



# Cooperation

**COOPERATION** means getting along with each other and working together to accomplish a common goal.

## LESSON 1

Read the definition of **COOPERATION**. Read and discuss the following quote: **“If you don’t think cooperation is necessary, watch what happens to a wagon if one wheel falls off.”** Emphasize that a wagon would be of little use if only three of its four wheels were working. Explain that tasks that are difficult or impossible to do alone become manageable when people work together. Brainstorm with students ways they cooperate with each other during the day. Examples include: sports in P.E., group activities, sharing school equipment, etc. As time allows, have students use the quote as a topic sentence to write a paragraph about the benefits of cooperating with others.  
*[School/Home Link](#) Ask students to discuss with a family member how family members cooperate with each other to accomplish more.*

## LESSON 2

Review the definition of **COOPERATION**. Read: **American carmaker Henry Ford built his first car in a shed behind his house. It was a box frame attached to four bicycle wheels that he powered with a small gasoline engine. He called it a Quadricycle. Later, he developed the Model T and many people wanted one. Ford invented a conveyor belt assembly line that allowed many people to work together to mass-produce cars.** As time allows, write the following four prefixes on the board: **uni, bi, tri, quadri.** Explain that prefixes are added to the beginning of words to make a new word. Have students put each prefix in front of the root word “cycle” and use the new word correctly in a sentence.  
*[School/Home Link](#) Ask students to ask a family member about a team sport that he or she used to play and discuss how cooperation helped their team win.*

## LESSON 3

Review the definition of **COOPERATION**. Write **COOPERATE** on the board. Draw a circle around the word with rays extending outward to create a graphic organizer. Ask students to identify synonyms or phrases that mean the same as “cooperate.” Write their ideas on the lines extending out from the circle. Examples include: **collaborate, work together, join forces, work as a team,** etc.) Remind students of the four types of sentences: **Declarative – makes a statement. Interrogative – asks a question. Exclamatory – shows strong emotion. Imperative – gives a command.** Ask students to write a complete sentence using one of the words listed on the board. As time allows, ask students to share and identify the type of sentence they wrote. Examples include: Collaborate on your project or fail! (Exclamatory) Can we work together? (Interrogative)  
*[School/Home Link](#) Ask students to explain the meaning of cooperate with a family member.*

## LESSON 4

Review the definition of **COOPERATION**. Write: **Symbiosis** on the board. Tell students that symbiosis means there is a cooperative relationship, often between two different species. In this cooperative environment, both parties receive a benefit from living and working together. Explain that one very common symbiotic relationship is between humans and their dogs. Discuss the benefits to both parties from living together. (Examples include: the dog is fed, loved, sheltered; the human is loved, enjoys companionship, is protected, etc.) Generate a class list of two animals or people who are unlikely partners, but get along and cooperate to accomplish something. Examples include: an elephant and a bird who feeds off his back or someone who is very messy and a person who is very neat who learn how to work together. As time allows, have students research other creatures who share a symbiotic relationship.  
*[School/Home Link](#) Ask students to tell a family member about symbiotic relationships and how cooperating helps benefit both parties.*

## LESSON 5

Review the definition of **COOPERATION**. Read and discuss the following quote by scientist and inventor Alexander Graham Bell: **“Great discoveries and improvements invariably involve the cooperation of many minds.”** Explain that although Bell is generally credited with inventing the telephone, there were many people who shared knowledge and ideas that contributed to his invention. Ask students to Think – Pair – Share with a partner to create a new invention that will help your class. Encourage them to share their ideas and identify an invention they could create together. Discuss the advantages and disadvantages of cooperating. As time allows, call on students to share their invention idea with the class.  
*[School/Home Link](#) Ask students to share their invention idea with a family member and discuss the advantages and disadvantages of cooperation.*

## Louisiana Content Standards and Grade Level Expectations

ELA-2-M6, ELA-4-M2, ELA-4-M4, ELA-4-M5 ELA-4-M7 ELA-7-M2, LA-1-M1, ELA-1-M4, ELA-7-M1, ELA-3-M , C1-A-M7, C1-B-M5