



### 3 TYPES OF COOPERATIVE LEARNING GROUPS

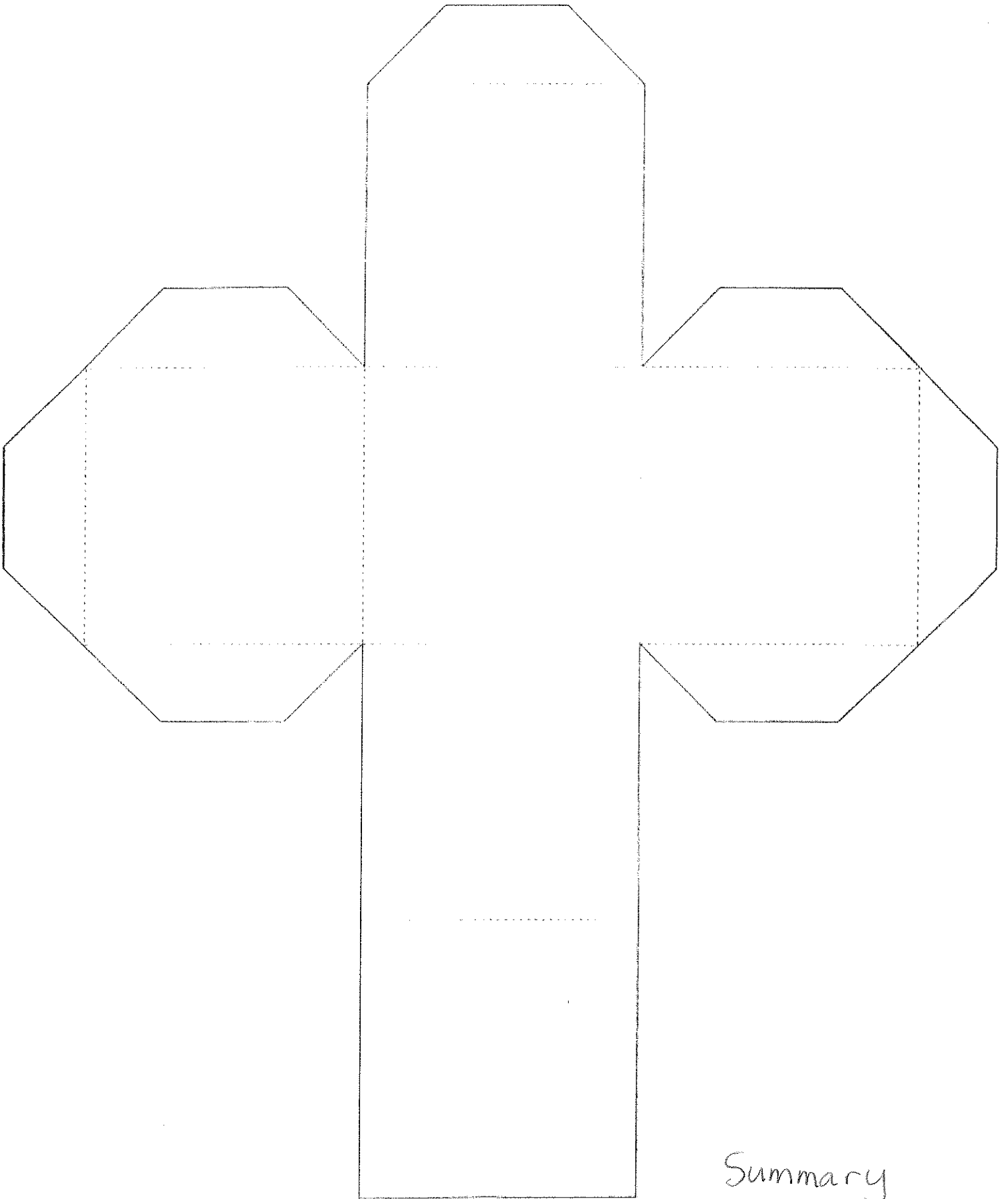
Use of 5 Elements

**Formal cooperative learning groups** range in length from one class period to several weeks. The teacher can structure any academic assignment or course requirement for formal cooperative learning. Formal cooperative learning groups ensure that students are actively involved in the intellectual work of organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures. They are the heart of using cooperative learning.

**Informal cooperative learning groups (Think-Pair-Share)** are ad-hoc groups that may last from a few minutes to a whole class period. The teacher uses them during direct teaching (lectures, demonstrations) to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations about material, what the lesson will cover, ensure that students are cognitively processing the material being taught, and provide closure to an instructional session.

**Cooperative base groups** are long-term heterogeneous groups with stable membership whose primary purpose is for members to give each other the support, help, encouragement, and assistance each needs to progress academically. Base groups provide students with long-term, committed relationships.

Denise, Jennifer, & Holly - (my base group)



Summary  
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## COMPARE AND CONTRAST

### WHAT IT IS

Comparative thinking is one of our first and most natural forms of thought. When we are infants, one of the first differences we must identify is that between mother and other. Without the ability to make comparisons—to **set one object or idea against another and take note of similarities and differences**—much of what we call learning would quite literally be impossible.

Researchers found that strategies that engage students in comparative thinking had the greatest effect on student achievement. Although comparative thinking is a natural operation of our minds and is essential to learning, most students have a difficult time making use of comparisons in schools

### WHY IMPORTANT

1. Strengthen Students' Memories
2. Develop Higher-Order Thinking Skills
3. Increase Student Comprehension
4. Enhance Students' Writing in the Content Areas
5. Develop Students' Habits of Mind

### HOW

Provide clear **criteria** to focus student descriptions and a simple visual organizer. To increase students' capacity for thinking interdependent, consider allowing them to conduct comparisons in partnerships or small groups.

After the comparisons have been completed, have the students answer questions that will help them draw conclusions. For example:

1. Are items more alike or different
2. What is the most important difference
3. What do you suspect to be some of the causes of the differences?
4. What are the possible effects?
5. What conclusions can you draw?

Allow students to discuss, defend, and refine their conclusions AND then proceed to an assignment to be done individually.

## Say Something Protocol:

1. Pair up for partner discussion.
2. Read silently to the designated “stopping point”.
3. When each partner has finished reading up to the “stopping point”, stop and “Say Something” to one another. Use the following suggestions about what partners might say:
  - a. Something I agree with
  - b. Something that puzzles me
  - c. Something I am reminded of when I read...
  - d. A new idea
  - e. Something I disagree with
  - f. Something I want the author to explain more
  - g. Something I want to talk with others about more
4. Continue the process until you have completed the process of stopping to “Say Something” to one another at each stopping point throughout the entire reading selection.
5. As partners, find one main point in the reading that you want to highlight to the group. Be prepared to share the information and formulate conversation around the topic.
6. When everyone is done reading, each team will share their special learning with the group. Group discussion around these points should occur.
7. Continue the process of team sharing and discussion until each group has had a time to share.

### **What does this protocol do?**

- Supports individual learning by promoting short dialogue points throughout the reading, as well as at the end through whole group dialogue.

This protocol offers these short periods of dialogue with partners in non-threatening manner.

- Structure minimizes off-task comments and non-essential elaboration
- Requires attentive listening and respect for the ideas of others
- Slows the pace of the response, providing individuals with time for reflection as well as a protected space within which to offer comments

