

Read and Explain Pairs

Whenever you give material to students to read, students may read it more effectively in cooperative pairs than individually.

1. Assign students to pairs (one high reader and one low reader in each pair). Tell students-what specific pages you wish them to read. The **expected criterion for success** is that both members are able to explain the meaning of the assigned material correctly.
2. The **task** is to learn the material being read by establishing and integrating the meaning of the paragraphs. The cooperative goal is for both members to agree on the meaning of each paragraph, formulate a joint summary, and be able to explain its meaning to the teacher.
3. The procedure the student pairs follow is:
 - a. Read all the headings to get an overview.
 - b. Both students silently read the first paragraph. Student A is initially the **summarizer** and Student B is the **accuracy checker**. Students rotate the roles after each paragraph.
 - c. The **summarizer** summarizes in his or her own words the content of the paragraph to his or her partner.
 - d. The **accuracy checker** listens carefully, corrects any misstatements, and adds anything left out. Then he or she tells how the material relates to something they already know.
 - e. The students move on to the next paragraph, switch roles, and repeat the procedure. They continue until they have read all the assignment. They summarize and agree on the overall meaning of the assigned material. .
4. During the lesson you (the teacher) systematically (a) time manage the process (b) monitor each reading pair and assist students in following the procedure, (c) ensure **individual accountability** by randomly asking students to summarise what they have read so far, and (d) remind students that there is **inter-team cooperation** (whenever it is helpful they may check procedures, answers, and strategies with another team or compare answers with those of another team if they finish early).

Reading Comprehension Triads

Tasks

1. Read material (handout, chapter, poem) and answer the questions.
2. Practice the skill of checking

Roles

Reader: Read through the material slowly, carefully and with expression so that team members never forget it for the rest of their lives.

Recorder: Write down all of teams' good ideas. Make sure that there are three possible right answers then circle the one that you like best as a team **or** build a consensus answer from all three.

Checker: Ensure that everyone in team is sharing ideas. Require other team members to demonstrate comprehension and help diagnose problems by questioning team members. Also act as gatekeeper - before anyone signs ensure that they know / can do it.

Criteria for Success

One set of answers from each team. Everyone must be able to answer all questions correctly. Each team member must be able to explain the teams' answers to a member of another team.

Inter-team Cooperation

Whenever it is helpful check answers, strategies with another team.

Think-Pair-Share

Think

Students think individually about a question, problem or idea.

(They may jot / doodle while thinking)

Pair

Join another student to form a team

Share

Ask your partner to share his/her ideas, answers, questions with you. Then share yours with your partner.

(Sharing may be structured e.g. Each partner takes equal time to share. Each listen carefully to the other)

Formulate-Share-Listen-Create (also called - Turn to your Neighbour Summaries)

Formulate

- Students privately form a response to a problem or question. (They may write this down)

Share

- Students then share their answer with their partner

Listen

- They listen carefully to the partner's answer – taking notes, smiling, nodding and encouraging their partner to explain their answer in detail.

Create

- Both work together to create a new higher quality answer, response, perspective and write it down. They build on each other's thoughts and understandings.

Three Step Interview

Team of 3

Student A – Interviewer

Student B – Responder / Interviewee

Student C – Recorder and timekeeper

Roles rotate after each question to allow all an opportunity to be interviewed.

Team of 4

Step 1 Student A interviews B while student C simultaneously interviews D

Step 2 Roles are reversed, i.e. B interviews A and D interviews C

Step 3 The team of 4 reconvene with each student sharing their partner's response.

The methodology can be incorporated into any type of lesson e.g. What would you like to know about this topic?

What do you now know about today's topic?

What can you explain about last night's homework?

How did you solve that problem?

Where do you think the answer lies and why?

Adult Paired Reading

(Also referred to as - Read a little talk a little)

This method was developed for professionals and for advanced students reading complex legal, medical and scientific material and journals. Students are paired up into teams.

Step 1. The material to be understood and / or learned is broken up into small sections of approximately 10 lines.

Step 2. Team mates read a section silently. Then they stop and ask each other questions such as:

- What information have we got here?
- What did you get from that?
- What sense do you make of it?

Step 3. Both team-mates share / integrate their understanding of the material.

Step 4. Summary notes may be made if appropriate.

Step 5. The process continues until all the material has been read and understood.

Step 6. Each team member may pair up with a member from another team and share their summaries. Each student is required to learn from the other and add something to his/her own summary. They return to their original team-mate and share their new learning.

JIGSAW METHOD

This method is suitable for many kinds of reading assignment. It is suitable whether the material is in story form that needs to be remembered, or is explaining concepts that need to be understood, or simply knowledge that needs to be processed.

- Step 1** Divide the material to be learned / understood into three parts
(This structures Positive Interdependence in the team)
- Step 2** Distribute one set of materials to each team. Give each member one part of the set of materials.
- Step 3** **Preparation pairs;** Assign students the cooperative task of meeting someone from another team who has the same section of material to learn. They are given two tasks:
- a) To learn the assigned material and to become expert on it.
 - b) To decide how to teach the material to their team mates when they return to their original team ensuring that their 'pupils' actively learn.
- Step 4** (This step is optional, it is useful for students that are new to CL and need to practice the skills of explaining, instructing, and directing)
Students pair up with someone from a different team that has learned the same material as them. They share their ideas on the best way to teach it and they each practice their teaching skills.
- Step 5** Students return to their original teams. They must:
- a) Teach their area of expertise to their other team members.
 - b) Learn the material being taught by their team members.
 - c) Team Processing – Each member shares one positive aspect of learning from each other.
- Step 6** **Evaluation:** Assess students' degree of mastery / knowledge. Reward the teams whose members all reach the pre-set criterion of excellence.

Quick Cooperative Starters

Reading Teams: Students' read material and answer questions together. One is the Reader, another the Recorder and the third is Checker/Quizzer (makes certain all members understand, agree with and can explain the answers). They must come up with three possible answers to each question and circle their favourite. When finished, they sign to certify that they ALL understand, agree on, and can explain answers.

Reading Buddies: Students read their material to each other, getting help with words and discussing content with partners. Variation: Students interview each other on the books they read, then report on their partner's book. Pre-readers: During oral reading, partners discuss the questions usually asked of the whole class before, during, and after reading. Teacher listens, asks individuals to tell partner's' answer, and affirms or corrects.

Sustained Silent Reading: Before silently reading, team members summarise to each other what they previously read and predict what they will read this time. After, reading, students share summaries and evaluations of their books.

Bookends: Before a film, lecture, or reading, teams summarise together what they already know about the subject and come up with questions they have about it. After, they answer questions, discuss new information, and formulate new questions.

Drill & Review: Students drill each other over material until they are certain all members know and can remember it. Use for spelling, vocabulary, math, test review. Teacher can give bonus points if all members score above a certain percentage.

Test Review: Students go over quizzes/tests in their teams until they can guarantee that everyone has learned what was missed. Teacher checks understanding as needed.

Worksheet Checkmates: Partners share a worksheet. The Reader reads, then suggests an answer and tells why. The Writer either agrees or comes up with another answer. When all understand and agree the writer writes or circles their answer.

Homework Checkers: Team members compare homework answers, discuss any not answered similarly, then correct their papers and add the reason they changed an answer. They make certain everyone's answers agree, then staple the papers together.

Problem Solvers: Team members solve problems together, making certain all members understand and can explain the answers. Roles can include Figurer, Calculator Checker, and Quizzer (checks each. member's readiness to do the work individually). Teacher checks students randomly to make certain they have learned. Variation: Members do problems individually first, then check them over with the team.

Computer Teams: Students work together on the computer. They must agree before anything is typed in. Roles: Keyboarder, Monitor Reader, Verifier (collects opinions and makes the final decision). Roles are rotated so all get experience at all jobs.

© Johnson, D. W., & Johnson, R. (1998). Cooperative Learning: Trainer's Manual
Edina, MN: Interaction Book Company.

Examples of Leadership roles useful for small teams

1. Turn-taker: Ensures everybody takes turns contributes in sequence
2. Timekeeper: Ensures that each member contributes equally/receives equal time
3. Recorder: takes notes or records conclusions or decisions of team
4. Summariser: summarises points made, or the information understood or learned by the team
5. Accuracy checker: Questions team members to ensure that material is clearly understood by all
6. Reader
7. Organiser ensures that each member completes tasks e.g. corrected homework or ensures that each member has all required materials
8. Peacemaker: eases tensions
9. Brings humour
10. Clarifier/Paraphraser
11. Idea generator
12. Consensus builder
13. Seeks reasons, arguments, and justifications to build case.
14. Contributes facts, reasons justifications
15. Reporter
16. Scout
17. Detective

Social Skills in Co-operative Classrooms

Co-operative teams are developed over time.

STEPS in learning Social Skills

Students need to be **shown** the need for a particular teamwork skill and taught how to collaborate and work together.

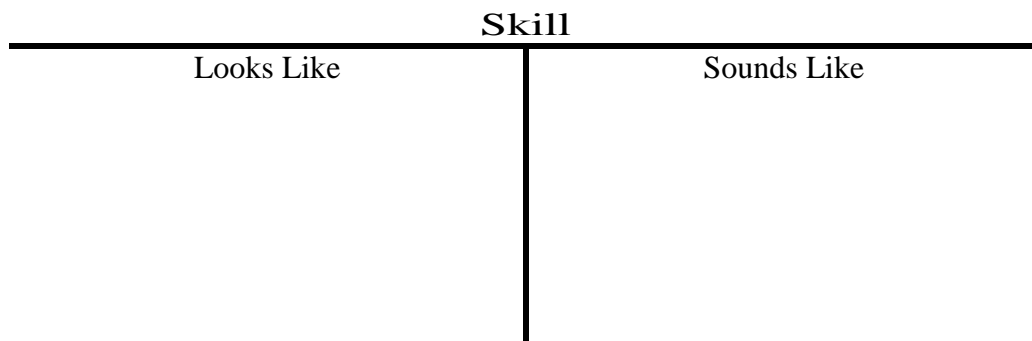
They need to articulate what collaboration (T Charts)

LOOKS LIKE and SOUNDS LIKE.

Engage the student in practice. Compliment them when you see the appropriate skill being used. Reward use of the skills

Involve the students in **processing** which skills they used and when and how the use of these made the team work better together and made the task easier to accomplish. Focus on the positive, particularly in the early stages. Ask students to state the positive things they noticed about the process of working together.

The **skill** becomes natural and students unaware that they are using it.



Begin with basic skill such as 'Listening'