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Figure 52 TAPS

Total Group
Alone
Partner
Small Group



TAPS (a rap)

Remember!

Some things need to be taught to the class as a whole.
 There are certain things the Total Group should be told.

Working Alone, students get to problem-solve in their own way.
 They will be in charge of what they think, do, and say.

With a Partner, many thoughts and ideas they can share.
 They can work and show each other the solutions there.

Effective Small Groups work together to cooperate
 Using the group's ideas and talents their learning
 will accelerate.

So use a variety of ways to group students you see.
 This TAPS into student's potential, as it should be.

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3. Invite teachers to work in pairs to create wallpaper posters (Figure 54) examining and clarifying one of the following small group designs. (All topics listed are from Gregory and Chapman, *Differentiated Instructional Strategies: One Size Doesn't Fit All*, 2002a. Page numbers refer to that volume.) These charts may be presented and discussed with colleagues.
 - A. Knowledge of a Subject (p. 72)
 - B. Ability to Perform a Task or a Skill (p. 72)

Figure 53 Using each type of group

Grouping Type	Used for
Total Group	
Alone	
Paired	
Small groups	

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- C. Interests in a Specific Area of the Content (p. 73)
- D. Peer-to-Peer Tutoring (p. 73)
- E. Cooperative Learning (pp. 74–77)
- F. Sharing Groups (p. 74)

COOPERATIVE GROUP LEARNING (PAGES 93–100)

1. Provide teachers with a copy of the SCANS report (U.S. Secretary of Labor, 1991) and ask that they examine the necessary skills. One of the essential skills is the ability to get along with others and work as a team. Cooperative group learning is a strategy that helps develop effective social skills, increase understanding and retention, and facilitate higher-order thinking.
2. Ask teachers to discuss problems of students working collaboratively. As issues surface, time may be given to suggesting solutions to group work problems.
3. Review the TASK acronym (Gregory & Chapman, 2002a; Robbins, Gregory, & Herndon, 2000) and facilitate a discussion focusing on those four aspects of cooperative group learning:
 - T Thinking is built into the process
 - A Accountability is essential. Goal achievement: both individual and group
 - S Social skills for team success
 - K Keeping everyone on TASK: Roles, tasks, resources, novelty, simulations, and clear expectations
4. How do we ensure that the four TASK aspects are implemented when we use cooperative group learning as a strategy?
5. Suggest that teachers use Figure 62 to create charts and brainstorm ways to ensure that we attend to the essential elements. Post the charts and invite teachers to do a wall walk so that they can see what others have suggested.
6. Reflect on the steps and questions for using cooperative group learning on pages 99–100 of Gregory and Chapman (2002a).

JIGSAW (PAGES 100–103)

1. Facilitate a discussion about the jigsaw strategy and its uses.
2. Examine Figure 63 and suggest several variations that teachers might use for a character sketch. Or use Figure 64 on body systems, which may be used in a science or health class.
3. Invite teachers to work in groups of four to complete Figure 65 about differentiated instruction, focusing on evidence of creating

Figure 62 Implementing the TASK elements of cooperative group learning

Thinking Skills Are Built into the Process
Accountability Is Essential
Social Skills for Team Success
Keeping Students on Task

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the climate, knowing the learner, assessing the learner, and adjusting assignments.

4. Challenge teachers to adopt or adapt this model for use with some topic or content in the next few weeks. Ask teachers to bring to the next meeting their sample plus examples of student work.

ROLE-PLAYING (PAGES 103–104)

1. Review the why and how of using this strategy.
2. Facilitate a discussion, focusing on questions such as:
 - How is it brain compatible?
 - How might it be used in the classroom in a variety of subject areas to increase retention and understanding?
3. Screen the video *Differentiating Instruction to Meet the Needs of All Learners*, secondary edition, Tape 2, at the 6–11:30 mark (Gregory & Chapman, 2002c).
4. Ask teachers to list all of the instructional strategies that teachers in the video have used.