**Give One -Get One**

This cooperative learning technique has students get ideas on a topic from other students in the class. Working with their peers allows students to get new ideas about a topic that they might not have thought of originally.

**How to use**

1. **Write topic ideas**

Students write 3-5 ideas they have about an assigned topic being discussed in class.

1. **Draw the line**

Under their personal list, the student will draw a line to separate their ideas from the ideas they will gather from their peers.

1. **Stand Up**

Students stand up and walk around the room gathering ideas from their classmates on the topic to add to their list.

\* For elementary students, the teacher should monitor the time that each student is interacting with peers. Giving the students 30 seconds per person would help to make sure the students do not spend too much time with the same person.

**When to use**

Give One – Get One can be used when students are working on creating a paper or project over a certain topic being discussed in class.

* Before starting a new presentation over a topic
* In the middle of creating an essay to help generate new ideas to cover in the essay
* Before starting a new essay over a book that was assigned in class
* After the first draft of an essay is submitted so they can get student input on what they should add to the essay
* To look at the topic from a different perspective

**Variations**

**Different topic Give One-Get One**

Having students with different topics pair up for one minute at a time to get different ideas from students not working on the same topic. After one-minute students find a different peer that still has a different topic than what they are working on.

**Same topic Give One-Get One**

Having students with the same topic pair up for one minute at a time and help peers with thinking of different ideas they could add to their essay. Once the minute is up, the students must find a different partner that has the same topic as they do to pair up with.

**Extreme Give One-Get One**

Have students get as many topic ideas from peers as possible in 3-5 minutes. Student that gives the most ideas will win the competition.

**Ready Set Draw**

This cooperative learning strategy allows students to practice their vocabulary words with a partner in class.

**How to use**

1. **Pair up**

Students will pair up with a partner in class and have their backs towards each other.

1. **Listen closely**

Students will listen to the teacher say a vocab word, and then they will write is on a piece of paper without showing their partner.

1. **Ready Set Draw**

On the count of the three students will turn around and show the vocab word to their partner. If the students spell the word correctly it’s one point, and students will switch partners after each word. The students must keep the paper to turn in at the end of the game.

\*For elementary students will turn in the sheet of paper that has the vocab words written on them so the teacher can see who got the most points. If students get all of the words correct, they won’t have to take the spelling quiz.

**When to use**

Ready Set Draw can be used when students are needing to work on memorizing words, reviewing math problems, or brainstorming new ideas of an essay.

* Before a spelling test to determine if students are having trouble with memorizing the words
* After learning a new math concept to review the material
* At the beginning of the year to determine math level
* Before starting an essay to get ideas on the topic that will be the focus of the essay
* To practice new material that was discussed in class that day.

**Variations**

**Math Ready Set Draw**

Have students review math problems and write down the correct answers on their piece of paper. They can turn in the paper to help the teacher determine how well the students are understanding the information.

**Brainstorming Ready Set Draw**

Have students brainstorm ideas for their partners topic. So instead of keeping the paper they would give it back to their partners to help with ideas on their essay topics.

**Test Ready Set Draw**

Students can review information of a book that was assigned for the class to read. Teacher can ask different questions about the book, and students will write down their answers. The students will then be given 1-2 minutes to explain their answer to their partner.

**Fix-It Strategy**

This cooperative learning strategy gives students a list of mixed up vocab words, and they must figure out how to unmix the words and write them on their worksheet.

**How to Use**

1. **Review the mixed-up word**

Students will look at the mixed-up words that are on the card that is passed out by the teacher.

1. **Unmix the word**

Students will then be given time to figure out what vocab word the letters are supposed to make.

1. **Write it down**

Students will then write down what vocab word they think the mixed-up letters are supposed to be on their worksheet.

\*Students will be paired up with a partner. The team that gets all of the words correct will win a prize, such as candy or to pick an extra activity from the free time activity sheet.

**When to Use**

Fix-It strategy can be used to practice vocab words. This will allow students to test their knowledge of figuring out what letters make up what words.

* Before a spelling test
* After learning the new vocab words
* Can be used to test student’s understanding of solving math problems
* Can be used to test students’ knowledge of assigned reading
* Used to help understand how vocab words are to be used in a sentence

**Variations**

**Math Fix -It**

Students will be given math problems that were solved incorrectly. They will then have to look at the problem and figure out the correct answer for that problem.

**Reading Fix-It**

Students will be given a card that has different information about the assigned reading and will have to determine if the information is correct or not. If it incorrect the student must write down the correct information about the reading.

**Vocab Word Fix-It**

Students will be given vocab words and will need to write a sentence using the vocab words correctly in the sentence.

**Topic Soccer**

This cooperative learning strategy has the classroom split into two teams. Each student will have to work individually to be able to move their cone a single space towards their goal, and for each goal that team will get a point. This activity has students work with their teams as well as individually to test their knowledge.

**How to Use**

1. **Create questions**

Each student will pick a question card from a bowl in the center of their table. One side of the paper has a question and the other side has room for the student to write their answer.

1. **Turn it in**

Students then bring the paper up to the teacher to review the answer. If the answer is correct the student gets one move. This can be used to either move their cone one square closer to their goal or use their turn to move the other teams cone one square further from their goal.

1. **Shout it**

Once the student gets a goal, they shout goal and writes a point on their team’s board. This will allow students to know when their team gets a goal

\*Students will do this for a set amount of time, and the team with the most points win. The teacher will also keep the sheets with the students answers to assess their knowledge on the topic.

**When to use**

Topic Soccer can be used when reviewing information that was covered in that week’s lessons. This cooperative learning can be used to help promote team building, while still testing students individually about the information covered that week.

* This could be used as a review for vocab words
* Use during a unit to see if the students are understanding the topic
* Be used to practice solving math problems
* Used to review topics of assigned reading
* Used after a new unit to determine if students understand the information

**Variation**

**Student created topic soccer**

The students would create the questions for the opposing teams to answer. This would allow the students to test their knowledge of the information and see if they understand it well enough to create their own questions.

**Mixed Topic Soccer**

This would include questions of different study areas, such as vocab and spelling questions with math problem questions. This could be used to test student’s information at the end of a 6-week period.

**Extreme Topic Soccer**

Students would be given half the normal time to answer questions. This would have them speeding up their thinking process to assess how quickly they can access the information that was taught.

**Cards Against Reading**

This cooperative learning activity has students split into groups of four, and each student has 5 cards with answers written on them. There will be a deck of question cards, and each student will take a turn of reading the question card out loud to the group and the other three students must put down the best answer card. The student that read the question will then pick the best/correct answer to the question and the student of that card will then collect the question card. The next student will then draw a question card. The student with the most question cards collected wins.

**How to use**

1. **Split deck**

Students will deal 5 answer cards to each person within the team. There will be four people in each team.

1. **Question Draw**

Student 1 will be the first to draw a question card and read it out loud to the group. The person drawing the question card will not put down an answer card this round.

1. **Lay down face down**

The other three students in the group will lay down the best answer card face down they have in their hand.

1. **The Choosing**

The student that read the question will then choose the best/correct answer to the question. The student that put down that answer card will then collect the question card.

\*The student with the most question cards at the end of the game will win within the group.

**When to use**

Students can use Cards Against Reading when they are reviewing information from an assigned book.

* After each chapter of the book to review the information
* Before the next assigned chapter of the book to see where the students think the story will go
* At the end of the book to determine if students understand the reading
* This can be down to review vocab words and how they are to be used in a sentence
* This strategy can also be used to review characters and topics within a book

**Variations**

**Write it yourself Cards Against Reading:** This variation allows students to write out possible answers on the cards before the game starts. This allows students to choose the answers they want in their hand for the possible questions.

**Double or Nothing Cards Against Reading:** The students would write out their own questions and answers about the topic, and shuffle all of the question cards together. Then they would shuffle all of the answer cards together and deal 5 to each student in the team.

**Good Luck Cards Against Reading:** The variation allows for one team to write out question and answer cards for the topic. Then the teacher will shuffle all of the question cards together, and all of the answer cards together and disperse the cards to the different teams.

**Tug of War**

The cooperative learning strategy allows students to visibly see the topic being discussed. There will be a topic in the center of the rope, and one side will be against the topic and the other side will be for the topic. Students will write reasons why they are either for or against the topic on sticky notes and put them on the correct side. Then we will discuss as a class the topic.

**How to use**

1. **Present the Topic**

The teacher will present the topic, and the For the topic argument and the Against argument.

1. **Ready set write**

Each student will write at least one sticky note either For or Against the topic. The students will then walk up to the board and place their sticky note on the correct side. Students will be given 2 minutes to write down as things on the topic as they can to put on the board.

1. **Discuss**

The students will then be asked to discuss their sticky notes with their table groups. They will need to justify why they wrote down the things they did and if they agree or disagree with the topic.

1. **Class Discussion**

The teacher will then choose a few sticky notes to discuss with the class about the topic. The students of that sticky note will explain why they wrote that answer on that sticky note.

**How to use**

This strategy would be good to use when class discussion over a topic need to happen, because all students are involved and get to discuss their answers with their tables as well as the class.

* Before a unit to determine what students know about the topic
* After a topic to see how the students’ knowledge changed after the lesson
* During a topic to see where the students are at in their understanding, and if the teacher need to change up the lesson for the students to gather information better
* Can be used to discuss a character in a book, is the character a villain or hero
* Used to determine if the students can foreshadow what might happen in the next chapter.

**Variations**

**Character Tug of War**

Students will look at a single character in the assigned book and determine exactly what the characters roles is supposed to be in the story, and if they are For or Against the character.

**Pros and Cons Tug of War**

Instead of being For or Against a topic, students will look at the Pros and Cons of a topic. This will allow students to come up with pros and cons for the topic and determine which the topic has more of.

**Team Tug of War**

The students will work in a team to write their answers on the sticky note to put on the board. The students must agree what goes on the sticky note, so this has the students discussing and justifying their answers for the topic.