

LESSON PLAN VERSION 2.0

Unit: Classroom Management
Lesson: Chapter 6 – Managing Cooperative Learning Groups
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Grade: Graduate
Subject: Classroom Management
Class time: 50 minutes

Goal/Objective:

Students will be able to learn and apply strategies about how to effectively use cooperative grouping within their own classrooms.

Lesson Overview:

This lesson will utilize cooperative learning strategies in order to teach about the concepts and strategies of cooperative learning.

Teaching Methods and Learning Activities:

Cooperative Learning Groups – Encourages increased engagement and positive interdependence. Additionally, students build interpersonal skills including: leadership, decision-making, trust-building, communication, and conflict management skills.

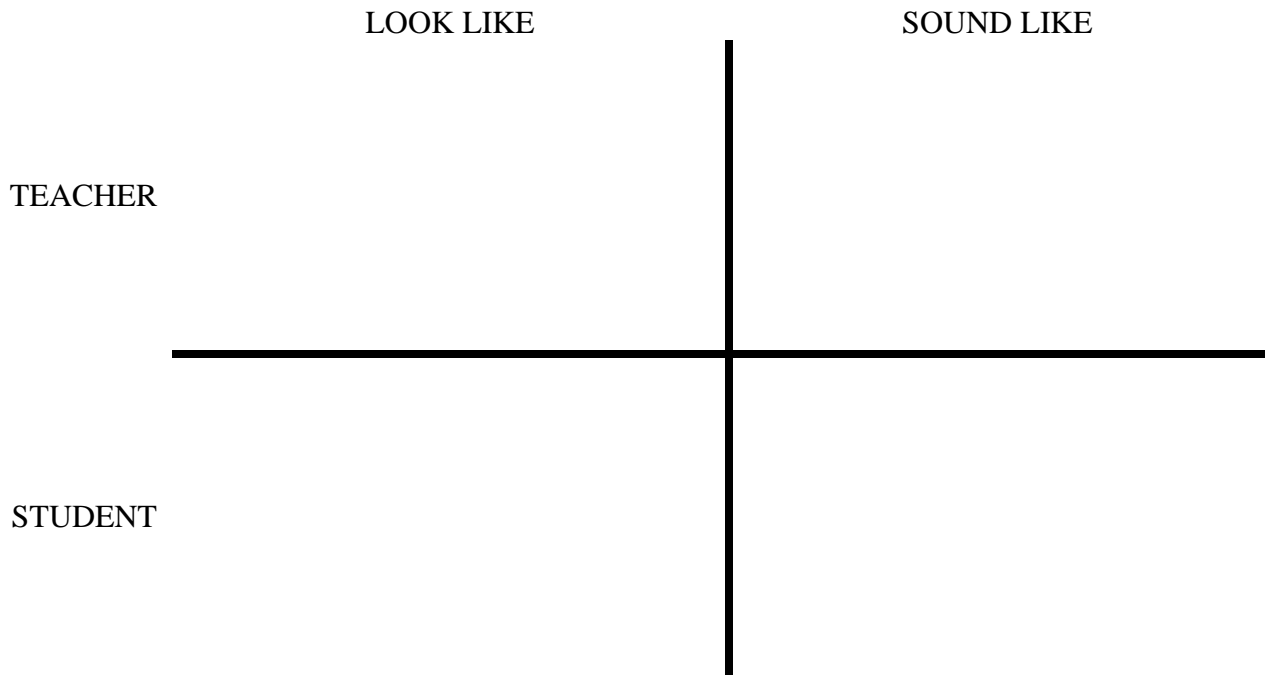
Group Discussion – Provides the students with feedback with regard to their comprehension and understanding.

Lecture – Through a mixture of Power Point Presentation and lecture the teachers will use a variety of different material (pictures/text/speech) in an attempt to make content understandable for more students and address multiple learning styles.

Q & A period – Both the teachers and the students can ask questions of each other. The teacher should seek the answer from other students before answering the question himself or herself. This allows the teacher to evaluate the student's comprehension of the material.

Instructional Procedures:

5 min: Move students into their 5 chapter groups
Each group should have a large post-it sheet on their table, along with colored markers (unique to each group, i.e., group #1/green, group #2/blue, group #3/red, group #4/purple, group #5/black) and a pad of small post-it notes.
*written on each of the large post-it sheets is a diagram



- 5 min: Explanation of activity:
-Each group will have 7 to 10 minutes to brainstorm about the four categories of cooperative learning.
(1) What does the teacher look like
(2) What does the teacher sound like
(3) What does the student look like
(4) What does the student sound like
The groups will write all of their ideas on the small post-it notes and place it in the respective category on their group sheet on the table
- 10 minutes: Brainstorming for groups
Instructors should be moving around the room and monitoring the group conversations.
- 1 minute: Instructions for rotation:
Groups will rotate clockwise spending 2 minutes at each table.
While at the other tables, each group will place a check mark (using their group color) on the small post-it notes that they think are good ideas.
- 8 minutes: Group rotation (4 rotations x 2 minutes each)
- 10 minutes: Each group will pick one of their post-its from each of the four categories to discuss with the class (approx. 30 seconds per post-it). (five groups x 2 minutes each)
- 10 minutes: Summary/debrief.
Key points.
Relating it back.

Classroom layout and grouping of students:

Each of the five chapter groups will be at a different table with the materials at the tables for the activity.

Instructional materials:

- (6) Large post-it note sheets
- (6) small pads of post-it notes
- (6) sets of markers grouped by color [green, blue, red, purple, and black]
- Computer with projector for Power Point Presentation

Assessment:

Teachers will perform formative assessments through group interaction around the room. Groups will present their ideas and further formative evaluation will be done at that time.