

Kagan Structures

Part II:

It's All About Effective Engagement



Cooperative Learning for Active
Engagement and Success

What Are Kagan Structures?

<http://www.youtube.com/watch?v=D-yzgJtgVrg>

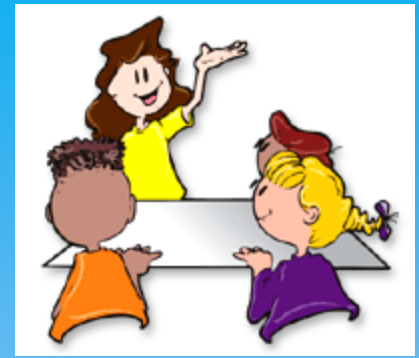


Why Use Kagan Structures?



- ✓ Highly engaging
- ✓ Effective
- ✓ Teacher-friendly
- ✓ Repeatable
- ✓ Versatile
- ✓ Accessible to all learners
- ✓ Motivating
- ✓ Reduces discipline issues

Circle the Sage



1. The teacher polls the class to see which students have a special knowledge to share (the solution of a difficult math problem, they visited Mexico, how the moon affects the oceans).
2. The sages (experts) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage with no two members of the same team going to the same sage.
3. The sage explains what they know while the classmates listen, ask questions, and take notes.
4. Students return to their teams. Each teammate explains what they learned and share notes with their teammates.
5. If there are disagreements, the disagreements are discussed as a class and resolved.

Find My Rule

1. Teacher creates identity cards, related to an overall theme and to each other by a “rule.”
2. Each student receives a card.
3. Students circulate in the room to locate three or four students who have identity cards that are connected or related to their card by some commonality or “rule.”
4. Once all members of the group have been found, the group will find a place to sit together.
5. Group members will work together to determine the “rule” that connects all their identity cards.





Give-One-Get-One

1. Students create a T-Chart with the headings “Give One” and “Get One.”
2. Teacher poses a topic or question with multiple answers and gives a time limit.
3. Students record as many answers as they can in the “Give One” column in the allotted time.
4. Students get up, move around the room to find a partner (Stand Up- Hand Up- Pair Up).
5. Once students have greeted their partner, Partner A gives an answer to Partner B. If Partner B has that answer, he/she checks it off. If it is a new answer, he/she writes it in the “Get One” column.
6. Partner B gives an answer; Partner A checks or writes.
7. Partners say thank you/good-bye, put a hand up, and find a new partner.
8. Continue until the teacher says to stop.

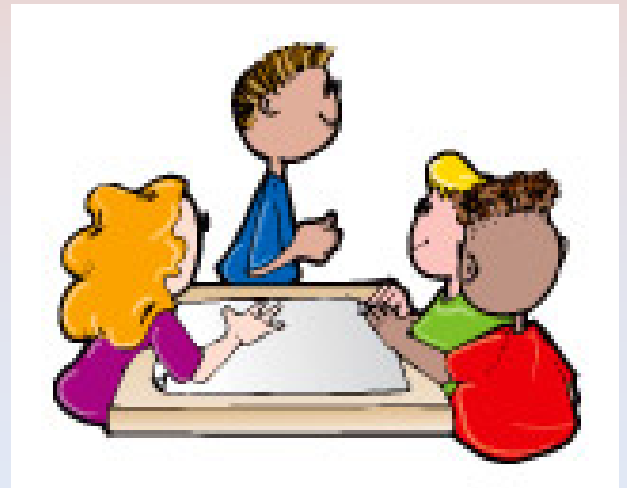
Jigsaw Problem Solving



1. Teammates are each given a card with part of an answer or clue.
2. Teammates take turns reading their cards aloud to their team.
3. After each card is read, the team discusses the ideas and possible connections.
4. After all the cards have been read, the team tries to put the information together to solve the team's problem.

One Stray

1. At the completion of a team task, teacher calls on one student from each team to stand.
2. Teacher directs standing students to move to a team with an empty seat.
3. Student who moves compares his/her team's answers with the new team's answers.
4. On the teacher's cue, students move back to their original teams. Teams discuss answers that they got from the other group.
5. If there is a discrepancy, teams may rework problems, change answers, or stick with their original answer.



Paraphrase Passport

1. Students are paired with reading partners and sit as face partners with each student having a copy of the text selection
2. Partner A reads the first section of text aloud using a soft voice, and Partner B silently follows along then, using a soft voice, summarizes that section.
3. Students reverse roles for the second section of text.
4. This continues until the entire selection has been read and summarized.
5. After all partners are finished, the teacher may lead the class in a “Grand Conversation” about the piece.



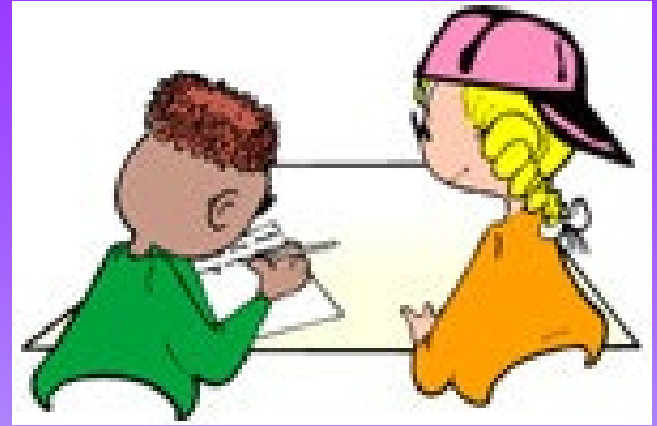
Popcorn Share

1. Teacher poses a question or problem with multiple answers.
2. Teacher gives think time.
3. When the teacher calls “Popcorn,” the students quickly and voluntarily pop up from their chairs one at a time to share an answer.
4. Seated students write responses and mark incorrect answers.
5. Inaccurate information is discussed at the conclusion of the activity with the teacher clarifying as necessary.



Rally Table

1. Teacher announces the topic.
2. Teacher gives “think time.”
3. In pairs, Partner A writes an answer to the topic then quickly passes paper and pencil to Partner B.
4. Partner B writes an answer and quickly passes the paper and pencil back to Partner A.
5. Repeat steps 3 & 4 until the teacher calls “time.”
6. Pairs compare their list with another team adding answers they don’t already have listed.



Rotating Review

1. Charts with review questions, prompts, or topics are placed around the classroom.
2. Each team moves to a chart and discusses the information relevant to that chart, then records their responses/thoughts on the chart with a colored marker. (Each team has a different colored marker.)
3. After a designated time passes, teams rotate to the next chart and repeat step 2 after reading the chart and the previous response(s).





Snowball



1. Students line up, half on one side of a line on the floor and half on the other.
2. The students on one side of the line receive questions or vocabulary terms on colored paper. Students on the other side of the line receive answers to the questions or a definition for the vocabulary terms written on a second color of paper.
3. Students wad up their colored paper into a “snowball” and toss them across the line.
4. Each student collects one snowball on their side of the line and then tries to find the student who is holding the match.
5. Student pairs check their pairing with the teacher, and then reforms into two lines to repeat the process.

Stir-the-Class



1. Teams stand together in circles with each teammate having a designated number for the day (usually 1, 2, 3, or 4). Teacher asks a question, and teams discuss the question.
2. When the team has their answer, they stand shoulder to shoulder.
3. Teacher calls a number. The teammates with that number rotate to the next team to share their answer and stay there for the next question. The result is different (“stirred”) teams for each question.

Talking Chips

1. Student are each given 1, 2, or 3 chips depending on the topic to be discussed.
2. Students are asked to discuss a topic in groups.
3. As each student talks, he/she places a chip in the center of the table. Once a student has finished talking, he/she cannot talk until every other chip has been tossed into the center. If a student doesn't have anything to share on this particular topic, they can place a chip in the center at the end.
4. When all chips are down, students retrieve their chips and start discussing the next topic.



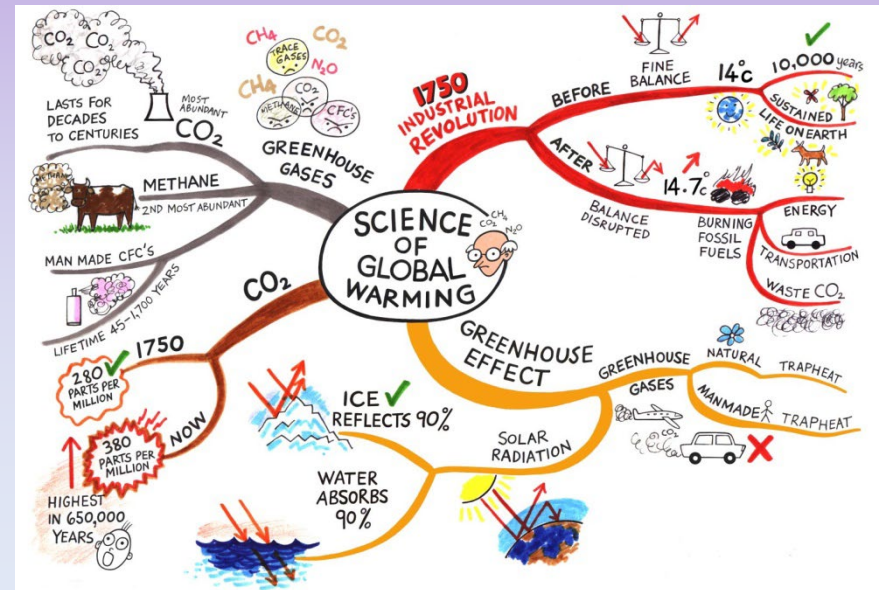


Teammates Consult

1. Each student has his/her own copy of a worksheet.
2. Students put their pencils down or in a cup at the center of the table.
3. Teammates discuss the first question with Person #1 leading the discussion. All members of the team contribute, but all do not have to agree on the same answer.
4. When everyone on the team is ready with an answer, team members pick up their pencils and silently write an answer to the first question. They may not talk to other teammates, ask for help, copy answers from others, or further discuss the question.
5. Repeat steps 2 – 4 with Person #2 leading the discussion.
6. Continue by rotating the leader role until all questions are answered.

Team Mind Map

1. Teams are provided with a topic that becomes the central image of their team mind map.
2. Teams brainstorm and discuss the topic and connected ideas, thoughts, and supporting details.
3. Team members take turns, individually or as partners, adding ideas that radiate out of the central image.
4. Finally, teams add details using colors, images, branches, and key words.



Team-Pair-Solo



1. Students are given a worksheet or set of questions/problems.
2. Students complete/solve the first section as a team with discussion and coaching.
3. Pairs complete/solve the second section with a partner with discussion and coaching.
4. Students complete/solve the last section independently or solo without no discussion or coaching.

Timed Round Robin

1. Teacher poses a question or a problem.
2. In teams, students take turns responding orally (or in writing), for a designated length of time, usually 30 seconds to one minute.



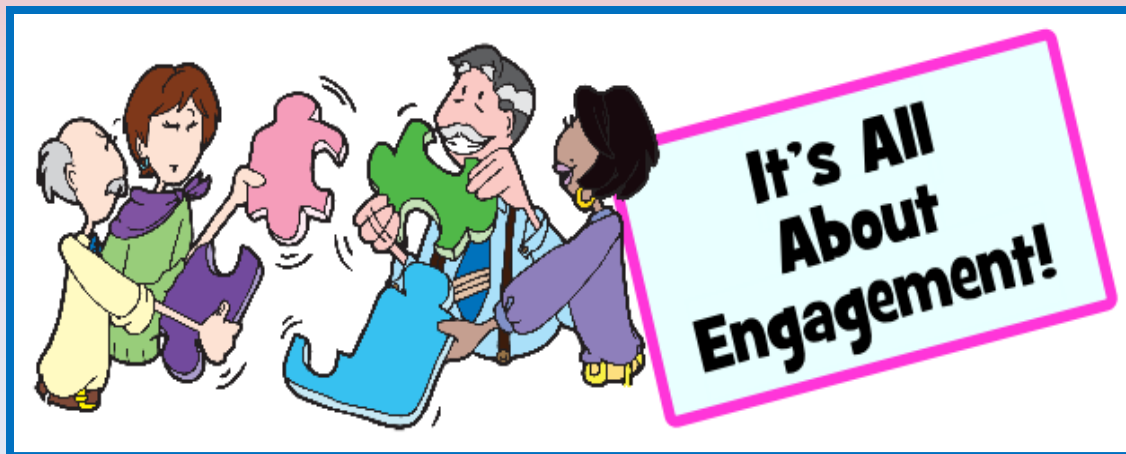
What Am I?

1. Secret identity or vocabulary cards are taped on the back of each student.
2. Students circulate around the room asking other students “yes-no” questions to try to determine their identity or vocabulary word.
3. Students are allowed to ask three questions and then must find a new classmate to question.
4. When students determine their identity or their vocabulary term, they receive a high five from the student that confirmed their final question with a yes.
5. Next, students go to the teacher and receive another card and repeat steps 2-4.



Wrap Up

- ❑ Kagan's Cooperative Learning Structures are step-by-step instructional strategies.
- ❑ Structures may be used over and over to create an infinite number of activities.
- ❑ As structures are used to deliver academic curriculum, students excel academically, learn teamwork, learn leadership skills, improve social skills, thinking skills, and character while being actively engaged.



Resources

<http://www.kaganonline.com/index.php>

http://www.kaganonline.com/online_magazine/

http://www.kaganonline.com/free_articles/research_and_rationale/

http://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK38.php

http://www.kaganonline.com/free_articles/dr_spencer_kagan/281/Kagan-Structures-A-Miracle-of-Active-Engagement