
Pair Work: Think/Pair/Share

MUSIC and SOCIAL STUDIES Grade 2

This strategy, students individually consider an issue or problem and then discuss their ideas with a partner.

Purpose

- Encourage students to think about a response to a focus question based on a music listening sample. Students refine their response through discussion with a partner.

Payoff

Students will:

- Reflect on the music listening sample.
- Deepen their understanding of an issue or topic through clarification and rehearsal with a partner.
- Develop skills for small group discussion, such as listening actively, disagreeing respectfully, and rephrasing ideas for clarity.

Tips and Resources

- Use Think/Pair Share for all subject areas for almost any topic. For example: Math, solve a problem together to better understand the task; in Science, exchange hypotheses before conducting and experiment; in Art, exchange ideas on use of colour in a piece of artwork.
- Use it to help students with their in-class reading. Ask them to read a story, think about it, and then take turns retelling the story to a partner.
- Use it at any point during a lesson, for very brief intervals or in a longer time frame.
- Increase the amount of time devoted to Think/Pair/Share, depending on the complexity of the reading or questions being considered. This strategy can be used for relatively simple questions and for ones that require more sophisticated thinking skills such as hypothesizing or evaluating.
- Take time to ensure that all students understand the stages of the process and what is expected of them.
- Review the skills the students need to participate effectively in Think/Pair/Share, such as good listening, turn-taking, respectful consideration of different points of view, asking for clarification, and rephrasing ideas.
- After students share in pairs, consider switching partners and continuing the exchange of ideas.
- See other strategies, including Take Five and Discussion Web for ways to build on the Think/Pair/Share strategy.

Beyond Monet, pp. 94, 105

Further Support

- Some students may benefit from a discussion with the teacher to articulate their ideas before moving on to share with a partner.



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What teachers do	What students do
<p>Before</p> <ul style="list-style-type: none"> • Prepare two music listening samples. One sample from Canadian culture, such as a Canadian folk song. Another sample from a different culture, such as an African singing game. • Consider the social and academic goals for the Think/Pair/Share activity, and plan for pairing particular learners that would further those goals. • Prepare a selection of questions in order to focus the students listening (e.g. What is the tempo of this piece? What dynamic levels do you hear? When? How are these dynamic levels achieved? Do you hear mostly higher pitches or lower pitches? What instrument do you hear?) • Prepare a Venn diagram on a large piece of chart paper. Label one side with the title of the music from Canadian culture and label the other side with music from the other culture. • Prepare possible answers to questions on card stock (e.g. fast, slow, soft, loud, high, low, djembe, violin, flute, male voice, tabla). • Put students in pairs. 	<ul style="list-style-type: none"> • Sit with a partner.
<p>During</p> <ul style="list-style-type: none"> • Play one listening sample to the students. Before playing, ask one of the listening questions you have prepared. • Ask students to spend a minute thinking about a possible answer to the question you have posed and be able to support their answer. • Set clear expectations regarding the focus of thinking and sharing to be done. • Ask students to share and clarify their ideas and understanding. • Monitor student’s dialogue by circulating and listening. • Call upon some pairs to share their learning and ideas with the whole class. • Post or record their thoughts on the appropriate side of the Venn diagram. • Repeat the process with the other music sample. 	<ul style="list-style-type: none"> • Formulate thoughts and ideas, writing them down as necessary to prepare for sharing with a partner. • Practice good active listening skills when working in pairs, using techniques such as asking for clarification, orally clarifying their partners and own ideas. • Participate in whole class discussion.
<p>After</p> <ul style="list-style-type: none"> • Ask student to notice similarities between the two pieces of music based on their responses. • Move/record these similarities in the centre of the Venn diagram. • Ask students to notice the differences between the two pieces of music. • Discuss with students why these differences may exist (e.g. instruments particular to a culture, cultural celebrations.) 	<ul style="list-style-type: none"> • Pinpoint any information that is still unclear after the pair discussion and after the whole group discussion. • Ask teacher for clarification. • Notice similarities and differences between music of various cultures through listening.

Notes



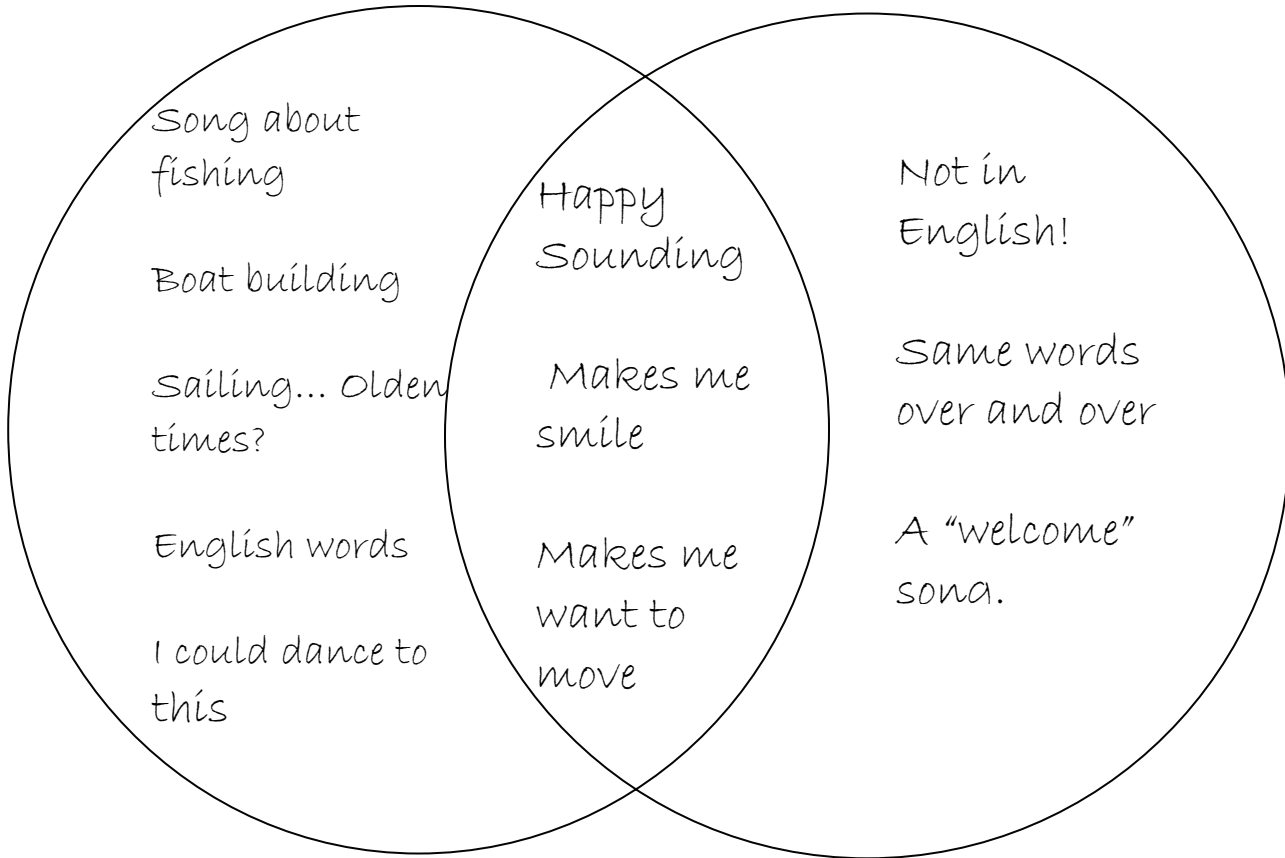
Template for Venn Diagram

Listening Sample 1

Listening Sample 2

I'se the Bye that Builds the Boat

Funga Alafia





Teacher Resource

Sample Template for Venn Diagram

Listening Sample 1

Listening Sample 2

