

# See Think Wonder



What do you see?



What do you think is going on?



What does it make you wonder?

purpose

This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.

Introducing  
& Exploring  
Ideas

## PURPOSE

### *What kind of thinking does this routine encourage?*

This routine emphasises the importance of observation as the basis for thinking and interpretation that follows the close looking of an image, object, video, excerpt of text, painting, photo etc. The stimulus should be evocative and engaging.

## APPLICATION

### *When and where can it be used?*

Use this routine:

- ❑ When you want students to think carefully about why something looks the way it does or is the way it is.
- ❑ Use at the beginning of a new unit to motivate student interest.
- ❑ Consider using with an interesting object near the end of a unit to encourage students to further apply their new knowledge and ideas

## ASSESSMENT

### *How can I use this routine as an assessment?*

- ❑ **See responses** → look for improvement in ability to notice details that take them deeper in the image/ object rather than getting stuck on immediate surface features.
- ❑ **Think responses** → pay attention to the kind of supports students are able to provide for their interpretations in response to the *What makes you say that?* prompt. Are they drawing on evidence to create coherent links?
- ❑ **Wonder responses** → look for questions that are more adventurous and broad rather than limited to those requiring specific factual responses.

Adapted by Alice Vigors 2017

## LAUNCH

### *What are the steps needed for starting and using this routine?*

1. **Set up** → Present the chosen image in a way that allows students to see as much detail as possible. Allow sufficient silent time for close observation, 2 or 3 minutes, before any talk or discussion.
2. **See** → Ask learners to state what they noticed. Emphasise we are not looking for interpretations at this stage, only what they observe. Useful prompt: *an observation is something you could actually put your fingers on within the image/object.*
3. **Think** → Ask learners what they think is going on in the image/ object. This general, interpretive question may be modified to suit what is being viewed. The goal here is to build up layers of tentative interpretation rather than merely naming the subject matter. Push for alternatives and additions → *What else is going on here? What do you see that makes you say that?* This encourages learners to provide supporting evidence.
4. **Wonder** → Ask learners what they are now wondering about based on what they have seen and have been thinking. Initially students may find it hard to separate "thinking" from "wondering". Using 'I wonder...' can be useful to begin.
5. **Share the thinking** → Students generally share their thinking at each step along the way before moving on. This allows the class to build on the group's thinking at the previous stage and often results in richer discussions. It can be useful to document the thinking at each stage as it happens, although this is not always necessary.