



## STUDY TEAM (STTS) AND OTHER STRATEGIES

<p><b>General Study Team Work</b> <b>Teacher Check List</b></p> <ul style="list-style-type: none"> <li>• Start promptly.</li> <li>• Peer support expected within each team.</li> <li>• Assignments due each day.</li> <li>• Respond to group rather than individuals.</li> <li>• Circulate. Circulate. Circulate.</li> </ul>	<p><b>Carousel~(Around the World)</b></p> <ul style="list-style-type: none"> <li>• Write a different problem/topic/question on large poster sheets hung on the walls or on each table.</li> <li>• Each team is given a different colored marker.</li> <li>• Each team goes to a different poster, discusses the topic and decides what to write.</li> <li>• Teams rotate to all of the posters, adding to what was written by previous teams (have a time limit).</li> <li>• When done, each team does a “gallery walk.”</li> <li>• A large group discussion/debrief can then be held.</li> </ul>
<p><b>Carousel - Index Card</b></p> <ul style="list-style-type: none"> <li>• Have the participants write one thing that they really need help with in their classroom - management, homework, getting kids to work, etc.</li> <li>• The card gets passed around with the other participants offering suggestions on how to solve the problem.</li> </ul>	<p><b>Carousel - Station Rotation</b></p> <ul style="list-style-type: none"> <li>• Have 1-2 more stations than the number of student groups.</li> <li>• Place a sheet of review problems (4-6) at each station. (Good idea to use a sheet protector).</li> <li>• Have a blank answer sheet at each station for each group. (Good idea to have the exact number of spaces needed to answer the questions at each station. All of the spaces are in numerical order even though the group may not solve them in that order. This will make it easier to grade the papers, if you elect to do so.)</li> <li>• The students work the problems as a group when they finish they turn in the station paper to the teacher and move to the next available station.</li> </ul>
<p><b>Dyad</b></p> <ul style="list-style-type: none"> <li>• Each person is given equal time to talk.</li> <li>• The listener does not talk, it isn’t a conversation.</li> <li>• Confidentiality is maintained.</li> <li>• Maintain eye contact and good body language.</li> </ul>	<p><b>Fortune Cookie</b></p> <ul style="list-style-type: none"> <li>• Choose 5-6 questions and put in an envelope.</li> <li>• Each team receives an envelope.</li> <li>• One person draws a question, and makes one statement about the topic, then passes it on.</li> <li>• The next person adds their own statement or responds to the previous statement.</li> <li>• When everyone has responded to the first statement, another person draws from the envelope and repeats the process.</li> </ul>
<p><b>Fishbowl</b></p> <ul style="list-style-type: none"> <li>• Used to model to whole class expected behaviors/norms</li> <li>• One or two teams sit in the middle of the class and works on the math problem</li> <li>• Rest of class stands near the team and observes or takes notes of how the team works, questions that are asked.....</li> <li>• After 5-10 minutes, the teams return to their own tables and work on the math problem</li> </ul>	<p><b>Fortune Cookie</b></p> <ul style="list-style-type: none"> <li>• Choose 5-6 questions and put in an envelope.</li> <li>• Each team receives an envelope.</li> <li>• One person draws a question, and makes one statement about the topic, then passes it on.</li> <li>• The next person adds their own statement or responds to the previous statement.</li> <li>• When everyone has responded to the first statement, another person draws from the envelope and repeats the process.</li> </ul>

<p><b>Hot Potato~(Round Table)</b></p> <ul style="list-style-type: none"> <li>• Every team has one sheet of paper and each student has a different colored pencil.</li> <li>• A problem is given to the group.</li> <li>• Person 1 writes the first step of the solution process, explaining aloud, and passes the paper on to Person 2.</li> <li>• Person 2 makes any corrections and adds the next step, explaining aloud, and passes the paper on.</li> <li>• Process continues until the problem is completed.</li> </ul>	<p><b>Hot Seat</b></p> <ul style="list-style-type: none"> <li>• One chair/desk per team is set up in the front of the room.</li> <li>• Using Numbered Heads, Person #1 from each team comes to the front of the room and sits.</li> <li>• Teacher gives everyone a problem to work on in a specified amount of time.</li> <li>• Teams can talk, but not the individuals in front.</li> <li>• Check individual and team answers; two points for correct individual answers and 1 point for correct team answers.</li> <li>• Person #2 from each team is up next and repeat.</li> </ul>
<p><b>Huddle</b></p> <ul style="list-style-type: none"> <li>• One person from each team (teacher's choice) is called to the front of the room.</li> <li>• Teacher gives a piece of information, checks for understanding....</li> <li>• Student goes back to team to share.</li> </ul>	<p><b>I Spy</b></p> <ul style="list-style-type: none"> <li>• When the team is stuck, one student (i.e., the Resource Manager) can go around to another team and listen in</li> <li>• Student reports back to the team what was learned</li> </ul>
<p><b>Jigsaw</b></p> <ul style="list-style-type: none"> <li>• Each study team member is assigned a different part of a task/topic.</li> <li>• Each member researches/learns about the task/topic (possibly with others with same topic).</li> <li>• Each member then presents the information to the others in his/her study team.</li> </ul>	<p><b>Listening Post</b></p> <ul style="list-style-type: none"> <li>• Students #1 and #2 work on a math problem aloud in their team.</li> <li>• Student #3 listens to the discussion and can ask clarifying math questions.</li> <li>• Student #4 only records what is discussed and verbalized (looks for attitudes) and may not talk.</li> <li>• After 15 minutes, work stops and student #4 shares notes and observations.</li> <li>• A variation is Students #1, #2, and #3 work and #4 observes and then shares.</li> <li>•</li> </ul>
<p><b>Numbered Heads</b></p> <ul style="list-style-type: none"> <li>• Students number off in study team.</li> <li>• The team is given a problem to solve.</li> <li>• When the team finishes, use random numbers (1-4) to ask questions or have team members share the solution process.</li> <li>• The numbers can also be used to assign roles.</li> </ul>	<p><b>Pairs Check~(Rally Coach)</b></p> <ul style="list-style-type: none"> <li>• Each pair has one paper and pencil.</li> <li>• Student #1 writes what Student #2 explains OR Student #1 does the first problem while Student #2 only watches, listens and asks questions.</li> <li>• Then roles are reversed for the second problem.</li> <li>• Then each pair checks their work with the other study team pair.</li> <li>• Continue on to the next pair of problems.</li> </ul>

<p><b>Participation Quiz</b></p> <ul style="list-style-type: none"> <li>• Pick a group worthy task.</li> <li>• Tell students which norm you are focusing on.</li> <li>• Show teams how you are keeping track (overhead, posters, chalkboard).</li> <li>• Record comments while students are working.</li> <li>• Debrief (Do not need to record everything).</li> </ul>	<p><b>Reciprocal Teaching</b></p> <ul style="list-style-type: none"> <li>• In pairs, Person A pretends that Person B was absent and explains a concept.</li> <li>• Switch roles and continue.</li> </ul> <hr/> <p><b>Red Light Green Light</b></p> <ul style="list-style-type: none"> <li>• The team works together on a problem or set of problems.</li> <li>• When they finish the problem, then they must <i>Stop</i>.</li> <li>• The teacher verifies the work/answer with questions.</li> <li>• The team is then given permission to <i>Go</i> to the next problem or set of problems.</li> </ul>
<p><b>Silent Debate</b></p> <ul style="list-style-type: none"> <li>• Student pairs: One is “pro,” the other “con.”</li> <li>• Each pair has one pencil and one sheet of paper.</li> <li>• A topic is given, the pro goes first.</li> <li>• The pro makes a supportive statement in writing.</li> <li>• The con reads the statement and then writes a comment against the topic.</li> <li>• The process repeats 3-4 times.</li> </ul>	<p><b>Swapmeet</b></p> <ul style="list-style-type: none"> <li>• When a group task is partially finished, one pair from each team rotates to the next team.</li> <li>• Pairs from the two teams share ideas, solutions, thinking...</li> <li>• Pairs return to their original teams and share what they learned.</li> </ul>
<p><b>Teammates Consult (Pencils in the Middle)</b></p> <ul style="list-style-type: none"> <li>• All pencils and calculators are set aside.</li> <li>• Students read the problem or question.</li> <li>• Give students individual think/work time.</li> <li>• The problem is discussed by the team for clarity.</li> <li>• Possible strategies are shared.</li> <li>• Teacher gives okay for pencils to be picked up and written work to begin.</li> </ul>	<p><b>Think (Ink) Pair Share~(Timed Pair Share)</b></p> <ul style="list-style-type: none"> <li>• Teacher poses a question/problem.</li> <li>• Without pencils, students think for 1-2 minutes.</li> <li>• (Students may then use pencil to begin working...without talking to partner).</li> <li>• Students then share their thinking and answer(s) with their partner.</li> <li>• Pairs then may share with larger group.</li> </ul>

## Other Strategies:

<p><b>Give One – Get One</b></p> <ul style="list-style-type: none"> <li>Record three ideas to share related to a certain topic.</li> <li>Circulate and share ideas; for every idea given they receive one in return and record these on a piece of paper – including the name of the author.</li> <li>Begin group sharing by inviting a volunteer to share one idea received citing the author. The named person then continues the sharing process.</li> </ul>	<p><b>Fishbowl</b></p> <ul style="list-style-type: none"> <li>Used to model to whole class expected behaviors/norms</li> <li>One or two team(s) sit in the middle of the class and works on the math problem</li> <li>Rest of class stands near the team and observes or takes notes of how the team works, questions that are asked.....</li> <li>After 5-10 minutes, the teams return to their own tables and work on the math problem</li> </ul>
<p><b>I Have....., Who Has....</b></p> <ul style="list-style-type: none"> <li>Each student has one card with problem and an answer to a different problem.</li> <li>Student 1 asks “Who has...” and states the problem.</li> <li>The person with the solution says “I have ....” and states the answer.</li> <li>The responding student then poses his problem and the student with the answer on his card responds.</li> <li>The process continues until all the questions and responses have been given.</li> </ul>	<p><b>I Spy (Send a Spy)</b></p> <ul style="list-style-type: none"> <li>When the team is stuck, one student (the Resource Manager) can go around to another team and listen in</li> <li>Student reports back to the team what was learned</li> </ul>
<p><b>Math Chat (Chalk Talk)</b></p> <ul style="list-style-type: none"> <li>Have posters, with a topic on each one.</li> <li>Each person has a writing utensil</li> <li>No talking</li> <li>People write something about the topic</li> <li>When it’s done, it’s done</li> </ul>	<p><b>Red Light, Green Light</b></p> <ul style="list-style-type: none"> <li>The team works together on a problem or set of problems.</li> <li>When they finish the problem, then they must <i>Stop</i>.</li> <li>The teacher verifies the work/answer with questions.</li> <li>The team is then given permission to <i>Go</i> to the next problem or set of problems.</li> </ul>
<p><b>Whip-Around</b></p> <ul style="list-style-type: none"> <li>Topic or question is presented.</li> <li>Participants randomly have an opportunity to say something briefly about it.</li> </ul> <p>Everyone does not have to comment but are encouraged to do so.</p>	

<p> <b>Carousel</b>  <b>Dyad</b>  <b>Fishbowl</b>  <b>Fortune Cookie</b>  <b>Give One, Get One</b>  <b>Hot Potato</b>  <b>Hot Seat</b>  <b>Huddle</b> </p>	<p> <b>I Have, Who Has</b>  <b>I Spy</b>  <b>Jigsaw</b>  <b>Listening Post</b>  <b>Math Chat</b>  <b>Numbered Heads</b>  <b>Pairs Check</b>  <b>Participation Quiz</b>  <b>Reciprocal Teaching</b> </p>	<p> <b>Red Light, Green Light</b>  <b>Silent Debate</b>  <b>Swapmeet</b>  <b>Teammates Consult</b>  <b>Think (Ink) Pair Share</b>  <b>Whip-Around</b> </p>
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**4**  
**100%**

**A**



**Everyone** in your group is:

- answering & asking questions
- working cooperatively together
- on task and talking about math
- listening respectful to your teammates
- taking neat/organized notes
- explaining their thoughts and ideas
- trying their best to solve the question

**2**  
**70%**

**C**



**Your group** is doing **some** of the following:

- answering & asking questions
- working cooperatively together
- on task and talking about math
- listening respectful to your teammates
- taking neat/organized notes
- explaining their thoughts and ideas
- trying their best to solve the question

**3**  
**85%**  
**B**



**Most** people in your group are:

- answering & asking questions
- working cooperatively together
- on task and talking about math
- listening respectful to your teammates
- taking neat/organized notes
- explaining their thoughts and ideas
- trying their best to solve the question

**1**  
**55%**  
**F**



**Your group** needs to work on:

- answering & asking questions
- working cooperatively together
- on task and talking about math
- listening respectful to your teammates
- taking neat/organized notes
- explaining their thoughts and ideas
- trying their best to solve the question

# TEAM ROLES

## Resource Manager:

- Gather and return materials.
- Ask the teacher when the **entire** team has a question.
- Make sure your team cleans up by delegating tasks.

## Facilitator:

- Start the team's discussion or reading for your team.
- Ask relevant questions to lead the team.
- Help the team reach a conclusion
- Make sure everyone understands your team's answers.

## **Recorder/Reporter:**

- Ensure everyone is taking systematic, organized notes.
- Encourage to write neatly and legibly.
- Restate and summarize group discussions, questions, and conclusions for your team.
- Share team discussions, questions and conclusions with the class.

## Task Manager:

- Remind the team to stay on task.
- Include all members of the team in discussion.
- Challenge your teammates' ideas and make them justify their thinking.

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- Include all members of the team in discussion.
- Refrain team members from socializing outside the group.
- Remind the team to stay on task.

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MANAGER**

**TASK  
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*Okay, let's get back to work.  
Let's take turns saying something about the problem.  
Explain to us how you know that.  
Can you prove that?  
Has everyone contributed an idea or question yet?*

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- Make sure your team cleans up by delegating tasks.
  - Ask the teacher when the ENTIRE team has a question.
  - Suggest resources from around the room that can be used to help your group.
  - Gather and return materials.
- task:*

## RESOURCE MANAGER

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*What do I need to go get for materials?*

*Will you get this ready to use?*

*Does anyone have an idea to share?*

*Is this a good time to ask the teacher for assistance?*

*We got this far and we know . . .*

*Are we on the right track by . . .*

*What resources or pages can help us?*

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- Make sure everyone understands your team's answers.
- Make sure everyone agrees to the group answer.
- Help the team to reach a conclusion.
- Ask questions to get your team thinking.
- Start reading for your team.
- Start the team's discussion.

*task:*

## **FACILITATOR**

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*Does anyone know how to get started?  
 What does the first question mean?  
 Someone state what we are supposed to do.  
 Will someone explain that further?  
 Let's share answers to see if we all agree.  
 Does everyone in our group understand how we got this?*

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- Share team discussions, questions, and conclusions with the class.
- Restate and summarize group discussions, questions, and conclusions for your team.
- Write neatly and legibly.
- Make sure everyone is taking systematic, organized notes for the team.

*task:*

## **REORDER** or **REPORTER**

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*How can we write this?*

*How can we show it on the diagram?*

*Does everyone have work written down?*

*So, let me see. What you are saying is that . . .*

*Is that correct?*

*Let me summarize our team thoughts. . .*

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