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ABSTRACT

This paper describes one teacher's use of cooperative learning techniques to increase motivation in her students. After briefly describing the problem of student motivation, reviewing the literature that addresses the topic, and noting the characteristics of the class and students, the paper provides a detailed discussion of the teaching methods used to facilitate cooperative learning, including (1) its goal of ensuring that every student feel success, (2) the assignment of task objectives but not specific duties, (3) a component for individual assessment, and (4) the teacher's role as "guide on the side." The paper also describes evaluation methods and group-building exercises. The paper concludes by noting that cooperative learning is a powerful method of increasing student motivation. Teaching and evaluation materials and lesson plans are appended. Contains nine references. (EV)

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ED 407 128

Student Motivation and Cooperative Learning

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1. Problem identification/statement of need

A problem I have faced these past 21 years of teaching is the lack of student motivation in some of the students. I have always wondered why it is that some students will go beyond what is expected of them, while others have a difficult time doing the little that has been assigned. It is clear that if we want our students to feel success, as well as learn the material, then they need to be motivated to do so. I have asked myself so often, "What more can I do to help motivate my students?" I have tried using charts, rewards, homework passes, and praise. These extrinsic rewards "worked" to a degree, but by no means did they alleviate the problem of lack of student motivation.

2. Reference Point

The topic of student motivation has always been a big concern for me so the ideas expressed by (Russell and Carole Ames, 1991) reverberated within me. I also found the ideas and suggestions that (Goetz and his colleagues, 1992) expressed to be very helpful and encouraging. In the articles "Motivation for At Risk Students" by (M. Kay Alderman, 1990) and "Students Need Challenges, Not Easy Success" by

(Margaret M. Clifford, 1990) I found some very insightful thoughts as well as practical ideas for the classroom teacher. (Glasser's, 1992) book, The Quality School is an excellent resource as well as guide to making our schools quality schools. If educators could implement even part of our what Glasser suggests, our school systems would surely begin to meet the real needs of our students. A quality education demands that we have quality schools and indeed quality teachers for our students.

I also found our class discussions on the topics of motivation and the quality school to be very enriching and reassuring. We all see the same basic motivational problems no matter what grade level we teach. In our sharing we all saw the need to make very effort to meet the basic needs of our students (Glasser, 1992). How can we do this effectively? Our students' needs can be met if we insure a classroom atmosphere that is positive, friendly, caring, trusting, and risk-free. I believe that this atmosphere can be created most effectively through the use of cooperative learning in the classroom. To me, cooperative learning is the key to increasing and enhancing student motivation.

3. Audience

My audience consists of 69 fifth grade students at Gesu Catholic Elementary School. These children are between ten and eleven years old. Forty-one of these students are boys. The cognitive ability of the class ranges from students who receive Math and Reading remediation to the students who participate in ZOOM, which is Gesu's gifted program. I have found that some of the students whether bright, average, or below average, just are not motivated. This problem has been a great concern of mine so I will involve all of the students in this plan. I teach three English classes. The bright students are in group one and groups two and three are supposed to be a mixture of the average and below average students. I have found, however, that group two seems to have more of the average students in it and group three consists of the students who tend to have a more difficult time learning. I also teach three Religion classes, three Art classes, and I teach Spelling to my homeroom. These classes are all heterogeneously grouped.

The 69 fifth graders all come from rather well-to-do homes and they have many more opportunities for enrichment than the students I had when I taught in the city. For this very reason alone I thought I would find the students at Gesu to be much more motivated and excited

about learning. I have found, however, that this just is not the case and so my concern for student motivation continues. Hopefully, this plan will begin to make a difference in the live of some of the students that I work with each day.

4. Description

My greatest hope for this year is to increase and enhance student motivation. I want to see all of the students enjoying school and learning, feeling success and achievement, and most of all I would like to see their self-esteem increase. It is only then that the students' motivation will increase.

I have found that one of the best ways to increase student motivation is through the use of cooperative learning. I have done a lot of reading on the David and Roger Johnson method of cooperative learning and I have used their cooperative method for the past seven years in my classroom.

(David and Roger Johnson, 1993), in their book The Circles of Learning, explain that the positive impact of cooperative learning on student motivation and learning has been studied in over 500 research studies. These studies have found that cooperative learning creates

higher self-esteem in the students, higher achievement, and increases students' attitudes toward school and the teacher. Greater collaborative skills and use of higher order thinking skills, as well as an increased retention of material taught are a few other benefits of cooperative learning. Greater collaborative skills, and intrinsic motivation, more on-task behavior, and more positive psychological adjustment are also benefits of cooperative learning.

In an interview, David and Roger Johnson (Brandt, 1987) explained that if five components are provided, cooperative learning will be a successful endeavor for the students. The first component of cooperative learning is positive interdependence. The students must realize and understand that they have to work together to accomplish the objective. They will either "sink or swim together"! The second component is also very important for a successful cooperative learning group to work together and feel success. They need to sit so that they can see and hear one another easily. They must be "face-to-face" and "knee-to-knee". Desks must be arranged so they form a small table. The third component for a successful cooperative learning group is individual accountability. The students must all work together because

they are individually accountable through a test, quiz, or other means of evaluation chosen by the teacher. The fourth component is also very important. It seems that we are finding the need to teach more social skills to our students. These skills are emphasized and directly taught in cooperative learning. The fifth and last component is called group processing. Here the students are asked to assess how they are working individually within the groups as well as a whole group. They also indicate how the can improve their strategies for working together.

Putting all of these components into place when planning a cooperative learning lesson is a big job and a serious responsibility on the part of the teacher. One of my major goals when I use cooperative learning is that every student feels success. How do I do this? I begin by putting the students in groups so as to insure success. The groups consist of four or five students with a mixture of abilities, boys, girls, and of course personalities. Because I want all of the students to feel good about this experience, I study the groups carefully so that I am sure they will be able to work together.

Secondly, I study the topic/objective that is to be explored in a cooperative manner and I discuss with the students the goals and

objectives, and the role that each one will play in accomplishing the task of the cooperative learning lesson. I do not assign specific roles or duties to the students but rather let them do that for themselves.

Third, I explain to the students how they will be individually accountable for the material that they are learning. That is, whether they will have a quiz, test, or other means of assessment.

Finally, as the teacher my role is simply that of facilitator or the "guide on the side". I am there to intervene if there are problems or questions. I truly function as the guide, not as the one who has all of the answers.

To help the students stay on task and be aware of the social skills that we are working on, I use a transparency with the skills listed on a chart. (See Appendix A). Each group begins with a ✓+. If a group is getting too loud, I just erase the plus mark. Because I want each group to feel successful, I always watch for improvement and when I see that they are trying to keep their voices down, then I simply put the plus sign back on the chart. This has been very helpful and the students respond to this method very well. This chart also helps the students when they are doing group processing. It helps them reflect on how well they

worked as a group and what they can do to help their group be successful.

To introduce cooperative learning to my classes I use team building activities. I used unifix cubes this year to show the students how important it is that they all work together. The only way to complete the project successfully was for each student to contribute part of the tower they were building. They also learned the importance of not only reading directions carefully but following them as they were stated. I also do other team building activities such as naming the groups, making group name cards and flags, composing a group song, cheer, rap, or motto. (See lesson plan in Appendix B) These activities are designed to build a team spirit and rapport as well as a trusting and caring attitude among the group members.

Both Ames and Ames (1991) and Slavin (1991) emphasize the importance for the students to be involved in learning. Alderman (1990) also tells us that when the students begin to be responsible for their own learning, we are making great strides in promoting students motivation. Cooperative learning does indeed actively involve the students in

learning. They begin to take on the responsibility for their own learning as well as that of the other members of their group.

Cooperative learning versus competition and the traditional way of teaching has been studied by numerous researchers. The Johnsons (Johnson etal., 1993) summarize the results of studies done in cooperative learning as follows:

> The evidence indicates that cooperation compared with competitive and individualistic efforts, promotes more effective communication and exchange of information among students, greater facilitation of each other's achievement, more tutoring and sharing of resources among the students, greater trust among other students, greater emotional involvement in and commitment to learning by more students, higher utilization of the resources of other students, higher achievement motivation by more students, lower fear of failure by more students, greater acceptance and support by peers, more peer pressure toward achievement, and more divergent and risk-

> taking thinking. Of special interest are the findings that cooperative learning experiences result in stronger beliefs that one is liked, supported, and accepted by other students, and that other students care about how much one learns and they want to help one learn. (p. 7)

It is because of these specific findings that I use and will continue to use cooperative learning in my classroom. Each time I use cooperative learning I try to enhance my techniques so that the students really feel successful, are excited about learning, and in turn are more motivated to learn. I am very conscious of the importance of the five components of cooperative learning and the team building techniques and incorporate them in my cooperative learning lessons. Glasser (1992) says the teacher should be the lead-manager and this is exactly what a teacher is in the cooperative classroom. My job is that of facilitator or the "guide on the side". I am not imparting knowledge but rather the students are actively involved in the learning process and they are learning together as a group.

Slavin (1991) also emphasizes that cooperative learning motivates students to do more than just give an answer.

Through cooperative learning students are motivated to give explanations for the answers and further discuss the answer with the group members. They not only begin to take their own learning seriously but that of the group members as well. It has been found through research, that people who can work together successfully will learn to like one another. Isn't this part of what a quality school should look like? Isn't this the atmosphere that we want to pervade our schools today? What better way to do this than engage the students in cooperative learning.

5. Assessment and Evaluation

The best way to assess cooperative learning is simply through observation. As I walk around the room from group to group I can hear the students discuss the material. A simple question, reference to a page in the text, or a comment will help the students get back on task or clarify a question the group may have. The chart that I have (see Appendix A) for each class also helps me assess the social skills we are working on for a particular activity or period of time.

Because the students are also individually accountable for the material that is being studied, I give a quiz, test, or a written assignment that will enable me to assess each student and give an individual grade. Something I tried a few weeks ago with one English group was to allow them to use their notebooks as they took a quiz. I was pleased to see that some students who usually quickly put an answer down so that they finished first, took their time to look through their notes before answering the question. This is something that I will do more often because I saw some real thinking going on with most of the students. How often we read this semester that it is the effort and the process that is important and not just the grade. Using this technique certainly proved that to me.

Grading cooperative learning is something that I personally do not do. I use the chart to evaluate the social skills but I do not give grades or points for the chart. One thing I do that I feel is very important is group processing. This is an area I have studied extensively and I find that it really is important for the students to do group processing both as a group as well as individually. Group processing can be done in a variety of ways. I have several sheets (see Appendix A) that I have used

to help the students determine how they are working as a group. The processing statement sheet is another way to have the students evaluate themselves both individually as well as a group. "Your ticket out" is another way I have the students evaluate themselves as a group. This tool enables the students to evaluate their performance as a group, tell me what they learned, and then ask any questions they may have regarding the material discussed. "PMI" is another very simple instrument I use with the students. The students indicate the PLUSES of the lesson, the MINUSES, and then any INTERESTING ideas they may have learned in the lesson. If the students have any questions, they can write them down as well. Another very simple method of evaluation is to have each student simply write me a letter and tell me about their group experience as well as what they learned. I have also held class discussions to evaluate both the group cooperative learning experience as well as review the material that the groups discussed. This is a good way to clarify any questions the groups may have as well as review the material with the class. All of these ideas are good tools to help me evaluate the cooperative learning groups as well as to see how well the students have learned the material.

Teacher praise (Goetz etal, 1992) is another way for the teacher to help increase student motivation. It does not cost anything but a little conscious effort to do it. Praise is important for the students to receive whether it is written or verbal. Praise should focus on the components of the task at hand. Students particularly like it when the message is especially for them and not just a generic comment. As I walk around the room observing the cooperative learning groups in action I stop and specifically thank a student for the way he/she is listening, or for the way one of the students disagreed with another and helped clarify a point. It is amazing the snowball effect these positive comments have on all of the members in the group as well on all of the groups.

Glasser (1992) reflected on the importance of being very conscious of each students' effort and progress. I think this too can be done as the students are working in their cooperative learning groups. Noting the effort and progress a group is making with a particular social skill and praising that effort is very important. Students need to know that what they are doing is indeed socially acceptable. We never hesitate to tell them when something is not acceptable, so too, we must praise them when the action is acceptable. Written praise on the processing sheets

will reinforce the verbal praise given to the group as they are working not only on the social skills but on their learning as well.

Goetz and his colleagues (Goetz et al., 1992) explain that praise and feedback needs to be related to the task at hand and it should be frequent. It should also be given to all of the groups and/or students. The objective of cooperative learning is that the students feel successful and motivated. Some students after experiencing cooperative learning really do want to come to school. This is the kind of motivation that we want our students to have. They want to come to school, to learn, to do their best, and best of all to feel good about themselves.

I have also found that journaling helps the students in the processing of information and cooperative learning work.. Sometimes I give the students a lead-in statement (see Appendix A) and other times I just let them journal in what ever way they are most comfortable. In the journals they tell me what they have learned and how they worked as a cooperative learning group. This is all part of the self-evaluation that Glasser (1992) referred to. I have even asked the students to give a letter grade to some of their assignments and explain why they would give that assignment that particular grade. This gives them a sense of

ownership and a feeling that what they do, as well as what they say and feel regarding an assignment, is important to me.

Margaret Clifford (1990) reiterates that specific and prompt feedback enhances learning, performance, and motivation. When objective feedback is given (number of correct responses) this promotes a feeling of increased competency for the student. When feedback is properly used it will motivate the students to try to improve even more the next time and thus it will enhance their motivation.

Two other ways to motivate students that I find particularly interesting are self-evaluation and the need to focus on an individual student's effort and progress. I have just started using portfolios in my English classes this year so I tried the following at report card time. The students sorted through the work in their portfolios and chose the piece they particularly liked and wrote a letter to their parents telling them why they liked it. They were also encouraged to explain to their parents how they wanted to improve their writing this year. I did this so that they would better understand that writing is perfected over time and that they need to try to improve their writing each time they do an

assignment. In this way I am trying to help the students realize that effort and progress are important and not just the final grade. If they show improvement with each assignment then that is worth acknowledging. Through the checklist and comment sheet that I use with the students' writing I can also acknowledge the effort and improvement I see in their paragraphs and compositions.

Again, by using cooperative learning and all of the techniques and tools that I have mentioned in this paper, I hope to increase and enhance the motivation of the students I work with this year.

Although I have been using cooperative learning for the past seven years, I found that the readings we did in class as well as the discussions we had, further convinced me of the importance of teaching students using cooperative learning strategies. I had not thought about the impact cooperative learning can, and in fact, does have on the students' motivation. I am thoroughly convinced that cooperative learning is a powerful teaching tool. These children are the future of our society, the future of our world. Shouldn't we do whatever we can to give them a quality education? By using cooperative learning and enhancing their motivation these students will be able to go out with all

of the confidence, self-esteem, and the social skills they need to make our world a quality world.

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Appendix A

Cooperative Learning

Evaluation of Group Activity and Interactions

Group	Move Quietly	Use 1" Voice	Listen to Others	Show Respect

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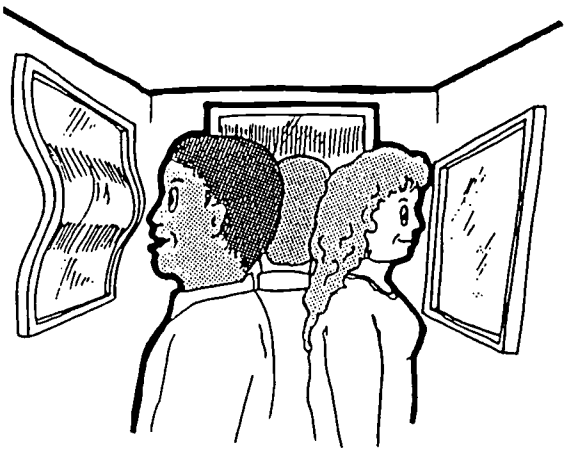
"How did your group look today?"



Today I really helped my group by . . .

Today I learned . . .

Tools for the Cooperative Classroom
by S.A. Marcus & P. McDonald, 1990.

It's good to work with others because . . .

It's nice to get along with others because. . .

Some words to describe our group are . . .

Today our group discovered . . .

Our group is really good at . . .

The best thing that happened today was . . .

Processing Statements

I learned that...

I realized that...

I noticed that...

I re-learned that...

I discovered that...

I was surprised that...

I was displeased that...

I was pleased that...

Questions to ask yourself and discuss as a group:

1. Did group members share?

2. Did group members listen to one another?

3. What could the group do differently next time?

4. What do you like best about your group project?

Adapted by Sister Linda Conrad

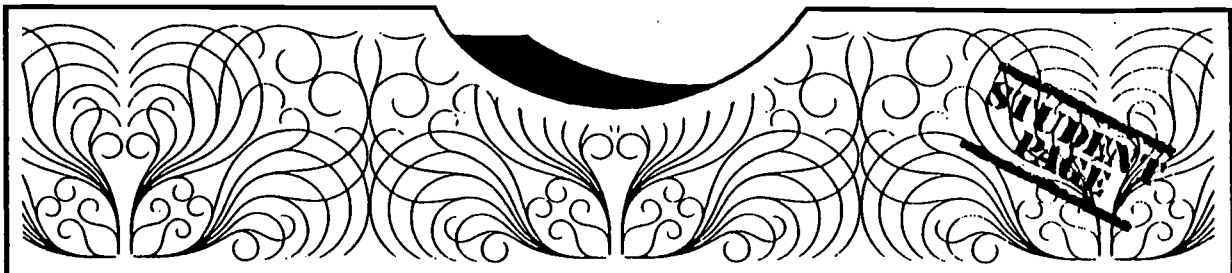
Statements

I hope that…

I learned…

I was pleased…

I still need…



Date _____

YOUR TICKET OUT

Talk with your group about what you've learned today. Then have the recorder in the group write ideas and questions in the spaces below.

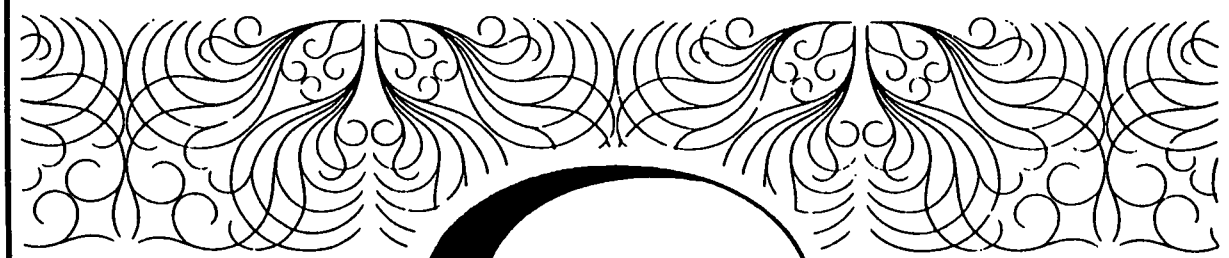
Today our group learned (Think of at least three things):

Our group has these questions:

Group members' signatures:

_____, _____,

_____, _____



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The Processing Sandwich

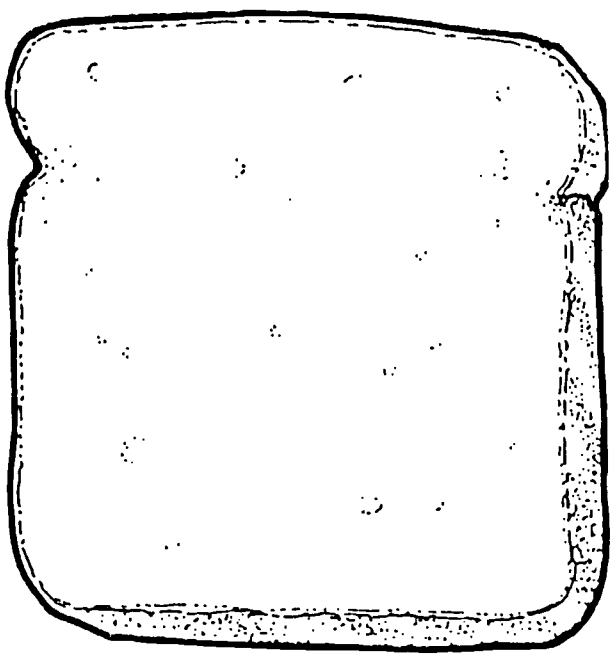
Use this on special occasions.

1. Give each group member a piece of the sandwich or puzzle or pie or anything with pieces.

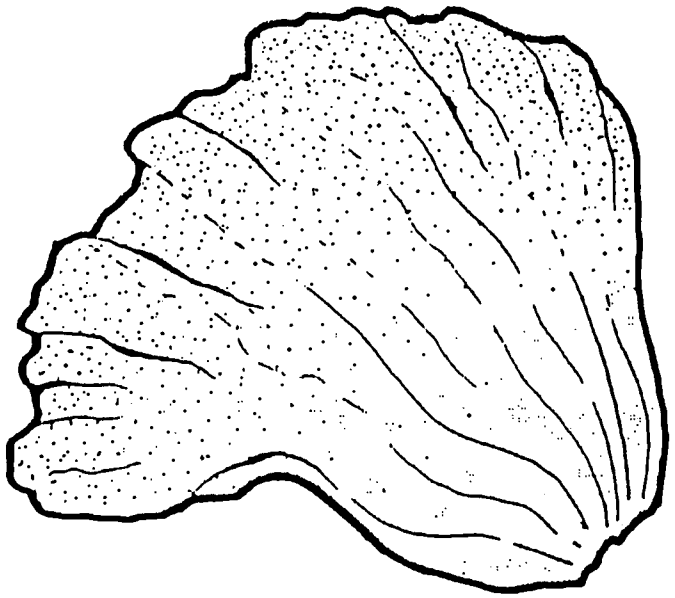
2. Have one of the people begin by laying down the piece of bread and saying something nice about someone in their group–something nice they personally contributed–or something terrific about their entire group. You choose as the teacher how you want the sandwich to be built. You choose the method and you choose the order– i.e. bread, cheese, meat.

3. Continue to build until all group members have said something as they contributed to the sandwich.

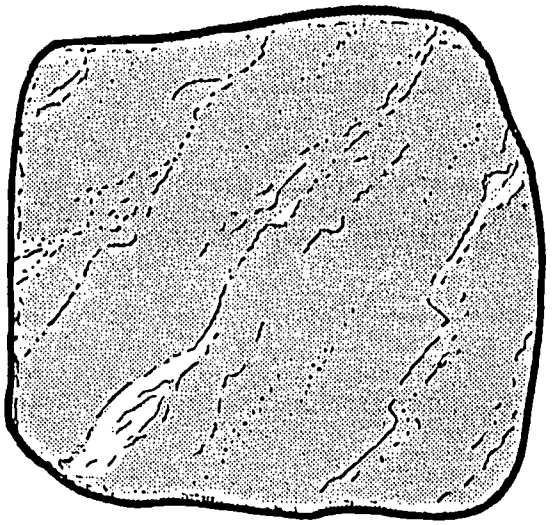
4. Choose three or four groups to share their sandwiches if time allows.



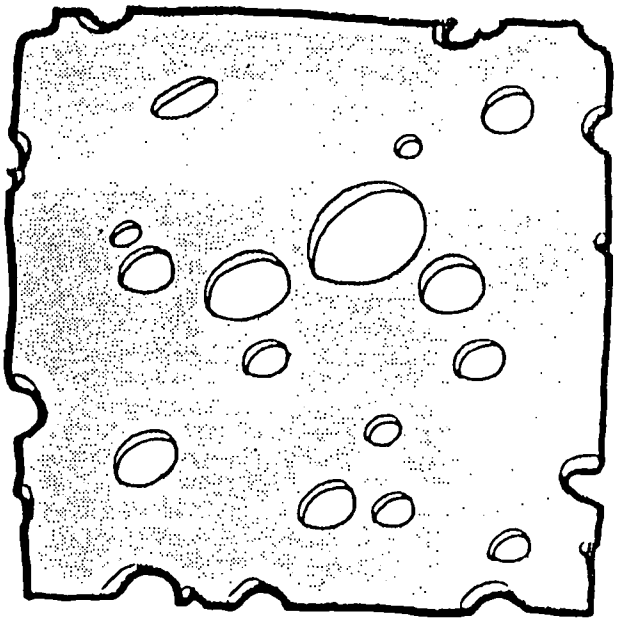
Bread



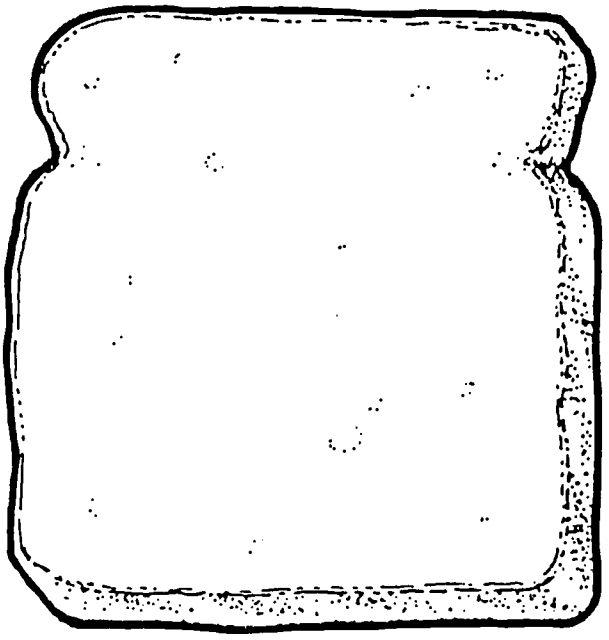
Lettuce



Lunch Meat



Swiss Cheese



Bread

Tools for the Cooperative Classroom
by S.A. Marcus & P. McDonald, 1990.

LEAD-INS FOR JOURNALING

Compared to...

The best part...

On the positive side...

An interesting part is...

Take a small part like...

A logical sequence seems to be..

On the negative side...

Similarly...

By contrast...

Suppose...

Combine...

Possibly...

Imagine...

Reversed...

What if...

I predict...

How about...

I wonder...

How...

Why...

It seems important to note...

The best...

The worst...

If _____ then....

Backtracking for a minute...

A way to...

I want to...

A connecting idea is...

I think this applies to...

Does this mean...

If this were a book, I'd title it...

A movie this reminds me of is ___ because...

I'm stuck on...

The best way to think about this..

I conclude...

I'm lost with...

I understand, but...

I'm concerned about...

My problem is...

A question I have is...

I disagree with _____ because...

I prefer _____ because...

If I had to choose...

I believe...

My goal is...

I hate...

One criticism is...

I can't decide if...

From Inking Your Thinking by Skylight Publishing, Inc.

Visual Representations

Try to visualize...

My picture of this...

I feel like...

A chart...

This cartoon...

My diagram of this idea looks like...

A "map" of my perception of this is...

Verbal Representations

Another way of saying this is...

I learned...

I discovered...

A quote that seems to fit is...

I want to read ____ because..

I want to talk to ____ because...

I want to ask ____ about ....

Synonyms to describe...

Visual Representations

Try to visualize...

My picture of this...

I feel like...

A chart...

This cartoon...

My diagram of this idea looks like...

A "map" of my perception of this is...

Verbal Representations

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I want to read ____ because..

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I want to ask ____ about ....

Synonyms to describe...

From Inking Your Thinking by Skylight Publishing, Inc.

STUDENT WRITING EVALUATION MASTER Name _____

Date _____

♦ PERSONAL GOALS FOR WRITING ♦

After reading the writing you have done, complete the items below. Your answers will help you to set your own goals for writing.

1. List the mistakes you make most often in your writing.

_____ _____ _____

_____ _____ _____

_____ _____ _____

2. From your list, choose the three mistakes you make most often.

_____ _____ _____

3. Choose one of the things you listed in item 2. Use it to complete the sentence below.

DURING _____ (month), I WILL WORK TO IMPROVE

_____

_____

_____

4. Use the index of your *World of Language* textbook. Look up the pages that will help you with your writing goal. List the page numbers below.

_____ _____ _____

5. Make notes in the space below on how your writing has improved.

_____

_____

_____

_____

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Appendix B

Lesson Plans Using Cooperative Learning

Lesson Plan #1

Cooperative Learning
and
Multiple Intelligences

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Topics: Multiple Intelligences and Cooperative Learning

Thinking Skills: creativity, analysis

Content Objectives: The students will:
-develop social skills through cooperative learning.
-utilize 3-4 of the seven intelligences.

Approach: The students will brainstorm the meaning of COOPERATE.
Using the above ideas, what might cooperative learning mean?

Development: What might you have to do if you wish to learn cooperatively. (Add any pertinent ideas of own.)

Discuss students' ideas using the T chart.
What might a one inch voice look like? Sound like?
What might showing respect look like? Sound like?
What might listening to others look like? Sound like?
What might participation look like? Sound like?
What might moving quietly look like? Sound like?
What might encouragement look like? Sound like?

Explain to the students the chart that will be used to evaluate how the students are doing with these skills.

Explain and practice moving into cooperative learning groups. (Where the desks will go, where each group will meet, etc.)

Students will then move into cooperative learning groups and complete the following activities:

1. Using the placement, students will suggest, discuss, and choose a name for their group.

2. The groups will now create a group name card. (visual/spatial intelligence)

3. The groups will create a group flag. (visual/spatial intelligence)

4. The groups will create a group song. (musical/rhythmic)

5. The groups will create a slogan or cheer. (body/kinesthetic)

6. Each group will introduce their group to the class by sharing the flag, song, slogan, or cheer. (verbal/linguistic)

Materials needed: stiff paper for name cards
large sheets of paper
notebook paper
rulers, pencils, crayons, markers
Sheet: The Processing Sandwich

Assignment: Say something positive about each member of your group and/or something you learned about each member through these activities. Use The Processing Sandwich.

Thinking about thinking:

1. Did each member participate?
2. What could you as a group do differently next time?
3. What did you like best about your group?
4. Which intelligences did you use in this activity?

Evaluation:

Were the students able to work cooperatively?
Were the students able to identify the intelligences used in these activities?

Cooperative Learning

Evaluation of Group Activity and Interactions

Group	Move Quietly	Use 1" Voice	Listen to Others	Show Respect

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The Processing Sandwich

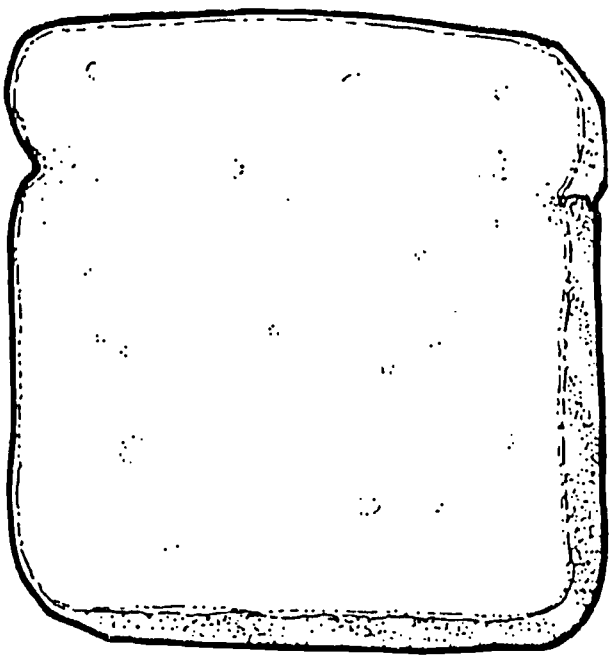
Use this on special occasions.

1. Give each group member a piece of the sandwich or puzzle or pie or anything with pieces.

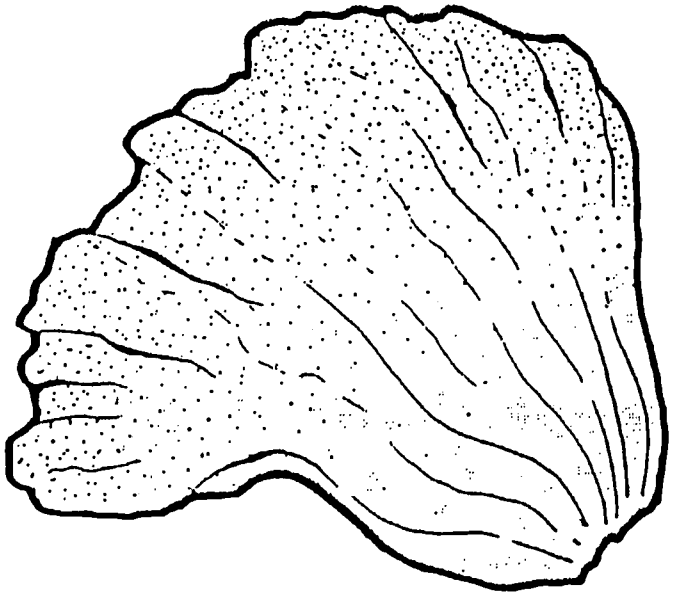
2. Have one of the people begin by laying down the piece of bread and saying something nice about someone in their group–something nice they personally contributed–or something terrific about their entire group. You choose as the teacher how you want the sandwich to be built. You choose the method and you choose the order– i.e. bread, cheese, meat.

3. Continue to build until all group members have said something as they contributed to the sandwich.

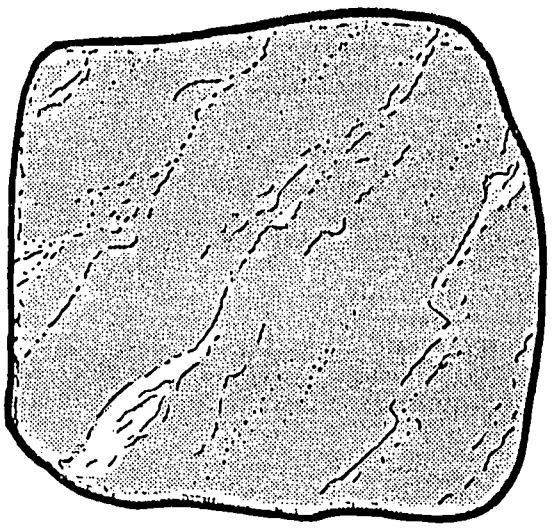
4. Choose three or four groups to share their sandwiches if time allows.



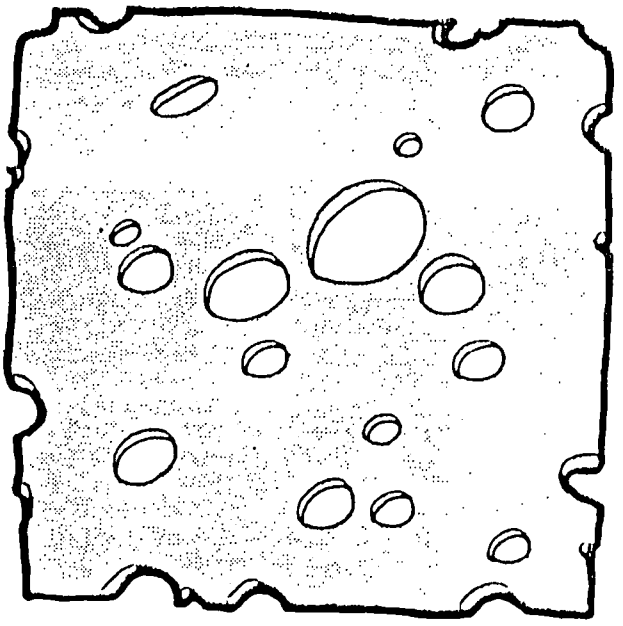
Bread



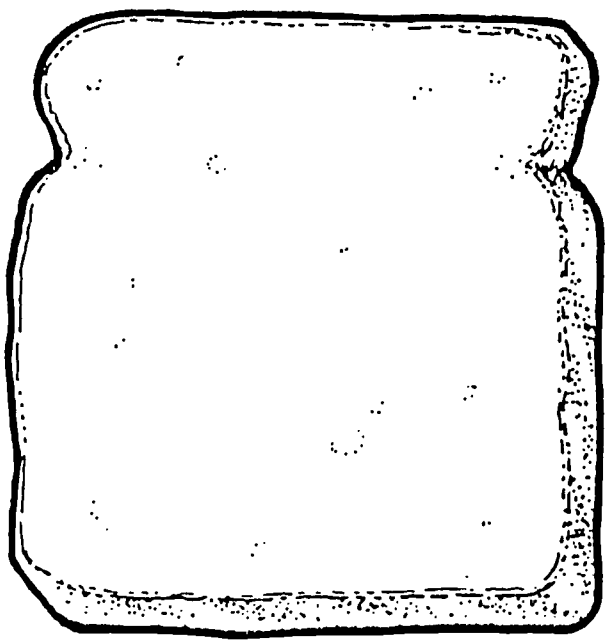
Lettuce



Lunch Meat



Swiss Cheese



Bread

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Lesson Plan #2

Cooperative Learning

Colors, Shades, and Tints

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Topic: Inductive lesson on color, shades, and tints.

Thinking Skills: observation, exploration, creativity, using a graphic organizer

Content Objectives: The students will:
-improve and implement higher order thinking skills.
-experiment with color by mixing white to create tints, and black to create shades.
-develop social skills by working in cooperative learning groups.

Approach: As a class, brainstorm-- what do the students already know about color. Fill in the K of the K-W-L chart.
What do you want to learn about color? Fill in the W of the K-W-L chart.

Development:
Review the primary, secondary, and intermediate colors and how they are made.
Review the warm and cool colors.
List the neutral or natural colors. (black, brown, gray, white)

Brainstorm what the term TINT might mean.
What might happen if you mix white with red.....with blue..... with yellow..... Try it. (It gets lighter.) You have created a tint.

Brainstorm what the term SHADE might mean.
What might happen if you mix black with green.....with yellow.....with orange.....Try it. (It gets darker.) You have create a shade.

Materials needed:
color wheel
K-W-L chart
paints, brushes and/or crayons
half clean paper
large sheets of paper for each group

Assignment:

In cooperative learning groups, the students will create a graphic organizer of their choice to illustrate the terms discussed.
(primary, secondary, intermediate colors, warm and cool colors, as well as various tints and shades.)

Thinking about thinking: Fill in the K-W-L chart. What did you learn?
Discuss: How did our group work today?
What could we have done differently?
Fill in sheet "Your Ticket Out".

Lesson Plan Evaluation:

Were the students able to recall the primary, secondary, and intermediate colors? The warm and cool colors?

Were the students able to create tints and shades?

Were the students able to organize the information on a graphic organizer?

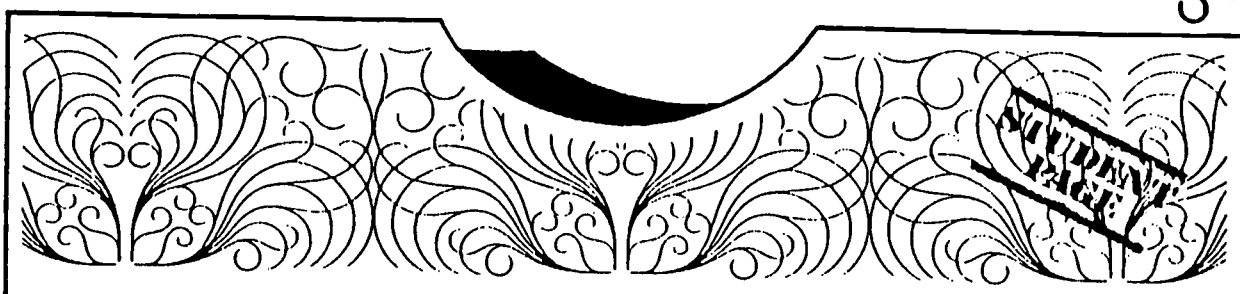
Were the students able to work cooperatively?

K-W-L stands for "What I *Know*," "What I *Want* to Know," and "What I *Learned*." This is a simple but very powerful strategy for making and confirming inferences about what is read. It works best with content-area material or informational articles. During the mini-lesson, have students make a chart like that in Figure 2.18 for information they are about to read.

Figure 2.18

What I Think I **Know**	What I **Want** to Know	What I **Learned**

Have individual students first identify what they think they know about the topic and write this under the first heading. Next, have students identify what they want to know about the topic and record this under the second heading. Then, as a group, have students discuss how they filled in the first two columns.



Date _____

YOUR TICKET OUT

Talk with your group about what you've learned today. Then have the recorder in the group write ideas and questions in the spaces below.

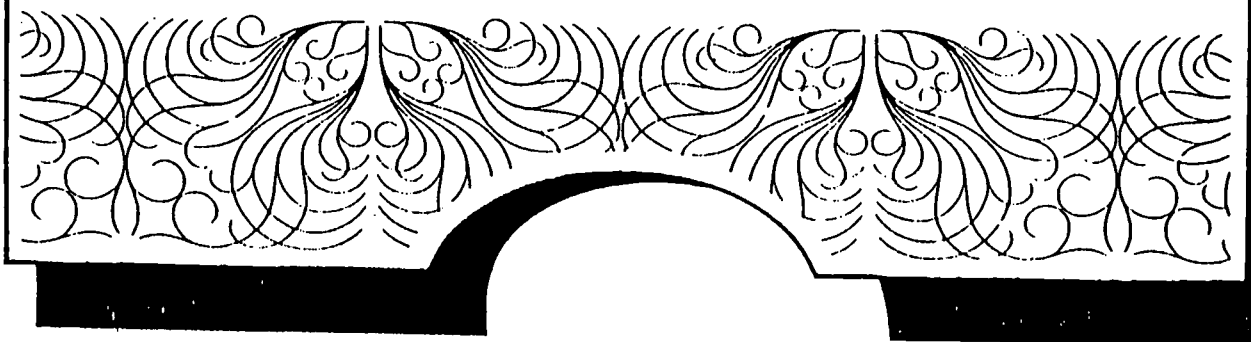
Today our group learned (Think of at least three things):

Our group has these questions:

Group members' signatures:

_____, _____,

_____, _____



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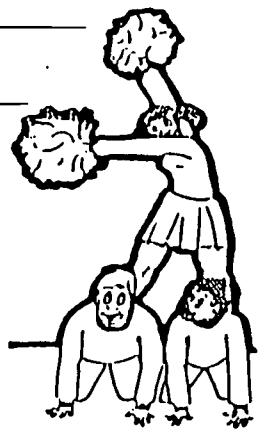
TEAMWORK

A. Process the following as a group.

1. Did our group get together quietly? _____
   Comment: _____
2. Did all the members stay with the group? _____
   Comment: _____
3. Did all members use 1" voices? _____
   Comment: _____
4. Did all members feel listened to? _____
   Comment: _____
5. Did all members feel that they had a chance to share their ideas with the group? _____
   Comment: _____
6. Was praising used by each member? _____
   Comment: _____
7. Were there any put-downs? _____
   Comment: _____

B. As a team member, sign your name by your role indicating that you agree with the above.

1. Reader _____
2. Recorder _____
3. Checker _____
4. Encourager _____



Tools for the Cooperative Classroom
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Lesson Plan #3

Cooperative Learning

Artists Use Color

© Conrad, Linda. (1994). Center for Excellence in Education. South Euclid, Ohio.

Topic: Artists Use Color

Thinking Skills: observation, classification, compare and contrast, creativity, analyzing, synthesis, evaluation

Content Objectives: The students will:
-improve and implement higher order thinking skills.
-analyze how seven different artists have used color.
-classify as well as compare and contrast the art pieces.
-work in cooperative learning groups.

Approach: Review the graphic organizers the students created last week. Discuss with the students what they learned from the lesson.

Development: The students will observe seven art pieces one by one. Students will share their observations about each piece.

Possible questions to help the discussion:

Which artists used mostly primary colors? Bright colors?
In what ways did the artists handle the colors differently?
Which artists used colors they saw in a very realistic way?
Which artist painted a realistic picture but used color differently. How did he do this?
What does Bingham's choice of color do for us?
How does Hicks achieve so much variation from the greens and yellows he uses? What feeling does this present? What sort of feeling would the picture have if Hicks had chosen the colors Gauguin used?
Compare and contrast the color in the art pieces of Gauguin, Kandinsky, and Raphael.
Compare and contrast the color used in the art pieces of Hurd, Bingham, and Hicks.

Materials Needed:
paper and pencil
crayons
large sheets of paper for each group

seven art prints needed:

Bingham, *The Jolly Flatboatmen*
Gauguin, *Tahitian Landscape*
Hicks, *Noah's Ark*
Homer, *Bermuda Sloop*
Hurd, *Eve of St. John*
Kandinsky, *Improvisation 31 (Sea Battle)*
Raphael, *The Small Cowper Madonna*

Assignment:

In cooperative learning groups the students will classify the seven paintings and share this with the whole class.

Each group will create an artwork using tints and shades of a secondary color.

Thinking About Thinking:

The cooperative learning groups will fill in the Thinking Strategies Concept Map and share with the whole class.

Each group will fill in the Observation Sheet to evaluate their cooperative learning group.

Lesson Plan Evaluation:

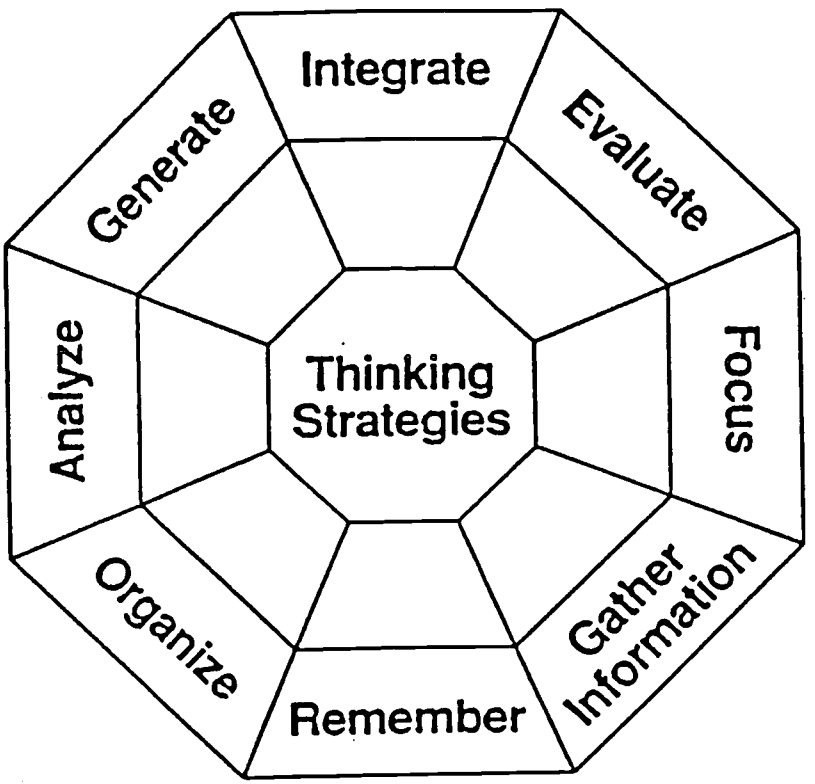
Were the students able to successfully compare and contrast the artworks?

Were they able to classify the art pieces?

Were the students able to create an art piece using the tints and shades of a secondary color?

Were the students able to work successfully in cooperative learning groups?

Thinking Strategies Concept Map.



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OBSERVATION SHEET

GROUP MEMBERS: _____ ROLES: _____

_____ _____

_____ _____

_____ _____

COOPERATIVE BEHAVIORS OBSERVED IN OUR GROUP:
Rating: 1 is outstanding - 2 is good - 3 is needs improvement

We worked and planned together	1	2	3
We shared ideas and took turns	1	2	3
We checked with each other for understanding	1	2	3
We used quiet (1°) voices	1	2	3
We divided roles and responsibilities equally	1	2	3
We presented information as a group	1	2	3

GROUP PROCESSING:

What can our group do to improve next time?

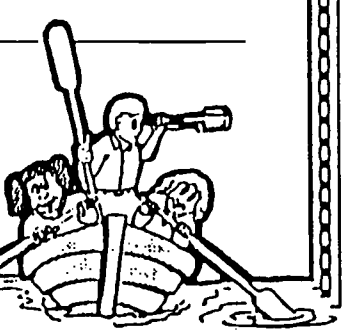
_____

Did our group learn/enjoy anything from this activity? Why or why not?

_____

Group's grade: ____

Teacher's comments: _____
Bonus Points: ____



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