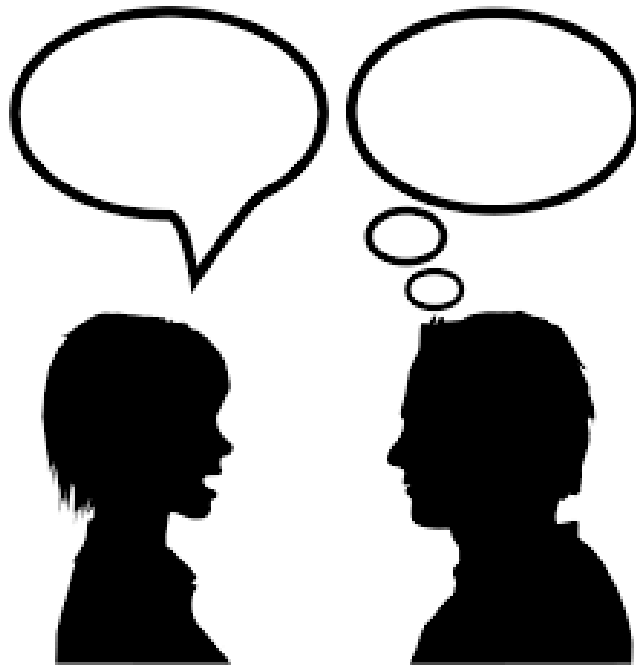


Kagan Structures

Teacher Handout



October 2022 Inservice

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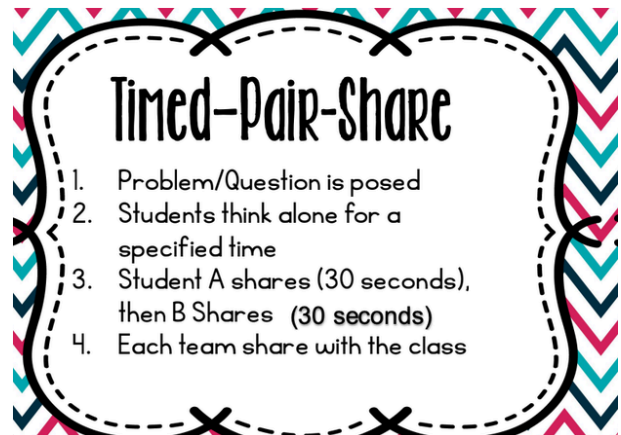
Strategy #1: Timed-Pair-Share

How Might I Use This? Use this structure during or after a short lecture to allow students to process their learning.

Teacher Instructions:

- Present a question to the whole class.
- Provide a minute or two of silence to allow students to collect their thoughts and formulate a response.
- Instruct each student to turn to their shoulder or face partner to take turns – *Timed-Pair-Share* – sharing thoughts/answers with each other.
- Specify the amount of time each person in the pair will have to share (30 seconds to one minute). They must use ALL the time! One talks and one listens. Reverse.
- Following paired discussion, ask a sampling of pairs to report out to the whole class.

Student Instructions (Visual or Projected):



How might you use Timed-Pair-Share or how might you adapt it to make it work for your students and your teaching style?

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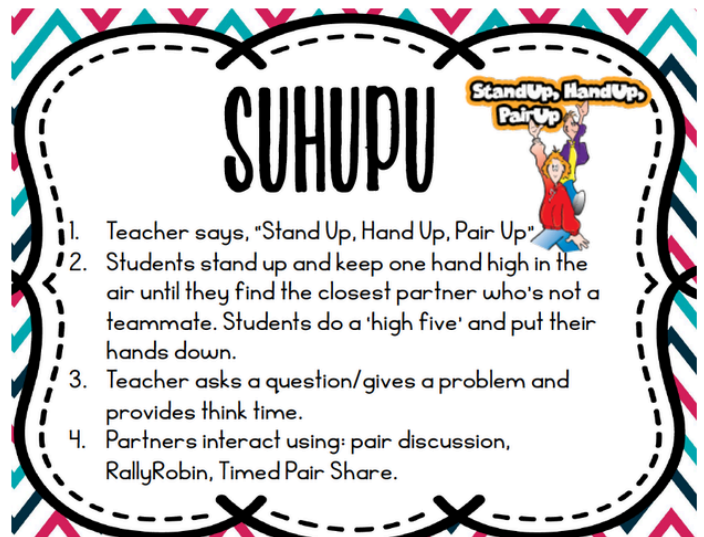
Strategy #2: SUHUPU

How Might I Use This? Use this structure to get students up and moving to give them a chance to refocus before answering the question or set of questions.

Teacher Instructions:

- Present a question OR have students use a completed assignment.
- Instruct students to stand up and raise their hand.
- Then ask students to find a partner and do a 'high five.'
- Instruct students to discuss the answer to the question or their completed assignment.
- Instruct students to continue pairing up with other classmates with their hands in the air until the timer has gone off. (3-5 minutes)
- Following SUHUPU, go over "answers" and/or discuss student misconceptions.

Student Instructions (Visual or Projected):



How might you use SUHUPU or how might you adapt it to make it work for your students and your teaching style?

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Strategy #3: Corners

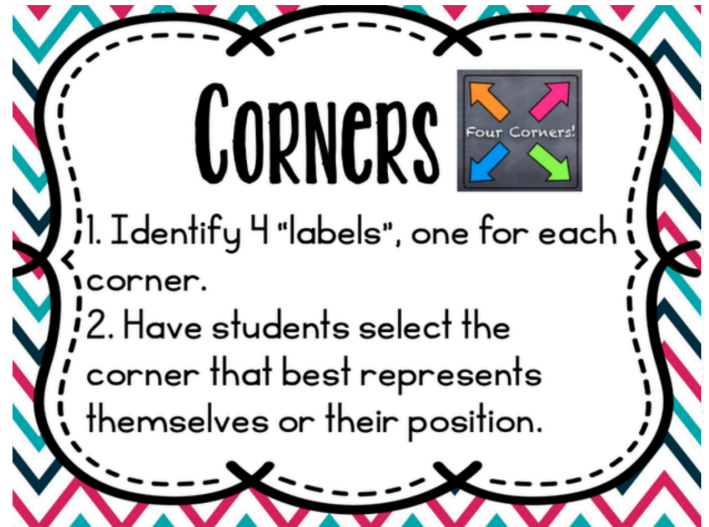
How Might I Use This? Use this structure during or after a short lecture to allow students to process their learning and to be sure that all students have a voice at their table in the discussion. Use this strategy to assess student prior knowledge/thinking.

Teacher Instructions:

- Present a question to the whole class.
- Instruct students to go to the corner that most resonates with them.
(*Example: Strongly Agree, Agree, Strongly Disagree, Disagree, Neutral-in the middle*)
- Instruct students to discuss with their corner partners.
- Engage in a brief whole class discussion on everyone's choices.
- Present another question and repeat.

Adaptations: Use the numbered corners as another way to pair up students for discussions. Also, this is a great structure to use for review or opinion type questions.

Student Instructions (Visual or Projected):



How might you use Corners or how might you adapt it to make it work for your students and your teaching style?

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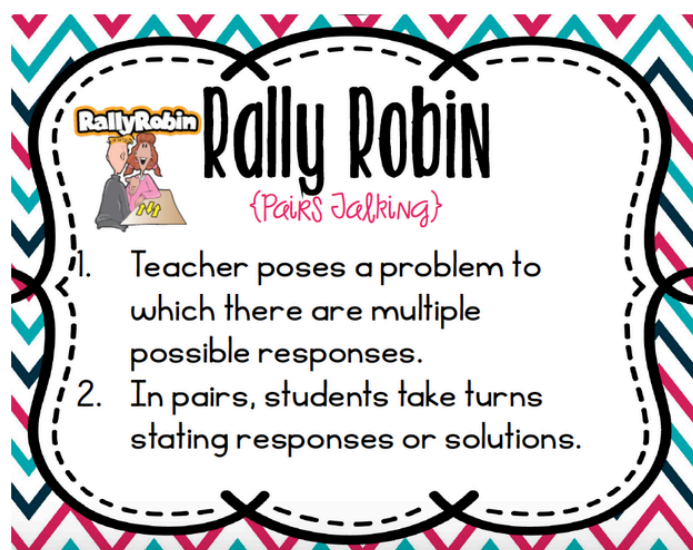
Strategy #4: Rally Robin

How Might I Use This? You might use this instead of just asking a question to the class and calling on one student to respond. Or, you might put a series of questions on the board (or worksheet) and have students work to answer them using this structure instead.

Teacher Instructions:

- Present a question with multiple answers/ideas.
- Instruct students to go back and forth - Rally Robin - with their partner stating one answer/idea at a time.
- Instruct students to continue taking turns until the timer goes off. (1-3 minutes)
- Following Rally Robin, ask a sampling of pairs to report out to the whole class.

Student Instructions (Visual or Projected):



How might you use Rally Robin or how might you adapt it to make it work for your students and your teaching style?

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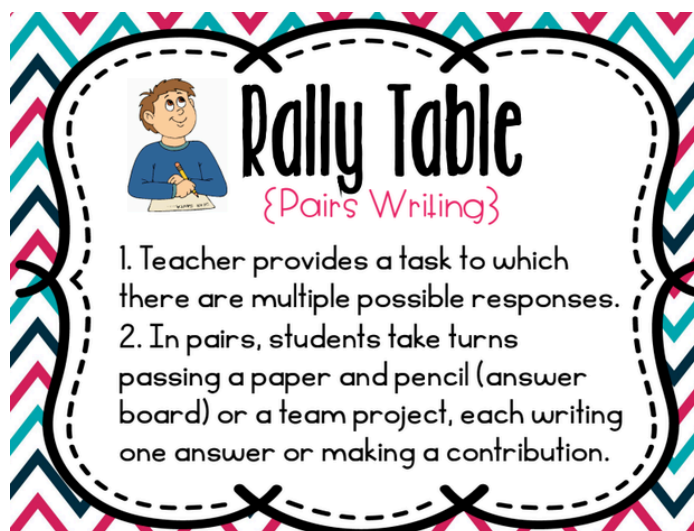
Strategy #5: Rally Table

How Might I Use This? Use this instead of asking a question and calling on one student to answer the question.

Teacher Instructions:

- Present a question/task with multiple answers/ideas.
- Instruct students to write down 1 response and pass the paper to the next person at the table.
- Instruct students to continue passing and writing down responses until the timer goes off. (1-5 minutes)
- Following Rally Table, ask a sampling of tables to report out to the whole class, do a gallery walk, have groups trade papers, etc.

Student Instructions (Visual or Projected):



How might you use Rally Table or how might you adapt it to make it work for your students and your teaching style?

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Strategy #6: Rally Coach

How Might I Use This? Use this with some kind of written worksheet or instead of a worksheet with questions posed on the board. (*Great for math problems!*)

Teacher Instructions:

- Present a worksheet or list of questions on the board.
- In pairs, instruct 1 student to solve a problem while the other student coaches. Then instruct pairs to switch roles.
- Following Rally Coach, go over answers and/or discuss student misconceptions.

Tip: Do a bit of pre-teaching on what “coaching” looks and sounds like.

Student Instructions (Visual or Projected):



How might you use Rally Coach or how might you adapt it to make it work for your students and your teaching style?

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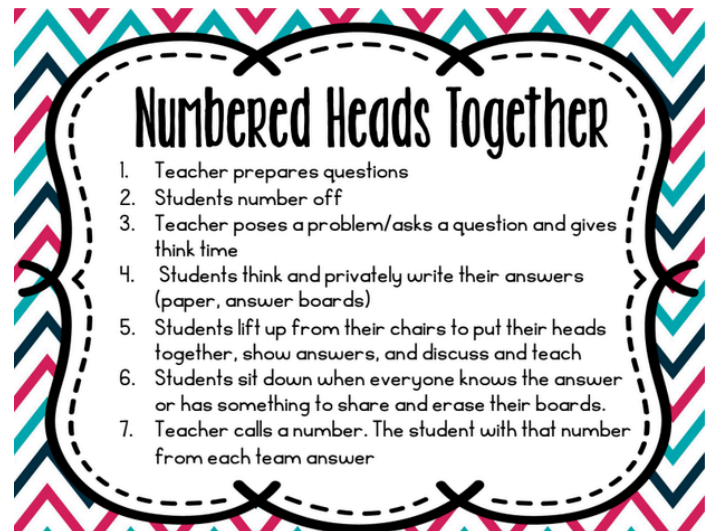
Strategy #7: Numbered Heads Together

How Might I Use This? You might use this instead of just asking students to complete a worksheet on their own or reviewing for a quiz.

Teacher Instructions:

- Prepare questions ahead of time.
- Number students off or use the desk numbers (1-4).
- Give students a set amount of time to write down their answers on paper, whiteboards, or a device.
- For a set amount of time, instruct students to STAND and “put their heads together” to share answers, to discuss, and to teach one another.
- When the timer goes off, instruct students to SIT. Teacher will pick a number. The students with that number will share their answer. (*Example: All of the 2s from each table group will share.*)
- Repeat strategy with another question.

Student Instructions (Visual or Projected):



How might you use Numbered Heads Together or how might you adapt it to make it work for your students and your teaching style?

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Strategy #8: Quiz-Quiz-Trade

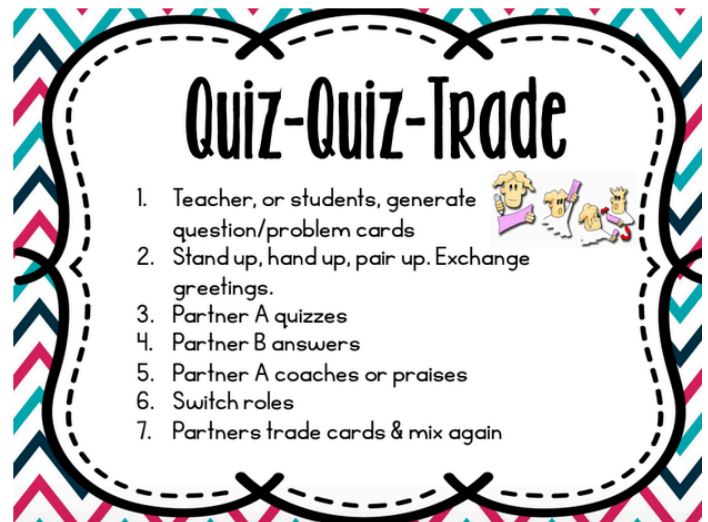
How Might I Use This? Use this structure to review the material you taught or to prepare for a quiz.

Teacher Instructions:

- Prepare question/problem cards (Teacher OR Student generated)
- Instruct students to SUHUPU.
- Instruct Partner A to quiz Partner B. Partner A should coach and praise Partner B.
- Instruct students to switch roles when Partner B is done answering all of the questions.
- Teacher should set a timer. (3-5 minutes)
- If there are multiple sets of cards, teacher can have groups trade cards and repeat.

Tip: Cards will need to be created ahead of time if teacher generated.

Student Instructions (Visual or Projected):



How might you use Quiz-Quiz-Trade or how might you adapt it to make it work for your students and your teaching style?

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Strategy #9: Talking Chips

How Might I Use This? Use this structure during or after a short lecture to allow students to process their learning and to be sure that all students have a voice at their table in the discussion.

Teacher Instructions:

- Give 2 chips or post-it note papers to each student.
- Provide discussion topic and think time.
- Instruct any student to begin the discussion by placing a chip in the center of the table.
- Tell students that the discussion will continue until the timer goes off.
- Instruct students that after everyone has used their 2 chips, they should recollect their chips and continue discussing.

Student Instructions (Visual or Projected):



Talking Chips

1. Teams have chips (two per person)
2. Teacher provides a discussion topic and provides think time.
3. Any student begins the discussion, placing one of his/her chips in the center of the table.
4. Any student with a chip continues discussing, using his/her chip.
5. When all chips are used, teammates each collect their own chips and continue the discussion using their talking chips. Teams are never finished (until teacher says/timer).

How might you use Talking Chips or how might you adapt it to make it work for your students and your teaching style?

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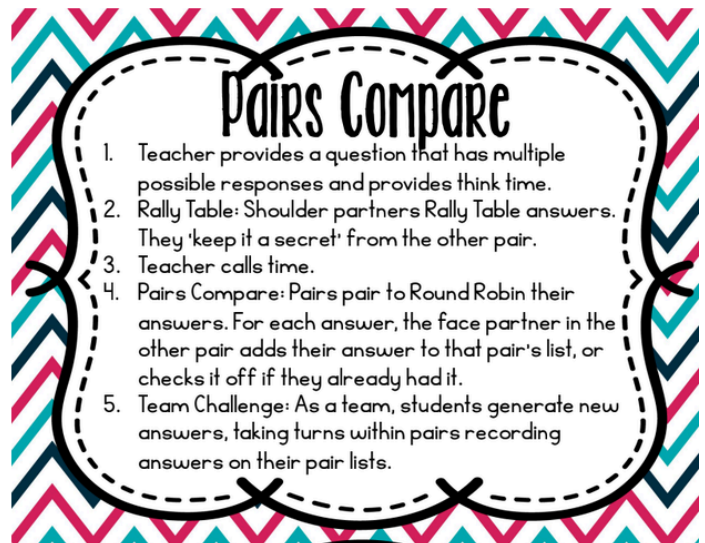
Strategy #10: Pairs Compare

How Might I Use This? This structure is helpful to check responses, review material, prepare for a quiz, and generate multiple responses.

Teacher Instructions:

- Provide a question that has multiple responses.
- For a set amount of time, instruct shoulder partners to *Rally Table* (go back and forth) writing down answers. Remind students that they are keeping their answers from the other set of partners at their table group.
- For a set amount of time, instruct the *Pairs to Compare* using *Round Robin* (students share answers by going around the table "circle.").
- Instruct pairs to add to their list and check off answers they already have.
- If students finish before the timer goes off, instruct students to work as a large group to add additional answers.

Student Instructions (Visual or Projected):



How might you use Pairs Compare or how might you adapt it to make it work for your students and your teaching style?

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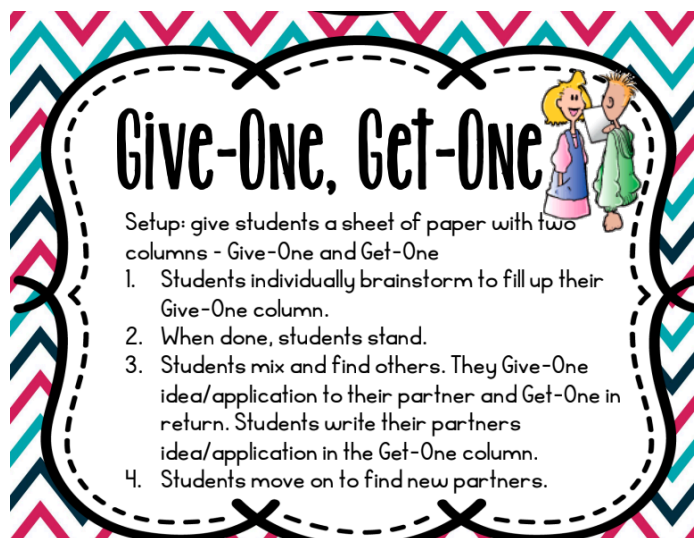
Strategy #11: Give-One, Get-One

How Might I Use This? Use this structure to generate and share ideas between classmates.

Teacher Instructions:

- Students divide a piece of paper into two columns (Give-One and Get-One)
- Students individually brainstorm in the Give One column.
- At the teacher's signal, students stand and interact with each other to share one idea from their Give-One column, and to get an idea from the other person's Get-One to write down on their paper.
- After they get one idea, they move on to another student.
- Time stops at the teacher's signal and students return to their seat.

Student Instructions (Visual or Projected):



How might you use Give-One, Get-One or how might you adapt it to make it work for your students and your teaching style?

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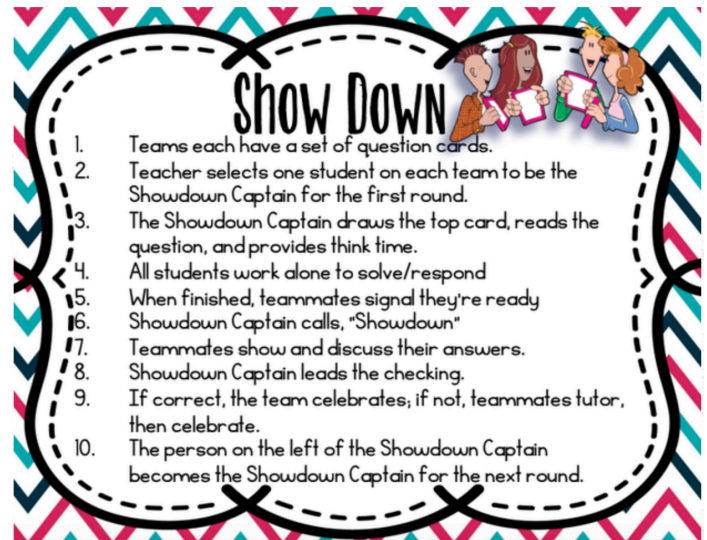
Strategy #12: Show Down

How Might I Use This? Use this structure to review the material you taught or to prepare for a quiz.

Teacher Instructions:

- Prepare sets of question cards with answers.
- Put students in groups/use table groups.
- Select a "Showdown Captain" for the 1st round. (The captain draws the top card, reads the question, and provides think time.)
- Instruct all students to work independently on the card and signal when finished.
- Instruct the captain to then call, "Showdown."
- Instruct students to show and discuss their answers. The Showdown Captain leads the checking and everyone provides tutoring if needed.
- Groups then move on to the next question, and the Showdown Captain becomes the person to the left.

Student Instructions (Visual or Projected):



How might you use Show Down or how might you adapt it to make it work for your students and your teaching style?

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Table Numbers Resource

How Might I Use This? Use one of these sets of table numbers (1-4) to label your table groups of 4.

Blue & Pink Table Numbers

Link: <https://bit.ly/3PcKMEz>



Green Table Numbers

Link: <https://bit.ly/3JIWZzr>

