

THINK/PAIR/SHARE

Thinking Skill: Verbal sequences

Content Objective: Students will use a flowchart to confirm their understanding of a concept or process.

Step 1: Think through and/or write down your own thoughts before you listen to other people's ideas?

It allows students to reflect on and record their ideas before other comments alter or modify their thoughts.

Step 2: Try out your ideas with a partner before you discuss them in class?

Rehearsing your answer helps you see its strong points more clearly. You clarify ideas so that you can express them better. You have an opportunity to change any part of your answer that seems inappropriate. Listening to how you explain your thoughts helps you clarify them.

Step 3: Listen carefully to a partner's explanation?

You may learn new versions that may allow you to understand the subject differently .

Step 4: Switch roles.

Both individuals gain from this experience and bring capabilities and insights to it.

Step 5: Use the thoughts, resulting from the Think/Pair/Share activity, immediately in class discussion or assignments?

Application confirms the value of the thinking and the effectiveness of the technique. While students are still clear and enthusiastic about their ideas, it is important to put them to practical use.

RESULT: Discussing an idea or process with a partner clarifies or corrects it.

“Brain Compatible? Check It Out!”

- stress = brain downshifts
- M(memory) space = how much the learner works on at a time
- enriched environment = dendrite branching
- content must have relevance for the learner
- brain pays conscious attention to only one thing at a time
- all learning enters through our senses/emotions

THINK/PAIR/SHARE

Directions: Think about the discussion your class just held. The following flowchart shows the steps in the Think/ Pair/Share process used in the discussion. In each box of the diagram, explain how each step was useful in helping you and your partner understand and discuss the issue.

