

LTEL Resiliency Lesson - Cooperative

Grade Level(s): 6-12

☐ Integrated ELD – Content Area

☒ Designated ELD

Class Composition

Please record relevant student data below. Some categories may not be applicable to your class (these categories can be left blank). Most of this information can be found in MyData: <https://mydata.lausd.net>

General Student Data (1b1,1b3) - Record the number of students in each category

Students with Disabilities:

GATE Students:

English Learner Data (1b1)

English Learners:

ELD Levels In Your Class:

Long Term English Learners:

Standard English Learners:

Instructional Goals and Objectives (1a1) (2-day Lesson)

CA ELD Standard(s):

Part I – Interacting in Meaningful Ways

1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

Part II – How English Works

6: Connecting ideas within sentences by combining clauses

ELD Objective(s):

Students will contribute to group discussions to create an oral and written summary using complex or compound-complex sentences.

Academic Language Development High Impact Practice Emphasized:

☐ Using Complex Text ☐ Fortifying Complex Output ☒ Fostering Complex Interactions

Key Vocabulary Words & Phrases:

Cooperate, Cooperative, Uncooperative, Cooperation, Cooperatively

Sequence

In addition, also, moreover, furthermore, next, finally, subsequently, consequently

Instructional Materials, Technology and Resources (1d2)

- Elephants Show cooperation on Test video, <https://www.youtube.com/watch?v=CXcRw6piaj8>
- Sets of picture sequences that tell a story
- Thinking Journals

Lesson Structure

(1a2) Knowledge of Content Related Pedagogy / (1d1) Standards-Based Learning Activities

1. Review the definition of the Achievement Attitude, *Cooperative*. Make the connection that it is a quality of resiliency.
2. Show the short video, *Elephants Show Cooperation on Test*, available at <https://www.youtube.com/watch?v=CXcRw6piaj8>.



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3. Display and discuss the various forms of this word and their parts of speech (Cooperative/Uncooperative [adj], Cooperate [v], Cooperation [n], Cooperatively [adv]).

4. Model and discuss the use of each form of the word in a sentence.

Examples:

a. The elephants must cooperate, or work together, to complete the task.

Verb – names the action of working together

b. The elephants failed to complete the task when one partner was uncooperative.

Adjective – describes one partner

c. The elephants worked cooperatively to complete the task.

Adverb – tells how they worked

d. The elephants worked in cooperation to complete the task.

Noun, object of the preposition in - tells how they worked

e. The video shows an example of cooperation.

Noun, object of the preposition of - describes the example

f. If the elephants are cooperative, then they will be able to eat the corn.

Adjective – describes the elephants

Non-model:

I cooperation to clean the house with my mom.

5. Ask students to create an original sentence about the video using one form of the word and share it with a partner.

6. Allow several volunteers to write their sentence or their partner's sentence on the board or on a sentence strip, and ask the class to verify that the word is used correctly, or suggest changes if it is incorrect.

7. Teacher will lead a whole-group discussion about the video and the concept of cooperation. Questions should be open-ended, and teachers should encourage a variety of responses from multiple students, allowing students to acknowledge and build upon, agree, contradict, etc. the responses of their peers.

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Questions for group discussion:

- How might we explain the task the elephants had to accomplish?
- What “rules” would the elephants have to follow in order to be successful?
- What questions might you have about the experiment you observed?
- What might be the reasons why one elephant was uncooperative?
- Why would a single elephant fail to accomplish the task?

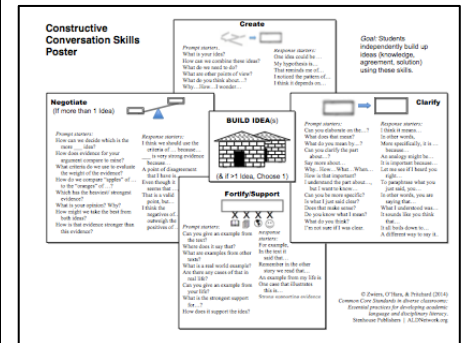
8. Following the class discussion, students will conduct the Constructive Conversations Protocol in pairs or triads to discuss the following question: *How might we apply the lessons from this video to humans?*

9. Students will form groups in which they will cooperate to sequence a collection of images so that they tell a story. The number of students in each group will equal the number of frames in the story (i.e., a 6-frame story will be assigned to a group of 6 students). Teachers may use the images provided with this lesson (stories should be printed and cut into individual images) or may select others.

- a. Each student will have a picture, which he/she will not show to anyone else in the group.
- b. Students must describe the image they hold without allowing anyone else to see it, so that the group may determine the appropriate sequence for the images.
- c. When all group members are in agreement about the sequence, then they may line up or place their images on a table to reveal the story. Teacher will verify that the sequence is correct.

10. As a group, students will write a coherent summary of the story. (Teachers may choose to have groups create a poster to storyboard their images.)

- a. Students will collaboratively write one complex or compound-complex sentence to summarize each frame of the story.
- b. Students should be reminded that their summary must include explanation of all frames of the story with



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appropriate transitions, elaboration and details.

- c. Summaries must also demonstrate precise word choice and varied grammatical and syntactical structures.

11. When the story is complete, each group will discuss the following questions:

- In what ways did the group need to cooperate to complete this activity?
- How did the group make decisions, and was the process collaborative?
- What lessons can we learn from this activity that we might apply to other situations?

12. Groups will present their stories to the class, with each person reading the text that explains their image. The group's product will be the exit ticket for this lesson.

13. In Thinking Journals, students will respond to the following prompt:

Write 3-5 sentences explaining why it is sometimes better to cooperate with others in order to accomplish a task. Provide at least one example.

14. Collect each group's summary (exit ticket) before students leave.

Assessment 1e2 Planning Assessment Criteria

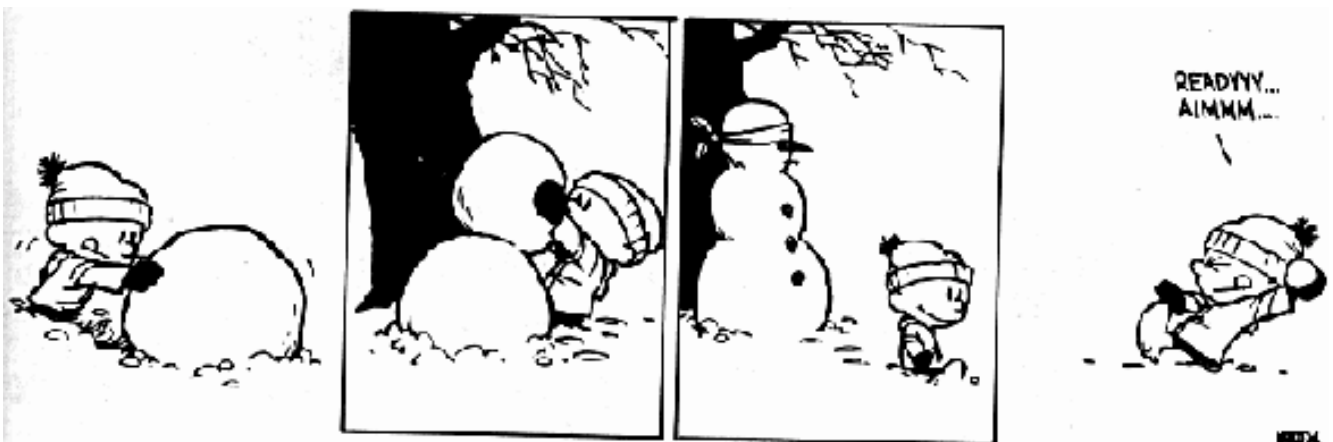
Use formative assessments to determine the following:

To what extent are students demonstrating an understanding of the Achievement Attitude, Cooperation?
 How effectively do students use the Constructive Conversation Protocol to develop their ideas?
 How might your students improve their cooperative skills?
 How effectively do students summarize a multi-frame picture narrative?

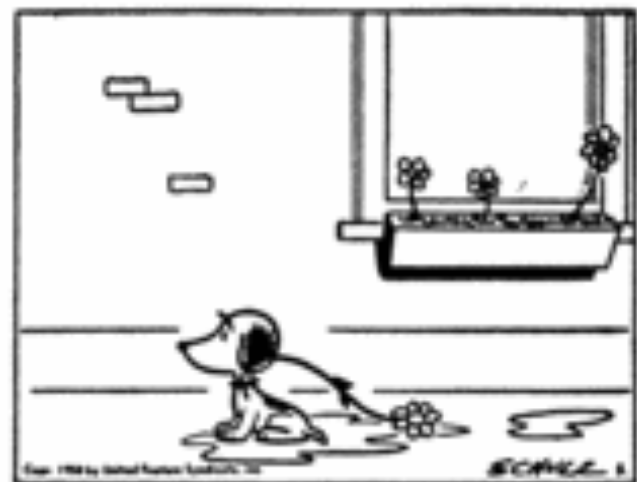
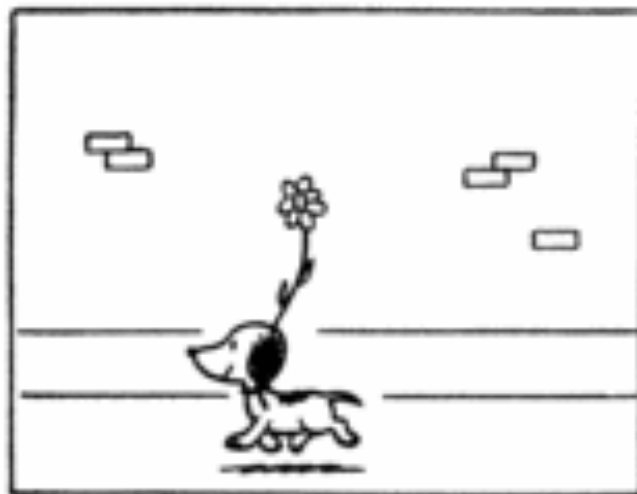
Formative Assessments/Language Analysis Tools:

FORMATIVE ASSESSMENT	<ul style="list-style-type: none"> • Constructive Conversations Protocol • Oral presentations/Exit ticket • Thinking Journal Entry-Short Composition
WRAP-UP	How will you use this information to inform your next steps for instruction?

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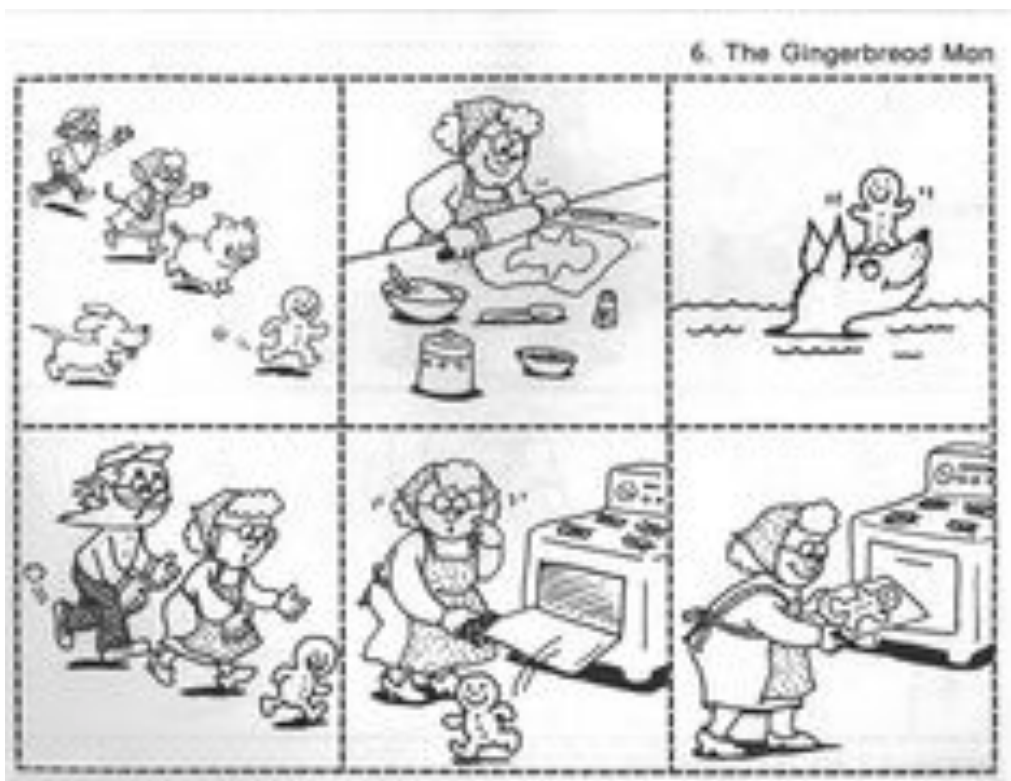
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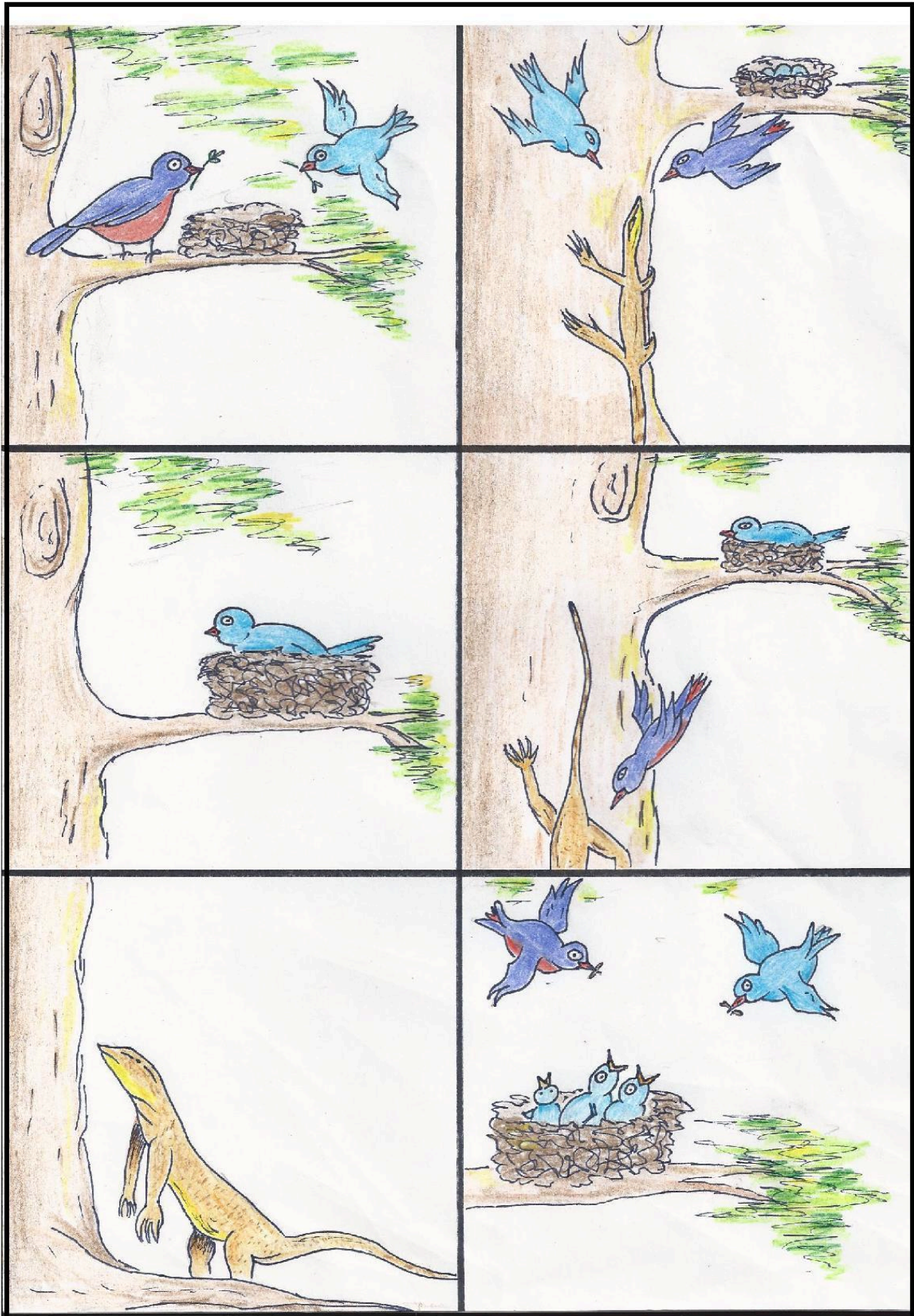
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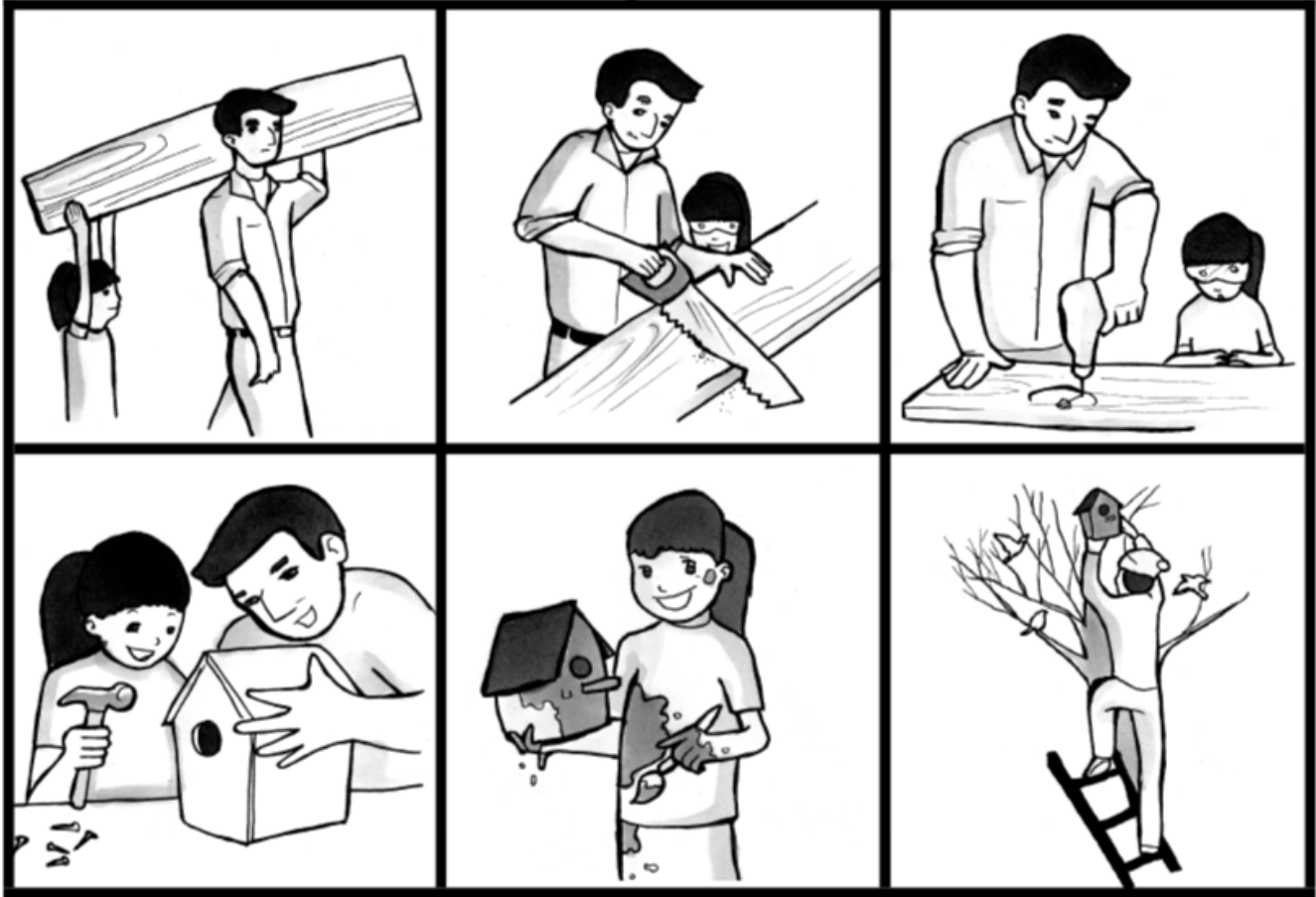
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