

Facilitated by
Jayme Adelson-Goldstein
Lighthearted Learning

Deuces Wild

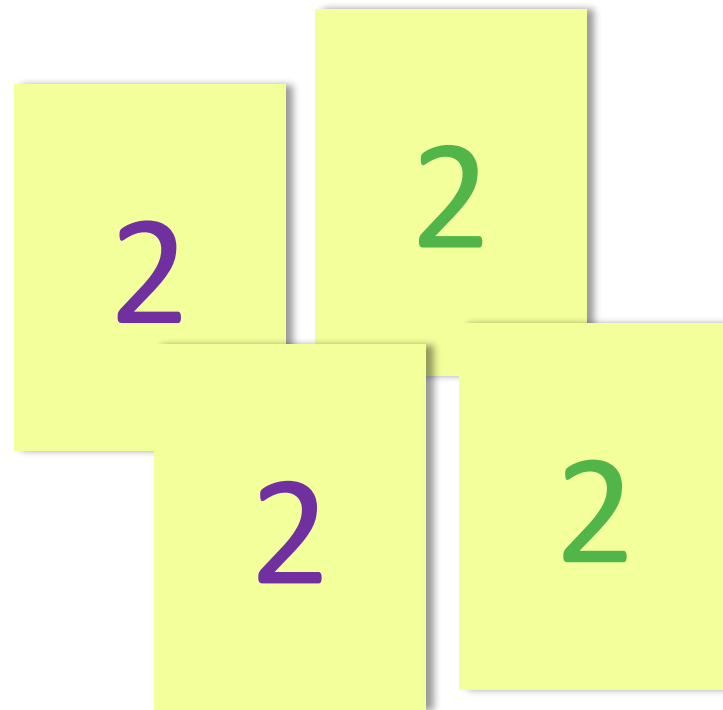
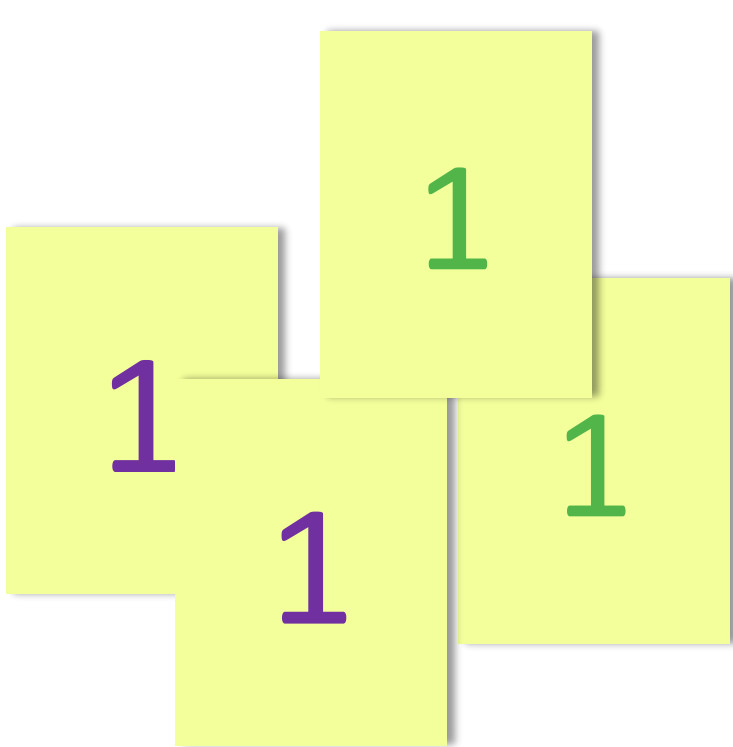
- Note color of your cards
- Watch for “ma



and

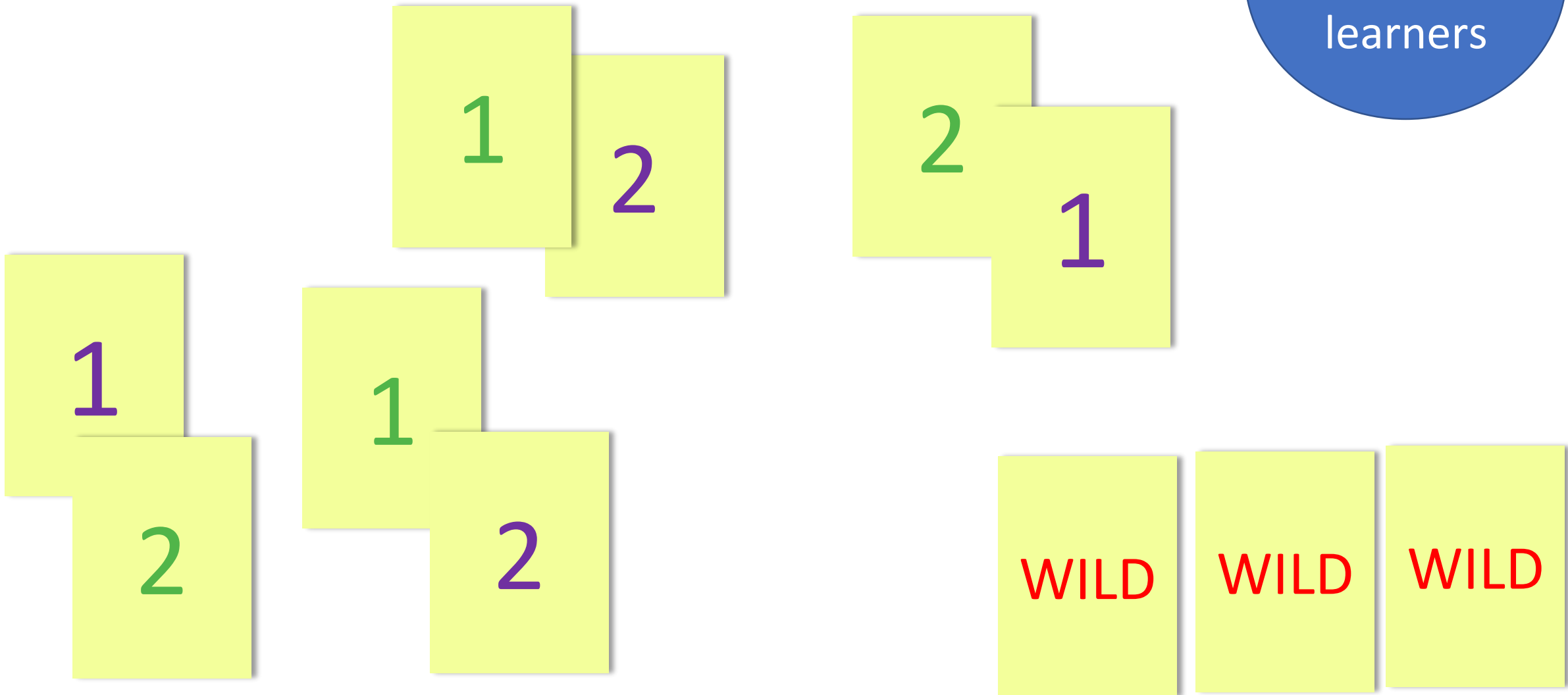
PAIRING UP & WILD CARDS

A class of
11
learners



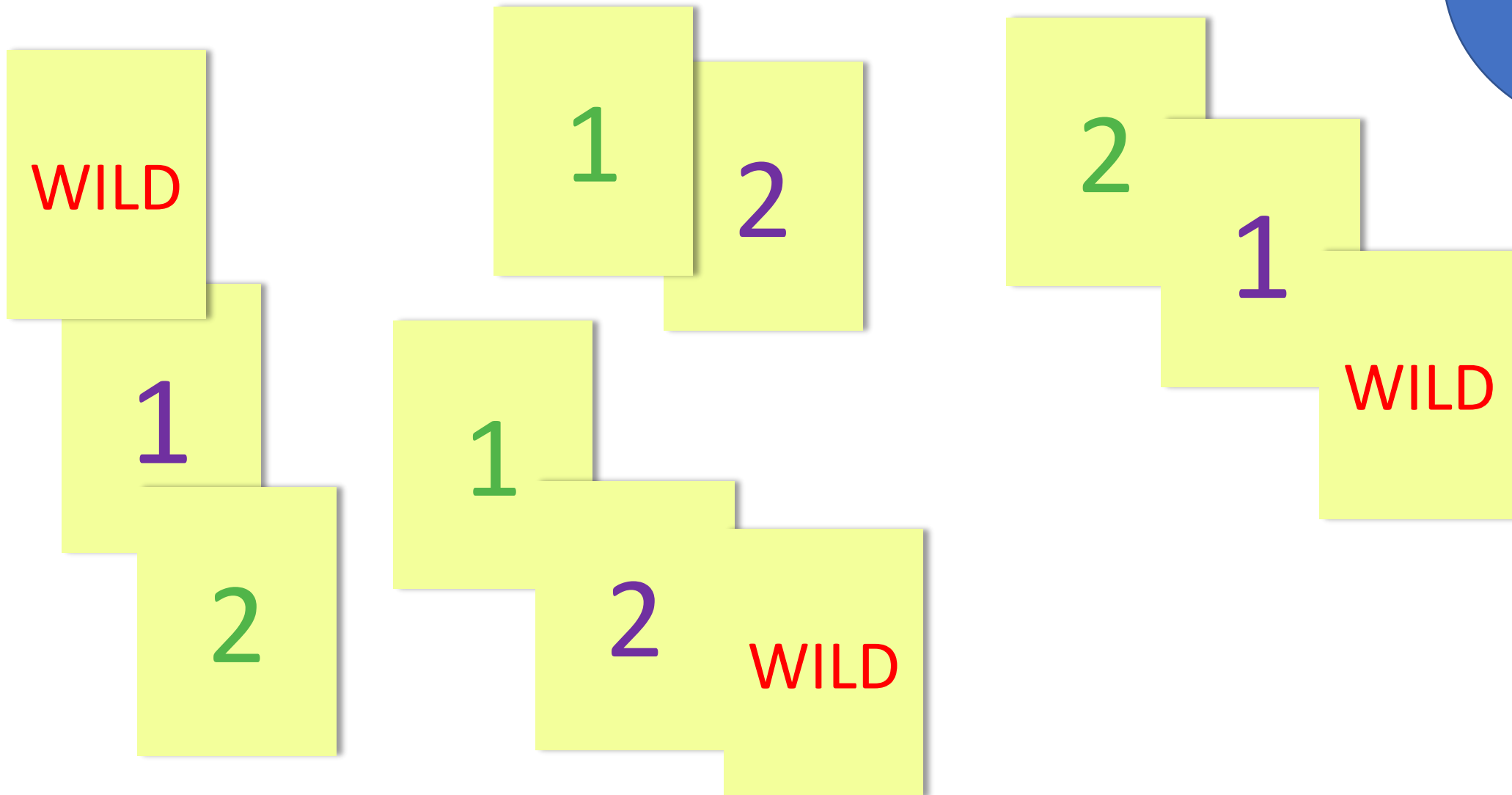
PAIRING UP & WILD CARDS

A class of
11
learners



PAIRING UP & WILD CARDS

A class of
11
learners



PAIR UP & CHECK IN

COLOR	NUMBER
SAME	SAME

Which of the previous 3 questions was most challenging to answer?

Find your team of 4 or 5

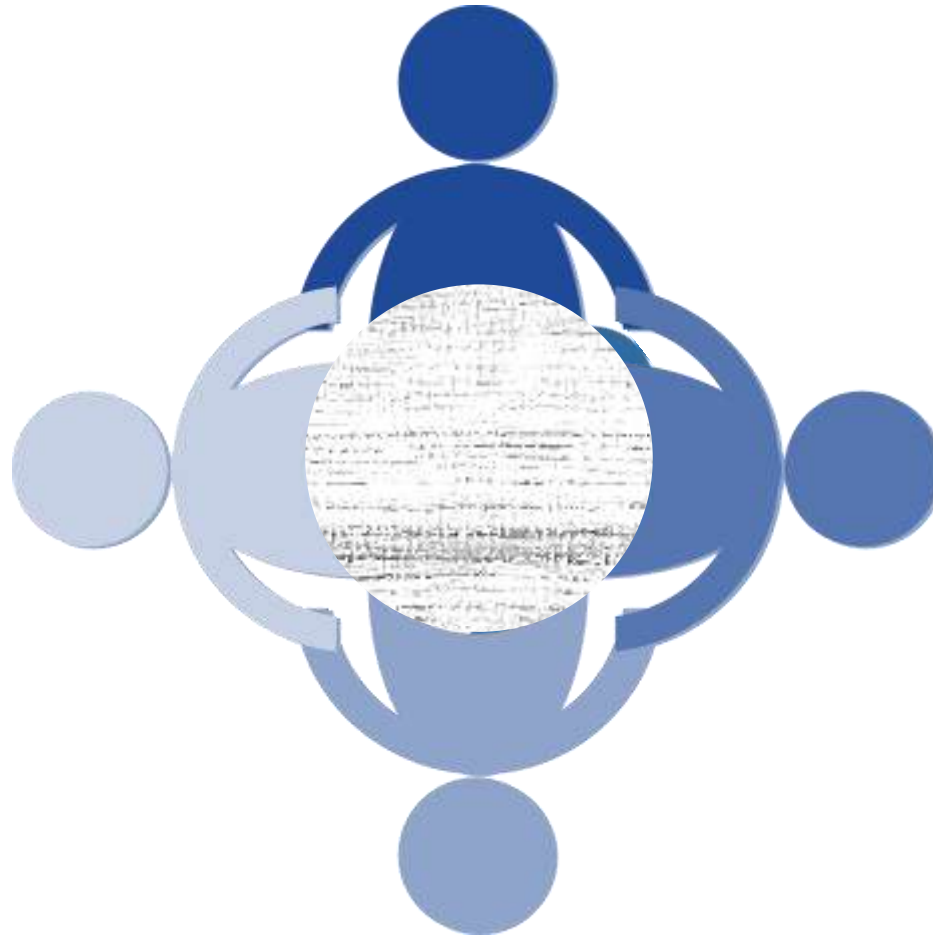
1

1

1

1

WILD



Summarize what you heard

Use the sentence frame below to plan a report back to the class:

According to _____ of us the most challenging question to answer was...
because...

YOUR GOALS

By the end of my time in this workshop, I want to be able to:

YOUR GOALS

By the end of my time in this workshop, I want to be able to:

STATED GOALS

By the end of our time together, you should be able to

- identify key elements of a successful cooperative learning structure;
- implement a repertoire of cooperative structures within any lesson;
- address learners' expectations and tackle interpersonal issues that may arise;
- differentiate for learners' varied proficiency levels; and
- incorporate formative assessment tools to quantify learning outcomes.

About your facilitator



Jayne Adelson-Goldstein is a teacher educator, author and curriculum consultant. As Lighthearted Learning, she works with various district, state and federal agencies on technical assistance and teacher education projects and is a frequent presenter at international, national and state conferences. She is the co-author of the *Oxford Picture Dictionary*, *Read and Reflect* and series director of *Step Forward*.

Contact: lightheartedlearning@gmail.com



THE STATED GOALS

By the end of our time together, you should be able to

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REFLECTING ON THE STRUCTURE



DEUCES WILD

THE ROLE OF COMMUNITY BUILDING IN THE COOPERATIVE ENVIRONMENT



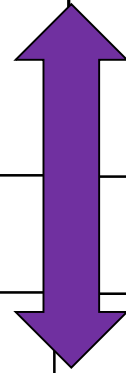
THE ROLE OF COMMUNITY BUILDING IN THE COOPERATIVE ENVIRONMENT

- ❖ *How do you support the development of class community?*
- ❖ *What types of community building activities do you and your learners do?*

Quiz-Quiz-Trade



**What does ELPS
stand for?**



**Is the ELPS book red
or blue?**

QUIZ-QUIZ-TRADE INSTRUCTIONS

- 1. Read your question and answer strip.**
- 1. Stand, greet and pair up with a colleague from another table.**
- 1. Take turns asking each other the information on your question strips and teaching the answers if necessary. (You have 90 seconds.)**
- 4. Thank your partner and trade strips.**
- 5. Look for a new partner and start again.**

Quiz-Quiz-Trade

90
SECONDS

REFLECTING ON THE STRUCTURE








QUIZ-QUIZ-TRADE

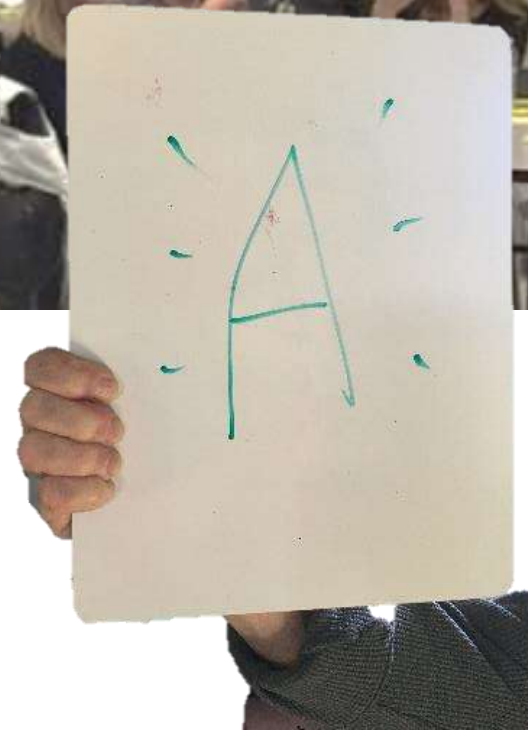
NUMBERED HEADS TOGETHER



WHAT DO YOU REMEMBER?

NUMBERED HEADS TOGETHER

-  Number off in your groups.
-  Listen to the question and read the possible responses.
-  Consult with your team and reach consensus on the best response.
-  Write it on your white board.
-  Listen for your number. Hold up the white board with the answer when you hear your number.



1. What does the **P** in ELPS stand for?

- A. proficient
- B. proficiency
- C. program
- D. productive
- E. project



B

2. How many level descriptors are there for each ELP Standard?

- A. two
- B. four
- C. five
- D. six
- E. ten



C

3. Why is there an emphasis on academic language in the ELP Standards?

Adult learners need this language to meet the demands of 21st century work, training, parenting, and civic engagement.

4. How would you define “funds of knowledge” as it’s used in the ELPS Guiding Principles?

Adult learners’ prior knowledge and experience that they bring to every lesson.

5. What is the relationship between the ELPS and the CCRS?

The ELPS describe the language skills and strategies English learners need in order to meet the CCR Standards.

REFLECTING ON THE STRUCTURE



NUMBERED HEADS TOGETHER

CHIPS & PIES



C

ooperative Skills

H

eterogeneous Groups

I

P

S



INTERPERSONAL SKILLS

- ❖ Teamwork
- ❖ Teamwork
- ❖ Team communication

SOFT
SKILLS

EMPLOYABILITY SKILLS

RALLY COACH A-B

List of Interpersonal skills A

Your colleague is trying to complete the sentences on a worksheet using the words below. If your colleague gets stuck, coach him or her.

Remember the coaching rule: two tips, then teach, don't tell.

- active listening
- conflict resolution
- dependable
- empathy
- flexibility

Complete the sentence with the interpersonal skill terms.

1. When a co-worker asks the same question many times, it's an opportunity to demonstrate your p_____.
2. When you have a challenging assignment at school or at work, it's great time to use critical thinking and p_____ s_____ skills to work!
3. Workplace teams often have members with different cultures and backgrounds. Employers expect all employees to r_____ d_____.
4. When a co-worker is always late and misses deadlines at work, he is demonstrating poor t_____ m_____ skills.
5. Employers love it when their employees are enthusiastic about learning new skills. Having a w_____ to l_____ is a skill that can take you far!



PARTNER A

List of Interpersonal skills B

1. Leaning in and paying attention to the speaker are examples of a_____ l_____.
2. When two people are fighting and you help them calm down and talk, you are demonstrating your c_____ r_____ skills.
3. If a friend asks you to pick him up after work, you are always on time because you are d_____.
4. To be able to understand how another person is feeling is an example of e_____.
5. You planned a picnic, but it rained. You called your friends and invited them over to an indoor picnic on the floor. That's an example of f_____.

Your colleague is trying to complete the sentences on a worksheet using the words below. If your colleague gets stuck, coach him or her.

Remember the coaching rule: two tips, then teach, don't tell.

- patience
- problem solving
- respect diversity
- time management
- willingness to learn

PARTNER B

REFLECTING ON THE STRUCTURE



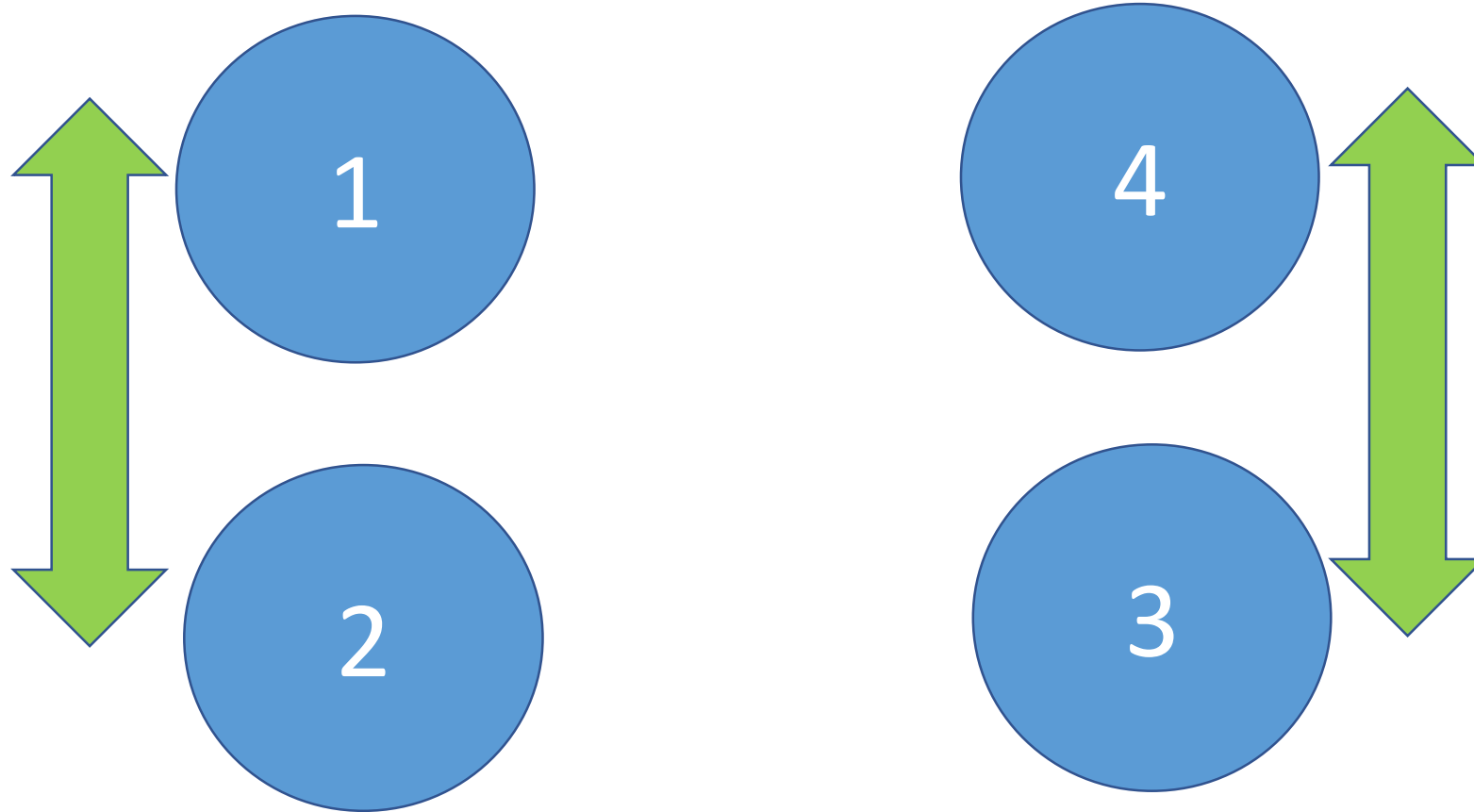
RALLY COACH A-B

Which of these skills is one of your strengths?

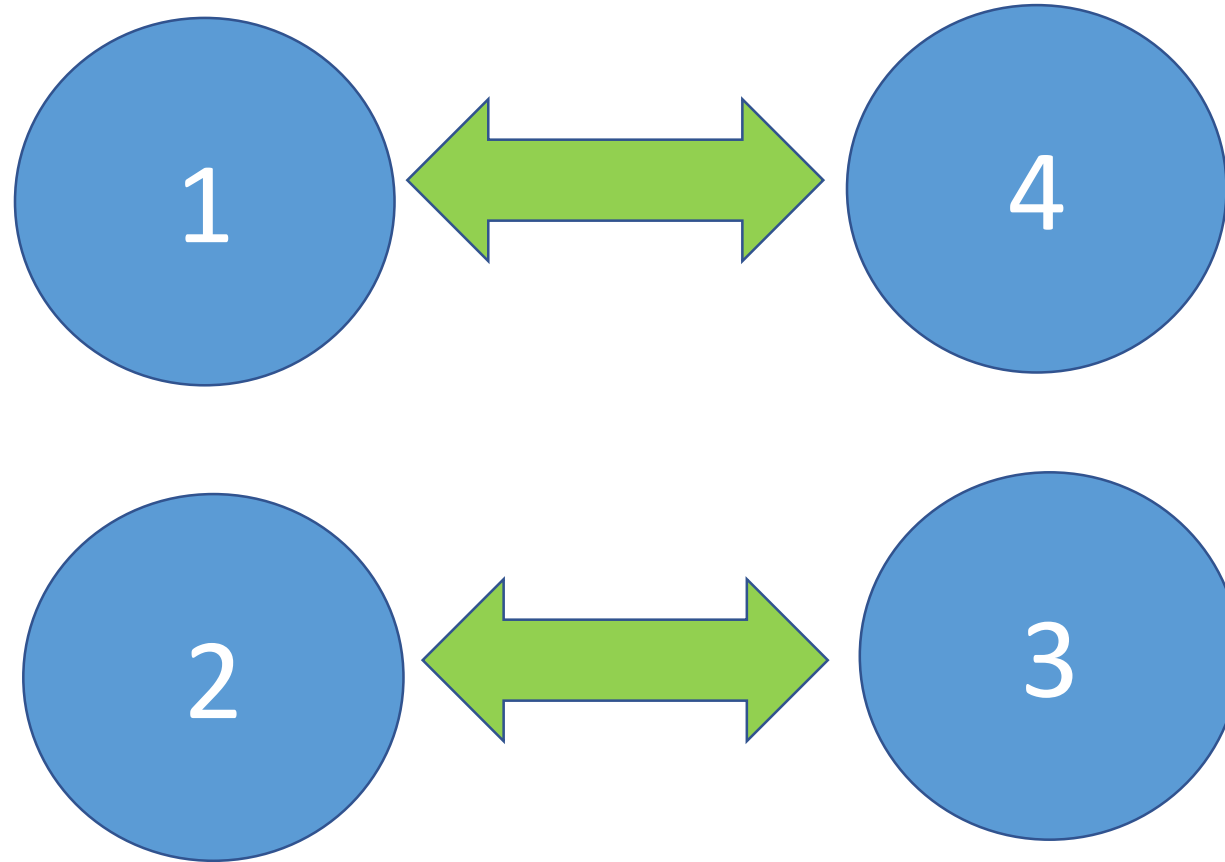
Think of one time where you put that skill to use.

- active listening
- conflict resolution
- dependable
- empathy
- flexibility
- patience
- problem solving
- respect for diversity
- time management
- willingness to learn

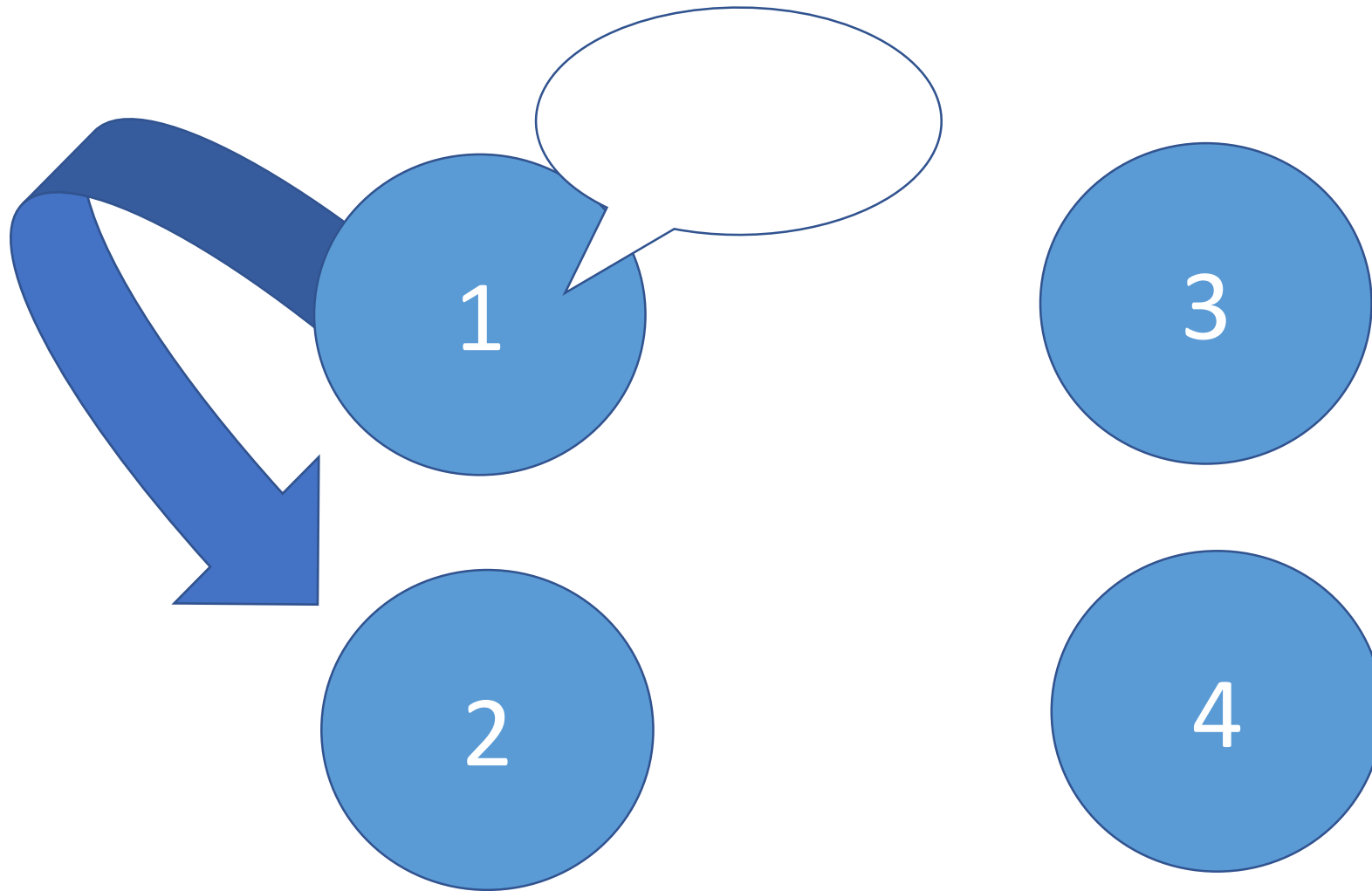
COOPERATIVE INTERVIEW



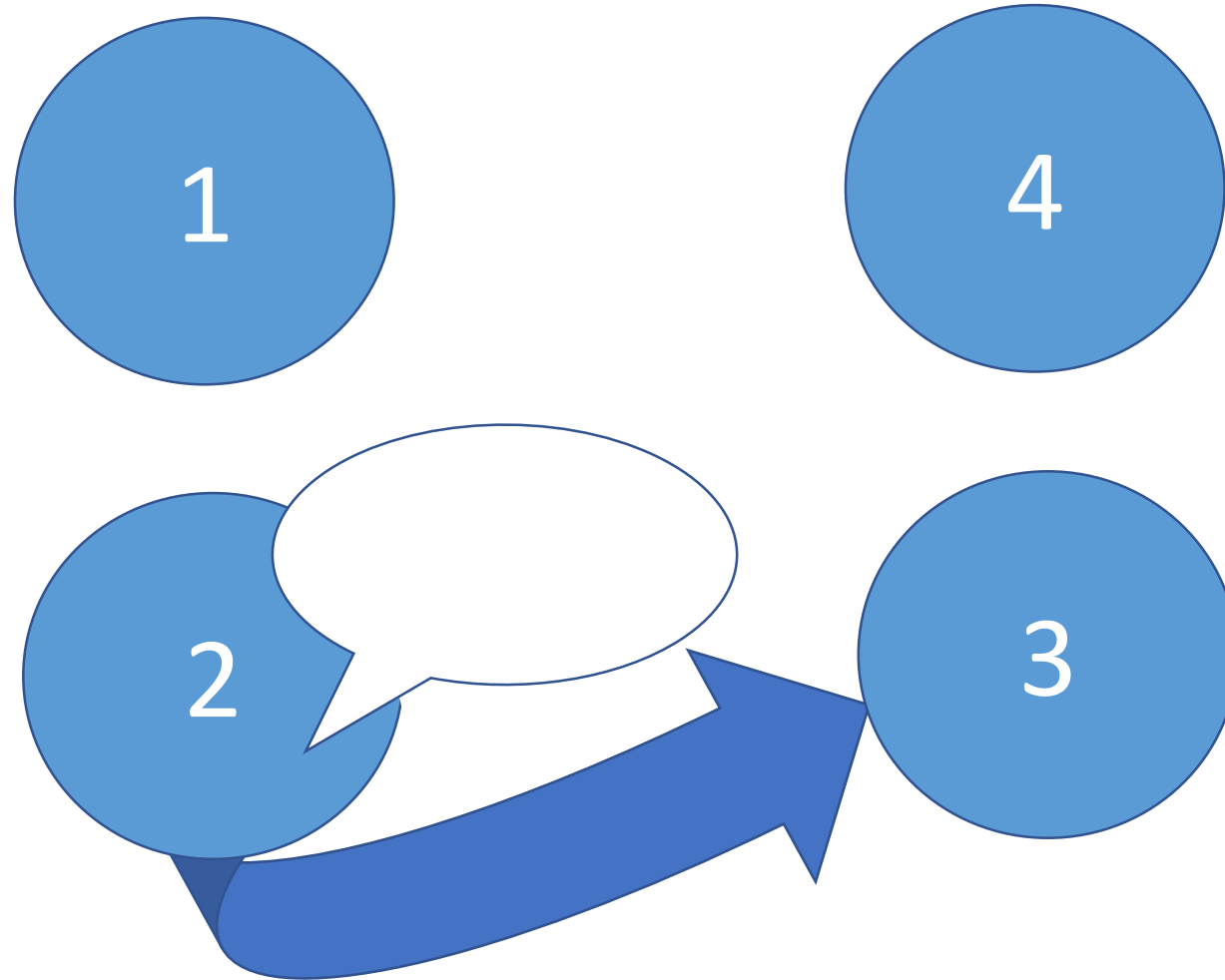
COOPERATIVE INTERVIEW



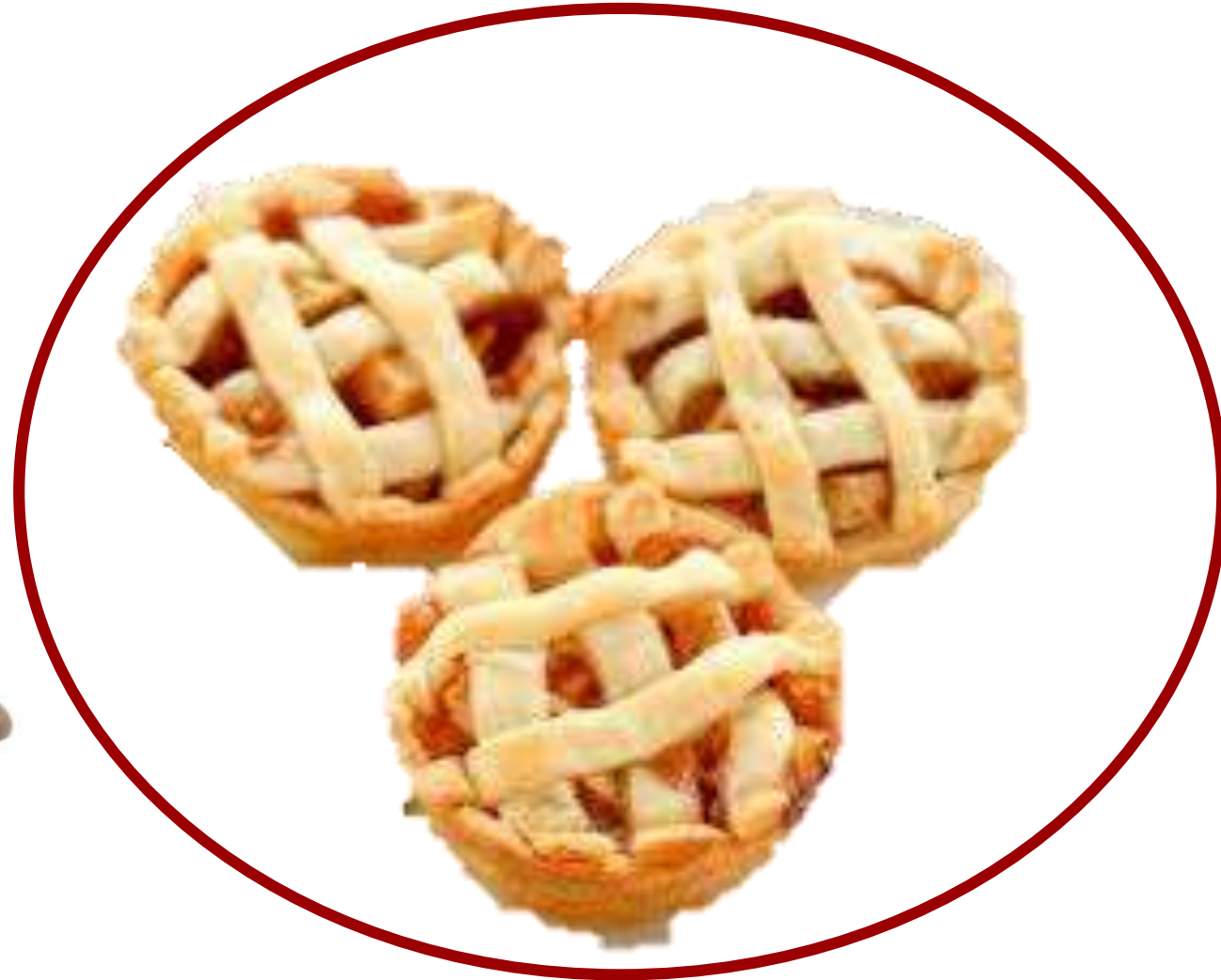
COOPERATIVE INTERVIEW



COOPERATIVE INTERVIEW



CHIPS & PIES



CORNERS JIGSAW

P

I

E

S

CORNERS JIGSAW

In your home teams, decide who will go to which corner.

Take paper and a pen and go to the corner.
(You can use the back of the handout.)

Read the information on the sign and take notes to help you remember key information.

Confer with a colleague in your corner. (EXPERT GROUP)

Come back "HOME" and teach your teammates what you learned.

CORNERS JIGSAW

The key information you need to “bring home” is:

- 1. What does the letter stand for?**
- 1. What questions do you ask to ensure that this is part of your lesson/task/activity?**
- 1. What’s one example of this cooperative element in action?**

REFLECTING ON THE STRUCTURE

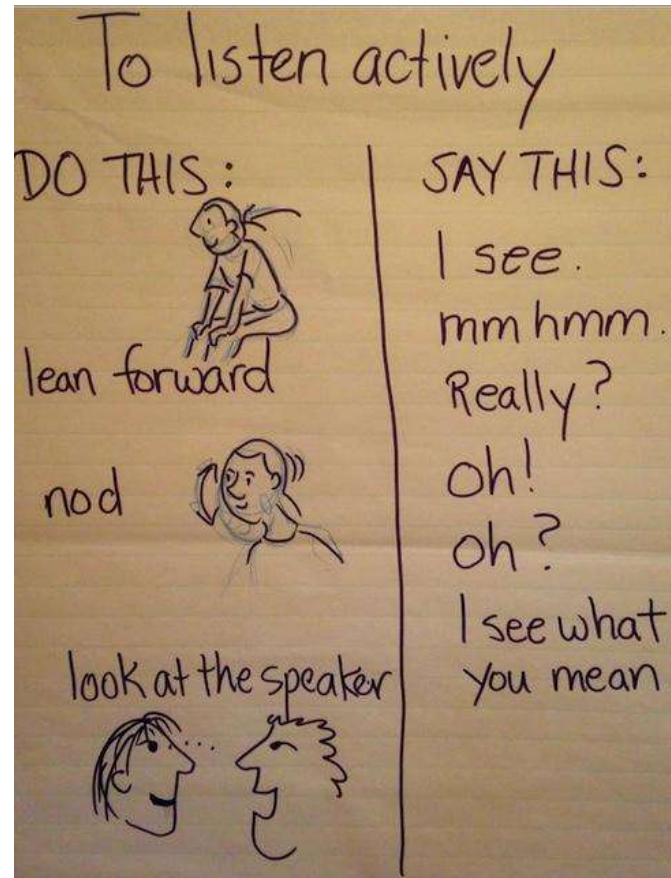


CORNERS JIGSAW

Observing a Partners Jigsaw



PIES AND CHIPS IN RESOURCES



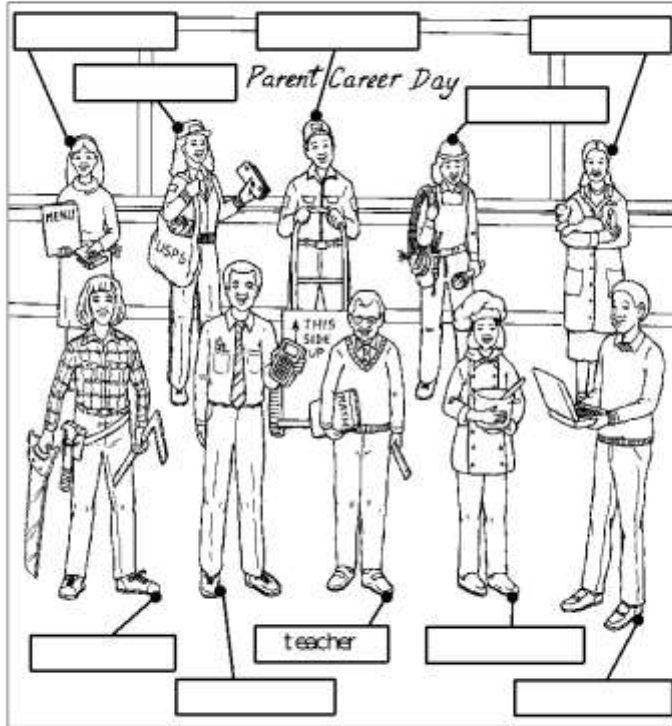
ROUND TABLE



ROUND TABLE LABEL

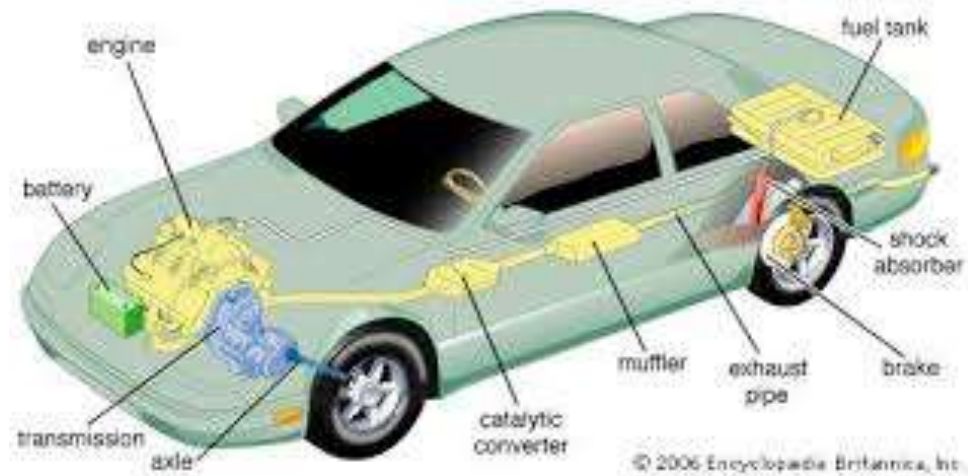
What's your job?

1. Work with 3 classmates.
2. Label the jobs you see in the picture.
3. Check your spelling in a dictionary.



KEEP GOING!

Talk about other jobs. What jobs are interesting to you?



REFLECTING ON THE STRUCTURE



ROUND TABLE

Checking in: How prepared do you feel ?



FIST TO FIVE

THE STATED GOALS

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AUTHENTICITY & COMPLEXITY

