

Cooperative Learning

Name of the Strategy	What do you see?	How are students working cooperatively?
Pair/Share	Elementary students talking with one another.	They are reading and discussing the material presented in class.
Stick It Together Teams	4th grade class	Teacher had assigned meaningful groups.
Jigsaw	Elementary	Worked alone, and then in small groups.
Numbers	College class	Instructor called a random number #19 and had that student answer.

Name of Strategy	Basic Description
Placemat	Have a Theme in the middle of placemat. Individual and then group discussion.
Pair/Share	Turn to their partner and discuss their ideas.
Jigsaw	Have meaningful groups Experts Etc.
Numbered Heads	People are given numbers in their group. Teacher may call on certain numbers to speak.
Stick it Together Teams	Meaningful group placement. Think about who you are putting in the group.

Strategy	Sample Lesson	Why it Would be Successful
Placemat	Civil Rights MLK	Students could draw what their take on the material was, and then discuss as a group, and then as a class.
Pair/Share	Ruby Bridges	They can discuss what they took

		away from the story and video.
Ability Groups	phonics	Sometimes a teacher needs ability groups, especially when teaching phonics, and/or reading.

Name of Strategy	How To Do It	Why It Is Useful
Think-Pair-Share	Also called turn & talk. Teacher poses a question to the group, and each student has a minute or two to think about the question. Then, they turn and discuss with someone sitting next to them, and then share with the whole class (Teed, McDarvis, Roseth, n.d.).	This is a useful cooperative learning strategy because it engages all students in their learning and it can be done quickly during almost any lesson.
Jigsaw	Students are placed into "home groups" and "expert groups" and are each assigned a different topic within the same general topic. Students work on researching their topics with others who have the same topic (their expert group) and then return back to their home group to teach them about their topic. Together, all the pieces come together to form a complete product (Reading Rockets, 2015).	This is useful in that it helps to get students engage with one another and hold them accountable for their learning. It is truly cooperative in that every student needs to put work in so that all group members become informed on the topics. This can be used across content areas and with a variety of topics, allowing students to become the teachers.
Numbered Heads Together	Students are placed into groups and given a number in their group. Students are asked a question and discuss it with their group members. When time is up, the teacher calls a number and all students with that number stand up and take turns sharing what they discussed in their groups. The students are able to build on and connect similar ideas among the groups and broaden the conversation. (Colorado, 2015).	This strategy is useful because it allows students to discuss in small groups before going into a whole class discussion. Additionally, it makes it so all students have to contribute and listen to the conversation, so they have something to share if their number gets called. It helps to get each student engaged and involved in their learning.

Carousel	In this activity, students are broken into groups of 3-4 and the teacher places chart paper around the room with different questions on them, related to a certain topic. This lesson can be done before starting a new unit to activate prior knowledge, during the unit, or at the end of review. Each group starts at a different poster and is given a different color marker to write with. The marker travels with the groups around the rooms, and each group has 1-2 minutes to answer the question on the chart paper. They then rotate around the room to the next poster and repeat the process. You may want to try to get each group member to write their ideas down on the paper so that each student's ideas are evident on the paper. When every group has written on each piece of paper, the class comes together for a whole class discussion and shares what is written on the posters (Gray, 2016).	This strategy is useful because it causes students to work together in their groups but also within the whole class. Students have to ensure they are reading what other students wrote and coming up with new ideas, rather than copying what is already there. It helps to hold all students accountable because they have to write their ideas down, and help their group members who are struggling to come up with something to write down.
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