### Viewing Guide:
#### Teaching Strategy: Think, Pair, Share

**Overview**
In this classroom video, English language arts teacher Jackie Rubino is preparing to teach the memoir *The Sunflower*, by Simon Wiesenthal. Before the students begin the text, Ms. Rubino wants them to consider the concept of forgiveness and what it means to them. To do this, she has her students participate in a **Think, Pair, Share** activity. Students write and discuss their ideas with a partner before sharing them with the larger group. This format gives students the opportunity to thoughtfully respond to questions in written form and to engage in meaningful dialogue with other students about these issues. It is a helpful way to give students time to compose their ideas before sharing with them with the class. The Think, Pair, Share strategy helps students build confidence, encourages greater participation, and often results in more thoughtful discussions.

**In this video:**
Jackie Rubino, teacher
9th–12th grade, Methuen High School
Methuen, MA

**Video Goals:**
The purpose of watching this video is to:
- Observe how using the Think, Pair, Share strategy helps students gather their thoughts and participate effectively in class
- Learn how to implement the Think, Pair, Share strategy in your classroom
- Witness students engaging as both speakers and listeners

**Lesson Resources:**
- Teaching Strategy: Think, Pair, Share
- Lesson: Exploring Dimensions of Forgiveness: *The Sunflower*
- *The Sunflower*

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**As you watch, consider the following:**

1. At 0:47, Ms. Rubino says, “I think the think-pair-share strategy is very effective because students get to vet out their thoughts before sharing out with the class.” What kind of classroom environment needs to exist in order to make that “vetting” process possible? What do you think Ms. Rubino has done prior to this lesson to create that environment?

2. During the lesson, Ms. Rubino rephrases and affirms several students’ comments. At 5:21, Ms. Rubino responds to a student, “Everything you guys are saying, you are going to be reading about in the context of a story.” Why do you think she says this?

3. As the video closes, Ms. Rubino advocates for the use of “processing time.” Why is this important? How do you give your students processing time?