

Think Puzzle Explore



What do you *think* you know about this topic?



What questions or *puzzles* do you have about this topic?



How might you *explore* the puzzles we have around this topic?

purpose

This routine activates prior knowledge, generates ideas and curiosity and sets the stage for deeper inquiry.

Introducing
& Exploring
Ideas

PURPOSE

What kind of thinking does this routine encourage?

This routine invites students to connect to their prior knowledge, to be curious, and to plan for independent or group inquiry. It can provide teachers with a sense of students' current understanding of a topic and thereby influence the shape and structure of subsequent learning.

APPLICATION

When and where can it be used?

Use this routine:

- It sets the stage for deeper inquiry and is usually positioned at the beginning of a topic or unit
- May also be revisited throughout a unit to identify new puzzles and plan further inquiry

ASSESSMENT

How can I use this routine as an assessment?

Look for how students:

- Think → provides an opportunity for the teacher to become aware of misconceptions students may have about a topic.
- Puzzle → provide insights into the sorts of ideas students are interested in exploring further. Are students able to frame inquiry questions & express broad curiosities.
- Explore → provides an opportunity to look further at students' ability to plan out an inquiry.

LAUNCH

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

1. **Set up** → Since this routine helps to shape future inquiry and is often used as a reference point at the start of a unit, you will need to plan some form of documentation.
2. **What do you think you know?** → Ask this question and give students *think time* - gather ideas & draw on past recollections and experiences. Either say or write down thoughts and ideas.
3. **What questions of puzzles do you have?** → Ask this question. Push thinking further by inviting students to wonder about the topic with additional questions. Students either say or write down questions.
4. **How can we explore these puzzles?** → Ask students to identify a puzzle from the list, or highlight a couple of puzzles. Ask how might we explore these puzzles further?
5. **Share the thinking** → Discuss class responses and group together puzzles that have similar themes or have strong connections. Students could then work in pairs or small groups to plan the exploration of the questions or puzzles they found most interesting. Their exploration plans could then be shared with the group for feedback.

Adapted by Alice Vigors 2017