**What’s in a Name?**

This cooperative learning technique can be used in many different areas; however, for literacy development it can be used to discuss the current book the students are reading. This can help students gain more information about the book and discuss it with a partner.

**How to use**

1. Pair students up with a classmate.
2. Have student A begin talking about what they believe the title of the book tells them about what the book will be about.
3. Once student A has told student B about what they believe the book is about then student B gets to say what they think the book will be about.
4. Once both students A and B have discussed what they believe the book will be about they then need to find another pair of students to group up with.
5. In a group of 4 the first set of partners need to tell what they believe the book will be about then the second set of partners will say what they think the book will be about.

**When to use**

This a great strategy to use when students are about to start a new book because it gets them excited about what the new book will be about.

* This strategy can be used before the classroom starts a new book to discuss what they think the new book will be about.
* It can be used when students are working on their independent books because they can tell their partners about their personal books they are reading.
* It can also be used when students are needing to review information about the classroom book.
* It can be used in the middle of a book because it can give students a chance to talk with their peers about the last few chapters.
* This would be a great activity when students need new ideas about what book to read next.

**Variations**

**Review What’s in a Name?**

This could be used when needing to review different lessons. For example, if students are needing help with writing an essay, they can have their partner read the essay and give them ideas about what to change. It can also be used to review over a book before a test by giving each student questions from the review to ask their partner. Then they can quiz each other about the book.

**What’s in your book?**

This strategy could be used to help students try new books they might not have thought about reading. Each student would tell their partner about the book they chose from the library and why they like it. When the students get in groups each partner tells about others the book.

**What’s in your name?**

This could also be used as an ice breaker for students the first day of school. Each student would tell their partner about their name and at least 2 interesting facts about themselves. Then when they get into a group of four student one will tell the group about student two so it encourages each student to actively listen to their partner so they can tell the group what they discussed.

**Squiggly Line Drawing**

This cooperative learning activity is one that allows students to get creative when they draw their picture and then create a story about the picture they drew. This helps them work on creating stories and ideas that go along with a picture.

**How to use**

1. Students will be given a piece of paper with a squiggly line on it and then be given 3 minutes to create a picture incorporating the line.
2. Once the picture is drawn the students will then write a story about the picture they created.
3. Lastly, students will then be put with a group to explain their picture and their story.

**When to use**

This a great strategy to use when students are having trouble writing a story or essay. This allows the students to practice creating a story to go along with a picture they created.

* This could be used when students are needing help deciding on a topic for an essay.
* This could also be used when students are stuck on a creating the next section in their essay.
* This would be a good activity when students are having trouble with an assignment and need a break from it.
* This could also be used to help with vocab words by having students draw a picture to help remember a certain word.
* Ice breaker for the first day of school to get to know the students.

**Variations**

**Partner Squiggly Line**

Students are paired up after they draw the picture and instead of writing a story to along with their picture their partner will write a story about the picture. So, the students will switch pictures with their partners and write a story about their partners picture.

**Vocab Squiggly Line**

Students will draw a picture using the vocab word and write a description to explain the vocab word they chose.

**About me squiggly line**

Students are to draw a picture using the squiggly line that is relevant to their lives. The picture will tell the class about the students. The student will also write an essay about the event in the photo and how it impacted their life

**Graffiti**

This cooperative learning activity is a good strategy to use to get to know the students and their expectations for the class. This will help align goals and expectations for the school year and it will help to understand what the students are wanting to learn.

**How to Use**

1. Students are placed in groups of four and are given six pieces of paper with one statement on each piece of paper.
2. Each student is asked to write on each piece of paper their expectations for each topic.
3. Students are then going to share their answers with the class about what they expect to get from the class this year.

**When to Use**

This activity can be used for many different topics in a classroom and throughout the year.

* It can be used at the beginning of the school year to align expectations and goals for the year.
* It can be used to review test information.
* It can be used for students individually to get to know each other.
* It can be used to find out what the students dislike about school/reading.
* It can be used to find out what students like about school/reading.

**Variations**

**Likes/Dislikes Graffiti**

Students are asked to write down things they dislike/like about school and reading. Then they will share it with a group of four and tell them why they like/dislike those things. This will help me to know what they enjoy and don’t when it comes to reading/school.

**All about me Graffiti**

Students will write down things about themselves and their life. They will then share it with a group. This will allow students to get to know each other at the beginning of the year.

**All about the test graffiti**

Students are given the 6 pieces of paper will review questions on it and are asked to answer the questions as a group. This will allow the students to review the information in a group setting and use their peers to study for the test.

**Spider Web**

This cooperative learning activity will allow students tell information they learned from the lesson that day. It is a great way to see exactly what information from the lesson the students understand and what they didn’t.

**How to Use**

1. Students are in a circle and the teacher will ask the first question.
2. Whichever student answers the question will get passed the ball of yard, while I hold on to the end, and they will ask the next question.
3. The student that answers that question will get the ball of yarn while the previous student holds onto a section of the yarn.
4. This will continue until all students have gone.

**When to Use**

This activity can be changed around to use for any subject or lesson. It allows students to have a visual representation of what it’s like when the entire class listens and learns together. This a great strategy to use when reviewing information because it allows students to create questions and answer them.

* This could be used when reviewing for a test.
* It could be used to get to know each other and see what students have in common with each other.
* It can used to review over a book that was read as a class.
* It could be used to practice vocab words.
* It could be used as a creative exercise when each student gets to add a piece to the story.

**Variation**

**Story Spider Web**

The teacher says the first part of a story and then passes the yarn ball to a student and then that person has to repeat what the teacher said and add a section to the story. This continues until every student has added a section to the story. This activity helps students actively listen and create a section to add to the story.

**Spider Web Review**

The teacher begins by asking a review question for the test and then whichever student answers get the yarn and to ask the next question. This helps students review for a test with their peers.

**Me too Spider Web**

The teacher says their name and one thing about themselves and whichever student has that thing in common gets the ball of yarn and to go next. This continues until every student has said their name and one thing about themselves.

**Easter Egg Showdown**

This cooperative learning activity can be used in literacy development by helping students review for an upcoming test or review a book that was read in class. Each egg will have a review question in it for the student to answer.

**How to Use**

1. Teacher will hide the question eggs around the room and then give students 2 minutes to find the eggs.
2. Students will then go back to table groups and open up their eggs.
3. I will then call on students to read and answer their questions to the class.

**When to Use**

This activity can be used before a test to determine the students’ knowledge for the test. This can be altered to use for different subjects other than reading or it can be used to review a combination of things.

* This can be used at the end of a lesson to determine if the students understand to the information.
* It can be used to review for a test by putting the review questions in the eggs.
* This can be used to assign partners for a project.
* This can be used to review a book the students have read.
* This can be used to review vocab words.

**Variations**

**Vocab Easter Egg Review**

There will be vocab words in each egg and the students must create a story using all of the vocab words from their eggs. This will allow students to practice using the vocab words in a sentence but also creating stories using those vocab words.

**Scavenger Hunt Easter Egg**

There will be different clues in each egg and the class will have to work together to figure out what the clues lead too. This could be used to explain a book or to review for a test. The students would have to answer the question before they were able to determine where the next clue would be.

**Creative Story Easter Egg**

Each table group will be given eggs that have certain words or phrases in them. The table will then have to work together to create a story with those words or phrases. The groups will then share with the class their stories. This will help students figure out how to create stories and sentences using certain words or phrases.

**Scavenger Hunt**

This cooperative learning activity is done in partners and used to review for an upcoming test. This gets students studying for the reading test while still having fun and being up and moving. The students will be partnered up and each pair will be given a clue/riddle they need to solve before they can move on.

**How to Use**

1. Students will be partnered up and each pair will get a different review question.
2. When the pair is able to answer the question, they will know which station to go to next for the next question.
3. This will continue until the final pair of students get to the final station.

**When to Use**

This would be fun to do to help students review for an upcoming test about a book that was just finished or when review vocab words.

* This activity can be used to review vocab words and their meanings.
* It can be used to review a previous classroom book.
* It could be used to review proper grammar that was just taught in class.
* This could also be used when reviewing information about classmates.
* This could be used for other subjects such as math problems and history questions.

**Variations**

**Math Scavenger Hunt**

Students will have to solve the math problem to find the next station to move to. By having the students solve the math problem it allows them to work with a partner and review different math strategies that were taught. This would be great to do before a math test.

**Book Scavenger Hunt**

Students must answer questions related to the previous classroom book that was just finished. The students answer the questions then move to the picture that represents the answer to their question and that will be their next station.

**Classmate Scavenger Hunt**

The students gather clues about a classmate, such as favorite food, color, hobby, ect. Once the students have all clues then they have to try and figure out which classmate those clues represent. This will help students to get more familiar with their classmates and maybe find people they have stuff in common with.