

## Carousel of Learning



1. Organize everyone into groups at tables based on number of participants (e.g. 4 groups of 4, 5 groups of 5, etc.).
2. Assign one of the informal cooperative learning structures to each table.
3. Number-off at each table.
4. Have all the “ones” facilitate a seven-minute conversation on the assigned strategy and what it looks like in the classroom. After table members talk about how they could use the structure, they discuss what academic language structures they would overlay as an expectation. Is there specific vocabulary students should use? Specific grammatical forms? Are there sentence starters students will be given?
5. Next, all the number “twos” will be asked to remain at their tables to facilitate the next group. Everyone else rotates to the next table.
6. With a different group of people at each table, the number “twos” facilitate the discussion on the assigned strategy—what it looks like in the classroom and what academic language will be used. After all members have shared, the facilitator can describe what the last group shared. (7 minutes)
7. Next, all the number “threes” will be asked to remain at their tables to facilitate the next group. Everyone else rotates to the next table.
8. With a different group of people at each table, the number “threes” facilitate the discussion on the assigned strategy—what it looks like in the classroom and what academic language will be used. After all members have shared, the facilitator can describe what the last group shared. (7 minutes)
9. Repeat the process until all table members have facilitated.
10. When everyone has returned to their original tables, ask the number “ones” to facilitate group conversations on the following:
  - What new ideas and thoughts emerged during the carousel process?
  - How might you use these strategies in your classroom to support ELLs?