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Dr. Johnson

CURR 304

20 April 2016

Cooperative Group Learning Lesson “Jig-Saw”

“Keeping Kindness Coming”

**Demographic Within Unit**:

Working Class Students

**Essential Question:**

How will integrating kindness into my daily life and exhibiting it to others benefit me?

**Unit Title:**

I Think To Myself, "What A Wonderful World": An In-Depth and Engaging Examination of Promoting Kindness In Order To Create A Nurturing Learning Environment

**C.C.S.S./Standard:**

[CCSS.ELA-LITERACY.W.4.2.B](http://www.corestandards.org/ELA-Literacy/W/4/2/b/)  
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

* Develop: to grow or cause to grow (<http://web.claibornecountyschools.com/resources/files/2015/08/common-core-academic-vocabulary-ela-k-12.pdf>)

Based on Standard:

* Criteria: based on opinions on kindness from direct lesson one and changing views to facts
* Audience: fourth grade students will
* Behavior: develop
* Degree: the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic

**Objective:**

In cooperative groups and based on opinions of kindness from direct lesson one and changing views to facts, fourth grade students will develop the idea of kindness with facts, definitions, concrete details, quotations, or examples.

* Develop: to grow or cause to grow (<http://web.claibornecountyschools.com/resources/files/2015/08/common-core-academic-vocabulary-ela-k-12.pdf>)

Based on Objective:

* Criteria: based on opinions on kindness from direct lesson one and changing views to facts
* Audience: fourth grade students will
* Behavior: develop
* Degree: the idea of kindness with facts, definitions, concrete details, quotations, or examples

**Accommodation:** Providing the student with a note-taker. (<http://www.additudemag.com/adhd/article/1664.html>)

**Modification:** Break the assignment into smaller parts. (<http://www.additudemag.com/adhd/article/5901.html>)

Determination of Lesson Content:

* Students will be researching children’s judgements of kindness and the reasons behind them. This connects to the paper the fourth grade students worked on in direct lesson one where they wrote a paper on the definition of kindness and their opinion of kindness. To continue this, students will be looking at how children’s judgements of kindness change as they age. This connects opinions to research and allows students to develop the idea of kindness with information from this article.
* Here is the article that the students will read: Baldwin, Clara P, and Baldwin, Alfred L. “Children’s Judgements of Kindness.” *Child Development* 41.1 (1970): 29-47. Print.
* “Kindness Captains, today will be connection our opinions of kindness with facts about kindness. We will be looking at an article called ‘Children’s Judgements of Kindness’, which looks at how ideas of kindness change over time as you get older, what kindness means to people, and other related ideas.

Selection of Groups:

* After introducing the topic, I will divide students into small groups of five.
* These groups will be divided based on similarities in their definitions and opinions of kindness from their Word document in direct lesson one. This way, students with similar ideas will be in the same group. For example, if a few students all mentioned sharing in their definition, they will be placed together in a group.

Group Name:

* Each group will then create their own individual group name based on their definitions of kindness. For example, groups might call themselves “The Sharers”, “Small Kind Acts”, and so on.
* After this, I will then number students off in each group from one to five.
* “Kindness Captains, now that we are in our groups, it is time to create your own group name. I want all of you to share your definition of kindness from our last lesson. When you notice a similarity between them, name your group after this. For example, if all of you talked about sharing, you could call yourself “The Sharers”. Before we do this though, let’s count each student in the groups off by five.” (I will then count off each group by fives with each member in the group getting a different number one through five.)

Divide Lesson into Segments:

* I will then divide the lesson into different segments. Each assigned number (one to five) will be assigned a segment of kindness in the article to focus on. The number one student in each group will focus on intentions and choice of kindness, the second will focus on obedience and self-service in kindness, the third student will look at obligation and trade in kindness, the fourth will look at bribe and returning a kind favor, and the fifth student will focus on equalizing benefits and the importance of benefit.
* During the first part of the article, these categories are separated. For this portion of the article, students will only need to read their assigned segments. However, later in the article, these sections are not portioned off and students will read the remainder of the article and look for content that aligns with their specific segment.
* “Students, I will now assign an idea of the article for each of your to focus on. Instead of having all of you take note of everything in the article, each of you will focus on something specific! The students with the number one assigned to them of each group will look at intentions and choice of kindness. The number two student will focus on obedience and self-service in kindness. Number three students will look at obligation and trade in kindness. Number four students will look at bribe and returning a kind favor. Lastly, the number five students will focus on equalizing benefits and the importance of benefit.” (I will write this on the board after assigning these segments so that students remember what to focus on.)
* “In the article, there are sections labeled based on your groups. For example, there is a section labeled ‘Intentions’. For this section, only students with the number one will have to read it. In other words, only read the sections here that align with what I told you! After this part of the article, all of you will read the remainder of the article, but take extremely close note of the information that goes with your topic.”
* “While reading, take notes in your writing journal for later.”

Assign Segments to Individuals in Groups:

* Students will read the article based on the segment they were assigned in the previous step.
* Student in all groups with all numbers will get twenty minutes to silently read the article and take notes on their segment to eventually share with others.
* Once the twenty minutes is up, students will form groups based on the numbers (one to five) assigned to them.
  + “Students, now that your twenty minutes to read and take notes is up, you will be joining students with the same number as you to discuss what you read. For example, all number ones will go together, all the twos, and so on.” (I will then tell each group number where to meet. For example, all ones in the front left corner of the room and so on.)
* Students will then read and take notes for twenty minutes.
* I will then tell students to discuss the key elements of the part of the article they focused on.
  + “Kindness Captains, now that you are in your groups, you will discuss the key elements of your focus from the article. Feel free to share the ideas you wrote in your writing journal. You will have seven minutes with your group to discuss and everyone must share! Your key elements might overlap, which they should!”
* Students will then discuss the key elements for seven minutes.
* I will then stop the students after seven minutes and bring them to their original groups.
  + “Students, thank you for sharing with your new group. Now, please return to your original group.”
* Students in their original groups will then have ten minutes to discuss the five different categories, known as the jigsaw groups. During this time, each student will share what they found along with what they learned in their number group. While a student presents their information, the other students will listen, take notes, and ask questions.
  + “In your groups, each student will share what they found in the article and what they discussed with the students who have the same number. You will have ten minutes to do this. While other student is talking, please listen, take notes, and ask questions. Remember to respect who is talking and to be on a level zero for noise.”
* During this time, I will walk around the classroom and monitor the students. If students need assistance, they will raise their hand and I will help.

Presentation:

* Each original group will then give a presentation to the class on the key features that they discussed during their ten minutes of sharing time. Each student will be required to speak during the group presentation. The group will share with the class what they learned from the article and each other and review one main point from each of the ten categories in the article. Each student will present two categories that are different from the ones they were assigned at the beginning. This will show that the students shared and gained knowledge from each other.
* Below is the rubric used to grade the presentation:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objective** | **4 points** | **3 points** | **2 points** | **1 point** |
| All students in the group presented. | All students in the group presented. | Four students presented. | Two or three students presented. | Only one of the five students presented. |
| Students presented a topic they were not assigned originally. | All students presented a topic they were not assigned originally. | Most students presented a topic they were not originally assigned. | One or two students presented a topic they were not originally assigned. | Students presented the topics they were originally assigned. |
| The students presented the information clearly and correctly. | The students presented the information clearly and correctly through explanation and examples. | The students presented the information correctly, but did not support all points. | The students presented the information correctly at some points and not very clearly. | The students’ information was not clear or correct. |
| Students worked together to during the presentation. | Students worked well together during the presentation. | Students worked well together during the majority of the presentation. | Students did not work together during the presentation. | Students inappropriately interacted during the presentation. |

Assessment:

* After the group presentations, each individual student will be given an assignment in order to assess their knowledge on the topic. Students will also be given a group reflection.
* For the individual assessment, each student will create a brief three slide Powerpoint. The first two slides will consist of information gathered from their own reading and research on their specific subject. The last slide will consist of information gathered from the other four segments. This will show what the student learned on their own and through their numbered group, along with what was discuss in their original group.
* For the group assessment, each group will create a comic strip displaying what was discussed in their groups and the facts, quotations, details, and definitions learned. Each student will have a role in the comic strip, but all students will partake in brainstorming ideas.