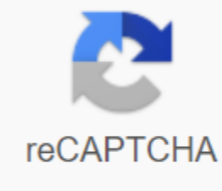




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Stand up hand up pair up

Questions or discussion about Kagan theory, research, or the implementation of Kagan in your class. proffrancais Posts: 1 Joined: Wed 18 Sep 2019 4:55 Post by proffrancais » Wed 18 Sep 2019 16:10 Hello, I am trying to find out the difference in these two structures. I went to the five day beginner in Florence this summer and I'm sure I was shown both, but now they seem exactly identical to me, and I tried to explain some structures to a friend, and she thought I was doing the same thing twice and I feel like I'm thanking Rickduvall Posts: 39 Joined: Fri, November 22, 2013 8:41 Am Post by rickduvall » Thu 19 Sep 2019 9:13 Am Awesome question! It is easy to get these structures confused in the sense that both structures are classbuilding structures. Thusly, in both structures, students stand, mixing around the room, and interacting positively with another classmate who is not a table teammate. StandUp-HandUp-PairUp is the easiest classbuilding structure to perform, and the one I would probably use 90% of the time. The main purpose of using this structure is when you just want students to work briefly with any partner. Students get up quickly, raise a hand and pair them with the nearest hand they see who is not a table mate. Mix-Pair-Share is used when you see that your students really need energy, so you've had them mixed (usually to music) for a while until you call Pair. They then raise a hand and pair up with the nearest person to them at that time who is not a table teammate. The biggest difference is that students quickly find a partner (not music) in StandUp-HandUp-PairUp, while mixing a little more before pairing them in a Mix-Pair-Share. I hope this becomes clear. Happy Sunday, friends! Tonight I want to share with you one of my favorite Kagan structures – Stand Up, Hand Up, Pair Up (SU, HU, PU). Kagan Structures are all about cooperative learning - not teamwork - with frequent modeling, celebrations, community building, and brain breaks... Sounds fun, right? Kagan structures hold every student accountable and eliminate 'pigs' and 'logs' in the learning process (Kagan's words ... not mine). In preparation for SU, HU, PU, I write 12 different matches on half-index cards. If you really feel like it, you can always type them... but handwritten cards also work well. In terms of maps, phonics skills and grammar skills work really well (synonyms, antonyms, past/present tense verbs, plural nouns, possessive nouns) just like some mathematical concepts (making 10, making 20, words/definitions). For every round, we look at the expectations. When I first su, hu, pu, And we practice. A lot. This game can go one of two ways – a fun and interactive way to practice a skill or a ridiculous free-for-all. So, practice - a lot. (You fast the poster here.) This is a great time those important social skills of the 1st class. Greet a friend, give a friendly high-five, make eye contact, listen and take turns. While students are at work to find their partner, I circle the room to make sure friends follow our guidelines. When I see that something has gone wrong, I immediately stop the class to judge and practice. The most common mistake? Students waiting for their best friend to need a partner. We spend a lot of time talking about how to work with the 1st person you see with their hand up. We will talk about our feelings, role play, and practice wrong ... so we can empathize with someone we leave behind! After my friends have become partners several times, they will eventually find their match (the whole matching process normally takes 3rd minutes). Once friends have found their match, they meet on the carpet EEKK style (elbow to elbow, knee to knee) and practice using the word of their partner in a full sentence. When all our friends have found their couple and are sitting on the carpet, the partners present their words and phrases to the class. We always speak to our friends (not the teacher) and give each couple a Kagan cheer for sharing. As students share their ideas, I record the competitions on our whiteboard, creating a visual for the rest of us reading/numeracy. The whole process (revising expectations, mixing, collaborating, sharing) usually takes 15 minutes. If you ever have the chance to attend a Kagan workout, do it! They are so interactive and hands-on, and you leave with dozens of ideas that implement you in the right way. To read about other ways I use cooperative learning, check out these posts (general Kagan post and brain spills). If you use Kagan in your classroom, what are your favorite structures? What is your favorite skill to judge with SU, HU, PU? I'd love to hear your ideas! Need a quick way for students to find a range of partners on the fly and with ease? The Kagan Stand Up, Hand Up, Pair Up strategy is exactly what you were looking for! Step one: get up! First step? Easily! All students get up! Step two: Hand Up! Is everyone standing? Large! Put a hand up in the air-straight elbows now! We want to make sure everyone can see your hand! Having your hand in the air is your signal to the world that you need a partner. Step three: Pair Up! Look around you. Look for someone else who has their hand up in the air. Walk up to them, and give them a high five (or an elbow bump, if you're worried about germs)! Once you're high fived, you're PAIRed UP! You're partners now. Complete the task your teacher (even something simple, like saying Good Morning! to each other, or more involved in a Quiz Quiz Trade activity). All set? The task is done, and you need a new partner! Say adiós, partner, and you both put hands back in the air. Again, your hand up in the air signals to the world that you are on the hunt for a new partner! Look for someone else with their hand up, and high five them to get a new partner and repeat the task. Why you'll love Stand Up Hand Up Pair Up I know you'll love this strategy like me. Here are my two big reasons why: Reason #1: You don't have to organize rows or circles or establish a rotation. It's completely free-form! No organization or planning required. Reason #2: Everyone is busy, all the time. Once a couple is done with their task, they find new partners and repeat the task. All students who have finished the task are pairing to start over. Management tips I like to assign one task to the whole class. Depending on how long I expect the task to take to complete, I may have the expectation that students have to repeat the task with as few as five classmates or as many as ten. Here's the trick-don't wait for all students to complete all their reps. Once the first five or so students have reported back to you, letting you know they are ready, call time! Stop everyone and let everyone return to their seat (or go to the next activity). This keeps the pace of the class and keeps students from sitting idle. If-for whatever reason-I want all students to complete a certain number of repetitions of the activity, I make sure I have Fast Finisher activities ready to go. To encourage everyone to keep working, I usually use the Hole Punch Police. More information Kagan structures Kagan Cooperative Learning Strategies have been a big part of my career as a language teacher. My methods professor loved them, and my district coordinator at ASD ran a Kagan Course and brought in certified trainers for multi-day workshops. If you are looking for ways to give your students low-anxiety output opportunities, I recommend learning more about Kagan strategies through their online and print resources. If you are a department coordinator, consider bringing a representative to your school or organization! Remember: input precedes output I love Kagan strategies for the opportunity they offer my students to get up and move and interact positively with each other. However, I constantly have to remind myself what I know about language acquisition: INPUT precedes output. When I plan to use a Kagan structure, here are some reflective questions I'm considering before I implement: What input have my students received to support their success in this activity? What input can my students bring in during this activity? How do I change this activity to enter to be? What steps can I take to ensure that my students remain comfortable during this activity? How do I keep output limited (short)? How can I support accurate output (e.g. criminal frameworks)? How How I follow this activity with more input? Steps Ask a question and provide thinking time. Cue the students to stand up, hand up and pair up using a hand signal or a word like go. Students stand up and hold a hand high in the air until they find the nearest partner. Students do a high five and put their hands down. (Students can form a group of 3 if necessary.) Repeats the question if necessary. Partners share their answers and discuss their answers. The teacher randomly calls groups to share their answers. Tips for movement in the classroom model good behavior. Be consistent and uphold your rules and expectations. If movement goes wrong, reteach/rehearse (Gentle Redo). Use waiting time before students are called for movement. Consider making students' thinking visible with a Quick Write.Use motion to practice or view contentVideo Stand Up, Hand Up, Pair UpVideo Stand Up, Hand Up, Pair Up Middle School This easily customized activity can be used to help a class activate its shared foreknowledge in an engaging, cooperative, and non-decaying environment. Identify the questions students should consider. Consider which questions or short tasks best help students to activate their relevant background knowledge and connect them to expected new learning. Many mathematical goals require students to remember and can apply early skills or insights, and Stand Up, Hand Up, Pair Up can be an active way to remind students and reactivate these skills. For example, students often forget (conceptually and algorithmically) how to add fractures as opposed to denominators, but this skill is needed throughout algebra and geometry. Identifying a few key questions to activate inside information using Stand Up, Hand Up, Pair Up can help advance a lesson that makes this fractional skill progress smoother. Smoothly.

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