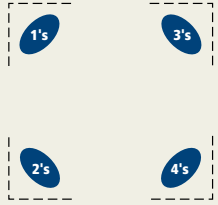
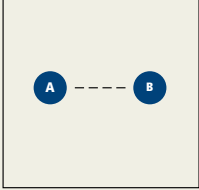
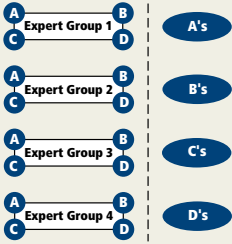
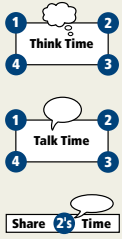
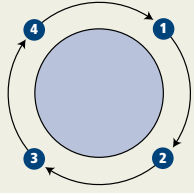
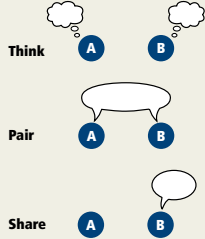
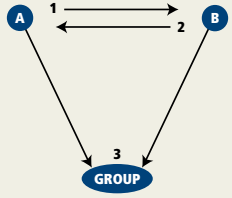
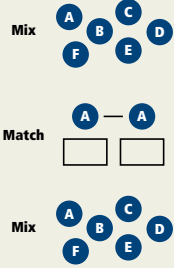


Cooperative Learning

Research Basis: Cooperative learning routines take advantage of classroom diversity and make it a vital resource for helping all students acquire challenging academic content and language. These routines promote active engagement and social motivation for all students. For English language learners, they also create opportunities for purposeful communication. Regular use of such routines has been shown to be effective (Johnson & Johnson 1986; Kagan 1986; Slavin 1988).

Purpose: These routines provide consistent opportunities for students to work together and learn from one another.

STRUCTURE & GRAPHIC	DESCRIPTION	BENEFITS & PURPOSE
<p>CORNERS</p> 	<ul style="list-style-type: none"> • Corners of the classroom are designated for focused discussion of four aspects of a topic. • Students individually think and write about the topic for a short time. • Students group into the corner of their choice and discuss the topic. • At least one student from each corner shares about the corner discussion. 	<ul style="list-style-type: none"> • By “voting” with their feet, students literally take a position about a topic. • Focused discussion develops deeper thought about a topic. • Students experience many valid points of view about a topic.
<p>TURN AND TALK</p> 	<ul style="list-style-type: none"> • Students are presented with a question or situation to consider. • Students turn to their nearest neighbor to discuss the question or situation. • Partners share their discoveries with the class. 	<ul style="list-style-type: none"> • Focused interaction on specified topics enhances knowledge acquisition and listening skills. • Peer interaction supports development of specific discussion skills. • Presentation of shared opinions and discoveries enhances ability to collaborate effectively.
<p>JIGSAW</p> 	<ul style="list-style-type: none"> • Group students evenly into “expert” groups. • Expert groups study one topic or aspect of a topic in depth. • Regroup students so that each new group has at least one member from each expert group. • Experts report on their study. Other students learn from the experts. 	<ul style="list-style-type: none"> • Becoming an expert provides in-depth understanding in one aspect of study. • Learning from peers provides breadth of understanding of over-arching concepts.

STRUCTURE & GRAPHIC	DESCRIPTION	BENEFITS & PURPOSE
<p>NUMBERED HEADS TOGETHER</p> 	<ul style="list-style-type: none"> • Students number off within each group. • Teacher prompts or gives a directive. • Students think individually about the topic. • Groups discuss the topic so that any member of the group can report for the group. • Teacher calls a number and the student from each group with that number reports for the group. 	<ul style="list-style-type: none"> • Group discussion of topics provides each student with language and concept understanding. • Random recitation provides an opportunity for evaluation of both individual and group progress.
<p>ROUNDTABLE</p> 	<ul style="list-style-type: none"> • Seat students around a table in groups of four. • Teacher asks a question with many possible answers. • Each student around the table answers the question a different way. 	<ul style="list-style-type: none"> • Encouraging elaboration creates appreciation for diversity of opinion and thought. • Eliciting multiple answers enhances language fluency.
<p>THINK, PAIR, SHARE</p> 	<ul style="list-style-type: none"> • Students think about a topic suggested by the teacher. • Pairs discuss the topic. • Students individually share information with the class. 	<ul style="list-style-type: none"> • The opportunity for self-talk during the individual think time allows the student to formulate thoughts before speaking. • Discussion with a partner reduces performance anxiety and enhances understanding.
<p>THREE-STEP INTERVIEW</p> 	<ul style="list-style-type: none"> • Students form pairs. • Student A interviews student B about a topic. • Partners reverse roles. • Student A shares with the class information from student B; then B shares information from student A. 	<ul style="list-style-type: none"> • Interviewing supports language acquisition by providing scripts for expression. • Responding provides opportunities for structured self-expression.
<p>MIX AND MATCH</p> 	<ul style="list-style-type: none"> • Prepare cards that can be matched as pairs, such as a word and its definition. • Hand one card to each student. • Students mingle and talk about their cards. • Teacher calls "Match," and each student finds the partner whose card matches with his or her own. Students exchange cards and mingle again. 	<ul style="list-style-type: none"> • The mixing process encourages students to have multiple conversations with an academic focus. • Discussions provide each student with language and concept understanding. • Cards can be traded, so students don't know who their partner is until the end.