**Card Sort – ESL Activity**

This cooperative learning technique has students review information and learn new concepts. For example, the cards will have different information about the characters from the class reading book for the week. The students will then go around the room to determine what group they are supposed to be in.

**How to use**

1. **Character Cards**

Each student will receive a card that has information about different characters on it.

1. **Stand Up and Group Up**

Students will then walk around the room and find others whose cards have information about their same character.

1. **Present to Class**

Once each student has found their character group, they will present the different facts about their characters.

**When to use**

This activity would be good to use when students need to review information that is discussed during class.

* At the begin of the story to review over the different characters.
* At the end of the story to help review the different themes discussed.
* When students are struggling with keeping the order of the story straight.
* In the middle of the story to review the themes.
* For spelling words to review sight words.

**Variations**

**Vocab Word Card Sort**

Students will receive cards with vocab words on them and then have to find which group has a word in the same group. The groups can be verbs, adjustives, and nouns. This will help students determine what the vocab words are and how they should be used.

**Action Card Sort**

Students will receive cards with different activities on each card. The activities will be things that students do regularly such as different types of exercising, emotions, and action cards (which will be cards with vocab action words). When the students get in the different groups, they will go over their cards by saying it out loud to their group but also acting out the action.

**Math Card Short**

Students will receive cards with different styles of math problems or answers on the cards. The students will then get in the different groups. The different groups will be fractions, addition, subtraction, and decimals. The students will then work as a group to solve the different problems on their cards and present their cards and answers to the class.

**Quizmasters -ESL Activity**

This cooperative learning activity has students review information and test their knowledge by creating their own short answer questions for other groups to answer. Students will be grouped and allowed a certain amount of time to write short answer questions that they classmates will have to answer for points.

**How to Use**

1. **Grouping**

The class will be broken into three different groups (Group A, B, and C) by assigning each student a number between 1-3. The students will then move to sit with in their groups.

1. **Write Questions**

Each group will have 3-4 minutes to create 3 short answer questions about the class book that was just finished.

1. **Test Each other**

Group A will read their first short answer question to Team B. If Team B is not able to answer the question, then Team C get a chance to answer. Whichever group answer the question correctly gets the point. Team A will ask all of their questions before Team B is able to ask their questions.

**When to Use**

This activity is great to use when teaching new concepts, or as a review for a test or just to review information discussed in class.

* At the end of class story.
* At the end of a math lesson.
* Before a test over a book.
* In the middle of a longer lesson to review information at the beginning.
* Could assign each group different chapters of a book to review information from the beginning, middle, and end of the book.

**Variation**

**Math Quizmasters**

This activity could be used to help review different math formulas that the students are struggling with. Instead of randomly placing students in groups, they could be placed together based off math level. They could quiz each other in their group, instead of quizzing the entire class. This will help make sure the students are working in groups with others on their math level.

**Spelling Quizmasters**

The groups would be given different words from our spelling list to work with and write questions on. This would be more of a spelling bee style game. Students would ask one person from an opposing group how to spell the word and use it in a sentence.

**Small Group Quizmasters**

Students would work in their reading groups and each student would write one question about their group books**.** Students would write their individual answers on a piece of paper to turn in with the paper that had their questions on it.

**Writearound-ESL**

This learning activity helps students with their critical thinking skills, and to review information discussed in class. Students will be in groups and given the beginning of a sentence. The students will then take turns to write their own sentence that goes along with the paragraph they are writing as a group.

**How to Use**

1. **Group up**

The classroom will be divided into four groups by labeling students 1-4.

1. **Listen and write**

One person in each group will start with a piece of paper and write a sentence I say to class about our class book we just finished.

1. **Read and write**

Once I give my sentence the student writing will finish the sentence for me, and then pass it to the student to the right of them. The next student will read the first sentence and then add one sentence to it and then pass it to the next person. This will continue for 5 minutes.

1. **Read to the class**

The group will then read their paper to the class, and each student will read their own sentence out loud.

**When to Use**

This activity can used when reviewing a book that read in class, or to review over a lesson that was just discussed to determine what the students took away from the lesson.

* At the end of a book to review what happened in the book.
* At the beginning of the book to try and predict what will happen in the book.
* At the beginning of math lesson to review what the students know about that topic.
* At the end of a math section to have student review the different rules associated with that lesson.
* In English to help develop a fun group story.

**Variations**

**Math writearound**

Students would be placed in groups with others in their math level. The students would then write their sentences about the different math topic that we are discussing. I can even give each group a different math topic to write about. This would allow them to review the math topic and write what they know individually.

**Nonfiction story writearound**

Students will be given a nonfiction topic and they are to write a sentence that is nonfiction about the assigned topic. For example, I would start with “My favorite animal is…” and have the students finish the sentence, and each following sentence will be about information about that animal.

**Predictive Writearound**

I would read the description of our next classroom book and I will have students write about what they think the book is about and what will happen. This will help them work on critical and creative thinking.

**What’s in a name? -SPED**

This activity allows students dissect a topic in more detail, such as how did this topic come about, why’s it important, and what do you know about it. Students will be paired up with a partner to go over everything they can about their names. They will then get in groups of 4 so the partners can tell the group about their original partners name.

**How to Use**

1. **Partner Up**

Students will get in groups of two and find a place to sit together in the classroom. The pair will then determine which one is partner one and which is partner two.

1. **Partner 1 Goes**

Partner 1 will begin telling their partner about their name, such as what it is, what they know about it, do they like their name, and if they go by something else. They will go over any detail that has to do with their name. They will have 2 minutes.

1. **Partner 2 Goes**

Once partner 1 talks, partner 2 will discuss their name next.

1. **Group Up**

Once both partners have gone, they will then find another group to form a group of 4. The students will then introduce their partner and will tell the group what their partner said about their name.

**When to Use**

This activity can be used the first day of class for students to get acquainted with each other or to review over different information discussed in class.

* Use at the beginning of a new book to determine what the title might say about the book.
* Use to discuss different types of feelings that are found in a book.
* Use it to discuss the different characters names.
* At the end of a math lesson to review over the information discussed in the lesson.
* To review sight words.

**Variations**

**What’s in a formula?**

This activity can used for math lessons by having students discuss the different formulas and tell their partners everything they know about those formulas.

**What’s in a word?**

The activity can be used to review sight words. Partner 1 will pick one sight words to explain to their partner, and they will tell their partner everything they can about that words. Then partner 2 will do the same will a different sight word.

**What’s in a book?**

Students will tell their partners about their reading books they have chosen for the week. They are to tell their partner everything they have read so far about the book, and what they believe will happen or how it will end. Both partners will do this and then go their groups to share what their partner said.

**Be the Teacher – SPED**

This cooperative learning activity can be used to review information and promotes critical thinking, as well as speaking in groups. Students will be placed in groups, and then each student will be given a certain amount of time to discuss a topic they are interested in. The other members of the group will listen and take notes so if they are called on, they can tell what each member of their group talked about and what they are interested in.

**How to Use**

1. **Group Up**

students will be assigned to a group of three, and each student will be given a number between 1-3.

1. **Speak Up**

Student 1 will go first and teach the group about a topic that interests them. The others in the group will take notes while the student speaks. Student will have 2 minutes to speak about their topic.

1. **Switch**

Once the first student teaches the group, student who is number 2 will go for 2 minutes, and then student 3.

1. **Share your Group**

Students will then be randomly called on to tell the class about what they learned about the students in their group.

**When to Use**

This can be used when students need a break from the lesson to discuss a topic, they find enjoyable and can be excited about.

* At the end of a reading lesson to tell the group about a certain book they have read.
* At the end of a math lesson.
* Before a spelling quiz.
* In the middle of a book to review what was discussed in the beginning.
* At the beginning of a reading lesson for students to review background information.

**Variations**

**Math Teacher**

This activity can be used to review math lessons. Have the students teach each other about which part of the lesson interested them the most, and they understood the best. This will help gage were students are in the lesson and what they didn’t fully understand.

**Reading Teacher**

This activity can be used when students have finished their independent reading book. They can share what the book was about and what they liked and disliked about it. Also, they can tell their groups what they would change in the book if they wrote it.

**Writing Teacher**

This activity can be used to help students with their writing prompts. They can teach their group what they have so far for their stories, and then the group can fill out a worksheet giving the student feedback and ideas about their story.

**Reciprocal Teaching – SPED**

This cooperative learning activity allows for students to work in groups to work together to comprehend a certain topic. The students will be in a group with individual jobs. The jobs will be predictor, clarifier, summarizers, and questioner. The students will read the assigned passage individually.

**How to Use**

* **Group Roles**

students are placed in groups based off of reading level, and each student will be given a specific job within the group as either a predictor, clarifier, summarizers, and questioner.

* **Each Role**

Once the students have read the passage the summarizer retells the section in their own words. The questioner will think of questions for the group, the clarifier addresses any confusions the group might have about the text, and the predictor will make predictions about the next section.

* **Group discussion**

The group will then discussion the questions that were created and the predictions for the next section if they agree or disagree with them.

**When 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.

* Before moving into the next section of book.
* At the beginning of a new book.
* Reviewing characters from a book.
* Rough draft section of writing essays.
* When reviewing for a quiz or test.

**Variations**

**Math Reciprocal Teaching**

This activity can be used when reviewing the new math lesson. The students would be given a summary of the math lesson and would be able to dissect it based off of their individual jobs. This will help students comprehend the material from their own individual knowledge but also what the group has to say about the topic.

**Character Reciprocal Teaching**

The students would be given a summary of each character from the classroom book. Students will review over each character and will switch jobs with each new character, so each student has a chance to try a different job.

**Writing Reciprocal Teaching**

When students have a writing assignment, they can use this activity. Instead of the teacher giving them a story or topic they will read each other’s essays to help with ideas and critique the rough drafts. Each student will have a different job with each new essay that is discussed.