

## Think-Pair-Share-Square

### What is *Think-Pair-Share-Square*?

*Think-Pair-Share-Square* is a communicative strategy that encourages metacognitive reflection, analysis, cross-articulation, and targeted language use within a specific context and content area.

### When do I use *Think-Pair-Share-Square*?

*Think-Pair-Share-Square* is a strategy that can be used either as in “Into”, “Through” and/or a “Beyond” type of literacy strategy\*, which promotes interaction among participants/students and facilitates targeted language use across the content areas through various segments of a content based instructional lesson/unit.

- As an “Into” type of activity:
  - *Think-Pair-Share-Square* can be used to tap into participants/students Prior Knowledge. The facilitator/teacher can spawn this type of interaction by posing a discussion prompt/topic/theme and allowing students to engage in reflective cross-articulation.
  - *Think-Pair-Share-Square* can also be used to build Schemata, particularly if the topic/theme is new to the participants/students. And, so, again, the facilitator/teacher would prompt the interaction among participants/students by posing a guiding question, after having heard a Read Aloud, viewed a snippet of a video or been involved in an engaging brainstorm collaborative group activity.
- As a “Through” type of activity:
  - *Think-Pair-Share-Square* can be used to build reading comprehension as participants/students read through a difficult text (expository/literary) and then turn and talk to their “Buddy” after every two (2) pages or completing a section of an assigned chapter. This type of interaction and cross-articulation helps participants/students to build meaning as they read. It also allows participants/students to ask “clarifying questions”, in case they are not clear on what they have read. If a clarifying question does pop-up in the cross-articulation, participants/students are encouraged to add it to the *Parking Lot for Burning Questions* to ensure it is properly addressed and answered by the facilitator/teacher.
- As a “Beyond” type of activity:
  - *Think-Pair-Share-Square* can be used to lead participants/students into using Higher Order Thinking Skills (H.O.T.S.) after the completion of an entire text or a chapter (literary or expository) to interpret, analyze, compare and contrast events/segments of the text. Again, the proposed questions/ prompts would be provided by the facilitator/teacher to get the participants/students engaged in targeted reflection and cross-articulation.

### How do I implement *Think-Pair-Share-Square* in the classroom?:

1. The teacher poses a question/topic/theme to a whole group of students situated in collaborative group arrangement of 4 or 6.
2. The students first “Think” of the prompt/topic/theme proposed by the facilitator/teacher
3. Then the students select a “Buddy” from their assigned group and provide that individual a reflective thought of the question/topic/theme, while the “Buddy” listens attentively.
4. The “Buddy” responds by sharing his/her reflective thought in the same fashion, while the first “Buddy” listens attentively.
5. Then each of the “Buddies” find a new “Buddy” (within their groups) and they repeat steps 1-4.
6. Finally, the facilitator/teacher ensues into a Whole Group Share, asking “Buddies” to volunteer reflective responses they heard from either of their “Buddies” while they listened attentively.
7. The facilitator/teacher asks the students to use the following language function and form to share their reflective response they heard.
  - a. Language Function: Retelling
  - b. Language Structures/Stems:
    - i. Beginner: My Buddy said...
    - ii. Intermediate: My Buddy shared that...
    - iii. Advanced: My Buddy shared two main points: 1)\_\_\_\_\_ and 2)\_\_\_\_\_
8. The participant/teacher notes responses on a chart paper/white board/smart board/overhead transparency.

Developed & Modified By: Rosa Alcalde Delgado, Ed.M.

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Source: *What’s Different About Teaching Reading to Students Learning English?*; Dorothy Kauffman, Center for Applied Linguistics (2007)

\*The “Into, Through and Beyond” approach is a Reading/Language Arts framework used to build reading comprehension and writing skills across the content areas