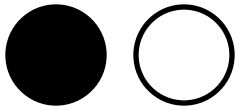




# PAIRS

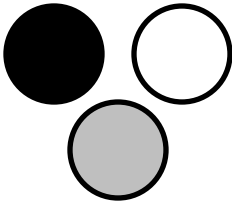


Students often work in pairs when immersed in skill builder activities. Learn more about Skill Builders at: <http://bcove.me/5rvbw46j>

Grouping Idea	How to do it
Buddy Clock	Start by having students create a clock where they must get 12 different signatures (one for each hour) from classmates. In order to get a signature on their clock, the person signing must also have an opening at the same hour being asked to sign for. When wanting to pair up, the teacher asks students to sit with their __:00 appointment. Map locations could be substituted for hours to make travel buddies. See page 5 of this link: <a href="http://blog.teachtci.com/starting-the-school-year-right-lesson-b">http://blog.teachtci.com/starting-the-school-year-right-lesson-b</a> for a copy of this activity.
Acted Charades	Pass out a descriptions of an animal, object, or famous person (that everyone would know). Make sure there is an even number of duplicates made and passed out. Tell students they must not talk, but use charades with each other, trying to group themselves with people they believe are just like them. Set a time limit of 3-5 minutes.
Famous Pairs	Students are grouped by famous pairs. Create an index card with one half of a famous pair that reads like, "Tom & _____" and create another index card for "____ & Jerry." Using this same pattern, create enough famous pairs to pass out to your class and allow them to find their match.
Content Match	Create cards for each content vocabulary term students will encounter in the lesson. Create cards for a simple visual or symbol that describes what the term means on another set of cards. Have students circulate and find their match. This is a great way to front-load vocabulary for lessons.



# TRIADS

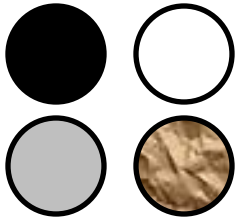


Students often work in triads when immersed in response group activities. Learn more about Response Groups at: <http://bcove.me/bj4ruta6>

Grouping Idea	How to do it
Monopoly	Pass out to each student a property taken from the Monopoly board game (making sure that it is one of the properties that comes in threes). Have the students find people who have the same color property.
Pop cycle Sticks	As students enter class, have them pick a pop cycle stick that you have colored the tip of. Put colored tips down so they can't see which color they are choosing. Once they get a stick, tell the students they must find two other people who have different colors than them. A triad must have three different colors.
Shapes	Place a basket of construction paper in a variety of shapes and colors for the students to draw from as they enter the class. As they pick up one, you decide if students will be best arranged by the color or shape their paper possesses.
Post Cards	Give the students a picture of a post card (front). Get enough destination cards that you have three of each location. Have groups quickly find their matches and challenge the students to discuss what they would do there first if they went to that location together. The first part of this activity groups them quickly and the second part is a nice team builder.



QUADS



Students often work in quads when immersed in problem solving group activities. Learn more about Problem Solving Groups at: <http://bcove.me/9ih5wz9n>

Grouping Idea	How to do it
Picture This	Make photocopies of pictures that will be central to the unit of study. Cut the picture into four pieces (or more if you need groups more than four). Students must quickly find a match to their puzzle piece. As a team builder, have students, once grouped, try to explain what the image represents.
Suited Up	Have students draw a playing card upon entering class. Group the students based on the numbers or the suit of the card. If you are assigning specific roles to students you might consider having face cards represent specific roles. For example, the Queen might be the Discussion Director for each group while the King might be the Vocabulary Master.
Multiple Intelligence Quads	At the beginning of the year, give the students a Multiple Intelligence survey. (See this link for an online copy: <a href="https://docs.google.com/spreadsheets/ccc?key=oAlOtFmtGfMMBdFVobmFnYzMTz1NtcXkxVGVnaFE2LXc&amp;hl=en_US#gid=0">https://docs.google.com/spreadsheets/ccc?key=oAlOtFmtGfMMBdFVobmFnYzMTz1NtcXkxVGVnaFE2LXc&amp;hl=en_US#gid=0</a> .) Record the dominant learning style for each student. Using this information, group the students so that each group is diverse in learning styles and roles that are assigned are well-suited for student's strengths. For example, ideally you would like to have someone in the group to be linguistic, someone who is visual, someone who is interpersonal, and someone who is logical.
Famous Fours	This idea works for up to seven groups of four. Give two people the clue and two people the answer randomly on pieces of paper. Allow the students 1 minute to find a pair matching their card exactly and a pair of other students that answer the clue to the card. Clue One: Marvel Comic Heros; Answer: Fantastic Four. Clue Two: Quote; Answer: "Our Four and No More!" Clue Three: 60's Band; Answer: The Four Tops. Clue Four: Four Score and Seven; Answer: 87. Clue Five: Golf Saying for "Heads Up!"; Answer: "Fore!" Clue Six: It's famous on muscle cars; Answer: Four on the Floor. Clue Seven: Family or Kid's Game; Answer: Connect Four