



**Think-Pair-Share** can be used to activate prior knowledge as well as to extend knowledge and formulate predictions. The strategy gives students time to process their thinking. It also gives them an opportunity to check out their thinking with a classmate before they speak to the whole class. Sharing with one student promotes confidence, which fosters thoughtful ideas. Sharing also increases the likelihood of greater student participation.

The Think-Pair-Share strategy has three distinct phases. These include:

**THINK** During this phase students activate prior knowledge. This is generally done through brainstorming. The prior knowledge may be used to make predictions or to set the purpose for later reading. Generating prior knowledge will also enable students to read more quickly and with greater comprehension.

**PAIR** During this phase each student is paired with a classmate. The two share their ideas with one another and make a list reflecting their thinking. The list should not contain duplicate ideas.

**SHARE** Finally, the pair share their ideas with the whole class. You may want to record the ideas on the chalkboard or on flip chart paper. Do not list duplicate ideas. After each pair has shared its list, use the class list to set the purpose for their reading.

# Think - Pair - Share

**To Teach** the Think-Pair-Share strategy, make a transparency of Graphic Organizer 5. Instead of a transparency, you may write the steps in the strategy on flip chart paper. Then go over the steps in the left box as you point out each step—one phase at a time.

1. Introduce a topic, for example, the settlement of the southern colonies.
- 2-A. Show the first task (**THINK**) on the transparency of Graphic Organizer 5.
- 2-B. Have students make a list of their prior knowledge of the topic. They should record their ideas on a piece of notebook paper. Give students 5-10 minutes to make the list.
- 3-A. Show the second task (**PAIR**) on the transparency.
- 3-B. Ask each student to join with one other student. (You may want to assign pairs.)
- 3-C. Ask each student to share her or his list with her or his partner.
- 3-D. Combine the two lists into one list per pair of students.
- 4-A. Show the third task (**SHARE**) on the transparency.
- 4-B. Have one member of each pair share ideas with the class.
- 4-C. Make a class list of ideas on flip chart paper.

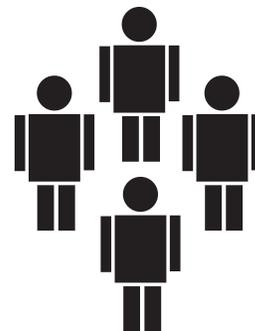
**THINK**



**PAIR**



**SHARE**



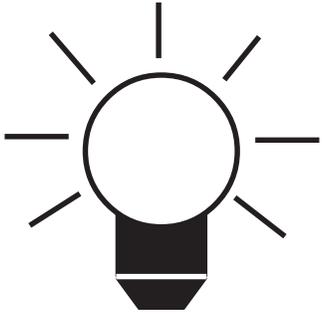
**To apply** the Think-Pair-Share strategy, introduce a topic in the text-book. Have students repeat the process they used in the practice session to activate prior knowledge.

**To extend** the strategy, have students **THINK** by brainstorming prior knowledge of the topic and writing predictions or questions they may be able to answer after reading the passage. Then have them **PAIR** with one other student and **SHARE** with the class. When they have gone through the process, there should be one class list of predictions to establish the purpose for reading the material.

# Graphic Organizer 5

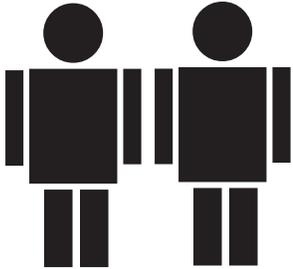
**THINK**

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**PAIR**

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**SHARE**

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