

Corners - Time-Pair-Share - Human Graph

Instructions:

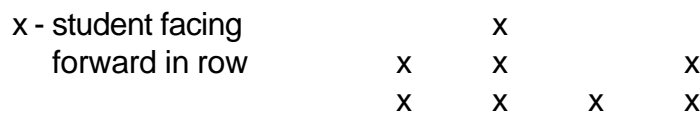
1. **CORNERS:** Teacher places pictures of four different words or pictures - one in each corner of the classroom. Students pick one of the four as their favorite. Students go to the corner where their favorite word/picture is posted.
2. Students pair with one other person. Do TIMED-PAIR SHARE:
 - A. Establish A-B
 - B. A talks for one minute while B listens (B may not talk nor comment) - Why did you choose this _____ as your favorite? When A finishes, instruct B to say - "Thank you for sharing."
 - C. Reverse roles - when B finishes, instruct A to say, "I enjoyed listening to you."

[Forty years ago the classroom make up was predominantly John Boy Waltons; today the classroom may be composed primarily of Bart Simpsons; have to socialize them! Teach them to say "thank you." Thirty (30)% of students today are from single parent homes - little time w/ their children; very mobile - long way from grandparents.]

3. **THREE-STEP INTERVIEW:** One pair joins another in the same corner. A in one pair introduces partner to the other two, and shares what B told him/her about why s/he made the particular choice s/he made. A in the other pair does the same (introduction and sharing). Then B, in the first pair, shares and finally B in the second team.
4. Teacher calls on the people in one of the corners to share the various reasons members of the group had given for his/her selection - students are individually asked to share reasons given by someone else in their group (partner or another pair).
5. **RALLY ROBIN** w/ your original partner - What reasons were just given? Name all the ones you can remember.

[Excellent strategy to help stretch students who are not highly auditory.]

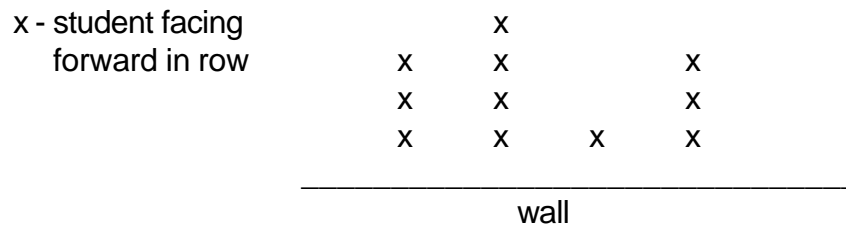
6. **HUMAN GRAPHING - Bar Graphs:** Have one student in each group hold that group's word/picture and the others in that group form a line behind the person holding the word/picture. The last person in line will have his/her back against the wall; the other group members will line up one-by-one, facing away from the wall, with the person in the front of the line holding the word/picture. Have the other groups form lines in the same manner along the same wall. See diagram for a graphic representation of the formation of lines.



wall

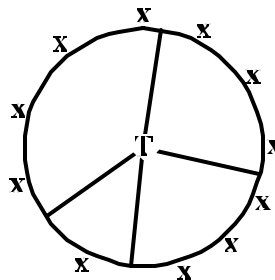
Explain that the class has created a bar graph that expresses students' preferences. Point out that a graph is a picture that represents facts.

7. *HUMAN GRAPHING - Line Graph:* Hand the first person in the first row the end of a ball of string or roll of crepe paper. Walking in front of each row, have the first person take hold of the string or paper, ending with the person at the front of the 4th row. Ask the class what graph they have now formed: a line graph. Make sure students understand that the bar graph and line graph both represent the same information.



8. *HUMAN GRAPHING - Pie/Circle Graph:* Have students in each line join hands. Form a circle beginning with the students in the first line. As the teacher marches in a circle the students in each line take the hand of the last person in the line ahead of them. Once all four groups/lines are in the full circle, have students drop their hands. The person holding the word/picture lays is on the floor in the middle of their group such that everyone in the circle can see it. The teacher moves to the center of the circle holding four pieces of string or crepe paper. The first person in each group goes to the teacher and takes the end of one piece of string/paper and then returns to his/her place in the circle. See diagram for visual understanding:

T = Teacher
x = Student



Clarify with class that each of the graphs created represents the same findings; these are merely three different methods to depict that data. A follow up lesson with graphs on paper and/or computer will help reinforce student understanding.