

See, Wonder, Think

Silent moment to look

Encourage students to look in all areas and build their endurance for observation time.

“I see...”

Students can describe what they see objectively. Here is an opportunity to distinguish inference from objective observation.

“I wonder...”

Students need to realize the next word in this sentence is a question word such as if, who, what, when, where, why or how. Later students can connect the “I see” to the “I wonder” as in “I see ___ which makes me wonder ___”

Finding evidence

Not all questions (wonders) can be answered with the evidence in front of them. Deciding what can and can not be answered is a valuable skill. Have students look closely to determine if a possible answer to their question can be found.

“I think...”

“I wonder ___ and I think ___ because...”
Proceed with this step after students are comfortable with the “I see” and the “I wonder” steps. Here they are supporting their reasoning with evidence and articulating these thoughts is a learning process. Do not criticize or praise.

Thank students for their participation.

Conclude the lesson by telling students what you particularly enjoyed. Encourage them to think of viewing the world as an ongoing process with many opportunities to observe, ask questions and imagine answers.

This strategy can be used with student partners, small groups or whole class.

