

# Kagan Cooperative Learning Structures *for engagement!*

Kagan  
KCL-ESC

Make teaching and learning more fun and successful with Kagan Structures for Engagement! This SmartCard includes 27 illustrated Kagan Structures to make cooperative learning a success in your classroom.

## AllWrite RoundRobin

In teams, students take turns responding orally. All students write each response on their own paper.



## Carousel Feedback

Teams rotate from project to project to provide feedback to other teams on a feedback form.

## Fan-N-Pick

Teammates play a card game to respond to questions. Each teammate has a role that rotates with each new question:

- Student 1: Fans the cards
- Student 2: Picks and reads
- Student 3: Answers
- Student 4: Tutors or praises



## Find Someone Who

Students mix about the room finding others who help them learn content or skills, or who have certain characteristics.

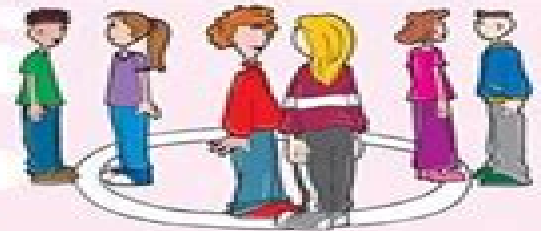


## Find-the-Fiction



In teams, each student writes three statements: Two true, one false. Students take turns sharing their statements. Teammates try to identify the fictitious statement.

## Inside-Outside Circle



In concentric circles, students rotate to face new partners and then answer or discuss teacher questions.

# Kagan Cooperative Learning People Hunt

**Roland Case, Penney Clark**



## **Kagan Cooperative Learning People Hunt:**

**Cooperative learning and second language teaching** Steven G. McCafferty, 2006      Cooperative Learning Spencer Kagan, Miguel Kagan, 1994 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 k p e i s t      *Introduction to Cooperative Learning Structures* Spencer Kagan, Laurie Kagan, 1997      *Second Language Learning Through Cooperative Learning* Julie High, 1993 Introduction Foundations language learning through cooperative learning Structures Social roles Getting to know you Making words mine Guided grammar experiences Writing skills Lesson designs References resources      Co-op Lesson Designs Spencer Kagan, 1992-08      **Differentiated Instructional Strategies** Gayle H. Gregory, Carolyn Chapman, 2013 Your favorite differentiated instruction text just got better If you're in need of a single resource to put differentiated instruction immediately into practice then follow the lead of 100 000 teachers and look to Gregory and Chapman's ground breaking text Across two editions the book has remained unmatched in its simplicity and practicality The same is just as true with this new edition But with new strategies updates throughout a Common Core lesson planning template and a larger format the third edition is an even richer resource Why has Differentiated Instructional Strategies remained such a classroom favorite Its deep research base coupled with immediately useable examples Its start to finish six step process beginning with establishing a classroom climate then getting to know students Its emphasis on formative assessment before during and after learning Its many instructional strategies for using the data gathered Its many models for planning effective differentiated lessons supported by 70 templates tools and questionnaires Whether you're a first time user or longtime fan you'll find everything you need to create a truly brain friendly differentiated classroom      Serious Fun Carolyn Hirst-Loucks, Kim Loucks, 2013-11-07 Discover how to improve student engagement foster collaboration and boost achievement with the power of fun This book provides dozens of instructional strategies that can be implemented immediately into any classroom to increase student motivation and foster love of learning Backed up with brain based research you can use these techniques activities and resources for priming students to learn at the beginning of class promoting higher level thinking and creativity helping students master critical concepts and skills without stress class building and team building Strategies are supplemented with content specific examples and sample lesson plans Learn how to make your classroom a seriously fun place to learn      Teaching Elementary Social Studies James A. Duplass, 2003-06 Interactive textbook designed as a combination textbook and workbook      Teaching Students in Inclusive Settings Dianne F. Bradley, Margaret E. King-Sears, Diane M. Tessier-Switlick, 1997 This book provides information for teachers to use when including students with disabilities in general education schools and classrooms This book provides theory with a lot of practical how to information focuses on methods for students with mild moderate and severe disabilities at all grade levels and contains examples that are based on real life applications of how educators from all disciplines have used these methods

**Practical Ideas for Teaching Writing as a Process at the Elementary School and Middle School Levels** Carol

Booth Olson,1996     The Canadian Anthology of Social Studies Roland Case, Penney Clark,1999     *Designs for Cooperative Interactions* Robin Fogarty,1993-06 Educators are moving toward models of instruction that contain a myriad of interaction patterns among teachers and students This shift from didactic teaching models to intensely involving designs is difficult for teachers but is made easier if seen as a gradual change This book provides an overview of 12 cooperative interaction designs for the classroom that involve high content in standard disciplines such as the sciences the humanities and the arts high support which cites the expectations for cooperative interaction and high challenge which dictates the need for meaningful and thoughtful learner activities An introduction provides an overview of the 12 cooperative interaction designs and suggests ways to use this book The second section describes the 12 models 1 lecture rhetorical questioning teacher talk 2 signals direct questioning surveying 3 turn to your partner and TTYPA 4 paired partners think aloud 5 dyads think pair share 6 triads observer feedback 7 tell retell 2 4 8 8 cooperative learning groups 9 traveling clusters people search 10 forced response wraparound 11 total group response human graph and 12 group investigation jigsaw A Quick Reference of Cooperative Interactions is included The book s Afterword describes the new school lecture and a bibliography of 31 items divided under headings that mirror the 12 models concludes the guide DR     **Teaching Students with Moderate to Severe Disabilities** Lee B. Hamill, Caroline T. Everington,2002 This book educates teachers on how to incorporate applied curriculum strategies into their classrooms so ALL students can participate A unique aspect is its ability to balance inclusive practice with practical functional instruction and materials It provides many actual examples of teaching skills in an applied setting These scenarios combined with mini case studies games and learning activities offer a keen understanding of how to work with those who have moderate to severe disabilities A three part organization covers foundations of curriculum implementation of the curriculum and instructional environments For future preschool elementary and secondary level teachers of students with moderate to severe disabilities     **Content Area Literacy** Anthony V. Manzo, Ula C. Manzo, Matthew M. Thomas,2005 Promote comprehension Help students read to learn not just learn to read The Fourth Edition of this well respected text introduces teachers to be and practicing teachers to the reasons for and means of promoting basic and higher order literacy across the disciplines The authors discuss content area literacy in the context of promoting reading and thinking as an integrated part of specific subject instruction Throughout the text engages teachers in thinking critically constructively practically and professionally about the art and science of teaching and literacy development Now updated and revised this Fourth Edition features increased attention to the needs of ESL ELL students updated coverage on the role of technology in content area learning and new material on emergent content area literacy Highlights Coverage that spans specific subject instruction to school wide content area literacy programming Methods for pre reading silent reading and post reading skills helping students into through and beyond their reading and learning assignments Instruction on validated means of improving reading comprehension in accord with the scientifically based reading research called for by No Child Left Behind

and the National Institute for Literacy Intelligent engaging and intellectually robust discussions of important educational and professional issues Practical and user friendly teaching methods Curriculum Planning Forrest W. Parkay,1993 The seventh edition of Curriculum Planning is a collection of readings that presents the knowledge skills and alternative strategies needed by curriculum planners and teachers at all levels of education from early childhood through adulthood The book offers a variety of learning experiences for students with wide ranging interests learning styles and backgrounds Made up of ten chapters the first six emphasize the development of knowledge and skills in the four bases of the curriculum social forces human development learning and knowledge and cognition The last four chapters emphasize the application of curriculum planning skills for educational programs for children early middle and late adolescents and adult and senior learners At all levels current issues innovations and trends are examined from both theoretical and practical viewpoints

**Professional Issues in Learning Disabilities** William N. Bender,1999 Choosing Democracy Duane E. Campbell,2000 This text is appropriate for any course in Multicultural Education or Multicultural Curriculum This book takes a strong social reconstructionist approach in advocating democratic school reform It focuses on empowerment and provides detailed descriptions of teaching strategies to achieve it Based on the experiences of hundreds of future teachers in multicultural education courses this text offers concrete teaching alternatives that can be used in the classroom to respond to the issues of racism sexism gender and class bias NEW Emphasizes democratic as opposed to arbitrary forms of management in the significantly revised chapter titled Democracy and Classroom Management Students are guided to develop their management systems based upon democratic theory NEW Features seven contributors to the text Brings increased diversity to the topics of race relations gender language acquisition standards as a strategy for reform and the analysis of school reform efforts NEW Updates economic data Reflects the issues of international economic competition NEW Adds new biographies and related activities Encourages students to write their own lessons using critic **Educational Psychology** Thomas Fetsco,John McClure,2005 I applaud the vision the authors had in synthesizing this information in a way that makes the reader more confident in their application of these theories and principles to their own classrooms The authors have wonderfully succeeded in their attempt to integrate this material in a manner quite different from other texts I ve read or reviewed Jim Persinger Emporia State University Any textbook that overemphasizes theory neglects the real world any textbook that overemphasizes practice neglects the underlying foundation of theory This book strikes a careful balance between theory and practice by explicitly linking the two Gregory Cutler Bay de Noc Community College By far this is the best educational psychology text I have read because it integrates and applies major learning theories to many of the daily issues future teachers will face Krista Robertson Rhode Island College I see this textbook as well written informative clearly and logically organized and a very useful component for a course in Educational Psychology I like it Raymond E Webster East Carolina University The authors have done an excellent job in producing an easy to follow format and style Paula Holmes

Miller Crichton College The authors writing style and presentation level are clear and easy to read along with tables figures concept maps and other visual aids Yuliang Liu Ph D Southern Illinois University The text is well written and some very difficult topics such as Attribution Theory and Constructivism to name just two are easy to understand when compared to similar books I think this is some of the clearest writing I have read in a long time Michael P Verdi California State University San Bernadino I really enjoyed reading this text and I found its comprehensive nature to be a strength Linda W Morse Mississippi State University The authors writing style is clear simple and direct It speaks directly to the reader the examples are concrete and related to education John Isch Martin Luther College      **The Q-matrix** Chuck Wiederhold,1995  
Cooperative learning lesson to develop new patterns of thinking in students      A Part to Play Nancy Beatrice Graves,1990

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