LEA Institute III

Using Cooperative Learning to Engage English Language Learners

May 2, 2015

Presenter: Lorna Jefferson, ESL Content Specialist
DCPS: Office of Specialized Instruction, LAD
Outcomes: Teachers will:

- Be introduced to the basics about Cooperative Learning
- Analyze the Seven Keys for Success for using Cooperative Learning
- Briefly discuss the Kagan article about Cooperative Learning and ELLs
- Discuss the different Cooperative Learning structures that work well with ELLs
- Practice at least three different Cooperative Learning structures
Warm-up Activity

- Four Corners
  - In each corner there is a piece of chart paper with a statement on it.
    - Chart 1: Cooperative Learning takes too long to plan for in my content area.
    - Chart 2: It is possible to have a lack of control when using Cooperative Learning.
    - Chart 3: Grading the groups will require a new process for me.
    - Chart 4: Cooperative Learning structures are too rigid.
  - Think for about 2 minutes about each statement.
  - Proceed to the corner with the chart that most interests you.
  - Pair with someone in that corner to discuss your views regarding the statement.
  - Reach a consensus with your partner and write 1 thought on the chart about the statement.
Structure Analysis

How would 4 Corners work in your classroom setting?

Think About it---

Form a group of 4
4 Corners

Face Partner: someone who is facing you

Shoulder Partner: someone who is next to your shoulder

- Talk to your Face partner about your thinking about how to use 4 Corners in your classroom instruction.
- Now face your Shoulder Partner: Take turns --- paraphrase what was said with your face partner about the use of 4 Corners.

Learning a Second Language

Krashen states that three core elements to learning a second language

1. A comfortable learning environment with a low threshold of anxiety.

2. Meaningful tasks that purposely engage students to learn how to speak, listen, read and write in the new language.

3. Engagement in tasks that are just a bit beyond the students’ current ability.

Cooperative Learning Structure

Line-Up: Value Line
Line-Up

- **Steps for Line-Up Value Line (Agree, Not Sure & Disagree)**
  1. Teacher describes the Line: use word cards and state where the line begins and ends
     - 1. Statements are read.
  2. Students Line Up
  3. Discussion
     - Discussion: may be done in pairs or divided into fours.
     - Students who agree will discuss why they agree with the statement.
     - Students who disagree will discuss why they disagree with the statement.
     - Those students who are not sure may listen to each group and then decide which group they will join. (agree or disagree)
Statements

- English language learners need one to three years to master social language in the classroom.
- ELLs who speak English on the playground with their peers are mastering English.
- Parents of ELLs should be encouraged to speak their primary language at home.
What is so important about using Cooperative Learning?
Article:

*We Can Talk: Cooperative Learning in the Elementary ESL Classroom* by Spencer Kagan

Sections of the Article: Jigsaw (13 sub topics)

1. Input: Comprehensible, Developmental Appropriate, Redundant, Accurate
2. Output: Functional/Communicative, Frequent, Redundant, Identity Congruent
3. Context: Supportive/Motivating, Communicative/Referential, Developmentally Appropriate, Feedback Rich
The Seven Keys to Success

- Structures
- Teams
- Management
- Classbuilding
- Teambuilding
- Social Skills
- Basic Principles

Basic Principles: PIES=Successful Cooperative Learning

- Positive Interdependence
- Individual Accountability
- Equal Participation
- Simultaneous Interaction

- Are students on the same side? Does the task require working together?
- Is individual, public performance required?
- What percentage of students are overtly interacting at once?
- Is participation approximately equal?

Key # 7 PIES

Positive Interdependence

*Question to ask:*

Positive correlation: Are students on the same side?

Interdependence: Does the task require working together?
Key # 7 PIES

Individual Accountability

Question:
Is Individual, public performance required?

Key # 7 PIES

Equal Participation

Question:
Is participation approximately equal?

Key # 7 PIES

Simultaneous Interaction

Question:
What percent of students are overly interacting at once?

Social Skills

5 Strategies for Fostering Social Skill Development

1. Structures & Structures
2. Roles & Gambits
3. Modeling
4. Reinforcement
5. Reflection & Planning

### Social Skills and Structures

<table>
<thead>
<tr>
<th>Social Skills</th>
<th>Sample Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn and Talk</td>
<td>Round Robin/Rally Robin</td>
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<tr>
<td></td>
<td>Round Table/Rally Table</td>
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<tr>
<td></td>
<td>Talking Chips</td>
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<tr>
<td></td>
<td>Team Interview</td>
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<tr>
<td></td>
<td>Timed Pair Share</td>
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<tr>
<td>Helping Teaching, Tutoring</td>
<td>Numbered Heads Together</td>
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<tr>
<td></td>
<td>Rally Coach</td>
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<tr>
<td></td>
<td>Circle-the-Sage</td>
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<td></td>
<td>Sages Share</td>
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<td></td>
<td>Flashcards Game</td>
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<tr>
<td></td>
<td>Inside-Outside Circle</td>
</tr>
<tr>
<td></td>
<td>Jigsaw</td>
</tr>
<tr>
<td></td>
<td>Team-Pair-Solo</td>
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</tbody>
</table>
# Social Skills and Structures

<table>
<thead>
<tr>
<th>Social Skills</th>
<th>Sample Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praising</td>
<td>Spin-N-Think</td>
</tr>
<tr>
<td></td>
<td>Pairs Check</td>
</tr>
<tr>
<td></td>
<td>Gambit Chips</td>
</tr>
<tr>
<td>Fairness</td>
<td>Spend-A-Buck</td>
</tr>
<tr>
<td></td>
<td>Sum-the-Ranks</td>
</tr>
<tr>
<td>Listening &amp; Understanding</td>
<td>Paraphrase Passport</td>
</tr>
<tr>
<td></td>
<td>Agree-Disagree Line-Up</td>
</tr>
<tr>
<td></td>
<td>Team Statements</td>
</tr>
</tbody>
</table>
## Roles & Gambits

<table>
<thead>
<tr>
<th>Cooperative Role</th>
<th>Social Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourager</td>
<td>Encouraging, Motivating</td>
</tr>
<tr>
<td>Praisers</td>
<td>Praising, complementing</td>
</tr>
<tr>
<td>Cheerleader</td>
<td>Celebrating accomplishments</td>
</tr>
<tr>
<td>Gatekeeper</td>
<td>Equalizing participation</td>
</tr>
<tr>
<td>Coach</td>
<td>Helping</td>
</tr>
<tr>
<td>Questions commander</td>
<td>Checking for questions</td>
</tr>
<tr>
<td>Checker</td>
<td>Checking for understanding</td>
</tr>
<tr>
<td>Focus keeper</td>
<td>Staying on task</td>
</tr>
<tr>
<td>Recorder</td>
<td>Recording ideas</td>
</tr>
<tr>
<td>Reflector</td>
<td>Reflecting on group progress</td>
</tr>
<tr>
<td>Quiet captain</td>
<td>Using quiet signal</td>
</tr>
<tr>
<td>Materials monitor</td>
<td>Distributing materials</td>
</tr>
</tbody>
</table>

Modeling

- **Teaching Modeling**
  - Model any skill for a team or whole class
  - Team or individual may help the teacher model the behavior
  - Role-play

- **Model Groups**
  - Model a desired behavior for a group if it is not being done.
  - A group may model the correct behavior desired

- **Student Modeling**
  - Select a student to model the correct behavior
    (turn and talk, opposite and appropriate behavior)

# Reinforcement

<table>
<thead>
<tr>
<th>Positive Reinforcement: Students receiving something:</th>
<th>Negative Reinforcement: Take away things students do not like.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intrinsic Rewards:</strong> Feeling of Pride, Importance, success, competence, caring, cooperation</td>
<td>Homework, drill work, boring lectures, tests and quizzes</td>
</tr>
<tr>
<td><strong>Intangible Extrinsic Rewards:</strong> Verbal praise, Positive attention, Motivating learning task, Free time/break, Social status</td>
<td></td>
</tr>
<tr>
<td><strong>Tangible Extrinsic Rewards:</strong> Stickers, gold stars, toys, trinkets, grades, points, tokens</td>
<td></td>
</tr>
</tbody>
</table>

**Punishment:**
*Give students things they do not like*

Warnings, detentions, loss of privileges, loss of recess
Reflection

- Reflection Questions
- Structures for reflection
- Observation
- Teacher observations
- Team observers
- Class observers
Structures

- What are structures?
  - Organizes Classroom Instruction
    - A structure is an instructional strategy that describes how the teachers and the students interact with the curriculum
  - Is Content-free and Repeatable
    - Structures are used to explore the curriculum, but are not tied to any specific curriculum. They can be used repeatedly with different curriculum, creating new learning experiences.
  - Implements the Basic Principles of Cooperative Learning
    - Cooperative Learning Structures have PIES built in. The inclusion of PIES is what makes cooperative learning truly effective.
  - 150 different structures

Key # 1  Structures

- Domains of Structures/Formula
- Use of structures in lessons
- Picking the appropriate structure
- Modeling the structure
  - Written directions that ELLs will understand
- How many structures can you use during a class?
- Which structures work well with ELLs?

STRUCTURES: POWERFUL TOOLS!!

- Co-op Domains
  1. Structures for Classbuilding
  2. Structures for Teambuilding
  3. Structures for Social Skills
  4. Structures for Communication Skills
  5. Structures for Decision Making
  6. Structures for Knowledge Building
  7. Structures for Procedure Learning
  8. Structures for Processing Information
  9. Structures for Thinking Skills
  10. Structures for Presenting Information
The Fundamental Formulas

CONTENT + STRUCTURE = ACTIVITY

The WHAT of teaching + The HOW of teaching = A Learning Experience

ACTIVITY + ACTIVITY + ACTIVITY = Lesson
The Miracle Worker:
1. Identify story elements of the story.

Teams: Round Robin

In teams: students identify particular elements of a story and substantiate with information from the story.

Each team could share out their final information on a chart for display and class may perform a Carousel Feedback.

Key #1 Structures

Structures that work well with ELLs:

1. Think-Pair-Share
2. Numbered Heads Together
3. Round Robin
4. Rally Table
5. Rally Coach
6. Rally Robin
7. Round Table

## Forming Teams

### Types of Teams

<table>
<thead>
<tr>
<th>Types of Teams</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Random Team</td>
<td>Randomly formed</td>
</tr>
<tr>
<td>Heterogeneous Team</td>
<td>Mixed ability, sex, race teams</td>
</tr>
<tr>
<td>Homogeneous Team</td>
<td>Teams with a shared trait(ability, interest, language)</td>
</tr>
<tr>
<td>Student -Selected Team</td>
<td>Students select their own team</td>
</tr>
</tbody>
</table>

1. 4 to 6 students in a team
2. Pairing opportunities

Teambuilding

5 Aims of Teambuilding

- Getting Acquainted
- Team Identity
- Mutual Support
- Valuing Differences
- Developing Synergy

Teams--Why?

- Teams promote strong bonds between students.
- Teams facilitate interaction over curriculum.
- Teams improve learning.

## Pros and Cons of Different Types of Teams

### Heterogeneous Teams

<table>
<thead>
<tr>
<th>Positives</th>
<th>Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Balanced</td>
<td>• Requires teacher prep time</td>
</tr>
<tr>
<td>• Maximum cross-ability</td>
<td>• Requires ranking and labeling students</td>
</tr>
<tr>
<td>• Maximizes tutoring</td>
<td>• Limited contact between the high achievers</td>
</tr>
<tr>
<td>• Management easier for equal ability level team</td>
<td>• Limited leadership opportunities for low achievers</td>
</tr>
<tr>
<td>• High achiever on each team</td>
<td></td>
</tr>
</tbody>
</table>
Pros and Cons of Different Types of Teams

### Random

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fair</td>
<td>• Could form “winner” and “loser” teams</td>
</tr>
<tr>
<td>• Side-steps labels and ranking</td>
<td>• Diversity not ensured</td>
</tr>
<tr>
<td>• No prior student knowledge necessary</td>
<td>• Teams with friends, potential for off-task behavior</td>
</tr>
<tr>
<td>• Classbuilding and networking opportunities</td>
<td>• Teams with enemies and conflicts</td>
</tr>
<tr>
<td>• Quick and easy</td>
<td></td>
</tr>
<tr>
<td>• Novelty, variety and fun</td>
<td></td>
</tr>
</tbody>
</table>

### Pros and Cons of Different Types of Teams

#### Homogeneous

<table>
<thead>
<tr>
<th>Positives</th>
<th>Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Leadership opportunities for low achievers</td>
<td>• Too-similar groups lack input in Zone of Proximal Development</td>
</tr>
<tr>
<td>• Interaction opportunities for high achievers</td>
<td>• Negative stereotypes</td>
</tr>
<tr>
<td>• Opportunities for some high achievers to experience being a teammate not a leader</td>
<td>• Poor self-esteem for low groups</td>
</tr>
<tr>
<td>• High esteem for top groups</td>
<td>• Lack of equity</td>
</tr>
<tr>
<td>• Interest teams promote inquisitiveness</td>
<td>• Difficult to manage class of teams at different levels</td>
</tr>
</tbody>
</table>

# Pros and Cons of Different Types of Teams

## Student-Selected

<table>
<thead>
<tr>
<th>Positives</th>
<th>Negatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Novelty, variety, fun</td>
<td>• Not balanced</td>
</tr>
<tr>
<td>• Familiarity</td>
<td>• High potential for off-task behavior</td>
</tr>
<tr>
<td>• Easy decision making and consensus</td>
<td></td>
</tr>
</tbody>
</table>

Set-up:

What Happens to ELLs in Teams?

- The teacher should consider which roles are most suitable for ELLs during the lesson.
- The teacher should consider the English language proficiency (ELP) of the student.
- Students should be made aware that their tasks can only be considered completed when each role is enacted.
- Roles can be changed as ELP increases for ELLs.
- The role, social facilitator, may be used to check on how many times a member of the group speaks.
- Students should reflect at the end of the assignment on how they did as a team. (use a self-assessment tool)

Classbuilding

You are making a community in the classroom. The teams are going to change members. You are building in mutual support.

There are structures for Classbuilding.

Class Building Structures

1. Class projects
2. Corners
3. Fact – or – Fiction
4. Find Someone Who
5. Formations
6. Inside – Outside Circle
7. Line – Ups
8. Linkages
9. Mix – Freeze – Group
10. Round Robin
11. Similarity Groups
12. Value Lines

Key #4 Classbuilding

Five Aims of Classbuilding

1. Getting Acquainted
2. Class Identity Building
3. Mutual Support
4. Valuing Differences
5. Developing Synergy

Getting Acquainted

- Sometimes students in the class really do not know each other.
- Interaction between classmates breaks down superficial barriers that divide classmates.
- Students discover that their classmates are just like them – real people with real feelings.
- When students feel they are known by others, they meet their basic needs to feel important, to be liked and to belong.

Structure: 1. Find Someone Who!! 2. People Hunt

How will this help the ELL in the classroom?
Class Identity

- The goal of class identity is for students to feel that their class is unique. This is not just any class. This is OUR Class!!
- To create this positive classroom identity, the class engages in a variety of projects to distinguish itself.
  - Giving the class a name
  - Designing a class logo
  - Class chant
  - Class song
  - Class Mission
- Class creations and accomplishments deepen the sense of class identity.

Mutual Support

- Through mutual support activities, students come to feel they can depend on their classmates.
- Our class has gained a sense of mutual support when members feel the classroom is a caring community.

1. Classroom Rules
2. Who Am I
3. Mix – Freeze – Group

Valuing Differences

- Students need to know that they are not only known by others in the classroom, but also that they are valued and appreciated.
- The norm in a strong class is that, “We accept and appreciate those with values and characteristics different from our own.”
- Through activities in which differences are understood and appreciated, we come to “celebrate diversity.”
- The class is richer because students are taking different stances, and have multiple perspectives and insights to issues.

Structure:
1. Value Line  2. Corners  3. Timed Pair Share

Developing Synergy

- Synergy is the energy released through synthesis.
- Students interacting with one another producing and learning is far more beneficial than working alone.

Structure:
1. Circle – the – Sage 2. Formations (imaginary machine)

## Planning Tool for Cooperative Learning

### Cooperative Learning and Higher-Level Thinking Skills

**Pre-Lesson Planning Using Structure Formula**

**Analyzing the Tasks/Activities for ELLs**

<table>
<thead>
<tr>
<th>Lesson Task/Activity:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Skills Necessary to Perform the Task</th>
<th>Knowledge Necessary to Perform the Task</th>
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</table>

**Materials Needed:** (graphic organizer, manipulatives...)

**Cooperative Learning Structure:**  

Structure + Content = Activity  

(2) Structures  

Use the Cooperative Learning Formula to state how the Activity will be implemented and used during the lesson.
Modification Checklist for Lesson Planning for ELLs

• Plan resources, visuals and vocabulary activities in advance
• Act out vocabulary words and key concepts
• Use visuals (pictures, videos, drawing, maps) to aid comprehension
• Provide a study guide at the beginning of the unit
• Identify content and language goals and write them on the board for students
• Use graphic organizers
• Simplify your language: repeat, restate, reword
• Arrange for students to work in groups
• Explicitly teach vocabulary and provide students with word walls
• Provide multiple opportunities to practice new vocabulary
• Add a word bank to activities and tests
• Give both written and oral instructions
• Teach ELLs to underline or highlight main ideas in text
• Assign a buddy to ELLs and arrange for tutoring if possible
• Modify instruction so that ELLs can participate in content area lessons
• Tailor assignments to ELL’s levels of English language proficiency
• Allow ELLs to show what they know in multiple ways

Graphic Organizers

[Diagram of a circle with branches labeled 'Topic', 'Effect', 'Causes', 'Definition', 'Example', 'Sentence', 'Word', 'Topic of thesis statement', 'Butterfly Research: Identifying Main Idea and Supporting Details', 'Main Idea', 'Detail 1', 'Detail 2', 'Detail 3', 'Detail 4', 'Topic Sentence:', 'Detail Sentence 1:', 'Detail Sentence 2:', 'Detail Sentence 3:', 'Detail Sentence 4:', 'Detail Sentence 5:', 'Other details as needed', 'Concluding Sentence:']
Graphic Organizers: Engagement

What are they????

1. A visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels.

2. A strategy to get students actively involved in their learning.

3. They are affective for all learners especially ESL students because it contains words and visual images.

Graphic Organizers

Why Use Them?

1. Higher-level Thinking: expand student’s thinking
2. Comprehension: understanding in increased
3. Memory: facilitate long-term retention of information
4. Brain-Based Learning: brain searches for patterns and organization
5. Multiple Intelligences: engages four intelligences simultaneously
6. Language Learning & ESL: information is presented visually
Create a Chart: Representation

Wrap-up

- Answer the following Questions. Use a half a sheet of chart paper to design a representation of what you have learned today.
- You may work in pairs to complete this task.
- Use your creativity.
- Be ready to share your creations.
Thank you!! It was a pleasure to work with you Today.

Have a good rest of the school year!!!
Resources:


Smart Cards:
