

Study Team and Teaching Strategies (STTS)

<p>S.P.A.R.C.C.</p> <p>Start promptly.</p> <p>Peer support expected within each team.</p> <p>Active learning.</p> <p>Respond to group rather than individuals.</p> <p>Circulate. Circulate. Circulate</p> <p>Closure. Closure.</p>	<p>TEAMS</p> <p>Together, work to answer questions.</p> <p>Explain and give reasons.</p> <p>Ask questions and share ideas.</p> <p>Members of your team are your first resource.</p> <p>Smarter together than apart.</p>
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<p>Ambassador</p> <ul style="list-style-type: none"> When a team finishes their work, each person becomes an Ambassador. Ambassadors help other teams. 	<p>Carousel: Around the World</p> <ul style="list-style-type: none"> Write a different problem/topic/question on large poster sheets hung on the walls or on each table. Each team is given a different colored marker. Each team goes to a different poster, discusses the topic and decides what to write. Teams rotate to all of the posters, adding to what was written by previous teams (have a time limit). When done, each team does a “gallery walk.” A large group discussion/debrief can then be held.
<p>Carousel: Index Card (Or Paper)</p> <ul style="list-style-type: none"> Write a problem/topic/question on regular paper or cardstock. The card gets passed around. It can be written on or post-its could be added to the back. 	<p>Carousel: Station Rotation</p> <ul style="list-style-type: none"> Have 1-2 more stations than the number of student groups. Place a sheet of review problems (4-6) at each station. Have a blank answer sheet at each station for each group. <p>The students work the problems as a group when they finish</p>
<p>Dyad</p> <ul style="list-style-type: none"> Each person is given equal time to talk. The listener does not talk; it isn’t a conversation. Confidentiality is maintained. Maintain eye contact and good body language. 	<p>Elevator Talk</p> <ul style="list-style-type: none"> Each person/team is given a topic. They summarize the topic into a quick presentation.
<p>Fishbowl</p> <ul style="list-style-type: none"> One or two teams sit in the middle of the class and works on the math problem. Rest of class stands near the team and observes or takes notes on how the team works, questions that are asked, strategies being used, other specified behaviors etc. After 5-10 minutes, the teams return to their own tables and work on the math problem. 	<p>Fortune Cookie</p> <ul style="list-style-type: none"> Choose 5-6 questions write each on a fortune cookie strip and put them in an envelope. Each team receives an envelope. One person draws a question (fortune), and makes one statement about the topic, then passes it on. The next person adds his or her own statement or responds to the previous statement. <p>When everyone has responded to the first statement, another person draws from the envelope and the process is repeated.</p>

Gallery Walk <ul style="list-style-type: none"> • Students post their presentations around the room. • Students, individually or in teams, walk around and look at the presentations. • Students give feedback in a predetermined way 	Give One, Get One <ul style="list-style-type: none"> • Have each student record three ideas to share related to a certain topic on a piece of paper. • Circulate and share ideas; for every idea given they receive one in return and record these on their piece of paper – including the name of the author. • Begin sharing whole group by inviting a volunteer to share one idea received citing the author. The named person then continues the sharing process.
Hot Potato (Round Table) <ul style="list-style-type: none"> • Every team has one sheet of paper and each student has a different colored pencil. • A problem is given to the group and placed in the middle of the table • Student 1 writes the first step of the solution process, explaining aloud, and passes the paper on to Student 2. • Student 2 makes any corrections and adds the next step, explaining aloud, and passes the paper on. • Process continues until the problem is completed. 	Hot Seat <ul style="list-style-type: none"> • One chair/desk per team is set up in the front of the room. • Using Numbered Heads, Student #1 from each team comes to the front of the room and sits. • Teacher gives everyone a problem to work on in a specified amount of time. • Teams can talk and work together, but the individuals in front must work individually. • Check individual and team answers - aware two points for correct individual answers and 1 point for correct team answers. <p>Student #2 from each team is up next and repeat.</p>
Huddle <ul style="list-style-type: none"> • One person from each team (teacher's choice) is called to the front of the room. • Teacher gives a piece of information, checks for understanding.... • Student goes back to team to share what they have learned in the huddle. 	I Have Who Has? <ul style="list-style-type: none"> • Each student has one card with problem and an answer to a different problem. • Student 1 asks "Who has..." and states the problem. • The person with the solution says "I have" and states the answer. • The responding student then poses his problem and the student with the answer on his card responds. <p>The process continues until all the questions and responses are given.</p>
I Spy <ul style="list-style-type: none"> • When a team is stuck, one student (teacher's choice) is given permission to visit another team and listen in. • The "spy" is not allowed to talk to the team they are spying on nor can they take notes • Student reports back to the team what was learned. 	Jigsaw <ul style="list-style-type: none"> • Each study team member is assigned a different part of a task/topic. • Each member researches/learns about the task/topic (possibly with others with same topic). • Each member then presents the information to the others in his/her study team.

<p>Listening Post</p> <ul style="list-style-type: none"> • Students #1 and #2 work on a math problem aloud in their team. • Student #3 listens to the discussion and can ask clarifying math questions. • Student #4 only records what is discussed and verbalized (including attitudes) and may not talk. • After 15 minutes, work stops and student #4 shares notes and observations. • A variation is Students #1, #2, and #3 work and #4 observes and then shares. 	<p>Math Chat</p> <ul style="list-style-type: none"> • Have posters, with a topic on each one. • Each person has a writing utensil. • No talking. • People write something about the topic. • When it's done, it's done.
<p>Numbered Heads</p> <ul style="list-style-type: none"> • Students number off in study team. • Use these “random” numbers (1-4) to ask questions or have team members share the solution processes. • The numbers can also be used to assign roles. 	<p>Pairs Check (Rally Coach)</p> <ul style="list-style-type: none"> • Each pair has one paper and pencil and two problems • Student #1 writes what Student #2 explains to solve the first problem. • Then roles are reversed for the second problem. • Then each pair checks their work with the other study team pair. • Continue on to the next pair of problems.
<p>Participation Quiz</p> <ul style="list-style-type: none"> • Pick a group worthy task. • Tell students which team norm you are focusing on. • Show teams how you are keeping track (overhead, posters, chalkboard). • Record comments while students are working. • Debrief (Do not need to record everything). 	<p>Peer Edit</p> <ul style="list-style-type: none"> • Students write solutions out on paper. • Peers read aloud or switch papers. • Peers edit the paper (orally or in writing). • Return to the writer for revision and rewrite.
<p>Pick Three</p> <ul style="list-style-type: none"> • Post the strengths list. • Have students each select three. • Share with their team. <p>Use their strengths as they work on their lesson.</p>	<p>Proximity Partner</p> <ul style="list-style-type: none"> • Students stand up and move to find a partner. • Describe the move by giving instructions like: “touch two different walls, a table and three chairs - then the person nearest you is your partner.” • They share information with their partner. <p>After sharing they return to their team.</p>

Reciprocal Teaching <ul style="list-style-type: none"> • In pairs, Student A pretends that Student B was absent and explains a concept. • Switch roles and continue. 	Red Light, Green Light <ul style="list-style-type: none"> • Teammates work together on a problem or set of problems with a designated stopping point. • When they reach the stopping point, they must <i>Stop</i> and notify the teacher. • The teacher verifies the work/answer with questions. • The team is then given permission to <i>Go</i> to the next problem or set of problems.
Silent Debate <ul style="list-style-type: none"> • Student pairs: Randomly assign One “pro,” the other “con.” • Each pair has one pencil and one sheet of paper. • A topic is given and the pro goes first. • The pro makes a supportive statement in writing. • The con reads the statement and then writes a comment against the topic. • The process repeats 3-4 times. 	Swapmeet <ul style="list-style-type: none"> • When a team task is partially finished, one pair from each team rotates to the next team. • Pairs from the two teams share ideas, solutions, thinking... • Pairs return to their original teams and share what they learned.
Teammates Consult (Pencils in the Middle) <ul style="list-style-type: none"> • All pencils and calculators are set aside. • Students read the problem or question. • Give students individual think/work time. • Teams discuss the problem for clarity. • Possible strategies are shared. • Teacher gives okay for pencils to be picked up and written work to begin. 	Think (Ink) Pair Share <ul style="list-style-type: none"> • Teacher poses a question/problem. • Without pencils, students think for 1-2 minutes. • Students may then use pencil to begin working...without talking to partner. • Students then share their thinking and answer(s) with their partner. • Pairs then may share with larger group.
Traveling Salesman <ul style="list-style-type: none"> • Teacher assigns a topic/problem to all teams. • Teams solve the problem then plan a presentation. • One team member presents the mathematics to another team. <p>Repeat.</p>	Tuning Protocol <ul style="list-style-type: none"> • One person presents problem (or strategy) to his/her team. • Teammates ask clarifying questions. • Presenter then turns around. • Teammates discuss problem (or strategy) coming to a better understanding. • Presenter takes notes and reflects on what is said.
Walk and Talk <ul style="list-style-type: none"> • A topic is presented. <p>Pairs walk around classroom (or meet with a partner) discussing the topic.</p>	Whiparound <ul style="list-style-type: none"> • Topic or question is presented. • Participants randomly have an opportunity to say something briefly about it. • Everyone does not have to comment but are encouraged to do so.