Zoom In

Look closely at the small portion of image that is revealed.
- ☐ What do you see or notice?
- ☐ What is your hypothesis or interpretation of what this might be, based on what you are seeing?

Reveal more of the image.
- ☐ What new things do you see?
- ☐ How does this change your hypothesis or interpretation?
- ☐ Has the new information answered any of your wonders or changed your previous ideas?
- ☐ What new things are you wondering about?

Repeat the reveal & question until whole image is revealed.
- ☐ What lingering questions remain for your about this image?

purpose

This routine is a variation of See-Think-Wonder and asks learners to observe a gradual portions of an image closely and develop a hypothesis each time.

Introducing & Exploring Ideas

PURPOSE

What kind of thinking does this routine encourage?

This routine asks learners to observe gradual portions of an image closely and develop predictions. The process of making tentative predictions enables learners to see that not only is it okay to change your mind about something, but in fact it is important to be open-minded and flexible enough when new and sometimes conflicting information is available.

APPLICATION

When and where can it be used?

Use this routine:

❏ When examining illustrations that support a text or theme

❏ At the beginning of a unit to motivate student interest

❏ To explore multiple perspectives in images/ objects/ topics

ASSESSMENT

How can I use this routine as an assessment?

Look for how students:

❏ Pay attention to detail when formulating their predictions and how they support their assumptions by referring to what they have seen and noticed.

❏ Are students synthesising the new information as it is provided to develop new or modified predictions?

❏ Do students build on the ideas of others, or do they limit their thinking to only their ideas?

❏ Are they able to reflect on how and why their thinking has changed throughout the process?

LAUNCH

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

1. **Set up** → Display a section of the image & invite learners to look attentively at it, allowing time for careful observation. Invite them to develop predictions based on what they have seen.

2. **Reveal** → Uncover more of the image & again ask learners to identify anything new and consider how this new information affects previous predictions. Depending on stimulus, ask more pointed questions and wonderings.

3. **Repeat** → Continue the process of revealing and interpreting until the entire image has been revealed and invite learners to state any lingering questions they have.

4. **Share the thinking** → Discuss the process with students. Ask them to reflect their different interpretations and reflect how their thinking has changed with each piece of additional information. Ask:

   ★ How did seeing more of the image influence their thinking?

   ★ What parts were particularly rich in information and had a dramatic effect?

   ★ Which were more ambiguous?

   ★ What would the effect have been if the reveals had happened in a different order?

Adapted by Alice Vigors 2017