**Cooperative Learning Lesson plan**

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| **Lesson Title (concept)** | **Knowledge of Safety Terms** |
| **Instructor** | **Shaffer** |
| **Suggested grade level/course** | **7th grade** |
| **Time suggested** | **45 min class period** |
| **Content objective:** * What is the objective of the lesson?
* Is the information or concept new to the students?
 | Middle School Standards: Housing and Interior Design**Standard 11:** Integrate knowledge, skills, and practices required for careers in housing and interior design.11.1 Understands the importance of cleanliness, organization, safety, and maintenance of the household environment. \*\*\*\* NOTE\*\*\*\* Can be used as a formative assessment In the beginning of the unit or as a review.Students will be divided into groups and each group will brainstorms to identify safety terms in and around their homes, then determine attributes and categorize safety terms to share with class.Many of the terms will be familiar to the students. Some group members may come up with new terms other members may not know, thus some information may be acquired.  |
| **Grouping:*** Size of group
* Composition “others”

ie. Heterogeneous or homogeneous, by ability, mixed gender, etc. | \* Students will draw sticks when entering the classroom. \* Groups will be determined by color of sticks. \* No more than 4 students per group.\* Colored materials have already been placed on tables.  Groups meeting places will be determined by matching  colored sticks with colored materials on tables.  |
| **Describe the ways you will incorporate each element into your lesson:** |
| **Positive Interdependence**  |
|  **Materials*** One per group
* per person
* other
 | \* Sets of 5 different colored popsicle sticks, (enough for 20 students per class) which match the tile letter sets.\*1 set of “banana gram” letter tiles per table, each table has a  different color package. \* Student lap tops\* Writing utensils-- for those who need assistance, or have  accommodations, someone else can write required i information. |
| **Roles*** Specify roles that will be assigned for the lesson
 | \* Recorders (2 different recorders; jobs will be rotated)\* 1 student to share out completed document\* 1 student responsible for returning all supplies and popsicle  sticks.  |
| **Additional ways this is built into the lesson*** Team logo
* Jigsaw
* other
 | This also works as a jigsaw within the groups as group members may be teaching others new terms. Each person contributes to the safety terms.  |
| **Individual Accountability** * signature
* individual quiz
* test
* individual homework
* other

***How will students demonstrate personal mastery?*** | \*Each student must use drop box to turn in the advanced  organizer which includes a final list of safety terms to Mrs.  Shaffer.\* Individual homework: On the advanced organizer, the  students will add to their list (at least 5) more safety words  that other groups have shared out. |
| **Group Processing*** How will students process and reflect on their learning?
 | Remind students:During the sharing out, were there any words students didn’t feel that was a “safety” term? If so, then ask for clarification of the term and. Then other groups need to defend their reasoning.  |
| **Social Skills*** Specify social objective(s) of the lesson and how it will taught and evaluated
 | \* Students learn the importance of working together as they  build words and record items on MacBooks (or paper).\* Students are exposed to others ideas and suggestions as  group members or classmates explain the meaning of the  safety terms.  |
| **Face-to-face interaction*****How will you ensure that this happens in the lesson?*** | Students must sit together in a group and each student needs to contribute to the list of terms.  |
| **Procedure/activities****5 min****\* As students enter room, they choose a colored popsicle stick.****\* As class begins, each table has a different colored set of letter tiles, (banana grams) and students are asked to find the table matching their stick which will become their cooperative group for the day.** **\* I would show a picture of what a scrabble board with words looks like so all students can see the visual. Many already know what the game is, but I’d show it just to clarify and give them the directions.** **\* Explain that students are going to use the tiles “scrabble style” to form as many safety words at their table as possible.** **\* “When I say go, with the tiles at your table, make as many “safety” related words that you can think of. GO!”****approx.. 10 min****\* Let students work together, circulating the room, noting class participation, and issues with clarification, giving feedback, etc.** **Bring class back together****Approx. 2-3 min****Person with lowest class number is recorder first. The recorder opens a document and lists all the words the group has come up with. Other members can read off words. Recorder will share the list with other members via google.doc or drop box once the list is complete.** **Approx. 10 min****Next, pass the recorder task onto next student numerical order.****Open a new document. Now, take all of the words you have brainstormed in your group, and come up with categories to place words in. Group must agree on categories. Group will discuss where they feel words fit and Recorder will place words under categories.** **For example, categories might include fire safety, electrical safety, individual room safety, child safety, etc.****Approx. 10-15 min****Bring class back together.****Now, pass the categories list on to the next person and each group will share out their terms and categories. 3rd person will be responsible for sharing information with the whole class. As they share out, if there are any clarifications on terms and/or categories, now is the time for the group processing portion where groups can defend their answers if needed. While sharing, remind each group they will need to add at least 5 more terms that your group did not have for the final homework piece.****Last person in the group is responsible for collecting all materials and putting away according to teacher directions.****Exit slip/homework/assessment:** **On the advanced organizer that I have shared, students will fill out the categories their group developed and add the extra 5. This will be shared with the teacher through drop box.**  |
| References and resources | Cooperative lesson adapted from FCEDS 500FAuthor: Lisa Stange |

Include attachments of any handouts, assessments, and/or powerpoints, etc.