hand side, right-hand side
- stalks of corn, ears of corn, husks, kernels of corn, maize
- shawl, braid, necklace, dress, pants
- metate (stone to grind corn on) pot
- roast, grind, scrape, rub together, stir, spread-out, kneel, pick, carry

## Provide models for questions.

Is there \_\_\_\_\_?

How many \_\_\_\_\_ are there?

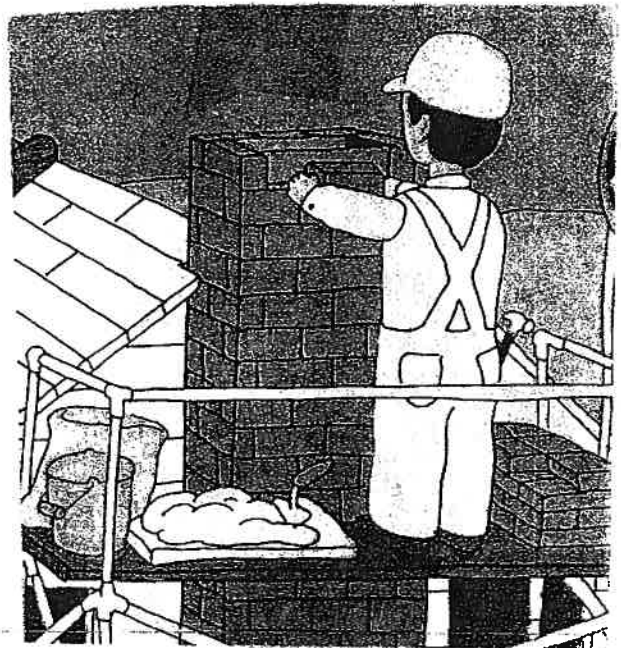
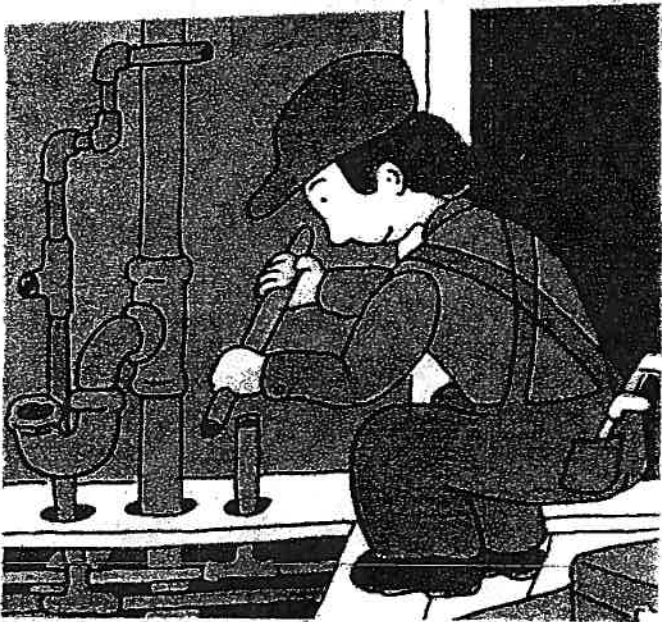
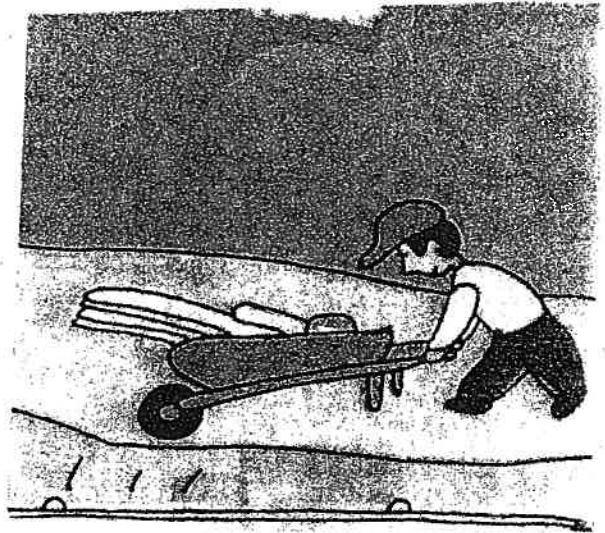
Are there \_\_\_\_\_?

Do you have a \_\_\_\_\_ in your picture?

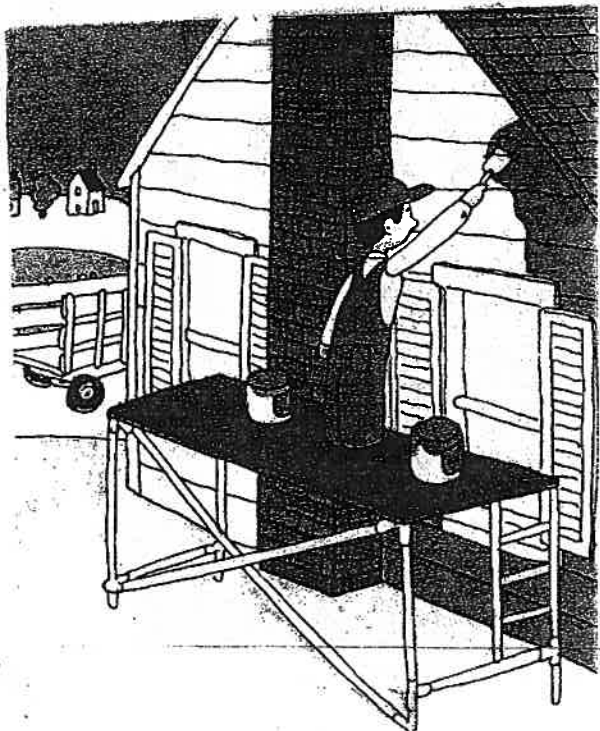
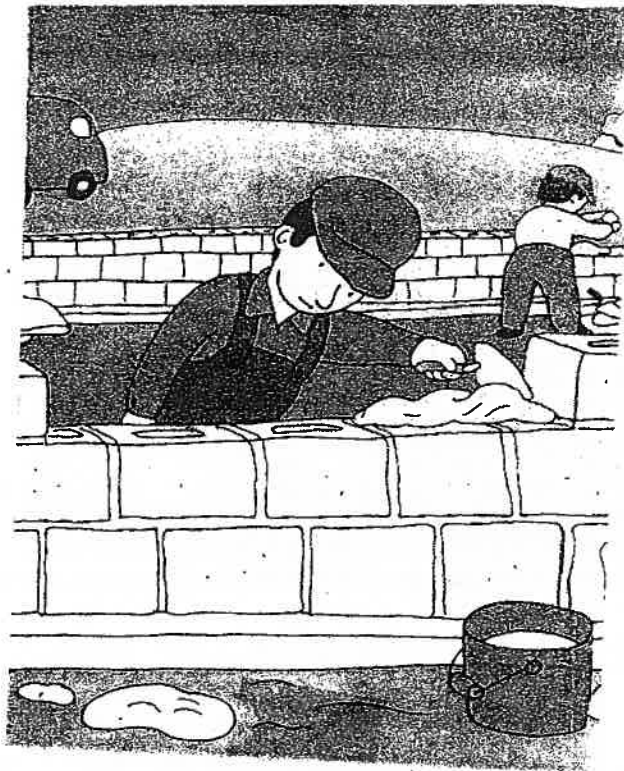
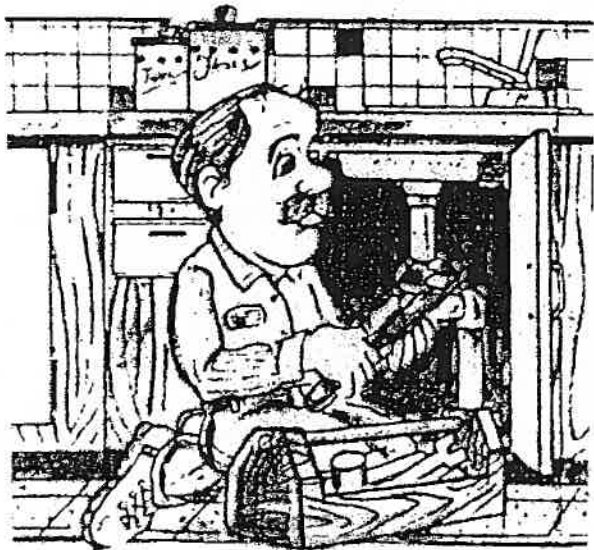
Does the woman (man) have \_\_\_\_\_?

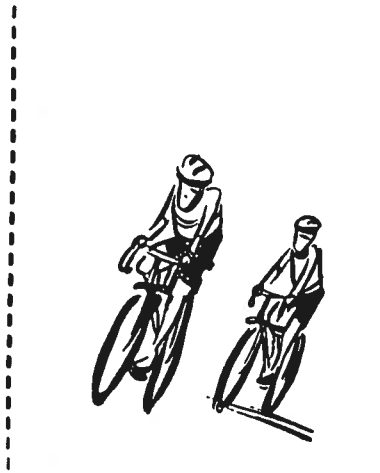
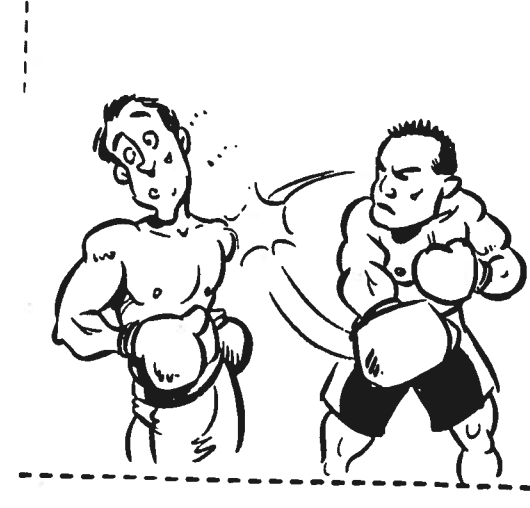
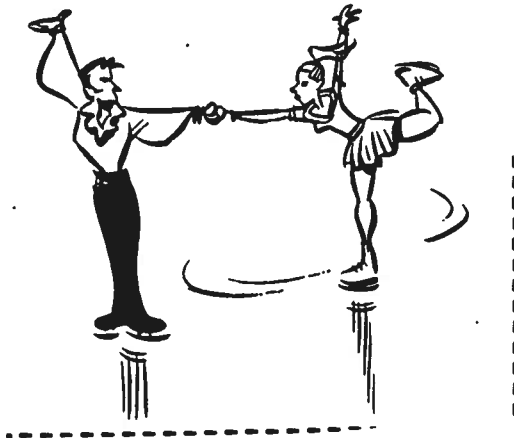
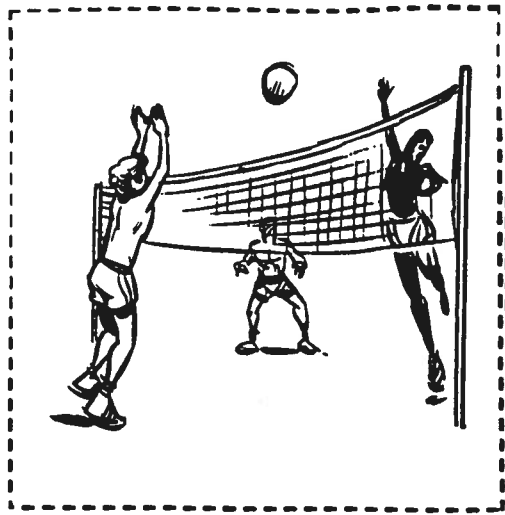
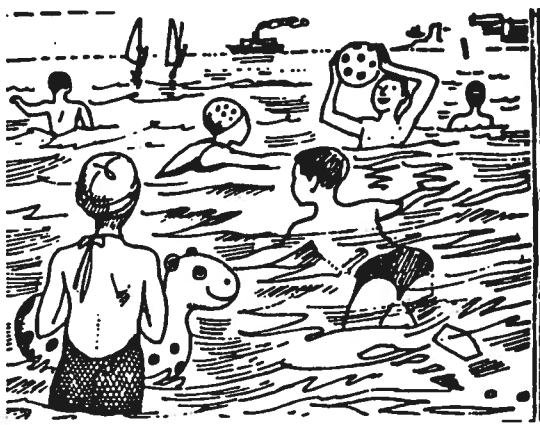
Is she making, walking, kneeling, grinding, etc.?

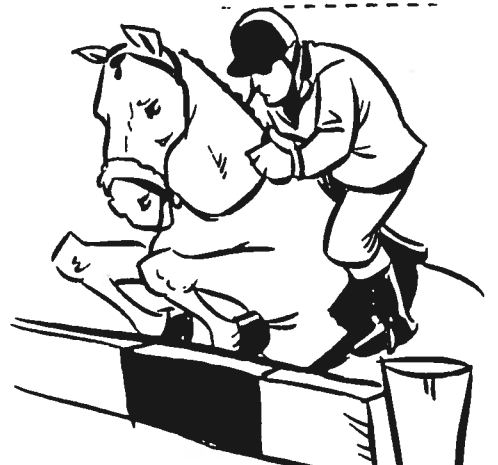
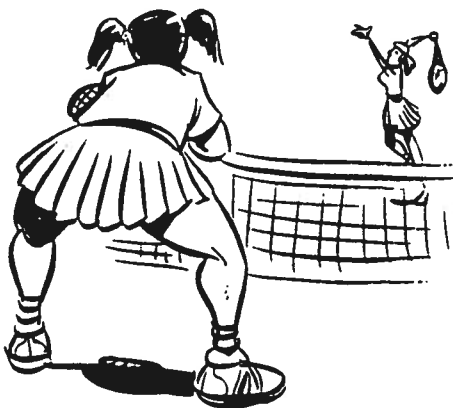
Is his (her) hair, dress, pants, \_\_\_\_\_?













For younger learners, get 9 pictures related to a topic, give each child 6. Students identify common pictures. Ex. Do you have a snake? CHALLENGE, find location. Ex. Is the snake in the top row in the center?



LES ANIMAUX DE LA FERME / FARM ANIMALS



Google search bingo boards for good picture resources.

## Directions for activity.

- The teacher (or more proficient students) writes descriptions of what each person is doing.

1. He is sweeping the floor.
2. He is churning butter.
3. She is feeding the baby.

Each student copies the male and female names on his/her picture from a list with a name for each person. (The labeled pictures will have differences and possibly similarities.)

Partners then take turns asking questions.

Is John sweeping the floor? No, he is churning butter.  
Jacob is sweeping the floor.



DIRECTIONS: Write a name next to each person. Use the names below.

Carla          John          William          Sara          Robert          Betsy

Susan          Jill          Ben          Margaret

Take turns asking your partner what each person is doing. Answer the question. If your person with that name is doing a different job, tell what the person is doing.

If you need help with the vocabulary, see the jobs for each number.

Is Ben working ?

Yes, **he** is.

Is Carla working?

Yes, **she** is.

1. He is sweeping the floor.

2. He is churning butter.

No, **he** isn't. **He** is \_\_\_\_\_.

3. She is carrying the wash.

No, **she** isn't. **She** is \_\_\_\_\_.

4. She is carrying firewood.

5. She is sewing.

6. She is feeding the baby.

7. She is making cookies. (rolling the cookie dough?)

8. She is pouring the milk?

9. He is studying.

10. He is carrying vegetables.

Source of the picture: *Betsy Ross*, written and illustrated by Alexandra Wallner

One of the books from *Into English* 5<sup>th</sup> grade

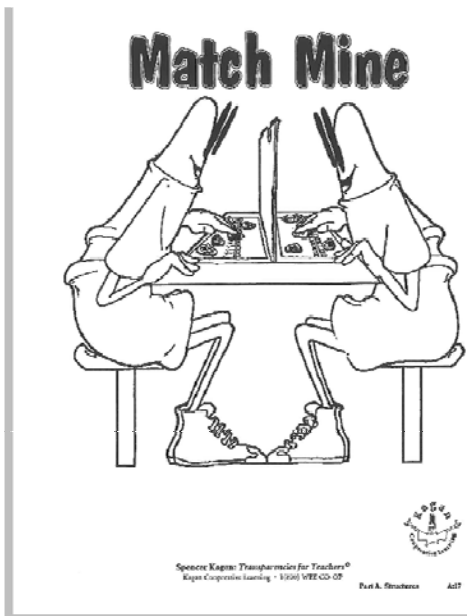
Hampton-Brown Books

Activity modification for students with lower language and literacy skills developed by  
Jeanette Gordon, Illinois Resource Center (847) 803-3112

1. Use a divider, so students cannot see each other.
2. One student gives directions and asks the other student to follow them without looking at the original.
3. They then compare the original with the new one.

Note:

You may want to have partners collaborate on giving and receiving the directions. Hence, a more skillful partner can assist a student who may have trouble independently.



## Examples of Match Mine

- Match my clock.
- Match my map.
- Build a block tower/construction like mine.
- Draw my flower.
- Dress your doll like mine.



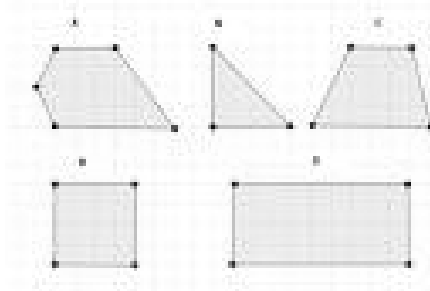
**Describe figure to partner who draws.**

Practice Vocabulary to describe shapes.

Model sentence patterns.

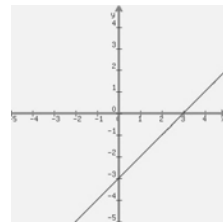
A \_\_\_\_\_ has \_\_\_\_\_

Match my line or shape on a grid.



State latitude and longitude of cities. I have some, you have others. Collaborate to complete all.

Complete a weather map. I have some symbols, you have others.



The following structure is Jeanette Gordon's adaptation of Pairs Check by Spencer Kagan.

Name of structure: **PAIRS CHECK ADAPTATION**

This structure is very beneficial in math but can be applied to other content. The teacher identifies pairs of problems that are of similar difficulty. They are called "twins". Students work with a partner to solve the twins. One teaches, and the other performs the calculations or task. Then they trade roles. If the second person makes an error, the first "teacher" refers back to his/her problem and explains again. For example, in a math homework assignment, the following problems are "twins" 3 and 7, 10 and 15, 22 and 26. Students collaborate on those problems as described below before starting on their homework.

Note: more advanced students can do the homework faster on their own and may not want to participate. Since "teaching" would usually be beneficial to them, tell all students that if they are doing "Pairs Check" well, they won't need as much practice, so they can do only the even problems when they finish the twins. The teacher can note the students who would need to do the complete assignment.

- STEPS;
1. Students are in pairs within their teams.
  2. In pairs, choose roles of teacher and student.
  3. The "teacher" must explain what the "student" is to do.
  4. The "student" will do all the writing as steps are explained.
  5. After problem is solved the roles are reversed, the student is now the teacher and the teacher becomes the student.
  6. Steps 3 and 4 repeated.
  7. When the pair of problems is completed, the partners will check work with their teammates.

- USES:
1. to explain steps in a process.
  2. to improve oral communication.
  3. to learn new ways to solve a problem.
  4. to articulate metacognitive strategies in a learning process.
  5. to improve listening skills.

- EXAMPLES:
1. Daily Oral Language activities
  2. Word problems
  3. All computation activities.
  4. Learning to tell time in English
  5. Making change with United States currency
  6. Metric measurement and United States standard
  7. Doubling or reducing a recipe

