



***Classroom tasks and activities to promote meaningful interaction and skill development***

Facilitated by  
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**\*\*For materials used in this workshop and additional resources, please go to: [http://bit.ly/WY\\_ELPS\\_CCC](http://bit.ly/WY_ELPS_CCC)**

## YOUR GOALS

By the end of my time in this workshop, I want to be able to:

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## STATED GOALS

By the end of our time together, you should be able to

- identify key elements of a successful cooperative learning structure;
- implement a repertoire of cooperative structures within any lesson;
- address learners' expectations and tackle interpersonal issues that may arise;
- differentiate for learners' varied proficiency levels; and
- incorporate formative assessment tools to quantify learning outcomes.

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## About your facilitator



Jayme Adelson-Goldstein is a teacher educator, author and curriculum consultant. As Lighthearted Learning, she works with various district, state and federal agencies on technical assistance and teacher education projects and is a frequent presenter at international, national and state conferences. She is the co-author of the *Oxford Picture Dictionary*, *Read and Reflect* and series director of *Step Forward*.

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## **STRUCTURE REFLECTIONS**

### **1. Deuces Wild**

What did you use? What did you do?

What variations were mentioned?

### **2. Quiz-Quiz-Trade**

What did you use? What did you do?

What variations were mentioned?

### **3. Numbered Heads Together**

What did you use? What did you do?

What variations were mentioned?

#### **4. Rally Coach A/B**

What did you use? What did you do?

What variations can you imagine?

#### **5. Corners Jigsaw**

What did you use? What did you do?

What variations can you imagine?

#### **6. Round Table Label**

What did you use? What did you do?

What variations can you imagine?

# DEUCES WILD CARDS

1	1	2	2
3	3	4	4
5	5	6	6
7	7	8	8
WILD	WILD	WILD	

## Quiz-Quiz-Trade

1. Create a set of questions and answers related to your lesson topic and objective.
2. Put one question and answer on each strip.
3. Cut apart the strips.
4. Distribute one strip per learner. (Scaffold: Have pairs take one strip and circulate together.)
5. Have learners read their question and answer silently to prepare for the first round.
6. Have learners stand, find a partner, and take turns asking the question on their strip, listening to the answer, and providing tips or the answer as needed.
7. Learners thank each other, swap strips and go in search of a new partner to quiz.

## Numbered Heads Together Links

Wheel Decide (Wheeldecide.com)

<http://bit.ly/WheelDecideNumHds>

Jeopardy

<https://jeopardylabs.com>

Kahoot

<https://kahoot.com/>

Quizizz

<https://quizizz.com/>

**Rally Coach A/B Suggestions** (*Establishing a strong class community and a sense of safety in teams goes a long way to making this structure effective.*)

- Workbook pages
- Comprehension questions with texts
- Practice tests
- Problem scenarios
- Word problems (Math)

• **Provide sentence stems and prompts to prepare learners to coach effectively:**

- *Could you explain why you did that?*
- *Okay, so what do you think the next step is?*
- *First you..., then you...*
- *Where are you getting stuck?*

Help the coach be more effective by promoting the *Tip, Tip, Teach* (and *Try again*) process.

- Encourage the coaches to give a tip rather than the answer.
- If, after two tips, their partner is still struggling, have them teach rather than give the answer.

## Corners Jigsaw suggestions

- Using between 3 and 6 content signs will keep the task manageable.
- In groups of 6, have pairs go together to their content corner to learn the information and teach their team
- Post what learners need to “bring back” to their teams next to the content signs.
- Model the type of notetaking learners can do to support their report back.
- Use an all-team quiz (e.g., Jeopardy, Numbered Heads Together) or a synthesis task (e.g., a Venn Diagram, a mind map, poster, roleplay) that incorporates the content that team members taught each other.

## CORNERS CONVERSATIONS

(See the our workshop’s Google Folder for Corners Signs and questions referenced here\_

### THEME: TIME

1. Create six “signs” labeled with a time of day and featuring an image that depicts that time: dawn, morning, afternoon, twilight, evening, late at night. (The combination of text and pictures is key for making an activity work across levels.) Create six question prompts. Each one should relate to the topic of a particular corner’s sign, such as *Do you wake up early?* (for the dawn group) or *Where are you at twilight?* (for the twilight group.) Be sure that the question is easy for all students to answer with either a yes/no response or a single word or phrase. (See the following page for sample question prompts and corners signs.)
2. Post the corners signs around the room and as you post them, give brief definitions of each: *Dawn is early, early morning. Twilight is between day and night*, etc. Then state your favorite time of day and walk to that sign. *Dawn is my favorite time of day.*
2. Next, direct students to stand up and walk to the sign with **their** favorite time of day. Set students a 10 or 15 second time limit to get into their “corners.”
3. Once students are grouped according to the different times, have them introduce themselves to everyone in their group. They can also list their names on the corners signs as “members of the xxx group.”
4. Give a higher-level learner at each corner the question prompt for his or her corner. Set a time limit of 3-5 minutes depending on the number of people in the groups. Direct the students with the question to survey their groups to find out each person’s answer.
5. Call time and have students thank their classmates and go back to their seats.

**Note:** *It will help the class process the activity (and build class community) if you spend a moment or two eliciting the results of each group’s survey or make a few generalizations about which times of day were clear favorites. This type of report-back also gives you an opportunity to transition into the introduction stage of the lesson, where you will help learners see the relevance of the lesson topic (time) to their lives.*

## Team Roles and Responsibilities—Picture Cards



**Supervisor**



**Administrative Assistant**



**Manager**



**Designer**



**Presenter**



**Quality Control**

**Step Forward Professional Development Resources:** Collection 3

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<p><b>P</b> <i>Does the success of one benefit others? Is the task structured so that if one student does well, it benefits other students?</i></p> <p><b>Example:</b> With <i>RallyCoach</i>, students complete a worksheet together, taking turns each solving a problem while their partner serves as coach. They have the common goal of obtaining the correct answers; they know the gain of one is a gain for the other</p> <p><b>P</b> is for positive interdependence</p>	<p><b>I</b> <i>Is individual, public performance required?</i></p> <p><b>Example:</b> In <i>Numbered Heads Together</i>, after the teacher asks a question, each student writes her/his best answer and then the students compare answers and put their heads together to improve their answers. Finally the teacher calls a number and students with that number share the team's best answer with the class. <i>Numbered Heads Together</i> requires every student to make an individual, public performance on every round within the group.</p> <p><b>I</b> is for individual accountability</p>
<p><b>E</b> <i>How equal is the participation?</i></p> <p><b>Example:</b> In a <i>Team Interview</i> each student in turn stands for a minute and is interviewed by their teammates, for example, they would be asked about their opinion on the issue. Because <i>Team Interview</i> structures for equal participation, students who otherwise would not participate become actively engaged.</p> <p><b>E</b> is for equal participation</p>	<p><b>S</b> <i>What percentage of learners are engaged at the same time?</i></p> <p><b>Example:</b> With <i>Quiz-Quiz-Trade</i> all students are engaged 100% of the time. With learners quizzing, responding to and coaching each other throughout the activity.</p> <p><b>S</b> is for simultaneous interaction</p>

## AND YET ANOTHER...

### PLANNING CHECKLIST

#### COOPERATIVE SKILLS

Do learners develop

- ☐ communication skills?
- ☐ group management skills?
- ☐ group cohesion skills?

Resource: Do/Say Chart

#### HETEROGENEOUS GROUPS

Do the teams have members of different

- ☐ ages?
- ☐ genders?
- ☐ proficiency levels?
- ☐ nationalities?
- ☐ first languages?
- ☐ interests?

Resource: Needs assessment surveys

#### INDIVIDUAL ACCOUNTABILITY

Are there

- ☐ role assignments?
- ☐ task assignments?
- ☐ question assignments?

Resource: Number assignments, color dots, color cards, role charts

#### POSITIVE INTERDEPENDENCE

- ☐ Do the team members have a common goal?
- ☐ Will they share resources?
- ☐ Is there acknowledgement?

Resource: applause, jazz hands, sound effects.

<b>Objective:</b>				
	<b>Focus</b>	<b>Grouping</b>	<b>CL Structure</b>	<b>Management</b>
<b>Introduction &amp; Presentation</b>				
<i>Process</i>				
	<b>Focus</b>	<b>Grouping</b>	<b>CL Structure</b>	<b>Management</b>
<b>Guided Practice</b>				
<i>Process:</i>				
	<b>Focus</b>	<b>Grouping</b>	<b>CL Structure</b>	<b>Management</b>
<b>Application</b>				
<i>Process</i>				