

## BOX 4.14

# Introducing Think-Pair-Share and Think-Write-Pair-Share

### PURPOSE

In a collaborative classroom, you will frequently ask students to work with a partner. Think-Pair-Share and Think-Write-Pair-Share are quick participation structures that can be used over and over to get all students actively engaged and contributing academically and socially to the classroom community.

### PROCEDURE

Think-Pair-Share and Think-Write-Pair-Share proceed from individual thinking to partner exchange to sharing with a small group and/or the whole class.

#### Think or Think-Write

- Ask students to think individually about a prompt.
  - Often it helps to have students quickly write or make notes to capture their ideas.
  - Or ask students review their individual Talking to the Text notes or metacognitive logs before pairing up with another student to talk about them.

#### Pair

- Ask students to take turns sharing their individual thinking with a partner. To begin with, this sharing can be very structured:
  - Tell your partner one thing the first paragraph made you think about.
  - Share one of the Talking to the Text notes you made.
- Monitor pairs as they work to make sure that students are becoming comfortable sharing ideas, confusions, and difficulties and are not merely chatting. You may need to adjust seating to encourage both comfortable and productive peer conversations.
- If students need help learning how to listen to each other, give the listener a focusing task like making a note of the partner's ideas or preparing to share the partner's ideas with the class.

#### Share

- In varied ways, draw partner conversations into a whole class discussion. In the beginning, you may want to call on students to report to the class what they learned from their partner. Later, you may want to foster exchanges by regrouping two pairs into groups of four before bringing students back together for whole class sharing.
- When students are sharing in small groups or with the whole class, it may be essential to give listening students a task to do while others are sharing:
  - Listen for ideas that come up more than once—that probably means they are important.
  - If you hear something repeated, let me know to put a star next to that idea on the poster we're making.
  - Listen for things that are similar and things that are different.
  - Listen for evidence from the text.
  - Listen for historical [or literary, or scientific, or mathematical] thinking.