

- Step 1: Provide a description, explanation, or example of the new term.  
Step 2: Ask students to restate the description, explanation, or example in their own words.  
Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase.  
Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.  
Step 5: Periodically ask students to discuss the terms with one another.  
Step 6: Involve students periodically in games that allow them to play with terms.

## **Name of Strategy: Think-Pair-Share**

### **Marzano Step- 5**

**Description:** *Think-Pair-Share* is designed to have students think about a topic, then pair with another student and share their thoughts. It allows students time to formulate their thoughts and involves all students, not just the few who volunteer or whom the teacher calls on. *Think-Pair-Share* works well in all classes and can be adapted for all levels, beginners to college level. It can easily be implemented in large classes.

Beginning and low-intermediate level English language learners may need to learn and practice the communication skills associated with sharing ideas. These may include language associated with expressing opinions (“I think ...,” “in my opinion...” ) and sharing ideas (“What is your opinion?” “What do you think?” or simply “How about you?”). If pairs report out their ideas, they may need the language needed to speak for a team (“We think ...” or “I think..., but my partner ... thinks...). Students may also need to learn the language used to agree or disagree.

**Materials needed:** paper, whiteboards, but not necessarily needed

### **Procedures/Directions:**

1. Think about how you want to pair up students, either informally, or by pre-assigning pairs within or across proficiency levels. You can also organize the class by numbering students 1 to 4 and asking 1s and 2s and 3s and 4s to work together across tables.
2. Introduce your prompt -- a picture, a situation, a problem, a reading or a PowerPoint -- that you present orally and ask students to respond. Be sure to ask questions that require some thinking and where students are likely to diverge in their answers.
3. Ask students to work individually first, thinking about the answer. Students may write down their answer, but shouldn't always be required to do so.
4. Announce partners and ask students to pair up and share their ideas. Remind students of the social language that makes teamwork go more smoothly.

Finally, call on pairs to share their ideas with the entire class. To help ensure that students listen, ask other students to repeat what's been said and ask if they agree or disagree or would like to add some of their ideas.

**Time: 20 minutes**

**References-** See page 29 of *Building Academic Vocabulary*, Marzano, Robert J and Pickering, Debra J (2005), Alexandria, VA: ASCD publications; or go on Google and type in Think-Pair-Share, there are countless sites for your perusal.