

# Teaching Resources

*from the classroom of  
Laura Candle*

## Cooperative Learning Structure: Roundrobin

Roundrobin is a very simple structure that can be use for both Teambuilding and Mastery. I chose this as the very first structure to teach you because it's so simple, yet so useful. When I tell you what the steps are, you're probably going to say, "But I already do that! I just never called it Roundrobin!"

### Steps of Roundrobin

1. With students seated in teams of 4, have students number off from 1 to 4. (Teams of 3 number of 1 to 3 etc.)
2. The teacher announces a discussion topic or question to the class. For example, "What are all the ways you use math in everyday life?"
3. Give a few seconds of "think time."
4. Call on one person (by number) to be the first one to say their answer to the team.
5. Going in number order around the team, the rest of the students take turns giving their answers. They continue until everyone has responded or until you call time.

### Hints and Management Ideas:

1. Roundrobin calls for oral responses only. There's another structure (called Roundtable) used when you want kids to take turns writing down their answers.
2. Assign student numbers when you first put students in teams. Many structures require that students have numbers, so they might as well just keep the same number. I would not recommend that you have any agenda with these numbers (like all the 1's being the smart kids). Kids can figure out ALL our hidden agendas! Primary teachers sometimes tape the numbers on their desks, and may decide to use colors instead of numbers.
3. You can set a time limit or just tell the students to stop responding when everyone has given X number of answers.
4. During the "think time" stage, have students give a thumbs up sign when they have thought of at least 3 different responses.
5. Don't always start with Student Number 1. If you start with Student Number 3, the rest of the student respond in order (with 4 going next, followed by 1, and then 2).
6. Don't make a competition out of it within the class (for example by rewarding the team with the most answers.) When you make this competitive, students get mad at the slow kid on their team and start putting them down in subtle (or not so subtle) ways. Just let the kids know that you value all their contributions. Cooperative learning shouldn't be treated like a game with prizes - it's a way to learn and interact with others while doing so.
7. As the students are responding, walk around the room and listen to their ideas. This can serve as an

informal assessment of their understanding of a topic. If you say, "Roundrobin what you learned in class today," and you hear incorrect information, you can discuss those points in your lesson closure without making the student who had misconceptions feel bad.

8. As you walk around, try to catch teams being good. If you see all their heads together as they actively listen to each other say aloud, "I really like the way Team 4 has their heads together listening carefully to each other."

### Variation: Roundrobin with Question Cards

One of my favorite ways to use Roundrobin is to write questions on index cards and place a set of cards FACE DOWN in the middle of each team. The questions might be related to a book they have all read, or a topic they have all studied. Student Number 1 flips over the first card and reads it to the team. The person on his or her left has the first chance to answer. The next person can add details or challenge the answer. The last person can check the answer (if necessary) in the book or in their notes.

A slight variation of this works well as a team builder. It's called Team Talk, and you can find a copy of the activity sheet located in the File Cabinet. The activity sheet is just 8 question cards on one page which keeps you from having to write the questions over and over for each team. Just print out one copy per team and have the kids cut apart the cards. The questions are things like "What is your favorite book and why do you like it?" The first person flips over the first card and asks everyone to think of their answer (giving thumbs up when ready). Then the person who turned over the card tells his or her response, followed in order by the other students. Everyone may answer the question. Then the next student on the team turns over the next card, and the steps are repeated. Allow 15 minutes or so for the teams to go through the cards. It's not necessary for all teams to finish.

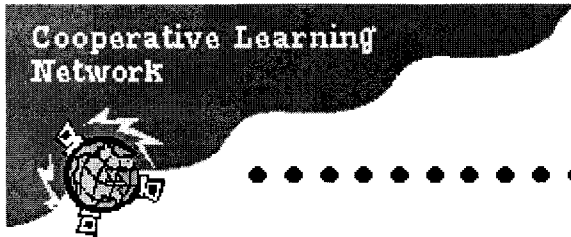
Team Talk is a perfect activity to do when you first put kids in teams. It gives them a chance to learn about each other and to start building trust. You can laminate the cards and save them to use every time you form new teams. The kids won't complain because they will be doing the activity with different classmates.

### Ways to Use Roundrobin in Your Classroom

1. For teambuilding (as in the Team Talk activity described above).
2. As a "hook" for your lesson. (What do you know about the rainforest? Roundrobin your ideas.)
3. For closure (Roundrobin 2 things you learned today.)
4. For review (Roundrobin all the adjectives that are in this story.)
5. For practicing times tables (Roundrobin the multiples of 6. Each person names one multiple in order.)
6. For practicing spelling words (Write the words on cards. The first person secretly picks up a card and reads it aloud, the next person spells it, the third person defines it, and the fourth person uses it in a sentence.)
7. To brainstorm ideas for writing (Roundrobin all the settings you can think of.)
8. To analyze a story (Roundrobin character traits that describe \_\_\_\_\_.)
9. For checking homework. (Take out your homework. Student Number X, tell your team your first answer. The rest of you, give thumbs up if you agree. Then the next student will read the answer to #2, and so on. Mark any problems that you can't agree on, and we'll discuss those at the when everyone is finished.)

### Benefits

- Everyone gets to share their ideas, so everyone becomes an active participant in the lesson.
- Roundtable encourages equal participation. Everyone has to take turns.



# Teaching Resources

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## Cooperative Learning Structure: Roundtable

### Roundtable Description

Roundtable sounds like two other structures we have learned: Roundrobin and Rallytable. The structure combines some of the features of both structures. Roundtable is another structure that's so simple you may be doing it already in your classroom. However, it has a number of variations which may be new to you. Take your time and read this entire tutorial several times to get the most out of it! You should also visit the Cooperative Learning File Cabinet to find examples of blackline masters you can use with this approach.

Roundtable is the name for having students take turns around the whole team or "table." You might have them pass a piece of paper around the team and take turns recording answers, or you might have them take turns using manipulatives of some sort. It's like Rallytable, but instead of two students passing a paper back and forth the paper is passed around the entire team.

### Roundtable vs. Roundrobin

Some people get confused between Roundrobin and Roundtable. Roundrobin is an oral structure where students take turns saying an answer aloud. Roundtable is a written or hands-on structure where students write their answer on paper or take turns completing a task. To remember the difference, thinking of a robin singing (oral response) versus a paper being passed around on the table.

For example, if you had students Roundrobin their times tables, the students would go around the team naming the next multiplication fact without writing anything down. If you had them Roundtable write their times tables they would pass a paper around and write the problems and answers on paper.

### Basic Steps of Roundtable:

1. Students are numbered off from 1 to 4.
2. Teacher provides a topic or describes a task.
3. Teacher designates who will begin by choosing a number.
4. Students pass a paper around the team and take turns writing their responses OR they take turns around the team as they participate in an activity.

### Management Concerns:

- **Roundtable or Rallytable?** Roundtable is a simple structure, but it's not always the best structure for some activities. Roundtable has the disadvantage of having only one person writing while three other

people are watching. Sometimes the three other people will get off task while waiting for their turn to write. If you find this to be the case, switch to Rallytable where you have two pieces of paper going back and forth.

- **Assessment** - Roundtable activities shouldn't be graded because you have no indication of who really knows the skill or content. Roundtable activities are good for generating ideas quickly in a structured manner, or for an informal assessment of what students know about a topic.
- **Competition** - Don't turn Roundtable activities into competitive events on a regular basis. For example, don't make a practice of seeing which team can generate the most responses in a certain time, and avoid the temptation to give prizes. This may seem to foster cooperation, but what it actually does is to make team members focus on the slow learner or the slow writer. They start saying, "Hurry up!" instead of trying to help their team member. Then kids get into making "put down" remarks to other teams. They forget that they will be changing teams in a few weeks, and the person they are competing against now may well be their teammate next time!

## Roundtable Variations and Classroom Ideas

**Basic Roundtable** - Students pass a paper around the team and take turns writing answers.

- **Social Studies** - Labeling maps of states or countries. Students pass a map around table and take turns adding state or country names.
- **Language Arts** - Underlining parts of speech in sentences, writing sentences to build a paragraph, learnir to expand basic sentences, replacing the word "said" with more interesting words, etc.
- **Review (all subjects)** - Students pass a paper around the team and take turns writing down major concepts from the unit or lesson.
- **Health** - List the hazards of smoking or using drugs, list healthful habits, list possible solutions to problems, naming the bones of the body (on an illustration)
- **Math** - Listing times tables, listing prime numbers, listing factors, listing the ways we use math in everyday life
- **Science** - Listing planets, brainstorming science safety rules, labeling the parts of a plant or animal on a drawing, etc.

**Roundtable for Hands-on Activities** - When doing hands-on science or math activities, have students take turn around the table. For example, when using a pan balance to teach metric measurement of mass, place one pan balance in the middle of each team. Decide who starts first, and allow each person to take a turn weighing an object of choice.

- **Science Experiments** - When science experiments have many steps to perform, have student Roundtable the directions and take turns performing the steps.
- **Math Games** - Students take turns in Roundtable format. For example, if the game calls for turning over game cards and solving the problems, students take turns around the table.

**Roundtable Sorting** - Give each team a bag of objects or stack of word cards for sorting into groups. Have the write the main categories on slips of papers or index cards. Students spread the headings out in the middle of the team. The first person picks up an object or word card and places it under a heading. If everyone agrees, they give a "thumbs up" sign. If they don't agree, they discuss where they think the object or word card should go. For example, students could have the names of foods on the word cards that are stacked. The category headings cards would be Fruit, Vegetable, Dairy, etc. Students take turns placing a food card under the proper heading card.

- **All subjects** - Use the blank Items to Classify Sorting Cards found in the Cooperative Learning File Cabinet to create your own sorting cards. Write the words on this form and just duplicate one copy per team.
- **Social Studies** - Use the Federal Government sorting cards. Place the heading cards on the table, and take turns placing the related information in the proper categories.
- **Health** - Try the Classifying Foods on the Food Pyramid activity found in the Health File Cabinet.
- **Science** - Sort pictures of animals according to their classification, put pictures of the planets in sequence,
- **Math** - Sort pictures of angles into categories (acute, right, obtuse); sort shapes according to name of polygon (triangle, quadrilateral, etc.)
- **Spelling** - Write spelling words on cards. Students sort them according to part of speech.
- **Reading** - Use the Dictionary Word Sort Activity taken from my rain forest book. The PDF files for this are located in the Cooperative Learning File Cabinet. Students sort entry words according to the given guide words. Would the entry word be before the page, on the page, or after the page?

**Roundtable Graphic Organizers** - Students can complete graphics organizers using Roundtable or Roundtable Sorting. For example, using a blank Venn Diagram, students could write in the headings "Settlers" and "Indians." After learning about conflicts between settlers and Indians in the American west, students could take turns writing characteristics on the Venn Diagram. Or the teacher could prepare small word cards in advance and the students would use the Roundtable Sorting technique above, placing the word cards on the Venn Diagram instead of into piles on their table.

- **KWL Chart** - Use the Know-Wonder-Learned chart in the Graphic Organizer File Cabinet. Have students pass the chart around and take turns filling out the first two columns.
- **Branching Chart** - Give students the topic and headings for a Branching Chart (shown in the File Cabinet). Add more subcategories if needed. The topic might be "Harry Potter Characters" and subtopics might be Harry, Hermione, Ron, and Hagrid. Under each "branch" students take turns listing character traits and details.
- **Venn Diagram** - Geography activity: write geographic terms (like delta, bay, mountain, plateau) on small slips of paper. Use the Blank Venn Diagram form and have students write the words "Land" and "Water" at the top of the two circles. Have them take turns sorting the cards into their proper categories.

**Simultaneous Roundtable** - Give each person in the group one piece of paper with a different heading or question. Have them simultaneously answer their question or respond to their topic. On a signal, have everyone pass their paper to the next person in a clockwise direction. The next person adds their response, and the paper is passed on a signal from the teacher. Keep passing the paper and adding ideas until everyone has responded. (Example: Give everyone a piece of paper with a different part of speech written at the top. Students pass the papers and list words that are examples of the part of speech on their paper.)

- **Writing** - Give everyone a different story starter. They start a story on that topic on their own paper. After 3 minutes, everyone passes to the left. They read the story that was handed to them and continue the new story for 3 minutes. Keep passing and writing until everyone has written on all stories. The last person is told to create a suitable ending. (To complete the activity, students Roundrobin Read their stories to the team. The team can pick their favorite story to read aloud to the class.) To see sample story starters, go to the Rainforest Roundtable Writing activity.
- **Editing** - After students have written stories or essays, have them pass their written work around the table. Each person reads the essay and looks for one type of error. You can make Role Cards by writing jobs on index cards. You might try having a Spelling Checker, a Capitalization Checker, a Run-on Sentence Checker, etc.
- **Artwork** - Try a fun holiday activity where you have the kids all start by drawing a basic holiday object,

such as a pumpkin. When you say, "Pass!" they add a jack-o-lantern mouth, then eyes, and finally a nose. Remind kids that the artwork belongs to the team and they shouldn't have the attitude that someone messed up "their" picture. The activity is for fun, and they all get to keep the one that ends up on their own desk.

## Benefits of Roundtable

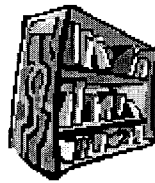
- Basic Roundtable is simple and can be used without advanced planning.
- Roundtable allows for equal participation since everyone must take a turn.
- When using Roundtable Sorting, students become actively involved in the learning because they have to physically manipulate objects and discuss what they are doing.
- Using Roundtable to structure experiments and hands-on activities will prevent one student from taking over and doing everything.
- Students who are having trouble can get immediate feedback from team members.



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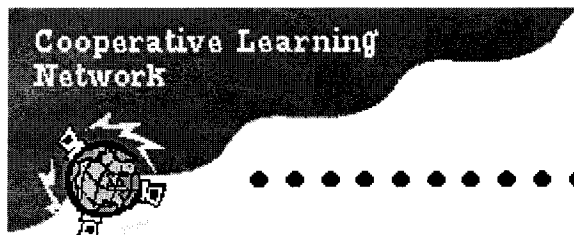
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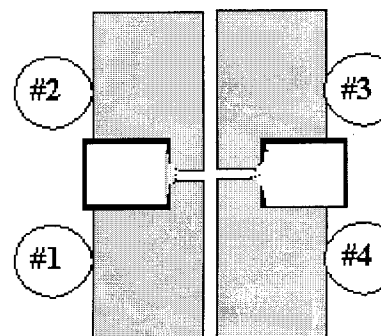
# Teaching Resources

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## Cooperative Learning Structure: Rallytable

### Rallytable Description

Rallytable is a structure to be used with pairs of students rather than whole teams. The kids can be seated in teams, but they work with one person only. Rallytable is simply having kids take turns writing on one piece of paper or taking turns to complete a task. Imagine the team shown at right. The students are numbered in a clockwise fashion around the team from 1 to 4. To start a Rallytable, put a worksheet on the table between Students #1 and #2. Place the exact same worksheet between Students #3 and #4. Ask one person in each pair to be Partner A and the other to be Partner B. During Rallytable activity, the A-B partners slide the piece of paper back and forth between them, writing and talking about their work. All pairs in the class are working simultaneously. Circulate throughout the room while they are working, looking at their answers as an informal assessment of their understanding.



### Hints and Management Ideas:

1. If your students have colored pencils, ask them to choose two different colors in which to do the assignment. That way you'll know who did what.
2. Teach students to let their partner try the problem before giving help. Some students can be guilty of giving too much help and not letting their partner try on their own first. Other kids don't want to try on their own. They ask for help immediately.
3. If all the students on one team finish early, you can have them compare worksheets and discuss any differences.
4. Encourage kids to talk about what they are doing while they are working. For example, if they are doing a Rallytable subtraction assignment you should hear things like, "I can't subtract 5 from 7 so I will have to borrow from the 2."
5. Make sure that students are taking turns! Sometimes students get over-eager and both start writing on the worksheet without even talking to each other. When you find a mistake, they are quick to point to their partner as having made the mistake. I stress to them that this is NOT cooperative learning! You can make them share one pencil if you want to make sure they take turns.
6. If you feel that your class is going to have trouble with behavior during the activity, duplicate one worksheet for every student. Start them out with Rallytable, but if they aren't following directions or you see off-task behavior, give them ALL the worksheet and have them do it independently. The next time you use Rallytable you are likely to see an improvement!

### Assessment:

Rallytable worksheets should not be graded since you can't be sure exactly how well each person knows the skill. You can collect them and check for accuracy, but don't record grades for individuals. Rallytable activities are primarily for practice. You may want to follow up with an individual homework assignment or short quiz. If you give homework, give a smaller amount than normal since students won't need as much practice.

### Rallytable Worksheet Activities in the File Cabinet:

1. **Buddy Venn Diagram** - For a great teambuilding activity, use the Buddy Venn Diagram. Partner A writes their name in one circle and Partner B writes their name in the other circle. Students take turns calling out character traits, hobbies, favorites, etc. and write them in the correct spot. If Partner A says "I like chocolate ice cream" and Partner B says, "Me too!" then Partner A writes it in the middle. Then Partner B makes a statement, like "I'm very shy." If Partner A says, "That's not me!" then Partner B writes it in his circle only.
2. **Rallytable Noun Practice** - Use the worksheet called Rallytable Noun Practice to practice common and proper nouns.
3. **Rallytable Decimal Writing** - This worksheet was taken from my book Discovering Decimals Through Cooperative Learning. I had to scan it in myself so the copy quality is not quite as good as the book itself but it's useable. Students take turns reading decimal names and writing the decimal number.
4. **New Year's Day Word Challenge** - This activity is great for Rallytable. Give each pair ONE worksheet and have them cut out the letters of the words "New Year's Day." Partner A makes a word with the letters, and Partner B writes the word on the worksheet. Then they switch, with Partner B making the next word and Partner A recording. One word of caution: enforce the rules! Some kids who are good at finding words will "hog" the paper and just start listing words. Or they may take control of the letters and tell the other person to write down all the words that they make. You can assign them 2 different colored pencils for recording if you want to see who is writing what.

### Other Rallytable Ideas for your Class:

Just about any worksheet can be made into a Rallytable activity. You can also assign problems from a book and have the kids just take turns writing their answers on a plain sheet of paper. Here are a few ideas to get you started:

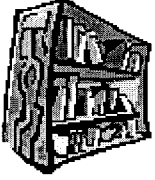
1. Language Arts: Rallytable list parts of speech (nouns, verbs, adjectives, prepositions, etc.)
2. Math: Take turns solving word problems, working computation problems, listing multiples or factors of a number
3. Science: Take turns completing the steps of an experiment, take turns recording the results of an experiment, take turns learning to measure, take turns with a microscope
4. Social Studies: Rallytable map skill questions, answers on a review sheet, parts of a graphic organizer
5. Spelling: Practice spelling words. One person chooses a word and calls it from a list. The other one writes it, and the caller checks it. Students take turns being the caller.
6. Reading: Rallytable list character traits of a book character. Use Rallytable to fill out a graphic organizer like a story plot map.

### Benefits of Using Rallytable:

1. Rallytable is one of the easiest structures to use in your classroom. It's much easier to get along with just one other person than to have to cooperate with 3 other people.
2. Rallytable saves paper. You only have to run off half as many worksheets.



3. Rallytable keeps you from grading as many assignments. You can do Rallytable activities all week and give one quiz at the end of the week (instead of grading worksheets all week).
4. Students get instant feedback on how they are doing with a particular skill.
5. By teaching and coaching, students who had a minimal grasp of a skill develop a deeper understanding.
6. Students enjoy using Rallytable (rather than individual silent seatwork), and recent brain-based learning research says that when we enjoy what we are learning, we are apt to learn more and retain it for longer periods of time.



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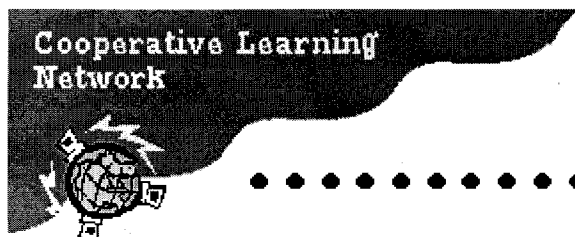
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# Teaching Resources

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## Cooperative Learning Structure: Think-Pair-Share

### Think-Pair-Share Overview

Think-Pair-Share is one of the most common cooperative learning structures, and it's one of the easiest to implement. The structure is extremely versatile because it can be used for higher-level thinking, as well as basic review and recall. The steps are simple, but it's important to follow the steps exactly to avoid the "groupwork" pitfalls. In this structure, the teacher will ask students to think about a topic, pair with a partner to discuss it, and share their ideas with a group. Sometimes teachers are tempted to skip some steps and just say, "Turn to your partner and talk it over." Read on to find out why those words don't necessarily result in cooperative learning.

### Detailed Steps of Think-Pair-Share

1. With students seated in teams of 4, have them number them from 1 to 4.
2. Announce a discussion topic or problem to solve. (Example: Which room in our school is larger, the cafeteria or the gymnasium? How could we find out the answer?)
3. Give students at least 10 seconds of think time to **THINK** of their own answer. (Research shows that the quality of student responses goes up significantly when you allow "think time.")
4. Using student numbers, announce discussion partners. (Example: For this discussion, Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.)
5. Ask students to **PAIR** with their partner to discuss the topic or solution.
6. Finally, randomly call on a few students to **SHARE** their ideas with the class.

### Simplified Steps (to jot down for reference!)

1. Announce a discussion topic.
2. Give **THINK** time.
3. Ask students to **PAIR** with an assigned partner to discuss their ideas.
4. Call on students to **SHARE** their ideas with the class.

### Hints and Management Ideas

- **Assign Partners** - Be sure to assign discussion partners rather than just saying "Turn to a partner and talk it over." When you don't assign partners, students frequently turn to the most popular student and leave the other person out.
- **Change Partners** - Switch the discussion partners frequently. With students seated in teams, they can pair with the person beside them for one discussion and the person across from them for the next discussion.

- **Give Think Time** - Be sure to provide adequate "think time." I generally have students give me a thumbs-up sign when they have something they are ready to share.
- **Monitor Discussions** - Walk around and monitor the discussion stage. You will frequently hear misunderstandings that you can address during the whole-group that discussion that follows.
- **Timed-Pair-Share** - If you notice that one person in each pair is monopolizing the conversation, you can switch to "Timed-Pair-Share." In this modification, you give each partner a certain amount of time to talk (For example, say that Students #1 and #3 will begin the discussion. After 60 seconds, call time and ask the others to share their ideas.)
- **Rallyrobin** - If students have to list ideas in their discussion, ask them to take turns. (For example, if they are to name all the geometric shapes they see in the room, have them take turns naming the shapes. This allows for more equal participation.) The structure variation name is Rallyrobin (similar to Rallytable but kids are talking instead of taking turns writing).
- **Randomly Select Students** - During the sharing stage at the end, call on students randomly. You can do this by having a jar of popsicle sticks that have student names or numbers on them. (One number for each student in the class, according to their number on your roster.) Draw out a popsicle stick and ask that person to tell what their PARTNER said. The first time you do this, expect them to be quite shocked! Most kids don't listen well, and all they know is what they said! If you keep using this strategy, they will learn to listen to their partner.
- **Questioning** - Think-Pair-Share can be used for a single question or a series of questions. You might use it one time at the beginning of class to say "What do you know about \_\_\_\_\_?" or at the end of class to say "What have you learned today?"
- **Math Problem-Solving** - Place a complex problem on the overhead (For example, use one of the Weekly Math Challenges found in the Math File Cabinet.) Ask students to think about the steps they would use to solve the problem, but do not let them figure out the actual answer. Without telling the answer to the problem, have students discuss their strategies for solving the problem. Then let them work out the problem individually and compare answers.
- **Think-Write-Pair-Share** - To increase individual accountability, have students jot down their ideas before turning to a partner to discuss them. You can walk around the room and look at what they are writing to see who understands the concept. It also keeps kids from adopting the attitude that they will just sit back and let their partner do all the thinking.

## Classroom Ideas for Think-Pair-Share

- **Science** - Making predictions about an experiment, discussing the results of an experiment, talking over charts and graphs, drawing conclusions, developing a concept through discussion (see [Energy Ball Questions](#)), talking about environmental problems
- **Health** - Discussing healthful practices, talking about how to handle stress, discussing proper placement of foods in food groups, analyzing problems in a diet, reviewing body systems,
- **Social Studies** - Discussing political viewpoints, learning about latitude and longitude, discussing economic trends, analyzing causes and effects of important events, discussing important contributions of historical figures
- **Math** - Practicing how to read large numbers, learning how to round numbers to various places, reviewing place value, solving word problems (as described above), recalling basic geometric terms, discussing the steps of division, discussing how to rename a fraction to lowest terms
- **Spelling** - Call out a word, have them think of the spelling, then designate one person to turn and whisper the spelling to their partner. The partner gives a thumbs-up to show agreement, or corrects the spelling. You can reveal the correct spelling by uncovering the word from a chart.
- **Reading** - Discuss character traits and motives, make predictions before a chapter or at the end of a read-aloud session, discuss the theme of a book or story, make guesses about vocabulary words based on

context clues in the story, discuss the meaning of similes and metaphors in a story

- **Language Arts** - Discuss Daily Oral Language responses, discuss ways to edit or revise a piece of writing, talk over story ideas, discuss letter-writing conventions
- **Art** - Discuss elements of artistic compositions, discuss symbolism in artwork, compare and contrast the various works of a particular artist, analyze the use of color and line in works of art
- **Music** - Identify elements of musical compositions, identify instruments in musical selections, compare and contrast types of music

## Benefits of Think-Pair-Share

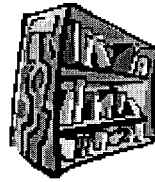
- Think-Pair-Share is easy to use on the spur of the moment.
- Providing "think time" increases quality of student responses.
- Students become actively involved in thinking about the concepts presented in the lesson.
- Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students time to "think-pair-share" throughout the lesson, more of the critical information is retained.
- When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage.
- Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class.



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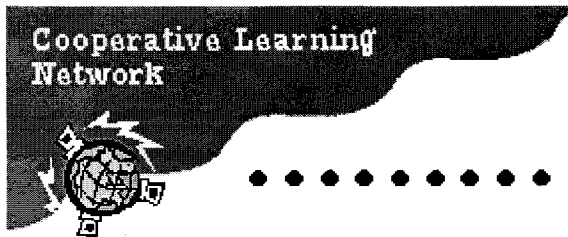
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# Teaching Resources

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## Cooperative Learning Structure: Team Interview

Team Interview is a very easy structure to use because the steps are simple and it doesn't require any special materials (other than an optional timer). It's great for both team building and sharing of academic content. The basic idea is that students take turns interviewing members of their teams using either academic questions or "icebreaker" questions. You can have kids interview each other about a book they have read, a current events article they brought to class, a topic they have researched, or section of a text-book chapter.

### Steps of Team Interview

1. Announce the interview topic and lead a brainstorming session about appropriate questions. List at least 10 possible questions on the board or overhead projector. (See examples below)
2. Designate one person (by number) on each team who will stand to be interviewed by their teammates.
3. Announce a time limit (such as 1 or 2 minutes) and set a timer.
4. Team members take turns asking questions in Roundrobin fashion. They may refer to the list of questions on the overhead or board, or they may ask their own questions.
5. After the time is up, the next person stands to be interviewed. Continue until everyone has had a turn.

### Sample Icebreaker Questions

- Where were you born?
- What is your favorite food?
- What do you like to do in your spare time?
- What do you want to be when you grow up?
- What is your favorite kind of book? Why?
- If you were the principal, what is one change you would make at our school?
- If you could be any animal, what would you be?
- Where do you like to go on vacation? Why?

### Sample Book Report Questions

- What is the name of the book?
- Who is the author?
- What was the plot?
- What was the most exciting part of the book?
- Did you agree with the ending? Why or why not?
- Who was your favorite character? Why?
- If you could change one thing about the book, what would it be?

- Is this book like anything else you've read? Explain.

## Hints and Management Ideas:

- Use a timer to keep yourself on track. It's too easy to get busy doing something and forget to keep accurate time.
- With younger kids, demonstrate what an interview is, and model the structure with one team while the others watch.
- Younger kids enjoy making fake microphones out of rolled up paper or toilet tissue tubes. They hold the microphone up to their own mouth when they are asking the question. Then they lean over and hold it up to the other person's mouth when he/she answers. This keeps everyone focused on who is talking.
- Make sure kids are taking turns in Roundrobin fashion when they are asking questions. Don't let them all yell out their questions because one student will do all the asking. Also, by making them take turns you force them to listen (so they won't repeat a question). You should see how the kids act when a team member asks the same question as someone else . . . they quickly point out that **SOMEONE** wasn't paying attention!

## Applications and Variations:

- **Presenting Reports** - After researching a topic, students stand to be interviewed about what they learned.
- **Sharing Results of Science Experiments** - After completing science experiments, students take turns standing to be interviewed about their experiment. (The experiment could have been conducted at home or school.)
- **Personal Interviews** - After forming new teams, allow students to do Team Interview using the Icebreaker Questions above. This allows them a chance to learn a little bit about each other.
- **Vacation Sharing** - After returning from a holiday or vacation, let students interview each other about what they did over their vacation.
- **Role Playing** - Assign students a particular role to assume (such as a character in a book, a historical character they've studied, a famous scientist, an animal, etc.) The rest of the team interviews them as that character. They could even come to school dressed up as the character. It's a great way to share a report.
- **Mystery State Game (or Mystery Country Game)** - Place a map in the center of the team. The first student secretly jots down the name of one of the states (or countries). The other students ask the person Yes/No questions like, "Is your state located in the Northeast?" or "Is the capital of your state Boston?" They try to determine the name of the state in the fewest number of guesses. However, the team only gets one chance to actually guess the name of the state (Is it Massachusetts?) They must write down the guess and hand it to the Interviewee. Whether they are right or wrong, the game is over.
- **Mystery Number Game** - Same game as above, but the student being interviewed chooses a number from 1 to 50. Team members ask Yes/No questions to determine the mystery number. Questions could be: Is it a factor of 50? Is it even? Is it a multiple of 3? Does it have 2 digits? Is it greater than 15? etc. To modify the game for younger students, have them choose a number from 1 to 10 or 1 to 20. You could use a laminated paper strip with the numbers so the kids could record information they discover by asking questions. For example, if they find out it's not an even number, they could cross out all even numbers. Another modification would involve having them work in pairs to play against you. Kids would sit with a partner and take turns asking you questions about the number. Then they would use Rallytable to mark answers on their number strip or hundreds board.

## Benefits:

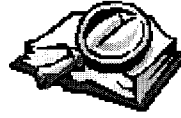
- The basic Team Interview structure has only a few steps and the directions are easy to follow.
- The structure requires no advanced preparation on the part of the teacher.
- It's a creative way to share book reports and research.
- Kids are held accountable for what they have read or studied because they have to be able to answer questions.
- When used for sharing information and reports, it saves time over traditional methods in which the student reports to the whole class. What used to take 45 minutes now takes just 5 or 10 minutes!
- Team Interview keeps kids actively involved in the learning.



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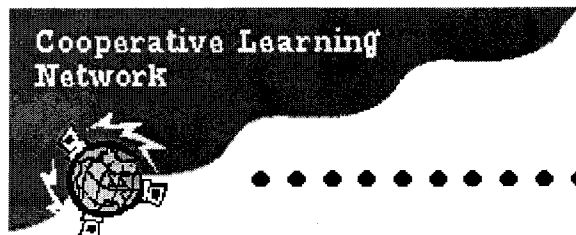
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# Teaching Resources

*from the classroom of  
Laura Candler*

## Cooperative Learning Structure: Showdown

### Showdown Description

Showdown is one of my favorite review and practice structures because it forces kids to think on their own before discussing answers with the team. For this structure, each student needs their own individual chalkboard, whiteboard, or a stack of scrap paper. You'll also need to prepare a set of questions cards or "task cards" for each team. Students answer questions or work problems on their own chalkboard, and when everyone is ready the Leader says "Showdown!" Then team members compare and discuss answers. It's a great structure to use in centers or as a whole class. Children of all ages quickly learn the steps and handle this structure with ease.

### Advanced Preparation:

1. **Chalkboards/Whiteboards** - Obtain chalkboards and chalk (or white boards and markers) for each student. Inexpensive chalkboards called Black Matte boards can be purchased from the Math Learning Center (<http://www.mlc.pdx.edu/>). White boards can be obtained by having your local hardware store cut white melamine or tile board into pieces. Ask students to bring white board markers from home if your school won't supply them. If all else fails, cut leftover worksheets or other scrap paper into fourths. Give each student a stack of scrap sheets to write on.
2. **Task Cards** - Prepare a set of task cards containing review questions or practice problems. You can use index cards, but then you have to prepare an identical set for each team. An easier way to do this is to use the Showdown Task Card template available in the [Cooperative Learning File Cabinet](#). It's a page divided into 10 sections and you write your problems in the different sections. Make one copy per team and let the kids cut them apart. Or make a permanent set by duplicating them on card stock, cutting them apart, and laminating them. You might want to use different colored sheets of paper so you'll know where the cards go when you find them on the floor! Store each set in a snack-sized ziploc bag.

### Showdown Steps:

1. Students are numbered off from 1 to 4.
2. The teacher designates who will be the first Leader by calling a number. The job of Leader will rotate for each round.
3. Place a stack of task cards or question cards face down in the middle of each team.
4. The Leader turns over the top card and reads the problem aloud to the team.
5. Without talking, everyone tries to work the problem and/or answer the question on their own chalkboard.
6. Students place their chalkboards face down to show they are ready.
7. When all boards are face down, the Leader says "Showdown!"
8. Everyone shows their answers. If they are the same, the Leader compliments the team and/or the team.



does their team handshake (more on that next week!)

9. If the answers are different, members of the team share how they got their answer. They try to come to consensus on the correct answer.
10. Optional step - If the cards are not laminated, the Leader can write the team answer on the back of the card. That way the teacher can check their answers. You can also number the task cards and have the Leader write the answer on a sheet of paper.
11. Rotate leaders for the next round. Continue steps 4 - 10 until all the task cards have been completed.

## Management Ideas and Variations:

- **Self-Checking Task Cards** - You can make this activity self-checking by writing the answers on the back of the task cards. Students place the task cards FACE UP in the middle of the team and only turn them over at the end of the round to check their answers.
- **Centers** - Showdown makes a great activity for centers, especially when you make the cards self-checking. There's a Showdown Directions blackline in the File Cabinet that you can print out and glue onto the front of a manila envelope. Store the task cards inside.
- **Discussing Answers** - Remind students to be sure to discuss how they arrived at their answer, especially if they have different answers from others on their team. If someone is getting the answers wrong, they need to be sure they understand the problem before the team moves on. If everyone is trying to talk at once, assign the Leader to be the one who explains the answer (if they know it). Of course, this discussion should only take place AFTER everyone has tried the problem on their own.
- **One-on-One Help** - If some students are far below the others in ability or skill levels, pull them from their teams and give them individual help. Most older kids can manage Showdown with very little supervision, which allows you the time to work one-on-one with the kids who need extra help.

## Classroom Ideas

- **All subjects** - Use the blank Showdown Task Cards found in the [Cooperative Learning File Cabinet](#) to create your task cards. Write the problems or questions on this form and just duplicate one copy per team.
- **Social Studies/Science/Health** - Reviewing map skills, studying for tests, interpreting graphs and charts.
- **Math** - Excellent for any kind of computation, good for word problems, graphing skills, questions related to statistics and probability.
- **Spelling** - Write the words on task cards - the Leader for each round calls the word but doesn't actually write the word for that round. He or she checks the spellings by looking at the word on the card.
- **Reading** - Reviewing vocabulary, test practice (read and answer multiple choice questions), dictionary skill questions, etc.
- **Language Arts** - Ideal for grammar practice, parts of speech review, etc.

## Benefits of Showdown

- Using Showdown increases active participation in the lesson.
- Showdown encourages everyone to try the problems on their own, rather than just waiting for their partner to do all the work.
- Students feel more comfortable taking risks within their own team (rather than working problems in front of the whole class).
- Students get immediate feedback. If they are having trouble with a skill, they find out before they start on their homework.

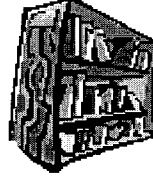
- Showdown saves paper (1 set of task cards per team rather than 1 worksheet per person).
- Using Showdown means you have fewer papers to grade.
- In math, you can cut back on the number of problems kids have for homework after they do Showdown. Because of the amount of practice in class, and the immediate feedback they have gotten, they just don't need as many practice problems at home.
- Showdown is fun!



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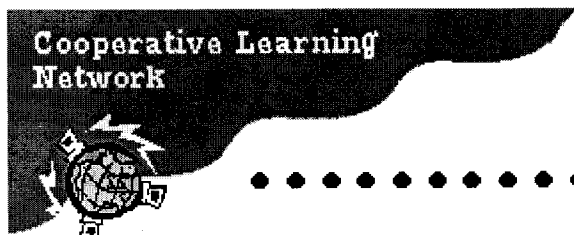
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# Teaching Resources

*from the classroom of  
Laura Candle*

## Cooperative Learning Structure: Line Ups

Line Ups is a very simple structure. The teacher announces a method for lining up, and students line up in order according to the directions. This structure is a wonderful "classbuilder" because it gets kids up out of their seats mixing with other students in the class. It can be used with academic content as well as just for an icebreaker.

### Steps:

1. The teacher announces the directions for lining up and establishes the location of the Line Up. (For example, "Line up in order according to your birthdays. January will start here and December will end up over here.")
2. Students line up according to directions.
3. Optional - Start at one end of the line and quickly let students state their position in the line. (For example, have them state their birthday or whatever their response was to the topic.)

### Variations and Ideas:

- **Silent vs. Talking Line Up** - Depending on the difficulty of the topic, you can allow talking or have students be perfectly quiet as they are forming their line. Sometimes talking is necessary, but if it's not needed you may want to eliminate the conversation in order to keep down the noise.
- **Classbuilding Line Ups** - Have students line up according to silly topics, like the number of buttons on their clothing, the length of their hair, the number of pockets on their outfit, the number of pets they own, the amount of time they spend watching TV, etc.
- **Math Line Up** - Give students index cards containing numbers (whole numbers, fractions, decimals, etc.) Have them line up from least to greatest in order of their number. With fractions, you could have students draw a rectangle and shade in the appropriate amount as indicated by their fraction. This would help them in determining their position. With decimals, you could use a 100-square grid and have them color the decimal first.
- **Alphabetical Order** - Have kids write their spelling words on individual chalkboards and line up in order. Or have them line up in alphabetical order by their first or last name. For more of a challenge, have them all write words starting with the same letter. Then they have to line up according to the second or third letter in their word.
- **Value Line Ups** - Ask a question like "Would you take a trip into outer space if given the chance?" or "Do you like banana pudding?" Establish the two ends of the line by telling where the strong "Yes" and "No" response will stand. Allow students to line up anywhere along the line to show how they feel about this issue. A response of "Not sure" or "Neutral" would be in the middle. Begin with questions that aren't too controversial, and work up to questions that may cause some heated discussion.
- **Folded Line Ups** - After having students line up in a Value Line Up, have everyone put their left hand on the shoulder of the person next to them. Take one end of the line and fold the line so that it doubles back on itself. In this way, you will pair the first person with the last person in line (opposite opinions). Match students with a partner all the way down the line. Ask them to explain to the other person why they feel the way they do about the topic. Teach them to respect the other person's point of view even if they don't agree with it!

## Benefits of Using Line Ups

- Recent brain research shows a link between physical activity and learning. Sometimes students just need to get up and move a bit!
- All kids can be successful because they can get help from the students around them.
- When used with academic content such as numerical and alphabetical order, you can informally assess your students' understanding of the concept by watching them as they attempt to line up.
- Using Line Ups helps build bonds between students in the class. When used as a classbuilder to share information like birthdays and number of pets owned, it helps kids see that they have something in common with other students in the class.
- Value Line Ups help foster respect for diversity. Using Folded Value Line Ups teaches kids to talk over their different ways of thinking about a topic.



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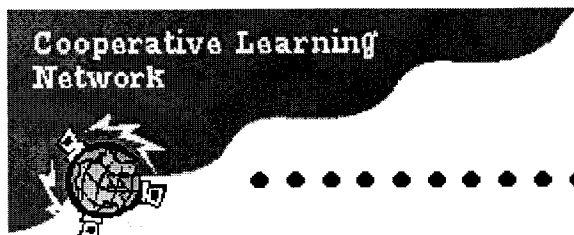
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# Teaching Resources

*from the classroom of  
Laura Candle*

## Cooperative Learning Structure: Teammates Consult

Teammates Consult is a powerful structure used to develop higher-level thinking skills and to foster appreciation for other points of view. Students all have their own copy of the same worksheet of assignment questions. A large cup is placed in the center of each team, and students begin by placing their pencils in the cup. With pencils still in the cup, they discuss their answers to the first question. When all team members are ready, they remove their pencils from the cup and write their answers without talking. They repeat this process with the remaining questions.

This structure is quite challenging for most students, so many teachers like to start out directing the steps of the structure. Then as students become proficient with the steps, they let them move through the questions at their own pace. I call these two variations Teacher-Directed Teammates Consult and Student-Directed Teammates Consult. The directions for both variations are available in a blackline master that you can download and print out. That way you can make a transparency for the overhead projector or write the steps on poster paper. The directions can be found in the [Cooperative Learning File Cabinet](#).

You might find it helpful to print out some sample Teammates Consult worksheets before you read the directions. You can find three different worksheets at the bottom of this page.

### Teacher-Directed Teammates Consult

1. Prepare a worksheet with higher-level thinking questions related to your unit of study. Duplicate a copy for each person.
2. Distribute the worksheets and place a large cup or can in the center of each team. Ask students to place their pencils in the cup.
3. Read the first question aloud. Ask students to put their heads together to discuss the answer.
4. Circulate through the class and listen to the discussions on each team. Offer assistance as needed.
5. Tell students that they don't all have to agree on the answer, but they do have to be able to explain the answer they feel is correct.
6. When most teams seem ready, ask everyone to pick up their pencils and write their answer in their own words **without talking**. Don't allow students to get help at this stage!
7. Have students put their pencils back in the team cups when they finish writing their answers.
8. When all pencils are back in the team cups, read the second question aloud to the class. Follow steps 3 through 7 for the remainder of the worksheet.

### Student-Directed Teammates Consult

1. Prepare a worksheet with higher-level thinking questions related to your unit of study. Duplicate a copy

for each person.

2. Distribute the worksheets and place a large cup or can in the center of each team. Ask students to place their pencils in the cup.
3. Designate a person on each team who will become the first Leader. Leaders will rotate each round.
4. The Leader reads the first question aloud to the team and begins the discussion about the answer.
5. All team members contribute ideas to the discussion. Everyone does not have to agree on the correct answer, but everyone must be able to fully explain the answer they think is correct.
6. The Leader asks, "Is everyone ready?"
7. If anyone says that they aren't ready, the team continues the discussion for a few more minutes.
8. When everyone is ready, all team members pick up their pencils and write their own answer without talking. Monitor this stage carefully! Students who haven't been paying attention will begin to ask others for help, and you'll have to remind them to pay attention better the next time.
9. When students finish writing, they put their pencils back into the cup.
10. When all pencils are in the cup, a new person becomes Leader and reads the next question aloud. Repeat until all questions are answered.

### Hints and Management Ideas:

- This structure must be monitored carefully, especially at first. Students quickly become sloppy about the Pencil in the Cup while Talking rule. They frequently don't pay attention during the discussion, and then they want someone to tell them the answer during the writing stage.
- If students repeatedly break the No Talking rule, give them one or two warnings and then take away the privilege of working as a group. In other words, make them finish the assignment on their own without talking over any of the questions. Next time they will be much more likely to follow the rules!
- You may want to start out using low-level questions at first. The structure is easier when the students can quickly find the one right answer to the question. However, the structure is more powerful when used with high-level questions that provoke discussion and debate.
- Remind students that they don't have to agree on the correct answer. They just have to be able to defend the answer they write down.
- This structure is one of the few cooperative learning activities where teachers can feel comfortable grading the worksheets. Even though your students have had a chance to talk over the answers, they were required to write the answers in their own words without help.
- In most classes there will be at least one person who has a difficult time cooperating with their team during this structure. Some students become very upset when the rest of their team doesn't agree with them. Eventually that person may ask to work alone. I generally let this type of student leave the group for the remainder of the activity, but I warn them that they will not be able to change their mind later if they can't answer the questions on their own. I let them know that I will not help them and that they will not get any further team help on the worksheet.
- Tell students that what they don't finish in class, they will have to finish for homework. This often motivates them to stay on task within their groups.
- This structure can be used successfully in math, but only with word problems in which the students have to explain their answers in writing. (See the Spring Problems activity in the Math File Cabinet.) It just doesn't make sense to have them put their heads together to discuss other types of math problems. Showdown is a much better structure for computation!
- One-minute egg timers can help with time management. Sometimes a team gets frustrated because someone writes too slowly. I have purchased a one-minute sand timer for each team. When everyone is done except for one person, the Leader says, "You have one minute to finish" and turns over the timer. If the person doesn't finish in one minute, he or she has to finish the answer later for homework.
- If you have 4 or 5 extremely bright students in your class, you may want to pull them from their teams

and have them work together. Don't give them the hints and help that you give the others - push them to figure out the answers without help. This challenges them, and it also can help the others. Many students will sit back and wait for the gifted student to come up with the answer. When you occasionally pull those gifted students out, the others have to work a little harder. Often the other children will assume leadership roles and become much more involved in the activity.

## Classroom Uses of Teammates Consult

- **Math** - Problem-solving, writing the steps for solving a problem
- **Health** - Review questions, controversial topics, community health and awareness questions,
- **Social Studies** - Review questions, questions about the chapter text, discussion questions about historic events and characters, interpretive questions,
- **Science** - Questions about chapter text, questions about a science video or filmstrip, questions about the results of an experiment or investigation
- **Reading** - Character analysis questions, making predictions about a story, analyzing story elements, making inferences about word meanings based on context clues, questions about news articles

## Benefits

- Some students need to verbalize their answers before being able to write them on paper.
- Students write more detailed and elaborate answers when they are allowed to discuss them first.
- Using Teammates Consult fosters an appreciation for different ways of thinking and different points of view.
- The worksheet resulting from this cooperative activity can be graded.
- Students become more actively involved with the content when they have to discuss and defend their answers.

## Sample Teammates Consult Worksheets

- [Alcohol and Tobacco](#)
- [North Carolina Connections](#)
- [Spring Word Problems](#)
- [United States Landforms and Climate](#)
- [Teammates Consult Blank Form with Rubric](#)



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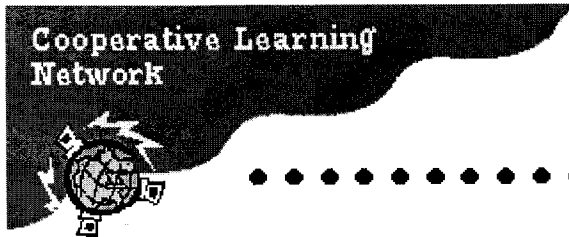
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# Teaching Resources

*from the classroom of  
Laura Candler*

## Cooperative Learning Structure: Numbered Heads Together

Numbered Heads Together is an excellent structure for reviewing content. It requires very little preparation and makes a review session seem like a fun game show! There are many variations, but the most commonly used method of using this structure requires one small chalkboard or whiteboard per team. You'll find some ideas for obtaining response boards after the structure description below.

### Steps of Numbered Heads Together

1. Number students off from 1 to 4 within their teams.
2. Call out a question or problem. (Example: Where do plants get their energy?)
3. Students in teams put their heads together to discuss the answer. They must make sure everyone on the team knows the answer.
4. Randomly call a number from 1 to 4 (use a spinner, draw popsicle sticks out of a cup, roll a die, etc.)
5. On each team, the student whose number was called writes the answer on the team response board. **They may not receive any help from their team at this point!** If they didn't pay attention during the discussion, too bad! They place the response board face down when ready.
6. When all teams are ready, have the designated student stand and hold up their response board to show their answer. Check each team's answer for accuracy.
7. Repeat with additional questions as time allows.

### Hints and Ideas:

1. **Enforce No Talking Rule** - The most important part of this structure is enforcing the "no talking" rule in step five. If students know they will not get help when their number is called, they will get involved in each and every discussion. This is a very hard rule for the students to follow. When someone on their team doesn't pay attention and can't write an answer, the other team members will be very upset with them and want to tell them the answer. Don't let them do it!
2. **Team Points** - Some people like to award Team Points for correct answers. If you do this, don't make a big deal out of giving rewards to the winning team. It's enough for the class to see that one team had more right answers than the others. If you start awarding prizes, the whole thing becomes very competitive among teams. Also, the kids get really angry with the low kids because they perceive them as holding back the team.
3. **Class Points** - Some people like to award Class Points for correct answers. If teams 2, 4, 5, and 6 have the correct answer, they each earn a point for the class. You can tie this in with other reward systems, like giving the class a few minutes of free time if they class accumulates 30 points during the activity. This method is much less competitive because the students are all working toward a common goal.
4. **No Writing on Boards Before Number is Called** - Make sure that the team response boards are not



written on during the team discussion (step 3). Sometimes the smart kids try to write the team answer on the board without waiting for the teacher to call a number. Then the person whose number is called just holds up the team board. If you let kids do this, one student may be carrying the entire team. There is no individual accountability.

5. **Colors Instead of Numbers** - Primary teachers may want to assign each student a color instead of a number. They can put colored dots on the students' desks. During step 4, they call a color instead of a number.
6. **Other Response Methods** - You can use other things besides chalkboards for "response boards." In a geometry lesson you could use geoboards. You might say "Make a trapezoid" and the kids talk about how they would do that. When you call a number, that person has to make a trapezoid without help from the team. You could also have a set of response cards like pictures spread out in the middle of each team. You might ask things like "Find an example of a reptile." The designated student just reaches into the middle of the team and chooses a card to hold up.
7. **Choose a Number** - Choosing a number is more fun when you use a spinner or other randomizing device. Student spinners for the overhead are available from Kagan Online ([www.kaganonline.com](http://www.kaganonline.com)) and they are inexpensively priced. You can also make your own spinner or just use a die. (Roll again if a 5 or a 6 comes up.)
8. **Clean Up** - After using chalkboards, desks are often covered in chalk dust. Keep a box of baby wipes in your classroom to deal with chalky fingers and desks. The team captain is responsible for getting 2 baby wipes for their team to use in cleaning up.

## Response Board Ideas

1. **Individual Chalkboards** - You can obtain inexpensive individual chalkboards from the Math Learning Center ([www.mlc.pdx.edu](http://www.mlc.pdx.edu)). A set of 10 small chalkboards (8 1/2 inch x 11 inch) is just \$4.00 (no shipping charge in the U.S.) The chalkboards are just heavy-duty cardboard with a black matte surface for writing, but they work well and hold up for several years. I have a set of 30 so that all students can have one during math lessons. You will want a full set for your class when I introduce the structure called Showdown. You can also get a larger size - 11" x 14" - which you might want for grammar and writing skills.
2. **Whiteboards** - You can purchase small whiteboards at many teacher stores. You can also buy something at Home Depot called melamine and have it cut to make whiteboards. I didn't have much luck with this because the melamine had a rough texture and was very heavy and chunky. I also discovered that you can laminate posterboard and use it as a whiteboard! The kids bring their own markers from home and we just use tissue to wipe the boards. You can get erasers, but they aren't necessary.
3. **Regular Chalkboard** - You can have students come to the chalkboard in front of the class if you want. Just divide it into sections that are numbered for each team. When you call a number to respond, those students come forward and write their answer on the board. The advantage to this method is that they can't get help from their team at this point. The disadvantage is they can look at what the person beside them is writing and copy their answer.

## Ideas for Using Numbered Heads in Your Class:

- **Science** - Reviewing for a test, discussing experiment results,
- **Math** - Solving word problems, reviewing geometric shapes, reviewing terms like prime number, multiple
- **Health** - Reviewing parts of the body and body systems, discussing the food pyramid, discussing issues related to drugs and violence
- **Spelling** - Practicing the spellings and definitions of words, creating sentences when given a word
- **Reading** - Discussing setting, plot, theme, characters of a book; listing character traits of various characters in a book; finding the main idea of articles in Weekly Reader or Scholastic News magazines;

- reviewing poetic terms (onomatopoeia, alliteration, etc.); finding examples of poetic devices in poems
- **Writing** - Revising and editing written work samples (place work sample on overhead, students put heads together to discuss specific errors in punctuation, spelling, etc.)
- **Grammar** - Finding nouns, verbs, etc, in sentences; reviewing common versus proper nouns; plural versus possessive nouns; diagramming sentences
- **Social Studies** - Learning about the stock market; practicing map skills, answering chapter discussion questions, reviewing for a test
- **Primary Grades** - Reviewing basic shapes and colors, reviewing initial consonant sounds, working with rhyming words, answering questions about a read-aloud book, deciding when to add or subtract with math word problems, naming a pattern (AB, ABC, ABB, etc.), spelling simple words, discussing the results of an experiment, making up sentences with a given word, reviewing the parts of a plant, discussing the events of the day, talking about the calendar

### Benefits:

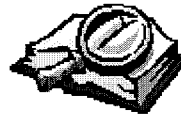
- Students enjoy the activity so they are motivated to learn more than if they were given a worksheet.
- Students are individually accountable for participating; they have to pay attention or they won't know the answer when they are called on.
- Very little advance preparation is required after obtaining a set of response boards. (You can just use the review questions at the end of the chapter if you don't want to make up your own list of questions.)
- Students learn from each other and become active participants when they share ideas and discuss the concepts in the lesson.



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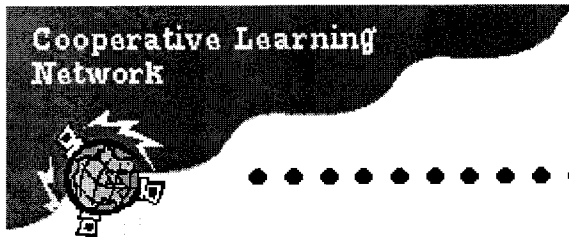
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# Teaching Resources

*from the classroom of  
Laura Candler*

## Cooperative Learning Structure: Mix-N-Match

### Mix-N-Match Description

Mix-N-Match is a great classroom review structure that also serves as a classbuilder. Each student is given a problem or answer card, and they move around the room searching for their "match." This structure is a great activity for those times when students are restless after a long period of inactivity.

### Mix-N-Match Steps:

**Advanced Preparation:** Prepare a set of matching cards for your class. You need exactly one problem card and one answer card for each student. You can use index cards or the blank Showdown Task Cards found in the Cooperative Learning File Cabinet. For example, if you wanted to do a States and Capitals activity with 20 students, you might print the name of one state on 10 different cards and their corresponding capitals on the other 10 cards.

1. Give one card to each student.
2. Students take their card with them and move quietly about the room, looking for their match.
3. When students find their match, the two form a pair and move to the perimeter of the room, forming a circle. People who still have not found their match continue to move about the center of the room.
4. When everyone has found their match, the teacher leads a quick Class Roundrobin to check the answers. Point to each pair in turn and have them announce their matching cards.
5. For the next round, have students trade cards as they move about room. Then say "Find your match!" and have them hunt for their matching card.
6. Continue with as many rounds as time allows.

### Management Ideas and Variations:

- **Uneven Number of Students** - If you have an uneven number of students, you can solve the problem in one of several ways. One method involves pairing 2 students who link arms and become "twins" for the activity. You can also participate yourself so that you have even pairs. The last method involves having 1 student become a "checker" with you. Checkers don't actually have a card, but as students find their match they go to the Checker to have see if they have a correct match.
- **STOP Management System** - If your class tends to be a bit rowdy when they are involved in classbuilder activities, try writing the word STOP on the board. Each time you have to speak to the class about inappropriate behavior or excessive noise, erase one letter. When you have erased all letters, have them return to their seats and simply stop the activity. Give an independent seatwork activity to take the place of the Mix-N-Match activity.

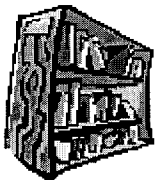
- **Student-Created Matching Cards** - Instead of preparing the matching cards in advance, you can give each student an index card and have them create their own cards. Pair students with a partner, and ask them to prepare one problem card and one answer card between them. For example, they might write one word and its definition, or one math problem and its answer. They should ask the other students on their team to check the problem and answer before the activity begins. Collect all the cards and shuffle them, then randomly give each student a card.

## Classroom Ideas for Matching Cards

- **Social Studies** - States and capitals, historical events and corresponding years, vocabulary words and matching definitions
- **Science/Health** - Scientists and their discoveries, inventors and their inventions, vocabulary terms and their definitions
- **Math** - Units of time (365 days and 1 year, 60 minutes and 1 hour, etc.), pictures of geometric shapes and their specialized names, clock faces and matching times, flashcard-type problems and answers, equivalent fractions (see [Equivalent Fraction Mix-N-Match](#) in the Math File Cabinet), fractions and decimals, fractions and percents, geometric angles and their angle measurements, lines of various lengths and their metric measurements, math problems and their estimates
- **Spelling** - Words and definitions, words and pictures
- **Reading** - Books and main characters, compound word parts, prefixes and root words, prefixes and meanings, homonyms, fill-in-the-blank sentences and answers, synonyms, antonyms

## Benefits of Mix-N-Match

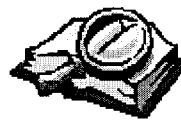
- Using Mix-N-Match increases active participation in the lesson.
- Using this structure perks up students who might be sleepy or restless from inactivity.
- Students feel more comfortable practicing skills with students in their class in an informal setting instead of being called on in front of the class.
- Mix-N-Match saves paper since you only need one set of cards for the class. You can have the students switch their cards for each round, so you are recycling the activity cards.
- Using Mix-N-Match means you have fewer papers to grade.
- Mix-N-Match is fun, and when students are enjoying themselves they are more apt to retain important concepts.



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