

Cooperative Group

Team Roles

Leader

- Read the problem.
- Lead the discussion.
- Keep members on task.



Recorder

- Take group notes.
- Write the group's answer.
- Highlight notes as needed.



Checker

- Double-check answers.
- Check for correct spelling and punctuation.



Calculator

- Use the calculator.
- Check the accuracy of the final answer.



Time Keeper

- Reminds group of time limits.
- Keeps group on track so they finish in the given amount of time.



Supply Master

- Gathers any needed supplies.
- Returns supplies to their correct storage area.



Speaker

- Shares group answers with the class.
- Asks questions to the teacher & other groups.



Encourager

- Asks questions to help team generate new ideas.
- Gets discussion moving.
- Says positive words.



Cooperative Learning First Grade

**Stephanie R. MacBain, Gratz College.
RTC Division**



Cooperative Learning First Grade:

The Impact of Using Cooperative Learning Strategies in a First-grade Classroom Stephanie R. MacBain, Gratz College. RTC Division, 2008 *Structuring Cooperative Learning Groups for Teaching First Grade Mathematics* Jessica S. Camacho, 2004 This project documents the successful implementation of pairs check round table and numbered heads cooperative learning structures to teach number sense patterns addition and subtraction in a first grade classroom

Using Cooperative Learning to Teach Social Skills in First Grade Mary Cary, 1993 *What are the Social Effects of Cooperative Learning in First Grade Myth?* Mark John Mamone, 2001 Cooperative Learning in a First Grade

Environment Edgar A Smith, 2005 **Social Skills and Cooperative Learning in a First Grade Classroom** Jaime Gollmer, 2009 **The Effects of Cooperative Learning in First Grade Mathematics** Amanda Van Vleet, 2010 Using

Cooperative Learning to Teach Mathematics in First Grade Peggy Eaton, 1993 Cooperative Learning and Mathematics Achievement in the First-grade Classroom Sara N. Enos, Gratz College. RTC Division, 2009 *A Curriculum for First Grade Social Studies Using Cooperative Learning Centers* Rebecca Jean Stewart, 1989 *The Effect of Cooperative Learning on Math Achievement of First Grade Students* Lenetta Jan Bowling, 1989 **Engaging Mathematics Students Using Cooperative Learning** John D. Strebe, 2010 In this book the author offers a wide selection of student engagement strategies for math teachers in grades k 12 He shares his class tested ideas in a clear and spirited voice with his devotion to the teaching profession and his students apparent on every page With invaluable ideas to help students remain engaged for longer time periods this book is especially helpful for teachers instructing in a block schedule Contents include 1

Introduction 2 The First Day 3 First Weeks 4 Team Building Class Building 5 Collaborative Worksheets 6 Collaborative Review Tests 7 Interactive Lecture 8 Key Ideas 9 Student Feedback Advice 10 Carolina Pairs Carolina Teams 11 Additional Team builders and 12 Myths Questions **Resources in Education** ,1995-12 **Cooperative Learning in First Grade Social Studies** Suzanne Green, 1995 **Working Together, Sharing and Helping Each Other** Barbara Ayres, Lorinda O'Brien, Theresa Rogers, Inclusive Education Project, Syracuse University. Division of Special Education and Rehabilitation, Salem Hyde Elementary School (Syracuse, N.Y.), 1990 Education for All Robert E. Slavin, 1996-01-01 This work is a collection of previously published articles by Robert Slavin The articles trace the evolution over a quarter century of the powerful idea that given well developed rigorously evaluated methods and materials teachers can succeed with virtually all children

Effects of Cooperative Learning on Achievement and Attitude in a First Grade Class Karen Sue McPherson, 1994 Inquiry-based Learning, Cooperative Learning, and Collaborative Learning in a First-grade Science Unit Using Project GLAD and Project Lead the Way Alyssa Imperial Gallegos, 2017 *Early Childhood Education* Petr G. Grotewell, Yanus R. Burton, 2008 This book focuses on early childhood education which spans the human life from birth to age 8 Infants and toddlers experience life more holistically than any other age group Social emotional cognitive language and

physical lessons are not learned separately by very young children Adults who are most helpful to young children interact in ways that understand that the child is learning from the whole experience not just that part of the experience to which the adult gives attention Although early childhood education does not have to occur in the absence of the parent or primary caregiver this term is sometimes used to denote education by someone other than these the parent or primary caregiver Both research in the field and early childhood educators view the parents as an integral part of the early childhood education process Early childhood education takes many forms depending on the theoretical and educational beliefs of the educator or parent Other terms that is often used interchangeably with early childhood education are early childhood learning early care and early education Much of the first two years of life are spent in the creation of a child s first sense of self or the building of a first identity Because this is a crucial part of children s makeup how they first see themselves how they think they should function how they expect others to function in relation to them early care must ensure that in addition to carefully selected and trained caregivers links with family home culture and home language are a central part of program policy If care becomes a substitute for rather than a support of family children may develop a less than positive sense of who they are and where they come from because of their child care experience Cooperative Learning in a Dual-language Bilingual First Grade Classroom Teri Lynn Foster,1998

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