

THINK-PAIR-SHARE



*Kagan, S. 1992.
Cooperative learning. San
Juan Capistrano, CA:
Kagan Cooperative
Learning.*

Frank Lyman and his associates at the University of Maryland Howard County, MD developed think-Pair-Share. Although simple, it is a strong thinking skill structure requiring each student to think about the topic and then discussing the thinking with another student before sharing with the large group. This cooperative structure promotes peer-peer interaction and lowers the affective filter for Emergent Bilinguals (EBs), since they have an opportunity to “rehearse” their thinking before speaking in front of the class.

PROCEDURES:

1. Pose a question or problem to the students.
2. Ask students to **think** about the question for a specified amount of time.
3. Form **pairs** to discuss the question with a peer. Let them know how much time they will have to discuss.
4. During the **share** time students are called upon to summarize their discussion and answer the question with the whole class.

Variation: ask student A in the pair to share what student B thought. This promotes attentive listening (let them know before hand that this may occur).

Think-Pair-Square

In this variation, after pairs discuss, they share with the pair in their group. This increases individual participation and provides EBs with more opportunities to produce language in a low-affective filter environment.

Think-Square-Share

This is an adaptation of Think-Pair-Square for online instruction. After thinking about the topic, students are assigned to a “chat room” to discuss their thinking. After returning to the whole group, one or more members of the group summarize their discussion. If time allows, all group members should have time to share one thing discussed in their group.