

THINK/PAIR/SHARE
READ/PAIR/SHARE
WRITE/PAIR/SHARE

In this strategy, students individually consider an issue or problem and then discuss their ideas with a partner.

Purpose

Encourage students to think about a question, issue, or reading, and then refine their understanding through discussion with a partner.

Payoff

Students will:

- reflect on subject content.
- deepen understanding of an issue or topic through clarification and rehearsal with a partner.
- develop skills for small-group discussion, such as listening actively, disagreeing respectfully, and rephrasing ideas for clarity.

Tips and Resources

- Use Think/Pair/Share in all subject areas for almost any topic. For example: in Business, discuss ethical business practices; in Math, solve a word problem together to better understand the task; in Science, exchange hypotheses before conducting an experiment.
- Use it to help students with their in-class reading. Ask them to read a chapter, think about the ideas, and then take turns retelling the information to a partner.
- Use it at any point during a lesson, for very brief intervals or in a longer time frame.
- Increase the amount of time devoted to Think/Pair/Share, depending on the complexity of the reading or question being considered. This strategy can be used for relatively simple questions and for ones that require more sophisticated thinking skills, such as hypothesizing or evaluating.
- Take time to ensure that all students understand the stages of the process and what is expected of them.
- Review the skills that students need to participate effectively in Think/Pair/Share, such as good listening, turn-taking, respectful consideration of different points of view, asking for clarification, and rephrasing ideas.
- After students share in pairs, consider switching partners and continuing the exchange of ideas.

- See other strategies, including **Take Five** and **Discussion Web** for ways to build on the Think/Pair/Share strategy.
Teaching Reading in Social Studies, Science, and Math, pp. 266-269.
Beyond Monet, pp. 94, 105.

Further Support

- Some students may benefit from a discussion with the teacher to articulate their ideas before moving on to share with a partner.

What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Have students read a selection or prepare a topic, question, or prompt for a planned Think/Pair/Share activity. <p>OR</p> <ul style="list-style-type: none"> • Choose a “teachable moment” during the class where the process of reflection and shared discussion would bring deeper understanding, and insert a brief Think/Pair/Share activity into the lesson at that point. <p>In either case:</p> <ul style="list-style-type: none"> • Consider the social and academic goals for the Think/Pair/Share activity, and plan for pairing of particular learners that would further those goals. 	<ul style="list-style-type: none"> • Read the chapter or section, if the Think/Pair/Share is based on information and ideas from a reading selection.
<p>During</p> <ul style="list-style-type: none"> • Ask students to spend several minutes thinking about and writing down ideas. • Set clear expectations regarding the focus of thinking and sharing to be done. • Put students in pairs to share and clarify their ideas and understanding. 	<ul style="list-style-type: none"> • Formulate thoughts and ideas, writing them down as necessary to prepare for sharing with a partner. • Practise good active listening skills when working in pairs, using techniques such as paraphrasing what the other has said, asking for clarification, and orally clarifying their own ideas.

<ul style="list-style-type: none"> • Monitor students' dialogue by circulating and listening. 	
<p>After</p> <ul style="list-style-type: none"> • Call upon some pairs to share their learning and ideas with the whole class. • Possibly extend the Think/Pair/Share with a further partner trade, where students swap partners and exchange ideas again. • Consider adding a journal writing activity as a productive follow-up to a Think/Pair/Share activity. 	<ul style="list-style-type: none"> • Pinpoint any information that is still unclear after the pair discussion, and ask the class and teacher for clarification.