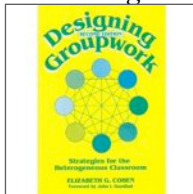


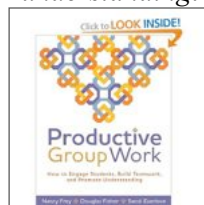
# Notes

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# GROUP WORK THAT WORKS!



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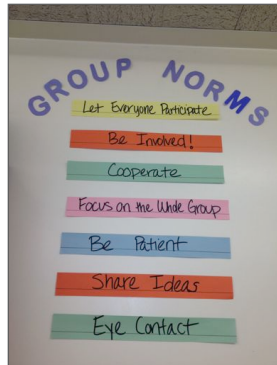
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# First Days of School

- Begin group work with activities that are accessible to all students.
- From these activities students will create group norms for group work in the future.



# Acknowledge Good Group Work

- Use an object that signals to groups that they are practicing their group norms. (marbles, paperclips etc.)
- Have groups compete to earn the most marbles (or any object) over a period of time (chapter, week, month)
- Suggestions to reward winners:



- Picture with Trophy
- Special Pencils
- Donut Breakfast
- Participation Grade

# Roles and Responsibilities

Our group roles are designed to delegate authority and encourage students to be accountable for their own learning.

## Group Roles

- **Surveyor**- Checks to make sure all students' papers are the same
- **Interrogator**- Makes sure all students are able to explain all parts of the task or product
- **Directions Checker**- responsible for reading (or writing) the directions and checking to see that the directions have been followed
- **Peace Keeper**- settles mathematical disagreements.
- **Task Specific Group Role**- roles for specific tasks (Square Counter)
- **Spy**- when groups are stuck he/she may peek at another table to get an idea
- **Huddler**- meets with teacher to gather information to share with the group

## Assigning Group Roles

Teachers can assign roles using job cards, color cards, playing cards or allow students to delegate jobs themselves.

# Designing Group Activities

- Choose problems that lend themselves to discussion or have multiple solutions.
- Keep group roles at the forefront of your mind when creating an activity.

## Tips and Tricks

- Don't give up if an activity fails the first time! Reflect and Revise.
- SPICE IT UP! Keep group work fresh and fun.
- Be willing to let groups struggle. Try your best not to intervene.
- Use marbles for positive reinforcement. Once earned they should not be taken away.
- Use group names to encourage friendly competition.
- To enforce individual student accountability call on a random student in the group to summarize or explain parts of the solution. If a student is unable to explain, walk away to give the group time to discuss the problem again.

*"The roles used in complex instruction helped to insure a high-quality discussion and a group product that was on track and on time."*

*-Elizabeth G. Cohen*