

*All for one, one for all!
How do we cooperate?*

Teacher's Guide

Learning and Evaluation Situation

Cross-Curricular Competency *Cooperates With Others*
Elementary Cycle Three



All for one, one for all!

How do we cooperate?

Teacher's guide

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Description

Learning Context

This learning and evaluation situation supports the development of subject-specific competencies in English as a Second Language and Cross-Curricular Competencies for students attending French schools. The cross-curricular competency *To cooperates with others* is specifically targeted. It is important to note that the development of this LES may take place within the framework of a linguistic exchange activity held with Elementary Cycle Three students from Québec English schools, using the PÉLIQ-AN approach.

Pedagogical Intention

How do we cooperate?

During this Learning and Evaluation Situation, students will have an opportunity to collaborate with others, as well as to discuss their ideas on cooperation and the importance it has in their personal lives and in their world view.

The tasks and activities suggested in the LES require the students to:

- put into practice linguistic competency
- interact with different people in different contexts regarding the importance of cooperation
- to produce a text cooperatively
- present and justify their opinions on the advantages of working cooperatively with others in their lives (both at home and at school)
- reflect on these tasks and share their thoughts

Time Frame

From three to four weeks

Audience

Elementary Cycle Three students From French schools

Required Materials

Teacher's guide

Folder for student documents

Art supplies (11x17 format paper or larger, crayons, markers)

ICT (according to resources available): computers, presentation software, WIKI, digital camera, etc.

Links to the QEP

Broad Area of Learning: Citizenship and Community Life

Educational Aim

To ensure that students take part in the democratic life of the classroom or the school and develop a spirit of openness to the world and respect for diversity.

Focuses of development

- Involvement in action in a spirit of cooperation and solidarity
 - principles, rules and strategies based on teamwork
 - establishment of egalitarian relationships
 - interaction with peers in a spirit of mutual help
- Culture of peace
 - interdependence of individuals and peoples and their activities
 - familiarization with situations of cooperation

Cross-Curricular Competencies - To cooperate with others

Key features

- To interact with an open mind in a variety of contexts.
- To contribute to team efforts.
- To use teamwork effectively.

Evaluation criteria

- Recognition of the needs of others
- Appropriate attitudes and behaviours
- Commitment to the work of the team
- Contribution to improving the way the team works together

While *To cooperate with others* is the targeted cross-curricular competency in this LES, other competencies such as *To use ICT* and *To communicate appropriately*, can also be observed and evaluated when they are actively used by students.

Subject-specific Competencies: English as a Second Language Competencies

1- To interact orally in English

The student

- reacts to messages using strategies
- takes the initiative to transmit oral messages using strategies
- maintains oral interaction using strategies

Evaluation criteria

- Use of functional language
- Use of strategies
- Participation in exchanges
- Pronunciation

2- To reinvest understanding of oral and written texts

The student

- prepares to listen to and read texts using strategies
- demonstrates an understanding of oral and written texts using strategies
- carries out meaningful tasks using strategies

Evaluation criteria

- Use of strategies
- Demonstration of understanding of key elements and overall meaning
- Carrying out tasks

3- To write texts

The student

- prepares to write texts using strategies
- composes texts using strategies
- revises his or her texts using strategies

Evaluation criteria

- Use of strategies
- Compliance with instructions
- Language conventions targeted for task
- Characteristics of final product

Essential Knowledge

Functional Language

Useful Expressions

- Asking for help or clarification (e.g. *Can you help me? I need some help. I have a problem. I don't understand. Can you repeat? How do you say...? What do you mean? What's...?*)
- Identification (e.g. *What's this? This is..., It's..., My name is..., Who is it? I am/I'm..., There is/There's...*)
- Capabilities (e.g. *I can..., I can't..., I'm good at..., I'm not good at..., Can you...?*)
- Requests for information (e.g. *Where...? Who...? What...? Do you have...?*)
- Agreement, disagreement, opinions (e.g. *That's right. Maybe! Do you agree? I think...*)
- Offers of assistance, needs (e.g. *Can I help you? May I... Can I...? I need..., Can you...?*)
- Feelings, interests, tastes, preferences (e.g. *I'm happy. I'm sad. I'm excited. I like..., I love..., Do you like...? What's your favourite...? I like... the best. I prefer...*)
- Expressions of courtesy, social conventions and gestures: greetings, introducing, leave-taking, thanking, apologizing (e.g. *Hi! Good morning! So long!*)
- Suggestions, invitations (e.g. *Do you want to be my partner? Let's..., Come to my party. Do you want to work with me?*)
- Expressions to make rejoinders (e.g. *It's your turn. What about you? What do you think? Repeat what you said.*)
- Expressions promoting harmonious exchanges and teamwork (e.g. *That's a good idea! You're a good partner! Well done! Wow! Smart! You're a genius! Way to go, team! Let's go, gang! Great teamwork! Not too loud! There are five minutes left. Do we have our pencils?*)

Vocabulary

- Vocabulary related to the immediate environment (e.g. *classroom, premises, school staff, identification and description of self and others*)
- Theme-related vocabulary (e.g. *sports, recreation, pastimes, food, animals, clothing, special events*)
- Personal pronouns
- Question words (e.g. *who, what, when, where, why, how many*)
- Yes/no questions (e.g. *Do you have...? Do you want...? Do you like...?*)

Essential Knowledge

Strategies

Compensatory

- Delay speaking
- Asking for help or clarification (requesting assistance, repetition or precision)

Learning

- Self-evaluation (reflection on what has been learned)
- Planning (asking oneself: What am I supposed to do? In what order? What resources do I need? What could I listen to or read? What should I say or write? How will I say it or write it?)
- Inferring (making intelligent guesses based on all available cues such as context, cognates, known words and expressions, visual clues, contextual cues, intonation, patterns)
- Practice (repeating, rehearsing, regrouping, integrating and assimilating key functional language expressions)
- Resourcing (making use of human and material resources: word and expression banks, graphic organizers, posters, checklists, quick references, books, thematic and visual dictionaries, information technology)
- Cooperation (working together, learning together, helping each other)
- Accepting not being able to understand everything listened to or read

Language Conventions

Grammar, Phonology, Punctuation and Spelling

- Intonation and pronunciation for the functional language frequently used in class
- Punctuation: capital letter at the beginning of a sentence, period at the end of a sentence, question mark, commas between items in an enumeration

Text Components

- Connecting words (e.g. *once upon a time, first, next, finally, and they lived happily ever after, two years later, on my way home, and, but, if*)
- Overall meaning
- Key elements:
 - person, character, animal, object, place, setting
 - facts, plot, storyline, sequence of events

Cultural Products

- Texts, media, games (e.g. *nursery rhymes, stories, songs, books, biographical sketches, films, games, magazines, poems, CD-ROMs, educational TV, Internet sites*)

Overview

Phase	Task	Description	Student productions or traces
Preparation	Lead-in - Introducing the main question	The teacher introduces the main question of the LES: "How do we cooperate?" Students brainstorm this question and discuss in smaller groupings.	<ul style="list-style-type: none"> Brainstorming! My Goal for Cooperation
Production	Task 1 - Conducting an interview with people who work cooperatively with others	Students brainstorm and select people to interview about cooperation in their lives. They decide on what questions to ask, conduct interviews and share their discoveries with each other and the other class.	<ul style="list-style-type: none"> Interview Questions My Goal for Cooperation Reflections and Thoughts
	Task 2 - Identifying key ingredients for successful cooperation	Together, students pool their discoveries about how people work together and make a list of key ingredients for cooperation which will be useful to them as they work together.	<ul style="list-style-type: none"> A Recipe for Cooperation Reflections and Thoughts
	Task 3 - Production of a text inspired by one of the key ingredients for cooperation	Students decide which ingredient to choose for their multimodal text. Working together, they decide who will do what and assign each other tasks based on strengths and interests. They create their text which they then share with the rest of the large group. They use scaffolding tools to help them get organized.	<ul style="list-style-type: none"> A Recipe for Cooperation Our Ingredient (1) Our Ingredient (2) Reflections and Thoughts

Integration	Task 4 - Global reflection	The teachers return to the main question: "How do we cooperate?" and ask students for their responses. Students reflect orally as a group. Finally, the students are asked to reflect and respond in writing to the following question: "How does cooperation help me (at school, at home, in my free time)?"	<ul style="list-style-type: none">• Reflections and Thoughts• My Goal for Cooperation• How Does Cooperation Help Me?
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Details of the learning situation

Preparation Phase

Lead-in - Introducing the main question

 Suggested time frame: 30 to 60 minutes

Student Grouping		
Plan groups of 4 students or involve the larger group as a whole		
Required Materials	Competencies Targeted	Evaluation
<p>Teacher:</p> <ul style="list-style-type: none"> ▪ Teacher's guide ▪ Examples (radio, television, the Internet, newspapers or magazines) <p>Students:</p> <ul style="list-style-type: none"> ▪ Brainstorming! ▪ My Goal for Cooperation 	<p>ESL - Subject-specific competencies:</p> <ul style="list-style-type: none"> ▪ C1 - To interact orally in English ▪ C2 - To reinvest understanding of oral and written texts <p>Cross-curricular competencies:</p> <ul style="list-style-type: none"> ▪ To cooperate with others 	<ul style="list-style-type: none"> ▪ Evaluation rubric C1 and C2

Essential Knowledge		
<p>Functional Language</p> <p>Useful Expressions</p> <ul style="list-style-type: none"> ▪ Asking for help or clarification ▪ Identification ▪ Requests for information ▪ Agreement, disagreement, opinions ▪ Offers of assistance, needs ▪ Feelings, interests, tastes, preferences ▪ Expressions of courtesy, social conventions and gestures ▪ Expressions to make rejoinders ▪ Expressions promoting harmonious exchanges and teamwork <p>Vocabulary</p> <ul style="list-style-type: none"> ▪ Theme-related vocabulary ▪ Personal pronouns ▪ Question words (eg. who, what, where, when, why, how many) ▪ Yes/no questions 	<p>Strategies</p> <p>Compensatory</p> <ul style="list-style-type: none"> ▪ Delay speaking ▪ Asking for help or clarification <p>Learning</p> <ul style="list-style-type: none"> ▪ Planning ▪ Use of prior knowledge ▪ Practice ▪ Skimming ▪ Scanning ▪ Resourcing ▪ Cooperation ▪ Accepting not to be able to understand everything listened to or read 	<p>Language Conventions</p> <ul style="list-style-type: none"> ▪ Word order ▪ Regular plurals ▪ Verb tenses ▪ Spellings <p>Text Components</p> <ul style="list-style-type: none"> ▪ Connecting words ▪ Contextual cues ▪ Key elements <p>Cultural Products</p> <ul style="list-style-type: none"> ▪ Texts, media

Task

The teacher introduces the main question of the LES: "How do we cooperate?" The students brainstorm this question and discuss their ideas in smaller subgroups or with the group as a whole. The teacher gives an overview of the LES *All for One, One for All!* and presents the different required tasks.

Steps

1. *Introduction to the main question*
2. *Brainstorming and discussion of the main question*
3. *Presentation of the LES*

① *Introduction to the main question*

The teacher introduces the main question: *How do we cooperate?* Students answer the question spontaneously. If the level of linguistic ability in English is low, the teacher might want to do an activity with flashcards or a vocabulary game on the theme of cooperation to establish a groundwork. If needed, the teacher may explain the question through the use of examples.

② *Brainstorming activity on cooperation and discussion of the main question*

Working in small groups, the teacher asks students to brainstorm the word 'cooperation' using a KWL structure or a cloud structure. The students may use the document **Brainstorming!** or a large sheet of paper to write down their ideas. The students share with the group and the resulting brainstorm is hung on the wall in the classroom.

③ *Presentation of the LES*

The teacher explains to the class that they will be investigating the main question throughout an LES entitled *All for one, one for all!* At this time, he or she gives an overview and explains the different parts of the LES. The teacher presents the tool **My Goal for Cooperation** and reiterates that the students will be working together to complete various tasks.

Production Phase

Task 1 - Conducting an interview with people who work cooperatively with others

 Suggested time frame: 90 minutes

Student Grouping		
Plan groups of 4 students		
Required Materials	Competencies Targeted	Evaluation
<p>Teacher:</p> <ul style="list-style-type: none"> ▪ Teacher's guide ▪ Examples (radio, television, the Internet, newspapers or magazines) <p>Students:</p> <ul style="list-style-type: none"> ▪ Brainstorming! ▪ Interview Questions ▪ My Goal for Cooperation ▪ Reflections and Thoughts 	<p>ESL - Subject-specific competencies:</p> <ul style="list-style-type: none"> ▪ C1 - To interact orally in English ▪ C2 - To reinvest understanding of oral and written texts <p>Cross-curricular competencies:</p> <ul style="list-style-type: none"> ▪ To cooperate with others 	<ul style="list-style-type: none"> ▪ Evaluation Rubric C1 and C2 ▪ My Goal for Cooperation ▪ Reflections and Thoughts

Essential Knowledge		
<p>Functional Language</p> <p>Useful Expressions</p> <ul style="list-style-type: none"> ▪ Asking for help or clarification ▪ Identification ▪ Requests for information ▪ Agreement, disagreement, opinions ▪ Offers of assistance, needs ▪ Feelings, interests, tastes, preferences ▪ Expressions of courtesy, social conventions and gestures ▪ Expressions to make rejoinders ▪ Expressions promoting harmonious exchanges and teamwork <p>Vocabulary</p> <ul style="list-style-type: none"> ▪ Theme-related vocabulary ▪ Personal pronouns ▪ Question words (eg. who, what, where, when, why, how many) ▪ Yes/No questions 	<p>Strategies</p> <p>Compensatory</p> <ul style="list-style-type: none"> ▪ Delay speaking ▪ Asking for help or clarification <p>Learning</p> <ul style="list-style-type: none"> ▪ Planning ▪ Use of prior knowledge ▪ Practice ▪ Skimming ▪ Scanning ▪ Resourcing ▪ Cooperation ▪ Accepting not to be able to understand everything listened to or read 	<p>Language Conventions</p> <ul style="list-style-type: none"> ▪ Word order ▪ Regular plurals ▪ Verb tenses ▪ Spellings <p>Text Components</p> <ul style="list-style-type: none"> ▪ Connecting words ▪ Contextual cues ▪ Key elements <p>Cultural Products</p> <ul style="list-style-type: none"> ▪ Texts, media

Task

Students brainstorm and choose people from their lives or their community who work cooperatively with others. They compose questions to ask their chosen community members, conduct interviews and share their discoveries with each other.

Steps

1. *Brainstorming about who works cooperatively with others in the world and in the community*
2. *Composing questions for the interview*
3. *Conducting interviews and summarizing key points*
4. *Sharing of interview responses*

① *Brainstorming about who works cooperatively with others in the world and in the community*

The teacher asks: "Do you know anyone who works cooperatively or in a team with other people? Are there some cases where you must work with others to get the job done?" Orally and working in a large group, students come up with all the types of jobs that working with others or people they know who work cooperatively with others. If verbal communication is problematic or emergent, the teacher can supplement through the use of examples. Students can look to their parents, family members, people in their neighborhood and community for inspiration.

② *Composing questions for the interview*

In the ESL classroom, the teacher can have students compose interview questions as a whole group activity. She can put models of questions on the board and have students use the models to compose their own questions orally or on paper. Students may compose questions working with a partner, record their questions using the **Interview Questions** template, and then share their question with the class. The shared questions become the bank of questions.

Sample interview questions:

- What is your job?
 - Do you work with other people?
 - How do you work with other people?
 - When do you work with other people?
 - Why do you work with other people?
 - How many other people do you work with?
-

③ *Conducting the interview and discussing the responses*

Students find people from their community to interview. This is where logistics become important. There are three possible options, depending on a) the students' level of linguistic ability and b) availability of English speaking community members with applicable jobs.

Option 1 - Students find their own people to interview in English or French and must summarize the answers in English

Option 2 - The teacher invites English-speaking community members to come to class to be interviewed. The interviews take place in English.

Option 3 - The teacher invites French-speaking community members to be interviewed. Interviews take place in French.

Once the interviews have been conducted, the key findings are summarized in English to be shared with the other class. To do this, students can use the **Interview Questions** template.

- Another way of organizing this is to have people come in to be interviewed during the first visit at the host school, when everyone is together.

Sharing of interview responses

As a group, students share the results of their interviews.

Evaluation:

Students read and fill out the first part of the document **My Goal for Cooperation**. This tool will guide them throughout this collaborative experience. It should be recognized that setting a true goal may be difficult for students at the Elementary Cycle Three level. If this is a first for them, the goal may be a modest one. Setting goals and reflecting on personal progress are skills that develop over time.

The teacher evaluates student interactions using the appropriate evaluation rubric.

Task 2 - Our ingredients for successful cooperation

 Suggested time frame: 60 - 180 minutes

Required Materials	Competencies Targeted	Evaluation
<p>Teacher:</p> <ul style="list-style-type: none"> Teacher's guide <p>Students:</p> <ul style="list-style-type: none"> A Recipe for Cooperation Reflections and Thoughts 	<p>ESL - Subject-specific competencies:</p> <ul style="list-style-type: none"> C1 - To interact orally in English <p>Cross-curricular competencies:</p> <ul style="list-style-type: none"> To cooperate with others 	<ul style="list-style-type: none"> Evaluation Rubric C1 Reflections and Thoughts

Essential Knowledge		
<p>Functional Language</p> <p>Useful Expressions</p> <ul style="list-style-type: none"> Delay speaking Asking for help or clarification Identification Requests for information Agreement, disagreement, opinions Offers of assistance, needs Feelings, interests, tastes, preferences Expressions of courtesy, social conventions and gestures Expressions to make rejoinders Expressions promoting harmonious exchanges and teamwork <p>Vocabulary</p> <ul style="list-style-type: none"> Personal pronouns Question words Yes/No questions 	<p>Strategies</p> <p>Compensatory</p> <ul style="list-style-type: none"> Delay speaking Asking for help or clarification <p>Learning</p> <ul style="list-style-type: none"> Self-monitoring Self-evaluation Planning Use of prior knowledge Resourcing Scanning Cooperation Risk-taking 	<p>Language Conventions</p> <ul style="list-style-type: none"> Word order Regular plurals Intonation and pronunciation for the functional language frequently used in class <p>Text Components</p> <ul style="list-style-type: none"> Connecting words <p>Cultural Products</p> <ul style="list-style-type: none"> Texts, media

Task

Students review their interview results and put together a list of key ingredients for cooperation which will be useful to them as they work together.

Steps

- 1. Reviewing interview results*
- 2. Our ingredients for successful cooperation*

① *Reviewing interview results*

As a group, students review the responses they received during their interviews and discuss them. The teacher will lead the students to focus on the "how" in cooperation, in other words, the ingredients for working together successfully.

② *Our ingredients for successful cooperation*

Working as a large group, students come up with 10 (or 5 or 7 or whatever happens) important ingredients for successful cooperation, based on their brainstorm, discussions and discoveries about each other. They then make a comprehensive list using the student tool **A Recipe for Cooperation**.

Questions to ask students to jump-start or further the discussion:

- What does it take to work well with others?
- What can we do to make sure that everything goes well in our group?
- What should our attitude be?
- What kinds of things can we say to our group members?
- What kinds of things should we NOT SAY to our group members?

Sample ingredients (this is not an exhaustive list):

- Listen to people when they talk
- Accept different opinions
- Use each other's strengths
- Help your teammates when they have difficulty
- Don't take it personally when someone doesn't agree with you
- Use polite words—don't get personal if you don't agree with someone
- Make a plan that everyone understands
- Agree on the plan! Make sure everyone is on board.
- Give useful feedback politely.
- Encourage your teammates
- Celebrate your success!



Evaluation:

The teacher evaluates student interactions with the help of the evaluation rubrics provided. The students also demonstrate their understanding by completing the second part of the document **My Goal for Cooperation**.

Task 3 - Production of a text inspired by one of the key ingredients for cooperation.

 Suggested time frame: 120 minutes

Required Materials	Competencies Targeted	Evaluation
<p>Teacher:</p> <ul style="list-style-type: none"> Teacher's guide <p>Students:</p> <ul style="list-style-type: none"> A Recipe for Cooperation Our Ingredient (1) Our Ingredient (2) Reflections and Thoughts 	<p>ESL - Subject-specific competencies:</p> <ul style="list-style-type: none"> C1 - To interact orally in English C3 - To write texts <p>Cross-curricular competencies:</p> <ul style="list-style-type: none"> To cooperate with others 	<ul style="list-style-type: none"> Reflections and Thoughts Our Ingredient (1) Our Ingredient (2)

Essential Knowledge		
<p>Functional Language</p> <p>Useful Expressions</p> <ul style="list-style-type: none"> Asking for help or clarification Capabilities Requests for information Agreement, disagreement, opinions Offers of assistance, needs Feelings, interests, tastes, preferences Expressions to make rejoinders Expressions promoting harmonious exchanges and teamwork <p>Vocabulary</p> <ul style="list-style-type: none"> Personal pronouns Question words Yes/No questions 	<p>Strategies</p> <p>Compensatory</p> <ul style="list-style-type: none"> Asking for help or clarification <p>Learning</p> <ul style="list-style-type: none"> Planning Use of prior knowledge Inferring Resourcing Cooperation Risk-taking 	<p>Language Conventions</p> <ul style="list-style-type: none"> Word order Regular plurals Intonation and pronunciation for the functional language frequently used in class <p>Text Components</p> <ul style="list-style-type: none"> Contextual clues Overall meaning Key elements

Task

In their groups of four, students discuss and decide which ingredient to choose for their multimodal text. Working together, they determine who will do what and assign each other tasks based on strengths and interests. They create their text which they then share with the rest of the large group. They use scaffolding tools to help them get organized.

Steps

1. *Choosing one ingredient for successful cooperation*
2. *Producing a multi-modal text*
3. *Presenting texts to the larger group*
4. *Reviewing our ingredients for successful cooperation*

① *Choosing one ingredient for successful cooperation*

The teacher explains the task at hand, which consists in representing one of the key ingredients for working together successfully in four different ways. In class, students review their list of ingredients **A Recipe for Cooperation**. Working in groups of four, they choose their favourite ingredient or the one they feel is the most useful.

Four possible ways of representing the ingredient (from the student tool):

- Written description
- Oral explanation
- Illustration
- Skit

② *Producing a multi-modal text*

Students work in their group of 4. To get organized and to assign each other tasks, they use the tools **Our Ingredient (1)** and **Our Ingredient (2)**. After an initial brainstorming activity, students write their ideas in the different spaces. They can then decide which mode they will focus on. It may be that the teachers decide for them which modes everyone will work with, or perhaps they are responsible for both modes. For example, each group must provide an illustration and present a skit using their chosen ingredient as a starting point. Students work on their production in the given timeframe.

③ *Presenting texts to the larger group*

Students present their work by hanging it up in the classroom (or projecting it on the wall) and by examining the work of others. The teachers or some responsible students take digital photographs of each production, or in the case of a skit, videotape the presentation.

④ *Reviewing our ingredients for successful cooperation*

After having seen the work produced by their peers and consulting their personal list of ingredients, students discuss the conditions that favour working together successfully.

 *Evaluation:*

Students fill in the third part of the document **My Goal for Cooperation**. The teacher may also use the tools **Our Ingredient (1)** and **Our Ingredient (2)** as evidence of competency development.

Integration Phase

Task 4 - Global reflection

 Suggested time frame: 60-90 minutes

Required Materials	Competencies Targeted	Evaluation
<p>Teacher:</p> <ul style="list-style-type: none"> Teacher's guide <p>Students:</p> <ul style="list-style-type: none"> Reflections and Thoughts My Goal for Cooperation How Does Cooperation Help Me? 	<p>ESL - Subject-specific competencies:</p> <ul style="list-style-type: none"> C1 - To interact orally in English C3 - To write texts <p>Cross-curricular competencies:</p> <ul style="list-style-type: none"> To cooperate with others 	<ul style="list-style-type: none"> My Goal for Cooperation Reflections and Thoughts Evaluation Rubrics C1 and C3 Teacher's Class Log

Essential Knowledge		
<p>Functional Language</p> <p>Useful Expressions</p> <ul style="list-style-type: none"> Asking for help or clarification Capabilities Agreement, disagreement, opinions Feelings, interests, tastes, preferences Expressions to make rejoinders Expressions promoting harmonious exchanges and teamwork <p>Vocabulary</p> <ul style="list-style-type: none"> Theme-related vocabulary Personal pronouns Question words Yes/No questions 	<p>Strategies</p> <p>Compensatory</p> <ul style="list-style-type: none"> Asking for help or clarification <p>Learning</p> <ul style="list-style-type: none"> Self-evaluation Use of prior knowledge Resourcing Cooperation 	<p>Language Conventions</p> <ul style="list-style-type: none"> Word order Regular plurals Intonation and pronunciation for the functional language frequently used in class

The Task

The teacher returns to the main question: "How do we cooperate?" and asks students for their responses. Students reflect orally as a group and then individually in writing using their tool **How Does Cooperation Help Me?** The teacher may also want to ask the students to reflect on their own language development in English as they completed the various tasks of the LES.

Steps

1. *Returning to the main question: "How do we cooperate?"*
2. *Producing a text that answers the question: "How does cooperation help me?"*

① *Returning to the main question: "How do we cooperate?"*

The teacher returns to the main question: "How do we cooperate?" and asks students for their responses. It is important to get students to come up with why we are or are not better together. Teachers can ask questions like:

- What was the easiest thing about cooperating with each other in your groups?
- What was a challenge for your group? What was more difficult?
- What ingredients for a successful cooperation were most useful to you during your cooperation?

Students may want to revisit the document **Reflections and Thoughts** as they participate in the whole group discussion. Then, they will complete the last part of the document **My Goal for Cooperation**. They may want to then share their thoughts and insights with the class and the teacher.

② *Producing a text that answers the question: "How does cooperation help me?" (at home, at school, in my free time)*

As a springboard to the completion of the final text, the teacher asks the students: "Would you have been able to complete all of these tasks alone?" Individually, students then complete the document **How Does Cooperation Help Me?** making sure to touch on all three areas of their lives: home, school and leisure.

All for one, one for all!
How do we cooperate?

Teacher's Guide



Evaluation:

The teacher may use the Teacher's Class Log: *All for one, one for all!* in order to record the student's overall development of the subject-specific competencies throughout the LES.

All for one, one for all!
How do we cooperate?

Teacher's Guide

List of Required Documents:

For the teacher:

- Class Log
- Evaluation Rubric (C1)
- Evaluation Rubric (C2)

For the student:

- Brainstorming!
- My Goal for Cooperation!
- Interview Questions
- Reflections and Thoughts
- Recipe for Cooperation
- Our Ingredient (1)
- Our Ingredient (2)
- How Does Cooperation Help Me?