

Sharing Strategy: Think/Pair/Share

(See Teacher Summary Card, Student Summary Card)

The **Think/Pair/Share strategy** is a common instructional strategy that has uses in many learning contexts. Here, it is adapted for use in helping students more fully understand the learning intention and success criteria for a lesson.

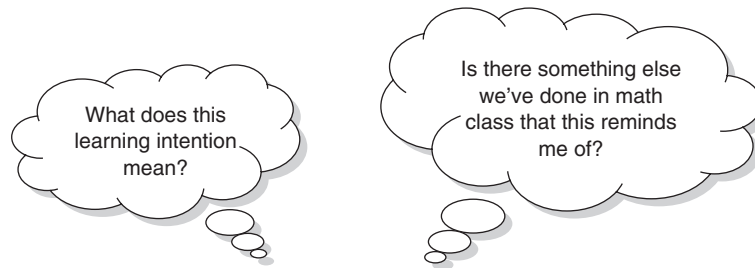
Particular Advantages

- Gives more processing time to students who need it
- Is fairly efficient, time-wise, especially once students get used to seeing and working with the learning intention and success criteria.

How Does the Strategy Work?

1. **Think:** The teacher asks students to silently read the learning intention and success criteria. (Or the teacher may ask students to focus only on the learning intention initially.)

Students are instructed to think about:



2. **Pair:** Students then pair up with a partner to quickly share their thoughts about the two thinking questions.
3. **Share:** The teacher can ask for volunteers or call on several pairs of students to answer the questions.

How Does the Strategy Support Formative Assessment?

Student ownership and involvement

- This strategy ensures that students understand the learning intention and success criteria sufficiently to later evaluate their own learning against them.

Learning intentions and success criteria

- By having students briefly discuss the learning intention and success criteria, this strategy helps students to engage with them enough to understand fully what they mean.

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Eliciting and interpreting evidence

- A teacher can easily get valuable evidence about what students do and do not understand about the learning intention and success criteria.

Environment

- This strategy underscores the message that students are expected to take responsibility to understand the learning intention and success criteria for the lesson.

How Might You Modify the Strategy, and Why?

For students who might need a little more structure in the use of the strategy, a teacher could choose to first discuss together the question “Is there something else we’ve done in math class that this reminds you of?” to help students make the connection to a prior familiar experience. Then, the teacher could follow that with a brief think/pair/share about either the learning intention or the success criteria.

A teacher might also choose to explain the learning intention to clearly establish the focus for the lesson but then use the think/pair/share only on the success criteria.

What Are Some Considerations for Using the Strategy?

Think/Pair/Share is easy to implement, but without clarity about what to discuss together, students can quickly digress into personal conversations. Consider keeping the pair and share time brief and focused. This strategy is meant to be a quick introduction to the learning intention and success criteria, as you can always clarify them throughout the lesson as well.