Meaning Prediction through Think-Pair-Share

Gist: Students compare and discuss their predictions about word meaning.

When to use: Before defining terms, to engage students through prediction.
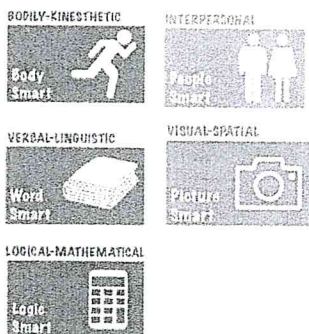
The Why

As quick as: 15 minutes

Metacognition (thinking about thinking): Prediction primes students' brains as they seek to know if they were right. Explain the power of prediction to your students.

Multiple learning styles:

BODILY-KINESTHETIC
Body Smart

INTERPERSONAL
People Smart

VERBAL-LINGUISTIC
Word Smart

VISUAL-SPATIAL
Picture Smart

LOGICAL-MATHEMATICAL
Logic Smart

Student perspective: "It feels good to figure out the definitions without being told!"

How It Works

Step 1: Have students write the terms they will study on a chart like the sample on the facing page. Give them 10-12 minutes to quietly reflect on what they think the meaning of each term is and to write it in the center column.

Step 2: Walking the room as students work, help give direction to struggling students.

Step 3: Once students have written their best guesses, partner students and allow another 4-5 minutes for students to compare their predictions and decide who is closer to the best definition.

Step 4: Lead the whole class through each term, clarifying which responses are best and why. Instruct students to write in the far-right column if their first attempt was incorrect. If they were correct, they do not need to rewrite it.

Twist: Replace the chart with Post-it notes, allowing students to physically engage, getting out of their seats and sticking their predictions on the board or the wall. Then, during the final whole-class sharing time, students would choose the best Post-it definition and record it in their notebooks.

Common Core Connection

- Determine meanings of domain-specific words in context
  CCSS.ELA-LITERACY.RST.11-12.4
- Work toward proficient independent understanding of text
  CCSS.ELA-LITERACY.RST.11-12.10

Meaning Prediction Chart

for Think-Pair-Share

TERM:	What I THINK it means:	BEST DEFINITION: