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UNIVERSITY OF CALIFORNIA, SAN DIEGO

Think-Pair-Share:
Developing Comprehension and the Classroom Community
Using Higher-Level Thinking in ASL and English

A thesis submitted in partial satisfaction of the
requirements for the degree of Masters of Arts

in

Teaching and Learning: Bilingual Education (ASL- English)

by

Sarah Elisabeth Gordon

Committee in charge:
Tom Humphries, Chair
Bobbie M. Allen
Carol A. Padden

2012

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This thesis of Sarah Elisabeth Gordon is approved and it is acceptable in quality and form for publication on microfilm and electronically:

Chair

University of California, San Diego
2012

DEDICATION

This thesis is dedicated to my students and friends of
Sahajanand Special School
in the beautiful, coastal town of Mtwapa, Kenya,
where I served as a Peace Corps Deaf Education Volunteer.
(2007 – 2009)

Without them, I would not be the teacher I am today.

EPIGRAPH

Tell me and I'll forget,
show me and I may remember,
involve me and I'll **understand**.

- *Chinese Proverb*

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From the bottom of my heart, *thank you*.

ABSTRACT OF THE THESIS

Think-Pair-Share:
Developing Comprehension and the Classroom Community
Using Higher-Level Thinking in ASL and English

by

Sarah Elisabeth Gordon

Master of Arts in Teaching and Learning: Bilingual Education (ASL-English)

University of California, San Diego 2012

Tom Humphries, Chair

A major goal, as a teacher, in a learning environment is to develop the classroom community where students feel safe to learn and share with appropriate social skills without losing valuable time in teaching. Based on *The Responsive Classroom* approach and Bloom's Taxonomy, a responsive, supplementary curriculum centered on partners was designed and implemented based on collaboration and developing higher, critical thinking skills using American Sign Language (ASL) and English. Deaf students gained experience in working with their peers and acquired the linguistic abilities to do so effectively, in both ASL and English.

I. Introduction and Overview of My Project.

When looking back upon school experiences, whether it is elementary or college, adults often remember those teachers who were meaningful or taught them something that stuck. What does that say about those other teachers who are not as effective? Often in those classrooms, students become disengaged from the information being presented and are often miles away. They are certainly not actively and cognitively engaged. Reflecting on social experiences, adults will also react more fondly to those who cared, to those who listened, understood and made them feel worthwhile. For those that went unnoticed, students may feel that they don't belong in school without friends, social guidance, structure or interaction.

This thesis supports the idea of a responsive, supplementary curriculum to an existing content area curricula with the purpose of providing students more explicit, structured opportunities for sharing and learning in the classroom using academic language in both ASL and English. Simultaneously, students will build the much-needed classroom community to develop the foundation for the sense of belonging, the skills of attention, listening, expression and cooperative interaction (Kriete, 1999, 2002). These opportunities for sharing will be within the central structure of Think-Pair-Share.

Think-Pair-Share is a cooperative discussion strategy where the teacher poses an open-ended question or challenge and gives students half to one minute to think about the question (McTighe & Lyman Jr., 1988). (Grosjean, 1992)It gets its name from the three

stages of student action, with emphasis on what students are to be doing at each of those stages.

- 1) **Think.** The teacher provokes students' thinking with a question or prompt or observation. The students should take a few moments just to THINK about the question. This is also known as Wait Time.
- 2) **Pair.** Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.
- 3) **Share.** After students talk in pairs for a few moments, the teacher calls for pairs to SHARE their thinking with the rest of the class.

It is important for any lesson that all children are fully involved with the learning activities if they are to make the most progress. Often, in classrooms, teachers have the typical question-and-answer sessions where students become disengaged. Teachers usually do these kinds of sessions as a quick way of assessing their students, however, it doesn't provide the most accurate assessment when a few students give little feedback. As Kim Marshall wrote about question-and-answer sessions, "... (calling on students who only raise their hands) enhance(s) the self-confidence of already proficient students and minimize(s) class participation and engagement among those who enter with lower proficiency" (Himmele & Himmele, 2011). Think-Pair-Share creates an environment in which all students have the opportunity to think, discuss and express themselves.

Within the supporting structure of Think-Pair-Share, there are four key goals in this supplementary curriculum:

1. *To improve and build on students' social skills and interactions: how they communicate, listen and interact with each other.*
2. *To promote the building of the classroom-community through the increased development of social skills, interactions and awareness.*
3. *To increase students' conceptual knowledge and comprehension through cooperative active learning.*
4. *To foster the development of higher-level thinking skills in analyzing, evaluating and creating answers to questions asked using both ASL and English.*

This curriculum is innovative because it is bilingual in approach, using the time and resources available to the teacher as well as using the students' inquiry process as motivation for learning. Through this curriculum, students will learn social skills, critical thinking, analysis and interpreting skills that can transfer to other academic disciplines including science, English, reading and history. In addition, students will learn the academic language needed to actively engage themselves in their thinking and learning in both ASL and English. Deaf children are, by necessity, bilingual (Grosjean, 1992). They use one language that is most natural to them – American Sign Language – for discussion, sharing thoughts, instruction and conversation. With no written for ASL, students use another language – English – for reading and writing. Consideration of the unique dual linguistic status of deaf children, it is important to understand a bilingual approach to education to provide the richest educational context for deaf learners.

II. **Bilingual and Multicultural Education for Deaf Children.**

The field of deaf education, just like any other fields of education, requires a teacher to be one part detective, one part researcher and one part world-class puzzle master. A detective in sifting the clues children leave, follow the leads, and diligently uncover the facts in order to create the story of their growth and development. A researcher collecting data about what actually works for the child, analyzing information and testing hypotheses. Being a world-class puzzle master in painstakingly fitting together the tiny pieces of some massive, complex jigsaw of the child's experience (Ayers, 1993). Now the question is who exactly are our deaf children?

In our culture, there is a constant battle between the majority and the minority. Often, our mainstream society imposes the majority's beliefs into what's best for deaf children: the aim to fit into the majority hearing society. This results in many variations in competing pedagogical approaches from total communication, auditory-oral to Signed English, to name a few. Deaf children may come from hearing or Deaf family backgrounds. Statistics show that typically 90 percent of Deaf students come from hearing families, and the remaining ten percent have one or two Deaf parents (Mitchell & Karchmer, 2004 as cited in Marschark, Schick & Spencer, 2006). Looking closely to academic achievement, Deaf students of Deaf parents are generally likely to do well comparably to hearing students, and better than deaf students of hearing parents (Singleton & Morgan, 2006). With a large percent of Deaf children born to hearing parents, it is clear that there's linguistic and cultural need in an appropriate academic environment for these students (La Bue, 1995).

Bilingual education provides an opportunity to advance Deaf students towards success. The opportunity to establish foundation in two languages with the support of multicultural education provides a plethora of opportunities for Deaf students. “In every category, the fluent bilinguals scored higher than the other groups: family solidarity and harmony, self-esteem, and educational aspirations” (Crawford, 2004).

The support for the bilingual-multicultural approach for educating Deaf children is broken down into three components: the socio-cultural argument, pedagogical argument and the research-based argument. The socio-cultural argument is one that describes the social and cultural motivations and benefits of the bilingual-multilingual approach. The pedagogical argument discusses the types of teaching and learning strategies that support this approach for Deaf children. The research arguments that cite actual research supporting this approach and how we can apply to the classroom.

Socio-cultural arguments:

Deaf students are often portrayed in a disempowered view by society. As Harlan Lane writes, Deaf people have been portrayed as socially isolated, intellectually weak, behaviorally impulsive, and emotionally immature—all of which makes school psychology, counseling, special education and rehabilitation necessary; the perceived failure of deaf education then makes “medicalization” more attractive (1999). However, this deficit view is not the same view the deaf community holds of itself. Deaf people recognize themselves as a linguistic minority with its own language and culture.

With the use of their own natural language of American Sign Language, almost all deaf people fit the definition of bilinguality (Hamers, 1998). Since deaf people are a

minority in a linguistic majority, they are bilingual. A person who is bilingual is someone who uses “two (or more) languages (or dialects) in their everyday lives” (Grosjean, 1996). Deaf children are, by necessity, bilingual because they use both ASL and English (or possibly more) in their everyday lives to interact in their two cultures. This bilingual ability has cognitive and social benefits.

A greater mental flexibility and greater facility in concept formation between two different languages gives bilinguals an advantage in language proficiency. Bilinguals generally score higher on intelligence tests than monolinguals (Peal and Lambert, 1962). Bilinguals perform better because they have a bilingual experience. However, when looking at the disadvantages of the bilingual experience, most people see the cognitive deficits where the child fails to reach the monolingual proficiency and unable to develop language (Hamers, 1998). In reality, there is evidence that socio-cultural factors play a huge role in the poor linguistic and academic achievement. In the eyes of a bilingual deaf child, it is the circumstances he or she acquires a first language. 92-97% of deaf children are born into hearing families, usually not familiar with any sign language (Hamers, 1998). As a result, most deaf signers learn sign language outside their home, often beyond the age for language acquisition.

In addition to the circumstances that a bilingual deaf child is born into, the American student comes from many various cultural and linguistic backgrounds increasing the need for a more multicultural approach in education. “The deaf child is part of a family that is culturally and linguistically different, a family negotiating a path between the dominant Anglo culture and its language, English, and their own culture and language, a family in a trilingual situation” (Gerner de Garcia, 1995). The ASL/English

bilingual classroom depends on the resources of the local Deaf community in order to provide students with a richer linguistic and cultural experience. Valenzuela supports this, “a community’s interest are best served by those (educators) who possess an unwavering respect for the cultural integrity of a people and their history” (1996). Families and community members become important agents and allies in the empowerment of Deaf students.

The diversity of our Deaf children does not encourage the label “Bi-Bi,” or “bilingual-bicultural” (Mason & Ewoldt, 1996). The label dismisses the reality of multiple cultures, ethnicities, and backgrounds that come into our classrooms. Research and literature reflect the need for equity in education (see Banks, et al., 2005; Delpit, 2006; DomNwachukwu, 2005; Villegas & Lucas, 2007). The term “bilingual and multicultural” is used throughout the discussion of this approach.

To consider a deaf child’s experience in the school environment incorporating the socio-cultural aspect of bilingual, multicultural education, Cummins’ proposes a way of empowering minorities within our schools. Empowered students “develop the ability, confidence, and motivation to succeed academically. They participate competently in instruction as a result of developing a confident cultural identity” (Cummins, 1986). According to Cummins (1986), this process of empowerment occurs along four structural elements:

1. Minority students' language and culture is incorporated into the school program.
2. Minority community participation is encouraged as an integral part of children's education.

3. The pedagogy promotes intrinsic motivation on the part of students to use language actively in order to generate their own knowledge.
4. Professions involved in assessment become advocates for minority students rather than legitimizing the problem in the students' locus (Cummins, 1986).

In alignment with Cummins' approach to empowerment, it's crucial to provide a school environment where the Deaf student understands that their identity comes from their own unique experiences and deserves to be recognized with pride.

Pedagogical arguments:

Teaching styles and the environment the teacher provides for deaf students can greatly affect how students learn. The learning environment should be interactive, challenging and exciting where students' language skills naturally develop. By providing a full accessible environment in a bilingual pedagogical approach with proficiencies in both languages for language minorities, such as Deaf students, will greatly influence their language skills.

While promoting natural development in language skills, Cummins points out that there are two very different types of second-language proficiencies that teachers must be aware of: basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP). A good example of BICS is "playground talk in ASL/English" where students use their gestures and shared knowledge to communicate. Students are most familiar with this language. CALP is more "classroom ASL/English", which students require more practice and support in. A practical approach for a teacher is to introduce academic ASL, parallel to academic English, by making connections

between the text and the signs/fingerspelling. An example of this happening naturally in the deaf classroom is the concept of “chaining” which involves a series of associations such as a teacher fingerspelling word and point to the same printed word on the blackboard and fingerspelling it again (Humphries & MacDougall, 1999-2000).

However, to acquire proficiency in learning a language, one must understand it. As Krashen supports with his comprehensible input hypothesis theory, acquiring language “happens incidentally, involuntarily, subconsciously, and effortlessly” (Crawford, 2004). A key idea from Krashen is the “i+1”, which is information that a student already knows plus a little more that the student does not yet know. The student can still process the information because the new input is comprehensible where there’s some sort of an additional cue. A practical use of comprehensible input in the classroom is to use Total Physical Response (TPR) activities where students use their bodies to learn new language and concepts. This makes the language simple, “more comprehensible”, and as visual as possible to make connections.

In addition to creating comprehensible input, the teacher must also promote acquisition of language and knowledge in a LOW anxiety surrounding. Krashen describes the affective filter as negative influences, such as anxiety, lack of self-confidence, and inadequate motivation to use the academic language, that can prevent comprehensible input from “getting through” (Crawford, 2004). Teachers can give students “wait time” to think their answers. When teachers call on students without “wait time”, students’ self-esteem and confidence decrease by not knowing the answer, creating a high “affective filter”. Incorporating a strategy of students sharing their ideas with a partner or a small group before engaging in a whole class discussion promotes a safe, learning environment.

Discussion with peers can lead to increased confidence in linguistic skills as well as insight into new knowledge.

In a bilingual, multicultural classroom, the children take charge and become actively involved with their learning. A dialogue-based instruction provides opportunities for cognitive and language development. Looking into Deaf classrooms, Mather (1990) found that non-native signing teachers tended to ask yes/no questions, while native signing teachers tended to ask WH-questions (ex. What, where, why). WH-questions are crucial in promoting higher-order thinking skills by encouraging students to reflect and analyze their thinking. This goes to support Cummins' framework as students have more opportunities to be active learners, the greater potential is for language development and empowerment.

Research arguments for Bilingual Deaf education:

Bilingual education stresses on the proficiencies in both languages used. Theories and research suggest that proficiency, mastering the basics of reading and thinking, in a first language will naturally lead to second-language proficiency. As Cummins' interdependence theory suggests that proficiency in L2 is dependent on L1 proficiency. Because of common underlying proficiency, which is the idea that fundamental skills, such as literacy, are interdependent across languages, students do not need to relearn specific skills when moving from the first language to the second language (Crawford, 2004). These skills transfer into the second language.

Now what does that mean for deaf children? Because deaf children cannot hear spoken language, they need a visual-spatial language that fits their linguistic and

cognitive needs. Bilingual education advocates state that ASL “is easy to acquire and provides deaf children with a solid first language” (Singleton, Supalla, Litchfield & Schley, 1998). Some have argued that skills in ASL cannot be transferred to skills in English. However, there are studies that show reading achievement, literacy, and writing with ASL and English dependent on each other.

Padden and Ramsey (2000) looked at reading achievement in deaf students. They found that skill in fingerspelling correlates with reading success, as well as the ability to translate initialized signs, which are ASL signs that have a handshape corresponding to the first letter of the English word. They found these skills “are more likely to be found among deaf children who have grown up with ASL as with those with deaf parents, but they are also used by other children who perform well on tests of ASL ability” (Padden & Ramsey, 2000).

Strong and Prinz (1997) explored whether ASL skill is related to English literacy development in deaf children. They found that children with higher ASL skills had higher English skills. They also found that when ASL skill level was held constant, there was no difference in performance between the deaf children with hearing parents and those with deaf parents. “Deaf children’s learning of English appears to benefit from the acquisition of even a moderate fluency in ASL” (Strong & Prinz, 1997).

Hoffmeister, de Villiers, Engen, and Topol (1997) looked at the relationship between English reading and writing skills, comprehension and production of what they called “through-the-air” English in simultaneous sign and speech, and comprehension and production of ASL syntactic and semantic features. The authors found that students who had sophisticated knowledge of the structure of ASL, also had high English reading

achievement. As their conclusion, “mastery of higher level skills in both ASL and English facilitates the development of good reading skills in English” (Hoffmeister, DeVilliers, Engen, & Topol, 1997).

These studies stress the importance of bilingual education for deaf students as no one language is superior than the other. Students must have a high level of ASL and English skill level in order to achieve high English reading skills. As deaf students are bilingual with the use of ASL and English, these skills are constantly transferred and are dependent on both languages.

So going back to the idea of who are our Deaf children? While Deaf children come from various cultural and linguistic backgrounds, as teachers become one part detective, one part researcher and one part world-class puzzle master, they will soon realize that their story, data collection and final puzzle of their Deaf students will not fit in neat, complete pieces. The child is always fluid and always changing. Through a bilingual, multicultural approach, introducing and respecting ASL as the natural and native language of Deaf children, involving their families and the local Deaf community, and using culturally appropriate pedagogical methods will go a long way in empowering and educating our Deaf children.

III. Assessment of Need.

“What avail is it to win prescribed amounts of information about geography and history, to win the ability to read and write, if in the process the individual loses his own soul?”

- John Dewey, in his book, *Experience and Education* (1938), (Wolk, 2008)

With the increase emphasis in standardized testing and standards-driven instruction, teachers are often fighting a constant battle with time. From my personal experience as a student teacher and substitute teacher in several Deaf/Hard-of-Hearing classrooms, I have observed the challenge of teachers trying not only to follow standards and getting students ready for the standardized exams, but also trying to assess students to meet individual IEP goals. Often, whenever I suggest to consider additives to the classroom such as incorporating the social curriculum of Morning Meetings, teachers often respond, “We don’t have enough time in the schedule” or “Why do we need Morning Meetings?” The Morning Meeting as part of *The Responsive Classroom* approach was developed by classroom teachers in 1981 to enable optimal student learning. *The Responsive Classroom* approach is “a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community” (Kriete, 1999, 2002). The idea is that we should teach social and emotional skills, attitudes, and values with the same approach and attention we devote to traditional subjects.

As teachers become more focused on trying to complete the standards-driven instruction in time, they often lose the sense of the classroom community with teacher-oriented instruction. Teacher-oriented instruction often promotes procedural knowledge,

the kind of knowledge that they know how to answer or solve by memorization.

Conceptual knowledge, the kind of knowledge where students understand the bigger ideas and meaning behind the problems, should be fostered in the classroom. A perfect example of procedural knowledge I often see is where students are provided “busy work” with worksheets as they write down the answers to the questions and problems on paper. While they may get those answers correctly, however, can they discuss their answers? Can they describe the process that they used to reach to the answer? Can they formulate new questions using higher-order thinking skills? Usually, they have not been taught explicitly how to think conceptually or provided with higher-order questions.

In addition to a standards-driven and teacher-oriented classroom, often, students lack peer interaction in the classroom. In the traditional approach, when teachers are trying to cover the curriculum, teachers choose the topics for the questions, and often control which student answers are viewed as correct and incorrect. The teachers tend to talk a lot in this classroom environment leaving little room for students to actively and cognitively engage themselves in processing the information they’ve just learned. In responsive teaching, teachers plan instruction by anticipating a range of student responses (Fielding & Pearson, 1994). Student input drives the discussion forward. With Think-Pair-Share, students actually gain access to one another’s thinking processes developing a deeper understanding of the content being learned.

While at a residential school as one of my student placements, I was able to incorporate the use of Think-Pair-Share as a strategy to an existing curriculum without taking much time from it. First grade students from two different classrooms share the same teacher for certain content areas, like Science and Social Studies. While observing,

students are often watching the teacher and doing their own work individually. There was very little interaction between the two different classes academically. Incorporating Think-Pair-Share, I paired up students from different classes with different language skills together to talk about the new idea just taught. The students were able to correct themselves or the other and develop a deeper understanding of the concept being taught through their own thought processes at their own pace. Not only did this promote more equity between the two classrooms, but also fostered a sense of community outside of the classroom where students from both classes who before didn't, but now waved at each other or played together on the playground.

This particular Think-Pair-Share supplementary curriculum for deaf children expects to add both ASL and English discourse competence to the many academic and social benefits it provides. In the segment that follows, I examined any curriculum that I was able to find that attempts to incorporate Think-Pair-Share as a strategy promoting higher-order thinking skills and building the classroom community with deaf children and compared it to my goals for the Think-Pair-Share additive curriculum.

IV. Review of Existing Materials and Curricula.

While my curriculum is a supplementary curriculum adding a strategy within a content lesson, it also promotes the specific strategy of Think-Pair-Share with an emphasis to higher-order thinking skills. Resources for the use of Think-Pair-Share in the elementary classroom are usually in a paragraph or in a very small section within a larger piece of work. Himmele & Himmele (2001) promotes the need for a model of total participation and high-order thinking in the classroom. While many detailed techniques are included to promote students to be cognitively engaged, Himmele & Himmele makes an excellent point that Think-Pair-Share is a powerful tool, only if the prompt on which students are asked to reflect is equally as powerful.

Some educator-oriented sources provide some deeper understanding of how questions should be asked (Lancashire School Effectiveness Service, 2006; Raphael, Highfield, & Au, 2006). Talk Partners: A Guidance Booklet for Schools makes Think-Pair-Share more user-friendly with specific approaches for the use of lower and higher-order questioning from literal questions to inferential, evaluative and synthesis questions (Lancashire School Effectiveness Service - LSES, 2006). Question Answer Relationships Now is an intensive overview of the practice and theory in which teachers can become explicit with the questions they use to encourage comprehension (Raphael, Highfield, & Au, 2006). However, this book is focused in the content area of language arts, as much of the QAR approach is. My curriculum is focused on generalizing the use of the questions in any content area.

While there are many different strategies and ideas promoting the social development of our students in the field of the social curriculum, there are very few resources for using any of the strategies with deaf students as almost all existing resources deal exclusively with hearing students and make accommodation for second language learners. Two theses, Burns' (2002) and Cole-Regis' (2010), integrate the Morning Meeting curriculum with deaf students where students not only developed social skills, but also practiced and improved Deaf cultural behaviors of eye contact and signing clearly. Cole-Regis' thesis takes Burns' work a step further by incorporating the use of Morning Meeting as an effective tool for building literacy skills in both ASL and English.

Further exploration of resources connecting Think-Pair-Share or the active role that students have in their own learning with deaf children, I found an article through the Odyssey magazine at the Laurent Clerc National Deaf Education Center online. This article discusses about a model for effective communication in the classroom with deaf and hard-of-hearing students where teachers guide students onto inquiry and self-expression for comprehension (Stewart, Mayer, & Akamatsu, 2003). While it provides useful strategies for implementing a meaningful teaching and learning through discourse, the importance of using peer interaction as a strategy was not made.

It is difficult to find other resources that stresses on the academic and social benefits of using peers as a strategy to promote higher-order thinking skills in both ASL and English. For these reasons, I developed a curriculum that emphasizes the use of partners through Think-Pair-Share with a bilingual approach, to be implemented in an elementary classroom with Deaf children.

V. Key Learning Theories and Its Relevant Research.

Key Goals for the Curriculum:

1. *To improve and build on students' social skills and interactions: how they communicate, listen and interact with each other.*
2. *To promote the building of the classroom-community through the increased development of social skills, interactions and awareness.*
3. *To increase students' conceptual knowledge and comprehension through cooperative active learning.*
4. *To foster the development of higher-level thinking skills in analyzing, evaluating and creating answers to questions asked using both ASL and English.*

The curriculum has four key learning theories that I believe will best match my goals as shown above.

The first theory is Vygotsky's (1962) **socially mediated theory** with support from many matching key principles from ***The Responsive Classroom approach*** (Kriete, 2002). Vygotsky's theory supports the idea that students learn through social interactions within the classroom. Instead of a teacher-centered approach, the socially mediated theory is effective when students participate and interact with their peers to learn new skills, knowledge, and other cultural-relevant behaviors. This theory is perfectly aligned with *The Responsive Classroom* approach (Kriete, 2002), which is "a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community."

Some key principles that guide *The Responsive Classroom* approach and support my curriculum:

- The social curriculum is as important as the academic curriculum.
- The greatest cognitive growth occurs through social interaction.
- How children learn is as important as why they learn: Process and content go hand in hand.
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.

(Northeast Foundation for Children , 2011)

While Morning Meeting, as I discussed in the justification and need for this project, is a fundamental element to this approach of the *Responsive Approach* to the social curriculum, most teachers claim they don't have the time to implement Morning Meeting in their schedules. However, with the socially mediated theory and key principles from *The Responsive Classroom*, a classroom community can be built through students' actively engaged in partner talk.

The second theory is called **cooperative learning**, which incorporates learning goals in the lesson/classroom specifying ways in which students will interact and work with each other and with the teacher to accomplish shared goals (Johnson & Johnson, 1989). Through the common goal structure and students working together, it creates a community-based classroom with active learners. Regardless of the goal, students learn in numerous ways – from reading, observing, listening, talking with others, and teaching others. The following is a breakdown of what people actually learn (adapted from Alcorn, Kinder & Schunert, 1970):

10% of what they READ

20% of what they READ and HEAR

30% of what they SEE

50% of what they SEE and HEAR

70% of what they SAY *

90% of what they SAY and APPLY in life*

95% when they TEACH others*

*Active behaviors that take place in cooperative group learning.

Think-Pair-Share is a way of promoting a community of active learners where students speak their own words with the academic language and content, making connections to their own lives and most definitely, learning and teaching with their partners throughout the process.

The third theory is Krashen's **comprehensible input**, which describes that we acquire skills and knowledge in a second language when we understand it, in a way that is incidental, involuntary, subconsciously and effortlessly (Crawford, 2004). In other words, as long as the information input is clear and worthwhile, the brain will acquire and process the content and the language the content is delivered in. The implication is that language instruction should be based on providing content that children can understand, either by providing background knowledge or by the support of their peers. Partner talk is a prime example of comprehensible input as the languages used in partner discussions are the students' own words and ideas. Partners also provide an opportunity for students to share their thoughts without an *affective filter*. Krashen describes the affective filter as negative influences, such as anxiety, lack of self-confidence, and inadequate motivation

to use the academic language, that can prevent comprehensible input from “getting through” (Crawford, 2004).

The fourth theory/framework is Bloom’s **higher-order thinking skills**. Higher-order thinking skills promote thinking more than just the facts. Bloom has classified reasoning skills into six cognitive levels of complexity. The lowest three levels are: remembering, understanding and applying. The highest three levels are: analyzing, evaluating and creating (Anderson & Krathwohl, 2001). Through Think-Pair-Share, students will be actively engaged with various questions to answer and share with the class. Questions that are simple knowledge-based recall questions are lower-order thinking, whereas questions at the higher levels are more complex and demand higher cognitive skills from the students. Through my curriculum, students will be able to interact with the content information by creating a new answer to share with the class from their own thoughts and their partner’s.

VI. The Curriculum.

The supplementary curriculum: “Think-Pair-Share: Developing Comprehension and the Classroom Community Using Higher-Level Thinking in ASL and English” is divided into seven full lesson plans, numbered “Lesson 1,” “Lesson 2,” and so on. In addition to the full lesson plans, there are five mini lessons, numbered “Mini Lesson 1,” “Mini Lesson 2,” and so on. The full lesson plans are in sequential order with skills developed prior to support the following lessons.

Each full lesson is aligned with the Common Core Standards, and both the student and teacher objectives are defined in the “In Brief” section. In addition, each lesson has a “Materials” section to establish what teacher needs for the lesson, as well as a “Prep” section to support the teacher in preparation prior to the lesson. Finally, each lesson has a “Plan” divided into introduction, procedure and closure parts. Many of the lessons have assessment forms or supplementary materials numbered to match the lessons, for an example, “Lesson 1: Observation/Anecdotal Notes” to match with “Lesson 1: What are Partners?”

Mini lessons are intended to support certain social skills as needed. The idea is to use mini lessons as a supplement to any lesson plan in content areas. The mini lessons have the skills identified in “Skills” section. Just like the full lesson plan, each mini lesson has a “Materials” section to support the teacher in ensuring the success of the mini lesson. In addition, each mini lesson is divided in simple “Introduction”, “Procedure” and “Conclusion” parts.

The curriculum begins with an introduction to partners and how what they do (Lesson 1: What are Partners?). Building on the foundation of partners, students proceed to learn the specific strategy of Think-Pair-Share as a foundation of developing their social skills and the classroom-community (Lesson 2 and Lesson 3). With the use of Think-Pair-Share, they go on to develop and practice the use of higher-order thinking skills using their peers (Lessons 4-7). If a teacher feels that students have already developed a strong sense of social skills and work well with partners, then they are free to use and modify Lesson 2 to expose their students the idea of Think-Pair-Share before jumping to Lesson 4 and the lessons thereafter developing the higher-level thinking skills with partners.

VII. The Evaluation Plan.

I have established a collection of a variety data sources to mark students' progress and evaluate my teaching in alignment with the four goals of my curriculum. These sources include: personal field notes, checklists, student performance rubrics and artifacts of student work. Each of these three sources is elaborated as below.

Two of the key goals for the curriculum are to improve and build on students' social skills and interactions as well as to promote the building of the classroom-community through the increased development of social skills, interactions and awareness. Social skills develop both inside and outside the classroom. With personal field notes, I was able to record any incidents/activities that occurred to support these goals. These activities ranged from: classroom dialogue, student responses, student's reactions to various social situations both inside and outside the classroom, and informal interviews and discussions with fellow staff and parents. Not only do field notes include the understanding of my students' social skills development and the strengthening of the classroom community, it was also to include my understanding of my role as a teacher in their development as well and how I can further to support them in a positive, engaging classroom.

The second variety of data collection included formal checklists to observe certain behaviors during the lessons. These formal checklists were originally called Observation/Anecdotal Notes with certain focus areas to look for such as body language, the use of language and their patience level. Each focus area had guiding questions for me to mark down certain behaviors. Then from the guiding questions, I would be able to

determine their patience level in working with partners and being a part of the classroom-community. Patience level was categorized in three parts: low, medium and high. A low patience level meant the student either cried, was out of control and/or not willing to work with others. A medium patience level meant that the student has some willingness to work with others with not as much positive body language or use of language. A high patience level meant the student was definitely willing to work with others with a more positive body language and use of language.

The original Observation/Anecdotal Notes form quickly became challenging, as I would observe eleven students at once trying to write down what I saw following the guiding questions. So then, I converted the certain focus areas into individual checklists for each student on the form. These checklists enabled me to observe certain behaviors to reflect on how they communicate, listen and interact with each other as to support the first goal of the curriculum.

In addition to personal field notes and checklists, I used student performance rubrics throughout the curriculum for any activity that required presentation skills and the creation of student artifacts. Most of these rubrics were used by the teacher to provide support in understanding the students' progress in achieving the goals of the curriculum, especially through their development of higher-level thinking skills. The rubrics was also a way for me to monitor my progress in making sure the students achieve and provide feedback to students.

The last variety of data collection: the collection of students' artifacts reflecting their understanding of the content. These artifacts became a tool for me to check their comprehension as a way to modify lessons to meet their needs or provide them further

support to enable them to work with their partners effectively. These artifacts range from completing a task together like molding a ball or drawing and writing what the idea of Think-Pair-Share means to them. As time didn't permit for me to teach the second half of the curriculum, there was a graphic organizer to promote students' conceptual knowledge and comprehension with higher-level thinking skills in analyzing, evaluating and creating answers with their partners using ASL and English. To support and evaluate the graphic organizer, there is a rubric for the teacher to oversee student's progress and how they work with their partners.

These four varieties of data sources provides the teacher an overall understanding of the progress students are making in alignment with the goals of the curriculum. Without these, a teacher would not be able to provide the support and modeling students' need in developing their social skills to create a positive classroom-community that promotes conceptual knowledge and comprehension using their peers.

VIII. The Curriculum Implementation.

Description of Implementation site

I implemented this curriculum in Spring 2012 at a free public charter school which provides a strong bilingual education using ASL and English for students who are deaf and hard-of-hearing in a metropolitan area. These students commute daily, with some commuting as far as one hour away by bus as there are no residential facilities at this school. I was placed in the first and second grade classroom that had two teachers. One teacher taught primarily first grade, while my cooperating teacher taught second grade. My cooperating teacher was a deaf woman in her seventh year teaching at this school, and in her second year teaching second grade. Her co-teacher was a hearing woman in her first year back at this school and first year teaching first grade after hiatus from teaching ECE for many years. This classroom comprised of eleven students at various grade levels, depending on the content area. Six students were in first grade as the other five students were in second grade.

Depending on the individual student, some students would join for specific content areas (i.e. two first graders join three second graders for writing class, while the other two second graders joined the rest of the first graders) with different teachers that met their needs at different grade levels. Both teachers rotated every day in facilitating the morning meetings enabling opportunity for both teachers to lead and interact with the whole class. The whole class also came together for social studies and science in the afternoons. My cooperating teacher was responsible for teaching social studies while her co-teacher was responsible for teaching science.

On Fridays, the class schedule changed from the week with shorter literacy in the morning as the school counselor comes in to meet with the entire class to teach about various life skills or social skills topics, ranging from personal space to character education. I implemented my curriculum during this time as both teachers and I felt it was the best fit in the schedule to include the whole class together at once.

Prior to teaching the curriculum, I had observed and experienced that space in the classroom was very limited, due to wall space and certain areas dedicated to each grade level. This can become challenging to accommodate eleven students at once. There is a rug in the classroom usually reserved for morning class meetings only. Classes that have all eleven students at once, such as social studies and science, tend to have students in chairs set-up in a half-circle facing the whiteboard. I wanted to challenge this space issue for various lessons to provide a comfortable, learning environment for my students.

One beneficial example of how I accommodated to the students' needs utilizing the space in the classroom that led me to my decision for a designated space for teaching the curriculum. Read alouds are originally done in the small library space encircled by hard bookshelves. At the beginning of the school year, the classroom had pillows to provide comfortable reading spaces, but unfortunately, they were not flame retardant and removed by orders of the fire department. The teacher reading would usually sit in a chair while students would sit in a half-circle resting their backs on hard bookshelves during read alouds. Following what had been done for the year prior to my internship, read alouds became really challenging as students would fight over the more comfortable spots, elbow each other as a result of the tight space or complain if one student had her feet out while others couldn't. Read alouds became an unpleasant experience not only for

the students, but also for me as a teacher, especially after lunch when students are still transitioning their minds back into the classroom. So I decided to move read alouds to the big blue rug where we usually have morning class meetings and sat down on the rug at the same level with the students, rather than on a chair. Students naturally became calmer and had the option to lie down during read alouds. They were engaged and more comfortable in listening to the stories.

With that experience and understanding my students better, I created a neutral, comfortable place for the whole class to come together and be calm for my curriculum. The rug became an established space for my curriculum. It was also a way for the students to transition from their morning literacy classes to my lessons without any associations to a specific subject or with the school counselor's lessons. With a foldable easel that had a whiteboard on one side and a clip for poster paper on the other side to write down information for the lesson, I was able to accommodate to the space and students needs' for most of my curriculum instruction.

Technology available in the classroom included a projector with a MacBook laptop and document camera that placed in the center of the room shared by both teachers. Both teachers must compromise and agree to when each will use for which lesson. The classroom also has three PC computers for student use and two PC computers for teacher use. All technology shared by both teachers with all eleven students. As my decision to use the rug for most instruction with my curriculum, technology was not adaptable to the wall space behind the rug as it was used for the morning class meeting activities such as the calendar, the weather, and the morning message. Although the use of technology would have been applicable in my curriculum in many various ways such as displaying

pictures on a bigger screen as opposed to print on the rug or showing films of students as I will mention in my results and conclusion on what I would do differently next time.

Individual Student Notes

The eleven students described as following:

1. Student A is an eight-year-old girl in the second grade. She has a hearing grandmother with intermediate fluency in ASL, and a strong advocate for Student A's education. Student A speaks her mind and enjoys talking with her peers as well as adults. She is quick to develop concepts and understanding them. Beside her strengths, she also likes to have control in many situations or always has to go first. Student A becomes overly sensitive and often cries when students pick on her.
2. Student B is a seven-year-old girl in the second grade. She has a twin sister, Student F, who is also deaf and in the class. Her hearing parents use basic ASL at home. Student B is a social butterfly that loves to interact with her peers and has a vivid imagination; often describes scenes from sci-fi and fantasy movies. Student B struggles with grasping some basic concepts with limited number sense and expressing herself in complete sense.
3. Student C is an eight-year-old girl in the first grade. Recently adopted from China, she started at the school in November. Her mother is deaf and Korean who knows very little English and ASL. Her father is hearing and American who knows

English and more ASL. Student C is a visual learner and is keen on observing details. As a new language student, she requires more language support during lessons and modeling for appropriate responses so she does not overreact.

4. Student D is a seven-year-old girl in the first grade. She has hearing parents, fluent in ASL and very active in the school community going to parent events and local deaf events. Student D has a younger deaf brother in the kindergarten class. She has strong skills in BICS and is able to communicate her needs with her peers and adults. However, she often wants her way and will cry if she does not.
5. Student E is a seven-year-old boy in the first grade. Adopted two years ago from China, he was home-schooled for the first year with his hearing parents, fluent in ASL. This is his first year in school with peers. He has an older adopted deaf brother in the fourth grade. Despite his late development in language, Student E will attempt to understand new ideas by making his own connections, such as repeating in his own words. Student E becomes very active easily, likes to move around and pick on other students. Student E can overreact with a simple misunderstanding or social miscue.
6. Student F is a seven-year-old girl in the second grade. She has a twin sister, Student B, who is also deaf and in the class. Her hearing parents use ASL at home. Like her sister, Student B, she also has a vivid imagination and describes scenes from sci-fi and fantasy movies. She is a visual-kinesthetic learner. Student F

challenges herself in expressing with complete sense and needs support to show where to look to who is talking.

7. Student G is a seven-year-old boy in the first grade. He has a hearing mother who is fluent in ASL. He also has a deaf autistic sister. Student G is hard of hearing and has a history of progressive hearing loss in his family. Student G is very reflective with worldly knowledge and often takes his time in answering questions. He is also very artistic and creative, who prefers hands on activities. Student G needs support in shifting his view of himself as special needs (he wears a brace and uses a feeding tube) to being equal as any other student. He likes to talk back when he is moody and often cries when he does not get his way.
8. Student H is an eight-year-old girl in the second grade. She has deaf parents and hearing siblings who are fluent in ASL. Student H is very curious and loves to ask questions. She has strong conceptual knowledge and is quick to make connections. Student H likes to push her peers' buttons in the afternoons when she is tired or not engaged in the lesson.
9. Student I is an eight-year-old boy in the second grade. He has a hearing father who strongly believes in the use of PSE at home. Student I recently moved from out of state to this school in the middle of the school year and missed foundation lessons from the fall quarter. He is very expressive in his facial expressions and is very hands on making him a visual-kinesthetic learner. Student I needs more

challenges for himself to think outside of the box and needs more support in shifting his focus to a new topic or concept.

10. Student J is a seven-year-old girl in the first grade. Her deaf mothers who are fluent in ASL recently adopted her two years ago. One mother works at the school as a physical education teacher and her other mother works in a local community advocacy organization. Student J loves to talk, share information, and ask questions. She is confident in her ASL use. Student J requires sensory stimulation and often becomes distracted if she does not have this during class.

11. Student K is a six-year-old girl in the first grade. She has deaf parents and deaf siblings, a brother in the fourth grade and a sister in pre-school. Despite recently turning six, she placed academically in first grade to meet her academic needs. Student K is very curious who loves to ask questions during lessons and has a strong conceptual knowledge. Socially challenged by her age, sometimes, her attention span is short and gets tired easily. Student K requires more encouragement in interacting and talking with her peers, rather than adults.

The Implementation

Lesson 1: What are Partners?

As a transition from Literacy, I asked all of the students to come to the rug. As students were sitting in their assigned spots on the rug from morning class meetings,

Student J asked, “Why isn’t *school counselor - JR* here?” That was my perfect opportunity to start my lesson. With all students settled on the rug, I announced to all that Student J had a good question, repeated Student J’s question, answered that *JR* flew to a conference and that I will be leading the lessons on Fridays thereafter. I asked students why I was at the school. “Am I just visiting and looking at the school?” All shook their heads. “Why am I here?” Several students raised their hands. I called on Student K and she responded, “To learn how to become a teacher.” After acknowledging her answer, I went on to explain that I have this big, fun project that I want to work with the students that will create smarter students and asked to raise their hand if they were curious and want to be a part of it. All hands were in the air.

Then I turned to the first poster paper that I had on the foldable easel board that had “Partners” written on top. With all students encircled at the rug, I asked students to use their eyes, not their hands to talk or touch, to look at the word, “Partners”. I wanted to test some students’ prior knowledge to read the word and see if they can sign the word. After a few minutes of wait time, I asked anyone if they knew what the sign was, Student A was the only student who raised her hand and signed with CL:2 with both hands. I asked her how she knew. Her response was, “I remember you using it when we had to work together in Math class.” Good observation. I repeated what she said and made the association with the title.

Now before I explained the next activity, I know that I wanted to provide some background knowledge to certain students, especially Student C, Student E, Student B, and Student F who are visual-kinesthetic learners with limited ASL experience, to give them the opportunity to share in class what partners may mean. I knew that some students

already knew the definition, however, I felt that it was critical for the other students to feel and be involved with the whole class discussion after the activity. In other words, I was frontloading with visual cues for the visual-kinesthetic learners to set-up opportunity for a successful participation. With my hands on my head like DEER, students quickly copied and refocused their eyes to me. I told the students that I had some pictures of different people, some alone, some with other people. With each picture, I showed them to the students around the circle and placed them on the rug, one by one (See figure 8.1).



Figure 8.1: Photos of Partners Or Not?

Then I explicitly told them to walk around using their eyes to look at the pictures. I told them to observe, think and find which picture matched the word, “Partners”, on the board. Then we will discuss as a class.

Some students (Student E, Student B and Student F) weren’t paying attention. Using the DEER sign, I had all students refocus their attention and asked a volunteer to

repeat the directions. Student J volunteered and repeated my directions with everyone's attention. The activity began as some students followed directions by walking around and looking at the pictures carefully, while some others crawled and touched the pictures. I noticed that I didn't really follow through with the behavior that I expected from them. I felt that it wasn't the most important thing of the lesson as those students who were touching the pictures were actually discussing the difference. One student, Student I, "Those pictures have two people in it. The other pictures have many people in it." Student B and Student F, students who often struggle to quickly grasp concepts, nodded their head in agreement. I had to make a quick decision and let go of my expectations of them following my initial directions of not touching the pictures.

After 4-5 minutes of looking through pictures, I asked students to sit back encircled on the rug in their original positions. I asked students what they observed in the pictures and what they thought the word, "Partners" meant. Several students contributed and said that it means more than one person working together. Student C and Student E were able to use the pictures as their cue to be involved with the discussion and a way for me to check their comprehension. I was pleased with the purpose of using the pictures as a frontloading cue. Together, we sorted the pictures into groups. One group of pictures had people working alone and the other group of pictures had people working in pairs or in groups. To continue to check for comprehension, I asked individual students if one particular picture fit in one group or not and asked why or why not?

To expand on the idea of partners, I asked students, "What do partners look like/feel like/do together?" We compiled a list including working together, uses even numbers (2,4,6) as a connection to their math concepts of pairs, cooperation and respect

each other (See Figure 8.2). During the compilation of the list, I had to prompt students using two pictures of doctors asking them, “What are they doing?” Responses included talking, discussing and working together that were eventually added to the list. I had 3 volunteers to model what two doctors do on a hurt patient. Two students who were the doctors discussed first, before helping another student, the patient. All students laughed, and one said, “They (pointing to the doctors) are nice to each other. No fighting.” That was the idea I wanted students to see. Student C was an active participant and even added her own word of respect to the list. My

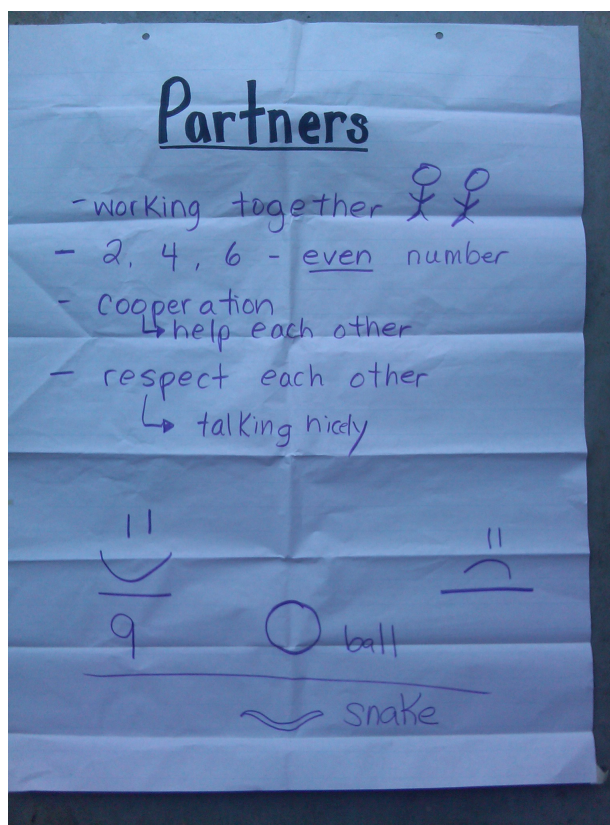


Figure 8.2: What are Partners? Poster.

cooperating teachers were surprised and proud of her participation, as she usually doesn't involve herself in whole class discussions. They were equally as impressed with the students' participation as a result of the visual cues and interest.

With some little time left of class before lunch, I had to make a quick decision whether or not to do the play-dough partner activity today or postpone it to the next class, the following Friday. I wanted students to make the connections between partners and doing it physically through the play-dough activity. I asked for 30 minutes after lunch, in place of read aloud, and went ahead to explain the activity before they went to lunch. Carrying a basket filled with play-dough of different colors animating excitement, I asked students, "What do you think this is for?" Some responses included, "To play, make things, press and pound it." I lined the play-dough canisters one by one on the rug. I saw some students counting and realizing that there were only 4. One student said, "There isn't enough for us." Exactly. I asked, "What do you think we should do?" Some suggested to divide the play dough so everyone would have some to play with. I said, "Good idea. I like to share play-dough, too. But what about working together in partners to create something together?" There were mixed responses. Some students groaned and made faces, while other students were excited.

Fortunately, my classroom is set-up with a co-teacher. Therefore, I was able to take advantage of my fellow co-teacher as my model to work together as partners. We reviewed expectations of what we wanted students to do with the materials and how they work together. I did not want to explain exactly what to do as partners as I felt that it was important for students to experience first hand a little bit of struggle and frustration as a way of learning how to work together. My co-teacher and I modeled what to do with the

material and made a ball, with one arm wrapped around each other, like a side hug. Students were laughing as we modeled because we struggled a bit as we put on a show for them. After the demonstration, I asked the class, “Now who wants to work together in partners to make a ball?” Everyone’s hand was in the air. Mission accomplished with the excitement. Now it was time for lunch and I told students we would gather back at the rug after lunch to announce partners.

For the first lesson, I felt that it was important for me to set-up partners that tend not to get along with each other in general, because in my mind, this activity is very simple, hands-on that would encourage some compromises and attempt to work together. With two students absent, I used my own prior observations from both in and outside of the classroom and consulted with my cooperating teacher, in creating partners that usually don’t “work well” together in the classroom. As I showed the final list of 4 sets of partners to both my cooperating teacher and her co-teacher, they smiled and nodded, knowingly that the pairings that I chose were challenging (See Figure 8.3). They both said, “It’ll be interesting to see what happens. Go for it!”

Student A Student K	Student G Student I	Student B Student J	Student C Student E Student F
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Figure 8.3: List of Partners for First Lesson.

All students arrived back from lunch and sat encircled on the rug. I reviewed expectations of the activity. I wrote students’ names in the index cards prior to this activity and put them on the rug for everyone to see. All students, but one, showed

excitement in knowing whom their partners were. I announced that they find their partners and sit in their designated places at the tables. Student K's expression when she first found out that she was partnering with Student A was not of excitement, but with an annoyed look. I knew Student K and Student A rode on the bus together and often challenge each other, both academically and socially. Both students always have to be the person right. When Student A, often influenced by her peers, showed excitement in partnering with Student K, Student K became defensive when I asked her if she was also excited to work with Student A. However, when she saw that everyone else was seated, ready to work, she was quick to move on and more willing to work with her partner.

Walking around the classroom armed with my first observation/anecdotal notes form, I noticed the use of language such as "Stop!" "Wait!" "My turn!" I knew that most students needed more support in the use of language with partners (See Figure 8.4). They haven't had the opportunity to learn or practice appropriate requests or responses with partners. Most of the students had either low or medium patience level based on how willing they were to work with their partner. Some gave up, weren't willing to work with their partners at all, and took away a piece of play-dough for themselves to create their own ball. One of my biggest challenges was trying to support the group that had three partners, Students C, E and F. Those students weren't as willing to work together because both would be working, while the other would just watch. Regardless, most students were laughing or smiling as they were enjoying playing with play-dough. Surprisingly, Student K who wasn't as willing to work with Student A was laughing along with her partner. Only 2 out of 4 pairs were successful in creating a ball together.

LESSON 1 Observations/Anecdotal Notes: **First Time**

<p>Alaurial</p> <p>Body language: laughing</p> <p>Use of language: discussed what to do - who does what - rolls most of the time</p> <p>Patience level: high → because she's in control</p>	<p>Zoe</p> <p>Body language: laughing</p> <p>Use of language: - holds the canister</p> <p>Patience level: med.</p>
<p>Cate - absent</p> <p>Body language:</p> <p>Use of language:</p> <p>Patience level:</p>	<p>Kayence, Jane, Andrea</p> <p>Body language: wanted her way</p> <p>Use of language: - no! - sad upset</p> <p>Patience level: low</p> <p>after act, didn't want to work w/ partner - only do it herself</p>
<p>Noal</p> <p>Body language: looks @ ball, grabs Seth's hand to show him how to roll +</p> <p>Use of language: takes over.</p> <p>"Wait"</p> <p>Patience level: Med.</p>	<p>Seth</p> <p>Body language: side by side, eyes looking ahead, not really paying attention</p> <p>Use of language: "My turn!"</p> <p>Patience level: Low</p>

<p>Vanessa</p> <p>Body language: all eyes on the play-dough</p> <p>Use of language:</p> <p>Patience level: Med.</p>	<p>Amya</p> <p>Body language: all eyes on the play-dough</p> <p>Use of language:</p> <p>Patience level: med.</p>
<p>Andrea</p> <p>Body language: happy, smiling</p> <p>Use of language: did not offer turns - wanted the play-doh herself</p> <p>Patience level: high</p>	<p>Jack</p> <p>Body language: having fun</p> <p>Use of language: stop!</p> <p>Patience level: med.</p>
<p>Savannah - absent</p> <p>Body language:</p> <p>Use of language:</p> <p>Patience level:</p>	

Figure 8.4: Lesson 1: Observation/Anecdotal Notes – First Time

After time was up, I called students back to the rug. I asked students if they enjoyed working with their partners. Some partners said that they struggled because they felt that the other person wasn't paying attention or not willing to share. Others said that they tried to work together, but realized that it was better to take turns rolling on the table, one at a time. I asked students to raise their hand if they felt that they worked together well with their partner to make a ball. Only 3 out of 9 students raised their hands. Then I asked, "Who feels that they could do better next time?" 7 students raised their hands. This gave me the sense that the students needed more explicit skills to work with partners. As a class, we created a list of what a good partner does. To start the list, I had to prompt students' thinking by asking them if partners sat facing away from each other. No, they

sit facing each other. Student G said, “Eyes to each other”. Great! A lot of prompts and role-play had to happen for the class to feel that the list was completed (See Figure 8.5).

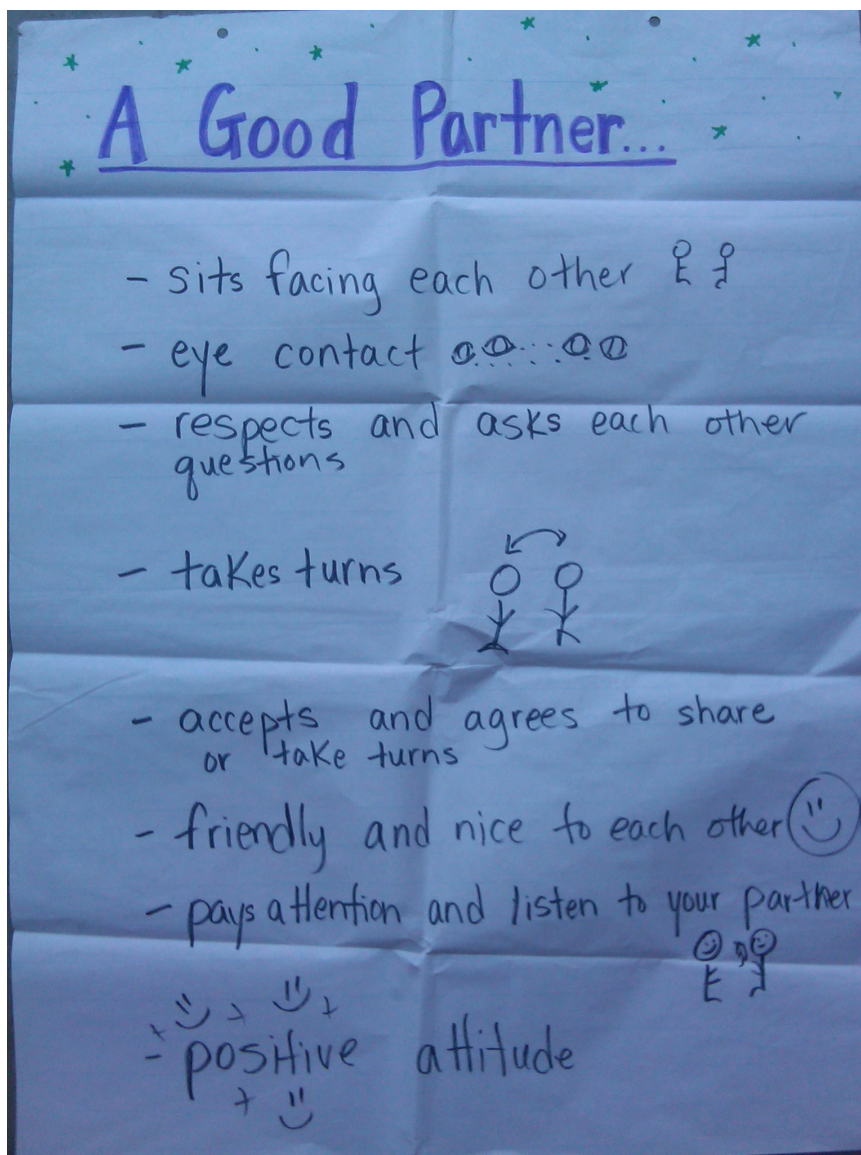


Figure 8.5: “A Good Partner...” Poster

After creating the list, I asked students if they want to try again with their partners to make a snake out of play-dough. All nodded their heads. I asked students what would

they do differently this time. One student raised their hand and said, “I would discuss first on who will do what then do it together.” Another student said, “Eye contact.” Great! Student C said, “Tapping on the shoulders to take turns.” I see that students were getting the right idea of working together as partners. I quickly reviewed expectations of the materials and the activity. Students went to the tables with play-dough to create their snakes.

I walked around with my second sheet of observation/anecdotal notes form (See Figure 8.6).

LESSON 1 Observations/Anecdotal Notes: **Second Time**

<p>Alaurial</p> <p>Body language:</p> <p>Use of language: telling zoe how to roll</p> <p>Patience level: high</p>	<p>Zoe</p> <p>Body language: wanted her own way - did not maintain attention</p> <p>Use of language: my turn</p> <p>Patience level: med.</p> <p>didn't follow directions - not listening used both hands</p>
<p>Cate</p> <p>Body language: No eye contact at first. Waited for her turn</p> <p>Use of language: - My turn then Kaydence cooperated.</p> <p>Patience level: Med.</p>	<p>Kaydence</p> <p>Body language: No eye contact in charge</p> <p>Use of language: - wait w/ finger - help</p> <p>Patience level: Med.</p>
<p>Noal</p> <p>Body language: - discussed before doing</p> <p>Use of language: It w/ Seth</p> <p>Patience level: Med.</p>	<p>Seth - felt better 2nd time</p> <p>Body language:</p> <p>Use of language: "We should ..."</p> <p>Patience level: Med.</p> <p>took turns both were laughing</p>

<p>Vanessa</p> <p>Body language: Watching</p> <p>Use of language:</p> <p>Patience level: Med.</p> <p>looked at boys taking turns and copied</p>	<p>Amya</p> <p>Body language: rolling most of the time</p> <p>Use of language: idea - want to make tongue for snake → "my turn!"</p> <p>Patience level: Higher than Vanessa</p> <p>2nd time was harder</p>
<p>Andrea</p> <p>Body language: happy - laughing split the dough in 1/2</p> <p>Use of language:</p> <p>Patience level: high</p>	<p>Jack</p> <p>Body language: happy - having seen split the dough in 1/2</p> <p>Use of language:</p> <p>Patience level: high</p> <p>built their own snake</p>
<p>Savannah - absent</p> <p>Body language:</p> <p>Use of language:</p> <p>Patience level:</p> <p>felt it was hard cuz the dough kept breaking/falling apart</p>	<p>hard</p>

Figure 8.6: Lesson 1: Observation/Anecdotal Notes – Second Time

I noticed that creating a snake was harder because the play-dough kept breaking apart. Many students became frustrated. I realized that the play-dough was a bit old and dried

out. This activity would have been better suitable with fresh play-dough. However, I noticed the language use among the students changed. I saw more positive discussions with “Take turns” “We should...” “I have an idea!” Even Student J and Student B who weren’t as cooperative the first time making a ball, they observed Student G and Student I working together taking turns rolling their snake, then copied their behavior. This particular moment was very powerful for me as I recognized how strong of an influence peers can have on each other. It’s up to the teacher to model and promote a positive community among peers in the classroom.

One thing I noticed from this lesson was while I had a strong foundation with visual cues to establish the concept of partners, some students like Student E and Student C who were recently adopted from another country needed more language modeling with the support of sentence frames and vocabulary cards. After coming back from making balls and snakes with their partners, they were not able to express much, except to explain that it was hard to make their snake as it was falling apart. I think everyone needed more language support as most of the students’ patience levels were placed at medium because of their use of language. That’s definitely something that is incorporated in the next lesson introducing Think-Pair-Share.

Read Aloud and Centers: “People” by Peter Spier

Due to limited time on Fridays for the implementation of my curriculum, I took the book, “People” by Peter Spier, from the introduction of Lesson 2 to read during Read Aloud time Mondays and Wednesdays after lunch before the next lesson. As tested successfully before, I had all the students circled on the blue rug for a closer connection

and more engagement with the book. I showed everyone the cover of the book (See Figure 8.7) and asked students to tell me what they see.



Figure 8.7: "People", A Book by Peter Spier.

Student responses included, "Many people" "A little boy" "Woman" "Man". I asked students what the title says. "People" Right. "So are all the people you see the same?" "No." "Why?" Student responses included, "Because they are different" "Some are boys and some are girls. They are not the same" "He has a pointy hat (pointing to a picture of a Asian man with a bamboo hat) and he has a fur hat (pointing to a different man with a Russian ushanka hat)." It was obvious to me that students were able to recognize the difference between people based on their physical features. However, I wanted them to appreciate that people also think and feel differently about certain things. "What do you think the story is about?" Student responses included, "About people's lives" "About a school" "About family."

The beginning of the book discusses a lot about the physical differences among all people from body size and shape, eye color, nose shapes, and even hair. Students' reaction to the big book was overwhelming, as they want to capture every little detail on the page. At this point, I knew that I would have to set-up a time during Centers on Fridays for them to engross themselves with the myriad of details in the book. Throughout the beginning of the book, I was able to ask students questions like, "Are we all the same?" "No." "Right, we're all different." This was a constant reminder to students that everyone's different. One particular part of the story discusses about beauty with different images of people wearing facial jewelry or tattoos (See Figure 8.8).



All of us want to look our best. Still, what is considered beautiful or handsome in one place is considered ugly, and even ridiculous, elsewhere.

Figure 8.8: "People" Book: Everyone is Beautiful.

That particular part captured many of the students' attention, especially with the person with the red disc in her mouth and the two people with the bones driven through their

nostrils. I asked my students, “Do you think they are beautiful?” Many shook their heads. “Why not?” Many agreed that the bone through the nose wasn’t appealing. When I said that in their culture and in their communities, they think it’s beautiful and asked, “Should you tell them to take it off and say you’re ugly?” One student, Student D, said, “No, because his feelings would be hurt.” “Right, if someone told you that your hair was ugly or if your earrings were ugly, how would you feel?” This led into a discussion about respect and how everyone has feelings, too. We stopped the book to continue for the next read aloud on Wednesday.

Picking up where we left off on Monday, we reviewed what we read by doing a picture walk and discussing that people are different in their physical features. Students recognize that we must respect others, no matter what we think. I asked students, “Do people live in the same houses?” “No” “Do people like to eat the same things?” “Sometimes yes.” “No” Then throughout the rest of the book, we discussed the differences in holidays, the games we play, the languages we use (comparing ASL with KSL, Kenyan Sign Language as they’ve already had some exposure from me as I lived in Kenya for two years), the amount of money we have. I knew it was a lot to discuss for all of my students; however, I wanted to expose them to the idea of differences in everything that we do. The book’s ending was a good tie into the power of partners. At the end, it asks students imagine how dreadfully dull if the world was all the same. I asked my students how they would feel if everyone had the same clothes, the same backpack, the same house, the same way of thinking. One student said, “I would be bored.” “Why?” “Because everything’s the same. Nothing exciting.” Right. The next page showed how colorful our world is how everyone is different (See Figure 8.9).

Wrapping up the book, I asked students if we have partners, should your partner always have the same thinking as you? “No.” “Why not?” Student responses included, “We are all different” “We must respect each other” “Sometimes we have the same answer, but not always. Must respect.”

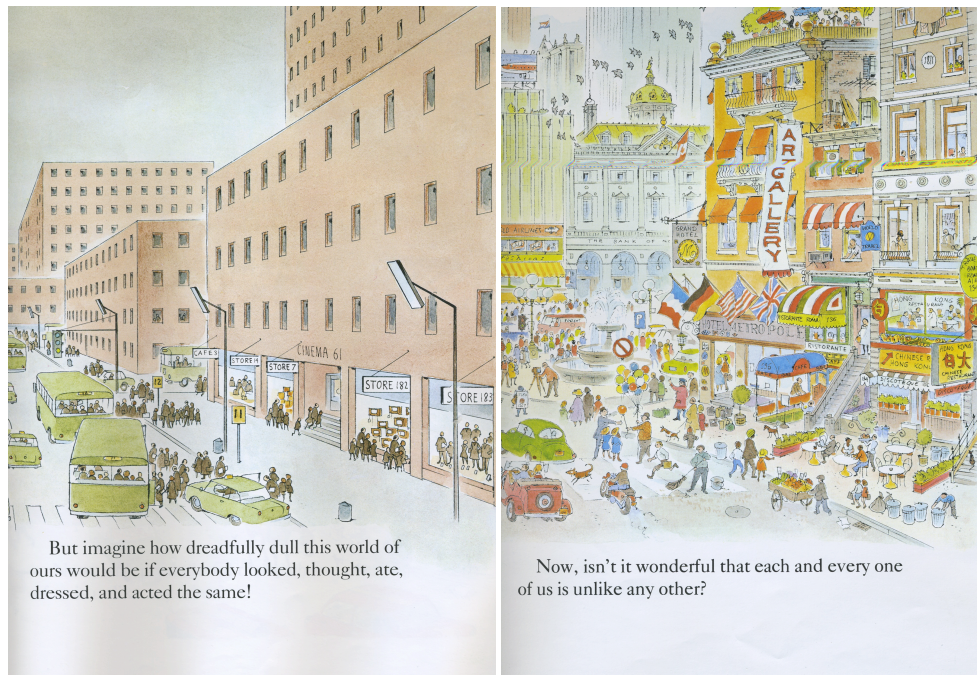


Figure 8.9: “People” Book: Dull World Vs. Colorful World.

To expand on the idea of differences, I added an activity not included in my curriculum. I asked students to stand up in a circle and I explained that I will ask students questions. Those who answer yes will come in the middle. Questions varied from “Are you a girl?” “Do you like chocolate ice cream?” “Is your favorite subject Math?” Every time after students answer my questions by walking in the middle or not, I checked in with students by asking, “Does that mean they are wrong? Should you not respect them?” Not only did students develop the visual understanding that everyone was different, but also to respect

one another. After the activity, I wrapped up the Read Aloud by having the whole class agree with thumbs up that we all should respect one another, no matter our differences, even when we're working together in partners.

Even when I set-up one center with the big book and the little book of People, I noticed students (Student H and Student E) regaling to each other over some of the details of the story. The language they discussed amongst themselves included the words of respect, people are different and everyone's beautiful. The appreciation of differences has become a part of their language as a result of teacher modeling and positive classroom community that allowed these discussions to happen.

Lesson 2: Introduction to Think-Pair-Share

Day 1: Partner activity

With students at the established place of what's become "Sarah's Time" in the Friday schedule - the blue rug, I reviewed what we did the previous lesson. Many students reacted very positively as we reminisce the play-dough activity with their partners. Student E, usually very quiet in class discussions, pointed at his partner and laughed, "Remember when we rolled the ball together." It was clear to me that students enjoyed the activity, but did they understand the purpose of the activity? I was about to find out when I asked students, "What are partners? And what do good partners do?" To provide support for my visual learners and some who are concrete thinkers, I used the photos of different people, those working alone and those who working in pairs, from the previous lesson. As I showed them a picture of a person working alone, I asked them, "Is

this a partner?” Students shook their heads. “Why not?” Students responded, “He’s working alone.” “He’s not using eye contact with anyone.” When showing them the picture of doctors working together in surgery, I asked, “If this picture shows partners?” All students nodded their heads with some students responding, “All the doctors have to communicate with each other to decide how to fix the sick person.” “There are more than one people.” Student B and Student F struggled with focusing their attention on who’s talking. Thinking quickly on my toes, I took a squishy ball that we tend to use for morning meetings to establish a visual of who was talking. Their attention was quickly diverted to the person that was talking. Students were able to list all the characteristics of a partner from the list that we create in the previous lesson in their responses and in our review of the list.

I took a moment to look at students with curious eyes to grab their attention and build the momentum before asking, “Raise your hand if you want to learn a fun secret way to work with partners.” All students’ hands were up in the air. Establishing the mood for Think-Pair-Share, I laid out the big Think-Pair-Share cards (See Figure 8.10) on the rug for everyone to see and announced, “These are very,



Figure 8.10: Big T-P-S Cards.

very special cards”. I prepared the Think-Pair-Share cards with a picture to support the English text. Some of the more proficient readers were able to read the words and signed

them aloud, while other students relied on the pictures to decipher the meaning of the words. “Hmm, these cards help us with our thinking and sharing with our friends in a responsible and respectful way in the classroom. There are three steps, can you help me figure out what those three steps are?” Most of the students signed and understood the words of Think and Share. I had to reinforce the idea of Pair by asking students to look at the visual. The ASL signs that some students contributed for the words were different from one another. I made a mental note to myself that we needed to have a discussion about which signs we will use together as a class. First I wanted to introduce the three steps of T-P-S, by modeling with two other adults, before students modeled for others, to establish a clear concept of what each step actually mean. I wasn’t able to get another adult in the classroom, other than my co-teacher to model.

Using role shifting, I played the teacher and the other partner in the pair. As a teacher, I used a sentence strip with a basic question written, “What is your favorite color?” and modeled that I was the teacher asking the pair the question. Then I took the first T-P-S card, Think, and told students that each of us have a little bit of time to think about the answer BEFORE we talk to anyone. My co-teacher and I modeled the Thinking by adding a little bit of theatrics such as looking up, scratching our heads, and rubbing our chins. As a teacher, I moved out of the Thinking mode and gave some wait time. Then I picked up the next card to represent the next step, Pair, and signed with CL:two with both hands. “Now we will inform each other what our answers are.” Then I sat facing away from my co-teacher. All students reacted, “No! You turn your body to sit facing her, because you need eye contact and communicate!” Why, of course. After

establishing the appropriate body language for partners, we shared our answers with each other (See Figure 8.11).



Figure 8.11: Modeling the Steps of T-P-S With Co-Teacher

Then the next card I held up was Share to visually represent the next step. Naturally, we agreed with each other to pick one person to share with everyone what our favorite color was. On the spot, I realized that I would need to establish a way for students to agree and decide who will share with the class. My co-teacher shared with the class what each of our favorite color was.

After we finished modeling, I held up the Think card and asked students what the ASL sign was. I noticed most students used the sign of their forefinger to their head. Based on my observation, I established that sign for Think. Holding up the Pair card, everyone had the same sign CL: 2 with both hands. Then holding up Share, that's where I had to jump in. Everyone was signing share as in sharing a book or sharing food. I had to modify and establish the sign for inform to relate to Share as that's what we were

doing, informing everyone what the answers are. With student volunteers to model each step with the same question; I was able to see students developing understanding of T-P-S. However, I noticed that they needed more support with language. I didn't provide the sentence frames for the students as a support in their conversation during Pairing and Sharing. I could see that was the missing link. I had to add that for the next lesson. Time ran out before I could continue to complete the class expectations/rules for T-P-S. Next Friday, we will continue with the lesson.

Day 2: Completing a class expectation/rules chart together

Prior to the lesson, I set up the wall under the morning meeting board near the rug with three big pieces of construction paper that matched to each color of the big Think-Pair-Share cards with each word glued in the upper left part of the paper respectively (See Figure 8.12).



Figure 8.12: Blank T-P-S Expectations Posters On Wall.

As students came to the rug from their Reading/Writing lessons, they immediately noticed the mini posters. They were curious to why the right side was blank and there

was a blank white piece of paper to the left. That was my intention to get them curious before the lesson. To review the previous lesson, I wanted students to be actively engaged with their own thinking and observations, so before I modeled each step of T-P-S with my co-teacher, I had laminated individual student cards for each step, without the visual (See Figure 8.13).

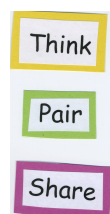


Figure 8.13: Individual T-P-S Cards.

As I modeled with my co-teacher a particular step in front of the students, I asked students, “Which step is that? Find the card and show me.” Students raised their cards in their hands. I could clearly see who understood and who still struggled. My goal was to have the steps clearly defined by the end of the lesson with understanding of the skills in each step. After mixing up the steps with our modeling, I had students work in one group of 4 and another group of 5, as two students were absent, to have one pair act out a step as the other two use their individual cards to demonstrate their knowledge. I used sentence frames to provide the structure and support for students who needed it throughout the practice (See Figure 8.14). Using books from previous read-alouds, I laid them out for prompt in their thinking, especially for the visual learners and language support.

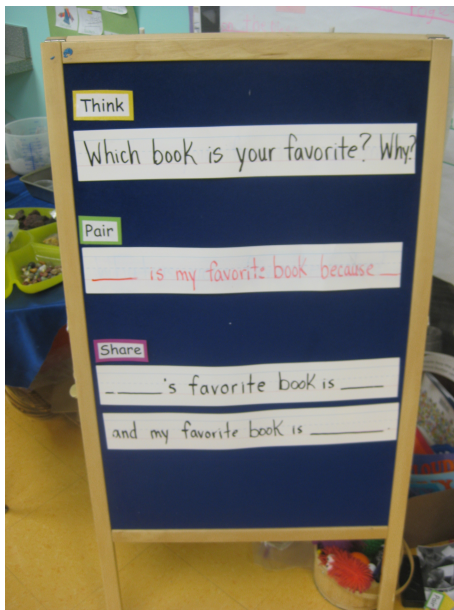


Figure 8.14: Sample Sentence Frame Support for T-P-S.

Through this process, I was able to fix some misunderstandings, such as Student J who thought that Sharing meant sharing in pairs during the Pair step. While that was good thinking, I was able to catch it the misconception in time before we apply it throughout the content areas.

After time was up, I had everyone encircled again. I explained the expectations for the next activity where I split the class into two groups. From the previous lesson, it was challenging to keep all eleven students engaged during discussions and knew that I would need to split up the class to encourage more dialogue and engagement when reviewing the expectations of what T-P-S means. With one group to a table to draw and/or write what Think-Pair-Share means to them and the other group to model each step of the T-P-S as they take pictures of each other and discuss the expectations of each

step, I was able to actively engage all students into thinking more about partners and how the process of T-P-S works.

The first group worked at the table with my co-teacher as they drew their ideas and understanding of what T-P-S means, while I worked with the second group. Instead of just discussing what we expect for each step of T-P-S, I also wanted them to have some hands-on interaction with each other and have visual support for each step. So I added to the lesson by having students practice each step as other students take their pictures for the posters on the wall. As I explained expectations of the activity, I found that there were odd numbers of 3 students. I hadn't considered how students would interact in this group set-up. As I was planning the curriculum, I always had in mind groups of even pairs. At first, I watched the students figure it out themselves to see how they would solve the extra person in the dialogue. I could see that the more confident language user said, I go first then you go and you last. Everyone obliged. I jumped in and added some support by asking the confident language user, Student A, whether everyone was okay with it. I asked her how would you find out if everyone is okay with it? She answered, "By asking them." Student A went ahead and asked. I wanted students to recognize their classmates and becoming aware of their feelings as well as it's crucial to the classroom community.

With my notes in hand, I noticed that another group of students who struggled to pick a person to share with the class. So I intervened and gave them a little support by asking them if they had any ideas on how to decide, "how do you decide if someone should play a game first or pick something first?" Student D suggested to use "Rock-Paper-Scissors" as they recently learned how to use this in P.E. class. I thought that was a

great idea! This was once again another opportunity where some support from teachers help, but students also have ideas to contribute to create the community when prompted or given the opportunity.

All these discussions happened as other pair of students had the camera to take pictures of the group working through the steps of T-P-S. After both had their picture taken, we discussed and agreed on the some of the expectations that each step has. Time was running short so we rotated with the other group of students at the table. They came to me, worked through the steps of T-PS and took pictures, while the first group went to the table to draw their visualization of what T-P-S means to them. All students were able to demonstrate their understanding of partners through their visualizations. For example, Student C who worked in the group of three students demonstrated her success with working together in threes. This is evident with the students sitting facing each other during Pair and then one person sharing as it's drawn with one bubble for one student during Share (See Figure 8.15).

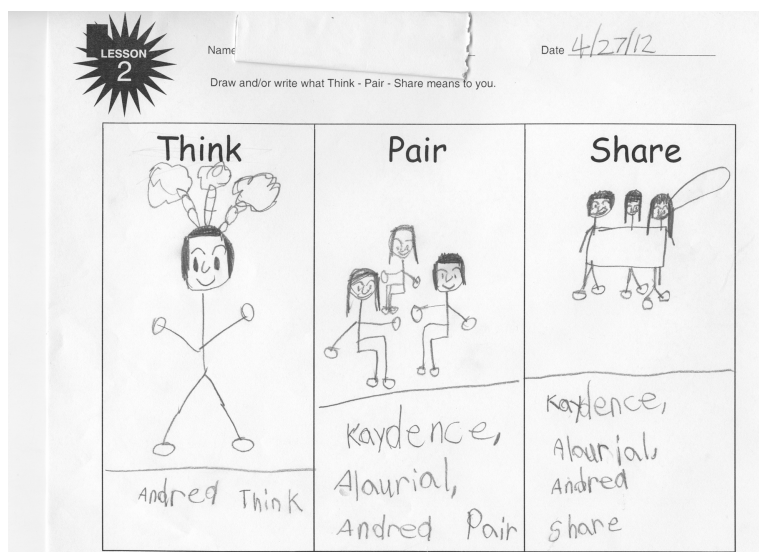


Figure 8.15: Student C's Visualization of T-P-S

Another student, Student D's visualization demonstrated the idea of taking turns with one person talking with arrows directed from the hands as the other is listening during Pair and then two different groups of students, one with two students and another with three students, of which they've all decided one person to share during Sharing (See Figure 8.16).

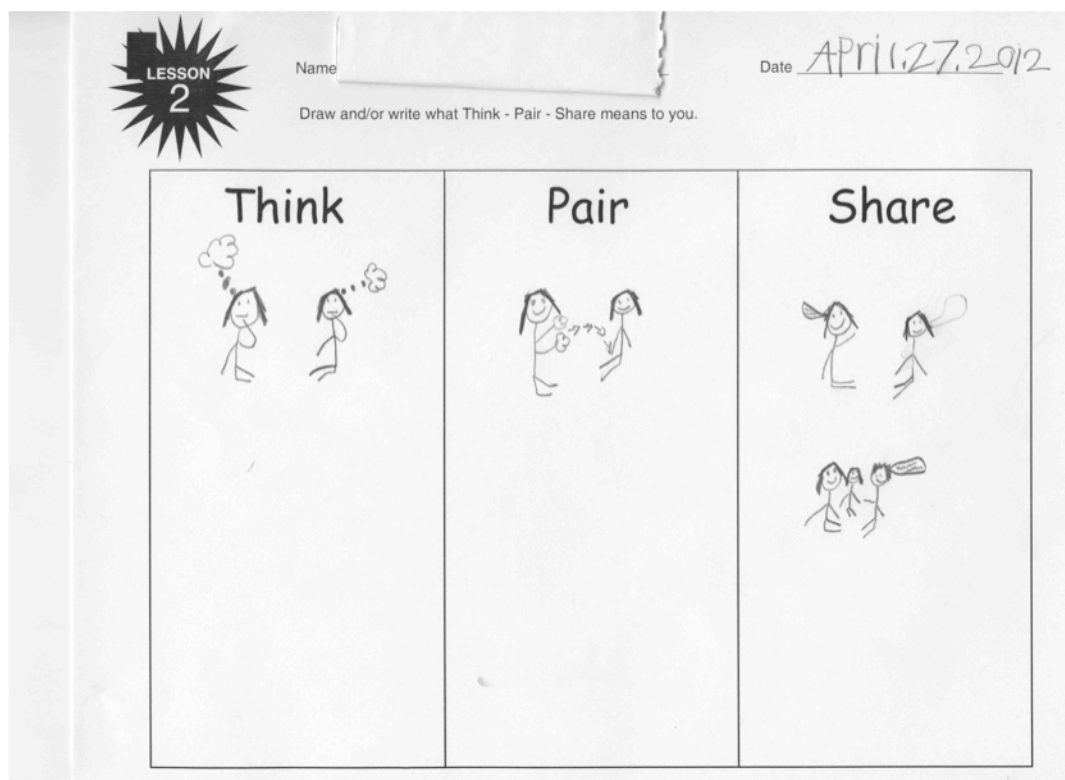


Figure 8.16: Student D's Visualization of T-P-S

I later found out from my co-teacher that the students who worked with me first with the hands-on activity were better able to write and draw what T-P-S means to them since

they had a lot more scaffolding support. Student I wasn't able to finish his visualization as he struggled being in the first group. Again, I found myself in the same situation, how to manage and actively engage eleven students at once? Everyone came back to the rug to review the rules and we all agreed these are what we should do during T-P-S (See Figure 8.17). I felt that student knew the effective ways to work with partners with the various social skills they contributed for the posters.

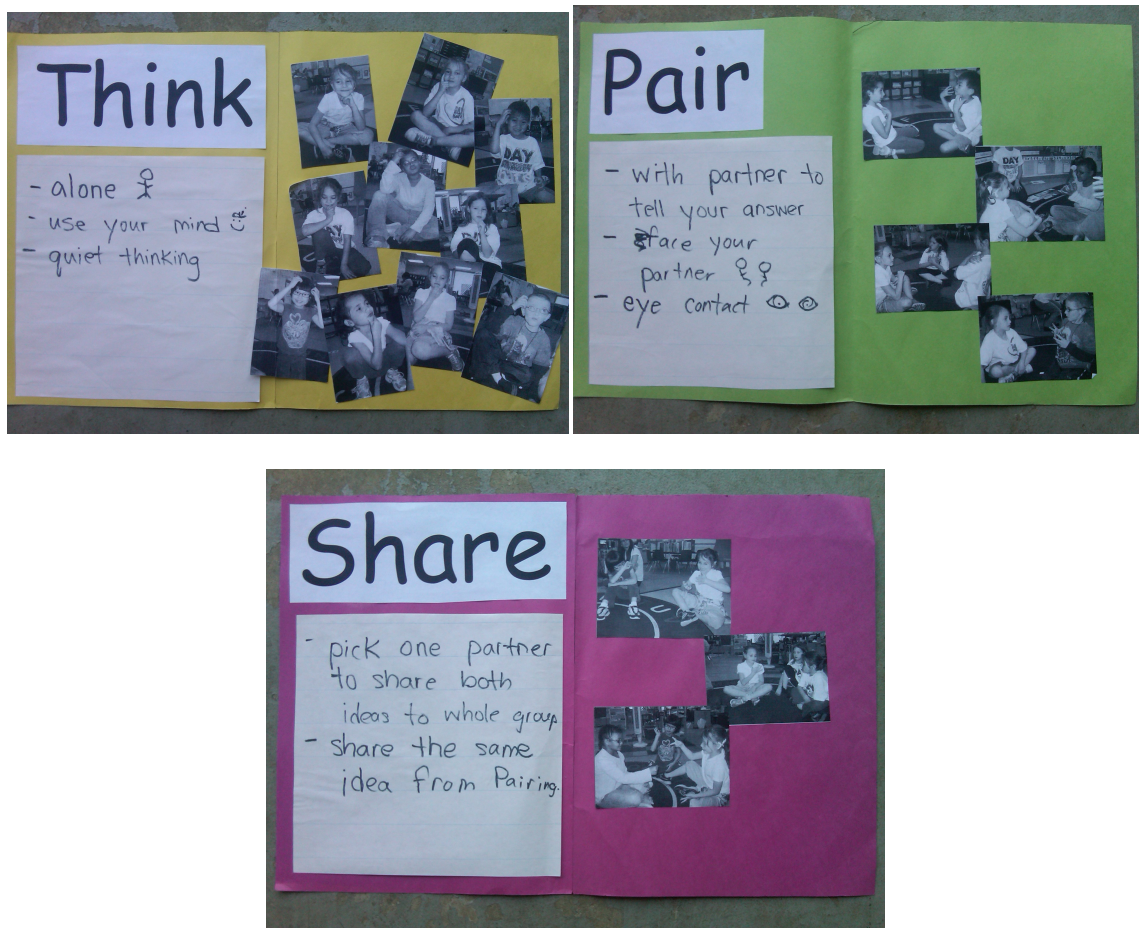


Figure 8.17: T-P-S Expectations Posters with Photos

Wrapping up the lesson, I wanted to recognize the importance of solving problems as a way to contribute to the classroom community. I had Student D explain and model the

use of “Rock-Paper-Scissors” with her partner in front of the whole class. All agreed that it was an effective way to help decide who shares during Sharing. It became the standard use during T-P-S thereafter.

Lesson 3: Practicing Partner Skills

Through my observations and discussions with both my cooperating teacher and co-teacher during the week, we’ve noticed students becoming more aware of each other. They are now taking the time to include each other. The fundamental idea of negotiating and taking-turns is challenging for first and second graders, where they would fight. Granted it’s developmental, at the same time, I kept finding that with the appropriate model of language from teachers or peers, they were able to cooperate and work together. So with this lesson, I wanted students to be able to work together, make decisions together and present their decisions together with the foundation of language.

So this activity actually took up three classes on Fridays, more time than I had anticipated. The first class was introducing the idea of planning a fictitious birthday party with partner practice of using the sentence frames, the second class was actually the planning of the party itself allowing students enough time to discuss, make decisions and practice their presentation. The third class was the partner presentations.

For this lesson, I printed out various pictures of cake flavors, food and activity for a possible birthday party. I knew several students loved dinosaurs and others loved going into the mountains with their families so I included pictures of the science museum and hiking in the mountains (See Figure 8.18).

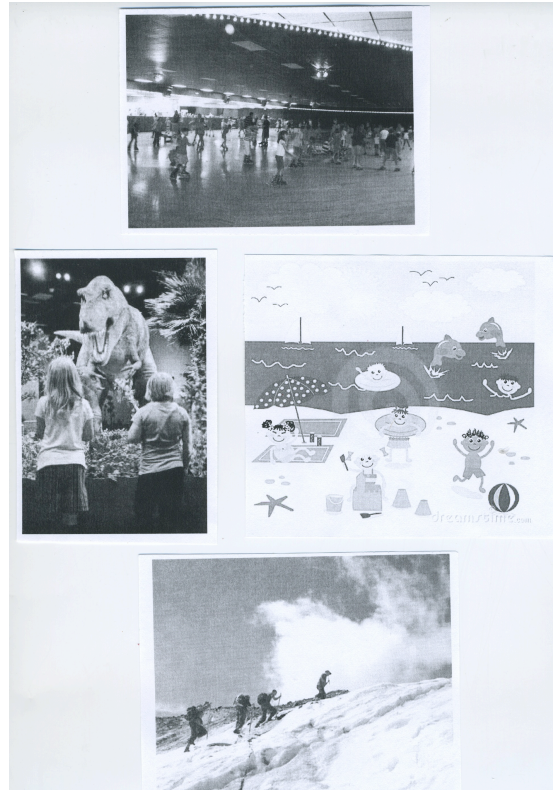


Figure 8.18: Birthday Party Activity Cards

In addition, I wanted to be considerate of students who also came from various backgrounds such as incorporating different foods like tacos and salad, and I even added gluten-free cake for some students who don't eat gluten. I wanted to provide some challenges for students where they have to compromise with others. By the time we were together, students were excited to plan a birthday party together as it was announced in the morning meeting and in the previous lesson. Introducing the pictures to the students, I had students react strongly to some pictures of food like salad or tacos. I had to gently remind them that their reactions might hurt other people's feelings, as they may like those things. Student I wanted to add that not everybody thinks, acts or dresses the same. He got up in the middle of his sentence to run over to the library area where he found a copy

of “People”, the book that we read before. He used the book as a reminder to everyone that people are different. After that short reminder and discussion, students were able to hold back the negative reactions and show more of their positive reactions.

As I reviewed expectations of the activity, I introduced the sentence frames of the following:

Pair:

“ I like this _____, because _____”.

“I don’t like this _____, because _____”.

“ I think we should do this _____, because _____”.

“I agree” (nods head) or “I disagree” (shakes head).

Share:

“At our birthday party, we will have _____, because _____.”

I wanted students to practice the use of language before actually doing the activity, because from experience, students become distracted with the physical activity and practicing the actual use of the language. This is especially so for the students who are not as confident in their language skills. Using the same sentence frames, I asked students what they wanted to buy together at the ROAR store (a store for where students redeem their reward tickets for prizes). I brought in four different items from the store that were popular with the students (a bunch of bracelets, a big coloring book of dinosaurs, several

cool pencils and a small puzzle box with a picture of cute dogs). I asked students to volunteer and model for the class. Student A and Student G who are more confident with their language volunteered. At first they were confused in how to use the sentence frames. I explained to them that they could use both sentence frames to express what they like and what they don't like, but keeping in mind that both needed to decide on one thing together. Student A liked the bunch of bracelets because she wanted to share with Student G. Student G said that he liked the bracelets too. During Sharing, Student G agreed to have Student A share with the class. After the modeling, all students practiced with the sentence frames. I walked around with my notes. I noticed most of the students incorporated the language that Student A and G used during the modeling. Peer influence is a powerful tool. As I wrapped up for the day, I asked students to show me with their thumbs if they felt that they feel more confident with the use of sentence frames. Most students had their thumbs up. Several students had their thumbs sideways as in not as confident. When asked why, they shared that it was because they want to use it more during the planning of the birthday party.

After the lesson, I discussed with my cooperating teacher to review the lesson and to plan for the rest of the activity. She felt that students were receptive of the modeling from their peers and that it was beneficial to establish that more often throughout the content areas. We continued to discuss about the challenge of eleven students with various language abilities and ages, as some students are socially behind as that's developmental. Student K is often not as willing to work with others, however, I often have to remind myself that she is still a six-year old. She excels academically and is able to do first and some second grade work. My cooperating teacher and I agreed that with

Student K, we should continue to provide the language model and support her social skills when needed.

The next lesson, the following Friday, was cut short due to an assembly. Before students went to work with their partners, I showed them the *Student Rubric for Lesson 3*, and read aloud each question, adding to circle the smiley face if you felt that you did that or circle the neutral face if you felt so-so about working with your partner or circle the sad face if you didn't feel that you did that. I explained them that they will fill out this after they work together today. We quickly reviewed expectations of using the sentence frames practiced in the previous lesson.

I walked around with my *Observations/Anecdotal Notes for Lesson 3*. I noticed Student H, from a Deaf family, adapting her ASL to support Student C, who was recently adopted from China. I saw that they were creating new answers to the question of where they want to host their birthday party and what kind of food they want at their party. I wanted to wait until their presentation to see how they announce their new answers.

I also noticed another pair of students, Student I felt challenged by the limited language use of Student F. While Student I was initially willing to make decisions with Student F's input, however, I noticed that Student I ultimately took over and made the decisions for both. Language modeling and support needs to be consistently reinforced through every teachable moment. I worked with Student I with several ways to work with Student F by using the visuals of the different activities and asking, "Do you want to do this? Why or why not?" It was effective for making decisions and compromising, but not for deeper critical thinking skills. That poses a challenge for the rest of the curriculum.

After the activity, I asked students to fill out the first four questions as it was

relating to the planning of the birthday party using T-P-S. However, I noticed some students struggled with the rubric. I didn't give them enough scaffolding or support with the rubric, prior to this lesson. All the students circled the smiley faces in favor of all the questions on the rubric. I questioned the effectiveness of the rubric in providing me information about students' understanding in working with their partners. I wished I started the first lesson with a Student Rubric to show the improvement in self-awareness with the newfound social skills. However, I can still see the improvement through my observations, checklists and student artifacts.

The last Friday of the teaching of the curriculum lesson, students gave presentations of their birthday parties. I reviewed the rubric for Lesson 3 presentations. Students had some time to refresh their answers and practice with their partners. When Student H and Student C, who created new answers to the questions, presented, they decided to alternate who would share the activity, food and cake. When Student H announced that they would have their birthday party at home, the rest of the class reacted, with some saying that they must follow the picture cards provided for the planning of the birthday party. I gently reminded the class to allow them to finish their presentations and then we can ask questions afterwards. Then again, Student C announced that they would serve fruit for their party, different from the options provided in the picture cards, students made faces. After they finished with their presentations, students asked, "Why did you add a new thing to your party?" Both answered that they didn't like the food options so thought of something else. Student C said it was cheaper to have a party at home. Funny! I reviewed with students about our reactions, why is it important to be aware? One student said, "So we can all feel comfortable to share" - a vital element from

the essence of a safe, learning environment. After all students presented, I asked how they felt working with their partners using their thumbs. All students had thumbs up.

Using T-P-S and Partners during Content Areas and Other Aspects of the School Day:

Morning Meetings

After introducing the concept of partners to the whole class with the first lesson, my co-teacher and I agreed that we should implement and encourage more of the partnership to develop the community at the Morning Meetings. We decided to use playing cards where students would have to find their match and greet each other. Sometimes, instead of playing cards, we would use ASL handshape cards. Several times at the beginning stages, I noticed students would get upset if they were paired with someone that they didn't want to be partners with. My co-teacher and I had to gently remind them as a model to imagine how one would feel if no one wants to be their friend or their partner. Consistency in reminding students develops more of a community to show that everyone cares, especially teachers as the models.

In the later stages, we noticed that few students started complaining more about how they already partnered with a particular person frequently. Again, we had to remind students that we're all a part of the classroom community together. However, there was success of using partners during greetings where students who partnered before had to use their ASL handshape card to find their match. Student J and Student G were partners again after being partners in Social Studies. They both agreed that Student J would share because Student G shared the last time in Social Studies. Student G signed, "Now it's your turn."

Also, in the later stages, after students learned how to use the T-P-S approach, my co-teacher and I incorporated it into the greeting by asking students questions to think about like what they did over the weekend or what they liked about a certain lesson that happened the day before. This was the opportunity for me to observe students developing their partner skills, seeing the language challenges, providing them with support when needed.

Social Studies

Social studies and science were the classes that all eleven students came together at once. My co-teacher taught science in the afternoons for the first six weeks of my student teaching. Then I took over and taught social studies for the last few weeks. By this point, students had already learned the steps to T-P-S. I used it regularly to refresh students' memory from the previous lesson or to check for their comprehension on the material. Sentence frames from the T-P-S lesson were used to reinforce the language used during Pairing and Sharing.

Writing

During Writing classes, we often used the Writing Process where students write drafts, do peer editing of each other's work and publish their work. The implementation of T-P-S was to check students' process of writing. Students were doing research of their countries and making appealing suitcases of important information of their countries. I asked students, "What do you think is the hardest thing about writing and making these suitcases?" I had to remind students to think first alone. Most students often want to jump

into the second step of T-P-S and pairing up with their partners. That's where the big T-P-S cards came in handy as a visual reminder. Discussion ensued about the challenges of writing and one student said, "I didn't know that I wasn't alone in being frustrated with the graphic organizer." After using T-P-S, I was able to partner that student with the other frustrated student to help each other.

Math

While I used T-P-S to check students' comprehension in the content being taught, it's also a way for students to learn from each other and practice their social skills. Sometimes working in partners, not necessarily using T-P-S, they are able to incorporate the language they've developed from the T-P-S lessons and practice.

Here's a great example that I observed during a Math lesson. Student A and Student H were partnered together to arrange numbers in order on a number line on the floor. This was to practice their place values. A conversation I saw between both students. Student A expressed, "I think we should put 407 there because 407 has 7 more than 400." "I agree", said Student H. Practicing positive reinforcement, I went up to them and said, "I noticed Student H use the language of agreeing and supporting Student A. How do you both feel?" Both said that they felt better knowing what to say to each other. Student A said to Student H, "Remember last year, we fought a lot." Student H said, "Right, now we agree and work together." Both had smiles on their faces.

Again, the idea was to provide the language and modeling support for students to learn from so that they are able to work in partners and develop a deeper understanding of the content areas.

IX. Report on the Results of My Evaluation.

The curriculum goals were:

1. *To improve and build on students' social skills and interactions: how they communicate, listen and interact with each other.*
2. *To promote the building of the classroom-community through the increased development of social skills, interactions and awareness.*
3. *To increase students' conceptual knowledge and comprehension through cooperative active learning.*
4. *To foster the development of higher-level thinking skills in analyzing, evaluating and creating answers to questions asked using both ASL and English.*

To prove the effectiveness and success of a curriculum, the data collection shows evidence of students' achievement of the goals. The four evaluation methods used to gather data were personal field notes, checklists, student performance rubrics and artifacts of student work. Analyzing the data helped determine whether each of the four goals of this curriculum was met. In this section, each goal and the outcomes for that goal are discussed.

The first goal of this curriculum was *to improve and build on students' social skills and interactions: how they communicate, listen and interact with each other*. Using my field notes and the checklists from Lessons 1-3, I can determine that all eleven students were able to either use or improve their basic social skills such as eye contact, using appropriate body language facing their partner, taking turns with at least a medium level of patience and the use of respectful language with their partners. I can also determine that all eleven students understand these social skills with their visualizations in Lesson 2 of certain body language and skills incorporated in each step. The social

skills is further supported with evidence from the rubric of students' presentations in Lesson 3 where all students were able to collaborate and decide what their fictitious birthday party would look like.

The second goal of this curriculum was *to promote the building of the classroom-community through the increased development of social skills, interactions and awareness*. With my field notes and checklists, students were able to actively use their social skills and help solve issues to contribute the overall classroom-community where students felt safe to share and learn. This was evident in Lesson 2 as a group of students with an odd number of three were able to use the language of turn taking to figure out how each would discuss the question. Further evidence from my notes proved social awareness, a student suggesting to use "Rock-Paper-Scissors" as a way to resolve who has the chance to share during the step of Sharing. During Lesson 3 as we were discussing how students' reactions might hurt other people's feelings, Student I used the *People* book by Peter Spier to remind his peers that not everybody thinks, acts or dresses the same. As I mentioned in his description at the beginning of Section VII, Student I needs more challenge in thinking outside of the box and it was evident that he felt safe and comfortable able to do so by reminding his peers.

The third goal of this curriculum was *to increase students' conceptual knowledge and comprehension through cooperative active learning*. With some evidence of the initial application of the Think-Pair-Share throughout some of the other content areas, I can determine that students are using their partners to further their development of understanding. For example, Student A and Student H worked together in Math arranging numbers on a number line. Student A was able to express her thinking to Student H, who

agreed. I can see that both students understood the concepts applied in Math with their agreements on an answer. Again, it was at the beginning stages of applying Think-Pair-Share, in the sense of sharing and understanding one another.

The fourth goal of this curriculum was *to foster the development of higher-level thinking skills in analyzing, evaluating and creating answers to questions asked using both ASL and English*. Some sentence frames that I incorporated in the second lesson involved some higher-order thinking skills by asking some questions of why, where some students were able to explain why a certain book was their favorite. Each lesson incorporates some key terms from Bloom's. However, the lessons that I implemented with this curriculum did not directly involve students with analyzing, evaluating and creating answers asked. Most of the lessons were heavily focused on developing partner skills and establishing that foundation, before transferring to higher-order thinking.

The implementation of this curriculum had a limited window of time with Fridays as the only opportunity to have full lesson plans with all of the students at once, along with the plethora of several school-wide academic events, field trips and standardized testing. Only two of the four curriculum goals could be achieved in this limited time frame. The third goal was partially achieved. In addition, having eleven students in a classroom with a curriculum focused on social skills proved to be challenging. Students ranged from the ages of 6 to 9 years old. One student was initially supposed to be in Kindergarten, however, with agreement from the teachers and the parent, it was decided that she best fit academically in the first and second grade classroom with critical mass of stimulation. However, socially, it was challenging for her to work with partners. With various language abilities and learning styles, other students varied with their social

needs. So I, along with my cooperating teacher and co-teacher, felt it was critical for students to establish the foundation of social skills and awareness of the classroom community, before moving on to the other two goals of the curriculum promoting higher-order thinking skills.

Last but not least, for each content area, I taught second grade material, while the co-teacher taught the first grade material. Of eleven students, 5 students were in second grade. However, not all five of the second graders were in the content areas for second grade material being taught. Some first graders joined for writing, while reading there were only three second graders. For each content area, the group dynamics were always different. This went to further support the need to establish the foundation of social skills with the support of language and developing awareness of the classroom community. With more allotted time, the last two goals would have been achieved with the implementation of the rest of the lesson plans.

X. Conclusion.

With culmination of the responsive, supplementary curriculum in mind, my curriculum was partially successful with only two of the four goals achieved. However, focusing closely on the two goals that were actually achieved, I felt that my efforts were commendable in the amount of time that I was given, the 45 minutes of “Sarah’s Time” on Fridays with supplementary efforts of Think-Pair-Share during content areas. Both my cooperating teacher and co-teacher saw the reaping benefits of using partners and T-P-S, especially in a large class with eleven students. It enabled all students to express themselves, learn from one another and for teachers to track students’ progress and comprehension. All of us agreed that this curriculum is best implemented during the first few weeks of school to maximize the effectiveness of the goals and to establish the classroom community for the rest of the school year.

To provide a stronger bilingual approach using both ASL and English in my curriculum, I would have considered to use more technology to support students’ ASL development. For example, instead of just sentence frames written in English, I could also support sentence frames in ASL using either iPads or laptops. This way, students are able to effectively use and replay these ASL structures during T-P-S to support their understanding of the content areas and their peers. To further support this concept of technology, filming students during T-P-S and then enabling students to view themselves again to notice any social skills that were effective or ineffective would be beneficial. It could also become a source of data collection to mark students’ progress of the first goal

of the curriculum with improving and building on their social skills and interactions: how they communicate, listen and interact with each other.

With the time constraints presenting a challenge in meeting all of the goals in my curriculum, I recognize the importance of how teachers struggle with incorporating standards and teaching with the curriculum provided by the school. However, I want to stress the importance of students being actively and cognitively engaged in their learning. We, as teachers, can provide that through explicit, structured opportunities such as my Think-Pair-Share curriculum for sharing and learning in the classroom. I know, for sure, that I will be incorporating this wealth of experience and knowledge in every classroom that I teach. In the end, we're contributing to our ever-increasing global society by creating active, critical thinkers who are willing to adapt and work with people.

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Appendix A.

Included in the following pages is the curriculum titled *Think-Pair-Share: Developing Comprehension and the Classroom Community Using Higher-Level Thinking in ASL and English.*



THINK PAIR SHARE

Developing Comprehension and the Classroom Community
Using Higher-Level Thinking in ASL and English

A SUPPLEMENTARY, RESPONSIVE
CURRICULUM

BY

SARAH GORDON

Think-Pair-Share: *Developing Comprehension and the Classroom Community Using Higher-Level Thinking in ASL and English*

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This curriculum is submitted in partial satisfaction of the requirements for the degree of Masters of Arts in Teaching and Learning: Bilingual Education (ASL-English).

University of California, San Diego

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Introduction

You may be thinking, “What?! Another curriculum to incorporate in an already tight school schedule.” No worries! The idea of this responsive, supplementary curriculum supports you as a teacher to providing students more explicit, structured opportunities for sharing and learning in the classroom to any existing content area curricula. Students will also build the much-needed classroom community to develop the foundation for the sense of belonging, the skills of attention, listening, expression and cooperative interaction.

Remember, social skills are just as important as academic skills. Explicit instruction in this aspect will produce more well-rounded future leaders of our community.

Think-Pair-Share is a cooperative discussion strategy where the teacher poses an open-ended question or challenge and gives students half to one minute to think about the question before discussing with a partner and sharing with the whole class. This is an easy way to have students cognitively engaged with your lessons and a way for you to check their understanding.

What more could you ask for in a curriculum that incorporates not only the development of social skills, but also the development of critical thinkers using higher order thinking skills using both ASL and English. Nice, right?

Let’s get started on thinking!

Curriculum Sequencing

The supplementary curriculum is divided into seven full lesson plans with four mini lessons. The idea is to establish the foundation for partners and higher level thinking skills, so that you as a teacher can incorporate the strategy of Think-Pair-Share in any content area.

The curriculum begins with an introduction to partners and how what they do (Lesson 1: What are Partners?). Building on the foundation of partners, students proceed to learn the specific strategy of Think-Pair-Share as a foundation of developing their social skills and the classroom-community (Lesson 2 and Lesson 3). With the use of Think-Pair-Share, they go on to develop and practice the use of higher-order thinking skills using their peers (Lessons 4-7). Mini lessons are used to further support either social skills or higher-level thinking skills as you see is best fit for the students.

If a teacher feels that students have already developed a strong sense of social skills and work well with partners, then they are free to use and modify Lesson 2 to expose their students the idea of Think-Pair-Share before jumping to Lesson 4 and the lessons thereafter developing the higher-level thinking skills with partners.

Curriculum Details

Goals:

1. To improve and build on students' social skills and interactions: how they communicate, listen and interact with each other.
2. To promote the building of the classroom-community through the increased development of social skills, interactions and awareness.
3. To increase students' conceptual knowledge and comprehension through cooperative active learning.
4. To foster the development of higher-level thinking skills in analyzing, evaluating and creating answers to questions asked using both ASL and English.

Standards: Each lesson follows the Common Core Standards for first and second grades incorporating critical skills that is applicable to all content areas. Each lesson can be easily adapted for higher grades or modified to fit specific content area standards.

Assessment: Some lessons incorporate rubrics to assess students' work to meet the lesson goals, while other rubrics assess students' performance during Think-Pair-Share or the quality of their presentations. The first two lessons incorporate a checklist of partner skills you should look for. Use these checklists to guide you in deciding which skills to focus on.

Quick Glance: Each lesson incorporates a little sticky note titled, "Quick Glance", at the upper right corner of the first page. This enables you to skim through and quickly understand how each lesson may apply to you and your classroom. Each Quick Glance incorporates a simple goal of what students will accomplish, the verbs from Bloom's Taxonomy of Higher Order Thinking that students will do during the lesson and what skills students may need or will gain for the lesson.

Mini Lessons: If any time, you feel that students need more practice with specific skills, use the Mini Lessons to guide you. In the upper right corner of each Mini Lesson, you will find the target skill it focuses on. Mini Lessons can be easily modified to fit any of your content lesson plans and only require a minimum of 10 to 15 minutes.

Our Thinking Wall: As a teacher, you want to show that you value students' thinking skills, especially when they move towards higher order thinking skills. In Lesson 7, you will introduce the concept of "Our Thinking Wall" and publicly

demonstrate their thinking with the graphic organizers. Not only will this boost students' self-esteem, it will also encourage a more diverse group of thinkers. This concept can be easily modified to fit the needs of your classroom by using other materials not restricted to this curriculum.

Pairing Students: Be mindful to keep the partners exciting. Sometimes, it should be random. Sometimes, it should be intentional, based on social skill level or language level. Here are some additional ideas to pair up students:

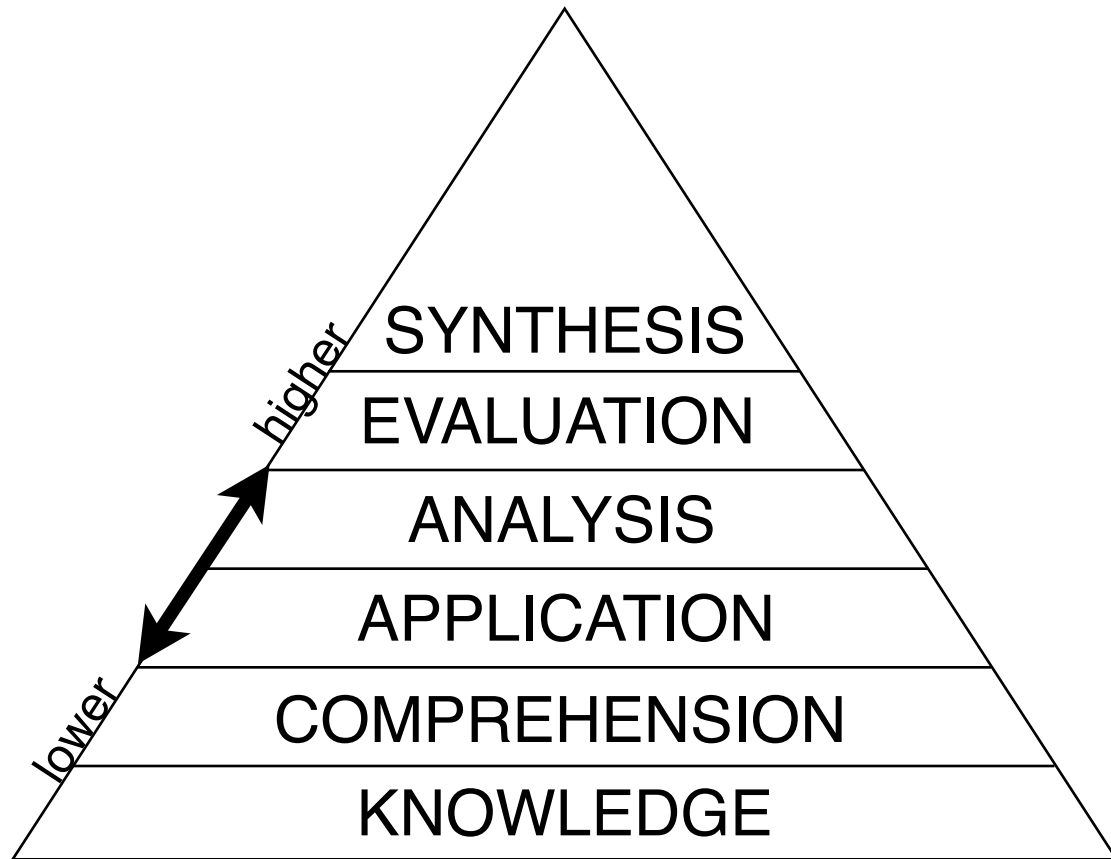
- write all students' names on a popsicle stick and have students randomly draw their partners.
- use playing cards to deal a card to each student and have them find their match.
- use dice to pick a number closest to a number and students pair off that way.

Odd Numbers: Not all classrooms are convenient with even numbers. Please consider odd numbers in groupings and provide more support in the transition of the dialogue. It can become challenging and frustrating for the group with the odd number, when all other students have even partners. Acknowledging the benefits of more than two minds, students become excited!

Variations: To further extend the benefits of Think-Pair-Share, you can also do Think-Write-Share, where students write down their thinking on paper and exchange with another partner to read. The partner shares the student's thinking aloud. Another great variation would be to do Read-Pair-Share. Students read a book, pair up to discuss the book and then share with the whole class. Many endless possibilities!

Bloom's Taxonomy and Guiding Questions: In the following two pages, you will find a diagram explicitly showing Bloom's Taxonomy and guiding questions to help you promote this in your classroom. Higher-order thinking skills promote thinking more than just the facts. Bloom has classified reasoning skills into six cognitive levels of complexity. The lowest three levels are: remembering, understanding and applying. The highest three levels are: analyzing, evaluating and creating. As a teacher, the kind of questions we ask are as critical as the answers students give. Careful consideration and planning of questions using the *Guiding Questions* form, you'll be on your way to creating cognitively engaged students using Bloom's higher order thinking.

BLOOM'S TAXONOMY



*Bloom's Taxonomy of **Higher Order Thinking** verb examples that represent intellectual activity at each level. Starting with the highest form of thinking:*

SYNTHESIS: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.

EVALUATION: appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate.

ANALYSIS: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

APPLICATION: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.

COMPREHENSION: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate.

KNOWLEDGE: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.

Guiding Questions

to Higher Order Thinking

<p>Mainly literal (<i>lowest</i>):</p> <ul style="list-style-type: none"> - How many...? - Where is...? - In which year did...? - Which of these go together? Why? - How are these things alike/similar/different? - What are the characteristics of all the things in this group? - What criteria has been used to classify these? - How could you rearrange...? - How could you compare... and ...? - What is ...doing? - What can you see when you look carefully? - What did you notice about ...? - What words could you use to describe...? - What is true about all of these? 	<p>Mainly inferential:</p> <ul style="list-style-type: none"> - Do you think this is a good/bad thing? - Do you agree with this? Why? - Why was this done? Do you think it was a good idea? - Why does...? - How do you...? - Why did this happen...? - What caused this? - Why do you think they did this?
<p>Mainly evaluative:</p> <ul style="list-style-type: none"> - How do you feel about this? Why? - Why do you think that...? - What might be the result of...? - Why do you think so? - Can you think of another explanation? - What do you think might be happening here? Why? - How do you imagine they are feeling? 	<p>Mainly synthesis (<i>highest</i>):</p> <ul style="list-style-type: none"> - Is there anything you would have done differently? Why? - What would/might happen if...? - If..., what do you think will be the result? - What would it be like if...? - What would you do if...? - Can anyone think of a different idea for...? - What is your opinion on...? - What would this character think about...? (possibly use a current up-to-date issue)

Observations/Anecdotal Notes Guidance

What to look for:

1. Body language
2. Use of language
3. Patience level

Use of language:

- Gives compliments to others?
- Receives compliments positively?
- Empathizes with the feelings of others?
- Offer to help others?
- Accepts help from others?
- Compromises?

Body language:

- Uses eye contact
- Shares material during the activity?
- Responds when other offers a turn?
- Maintains attention while waiting for a turn?
- Uses appropriate voice/tonal/facial expressions?
- Uses appropriate space with partner?
- Responds appropriately to facial expressions of others?
- Responds appropriately to body language of others?

Patience level:

Low - (cries, out of control, not willing to work with others)

Medium - (some willingness, with some positive body language or use of language)

High - (willing to work with others, positive body language and use of language)



What are Partners?

Standards

Vocabulary Acquisition and Use:

Identify real-life connections between words and their use (e.g. note different kind of relationships that are *partners*) (L.1.5, L.2.5)

Comprehension and Collaboration:

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) (SL.1.1., SL.2.1)

Quick Glance

Goal:

Visualize what a good partner does

Bloom's:

Classify, infer, differentiate, create

Skills:

communicating with one another, creating shapes with play-dough together

In Brief

Students will learn about what makes a good partner. They will have hands-on experience creating art together with their partners.

You will guide the students as they explore the concept of what partners are and co-create a list of rules and expectations of effective skills for being good partners.

Materials

- ✓ assorted photos of partners and people working alone
- ✓ markers
- ✓ masking tape
- ✓ play-dough

✓“A Good Partner...” chart

✓document camera
(optional)

Prep

- Create a blank poster paper with the title, “A Good Partner...” for listing rules and expectations of effective skills for being good partners.
- Set-up a space in the classroom where partners will work together creating their play-dough shapes. Set play-dough at each location.
- Search on Google and print out different photos showing some people working alone, some working with partners and in groups (think doctors, teachers, students).
- Look at the Teacher’s Section to figure out how you will pair students for this lesson.
- Print out your copies of the *Observation Notes: First Time and Second Time for Lesson 1* so you are ready to take notes during the activity.

Plan

Introduction:

With students gathered in a circle on the floor or in chairs, write the word “partner” on a poster paper and sign “partner”. Ask students, “Do you know what that word means?” Encourage students to express what they might think it means, “I am curious to know what you think it means”. Write down all of their answers on the poster paper. This is their opportunity to share what they know.

After collecting students’ thoughts on paper, show different pictures of different people (some alone, some working in groups, some working in partners). Using the ASL sign of partners, ask

students which picture they think means partners. If needed, guide students by emphasizing the number 2 in partners (CL:) or the word sharing in the other sign of partners (ASL GLOSS: SHARE) and comparing with pictures of people alone. “Does the sign match the picture?”, “Why?” or “Why not?”

With the discussion inferring from the pictures, ask students if they ever worked with partners before. If so, what were their experiences like? This is a discussion for you to understand what the students know/think about partners before doing the activity and for the students to start thinking about partners before the activity.

Procedure:

1. Introduce the activity by informing students that they will work in partners to create a piece of art together. With their partners, they will give each other side hugs with their other hand free. Then they will wait for the teacher to give instructions to make a specific shape with clay/play-dough. Together, partners will create this shape with their free hands. Model this with two volunteers who understood the instructions.
2. Pair up students (see Teacher’s Section for ideas of how to pair). Establish clear expectations of how to handle the materials in your classroom.
3. Send pairs to the area where clay/play-dough is set up. Instruct students that they have 5 minutes to create a ball together while doing a side hug. Walk around and observe students’ behavior and communication using the *Observation Notes: First Time for Lesson 1*.
4. After observing students and see that they have made their clay balls or have experienced enough with their partners, call them all back to the circle. Ask students, “Did you enjoy doing that?”, “Why? or Why not?” Lead them into discussion of how they feel about working with partners and then discuss about what they want in their partner or what they expect from a good partner. List all of the characteristics of a good partner on the board (include some aspects of communication, eye contact, etc).

5. With knowing what they want from their partners, ask them if they think that they will be able to work better together to make another object together. Send students back to their clay and instruct them to make a snake together. Inform that they have about 5 minutes. Walk around and observe the change/improvement in behavior and communication using the *Observation Notes: Second Time for Lesson 1*.
6. After 5 minutes, call students back to the circle. Lead students into discussion about what was different this time and why. Emphasize on how important communication is, especially when working with partners.
7. Ask students why do we need partners. Engage in discussion about the benefits of partners and where/when in our daily lives do we see people working together in pairs.
8. Start creating a list of rules and expectations of what a good partner would do. This list will be added to and modified as students are introduced to the idea of Think-Pair-Share later in lesson 3.

Closure:

9. Ask students if there's a specific place we could keep the chart of rules and expectations of what a good partner is to keep it visible for the next several weeks. Also remind students that, as we continue to work in partners, we can add more things to the chart.
10. Clean up the play-dough.

Wrap-Up

- Review both your *Observation Notes: First Time and Second Time for Lesson 1* following the lesson. Type up field notes and reflections to note any improvements, challenges or misconceptions. Address these in the next lesson.



Observations/Anecdotal Notes: *First Time*

Name: _____

Patience level - L M H

- eye contact
- uses appropriate body language facing partner
- takes turns
- respects partner with appropriate language

challenges/area of focus:

Name: _____

Patience level - L M H

- eye contact
- uses appropriate body language facing partner
- takes turns
- respects partner with appropriate language

challenges/area of focus:

Name: _____

Patience level - L M H

- eye contact
- uses appropriate body language facing partner
- takes turns
- respects partner with appropriate language

challenges/area of focus:

Patience level:

Low - (cries, out of control, not willing to work with others)

Medium - (some willingness, with some positive body language or use of language)

High - (willing to work with others, positive body language and use of language)



Observations/Anecdotal Notes: *Second Time*

Name: _____

Patience level - L M H

- eye contact
- uses appropriate body language facing partner
- takes turns
- respects partner with appropriate language

challenges/area of focus:

Name: _____

Patience level - L M H

- eye contact
- uses appropriate body language facing partner
- takes turns
- respects partner with appropriate language

challenges/area of focus:

Name: _____

Patience level - L M H

- eye contact
- uses appropriate body language facing partner
- takes turns
- respects partner with appropriate language

challenges/area of focus:

Patience level:

Low - (cries, out of control, not willing to work with others)

Medium - (some willingness, with some positive body language or use of language)

High - (willing to work with others, positive body language and use of language)



Introducing Think-Pair-Share

Standards

Integration of Knowledge and

Ideas: Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7, RL. 2.7)

Comprehension and Collaboration:

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion) (SL.1.1., SL.2.1)

Quick Glance

Goal:

Discover the concept of Think-Pair-Share

Bloom's:

Predict, relate, apply, justify

Skills:

Developing and practicing dialogue with partners

In Brief

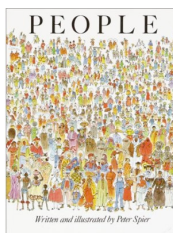
Students will learn about how partners can help us learn and respect others. They will use their experience with the 3 steps of T-P-S to create “T-P-S Rules” together as a class.

You will guide the students as they apply turn-taking and negotiating skills with their partners and co-create the “T-P-S Rules”.

Materials

- ✓ strip paper for sentence frames
- ✓ markers

✓ the book, “People”, by Peter Spier



✓ three big cards with the individual words of THINK, PAIR, SHARE

✓ copies of the 3-column chart attached with this lesson for each student

Prep

- Choose three different colors to represent each part of T-P-S and create a big card for each (e.g.. yellow for Think). Add a visual next to each word and laminate for future use.
- If you don't usually have two adults in your classroom, invite two adults into your classroom to model what T-P-S looks like, while you remain the teacher to ask the questions.
- Make copies of the 3-column chart attached with this lesson for each student.
- Create sentence frames on strip paper for the following:
 - “ I like this _____, because _____”.
 - “I don't like this _____, because _____”.
 - “ I think we should do this _____, because _____”.

Plan

Introduction:

With students gathered on the floor for read aloud, show the cover of the book, “People” by Peter Spier. Engage students to predict what the book is about using the context clues on the cover. Write down their input on a chart paper next to you. If students don't know the word people, use the ASL sign and/or refer to the picture of the people. Is it one person? Or many people?

Tell students that you will do a quick walk-through of the book and that you want them to carefully pay attention to what pictures or

words they see or know. During this time, they are to be visually attentive and will have opportunity to discuss together after looking through the whole book.

After the picture walk through, ask students what they notice and what they think the book is about.

During the read-aloud, try to ask students for their experiences or connections to check for their understanding and create connections to the book. Depending on their interest, some pages can be discussed more than other pages. The idea is to lead the students to the final discussion of understanding that every person is different, we can learn from them and work together.

After the read-aloud, ask students what they thought and learned from the book. Are we all the same people? Do we all think the same? Why or why not? Slowly guide students to start thinking about the benefits of sharing our knowledge, learning from each other and working together. Using their experience from the previous lesson and real world experience, discuss different examples of partners and working together.

Procedure:

1. Reviewing the list of rules and expectations made from the previous lesson, tap into students' knowledge and understanding of what partners are and what skills and characteristics a good partner may have.
2. Write 'Think-Pair-Share' on the board. Introduce the concept of Think-Pair-Share by sharing with the students that we will use one special strategy/way to use our friends/peers to help us with our thinking and sharing in a responsible and respectful way in the classroom. Tell them that there are three steps. Can they guess what those steps are? If students are not sure, try to encourage them to look at the board and see if they can figure out the words from 'Think-Pair-Share'. Use ASL signs and prior knowledge to discuss what each step of T-P-S may mean.
3. Introduce the three steps of T-P-S. Use modeling with two other adults first then two students. During modeling, use the big cards with each word for each step on it to show which step students should be on.

- a. Holding up the THINK card, THINK is when the teacher asks you a question and you have wait time to think by yourself.
 - b. Holding up the PAIR card, PAIR is after the wait time, when partners share their thinking to each other in a respectful way. *(model the appropriate body language and eye contact by having the one of the two adults to sit with their back facing their partner. Ask students, is this a good way to talk with your partner? Why or why not?)*
 - c. Holding up the SHARE card, SHARE is when the partners share with the whole class what they both thought. They must decide how they will share or who will share, unless the teacher asks specifically.
4. After modeling, ask students if they want to try T-P-S. Make this an exciting, safe time for them to share with their peers. Pair off students using their neighbors as they are sitting on the floor. Ask them a simple question, “What’s your favorite color?” or “What’s your favorite animal?” Walk around and observe (*don’t forget to change the TPS card for each step*). During sharing, ask partners to share with the class what their partner’s favorite color was. Record notes of possible confrontations or skills that students may need to refine. These particular moments will be beneficial for discussion afterwards.
 5. After their first trial of T-P-S, review what you’ve noticed during your observations (both positive and challenging). Ask them what they think and how they feel. Try to encourage discussion about the importance of taking turns, wait time and respecting/ learning from their partner.
 6. Depending on the students and their energy, ask a few more questions to practice the concept of TPS. Then have students draw and/or write what TPS means to them using the chart that comes with this lesson.
 7. Now with practice of the use of T-P-S, ask students to look at and review the rules and expectations that they made from the previous lesson. Using a blank chart paper titled “T-P-S Rules”, together as a class, create some simple rules for us to use T-P-S anytime. (See this lesson notes at the end for sample rules).

Closure:

After creating the rules, ask students why do we need to talk with partners? Does it help us? Why or why not? Encourage students to think about the book, *People* by Peter Spier, and discuss how our differences makes the world more beautiful. We can learn from each other and respect each other.

Wrap-Up

- Use Rubric 2 for assessing each student's 3-column chart and the quality of the work.
- Take field notes and record observations and reflections following the lesson. Detail each student's involvement and performance.

LESSON
2

Name _____ Date _____

Draw what Think - Pair - Share means to you.




<h1>Think</h1>	<h1>Pair</h1>	<h1>Share</h1>
----------------	---------------	----------------



Introducing Think-Pair-Share

Name: _____ Date: _____

Assessing the 3-Column Chart

Category	 3	 2	 1
Concept	Student shows the right idea of what each of the three parts of T-P-S means.	Student shows some idea of what some of the three parts of T-P-S means.	Student does not show any idea of what T-P-S means.
Presentation	Student writes and/or draws each part clearly and shows understanding.	Some parts are not written and/or drawn clearly for the reader to understand.	No thought was put into the drawings and/or writings.

LESSON 3

Developing Partner Skills

Standards

Comprehension and

Collaboration: Build on others' talk in conversations by linking their comments to the remarks of others (SL.1.1, SL.2.1).

Presentation of Knowledge and

Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (SL.1.4, SL.2.4).

Quick Glance

Goal:

Plan for a fictitious birthday party with partner

Bloom's:

Choose, combine, plan, support

Skills:

Compromising with partners and presenting as one in front of the class

In Brief

Students will apply the strategy of Think-Pair-Share and agree in pairs. They will work together to plan for a fictitious birthday party and share their ideal party visually with the class.

You will guide the students as they apply turn-taking and negotiating skills with their partners.

Materials

✓ cards for the birthday party planning - one identical set for each student

✓ Paper and drawing materials for birthday party image for each pair

- ✓strip paper for sentence frames
- ✓markers
- ✓the 3 big T-P-S cards

Prep

- Create the cards for the birthday party planning. Make sure you have cards depicting different choices for the following things:
 - cards for different choices of lunch food, including some quirky options (e.g. “pizza”, “peanut butter and jelly”, “noodle soup”, “fish pancakes”)
 - cards for different choices of activity (e.g. “roller skating”, “visiting a science museum”, “going to the beach”, “mountain climbing”)
 - cards for different choices of different kinds of birthday cake (e.g. “chocolate cake with vanilla frosting”, “yellow cake with chocolate frosting”, “white cake with vanilla frosting”, “carrot cake with cream cheese frosting”)
- Create sentence frames on strip paper for the following:
 - “I like this _____, because _____”.
 - “I don’t like this _____, because _____”.
 - “I think we should do this _____, because _____”.

Plan

Introduction:

With the “T-P-S Rules” poster and the list of rules/expectations from the first lesson, tap into students’ knowledge and understanding of what TPS looks like, what partners are and what skills and characteristics a good partner may have. Have several students model the T-P-S.

Procedure:

1. Ask students if they like to go to birthday parties. What kind of a birthday party do they want to have?

2. Introduce the idea that they will plan a fictitious birthday party. Students will work in pairs and will need to come to an agreement about what the party will have. Ask students what do we need to have at a birthday party. (Food, activity, birthday cake, decorations).
3. Show them the cards of different options. Explain to students that they each will get their own set of cards. They will follow the steps of T-P-S to have a few minutes to look at their cards on their own to decide their favorite and least favorite options, before sharing with a partner. Then the partners will share and work together to decide what they will have at the party. At the end, they will draw a picture of their birthday party to share with the class. Model the process using the birthday cards and the big T-P-S cards.
4. Some may want a different cake or a different activity, how should we agree? Should we yell at each other or decide together? Refer back to the list of rules and expectations that students created from the previous lesson when possible. If students want to change or add something, encourage it and discuss why.
5. Introduce the sentence frames, “I like this _____, because _____” and “I don’t like this _____, because _____” for sharing their favorites and least favorites. Then introduce, “I think we should do _____, because _____” for the sharing and making agreements. These sentence frames are to help students express their thoughts to their partners. Model how this would look like during the process. Have some students model in front of the class. They have 15 minutes to think, share and create their birthday party.
6. Students start their birthday party planning. Walk around, observe students behaviors in pairs, their use of language incorporating the sentence frames, and when necessary, prompt students into engagement with their partners.
7. When you sense partners nearing the end, encourage students to draw what their birthday party looks like and be prepared to show/explain to the class.
8. Students present their ideal birthday parties.

Closure:

After all students present, have a whole class discussion reviewing how they feel working with their partners and using T-P-S. Did they feel successful working together? Why or why not? Did they practice taking turns?

Wrap-Up




- Use Rubric 3 for assessing each student's collaborative effort with their partners and the quality of their presentation with their partners.
- Take field notes and record observations and reflections following the lesson. Detail each student's involvement and performance.



Developing Partner Skills

Name: _____ Date: _____

Assessing the Fictitious Birthday Party Planning and Presentation

Category	 3	 2	 1
Working in Pairs	Almost always listens to, shares with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good partner.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Presentation	You announced your plan very clearly with your partner and we could understand you.	You did an okay job announcing the plan with your partner, but we could understand you.	We could not understand your announcement of your plan.
Using the Language	You used the sentence frames appropriately and very responsive with your partner.	You did an okay job using the sentence frames and not as responsive with your partner.	You did not use the sentence frames appropriately with your partner.



Focus on THINKing

Standards

Craft and Structure: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (RL.1.5)

Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5, SL.2.5)

Quick Glance

Goal:
Examine different information sources and how we answer questions

Bloom's:
Classify, inspect, hypothesize, differentiate, visualize

Skills:
Sorting sources, drawing and writing

In Brief

Students will learn about what an information source is and how information sources can help us answer questions. They will work together to identify different sources in ASL and create their own visualization of their understanding of the two primary sources of information in drawing and English.

You will guide the students to brainstorm the list of different sources that helps them answer questions and introduce the concepts of “In My Head” and “In The Book/World”.

Activity adapted from “Introducing Two Primary Information Sources” (Raphael, T. E., Highfield, K., & Au, K. H., 2006, p. 19-20.)

Materials

- | | |
|--|--|
| √the big T-P-S cards | √popsicle sticks with each student's name on it |
| √t-chart titled "How do we know the answers to questions?" | √red marker (for marking R's in the sources that can be read) |
| √realia of external sources | √blank white sheets of paper for students' visualization of the two primary QARs |
| √question cards | |

Prep

- When you are in search of realia of external sources, consider what books, dictionaries and thesaurus students have already read or used in the classroom. If not, a mini lesson can be inserted during content areas such as how to use a dictionary in Reading or Writing.
- Develop a wide variety of questions and write them on cards for students to differentiate between two primary information sources: In My Head and In the Book/World. Some examples, "What is the capital of Egypt? or How did the boy feel in the story?" (In the Book/World), "What is 2+2? or Why do you like that?" (In My Head).

Plan

Introduction:

With students gathered around, review the idea of Think-Pair-Share going through the steps. Ask students what happens during the first step of Think. Explain to the students that instead of answering right now, they will use T-P-S with the big T-P-S cards. If needed, do modeling beforehand. Set the expectation that you will not call on each pair, but using the popsicle sticks to call on a few. This way, students are prepared to share, even if they are not called upon.

Walk around and observe students during their THINKing and PAIRing. Take note of any improvement in sharing or talking to reinforce their partner skills.

During SHAR(E)ing, draw a few popsicles to get their answers. The step of THINK, students have wait time to answer a question or a task. If needed, model the THINK part by acting out thinking to yourself for a few minutes.

Procedure:

1. With the t-chart on the board, ask students how do they know the answers to questions, having a conversation and encouraging them to consider different information sources (*e.g. books, computers, parents, teachers, dictionary*). When needed, prompt students with the use of realia of external sources. Write down their responses with a box next to each source (*the right column is for external sources of information, while the left column is for in my head or using their knowledge*).
2. For the next discussion, ask students which information source can be read. Put a R in the box next to the source in the t-chart that can be read. Mark the R in red. Help students reflect both on the range of sources and on how information in our head develops from external sources.
3. Give an example of different questions to help students understand what kind of questions there are (In My Head or In the Book/World). The idea is to lead students to an understanding of how knowledge develops and transfers from In the Book/World to In My Head. Use the question cards to have students match the cards with either In the Book/World or In My Head.
4. To review the concept of the two question answer relationships introduced, have students do a visualization of the primary sources by drawing on paper.
5. Have students share their work using the document camera.

Closure:

6. Tie in how understanding the questions helps us think better and find the answers to the questions that may be asked in the classroom, especially during T-P-S.

Wrap-Up




- Use Rubric 4 for assessing each student's visualization of the primary sources.
- Take field notes and record observations and reflections following the lesson. Detail each student's involvement and performance.



Focus on THINKing

Name: _____ Date: _____

Assessing the Visualization of the Two Primary Sources

Category	 3	 2	 1
Concept	Student shows the right idea of what each of the two primary sources mean.	Student shows some idea of what some of the two primary sources mean.	Student does not show any idea of what the two primary sources mean.
Presentation	Student writes and/or draws each part clearly and shows understanding.	Some parts are not written and/or drawn clearly for the reader to understand.	No thought was put into the drawings and/or writings.

LESSON 5

Focus on PAIRing

Standards

Comprehension and

Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (SL.1.3, SL.2.3)

Key Ideas and Details: Describe how characters in a story respond to major events and challenges. (RL.1.2, RL.2.3)

Quick Glance

Goal:

Visualize an effective, active listener

Bloom's:

Predict, compose, differentiate, practice

Skills:

Active listening and filming

In Brief

Students will recognize the different skills in an active listener to a non-active listener. They will create a short film of active listening skills in play with their partners and demonstrate their understanding on the projector with the class.

You will guide the students as they examine the active-listening skills from the read-aloud and apply those skills and prompts in ASL through their filming process with their partners cooperatively.

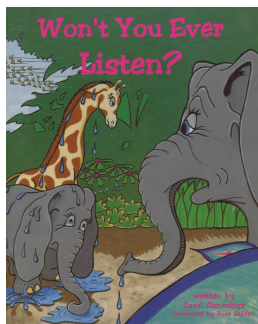
Materials

✓the big T-P-S cards

✓laptop camera or camera for student filming of themselves

✓the book, “Won’t You Ever Listen?”, by Carol Cummings

✓copies of *What Kind of Listener Are You?* handout



✓projector

Prep

- Using page 24 of the book, practice reciting and developing the rules of listening in an ASL song (see the words at the end of this lesson plan).

Plan

Introduction:

Write the word “listen” on the board. Ask students what the equivalent ASL sign is using T-P-S (don’t forget to use the big T-P-S cards to model each step). Take note of any improvement in sharing or talking to reinforce their partner skills.

Discuss about the different ASL signs for listen (auditory by the ear, visual by the eye, or paying attention).

Show the book, “Won’t You Ever Listen?” by Carol Cummings. Preview the book by discussing the characters in the book and where it’s taking place. After reading the title, tap and build background knowledge by asking students, “Has anyone ever said that to you before? Who? Why is listening important?”

Before you start reading aloud, ask students to predict why we’re reading this book. Try to tie it to T-P-S and ask students, “Which

step do you think listening is the most important?" (both Pairing and Sharing).

Procedure:

1. Read aloud. While reading, continue to ask questions to check understanding. "Is Stomper listening?" "How can you tell from the picture?" "How do you think his mom feels?" "Do you think Stomper listened this time?" "What happens when you don't listen?"
2. At the last page of the book, have students join you to recite the the song together.
3. Using the *What Kind of Listener Are You?* handout, read through together as a class to ensure that everyone understands the different stages. With T-P-S, have students think about what kind of a listener they are, circle their answer and then discuss with partners, before sharing with the whole class.
4. Discuss how we can become more of an active listener (reviewing from the *What Kind of Listener Are You?* handout). Discuss the different prompts that show active listening.
5. Send pairs to practice and film themselves using ASL (camera or laptop). If technology is not readily available, they can practice and then present, instead of filming.

Closure:

Have students share their work using the projector.

Wrap-Up

- Use Rubric 5 for assessing each student's collaborative effort with their partners and the quality of their presentation with their partners.
- Take field notes and record observations and reflections following the lesson. Detail each student's involvement and performance.

Additional Information:

- 'Listening Rules' excerpt from "Won't You Ever Listen?"

Won't you ever listen?
Listen to me.
Face to face. Eye to eye.
Knee to knee.






Won't you ever listen?
Listen to me.
No interruptions. Don't say a word.
Quiet you'll be.

Won't you ever listen?
Listen to me.
Nod your head, just a bit.
Nod when you agree.

Won't you ever listen?
Listen to me.
Think about what I say.
Question if need be.



What kind of listener are you?




	<p>Bored Listener</p>	<ul style="list-style-type: none"> - does not try to listen or understand - is rude to the speaker - distracts others
	<p>Chatterer</p>	<ul style="list-style-type: none"> - signs - distracts others
	<p>Daydreamer</p>	<ul style="list-style-type: none"> - sees only part of the message - lets mind wander - might distract others
	<p>Entertainer</p>	<ul style="list-style-type: none"> - takes attention away from the speaker - wants attention for himself/herself - distracts others
	<p>Active Listener</p>	<ul style="list-style-type: none"> - looks at the speaker - respects the speaker - listens to see the main point - tries to understand the message - thinks about what is being said - is able to ask and answer questions about what was said



Focus on PAIRing

Name: _____ Date: _____

Assessing the Active Listener Skills Planning and Film

Category	 3	 2	 1
Working in Pairs	Almost always listens to, shares with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good partner.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Presentation in the Film	You demonstrated an effective active listener very clearly with your partner and we could understand you.	You did an okay job demonstrating an active listener with your partner, but we could understand you.	We could not understand you, nor were you clearly showing what an active listener does.
Using the Language	You used the almost all of the prompts to demonstrate an active listener.	You did an okay job being an active listener using some of the prompts.	You did not use the prompts to show your active listening skills.
Videography	Video did not rock/shake and the frame included all of the ASL signing space.	Video might've rocked a little and the frame cut off some of the ASL signing space.	Problems with rocking/shaking and most of the ASL signing space was not in the frame.



Organizing Our Thoughts

Standards

Research to Build and Present

Knowledge: Recall information from experiences or gather information from provided sources to answer a question. (W.1.8, W.2.8)

Comprehension and Collaboration:

Participate in collaborative conversations with diverse partners about *grade 1 and grade 2 topics and texts* with peers and adults in small and larger groups (SL.1.1, SL.2.1)

Quick Glance

Goal:

Use the provided graphic organizer to help with our thinking

Bloom's:

Formulate, choose, analyze, identify

Skills:

Writing and active listening

In Brief

Students will use their prior knowledge of finding answers to questions and become more aware of their thinking with partners. They will complete the graphic organizer and display their thinking publicly.

You will guide the students to practicing dialogue and writing down their thoughts in the graphic organizer.

Materials

- | | |
|--|--|
| ✓the big T-P-S cards | ✓student copies of <i>“Think-Pair-Share: Graphic Organizer”</i> |
| ✓higher order thinking questions pre-made with some accompanying sentence frames | ✓materials necessary for the “Our Thinking Wall” (<i>i.e. roll paper, decorated letters</i>) |

Prep

- Decide a content area you want students to think on and for you to check their understanding. Once you decide a content area, use the *“Guiding Questions to Higher Order Thinking”* guide to design several questions for the students to use the graphic organizer with.
- After designing the questions, design a few sentence frames as a support for the first few practices and modeling during the lesson. For example:

“What is your opinion on the astronaut’s space mission?”

“My opinion on the astronaut’s space mission is _____ because _____. What’s yours?”

“My opinion is the same/different. I feel that the astronaut’s space mission is _____, because _____.”

- Designate a spot on your classroom wall or in the hallway for the “Our Thinking Wall” as a way to demonstrate the graphic organizers and a way to value the students’ thinking. Decorate as creatively as possible! Make sure the title, “Our Thinking Wall” is big and clearly shown.

Modifications

- If students struggle to decide which answer is the best from both pairs or how to create a new, combined answer for the SHAR(E)ing, you may need to do a mini-lesson on this.

- Sometimes, students may have some challenges in transferring information and their thinking into the charts. You may either provide index cards with the questions and sentence prompts for each section of the chart. Or have the questions and sentence prompts pre-written inside the charts using a Cloze style and students fill in the blanks (i.e. Under “*What I thought*”, you can write like this, “My opinion is _____ because _____.” You can also supply vocabulary for students to insert in the blanks.

Plan

Introduction:

Review the concepts from Lesson 4 on how we think and how we find answers to questions with the idea of “In My Head” and “In the Book/World”.

Lead the class into a dialogue about how we can also use partners to benefit us in finding and understanding questions.

Inform the students that they will be able to organize their thoughts in a graphic organizer. Hand out the *Think-Pair-Share: Graphic Organizer*. Give students several minutes to look it over alone and have them discuss with you what they notice about the paper, what they think the paper is for and how the paper may help us.

Procedure:

1. Discuss each part of the graphic organizer (*Question or Prompt, What I thought, What my partner thought and What we will share*). Clarify which part fits which step of T-P-S.
2. Using your higher-order questions and sentence frames you want to use from any content area to check their understanding, have a few volunteers to come up and model with the class. Model the dialogue and the writing process in filling out the graphic organizer. You want to emphasize the difference in *What we will share* from *What I thought* and *What my partner thought*. The answer must be either the best choice or a combination of both.
3. Send students to work in pairs and complete two questions. Walk around and provide support as needed to facilitate

smooth partner dialogues. Depending on the content area, provide the resources and materials to support students in their thinking.

4. During sharing, make sure you positively reinforce the efforts of the pairs in choosing the best answer and/or creating a new, combined answer from both pairs' individual answers. Ask students how they decide. It's always good to show other students the different ways of thinking and solutions to problems.

Closure:

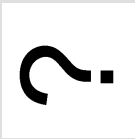
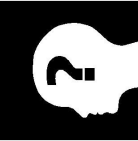


5. Discuss the benefits of the graphic organizer. How does it help us understand our thinking and others' thinking better? Explain to students that they'll be using this graphic organizer in any class, depending on the content and the teacher.
6. Introduce the "Our Thinking Wall" as a way of valuing their thoughts and understanding. Display their thinking on the "Our Thinking Wall".

Wrap-Up

- Use Rubric 6 for assessing each student's collaborative effort with their partners and the quality of their thinking shown in the graphic organizer.
- Take field notes and record observations and reflections following the lesson. Detail each student's involvement and performance.

LESSON
6

Think-Pair-Share *Graphic Organizer*

Question or Prompt 	What I thought 	What my partner thought 	What we will share 




My Name: _____ Partner's Name: _____ Date: _____



Organizing Our Thoughts

Name: _____ Date: _____

Assessing the Graphic Organizer and Higher Order Thinking

Category	 3	 2	 1
Quality of Thinking	Student responds to the higher order questions constructively.	Student partially responds to the questions showing some misunderstandings.	Student does not answer the question.
Presentation	Student writes in each section of the organizer clearly.	Some parts are not written clearly for the reader to understand.	No thought was put into the writings.
Using the Language	Student used the almost all of the prompts to demonstrate an active listener during T-P-S.	Student did an okay job being an active listener using some of the prompts during T-P-S.	Student did not use the prompts to show their active listening skills during T-P-S.
Sharing	Student worked closely and compromised with their partner on the last column of the chart.	Student sometimes worked and tried to compromise with their partner on a combined answer.	Student does not work to compromise with their partner to determine what they will share.



Focus on SHAR(E)ing

Standards

Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (RI.2.6)

Presentation of Knowledge and Ideas: Create visual recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5, SL.2.5)

Quick Glance

Goal:

Many different ways to share thinking

Bloom's:

Design, develop, analyze, categorize

Skills:

Creativity and presenting ideas to the class

In Brief

Students will analyze the different ways of expressing and sharing our ideas through the understanding of what an author's or an artist's purpose is. As a result, they will work together with their partners to answer a higher-order question posed by the teacher and find a way to share creatively with the class, in ASL and/or English.

You will guide the students to brainstorm the best way to answer and share that fits them and their partners.

Materials

✓the big T-P-S cards

✓student copies of *T-P-S Graphic Organizer #2*

✓collection of various pieces of artwork and writing pieces of work

✓additional art materials or publishing materials for students to express themselves for sharing

✓markers and whiteboard

Prep

- When you are in search of pieces of artwork and pieces of writing, consider what books, stories, writers, art, and artists students have already read or learned about. If not, a mini lesson can be inserted during content areas of Reading, Writing or Art on what an author's or artist's purpose is.
- Using the *Guiding Questions* included in this curriculum, determine a higher-order question from a content area that students have already learned about and you want to check their understanding in. This question will be used for students to consider how they will share the answer creatively that best fits them with their partners.

Plan

Introduction:

Introduce students to the collection of various pieces of work you have gathered. Display and read/describe each piece of work. Lead a dialogue on asking students who created these, why and how each piece of work has an artist or an author who had a purpose in creating it.

Tap into students' experiences and prior knowledge on which piece of work appeals to them and why. Use T-P-S to engage students with their thinking and preferences of a piece of work with their partners.

Write the word *author's purpose* and *artist's purpose* on the board. Continue the dialogue about what the purpose is for each piece of work (i.e. comics is to entertain and make people laugh,

a painting may inform or entertain. It will vary depending on the pieces you choose).

With the guidance of student dialogue, guide them to make the connection of the purpose in sharing with the world in any form to the SHARE part in T-P-S. Discuss other ways to share (i.e. acting out/gesturing, drawing, making various forms of art).

Procedure:

1. Now inform the students that they will have the opportunity to share in a form that they feel is best fit for them with their partners. Teacher must consider a higher order question (see *Guiding Questions* form to help determine a challenging, engaging question) to connect to any content area. Find something that you want to check students' understanding in.
2. Using T-P-S, have students brainstorm alone first to answer the question using the *T-P-S Graphic Organizer #2*, before discussing in pairs their ideas and completing the rest of the graphic organizer. Review expectations of working in pairs as always. Model the appropriate behavior, if necessary.
3. Students will begin working on their creative sharing. Support them in providing materials or resources they may need as well as observing partner skills and behavior.
4. When students are done, gather in front of the projector to begin the sharing, in response to the question you have posed. Review expectations of respecting one another and holding off questions to the end of their presentation. Also, emphasize to students presenting, they will need to explain the thought process using their *T-P-S Graphic Organizer #2* from when they thought of the question on their own and what each shared to each other, and how they agreed to share with the whole class.
5. Students take turns sharing their creative forms and the process they took to reach the end. Look closely on how they worked together and combined their ideas to answer the question effectively. Let the audience offer feedback first, and then provide your own feedback.

Closure:

6. Discuss the activity. What did we learn today? How do we feel now? Was it easy? Could we become more expressive in our sharing? Does it help others understand our thinking more? Do we appreciate authors and artists' purpose more?
7. Wrap-up reviewing the importance of partners and how T-P-S helps us take advantage of our partners and enhance our thinking skills.

Wrap-Up





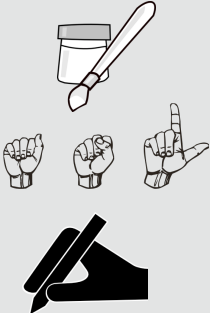
- Use Rubric 7 for assessing each student's collaborative effort with their partners and the quality of their presentation with their partners.
- Take field notes and record observations and reflections following the lesson. Detail each student's involvement and performance.

My Name: _____ Partner's Name: _____



Think-Pair-Share

Graphic Organizer #2




<p>Question or Prompt</p> 	
<p>What I thought</p> 	
<p>What my partner thought</p> 	
<p>What will we share</p> 	
<p>How will we share</p> 	



Focus on SHAR(E)ing

Name: _____ Date: _____

Assessing the New Way of Sharing and Its Process

Category	 3	 2	 1
Presentation	Student writes in each section of the organizer clearly.	Some parts are not written clearly for the reader to understand.	No thought was put into the writings.
Using the Language	Student used the almost all of the prompts to demonstrate an active listener during T-P-S.	Student did an okay job being an active listener using some of the prompts during T-P-S.	Student did not use the prompts to show their active listening skills during T-P-S.
Sharing	Student worked closely and compromised with their partner to create a new way to share.	Student sometimes worked and tried to compromise with their partner.	Student does not work to compromise with their partner to determine what they will share.
Creativity	The chosen form to share reflects a collaborative, original effort.	The chosen form to share are based on one person's idea.	The chosen form does not reflect on what either partner wants to share.

**MINI
LESSON
1**

Signing Clearly

Materials:
- videos of fast, jumbling signing
- projector/laptop

Skill(s):
- signing clearly

Simple Plan

Introduction:

When working in partners, do you think it's important to sign clearly or not? Why or why not? Engage in whole class discussion or use T-P-S.

Procedure:

1. Show video examples of different styles of signing (can create your own video through your computer/camera or find certain ASL signers through YouTube).
2. Ask students which video they enjoyed the most or was the most clear. Why? Or why not? Help students understand the importance of signing clearly.
3. Depending on students, have them model various ways to sign clearly in front of the class.

Conclusion:

Wrap up the mini-lesson emphasizing that when in partners, we should pay attention to how we express ourselves.

**MINI
LESSON
2**

Tell Me What Your Partner Said

Materials:
- big T-P-S cards
- optional: write the questions on cards to give to each pair

Skill(s):
- proactive listening

Simple Plan

Introduction:

When working in partners, do you think it's important to pay attention to what your partner is saying? Why or why not? Engage in whole class discussion or use T-P-S.

Procedure:

1. Ask some questions for students to answer through T-P-S depending on the lesson. Explain to students that they are to pay attention to what their partners said to share with the class.

Conclusion:

Wrap up the mini-lesson emphasizing that when in partners, we are learning from each other. What your partner says is very important.

**MINI
LESSON
3**

What Kind of Questions?

Materials:

- various realia sources (dictionary, newspaper)
- different kind of questions to match “In My Head” and “In The Book/World” written on cards (see Lesson 4)

Skill(s):

- differentiating between In My Head and In The Book sources

Simple Plan**Introduction:**

Review the concepts from Lesson 4. Hold up the different sources and have students recall the different names.

Procedure:

1. Pair up students. Review expectations of working in pairs.
2. Give students question cards to review and have them match the question to the appropriate source.

Conclusion:

Discuss how questions require different kinds of thinking. Sometimes, it's in our heads. Other times, it's in the book or in the world around us.

**MINI
LESSON
4**

Missing Sharing

Materials:
- higher order questions
- big T-P-S cards

Skill(s):
- active sharing

Simple Plan

Introduction:

Ask a question and lead students into T-P-S. Review the expectations and tell them that they will think alone, then meet with their partners and then they will share with the whole class. If needed, guide students during the dialogue.

Procedure:

When it's time for SHAR(E)ing, intentionally, move on to the next activity or part of your lesson. Don't say that you won't do the sharing. Give students some wait time to understand.

Conclusion:

If no one asks why there's no sharing, ask students if we forgot to do something. Ask how it feels not to share. If time permits, go ahead and do the SHAR(E)ing with a few pairs.

Appendix B.

The following pages include the student work collected during the implementation of the curriculum: *Think-Pair-Share: Developing Comprehension and the Classroom Community Using Higher-Level Thinking in ASL and English.*

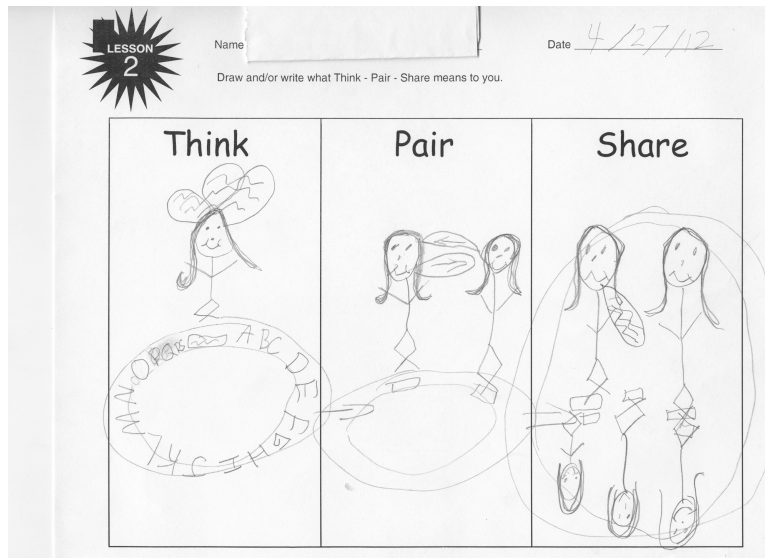


Figure 16.1: Student A's Visualization of T-P-S.

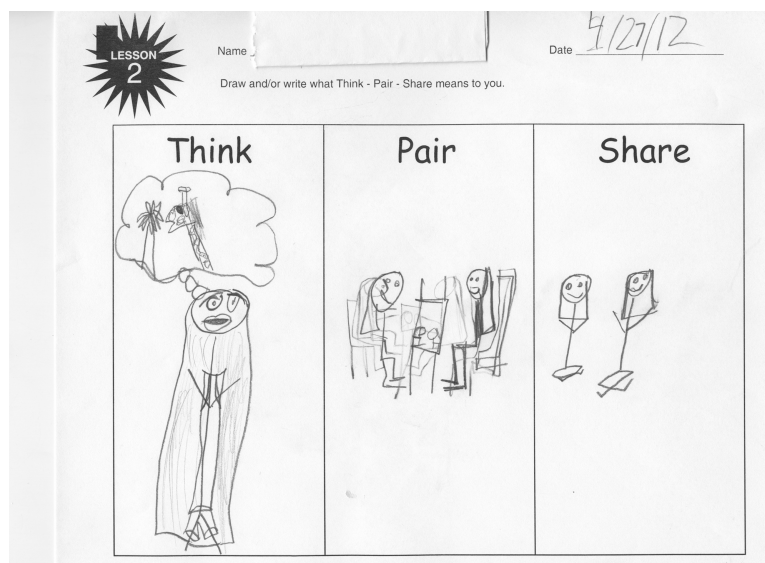


Figure 16.2: Student B's Visualization of T-P-S.

LESSON 2

Name _____ Date 4/27/12

Draw and/or write what Think - Pair - Share means to you.


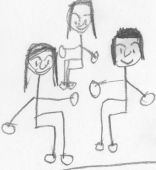
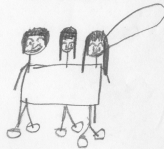
Think	Pair	Share
 Andred Think	 Kaydence, Alaurial, Andred Pair	 Kaydence, Alaurial, Andred share

Figure 16.3: Student C's Visualization of T-P-S.

LESSON 2

Name _____ Date April 27, 2012

Draw and/or write what Think - Pair - Share means to you.




Think	Pair	Share
		

Figure 16.4: Student D's Visualization of T-P-S.

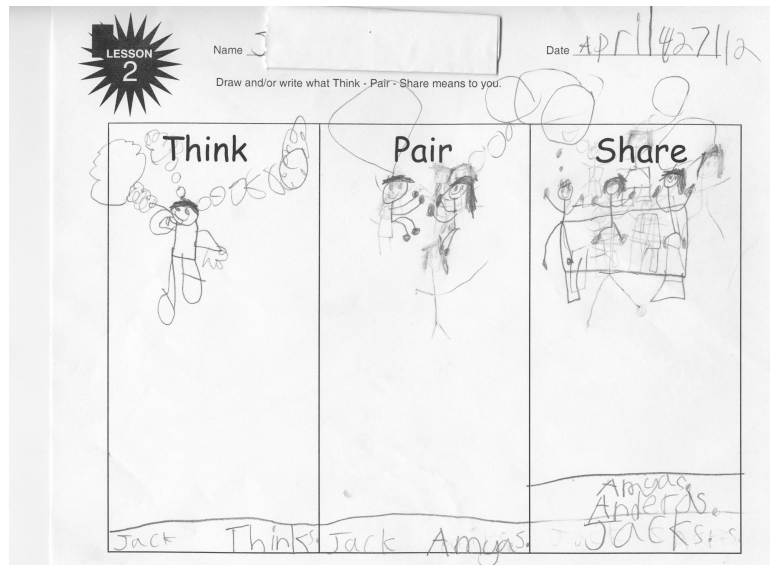


Figure 16.5: Student E's Visualization of T-P-S.

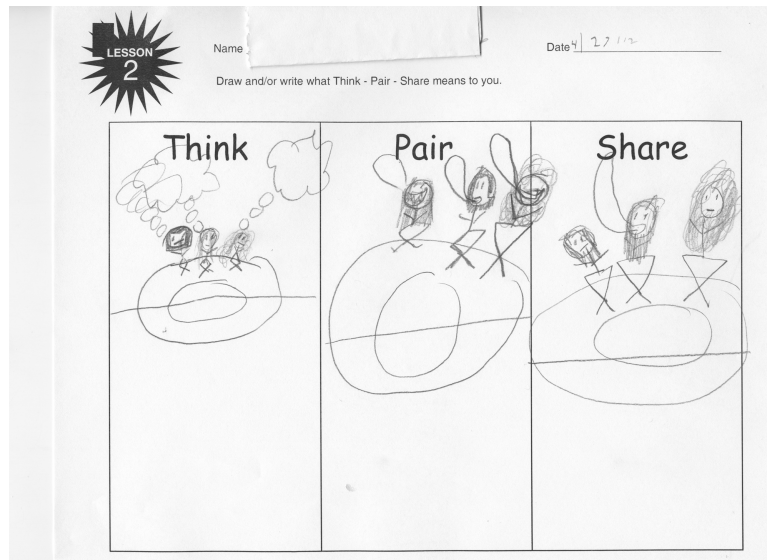


Figure 16.6: Student F's Visualization of T-P-S.

LESSON 2

Name _____ Date 4/27/2012

Draw and/or write what Think - Pair - Share means to you.

Think	Pair	Share

Figure 16.7: Student H's Visualization of T-P-S.

LESSON 2

Name _____ Date 4/27/12

Draw and/or write what Think - Pair - Share means to you.

Think	Pair	Share

Figure 16.8: Student I's Visualization of T-P-S.

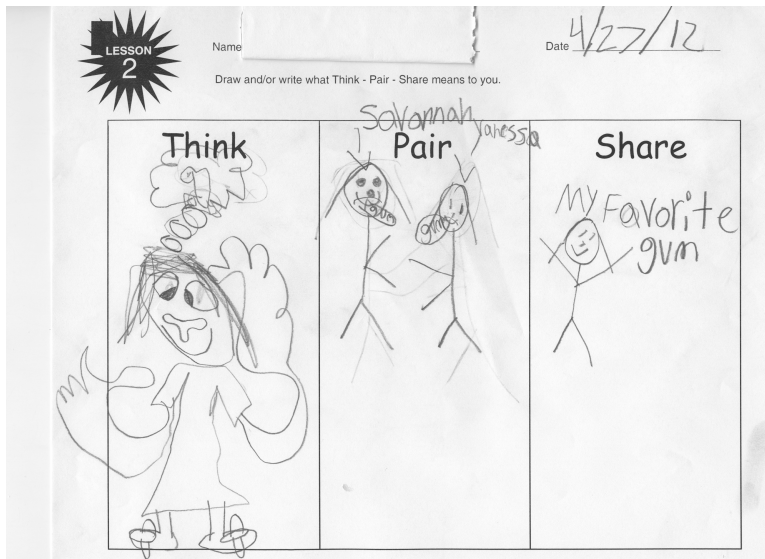


Figure 16.9: Student J's Visualization of T-P-S.

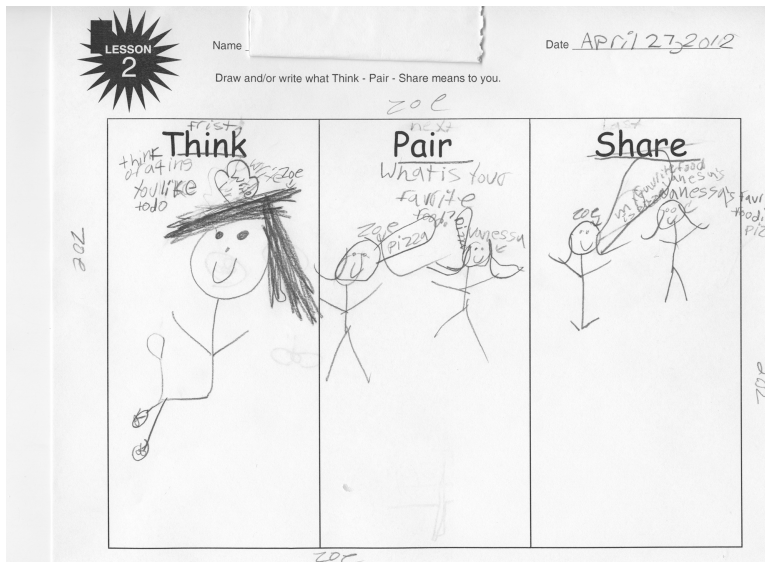


Figure 16.10: Student K's Visualization of T-P-S.