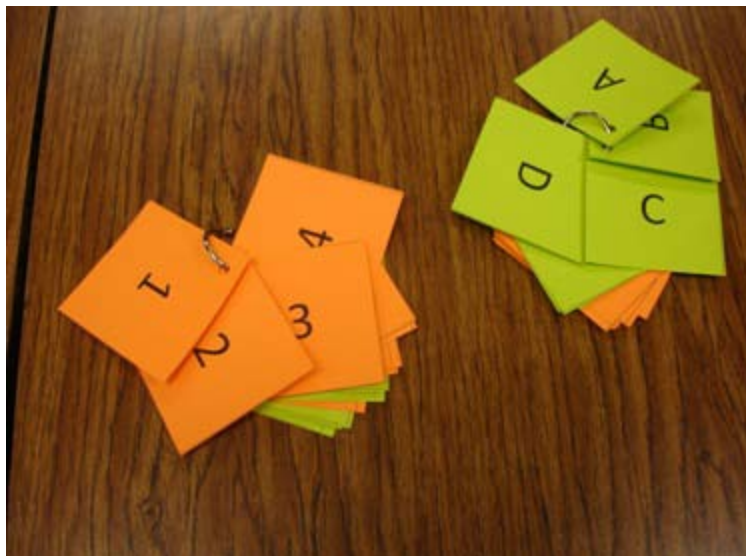


Numbered Heads Together Activity – Instructions for the Teacher

This strategy enables the teacher to check for understanding while engaging every student in simultaneous interaction and group processing. The benefit of this strategy is that each student can use all four language domains – listening, speaking, reading, and writing – to further academic language development. Using this strategy in the form described here is essential for making each student accountable for learning while providing equal opportunity for class participation.

The numbered heads together strategy works like this:

1. The teacher has the students form groups of four and asks students to number off 1 to 4 or can assign letters A-D in each group.
2. Each student in the group gets the numbered heads template.
3. The teacher poses a math question about a particular concept like, “Write down everything you know about similar triangles.” At this time, the teacher models the written expectation.
4. Within the group, the students think about and discuss the topic, and each student is responsible for writing down every group member’s responses in the top left box of the template.
5. The teacher ensures that the students have adequate wait time to generate responses. ELL students need time to process the content as well as the academic language for the response.
6. The teacher calls on the #1’s or the A’s from each group to provide a oral response using a complete sentence. At this time the teacher may wish to implement a sentence stem such as, “What I already know about similar triangles is _____.”
7. All the students assigned the #1 speak the sentence stem and complete the sentence based on one of the group’s responses recorded on the template.
8. If any student in the class does not have the oral response on their template, then he/she writes the new information in the top right box of the template. After all the group reporters speak, each student has a cumulative list of ideas about the teacher’s original question/prompt.
9. The bottom two boxes of the template can be used for a follow-up question by the teacher.



Source: Kagan, S. and McGroarty, M. (1993). Principles of cooperative learning for language and content gains. In D. Holt (Ed.), *Cooperative learning A response to linguistic and cultural diversity* (pp.47-66). McHenry, IL: Delta Systems.

Numbered Heads Together Activity – Student Worksheet

| | |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |