

## Cooperative Learning Strategies

### **\$10,000 Pyramid:**

This game is a way for students to review key words, concepts, or make connections between them. Choose words, phrases, concepts, or important dates from the lesson you are wanting to review.

How to use:

1. Students will create a pyramid with 3 levels. Bottom level will have 3 concepts, second level will have 2 concepts, and the top level will have 1 concept.
2. Student will divide into partners (A and B). Student will sit back to back, each facing a different pyramid with chosen concepts. Student must explain each levels words to partner without saying that word or phrase.
3. Partners will take turns guessing correctly. Play continues until both partners have made it to the top of the pyramid.

When to use:

This activity can be used as a fun, fast-pace game for the students to compete and review the lesson.

- Working with new vocabulary words
- After reading a book
- Reviewing for a test or quiz
- A vocabulary-building tool
- Increase student interaction

Variations:

*Category Pyramid:* Students must choose words from a specific category based on what the teacher provides. Students then play the game as usual.

*Group Play:* Students play in groups of 4 instead of 2. One student is describing and 3 students are guessing. Whoever guesses first gets a point.

### **100 Square Reward System:**

Create a grid with 10 rows and 10 columns. Each class should have their own chart. Number squares from 1-100.

How to use:

1. Choose specific behaviors you would like the students to complete (cleaning up after themselves, put away supplies in correct place). Explain to students how they

are able to earn squares. Post a list of behaviors in the class so they are reminded daily of the expectations.

2. Choose a reward that the entire class can enjoy and appreciate. Post rewards in class for students to be reminded of daily.

3. Create tickets/tokens numbered 1-100 for students to earn and place on their chart. As students display proper behavior they are able to pull from a jar and place the numbered token on the chart corresponding to the correct number on the chart.

4. Be sure to create tasks that students are able to recreate in class.

5. Class wins when a row or column of 10 is complete.

When to use:

- This can be used throughout the school year to motivate students toward a common goal.
- Encourage positive and joyful student behavior.
- Boosts self-esteem of students, this will encourage students to achieve success.
- Clearly identify student behavior that you would like displayed in class.
- Allow students to recognize good behavior from other students and reward good behavior.

Variations:

*Special Squares:* Special squares can be created in the grid that will reward small favors or rewards as they move toward the larger reward.

*Patterns:* Rather than completing a row or column, students can complete a design like an X or perimeter of the grid.

### **Accountable Discussions:**

Students learn to interact and debate in a respectful manner and listen to others' opinions. Explain that this is a learning discussion, and every student has a voice.

How to use:

1. Students will get into pairs or small group, teacher will pass out discussion cards to groups.
2. The card will read "I believe \_\_\_\_\_ because\_\_\_\_\_".
3. Students will take turns discussing the statement and discuss if they agree or disagree with the statement.
4. After discussion, highlight positive ways they used accountable talk and ways to improve.

When to use:

- Before introducing new material.
- After watching a film.

- During a read-aloud to get students to discuss thought-provoking ideas.
- Debating a current issue.
- To have students discuss concepts that should be “explained” or “proven”.

Variations:

*Small Group Accountable Talk:* Have students get into groups of 3-4, give students a topic and have students come to an agreement in a time frame. The group must come up with bullet points supporting their decision.

*1:1 Debate:* Teacher will give students cards with a discussion topic, two students will have the same topic but opposite ends of the controversy. Students will have 5-10 minutes to come up with a debate strategy. Student will get up in front of the class with their rival and debate topic.

### **Fruyer Model:**

Requires students to define vocabulary and apply knowledge by generating examples, draw pictures, and give characteristics.

How to use:

1. Provide copies of Fruyer Model graphic organizer.
2. Provide examples to students for them to look at and feel confident in their work.
3. Divide class into pairs. Assign each pair a key concept and have them complete the four-square organizer.
4. Ask students to share their conclusion with the class. Use these presentations to review key concepts.
5. Display Fruyer graphic organizers on the wall for students to reference.

When to use:

- Develop understandings of key concepts/vocabulary.
- Draw on prior knowledge and make connections.
- Find relationships between concepts and develop deeper understanding of prior knowledge.
- Review of a quiz or test.
- Create a vocabulary wall.

Variations:

*Alternate Elements of Fruyer Model:* Examples, non-examples, essential characteristics, non-essential characteristics

*2<sup>nd</sup> Alternate Elements of Fruyer Model:* Sheet will contain 4 key concepts rather than one concept.

**Password:**

Used to review key concepts and deepen understanding.

How to use:

1. Create a vocabulary list or key concept list for students. These are the “passwords” in the game. Put students in groups of two (A and B). Student A will have a different list than student B.
2. Student A will give one-word clues about the first word on the list. The student cannot say the word. Partner B will guess after each clue until B guesses the correct “password”. Time guessing session to 30 seconds.
3. Student will keep track of points.
4. At the end, students will tally up points, lowest score wins!

When to use:

- Guided practice for vocab or concepts learned from the lesson.
- Review after a lesson.
- Help students know what to study for a test or quiz.
- Vocabulary review.
- Deepen students knowledge about a concept or vocabulary word.

Variations:

*Picture Password:* Instead of using words, use pictures for student to describe in order to guess the “password”.

*Class-wide Password:* Two students stand at the front of the class turned away from the “password”. The class must give clues to two students until one guesses correctly. The student who won stays at the front to keep playing until they get an answer wrong.

**Tableau:**

Tableau means “living picture”, in these activity students will need to convey a topic or key concept without talking or communicating.

How to use:

1. After teaching a concept, explain parameters of this game to students. Allow students to use/make props in order to convey their concept.
2. Have students get into groups of 2 or 3, all must be involved in coming up with an idea on how to pose or stand, and what props to use if any.
3. Students present the final freeze-frame to the class. After all present, students vote on the best captured concept.

When to use:

- Check for understanding of key concepts.
- See how students display content in a new way.

- Give students a creative activity to demonstrate mastery.
- See if students can draw conclusions based on little information.
- See how deep of an understanding the students have of the topic.

Variations:

*Tableau With a Twist:* After the students “freeze”, the teacher will call on a student to make a brief statement about their character.

*Tableau Series:* Have students create a series with short narration or dialogue in between tableaus.