



SEE - THINK - WONDER

<p>SEE - THINK - WONDER</p> <p>Looking at an image or object:</p> <ul style="list-style-type: none">• What do you see?• What do you think is going on?• What does it make you wonder?	<p>Purpose:</p> <ul style="list-style-type: none">• SEE emphasizes the importance of observation as the basis for thinking and provides time to observe before interpreting• Having WONDER as the last step ensures that students had time to take in new information through their observing and thinking. WONDER opens up new areas to be explored.	
<p>Appropriate Content</p>	<p>Uses and Variations</p>	<p>Assessment and Tips</p>
<ul style="list-style-type: none">• Images can include a painting, a photo, an artifact, a video clip, an excerpt of text, a chart, or a found object.• Images should have an element of ambiguity, and many different layers of explanation, as well as a large degree of detail.	<ul style="list-style-type: none">• SEE-THINK-WONDER can be done one step at a time or by using the three prompts together at the same time.• This routine is generally used at the beginning of a unit of study. Questions can be raised that might guide future inquiry.	<ul style="list-style-type: none">• SEE shows attention to details.• THINK responses should provide support.• WONDER statements should be broad and adventurous.• Students using a worksheet give shorter responses so this routine is best done orally.

<h2>The Steps</h2>		
<ol style="list-style-type: none">Set Up: Present the image in a way that allows students to see it in as much detail possible. You can project it on the whiteboard or each team can have a copy to look at. Students are given 2 to 3 minutes to observe without any talking or discussion.See: Ask students to state what they noticed. They should only share what they could see and give no interpretations.Think: Ask students what they think is going on in the image. The goal is to build up layers of tentative interpretations. Respond to students' answers with requests for evidence such as: <i>What do you see that makes you say that?</i>Wonder: Ask students what they are now wondering about based on what they have seen and have been thinking. Wondering is about asking broader questions that push us beyond our interpretations to look at issues and ideas raised by the object.Share the thinking: Students share their thinking at each step along the way before moving on to the next one. The class can begin to build on the group's thinking and the discussion can become richer because of it.		

- Set Up:** Present the image in a way that allows students to see it in as much detail possible. You can project it on the whiteboard or each team can have a copy to look at. Students are given 2 to 3 minutes to observe without any talking or discussion.
- See:** Ask students to state what they noticed. They should only share what they could see and give no interpretations.
- Think:** Ask students what they think is going on in the image. The goal is to build up layers of tentative interpretations. Respond to students' answers with requests for evidence such as: ***What do you see that makes you say that?***
- Wonder:** Ask students what they are now wondering about based on what they have seen and have been thinking. Wondering is about asking broader questions that push us beyond our interpretations to look at issues and ideas raised by the object.
- Share the thinking:** Students share their thinking at each step along the way before moving on to the next one. The class can begin to build on the group's thinking and the discussion can become richer because of it.