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*Supporting
the Division's
Objectives of
Systemizing
Quality
Instruction*

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Learning Together

An ongoing guide to grouping students and implementing cooperative learning strategies to maximize student engagement and achieve learning objectives in all program areas

Volume 2, issue 1

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New Year, New Challenges, New Opportunities: Are You Ready?

Last year, the Curriculum and Instruction Unit provided tools to institute the Division's objective of using cooperative learning strategies in every classroom (see the side panel on page two for specific issue information). This year, we will continue that process.

Sit down, strap yourself in, let's go!

Imagine walking into a classroom filled with purposeful, animated chatter and the intensity of focused learning. The teacher orchestrates this buzzy melody from students who sit in desks arranged to maximize their ability to interact. Following the teacher's lead, the students fall silent. The teacher calls out a number and hands shoot up with excitement. That's how **Numbered Heads Together** can provide a jump start to any lesson plan. (See Learning Together, volume 1, issue 5 for the how, what, and why.)



Variations

One of the strengths of Numbered Heads Together is its ability to be adapted to different environments and needs. Below are some great variations that have been developed over the years.

Sequential Numbered Heads Together

This is a more competitive version. The teacher calls upon the first student to raise his or her hand. If the response is correct, that student's team will receive a point. This version requires that the teacher have lots of visual acumen to avoid arguments about whose hand went up first.

Simultaneous Numbered Heads

This version places the emphasis on participation during the answer reporting time. It allows the teacher to determine what other students and teams know.

Let's take a look at some subsets:

A. **Answer Board Share**
In this adaptation, the answer is written on the board in the front of the room. For example, all student number-twos might go up to the board to demonstrate the answer to a math or grammar question.



Students in Elizabeth Kitching's class participate in a Numbered Heads Together exercise at Evans.

Back issues of *Learning Together* can be found online at <http://adulted-lausd-ca.schoolloop.com>

In previous issues....

Volume 1

Issue 1: discusses the importance of cooperative learning and the basics of getting started

Issue 2: introduces Think-Pair-Share as a strategy for cooperative discussion and includes the how, what, and why

Issue 3: presents effective question strategies utilizing Think-Pair-Share and includes suggestions on how to maximize the effectiveness of questions in the classroom

Issue 4: introduces the concept of Timed-Pair-Share for equal participation and includes a planning guide and example team table mat

Issue 5: describes the how, what, and why of the cooperative learning strategy “Numbered Heads Together” and provides management tips for success

(cont'd)

B. Response Cards



Each student or team has cards that correspond to different types of responses:

- Multiple choice (A-D)
- True/False (A for yes and B for no)
- Other option (E)

The students whose number is called raise the card their team has decided is correct.

C. Hand/Finger Responses



These are similar to response cards but can be used “on the spot” for a quick Numbered Heads Together comprehension check.

D. Manipulatives

CTE students can hold up correct pieces of equipment; ESL stu-

dents can hold up the appropriate realia, etc.

E. Choral Response

When team discussion time is over, all students whose number is called say the answer at the same time.



Paired Heads Together

The teacher asks a question, and students individually write answers. Then, shoulder partners huddle to improve upon their answers. The teacher then calls for all shoulder partners to share with their face partners.

Traveling Heads Together

When the teacher calls a number, the students with that number on each team stand, then

“travel” to a new team to share their answers. Seated students are encouraged to beckon travelers to their team.

Stretch the Thinking

In “Sequential Heads Together,” after one student responds, other students are called into participation by showing a thumbs up or a thumbs down. Then, they explain their reasoning to their partner or the class. If the answer needs clarifying, another student is asked.



For more info on cooperative learning, go to:

<https://www.TeacherVision.com/group-work/>

In the next issue, we will look at using the Corners Teaching Strategy to help develop listening, verbal communication, critical thinking, and decision-making skills in the classroom context.



DACE Objectives for Systemizing Quality Instruction
Long-Range Lesson Planning | Agenda and Objectives | Cooperative Learning Strategies