

Strategy #38: Think, Pair, Share

Working With a Partner to Negotiate Meaning



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Rationale

- In this activity partners will work together reading a paragraph or story. They will then stop after each section, and collaborate with each other on what they read.
 - Who, what, when, where, how
- When partners cannot answer a question they can return to each other to find the answer in the text.
- Pairing an ELL with a strong English speaker gives both students an opportunity to explore language.
- Good for ELLs for reading and comprehension, but also for encouragement and support from their partner.
- Social interaction

Implementation

Step- by- Step

- 1) Introduce the question words: Who, What, When, Where, How? Explain to students that not all five of the questions need to be answered.
- 2) Model each step of the strategy: As the teacher, show the students the format.
- 3) Model how to work with a partner: Explain to the students that they will be working together to answer the questions.
- 4) Model the modifying of questions: Use a sample paragraph, and explain how the question words can be modified.
 - a) Example- **Who** might be “What information does this paragraph tell you about **who** is doing the action?”

Implementation

- 5) Pair the students: Assign each student a partner, and be careful when pairing. Try to pair ELLs with strong English models to encourage language development.
- 6) Discuss the assignment: After read, pair, share, bring the class back together to discuss the whole process.
- 7) Assess to identify the need for additional instruction or guided practice: During the practice session, write down which students needed more assistance and which ones didn't. That way you can assist them, and prepare for future pairs.

Benefits

- Verbal and Social Interaction
- A perfect way to help ELLs recount orally what they've learned or read.
- Builds receptive skills(reading & listening) and productive skills(speaking and writing).
- Encouragement and Support from a partner.

Weaknesses

- This strategy may not be ideal for a beginner ELL. Teacher must recognize the learning level of his/her students.
 - If an ELL is in the silent stage, then this will be a very uncomfortable activity for them because they will not be willing to communicate with others or will not know how to.
 - May stretch students out of their comfort zone

Disciplines/ Levels

PreK-3 students will:

- Talk about a book they've read or heard
- Listen to another person's ideas about a book

4-8 students will:

- Compare characters in a narrative text
- Discuss the elements of text

9-12 students will:

- Discuss the author's purpose
- Demonstrate understanding of informational text structure

The End