# Classroom Management Strategies Implemented into Cooperative Learning Groups Lesson Plan

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| Ms. Wimer—Grade Level | 4-5 |
| Subject | Geography and Social Studies Lesson |
| Vocabulary | Procedures  Historical evidence  Dredge  Tailings  Boundaries  Industries  Mining  Ranching |
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| Time duration | 45 min. |
| Overview | Introduce and define vocabulary for topic lesson. Explain procedures and purpose for developing new rules and procedures into cooperative learning groups. Open discussion to include students to brainstorm new ideas for group work. Allow students implement new cooperative group rules and procedures through topic lesson in Geography and Social Studies. |
| Objective | Students will learn new management procedures for working in cooperative learning groups to discover the historical beginning of our county. Students will participate in developing cooperative learning group rules and procedures as a whole class, be able to demonstrate appropriate use of rules and procedures by the end of the lesson working in learning groups and throughout the rest of the day with some reminders. By the end of two weeks, students will be able to work in learning groups using new management strategies with few to no reminders. By the end of two weeks, 80 % of the students will be able to teach the new cooperative learning group rules and procedures to visitors and/or new students who enter our classroom. |
| Materials | Historical evidence outline packets. photographs, reference books and pamphlets for each group. Computer, interactive white-board, dry erase markers, chart paper, sticky notes, timer, 6 sets of numbered cards 1-5, caddies for each group with markers, paper, pencils, pens, stencils, rulers, chairs and tables. |
| Activities and procedures | Rhythm clap for attention. Give me five—look, listen, quiet hands, face forward, tune-in. Ask students to raise his or her hand if he or she has flown on a plane before and if so, has he or she experienced going through security? Ask those students who have experienced going through security to briefly describe the process to the class. Explain to class these were PROCEDURES the airlines uses to protect everyone’s safety and make the process fair for everyone who flies on an airplane. Check for understanding from students to see if they understand the importance for these procedures. Now share with students they will be working cooperatively in small learning groups and they will need to come up with procedures that will work best for our class. Allow “Think Time” and write all ideas on white board with dry erase marker for everyone to see. Tell students they have eight minutes to determine which ideas would make the best procedure practices for their class. Eliminate all but five ideas. Add any advice or direction as the teacher. Remind students they will be voting using sticky notes to determine the final five rules and procedures to ensure everyone’s voice is heard. Write the final five rules and procedures on the chart paper for everyone to see. Read the new rules and procedures outloud together that the class has agreed upon. Explain that we will use these rules and procedures from now on in our cooperative learning groups. Those groups who are following the rules and procedures will receive tickets which allows them to choose an independent activity during “Blue Time” in class. (“Blue Time” in my classroom is any time a student is caught up on assignments he or she can select time in the Artist Studio to draw, paint, make paper, cards, or work with clay; go to the Library to read and check out new books; or build and create robots in the Lego Town area of my classroom. Those students who choose not to follow the agreed upon rules and procedures will need to meet with the teacher, complete a log of the misbehavior, and fill-out a written Self-Analyses as found on p 84, in Classroom Management that Works course book. Now tell students the signals to begin working, to stop working and listen for instruction, and to leave groups and come back to desks. Assign the objectives for each cooperative learning group to accomplish. Ask for any questions from students. Choose five students to role-play how the new rules and procedures for cooperative learning groups should look like. Check for understanding again. If no questions, split students into cooperative learning groups and allow students time to complete the assignment. |
| Conclusions | The class decided that the new five rules and procedures for cooperative learning groups would be the following: 1) draw numbers 1-5 to match assignment responsibilities for each member in a learning group. Ex: #1 is Director/Organizer for particular activity, #2 is Material’s person, #3 is the Scribe, #4 and #5 are Reporters/Presenters. 2) The groups must listen to everyone’s ideas without expressing any putdowns or making negative comments or noises. 3) Everyone in the group must do his or her job to help the group succeed or the teacher will be notified by the Director/Organizer discreetly 4) Students will be working on the assignment and not just visiting in the groups or possibly lose reward tickets and/or be have to meet with the teacher and complete a self-analysis (Classroom Management technique I learned from course text Classroom Management that Works, pp 84-85, R. Marzano. 5) Each group member will help put materials, desks, and chairs away when time is called. Students were able to implement the new rules and procedures for cooperative learning groups rapidly. All but one group was successful without my involvement. This group included a student who must be closely monitored. I usually use verbal or non-verbal cues to help this student stay on task, but I allowed the group to work through the process until the Director/Organizer notified me. To help the student this time I used the written self-analyses that I learned from the course in our book. I had the student tell me his perspective of the argument that broke out while working in the group since it is difficult for him to write in complete sentences. I asked him how he contributed to the problem and how he thought he could stop it from happening again. He was able to express himself and complete the form verbally with me. He was also able with this new technique to work through what had really happened—he wanted to be Director. When he didn’t draw that card it upset him so he didn’t want to help the group anymore. He didn’t get what he wanted and lost his temper. The student was able to realize what his actions had done to create the problem. This young man seemed to become aware (self-awareness) of what he was doing to create a problem with his classmates and take responsibility for it (control strategy) for the first time! The student and set up a rewards chart and a plan to meet again before the next cooperative learning group activity next week. This management strategy was so effective that I wish I could have known these strategies before I started the school year to that I could have been implementing the techniques all year-long. |
| Student Feedback | Students were actively involved in developing the rules and procedures for our cooperative learning groups. They enjoyed contributing their ideas versus being told what to do in every situation. The student who was given the written self-analyses had an “A-ha” moment, took responsibility for his actions--a first, for this young man, and formulated a new plan for him to help him manage himself the next time. |