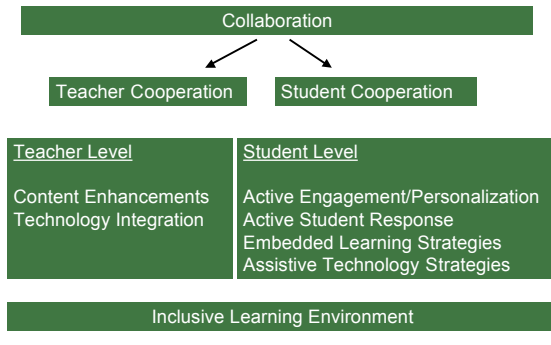


Remember this:

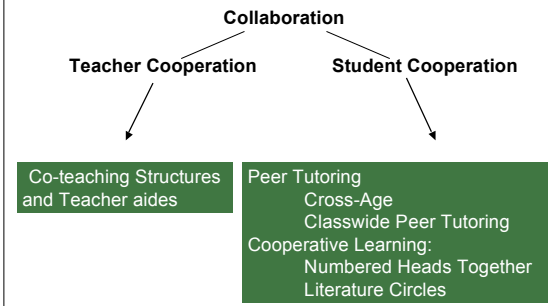
We tend to learn:

- 10% OF WHAT WE READ
- 20% OF WHAT WE HEAR
- 30% OF WHAT WE SEE
- 50% OF WHAT WE BOTH SEE AND HEAR
- 70% OF WHAT IS DISCUSSED WITH OTHERS
- 80% OF WHAT WE EXPERIENCE PERSONALLY
- 95% OF WHAT WE TEACH SOMEONE ELSE

A Model of Effective Inclusion



A Model of Effective Inclusion



Cooperative Learning

ELEMENTS OF COOPERATIVE LEARNING

It is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts.

1. Clearly perceived positive interdependence
2. Considerable promotive (face-to-face) interaction
3. Clearly perceived individual accountability and personal responsibility to achieve the group's goals
4. Frequent use of the relevant interpersonal and small-group skills
5. Frequent and regular group processing of current functioning to improve the group's future effectiveness

Cooperative Learning

- Supporting struggling learners with peer support
- Criticisms of cooperative learning
- **Common cooperative learning strategies:**
 - **Jigsaw (paired, individual, whole-class),**
 - **Think-pair-share**
 - **Numbered Heads Together,**
 - **Literature Circles, CRG,**
 - **Cooperative base groups,**

Cooperative Learning

Think-pair-share,

- The teacher poses a challenging or open-ended question and gives students a half to one minute to think about the question. (This is important because it gives students a chance to start to formulate answers by retrieving information from long-term memory.)
- Students then pair with a collaborative group member or neighbor sitting nearby and discuss their ideas about the question for several minutes. The think-pair-share structure gives all students the opportunity to discuss their ideas.

Cooperative Learning

SIMPLE JIGSAW:

- The teacher divides an assignment or topic into four parts with all students from each LEARNING TEAM volunteering to become "experts" on one of the parts.
- EXPERT TEAMS then work together to master their fourth of the material and also to discover the best way to help others learn it. All experts then reassemble in their home LEARNING TEAMS where they teach the other group members.

Literature Circles

Traditionally....

- Like book clubs.
- They give students a chance to help each other with reading.
- They give students a chance to talk with other kids in class about what they read.



Literature Circles

Fiction Texts

- Questioner
- Clarifier
- Summarizer
- Predictor
- Artist



THE RELATIONSHIP AMONG TIME SPENT READING,
READING ACHIEVEMENT, AND VOCABULARY
ACQUISITION OF FIFTH GRADERS

Percentile Rank on Standardized Reading Test	Minutes of Independent Reading Outside of School Per Day	Estimated Exposure to the Number of Words Per Year
98	80.7	4,733,000
90	40.4	2,357,000
70	21.7	1,168,000
50	12.8	601,000
20	3.1	134,000
10	1.6	51,000

What are the roles for content-area classes?

Nonfiction texts:

- Questioner
- Passage Master
- Vocabulary Enricher
- Connector
- Illustrator



Collaboration as a key variable in contemporary schools.

Reading in your groups.

Different Kinds of Literature Circles

- Teacher-directed Literature Circles
 - Interactive reading groups
 - Whole group reading
 - Peer reading
- Student-directed Literature Circles
- Nonfiction Reading Circles
- Collaborative Reading Groups

Making reading more active and engaging while supporting comprehension.

Numbered Heads Together

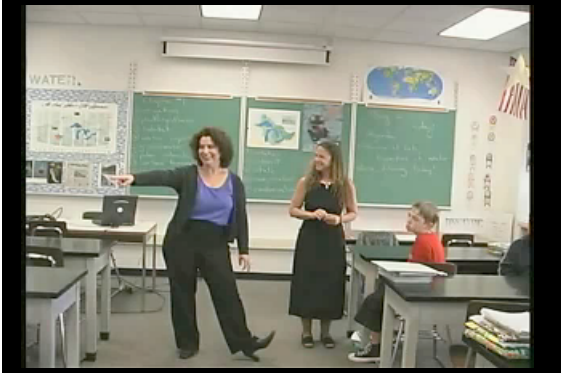
- Numbered Heads Together is a cooperative learning activity that requires participation from all group members

Steps in Numbered Heads Together

1. Students form groups of 3 or 4
2. Each student selects or is assigned a number
3. Teacher asks a question/presents a problem
4. Students discuss, write, solve problem
5. Teacher rolls a die or draws a number
6. Teacher calls on selected students to state their answers

Kagan, (1994)

Numbered Heads Together in an Inclusive Middle School Science Class



Cooperative Learning Strategies can easily be turned into a whole class competition.

- What's valuable to your students?
- What's reinforcing (What would they work for...)?
- Your approval, extra credit, homework "night off"
