

I SEE / I THINK / I WONDER
*A Routine for Exploring Works of Art and
Other Interesting Things*

- What do you see?
- What does that make you think?
- What does it make you wonder?

WHAT KIND OF THINKING DOES THIS ROUTINE ENCOURAGE?

This routine helps students make careful observations and thoughtful interpretations. It also stimulates curiosity and sets the stage for inquiry.

WHEN AND WHERE CAN IT BE USED?

Use this routine when you want students to observe closely, think carefully about why something looks the way it does, and generate questions about it. It can be used at the beginning of a unit or at any time that you want to include a work of art or object, or develop these thinking dispositions in students.

WHAT ARE SOME TIPS FOR STARTING AND USING THIS ROUTINE?

Ask students to make an observation about the artwork or topic and follow up by asking what they think might be going on. Encourage students to back up their interpretation with reasons.

Students may respond to the routine by using the three stems together at the same time, i.e., “*I see..., I think..., I wonder ...*.” Or, you may find that students begin by fully responding to one stem at a time, and that you need to scaffold each response with a follow-up question to encourage the next stem, i.e. everyone responds to “*I see...,*” before moving to “*I think.*”

The routine works well in a group discussion, but in some cases you may want students to respond to each stem individually on paper or in their heads before sharing them with the class. Student responses to the routine can be written down and recorded so that a class chart of observations, interpretations, and wonderings are listed for all to see and return to during the course of study.