

Think-Pair-Share

Purpose

This protocol ensures that all students simultaneously and collaboratively engage with a text or topic. It allows students to recognize and articulate their own ideas before considering the ideas of others; it also promotes synthesis and the social construction of knowledge.

Materials

- Guiding questions, decided beforehand
- Optional: recording form with questions and answer spaces for students

Procedure

1. Students are given a short and specific time frame (1 to 2 minutes) to independently and briefly process their understanding/opinion of a text selection, discussion question, or topic (this is the “thinking” part of Think-Pair-Share).
2. Students then pair up and share their thinking or writing with a peer for another short and specific time frame (e.g., 1 minute each).
3. Finally, the teacher leads a whole-class sharing of thoughts, often charting the diverse thinking and patterns in student ideas. This helps both students and the teacher assess understanding and clarify ideas.

Variations

- Pair the Think-Pair-Share protocol with a close reading lesson to allow students time and space to collaboratively work on their answers to text-dependent questions.
- Allow students to facilitate the whole-class sharing.

References

Lyman, F. (1981). The responsive classroom discussion: The inclusion of all students. In *Mainstreaming digest*. College Park, MD: University of Maryland College of Education.