



Jolly Learning Conference – 16 May Bucharest



Welcome to the session

Strategies of Cooperative Learning to

Develop Writing Skills by Julieta Petre

ICEBREAKER



https://www.youtube.com/watch?v=IZrmKtCKHAU&list=RDIZrmKtCKHAU&start_radio=1



Meet your trainer

Julieta Petre

Founder of CLAS
International School

Jolly Learning trainer, author
35 years EFL experience





What's in the session?

- ✔ An overview of Cooperative Learning
- ✔ Practical activities using Jolly Spelling,
- ✔ Grammar and Punctuation
- ✔ Types of cooperative dictations
- ✔ Planning a CL activity using Jolly Literacy

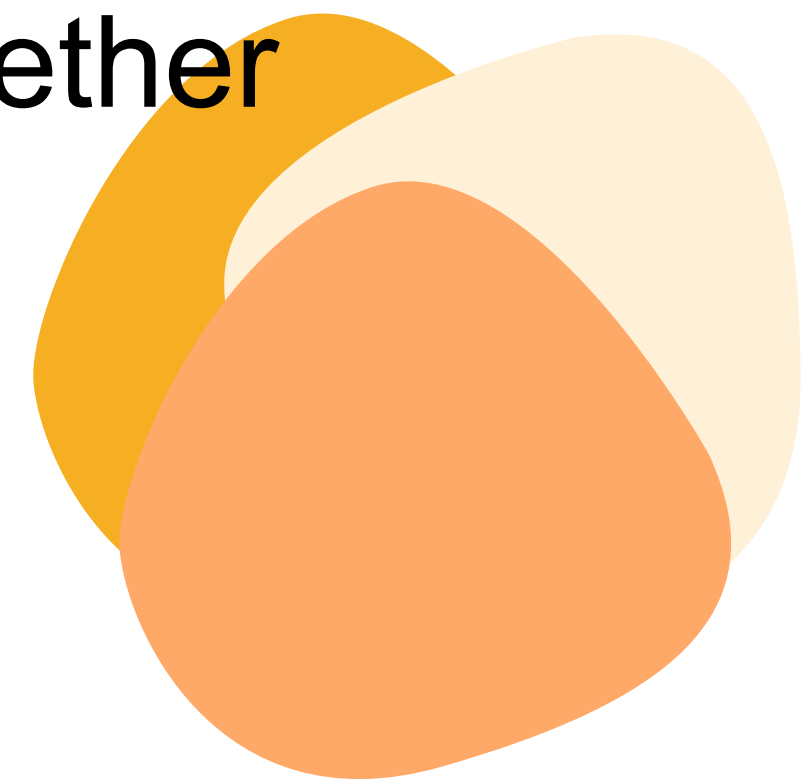
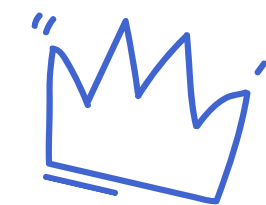




What is Cooperative Learning?

According to Johnson, Johnson and Holubec, (1994) 'The Nuts and Bolts of Cooperative Learning':

“CL is an instructional strategy where small heterogenous teams of 2-4 students, work together to maximize their individual and collective learning”;

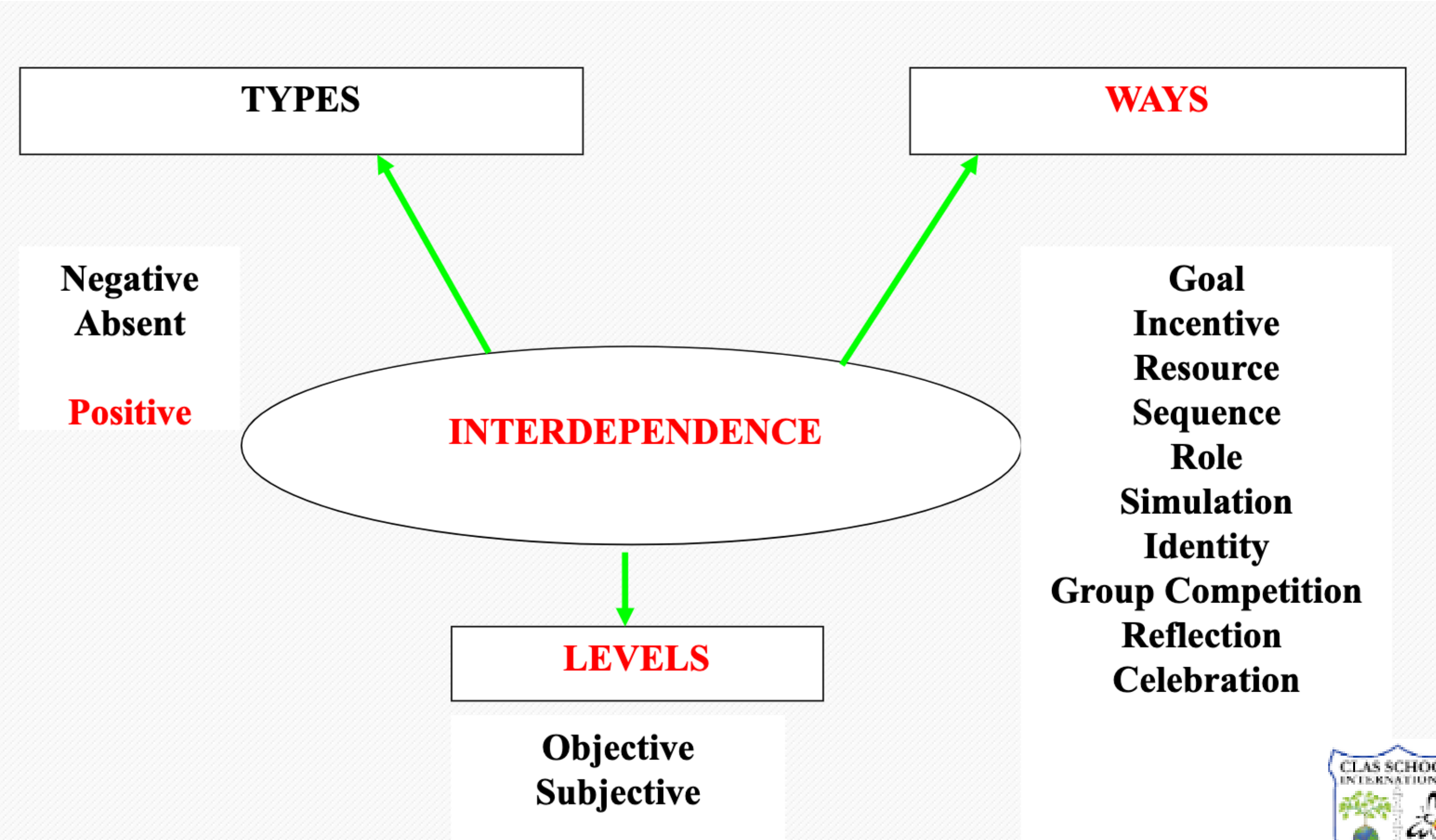


Key Elements of Cooperative

Learning

- **Positive interdependence** - “**Swim or sink together**”
- **Individual accountability**- “Each peer masters his part”
- **Equal participation in small heterogeneous groups**
- *-teaching social skills purposely* “Every voice matters, every mind contributes”
- **Simultaneous face-to-face interaction** – “Eye to eye”
- **Shared responsibility and assessment** – “Shared





- The group has a common goal and every member is expected to achieve it

SHARED GOAL

- Peers cooperate and shares the same resources available. Give only one copy of the task or give each student a part that fits to achieve the group task (jigsaw)

RESOURCE

- Everyone receives the same reward but only if every member of the team succeeds – a group diploma/badge, bonus points.

REWARD

- The overall task is divided into a sequence of subtasks and each performs his particular sub-task as a part of a predetermined order.

SEQUENCE



Guess

- Each member is assigned two roles: one **cognitive** such as Describer, Reader, Recorder or Scribe, Presenter, Researcher, Designer, Spelling Checker, Task Master as well as a **social** role such as Noise Keeper, Facilitator, Supply Manager, Time Keeper, Encourager, Cheerleader, Turn Taker.

ROLE

- The Cheerleader gets the team to show appreciation for the accomplishments of the team using gambits like “ Let’s do our team handshake”, saying a chant “Smart, smart, smart, brilliant!”, a dance, a high five etc

CELEBRATION





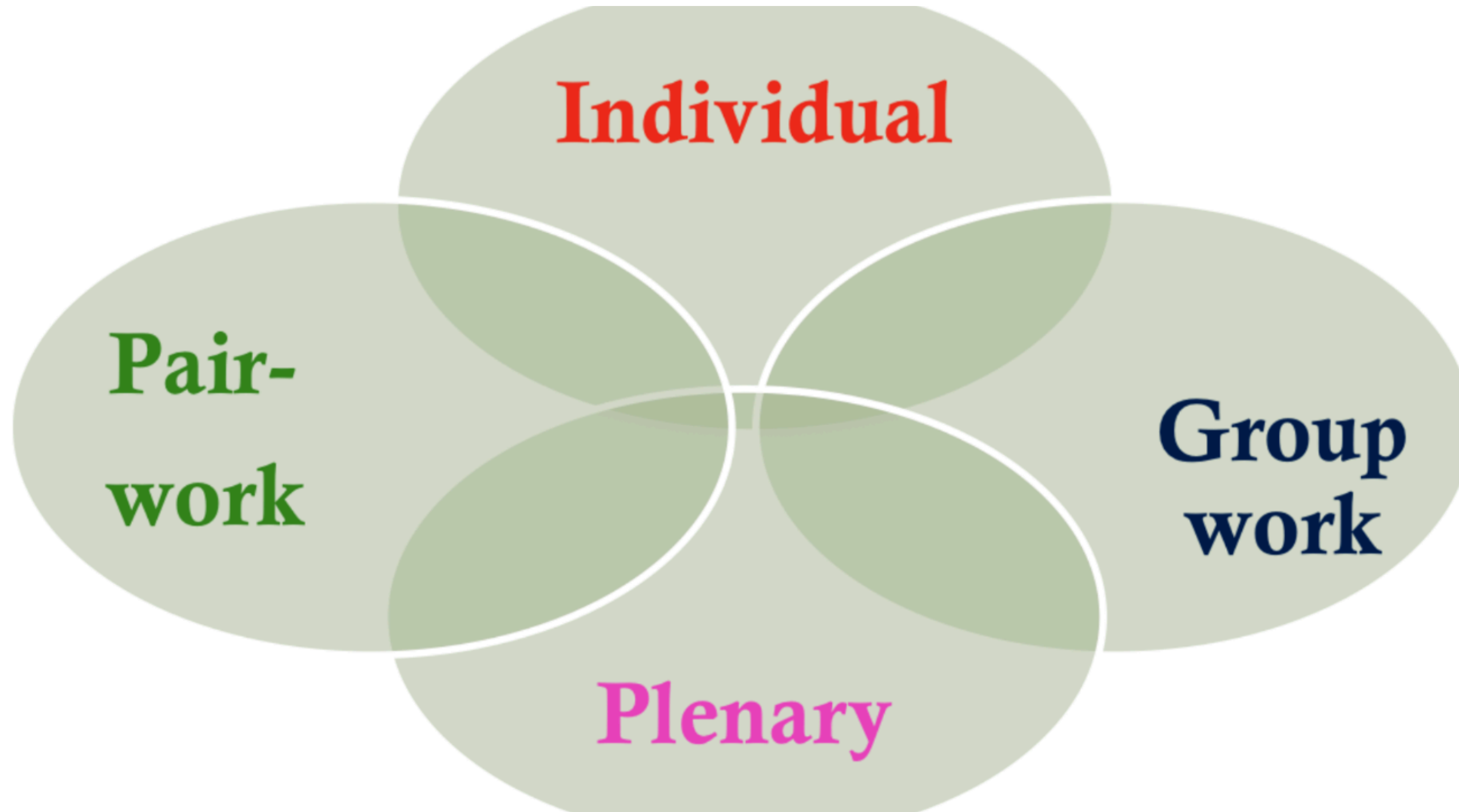
Why Jolly Literacy through Cooperative Learning?

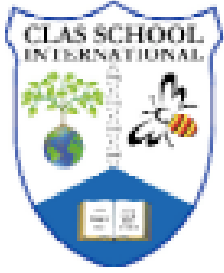
- Jolly Literacy through CL is more effective because CL transforms abstract, often dry grammar rules into an engaging, multi-sensory, and interactive experience that builds on children's foundational phonics knowledge.
- By combining Jolly Spelling Grammar and Punctuation with social, cooperative work, students better understand parts of speech, punctuation, and sentence structure while enhancing their social skills and confidence.



“Learning Together” by Johnsons

Steps of a Cooperative Learning Activity





“Learning Together” Approach

Activity: Colour-coding Parsing 3rd grade

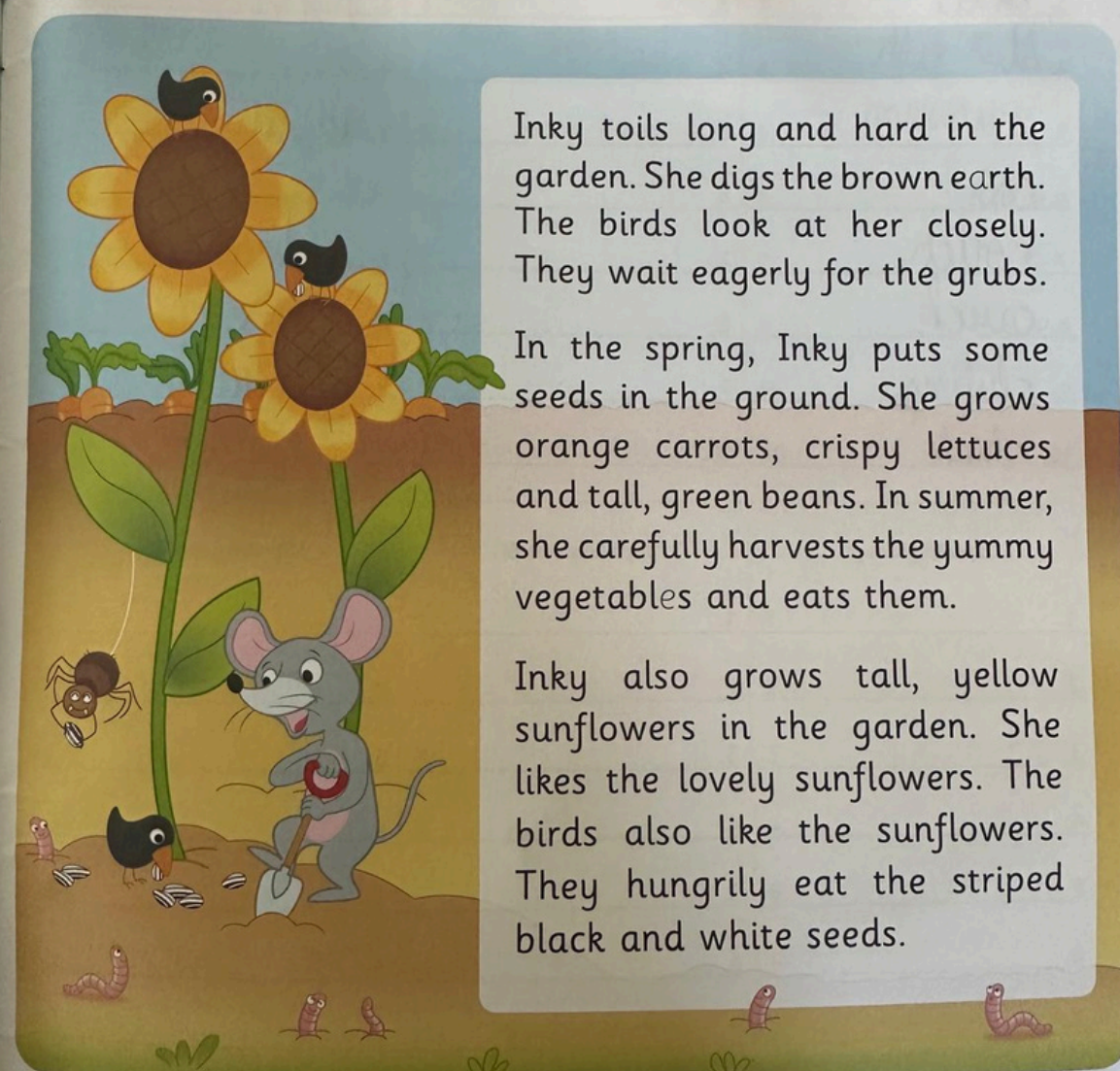
- Individually, each student underlines the parts of speech previously learnt, then in pairs they compare their answers and praise each other.
- In groups of four, S1 names and places the nouns in the **black** box and the pronouns in the **pink** box, S2 puts the adjectives in the **blue** box, S3 says and places the verbs in the **red** one and S4 reads and places the adverbs in the **orange** box.
- The teacher gives feedback if they put the parts of speech in the correct colour-coded box/jar and eventually the students celebrate their team’s success. The cheerleader comes up with the idea of celebration.

UNIT 36: Grammar

Parsing

Read the story below. Then underline the nouns in black and the verbs in red.

Nouns **Verbs**



Inky toils long and hard in the garden. She digs the brown earth. The birds look at her closely. They wait eagerly for the grubs.

In the spring, Inky puts some seeds in the ground. She grows orange carrots, crispy lettuces and tall, green beans. In summer, she carefully harvests the yummy vegetables and eats them.

Inky also grows tall, yellow sunflowers in the garden. She likes the lovely sunflowers. The birds also like the sunflowers. They hungrily eat the striped black and white seeds.

Now see if you can underline the pronouns in pink, the adjectives in blue and the adverbs in orange.

Pronouns **Adjectives** **Adverbs**

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Kagans' Structuralist Approach

- The structures are step-by-step instructional strategies and they are **content-free**. Therefore, the Kagan structures are used successfully at all grades levels, and with all content and they are designed to enhance communication, cooperation and critical thinking.



Let's look at an example

1. RallyRobin/Table

The teacher reads the task:

Proofread these sentences and in turns write the correct spelling above each misspelt word and add in the missing punctuation (Handout page 41 – Jolly Literacy 2)

In pairs, students rally the answers having the roles of writers and checkers alternatively.

At the end of the CL activity, the teacher gives feedback.



Make comparatives and superlatives



- S1 says a short adjective: big and writes the comparative bigger
- S2 writes the superlative
- S3 checks spelling

Then students rotate roles clockwise so that all of them learn how to use the suffixes -er and -est
Handout page 45 Jolly Literacy 1

Variation: Roundtable ('Pass a piece of paper and write your contribution')

Jolly Spelling Grammar Punctuation – Degrees of comparison - 2nd grade



UNIT 22: Grammar, Spelling

Comparatives and superlatives

Two of the most useful suffixes are <-er> and <-est>. They can be added to adjectives to make comparatives and superlatives.

Action
Touch the side of your temple with your fist.

Add the suffixes to the adjectives in Est-er Elephant and her friends. Remember to use the spelling rules.

	+er	+est
big	bigger	biggest
strong	stronger	strongest
tall	taller	tallest
close	closer	closest
green	greener	greenest

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Types of cooperative dictations

Dictogloss

- The teacher reads a passage at normal speed. Students take notes of keywords individually and then they work together in small groups to reconstruct the text as closely as possible to the original, focusing on meaning and grammatical accuracy.

Running dictation

- Text from the Teacher's Book is posted around the classroom on a large chart. One student (the "runner") reads a portion, remembers it, and dictates it to a seated partner (the "writer"). **Pairs** swap roles, encouraging active movement and collaboration. It can be done in groups of three or four as well.



Demo Running Dictation

Jolly Spelling, Grammar & Punctuation – three volunteers 1

UNIT 20: Spelling

ea

Write an <ea> word in each teapot and draw a picture to match.

Action: Put your hands on your head, pointing them up like a donkey's ears, and say ee.

met
web
spin
tea
heat
leaf
each
who
which
seashell

ea

ea

ea

Dictation

1..... 2..... 3.....

4..... 5..... 6.....

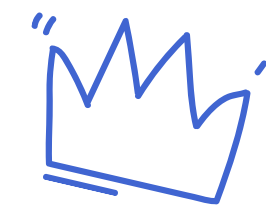
7.....

8.....

9.....

40

Materials needed:
A flipchart including the dictation
Three colour-coded markers
Jolly handout



JIGSAW

Mozaic by Aronson





Collaborating Creative Writing

Time: approx. 60–90 minutes

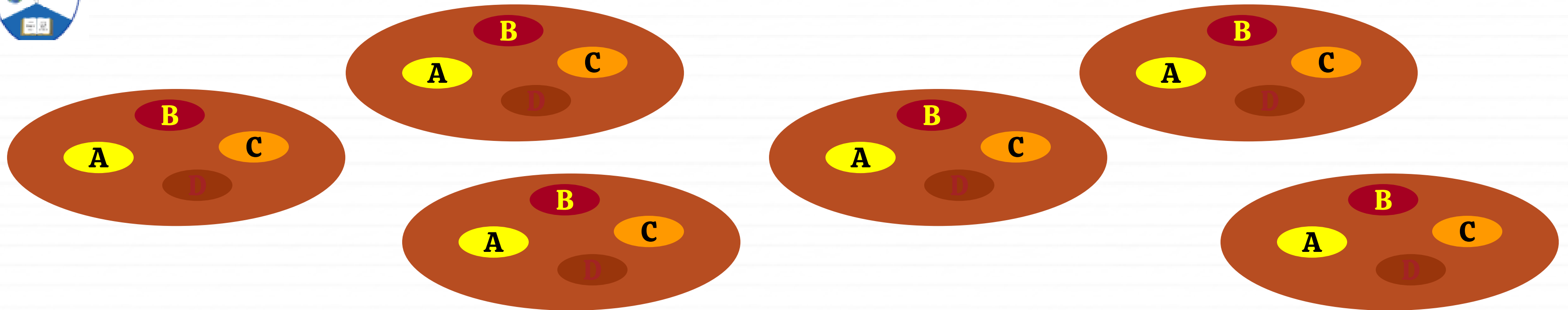
Grade Level: Adaptable (Best for Secondary School)

Learning Objectives: Students will develop skills in narrative construction, characterization, sensory description, and peer communication



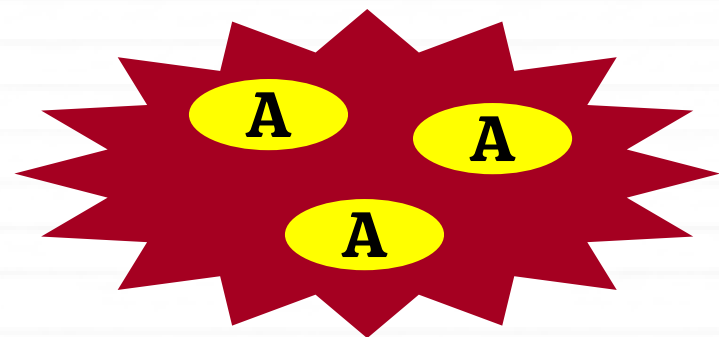
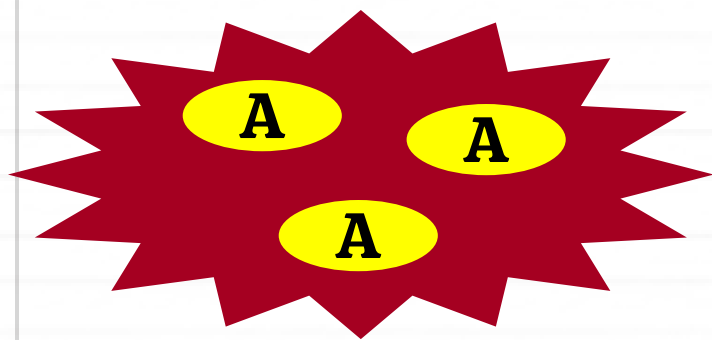
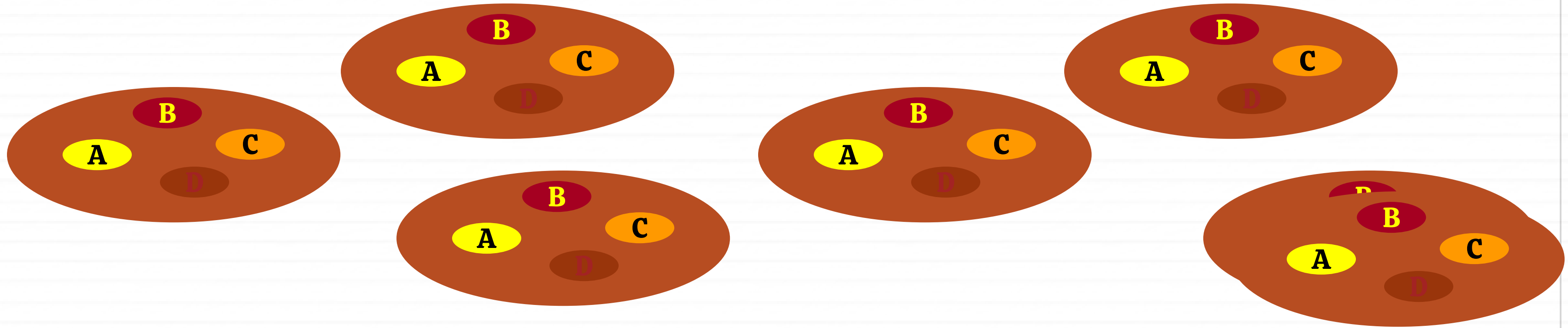


FORMING HOME GROUPS - 10'

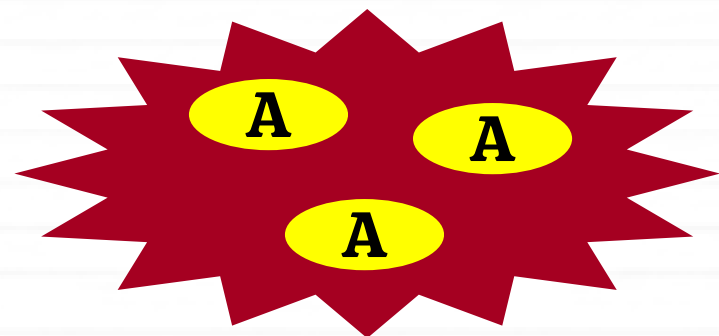
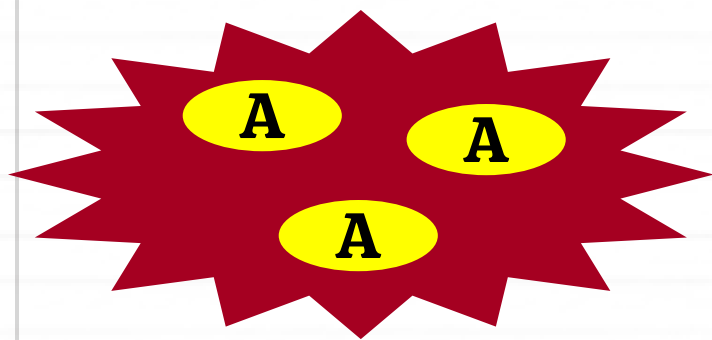
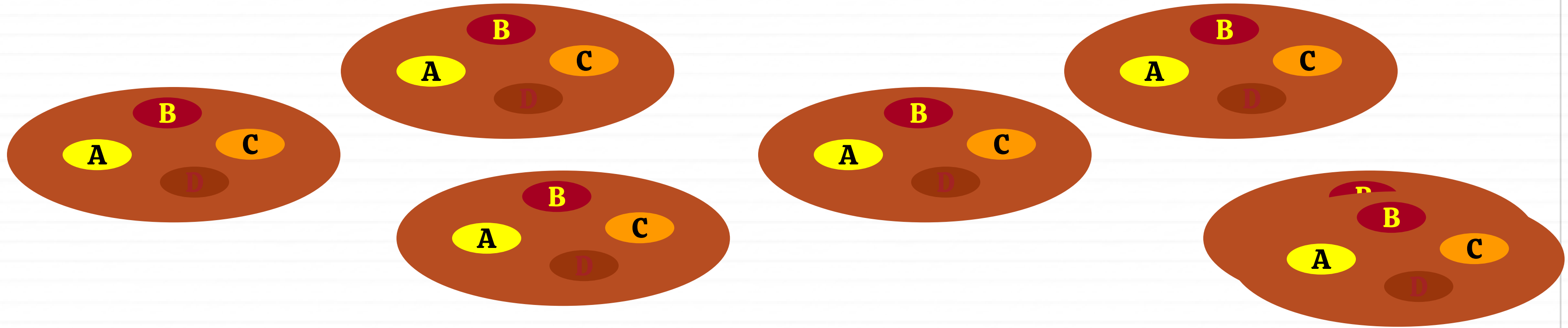


Student A: Character Design (Protagonist/Antagonist)

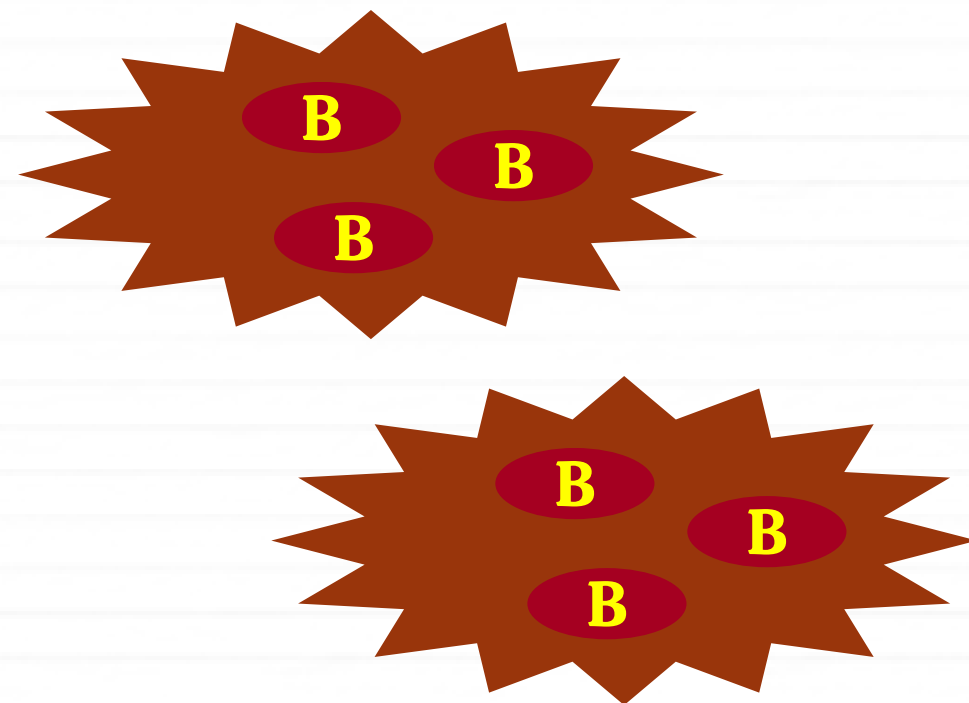
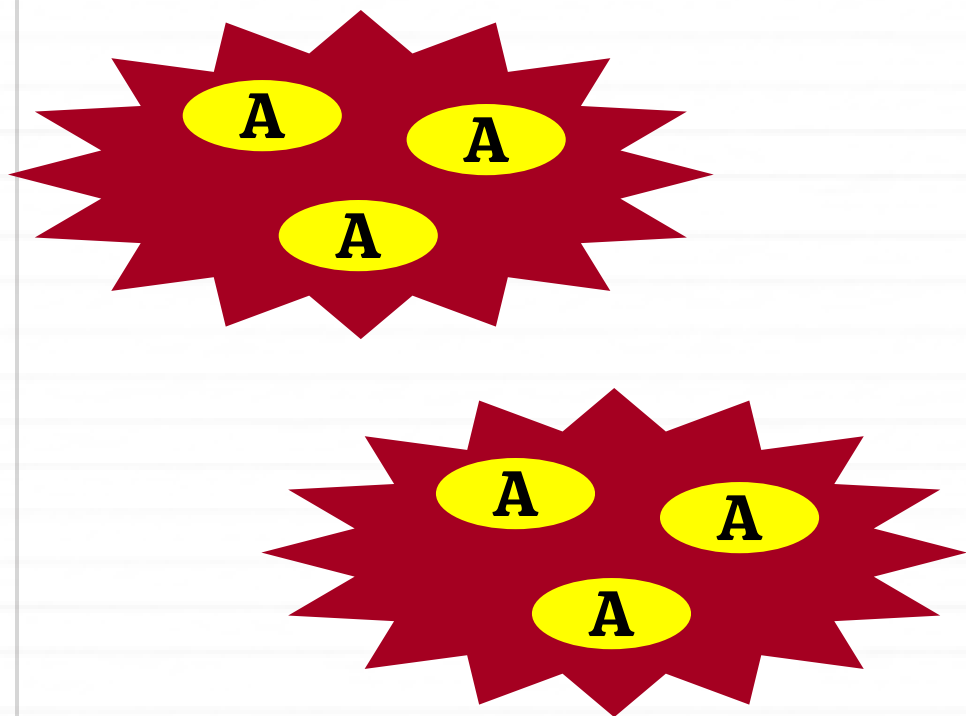
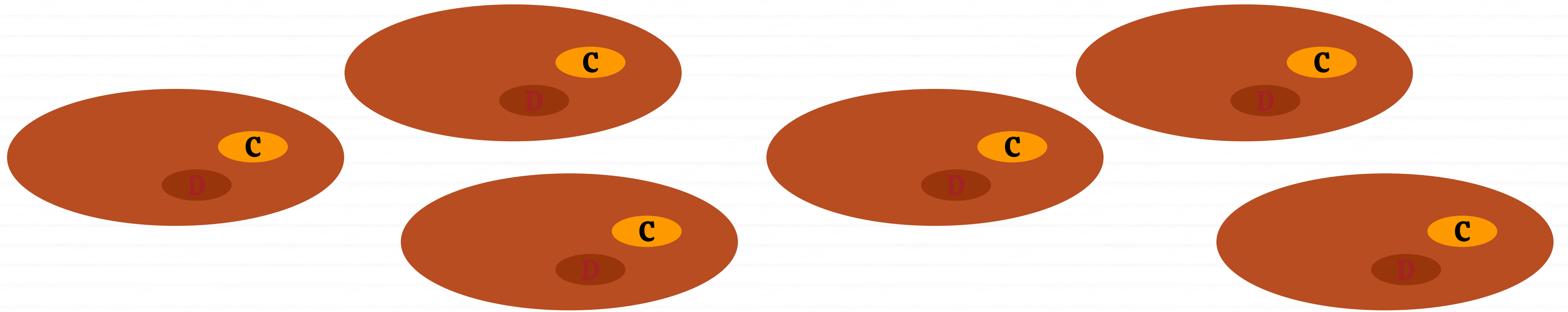
Jigsaw



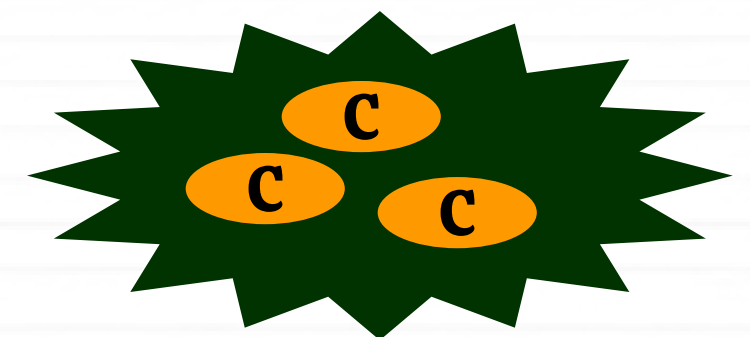
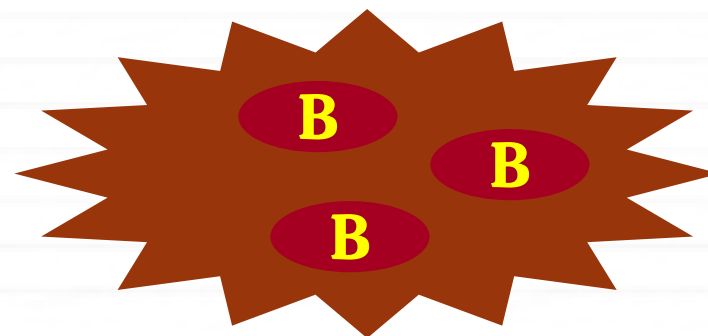
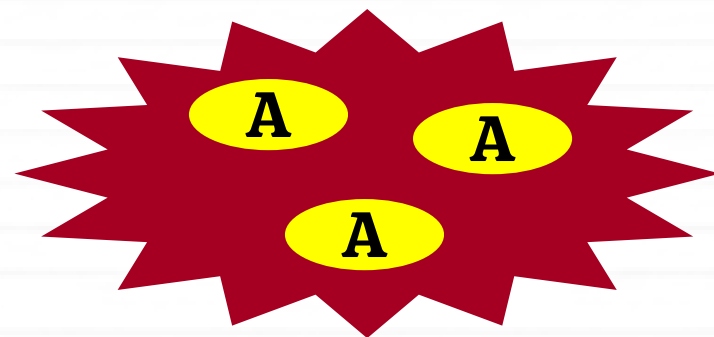
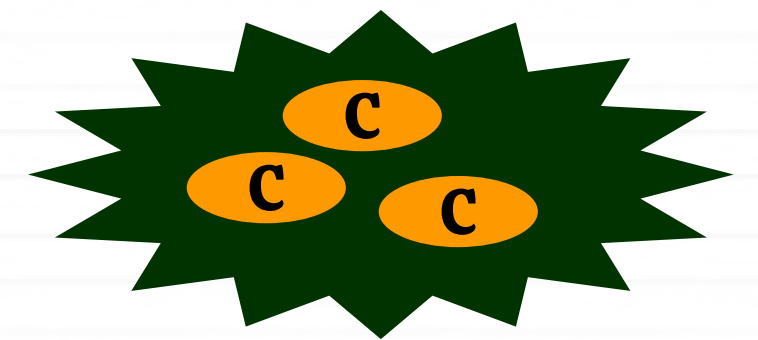
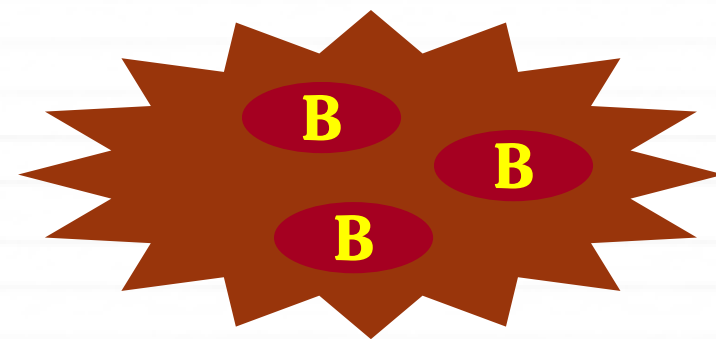
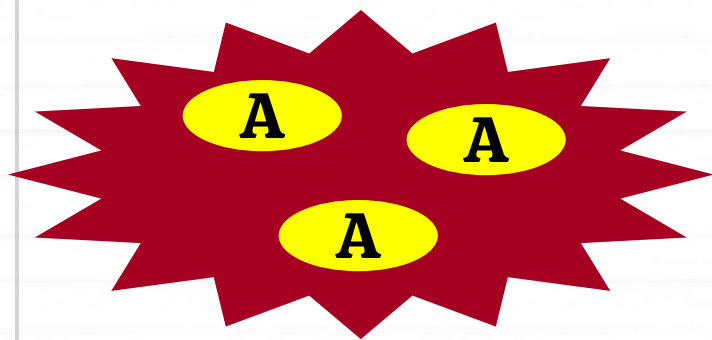
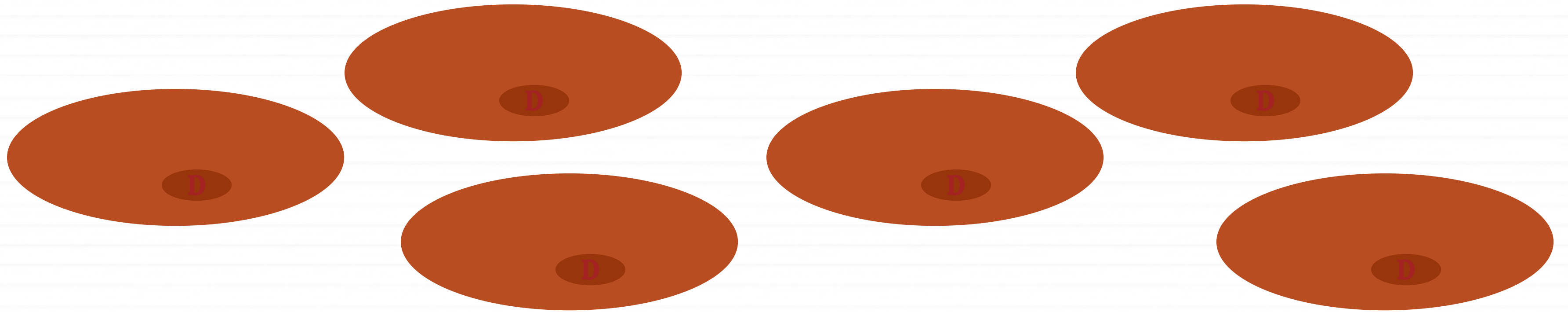
Jigsaw



Jigsaw



Jigsaw

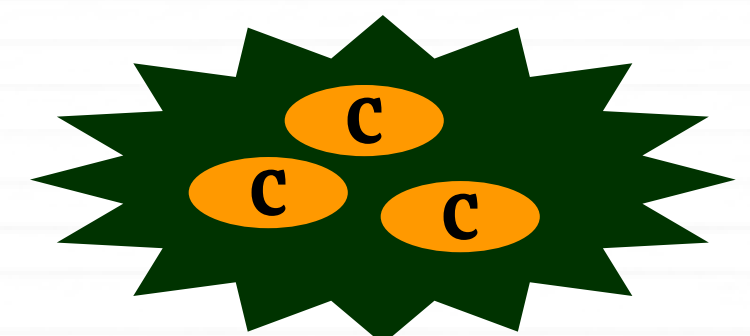
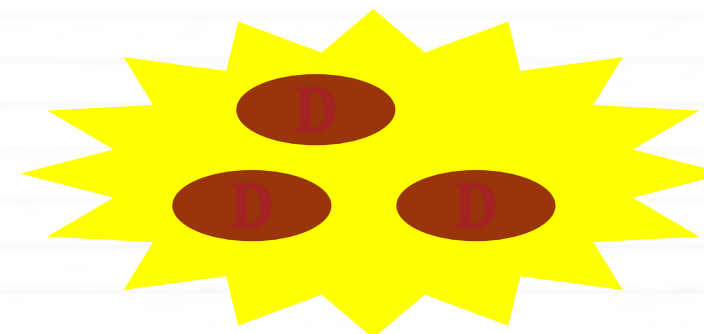
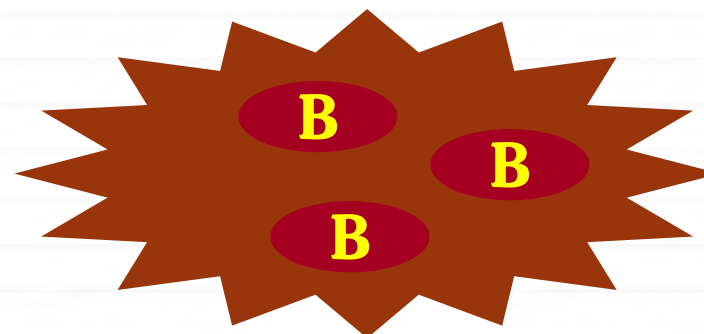
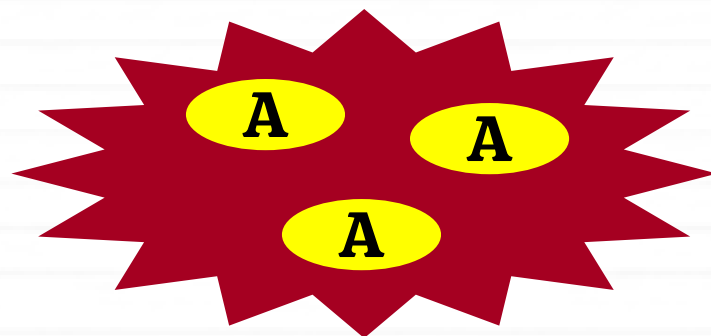
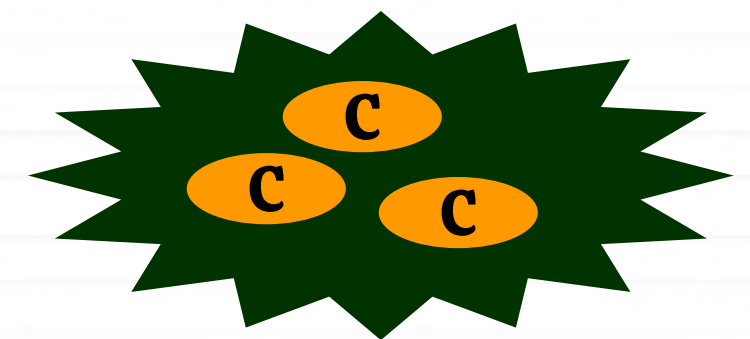
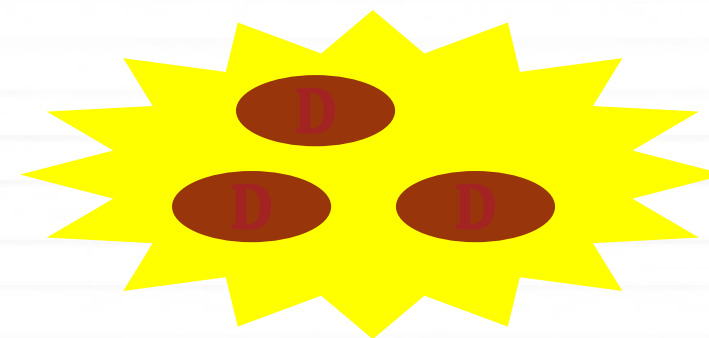
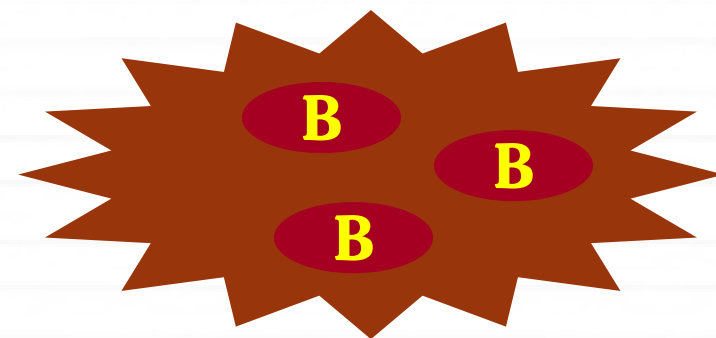
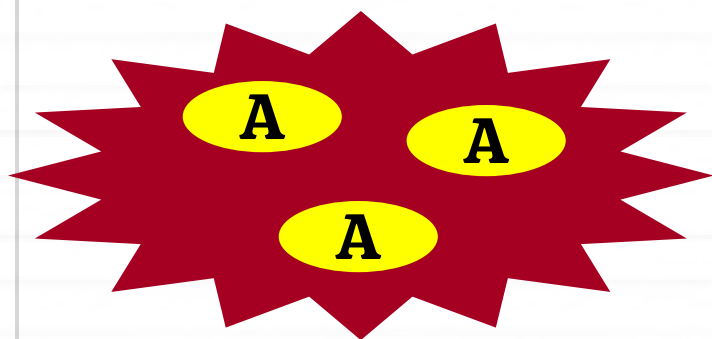




Brainstorming/Drafting (20'-30')

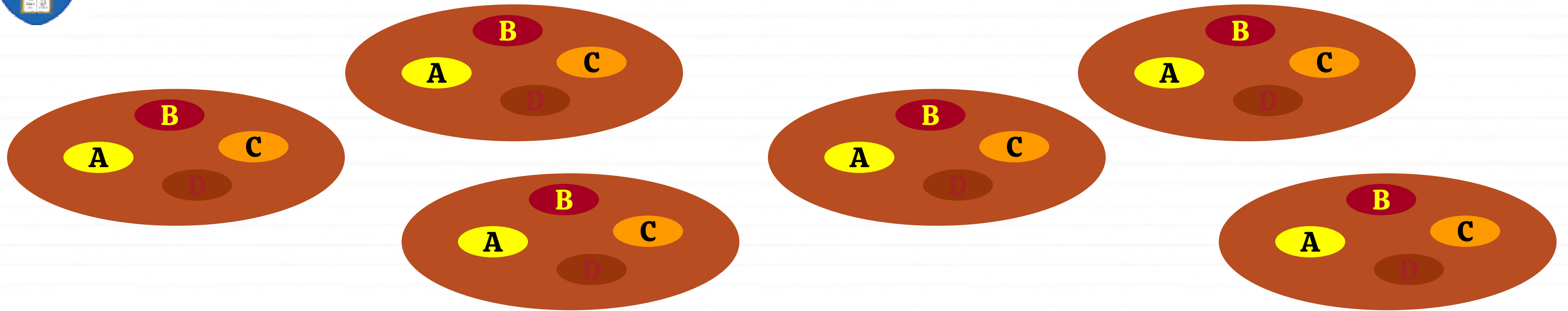
- A. Character experts - Create a detailed profile
- B. Setting Experts - Describe the location using all 5 senses
- C. Conflict Experts - Create three potential obstacles.
- D. Resolution Experts - Create a dramatic twist or ending.

FORMING EXPERT GROUPS





JIGSAW – 30'

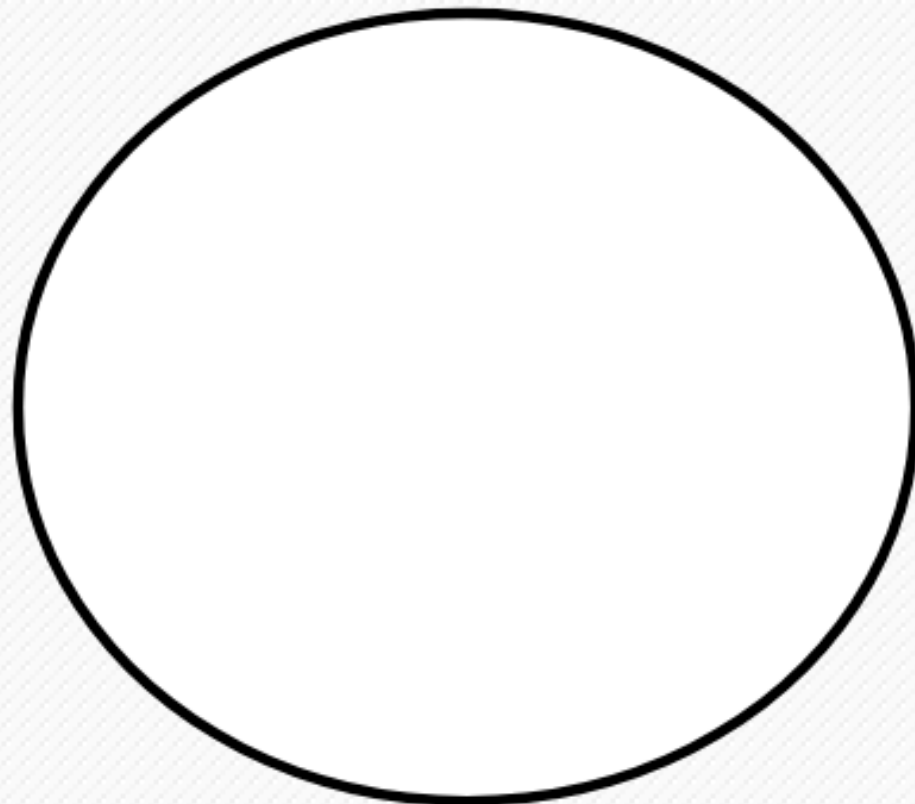


The group must now collaborate to fit these pieces together into a cohesive,

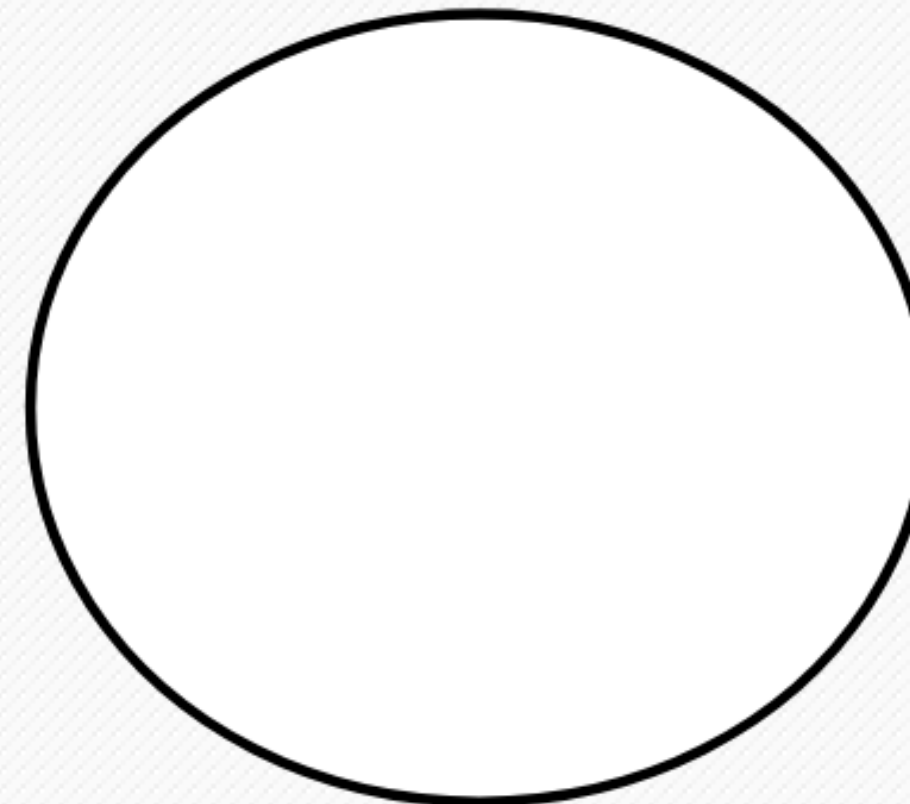


Feedback

COGNITIVE SKILLS



SOCIAL SKILLS



Let's plan!

TASK: In pairs, design a brief CL activity based on the handouts given

Timing: 5 min

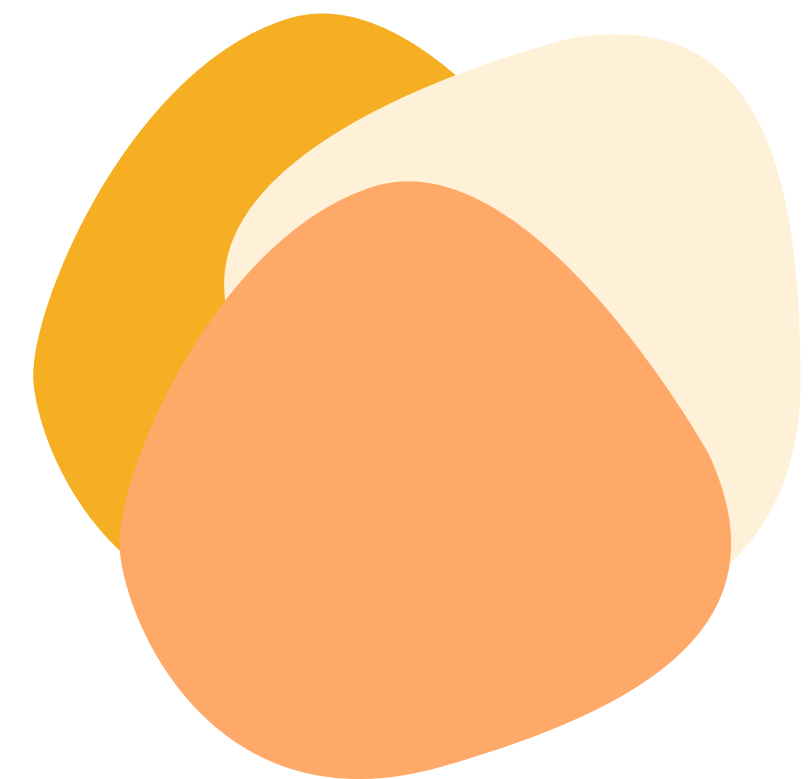
Cooperative Roles:

T1 – Spelling Checker & Taskmaster

- Noise Monitor

T2 - Recorder/Scribe –

Time Manager & Cheerleader





Jolly Spelling, Grammar & Punctuation 1

Topic: **Antonyms and the prefix “un”** (handout page 61)

Age group:

Cognitive aim:

.....

Social skills: *taking turns and encouraging others*

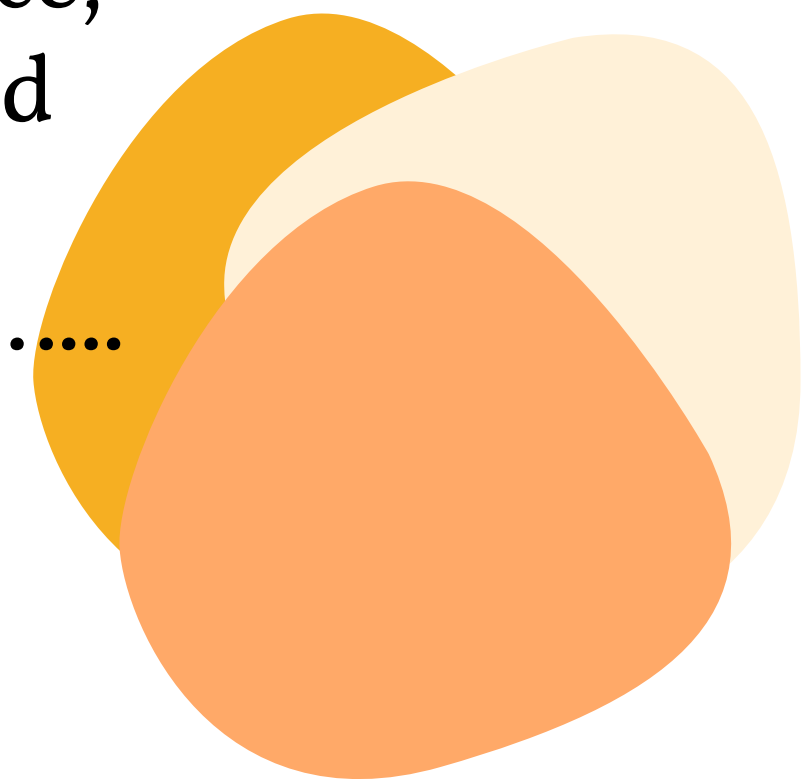
Level: A1 A2

CL strategies:.....

Ways of positive interdependence: goal, resources, task sequence, celebration, group competition, identity, role, reflection, reward

Timing:.....

Procedure:.....



Jolly Spelling, Grammar & Punctuation 1

Topic: Antonyms and the prefix “un” (handout page 61)

UNIT 30: Grammar, Vocabulary

Antonyms and the prefix <un->

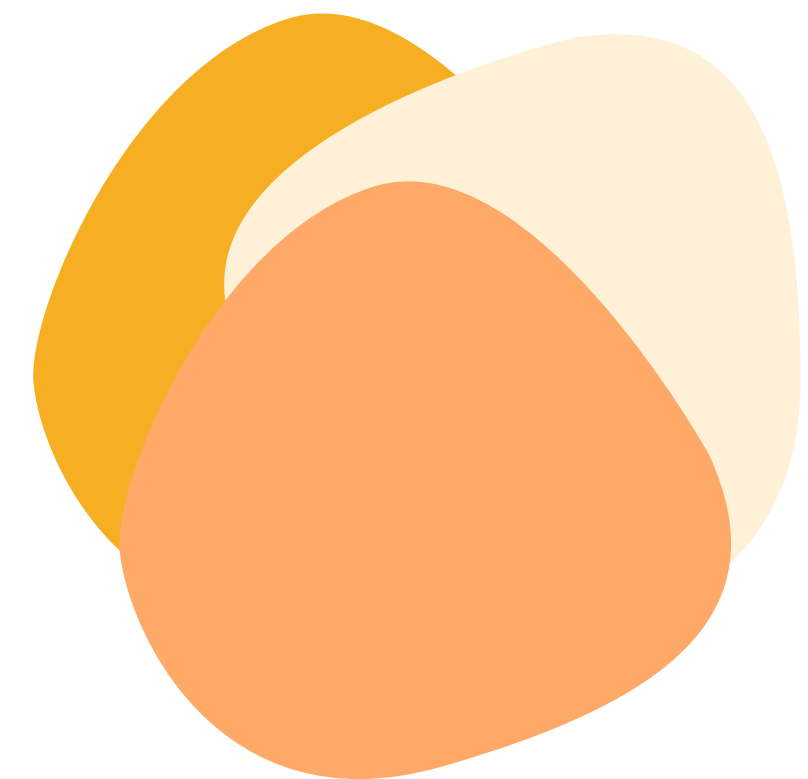
Write each opposite and draw a picture.

 open	_____	 hot	_____
 up	_____	 white	_____
 day	_____	 asleep	_____

Use the prefix <un-> to make the antonyms of these words.

do	undo	kind	_____
fair	_____fair	pack	_____
friendly	_____friendly	happy	_____

un _____





“Cooperation is a highly efficient way to achieve freedom” (Julieta Petre)

www.clasnagov.com

Thank you!

'Good teammates are made not born' (Spencer Kagan)

