

Cooperative Learning Structures Chart

Cooperative Structure	How it Helps	How it Works	Materials Needed	How it Can Be Implemented in the Classroom
Think-Pair-Share	<ul style="list-style-type: none"> • Allows for rehearsal and immediate feedback • All students have opportunity to learn by reflection and verbalization • Active student involvement 	<ul style="list-style-type: none"> • Teacher poses question preferably dealing with analysis, evaluation, synthesis • Give students 30-60 seconds to think of appropriate response • Share response with partner • Share response with larger groups or whole class 		
Find Someone Who	<ul style="list-style-type: none"> • Great for any worksheet • Opportunity for reflection and verbalization • Exchange ideas and build social skills 	<ul style="list-style-type: none"> • Students receive worksheet • Students trade papers with one friend at a time. • Students put one answer on their friend's paper and sign their name • If receiving friend feels answer is wrong, they find friend and have dialogue to find correct answer 		
Telephone	<ul style="list-style-type: none"> • Promotes active listening and expressive oral language as a communicative competence • Students must listen attentively. • Every student has an important part to play. • Learners are motivated to perform well on the test because their team is counting on them. • Teaching others is an excellent review for the team. 	<ul style="list-style-type: none"> • Students in groups of 4 are numbered 1-4. • Teacher calls a number and students with that number leave the room. • Teacher instructs the remaining students who have to teach their missing peer. • Missing members return and are taught by their group. • Missing member takes test and entire group gets grade received. • Note: Students can opt to retake if unsatisfied with the grade received. 		

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Guess the Fib	<ul style="list-style-type: none"> Great way to review material from textbook, video, online, etc. 	<ul style="list-style-type: none"> Students work individually, in pairs, or in groups of four to come up with 2 truths and 1 fib about the material. Students work with another individual or group to share the truths and the fib. After the small groups quiz one another, groups could present their truths and fibs to the whole class. 		
Mix & Match	<ul style="list-style-type: none"> Active movement while practicing vocabulary Can be used for review and reteaching Also good for comparison and classifying 	<ul style="list-style-type: none"> Set of cards with “matching” information or items. Students each get a card Teacher calls out “Mix.” Students walk around continuously trading cards. Teacher calls out “Match.” Students begin looking for their match. Stay side-by-side with match once located 		
Jigsaw	<ul style="list-style-type: none"> Used to address complex, challenging problems involving multiple pieces of information Must master and be able to teach material to classmates Master and retain important information Develop analytical skills Creative thinking, rehearsing presentation, designing visual aids or study sheets 	<ul style="list-style-type: none"> Each member of a team assumes responsibility for a specific part of a problem Students placed in “expert groups” to attain knowledge of content about their specific part Discuss and develop strategies to teach the solution Rejoin original team and share “expert” knowledge with them 		

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Within Team Jigsaw (variation)	<ul style="list-style-type: none"> • Must master and be able to teach material to classmates • Can compare and contrast their conclusions, results, and implications • Peer coaching 	<ul style="list-style-type: none"> • Expert learning teams (2 pairs) within the jigsaw team (quad) • Pairs master their two parts and teach it to the other pair in the group 		
Numbered Heads Together	<ul style="list-style-type: none"> • Low threat forum • Exchange ideas and build social skills • Opportunity to learn by teaching • Reinforces that knowledge resides within their learning community • Improves listening skills 	<ul style="list-style-type: none"> • Groups of 4 are numbered from 1-4 • Teacher poses a question • Group huddles and decides on common answer • Teacher calls out a number (1-4) • Student with that number stands • Each student standing shares the answer upon which their group decided 		
Stir-the-Class a.k.a. Three Stay-One Stray	<ul style="list-style-type: none"> • Low threat forum • Exchange ideas and build social skills • Opportunity to learn by teaching • Reinforces that knowledge resides within their learning community • Efficient because student are simultaneously giving reports 	<ul style="list-style-type: none"> • Identify designated student in each group to be spokesperson • Group completes problem solving discussion • At the signal, designated student moves to neighboring group to share their group's response • Migrant student becomes a part of that group 		

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Carousel Variation of Numbered Heads	<ul style="list-style-type: none"> • Low threat forum • Exchange ideas and build social skills • Opportunity to learn by teaching • Reinforces that knowledge resides within their learning community • Improves listening skills • Involves active movement 	<ul style="list-style-type: none"> • Groups of 4 are numbered from 1-4 • Teacher poses a question • Group huddles and decides on common answer • Teacher calls out a number (1-4) • Student with that number stays seated while teammates move to next group and new group comes to student • Students share their groups' answers 		
Paraphrase Passport	<ul style="list-style-type: none"> • alternative to round robbing reading 	<ul style="list-style-type: none"> • In a circle, one student reads a small section or paragraph. • The student to the right of the person paraphrases what was just read by saying, "What I heard you read was..." • The rest of the group agrees or disagrees with the paraphrase. • If students disagree, the passage should be read again for clarification. • Once agreement is reached, the person who paraphrased reads the next section or paragraph and the next student paraphrases. 		
Round Table (Basic) *Round Robin Variation	<ul style="list-style-type: none"> • Multiple answers encourage creativity and deeper thinking • Builds positive interdependence, team cohesion, and reinforces power of teamwork 	<ul style="list-style-type: none"> • Students given a question • Respond on a single sheet of paper, saying it aloud as they write it • Pass paper to the next person who responds • students may "pass" once if needed • Variation: Round Robin; all orally, teacher led, large group instruction 		

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Pairs Compare	<ul style="list-style-type: none"> • Low threat forum • Exchange ideas and build social skills • Opportunity to learn by teaching • Reinforces that knowledge resides within their learning community • Improves listening skills • Opportunity for reflection and verbalization 	<ul style="list-style-type: none"> • Partners given a question or topic to spark brainstorming session • Students take turns providing possible answers on their “list” • At signal, partners group with another pair • Two groups share their lists, adding anything not on their original list 		
Stand and Share	<ul style="list-style-type: none"> • Rapid and energetic method of closure • Students must attend to sharing because they may serve as next spokesperson and no ideas may be repeated • Allows for rapid exchange of ideas • Values positive interdependence 	<ul style="list-style-type: none"> • Works best after Round Table or similar activity • Call on a number, that student serves as representative for their group • Designated students stand to respond on behalf of group • Each group gives one response rapidly until all responses are given • Student with no original responses left may sit down 		
Interview	<ul style="list-style-type: none"> • To reinforce listening and probing skills • To process and rehearse information • To develop shared insight 	<ul style="list-style-type: none"> • Students are with a partner, one is A and the other B. • Teacher gives a question or a list of questions for the student to ask one another. • Announce which student goes first. • Allow time for the partner to respond. • Prompt the other partner to ask questions. 		
Three Step Interview	<ul style="list-style-type: none"> • To reinforce and internalize important concepts related to information from lecture or textbook • To reinforce listening and probing skills • To process and rehearse information • To develop shared insight 	<ul style="list-style-type: none"> • Teacher poses questions with no right or wrong solutions • One student interviews another student for possible solutions • Reverse roles and interview again • Pairs get into learning quads or small groups to share highlights of the interview • Provide extra questions for extension to those who work quickly 		

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Inside-Outside Circle	<ul style="list-style-type: none"> • Good activity for review before test 	<ul style="list-style-type: none"> • Students divided into inside and outside circle facing one another • Students have a card with question on the front and answer on the back • Students show the question on the card to the student facing them • One circle moves in a direction a certain number of spaces, repeat • Continue until all students have had exposure to all or most questions 		
Rotating Review	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Teacher hangs posters around the room with questions or topics. • Students are divided up into groups of 4. One person in the group is the scribe. • The timer is set (a little longer on the first round).Students read the question and responds. Scribe records it on the poster. • Timer signals for groups to move to next poster.Students read question and responses. If they don't understand, they must put a question mark beside the response. • Students add their own responses without any duplication. • Continue until all have visited each poster. 		
Structured Problem Solving	<ul style="list-style-type: none"> • Student verbalization • Opportunity to exchange different perspectives • Peer coaching • Active student involvement • Everyone has a vested interest because no one know which # will be called 	<ul style="list-style-type: none"> • Groups of 4 students (numbered 1-2-3-4) • Teacher poses question requiring H.O.T. skills • Students discuss and problem solve • Teacher calls on a # to be spokesperson and share with the class 		

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Visible Quiz	<ul style="list-style-type: none"> • Teacher can quickly survey to check for understanding • Immediate feedback on learning • Peer coaching as the team discusses 	<ul style="list-style-type: none"> • Students discuss appropriate response to quiz questions displayed • At signal, one person from each team holds up agreed upon answer • Students can explain their rationale 		
Gallery Walk	<ul style="list-style-type: none"> • Can be visually depicted (outline, thinking map, etc) • Efficient and engenders a sense of team cohesion • End products emphasize value of critical and creative thinking 	<ul style="list-style-type: none"> • Designated student stays with visual and serves as group spokesperson • Students rotate around the room examining the visual product of the other teams' thinking • Spokesperson answers any questions posed by group • Rotate spokesperson during activity 		
Value Line	<ul style="list-style-type: none"> • Quick, visual way to ascertain students' opinions • Involves active movement • Allows students to stretch their perspectives by pairing with students of opposing views • End products emphasize the value of critical and creative thinking 	<ul style="list-style-type: none"> • Give students a situation or question • Show students a 5-point Likert scale • After "think time" students move to the # that describes their position • Live students up in a straight line according to the values • Group students be splitting the line and pairing students from opposite ends or make a quad with one student from each end and two from the middle 		
Responsive Written Exchanges	<ul style="list-style-type: none"> • Writing across the curriculum • Provides opportunity for reflection with a peer 	<ul style="list-style-type: none"> • Activity sheets with writing prompts given to students for reflection • All responses begin with Dear... and end with P.S. "One thing you may not know about me is..." • Students work simultaneously to write a response to their partner based on the prompt • Partners exchange letters, read the, and write a response focused primarily on the issues 		

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Paired Annotations	<ul style="list-style-type: none"> • Motivates students to read important chapters or articles prior to class • “Front-loading” of course information • Builds critical thinking and writing skills • Reflection on their own thinking skills • Identifying main points • Increased retention 	<ul style="list-style-type: none"> • Identify a pool of articles or specific topic for consideration • Complete a T-chart with key points on one side and reactions, questions, commentary, & connections on right • Pair students who read the same article • Read one another’s reflection and compare the key points identified • Create a composite annotation summarizing the article 		
Send/Pass a Problem	<ul style="list-style-type: none"> • Effective for problem solving • Encourages collaborative H.O.T. skills • Student evaluative judgments 	<ul style="list-style-type: none"> • Group chooses issue or problem (different for each team) • Brainstorm effective solutions for problems and write them down • Ideas are placed in a folder and rotated to next team • Second team does same thing without looking at folder • Third team looks at suggestions, adds their own, decides on two most effective solutions 		
Dyadic Essay Confrontation	<ul style="list-style-type: none"> • “Front-loading” material by making sure students work outside of class • Extend and validate individual efforts • Critical thinking when confronting differing ideas • Writing-to-learn opportunities • Solid and immediate feedback 	<ul style="list-style-type: none"> • Read assigned material and prepare an essay question • Write essay question on their paper and a 2nd paper, answering essay question on only one • Randomly paired students exchange questions, spending 20 minutes writing an answer to their partner’s essay question • Read, compare, and discuss answers 		
Guided Reciprocal Peer Questioning	<ul style="list-style-type: none"> • Provides student created prompts for discussion of material 	<ul style="list-style-type: none"> • Students read an article, chapter, or literary work • Prepare questions based on the stems provided which address Bloom’s taxonomy • Students alternate posing their questions with time for meaningful discussion 		