

Cooperating

OBJECTIVES

- To define “cooperate”
- To identify the skills needed to cooperate
- To practice cooperating

MATERIALS

- Cooperate mini-poster
- Chart paper and markers

REVIEW

Ask students to cross their arms if they were able to include someone who was feeling left out in a game or other activity. Ask how the person who was included felt. Remind students not to use names. Ask if students have thought of any new ways to include others.

INTRODUCE

Ask students to share what they think the word “cooperate” means. Share the **Cooperate** mini-poster and read aloud the definition. Ask how students can tell that the children in the picture are cooperating. What are they doing? How do you think they are feeling? Point out that when people cooperate and share, they get things done, they feel calm, and glad to be part of the classroom community.

On a sheet of chart paper, write the heading “How we Cooperate in School.” Ask students to think about what cooperation looks and sounds like in school. (*Sharing, listening, taking turns, saying, “I’ll help you with that,” etc.*) Record students’ responses. Ask students to give examples of when during the school day they can cooperate with one another. Why might it be important to cooperate with each other in a classroom?

PRACTICE/APPLY

Invite children to do an activity together, such as the “Wave,” an activity that fans at sporting events do together. Begin by demonstrating a simple motion: raising and lowering your arms, for example. Tell students that you will start the motion and the person next to you will start as soon as your arms are down, then the next student will do the motion. By taking turns, one after another, students will send the motion around the circle, like a wave. Practice it once and then try it again.

Ask students what they had to cooperate and make the wave travel around the circle. (*Wait for their turn, pay attention, work together, listen to directions, remind each other when it was someone's turn, not make fun of someone if they forgot the rules, etc.*) Refer to the mini-poster again and to the list of cooperation skills they created to point out connections to how they cooperated during the “Wave” activity.

HOMEWORK/EXTEND

Ask students to notice times during the school day when cooperation skills could help them finish a project, clean up, play a game, etc.

Post the “How we Cooperate in School” ideas students suggested in the classroom.

Introduce an activity, such as “Rainstorm” or “Creating Silence,” to practice cooperation. Directions are in the Activities section.

Send the *Home Link* newsletter to your students’ families. To edit the *Home Link* to include more specific information about what your class is working on, or to send them electronically, you can download the text at www.open-circle.org/homelinks.

LITERATURE CONNECTIONS

McNamara, Margaret. *How Many Seeds in a Pumpkin?* Schwartz and Wade Books, 2007.

Class members cooperate as they work on a project to estimate how many seeds are contained in different sized pumpkins.

- What are some of the ways that students in the story cooperate to complete their project? Discuss some of the ways you cooperate during different times of the school day: for example, in science, social studies, math, at recess, in the cafeteria?

Torres, Leyla. *Subway Sparrow*. Farrar, Straus and Giroux, 1993.

When a sparrow becomes trapped in a subway car, the passengers work together to free the helpless bird.

- How do the passengers on the subway train work together to help the sparrow?

SUPPLEMENTARY LESSONS

The following supplementary lesson(s) can be used after this lesson:

- Friendship

Cooperate

Work together to get something done.



Grade 2

Dear Family:

At another Open Circle Meeting, we talked about **giving and receiving compliments**. A compliment is saying something about someone that is true, positive and specific, such as something they do well or something they did that was helpful. Giving compliments in a classroom community is important because it makes others feel noticed and appreciated. Getting a compliment is similar to getting a gift. We learned that when you receive a compliment, you should say, “Thank you!”

The topic of one of our recent Open Circle lessons was **including one another**. We talked about how it feels to be left out and discussed some ways to include others at recess, during free play time at school, and in the classroom. Perhaps you could share with your child a time when you were left out and how it made you feel. Ask your child if he/she has ever been excluded or noticed that other children were left out. Encourage your child to find ways to include children who want to join in an activity or a group at play.

In another Open Circle, we talked about **cooperating**, or working together to get something done. We discussed what we can do to cooperate in the classroom, on the playground, in the lunchroom, and at other times during the day at school. We also talked about why it is important to cooperate and what can be hard about cooperating. Ask your child what he/she does to cooperate with his/her classmates at school. Find opportunities at home for your child to cooperate to get something done, and compliment him/her on good cooperation. Encourage your child to cooperate with other children in activities and groups outside of school.

Yours truly,

LITERATURE CONNECTIONS

Here are some **books** that relate to the topics we discussed in Open Circle. You might want to check out one or two at the library and read with your child:

McNamara, Margaret. *How Many Seeds in a Pumpkin?* Schwartz and Wade Books, 2007.

Class members cooperate as they work on a project to estimate how many seeds are contained in different sized pumpkins.

Torres, Leyla. *Subway Sparrow*. Farrar, Straus and Giroux, 1993.

When a sparrow becomes trapped in a subway car, the passengers work together to free the helpless bird.

Estimada familia:

En otra reunión de Open Circle hablamos sobre cómo **hacer y recibir elogios**. Un elogio es un comentario verdadero, positivo y concreto sobre una persona, como cuando alguien hace algo bien o útil. Resulta importante hacer elogios en la clase para que los demás se sientan valorados. Recibir un elogio es como recibir un regalo. Aprendimos que, cuando recibimos un elogio, debemos dar las gracias. En casa, asegúrense de elogiar a sus hijos a menudo cuando sean amables o se esfuercen por hacer las cosas bien. Si sus hijos les elogian, asegúrense de darles las gracias.

Otro de los temas que tratamos fue el de **aceptar a los demás**. Hablamos sobre lo que se siente cuando nos excluyen de un grupo y sobre algunas formas de incluir a los demás en los juegos durante el recreo o en clase. Cuéntenles a sus hijos alguna situación en la que se hayan sentido excluidos y cómo se sintieron. Pregúntenles si ellos se han sentido excluidos alguna vez o si han notado que se estaba excluyendo a otros niños. Animen a sus hijos a que inviten a participar a sus compañeros en actividades y juegos.

También conversamos sobre la **colaboración** y el trabajo en equipo para conseguir algo. Hablamos sobre lo que podemos hacer para colaborar en el aula, en el patio de recreo, en el comedor y en otros lugares de la escuela a lo largo del día. Hablamos sobre la importancia de colaborar con el resto de compañeros en la clase y de algunas de las dificultades de colaborar con los demás. Pregúntenles a sus hijos qué hacen para colaborar con sus compañeros de clase. En casa, hagan que sus hijos colaboren en algunas tareas y felicítenles por su buena disposición. Anímenles también a colaborar con otros niños en actividades y grupos fuera de la escuela.

Un cordial saludo,

BIBLIOGRAFÍA

Estos son algunos de los libros relacionados con los temas que tratamos en Open Circle. Pueden consultarlos en la biblioteca o leerlos con sus hijos:

McNamara, Margaret. *How Many Seeds in a Pumpkin?* Schwartz and Wade Books, 2007.

Torres, Leyla. *Subway Sparrow*. Farrar, Straus and Giroux, 1993.