

Think-Pair-Show — A New Structure for Teaching Vocabulary and ESL

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I have been teaching reading, writing, speaking, and listening in ESL classes in the Taejon Christian International School in Daejeon, South Korea for the past nine years. I attended the 5-day **Kagan Cooperative Learning Structures for Success** workshops in the summer of 2003 at Walt Disney World in Orlando, Florida. Not only did I meet wonderful teachers from around the world and great workshop instructors, but I learned many cooperative structures that would enable and ensure student successes in ESL and content classes. Although there were a few structures that I had been using without knowing they were **Kagan Structures**, I learned the correct procedures and proper names.

My husband, who also attended the workshops, and I immediately put the structures to use upon our return to Korea. During our school's orientation for new staff and faculty, I was in charge of teaching Korean useful expressions to our new team. I used **Quiz-Quiz-Trade** to review these expressions. Afterwards, we sent the new staff out around the neighbourhood and encouraged them to use the newly-learned expressions when they met the locals. They had a wonderful time because they were able to remember the Korean expressions from the earlier structure very vividly.



I have ESL classes and I co-teach a Social Studies 7 class with Don Gelzleichter. In all of these classes, I have so far used teambuilding and classbuilding **Kagan Structures** to start sessions. My favorites: **Find Someone Who** and **Find the Fiction**. I have also used **All About Me** and **Think-Pair-Share**. Other structures I have used for content, for introduction of a new topic, review, mastery, thinking skills, communication skills, information sharing are: **Fan-N-Pick**, **Find Someone Who**, **Mix-Pair-Share**, **Numbered Heads Together**, **One Stray** (in Social Studies we say that one student "migrates" to another group instead of "strays"), **Quiz-Quiz-Trade**, **RoundRobin**, **RallyTable**, **Showdown**, **Spend-a-Buck**, and **Timed Pair Share**.

I am so fortunate to have students who are receptive to new ideas and methods. At first, when I tried **Quiz-Quiz-Trade**, no one wanted to move even though I had demonstrated the method with the help of another student. You have to understand that in the Korean school system, the teacher is the only one who lectures and imparts knowledge and the students listen and absorb the lecture. So, when a new method is introduced, they get scared because things like these are not done, or, they are scared that they are not pleasing the teacher or they are doing something wrong. However, when I encouraged them and praised them for their good job, things started moving. They caught on easily. Also, they were able to speak loudly and practice pronunciation. They learned phrases to correctly praise their classmates (I have a poster containing 101 Ways to Praise a Child). The retention percentage for the lesson is incredible. In unison, the whole class stated aloud the definitions of the vocabulary words. Needless to say, 100 percents on their vocabulary quizzes became an ordinary happening. Happy faces beamed when they received their quiz papers with stars to indicate perfect scores!

Sample Social Studies Vocabulary Words

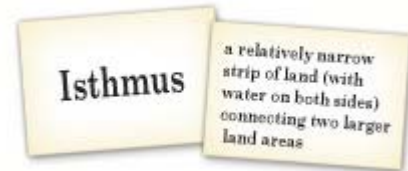
- isthmus
- sinkholes
- conquistadores
- haciendas
- plazas
- cash crops
- maquiladoras

Praising as part of the **Kagan Structures** is an integral part of learning. It helps develop the character of the student. It "makes his day." Now, when an activity ends, the students automatically praise the others. It has become second nature to them.

I have found that students welcome the new structures because the **Kagan Structures** give them new venues to express themselves, practice self-control, learn in different ways and master and retain the lessons they have learned. They have come to realise that learning effectively takes more forms than they were introduced to before. There is more laughter in my classroom, more freedom in exchange of ideas, more ease, and more communication. My students

can truly say that they have an active part in their education. "Positiveness" simply oozes in my classroom.

I am becoming more creative in using **Kagan Structures**. I combine some structures and they have worked beautifully. During one of the planning sessions in the Social Studies 7 class that I co-teach with Don, we considered presenting new vocabulary words in the upcoming unit using **Quiz-Quiz-Trade**. However, since we use this structure so often, I searched for another structure. I found one, but misunderstood the instruction and so what followed was the invention of a new structure. When I presented it during our department meeting, my colleagues were so complimentary, that they named the structure **Think-Pair-Show**. Here's how it goes:



Think-Pair-Show

Set-up

Each vocabulary word is printed on the front of a separate card (Word Cards). Each word meaning is printed on the front of a separate card (Meaning Cards). Distribute cards so each student receives one card.

Steps...

1. With a card in hand, students stand up, put a hand up, and search for a partner with a matching word or meaning card. Once students find a match, they lower their hands.
2. Once all hands are down, the teacher has each pair share their word and meaning to verify the match is correct.
3. Then, partners with matching cards are given time to plan how to teach the class the new vocabulary word. Pairs may teach the word by making an illustration, using props, or acting it out. The only rule is they may not use the word itself.
4. Each pair gets a turn to present their word to the class. After their presentation, the class guesses the word. The partners confirm that the class is correct.
5. The class congratulates the partners and the partners acknowledge the congratulations. Partners congratulate each other, too.

Tips

- For an odd number of students, the teacher may pair up with a student or one meaning or word card may be duplicated, resulting in a threesome.
- Allow for more time if there are many ESL students in class.
- If there are more students than half the vocabulary words, the words may be printed more than once to accommodate all the members of the class.
- This structure may be used as an introduction to a lesson/chapter/unit or as a review.

I am very happy and fortunate to have attended the Kagan workshops last summer. I look forward to attending review classes in the future. I also hope that Kagan instructors can come and visit my school in order for more teachers to learn and use these methods.