**Adrianna Knutson**

**TMATE 2019-2020**

**Teacher Toolkit**

**Four Corners**

This cooperative learning strategy allows students to review and practice content in each corner of the classroom while actively engaging with other classmates. It exposes them to various perspectives and ideas and incorporates student choice which initiates motivation to participate. Materials needed for this activity are something to post the topic and aspects of the topic on (teacher may choose) and students will need a piece of paper and a pencil/pen.

**How it works:**

**1. Choose:** The teacher will choose four aspects of a topic that the class is currently focusing on.

**2. Assign:** The teacher will then assign each of these aspects to a corner (or an area) of his or her room.

**3. Present:** The teacher will present the topic and the four related aspects to the class and give the students some think time

**4. Move and discuss:** Students can then get up and choose a corner to discuss and solve the topic.

**5. Share:** Representatives from each corner can share what their respective groups discussed.

**When to use:**

Four Corners can be used at any time during the lesson to check for understanding and get students moving around.

* As the focus activity to review from last class
* During the instructional delivery to practice what was just learned
* As the closing activity to reiterate newly learned information
* At the end of a unit for a test review
* As the independent practice while working in groups
* At the beginning of the school year to review prior knowledge from the grade before

**Variations:**

**1. Stations:** Have the activity be stations and require every group or “corner” to rotate together so they can cover all 4 questions or aspects of the topic. Have the group share their responses at the end of all 4 stations.

**2. Pairs:** Have students work in pairs and complete each corner. After pairs rotate they must switch partners. This mixes up the groups and allows for various different chances of student collaboration. Have students share their responses at the end.

**3. Input:** After representatives have shared their group’s ideas, have members of the class share their input or ideas on that specific topic to create whole class discussion.

**Give One-Get One**

This cooperative learning strategy gets students thinking about a topic and moving around to exchange ideas. It is a fun activity that incorporates collaboration and movement and requires students to actively participate in order for it to work. This activity can be used to review information, preview information, or check for understanding at any time. Materials for this activity are something to post the topic on (teacher may choose) and students will need a piece of paper and a pencil/pen.

**How it works:**

**1. Material:** Students are instructed to get out a blank sheet of paper. If they do not have one, the teacher will provide one.

**2. Draw:** Students are instructed to draw a line down the middle of the paper and label the left side “my ideas” and right side “class ideas”.

**3. Present:** The teacher will present a topic to the students and provide thinking time.

**4. Brainstorm:** Students are then instructed to write 3-5 ideas pertaining to the topic on the left side of the paper.

**5. Move and exchange ideas:** Students will stand up and walk around, getting ideas from at least 3 classmates and writing them down on the right side of their paper.

**6. Share:** Students will be called on to share ideas.

**When to use:**

Get one-Give one can be used at any time during the lesson to review information, practice new content, or preview content for the next class.

* As the focus activity to review material from last class
* As the focus activity to preview content students are about to learn to assess prior knowledge
* As the closing activity to preview for the next class
* As the closing activity to review material just learned
* During the guided practice to check for understanding and practice newly learned material
* During the instructional delivery to use as checkpoints of understanding

**Variations:**

**1. Timing:** Time students and instruct them to collect as many ideas as possible from their classmates.

**2. Timing:** Time students and instruct them to write as many of their own ideas as possible until time runs out.

**3. Pair up:** Allow students to pair up and collectively think of 3-5 ideas before going around the classroom together.

**Ask-n-Switch**

This cooperative learning strategy requires participation from every student and has no teacher involvement besides observing. It allows students to quiz each other on information and incorporates movement as well as the opportunity for students to think together. Materials for this activity are note cards and students will need a piece of paper and a pencil/pen if the question or problem requires work.

**How it works:**

**1. Material:** Students are given a note card with a question or problem on it.

**2. Stand up and pair up:** Students stand up and find a partner.

**3. Ask:** Partner 1 asks the question or states the problem on their card.

**4. Answer:** Partner 2 answers.

**5. Switch:** Partners switch roles. Partner 2 asks the question or states the problem on their card.

**6.** **Answer:** Partner 1 answers.

**7.** **Switch:** Students switch partners and repeat the process until time is up.

**When to use:**

Ask-n-switch can be used at any time during the lesson cycle.

* As the focus activity to review material from last class
* As the focus activity to preview content students are about to learn to assess prior knowledge
* As the closing activity to preview for the next class
* As the closing activity to review material just learned
* During the guided practice to check for understanding and practice newly learned material
* During the instructional delivery to use as checkpoints of understanding
* As the independent practice to assess students’ knowledge just learned

**Variations:**

**1. Create:** Have students create their own cards and check with the teacher before starting the activity.

**2. Independent Practice:** Use this as their graded independent practice. Students must pair up with at least 5 different classmates of their choice and solve or answer the problem on their handout to turn in. Students must answer 3/5 of the problems correctly.

**3. Groups:** Have students work in groups of 4 and have partner A state the question or problem to partners B, C, and D. Partners B, C, and D will work together to come up with an answer and check it with partner A. Students will go around the group until all cards have been answered.

**Graffiti Wall**

This cooperative learning strategy gets students up and moving and requires them to think and truly express their ideas whether they are right or wrong. This activity allows the teacher to assess prior knowledge or formatively assess newly taught material. Materials needed for this activity are large pieces of paper, something to keep the papers up, and markers.

**How it works:**

**1.** **Write and post:** The teacher writes a question or prompt on large pieces of paper, numbers the papers and posts them around the classroom.

**2. Group:** The teacher puts the students in groups of 3-4 and sends them to a numbered poster with a marker.

**2. Travel and respond:** Students travel in groups to each paper and respond to the prompts/questions.

**3. Respond:** As ideas start to fill the paper, students can either write more ideas or respond to peers’ responses.

**4. Have a seat:** After each group has had a chance to travel and respond to each paper, ask students to go back to their seats.

**5. Read:** The teacher will travel to each paper and read some responses to generate a class discussion.

**When to use:**

Graffiti wall can be used at any time of the lesson besides the closure since it requires time.

* As the focus activity to review material from last class
* As the focus activity to preview content students are about to learn to assess prior knowledge
* During the guided practice to check for understanding and practice newly learned material
* To review for a test
* During the instructional delivery to use as checkpoints of understanding
* During the independent practice to assess knowledge just learned

**Variations:**

**1. Work individually:** Have students work alone instead of in groups and sit down once they have gone to each paper. They can use whatever writing utensil they have.

**2. Work in pairs:** Have students work in pairs and travel to each paper together. They are required to write at least 1 original idea and respond to their partner’s idea.

**3. Students present:** The teacher will choose a student to stand at each paper and present the ideas to the class with the help of the teacher.

**Spider Web**

This cooperative learning activing gets students comfortable with each other and with their teacher. This activity requires participation from everyone and is a great icebreaker or “brain break” for the classroom. Students will usually either share something about themselves or about a topic the teacher provides. Materials needed for this activity is a ball of yarn or string.

**How it works:**

**1. Seated:** Ask students to come and sit down in a circle however they may choose.

**2. Topic:** The teacher will state the topic the class will be talking about.

**3.** **Start conversation:** The teacher will start the conversation and say his or her name and one thing about themselves.

**4. Choose and roll:** The teacher will choose a student who is across the circle from them and roll or hand the ball to that student.

**5. Student participation:** That student says his or her name and one thing about themselves.

**6. Web:** The activity continues until all students have gotten a turn to talk and there is a web of string crisscrossing the circle.

**7. Reflection:** The teacher will reflect with the students the importance of the activity and how each student is a part of the web (the classroom) and their participation makes the web/classroom complete.

**When to use:**

Spider web can be used whenever the teacher chooses to incorporating whole class engagement.

* At the beginning of the year as an icebreaker for students
* At the end of a unit to review information
* At the end of a lesson to see what each student learned
* At the end of the year to allow students to reflect on their year
* At the end of the week to allow students to reflect on their week
* Anytime during the lesson to use as a brain break

**Variations:**

**1. Student led:** A student can start the conversation instead of the teacher.

**2. Different topics:** Topics can vary. For example, the class can talk about their favorite food, favorite animal, how their day was, their favorite thing about school, etc.

**3. Repeat:** The student will have to say their name and something about them and repeat everything about the person who went before them.

**Two Truths and a Lie**

This cooperative learning strategy allows students to assess each other and actively praise or correct each other. This activity gets students moving and interacting with each other. It is a great activity to review, check for understanding, or simply just use for a brain break. The materials needed for this activity are something to post the topic on (teacher may choose) and students will need a piece of paper and a pencil/pen. A teacher may also provide notecards to the students instead of having them use paper.

**How it works:**

**1. Topic:** The teacher provides a topic.

**2. Write:** Each student writes down two true statements and one lie about the topic.

**3. Check:** Each student must show their two truths and lie to the teacher when finished.

**4. Pair up and read:** Players pair up and partner A reads their three statements to partner B.

**5. Answer:** Partner B uses their reasoning skills to decide which statement is a lie.

**6. Praise or correct:** Partner A praises a correct guess or coaches an incorrect guess.

**7. Trade:** Partners trade roles and repeat the process.

**8. Repeat:** Partners thank one another and find a new partner to repeat the process until time is up.

**When to use:**

Two truths and a lie can be incorporated into any part of the lesson cycle.

* At the beginning of the year as an icebreaker for students
* At the end of a unit to review information
* As a test review
* At the end of a lesson to see what each student has learned
* At the end of the year to review students on what they have learned all year
* At the end of the week to review content from the week
* Anytime during the lesson to use as a brain break

**Variations:**

**1. Groups:** Have students work in groups of 4 instead of in pairs. When it’s time to switch, students will find a new group of 4 to share their ideas with.

**2. Student choice:** Give students 3 topics to choose from and take a vote on which one they would rather use to formulate their two truths and a lie. Students are highly motivated when they get to have a choice in anything.

**3. Share:** The teacher must pick 5 students to come up and share their two truths and a lie to create class discussion between the class as well as the teacher.

**Write-n-Pass**

This cooperative learning strategy gets students brainstorming with each other to answer a certain topic. It combines the ideas of two students and allows them to bounce off one another to formulate answers. Materials needed for this activity are something to post the topic on (teacher may choose) and students will need a piece of paper and a pencil/pen.

**How it works:**

**1. Topic:** The teacher provides a topic or question

**2. Pair up:** The teacher instructs students to pair up and get a sheet of paper out

**3. Write and pass:** Student A writes an answer or response to the topic then passes the paper to student B

**4. Write and pass back:** Student B writes an answer or response to the topic then passes the paper back to student A

**5. Repeat:** Step**s** 3 and 4 repeat until the partners are finished or until time is up.

**When to use:**

Write-n-Pass is a great activity to use anytime during the lesson cycle.

* At the end of a unit to review information
* As the focus activity to see how much prior knowledge students have
* As the closure activity to see what information the students retained
* As a test review
* Any time during the lesson to use as a quick formative assessment
* At the end of a lesson to see what each student has learned
* At the end of the week to review content from the entire week

**Variations:**

**1. Groups:** Have students work in groups of 3-4 to collect more ideas and create more thinking.

**2. Speed rounds:** Have various topics and create speed rounds of 30 seconds. Once time is up, students must pair up with another classmate and brainstorm on a new topic.

**3. Share:** Once the designated time is up, the teacher will randomly select students to share their responses to create class discussion and maybe address some questions that students have.