

61 Cooperative Learning Activities in ESL

*Charles Hirsch &
Deborah Beres Supple*

J. WESTON
WALCH
PUBLISHER

Portland, Maine

Contents

<i>Acknowledgments</i>	<i>ix</i>
<i>To the Teacher</i>	<i>xi</i>
<i>Lesson-Plan Format</i>	<i>xiv</i>

I. LANGUAGE AND LITERATURE



1. Connecting to Language— <i>Finding Out About Words</i>	2
Objective: To facilitate speaking and writing simple sentences	
2. Connecting to Language— <i>Finding Out About School</i>	4
Objective: To familiarize new students with the names and places at school	
3. Connecting to Language— <i>Finding Out About the Class Schedule</i>	6
Objective: To familiarize students with their middle school schedule	
4. Connecting to Language— <i>Finding Out About You</i>	8
Objectives: To identify and name characteristics	
To become acquainted with other students	
5. Connecting to Language— <i>P-E-O-P-L-E Spells B-I-N-G-O</i>	10
Objectives: To appreciate individual differences	
To identify character traits and background	
6. Connecting to Language— <i>Following Directions</i>	12
Objective: To tell and write sequenced directions for making something	
7. Connecting to Language— <i>Kids Helping Kids</i>	14
Objective: To establish a classroom-management and peer-support technique for working together and problem solving	
8. Connecting to Reading— <i>A Poster Dictionary</i>	16
Objectives: To understand new words through context clues	
To become familiar with and use a dictionary	
9. Connecting to Reading— <i>How to Tell a Book by Its Cover</i>	18
Objectives: To recognize nouns and adjectives	
To identify character traits	

10. Connecting to Reading— <i>A Problem-Solution Journal</i>	20
Objectives: To analyze problems and solutions in literature To foster multicultural awareness	
11. Connecting to Reading— <i>Fairy Tales, Stuff, and Nonsense</i>	22
Objectives: To practice introductions To identify the main character in a story	
12. Connecting to Reading Books— <i>Setting the Story Straight</i>	24
Objective: To determine the sequence of a story using picture-book illustrations	
13. Connecting to Reading Books— <i>The Case of the Missing Character</i>	26
Objective: To analyze a character	
14. Connecting to Reading Books— <i>The Cover-up</i>	28
Objectives: To write and tell a story To understand parts of a book	
15. Connecting to Reading Poetry— <i>Can You Repeat That?</i>	30
Objectives: To identify parts of speech To reword a poem	
16. Connecting to Reading Poetry— <i>Pictures Say a Thousand Words</i>	32
Objective: To create pictures to match the text of a poem	
17. Connecting to Reading Newspapers— <i>From the Front Page</i>	34
Objectives: To activate and validate prior knowledge To provide ways to summarize new learning	
18. Connecting to Reading Newspapers— <i>Comic Strip Conversations</i>	36
Objectives: To create and practice conversation To recognize written forms of dialogue	
19. Connecting to the Media— <i>Advertising Addiction</i>	38
Objectives: To infer some hazards of tobacco and alcohol use To categorize an advertisement using <i>what</i> and <i>who</i>	
20. Connecting to the Media— <i>Sounds Good to Me</i>	40
Objective: To understand and practice using opposites, comparison, and contrast	

II. HISTORY AND SOCIAL STUDIES 43



- 21. Historical Literacy—*Lining Up History* 44
 - Objectives: To understand the meaning of time and chronology
 - To use research and reference books
- 22. Historical Literacy—*His Story/Her Story* 46
 - Objectives: To ask *who, what, where, when, why,* and *how* questions
 - To examine historical point of view
- 23. Geographical Literacy—*North* South* East* West.* 48
 - Objective: To become familiar with and practice using cardinal directions
- 24. Geographical Literacy—*City, Town, All Around* 51
 - Objective: To use *who, what,* and *where* questions in order to understand living together
- 25. Social-Political Literacy—*Wants and Needs* 53
 - Objectives: To distinguish between *wants* and *needs*
 - To promote attitudes and behaviors that foster good citizenship
- 26. Social-Political Literacy—*The Political Cartoon: No Laughing Matter* 55
 - Objective: To infer feelings and emotions from political cartoons
- 27. Connecting to Literature—*Paul Revere’s Ride* 57
 - Objective: To trace a route as described in a poem’s words
- 28. Connecting to Literature—*The Gettysburg Address.* 60
 - Objective: To familiarize students with the Gettysburg Address
- 29. Working Together at School—*Think/Pair/Share* 62
 - Objectives: To foster communicating in English with peers
 - To provide examples of pro-social behavior
- 30. Working Together in the Community—*Do You Have a Problem with That?.* 64
 - Objectives: To use the phone book
 - To practice participation skills
- 31. Working Together in the Workplace—*Who Works for You?.* 66
 - Objectives: To provide examples of career and vocational opportunities
 - To foster appreciation for work
- 32. Resolving Conflict Creatively—*There’s Something I Want to Get Clear Here* 69
 - Objective: To analyze values and opinions

- 33. Resolving Conflict Creatively—*Random Acts of Kindness* 71
Objectives: To write simple sentences using *who, what, where, when, why, and how*
To enhance self-esteem through peer interaction
- 34. Resolving Conflict Creatively—*When the Pressure's On* 73
Objectives: To express feelings and opinions
To practice refusal skills
- 35. Resolving Conflict Creatively—*One Thing that Really Gets Me Mad* 75
Objectives: To foster social-political awareness
To analyze responses to anger

III. THINKING AND COMMUNICATING IN MATH . . . 77



- 36. Thinking with Math—*Walking the Line* 78
Objective: To create mathematical statements using positive and negative integers
- 37. Thinking with Math—*Rate It! Time It!* 80
Objective: To calculate rate and time
- 38. Using Math—*The Price Is Right* 82
Objective: To use addition, subtraction, and multiplication to solve consumer math problems
- 39. Using Math—*How Do We Measure Up?* 84
Objective: To learn and practice the terms *centimeter, millimeter, measure, and ruler*
- 40. Using Math—*Dollars and Cents* 86
Objective: To learn the terms *dollars, cents, and decimal point* and use them in consumer situations
- 41. Using Math—*Trains, Planes, and Transit Trips* 88
Objectives: To use a timetable
To estimate and calculate elapsed time
- 42. Using Math—*The Cost of Addiction* 90
Objective: To calculate the cost of cigarette smoking
- 43. Using Math—*Save It or Spend It* 92
Objectives: To identify and count U.S. currency
To learn and practice the terms *dollar, save, spend, and rules*

- 44. Communicating with Math—*Before, After, and Between* 94
Objective: To understand the words or the relationships
before, between, and after
- 45. Communicating with Math—*Picture This* 96
Objective: To use pictorial methods to communicate mathematical ideas

IV. THINKING AND COMMUNICATING SCIENCE AND TECHNOLOGY
99



- 46. General Science—*Safety First* 100
Objective: To establish safety rules
- 47. Life Science—*Plants and Animals* 102
Objective: To name plants and animals
- 48. Life Science—*Eat Them Up!* 104
Objective: To recognize, draw, and label commonly eaten fruits and vegetables
- 49. Life Science—*Make a Face* 106
Objective: To recognize parts of the face
- 50. Physical Science—*People in Science* 108
Objective: To learn about famous scientists through reading from context
- 51. Physical Science—*Turn Up the Heat* 110
Objective: To understand the molecular movement of temperature
- 52. Earth Science—*Biome Sweet Biome* 112
Objectives: To label illustrations
To provide and practice oral and written descriptions
- 53. Earth Science—*Pollution Solutions* 115
Objective: To understand and describe the need to recycle and how it's done
- 54. Technology—*Our Technological World* 117
Objectives: To learn about the history and application of technological advances
To learn to read from context
- 55. Technology—*What's My On-Line?* 119
Objective: To understand different jobs that require computer use

**V. HEALTH, WELLNESS, AND SAFETY
AND PREVENTION121**



56. Health—*Food for Thought* 122
Objectives: To recognize the names of common foods
To evaluate grocery shopping in terms of the
common food groupings
57. Health—*Read the Label* 124
Objectives: To use adjectives to describe how foods look and taste
To express preferences
58. Wellness—*Sick and Tired* 126
Objective: To describe ailments and accidents
59. Wellness—*A Hop, a Skip, and a Jump* 128
Objective: To understand warm-up or aerobic exercise for
physical education in terms of direction, time, and effort
60. Safety and Prevention—*The Sports Page* 130
Objectives: To acquire language in order to foster participation in physical
activities, sports, and play
To evaluate safety rules and precautions for physical activities
61. Safety and Prevention—*The House that Love Built* 132
Objectives: To identify parts of speech
To analyze the causes and effects of illegal drugs within a community
To evaluate pro-social behavior



24. Geographical Literacy— City, Town, All Around

Teacher
Guide
Page

Acquiring Language Through . . . : Discussion, naming places, using maps to identify important places in the community, and total physical response.

Objective: To use *who*, *what*, and *where* questions in order to understand living together.

Time Required: Two class periods—one to introduce and teach, one to conclude.

Group Size: Six equal groups.

Materials Needed: Reproducible 24 (one per group); map of your city, town, or region; promotional materials, visitor information, and local newspapers with pictures of points of interest in your city, town, or region; colored marking pens; masking tape.

Teaching Process

- **PREPARE** On the chalkboard, draw a word web similar to the one on Reproducible 24. Prepare six sheets of chart or butcher paper. Label them: **food, clothing, shelter, health and safety, fun, and peace of mind.** Tape the sheets around the room.

Display local maps. Gather pictures from promotional materials, visitor information, and local newspapers with pictures of points of interest in your city, town, or region.

- **INTRODUCE/MODEL** Begin by asking an early-production student to fill in the center of the word web with the name of your city or town. Then guide the students through examining each of the categories, starting with food. Pattern the brainstorming by asking *what*, *where*, and *who* questions, such as: “What is a place to go for food in our town?” “Where do you go for food in our town?” “Who sells you the food?”

Before you break up into groups, list one or two items for each category on the word web. Draw in any necessary lines to make connections between the categories on the word web. Fill in the word

web and have volunteers write on the chart paper the places they brainstormed. Have others, particularly pre- and early-production students, point out those places on a map.


- **TEACH/PRACTICE** Distribute Reproducible 24. Go over any questions students may have about completing the work. When all groups have completed the reproducible, assemble the class and combine the lists. Add places to the charts displayed around the room.

- **CONCLUDE/ASSESS** Assign a category to each group. Give each group the corresponding chart paper for that category. Instruct each group to look through the brochures and realia to collect pictures as well as draw illustrations of the places named in the category for their group. (For example, one group may have the category *fun* in which they’ll find or draw pictures of playgrounds, parks, and the mall.) Tape each piece together to make a collage of your city. Refer often to this collage to help pre- and early-production students become familiar with places in your community.

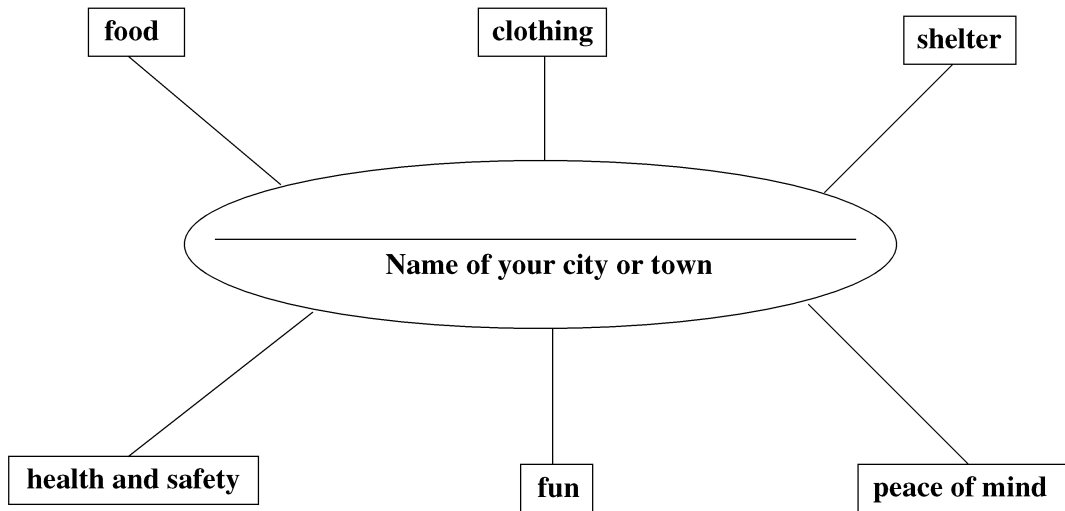
Group Names _____

Date _____

City, Town, All Around

 Where do you go? List their names under each category. Find those places on a map.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



38. Using Math— The Price Is Right

Teacher
Guide
Page

Acquiring Language Through . . . : Collage, decision-making, and discussion.

Objective: To use addition, subtraction, and multiplication to solve consumer math problems.

Time Required: One class period.

Group Size: Partners.

Materials Needed: Reproducible 38 (one per group); grocery advertisements from local newspapers, coupon books, and circulars; scissors; glue or tape; poster board.

Teaching Process

- **PREPARE** Collect several grocery advertisements with prices clearly marked. Cut out pictures of a few grocery items along with their prices, and glue or tape them to poster board.

- **INTRODUCE/MODEL** Display your collage of two or three grocery items with the prices clearly marked. Point to each grocery item. Have students identify it by name, and state the price.

Write down each price on the chalkboard. Share how you shop for food, telling how many people are in your family and how you add or multiply prices depending on the amount of different items you have to purchase.

- **TEACH/PRACTICE** Pass out Reproducible 38. Model item 1 on the reproducible. Have students work in pairs, one language-proficient and one pre- or early-production student. Have students list five grocery items that each partner might buy. Once they have done this, pass out a variety of grocery advertisements. Have students find the grocery items that they listed and write the prices for those items on the reproducible. Remind each pair how you had to allow for the members of your family when you did your calculations and that they need to do the same. Show them how to multiply or

add their individual prices to get a total price for each item. Then have each pair add up both lists to find the two *sums*.

Once everyone has totaled their grocery lists, have them figure the *difference* between the two amounts spent by each partner. Show them how to subtract the smaller amount from the larger number to get the difference.

Have students glue or tape the pictures of their items to poster board to create a collage.

- **CONCLUDE/ASSESS** After everyone has completed their collages and calculations, bring all the students back together as a whole group and ask for volunteers to share their findings and display their groups' collage.

Then, have students cut their collages apart into individual items. Put all of them into a box and ask your pre- or early-production learners to hold up the pictures one by one as students call out the names and prices of the grocery items.

Have a more fluent English speaker record on chart paper the names of the items as they are said and then tape each picture next to its name to develop a word-picture bank for the classroom wall.

Partners' Names _____

Date _____

Reproducible 38

The Price is Right

1. List five grocery items that you and that your partner might buy.
2. Using grocery ads, find the price per item. Write the price next to each item in the column labeled "Individual Price."
3. Decide how much you'd buy of each item for your family. Then figure the total cost of the item. Write this in the column labeled "Total Cost."
4. Find the **sum**, or total, of all the "Total Cost" figures in each column. Write this on the "Sum" lines.
5. Figure the **difference** between the two sums (subtract the smaller number from the larger one). Write this on the "Difference" line.

Partner #1 Number in Family _____

Partner #2 Number in Family _____

<u>Item</u>	<u>Individual Price</u>	<u>Total Cost</u>	<u>Item</u>	<u>Individual Price</u>	<u>Total Cost</u>
1. _____	_____	_____	1. _____	_____	_____
2. _____	_____	_____	2. _____	_____	_____
3. _____	_____	_____	3. _____	_____	_____
4. _____	_____	_____	4. _____	_____	_____
5. _____	_____	_____	5. _____	_____	_____

Sum: _____

Sum: _____

Difference: _____

