

# A Cooperative Learning Lesson on a Jewish Theme for Primary Grade Students



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## TISHREI HOLIDAYS LESSON PLAN

**GRADE LEVEL: K-3**

### **OBJECTIVE:**

Groups create a story from a set of Tishrei Holiday pictures.

### **SOCIAL SKILLS OBJECTIVE:**

All students participate

### **ACTIVITIES:**

Jigsaw...Group Discussion

### **MATERIALS:**

Several pieces of poster board, drawing paper, holiday pictures, index cards, markers, pencils, scissors.

### **1. PROCEDURE: OVERVIEW OF THE LESSON**

Students meet in teams. Team member will meet in "Expert Groups" (Jigsaw) to brainstorm how to write/draw a story about the Tishrei Holidays. Stories will be shared with the class and students will praise each other frequently. Students will check to see that all team members participate.

### **2. SELECTION OF EXPERTS:**

Students are in their teams of four. They "number-off", and each team is given a packet of pictures containing a picture of a shofar, a picture of apples and honey, a picture of a sukkah, and a picture of a Torah. #1 takes the picture of the shofar; #2 takes the picture of the apples and honey; #3 takes the picture of the sukkah; and #4 takes the picture of the Torah.

### **3. PREPARATION OF EXPERT GROUPS:**

Students with the same type of pictures take their pictures and meet together in the same corner of the room to form Expert Groups (teacher directs this transitional activity).

Each Expert Group gets a poster board, pencil and markers for brainstorming pictures/descriptions.

#### **4. EXPERT GROUPS GATHER IDEAS:**

Each Expert Group thinks of as many descriptive words as they can about their particular picture. For example: the group with the picture of the apples and honey would think of words such as sweet, sticky, delicious, Rosh HaShanah, New Year, etc. Younger children draw pictures on the poster board; older children print/write the descriptive words. Students take turns working on the board.

#### **5. REVIEW THE BRAINSTORM IDEAS:**

Students in the Expert Groups help each other remember what all the words/pictures are. Each student in an Expert Groups reads/describes what is on the poster board. The poster boards are hung in the room so teams can refer to them.

#### **6. TEAMS CREATE STORY:**

Experts go back to their regular teams. The teacher distributes writing paper and tells the class that each team will make up a story which mentions all four objects. Each "expert" on that object gives some ideas of descriptive words that could be used for that object. For example: "What could we say about the Torah?" "What words would tell about the sukkah?" "What words describe the shofar?" "What did the expert group say about the apples and honey?" The team decides on at least one of the descriptive words the expert suggests to use in the story. The team goes through this process for all four objects.

#### **7. ILLUSTRATE STORY AND EVALUATE SOCIAL SKILL:**

Each team is given a poster board, markers/crayons, drawing paper, and scissors. They make an illustration to go with their team story and paste the pictures of the four objects onto the illustration. While they are working they are checking to see that everyone on the team contributed descriptive words.

#### **8. PRACTICE THE STORY:**

The teams practice telling the story together several times until they feel they are ready to share their story with the entire class. Everyone participates in the presentation.

#### **9. EVALUATE THE COGNITIVE OBJECTIVE:**

After each story is told, give the other teams a couple of minutes to discuss if they heard all four objects mentioned, and descriptive words for each.

Students raise hands if they heard objects mentioned/descriptive words given. Call on a few students to tell you what descriptive words they heard from a particular team.

Compliment or reward the teams who included these descriptive words in their story.

## **10. DEBRIEFING THE LESSON:**

Use Group Discussion to find out how students felt about the lesson. Give each team a minute to decide on an answer and choose a spokesperson.

"How did it feel to work with an expert group to find out about words that would describe your object?"

"How did it feel when the team asked you to suggest descriptive words?"

"How did you feel about telling your story to the class with your team?"

"How did you feel about practicing with your group?"

## **11. VARIATIONS:**

Objects can be changed to fit a theme, topic, or book the class is studying.

Older children can be given words instead of pictures.

The number of objects can be changed to accommodate various sized groups - either less or more than four.

**PLEASE REMEMBER: PRAISE STUDENTS' EFFORTS FREQUENTLY!**