**Cooperative Learning Lesson plan**

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| **Lesson Title (concept)** | Let’s Build a House (Cooperative Learning) |
| **Instructor** | Judge |
| **Suggested grade level/course** | High School |
| **Time suggested** | Five 45 min Class Periods |
| **Content objective:**   * What is the objective of the lesson? * Is the information or concept new to the students?   ***For positive interdependence to occur, a clear goal must be stated that can be easily articulated by all group members.*** | The students will work together as a group to discover new information on housing styles. Each individual will be held accountable for various parts of the whole projects. Members of the group will build a façade of a house. The will also give information that they found on the style of house.  Most of this information will be new to the students at this part of the unit. |
| **Grouping:**   * Size of group * Composition “others”   ie. Heterogeneous or homogeneous, by ability, mixed gender, etc.   * ***Describe the method you will use to put students into groups.*** | Groups will be no more than 4 people. In each group the members will have to divide in to 4 different “committees.” These committees include Research, Building, Multimedia, and Presentation Supervisors. Each member will have to be in two committees and no two committees can have the exact same members.  I will have the groups combine with another group from the Bananagram lesson. *(I will divide the groups in small groups of no more than 2 people. I will do this by putting index cards in the books on the self. These are textbooks that we use for class. I usually have them in class unless I give an assignment. Prior to class I will put index card with a color strip(s) on them. The kids with the matching color strip(s) will be partners. This will be purely random. )*  These groups should be heterogeneous. I want them to also be able to choose another group so hopeful some of the members can work together. |
| **Describe the ways you will incorporate each element into your lesson:** | |
| **Positive Interdependence** | |
| **Materials**   * One per group * per person * other | I will have one packet of information for each team. This will be only copy that they will get. |
| **Roles**   * Specify roles that will be assigned for the lesson | In each group, the members will have to divide in to 4 different “committees.” These committees include Research, Building, Multi-Media, and Presenting. Each member will have to be in two committees. No two committees can have the exact same members. |
| **Individual Accountability**   * signature * individual quiz * test * individual homework * other   ***How will students demonstrate personal mastery?*** | I have the members in different committees is so each student will have to do a part of the project. The only way for the whole project to be completed is that everyone must do there point.  At the end of the lesson I will allow them to grade their group members. This grade will affect the other student’s grade. |
| **Group Processing**   * How will students process and reflect on their learning? | Half way during the lesson plan (day 3) I will have the students conduct “committee conferences.” This is when a member from each group will meet with other groups. They will have a meeting and talk about the process and share ideas from other groups. Then they will switch and have another conference. After the two conferences, the group will come back and have a “town meeting.” They will then have to meet with each other and discuss what they learned and what they as a group can improve. After they have their meeting they will have to turn in their “Board Minutes”. Hopefully this will allow them to see how far or how other groups are doing and they can self-assess on where they are and make a decision on what they need to do. |
| **Social Skills**   * Specify social objective(s) of the lesson and how it will taught and evaluated | I am hoping that the students learn responsibility, trust in others, communication, and developing a sense of pride for own work.  I will evaluate through teacher observation to ensure it is happening. I will also use my best judgment on when to intervene when necessary. |
| **Face-to-face interaction**  ***How will you ensure that this happens in the lesson?*** | This will happen throughout the entire process. This is why I wanted two in each committee. They both have to work together to know the information. On presentation day, I will also randomly choose who will give the presentation. The grade will greatly depend on who I call to present the information. This makes each person teach each other. |
| **Procedure/activities**  On the first day I will ask for the students to get in their Bananagram groups. Then I will ask them to find another group to partner up with. As they group up I will hand out an information packet to each group. We will go through the information. They will learn that they have to get in to committees. I will explain each committee and its requirements. Then I will tell them where they can get their information. Afterwards, I will ask them for questions. We will then assign housing styles to each group. After this they can begin working.  I will give them one full workday to complete each task. On the third day they will meet in their committee conferences switch and meet in the other conferences. During these conferences they will discuss the following: How they are doing? Any struggles? Any successes? Any resources that they have found to be helpful? Any tips that they would like to share with the group? They also have to share some of their information with everyone.  After the two conferences they will have a “town meeting”. During the town meeting each person has to report to the group what they found. Then they are to write down what they discovered during the conferences. They also have to write down if they are ahead, behind, or right with everyone else. They have to say how the quality of their work compares with everyone else. They have to let me know if they have a plan of action to improve their project. This will be the “board minutes” that they have to complete.  They will have another work day. On the fifth day I will have them present their projects. I will randomly draw to see who will present each part of the project. Yes, this means that someone who wasn’t in the building committee might have to present the house that was built. This insures that everyone will have to know everything about the project. I will grade each project by a rubric that they will have the entire time. Group will fill out four bingo cards. | |