

Table 3-1. Cooperative Learning Strategies

Jigsaw	<p>Each person in a small group is assigned a particular task (e.g., reading a specific section of a selection, solving a problem). Each member of the group teaches the material assigned and quizzes the other group members to ensure that the group has learned this material.</p> <p>A variation of this activity is that students who are working on the same task across the class meet to work together in completing the task and deciding how to teach it when they return to their original groups.</p>
Team-pair-solo	<p>Students in a small group solve a problem (e.g., a word problem) together in their group, then solve the problem with a partner, and then on their own.</p>
Turn-to-your-neighbor	<p>Students discuss the lesson, a concept just presented, or an answer to a teacher- or student-posed question (e.g., “Name three other animals that are domesticated.”).</p>
Focus partners or trio	<p>Students in pairs or a group summarize what they know before a lesson or activity. After the lesson or activity, they compile together new information that was learned (e.g., KWL sheet).</p>
Roundtable	<p>The teacher passes out one paper and pencil per group and describes the task (e.g., “name all the materials in your home and at school that you can recycle,” completing a multiplication worksheet). Students take turns adding information on the sheet, until the teacher asks them to share.</p>
Numbered Heads Together	<p>Each student in a small group numbers off from 1–4. The teacher then asks a question for the group to answer (e.g., test review). The students have time to discuss the answer so that everyone in the group can give a response. After discussion, the teacher calls one number from 1–4, and those students respond to the question.</p>
Think-pair-share	<p>The teacher asks a question of student partners (e.g., “Why do we recycle?”). Each student thinks of a response and then pairs to discuss their answers. Partners team with another pair and continue discussing.</p>

From *Social Skills for Students With Autism Spectrum Disorders and Other Developmental Disabilities*, Vol. 1 (Laurence Sargent et al., 2011). Arlington, VA: Council for Exceptional Children.