

## See-Think-Wonder

**See**  
What do you see?



**Think**  
What do you think?



**Wonder**  
What do you wonder?



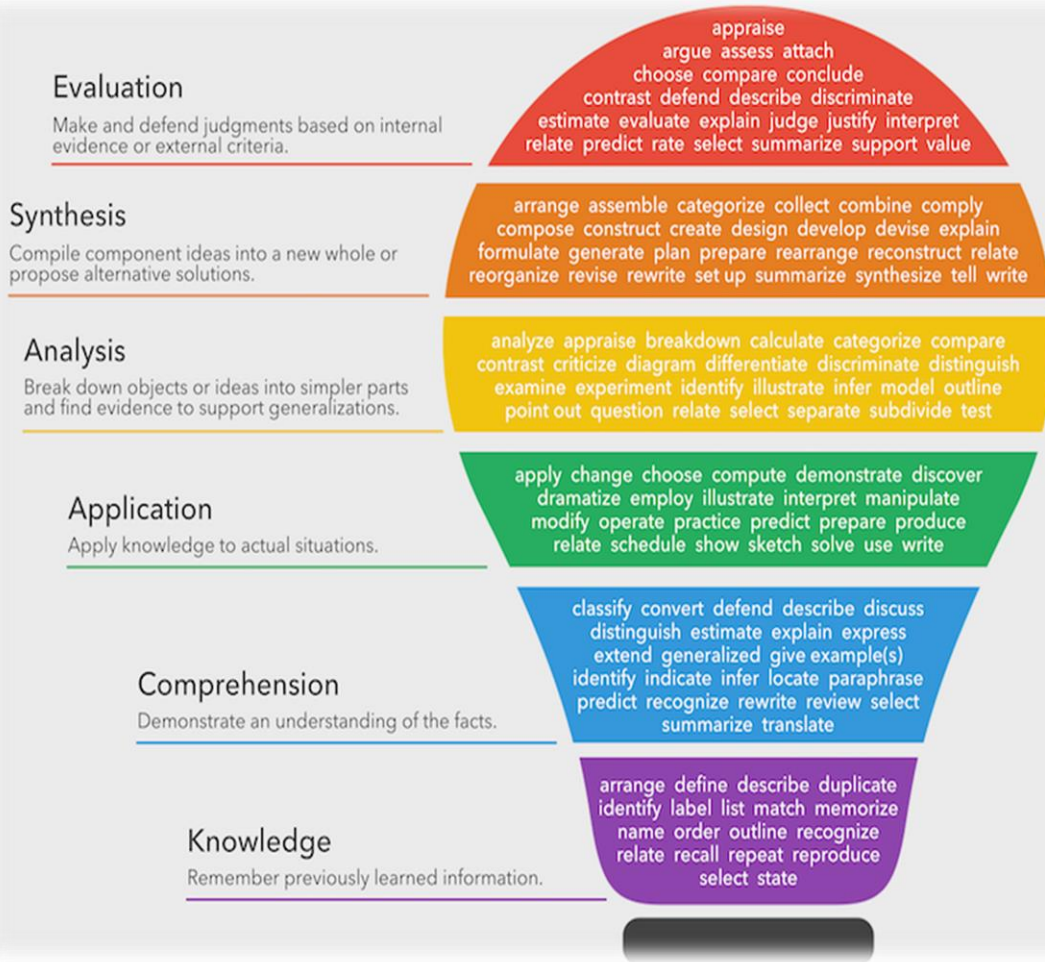
**See-Think-Wonder:** This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for enquiry. Use this routine when you want students to think carefully about why something looks the way it does or is the way it is. Use the routine at the beginning of a new unit to motivate student interest or try it with an object that connects to a topic during the unit of learning. Consider using the routine with an interesting object near the end of a unit to encourage students to further apply their new knowledge and ideas.







# Shiva - Nataraja



## Bloom's Taxonomy- Questioning

Higher Order Thinking Skills



Cognitive Objective	Possible Prompts
<b>Evaluation</b> 	<b>What would it be like if...? What would it be like to...? Design a... Imagine you are... What would have happened if...? Use your imagination to draw a picture of... Tell/write a different ending...</b>
<b>Synthesis</b> 	<b>Why...? Why not...? What do you think about...? Why do you think that...? Rank in order of importance...</b>
<b>Analysis</b> 	<b>What items are used...? What other ways could...? What things are similar/different...? What kind of person is...?</b>
<b>Application</b> 	<b>What would happen if...? Would you have done the same as...? If you were there, would you...? How would you solve the problem...? In the library, find information about...</b>
<b>Comprehension</b> 	<b>Tell me in your own words... What does it mean...? Give me an example of... Describe what... Make a map of... What is the main idea of...? Why do you think...?</b>
<b>Knowledge</b> 	<b>Where...? What...? Who...? When...? How many...?</b>



## Making Questioning More Effective



When planning effective questioning it helps to focus on **why** you are asking the question in the first place. The chart below shows some of the many purposes for asking questions in a classroom.

Purpose of question	Examples
To prompt students to reflect on their conceptual understanding	<ul style="list-style-type: none"> <li>• What is the most important idea from today's discussion?</li> <li>• Can you explain this concept in your own words?</li> <li>• Replace 'Do you understand?' with 'Give me an example so I know you understand.'</li> </ul>
To ask a student to clarify a vague comment	<ul style="list-style-type: none"> <li>• Could you say a bit more on that point?</li> <li>• Can you explain that a little more?</li> </ul>
To prompt students to explore attitudes, values, feelings	<ul style="list-style-type: none"> <li>• What are the values or beliefs that inform this argument?</li> <li>• What has influenced how you feel/what you believe about this topic?</li> </ul>
To prompt students to see a concept from another perspective	<ul style="list-style-type: none"> <li>• How do you think that this issue might be viewed by those with whom you disagree?</li> <li>• Imagine how this might apply to another situation or problem?</li> </ul>
To prompt students to support their assertions and interpretations	<ul style="list-style-type: none"> <li>• How do you know that?</li> <li>• What has led you to that conclusion?</li> <li>• Where is the evidence? Is it reliable?</li> </ul>
To prompt students to respond to one another	<ul style="list-style-type: none"> <li>• What do you think about the idea just presented by your classmate?</li> <li>• Do you agree or do you see the issue differently? Explain.</li> </ul>
To extend and deepen students thinking	<ul style="list-style-type: none"> <li>• What are the assumptions that informed your thinking?</li> <li>• What/who influenced your thinking?</li> </ul>
To ask students to predict possible outcomes	<ul style="list-style-type: none"> <li>• What might happen if...?</li> <li>• What are some possible consequences of...?</li> <li>• What would be the result if a different set of assumptions were used to set up this scenario?</li> </ul>
To prompt students to connect and organise information	<ul style="list-style-type: none"> <li>• How does this shed light on the concept we studied last week?</li> <li>• Can you develop a graph or table that organises this information in a helpful way?</li> </ul>
To ask students to apply a principle or formula	<ul style="list-style-type: none"> <li>• How does this principle apply to this situation?</li> <li>• Who can suggest how we might use this new formula to solve the problem we examined earlier?</li> </ul>
To ask students to illustrate a concept with an example	<ul style="list-style-type: none"> <li>• Can you think of an example of this, drawn from your experience?</li> <li>• Can you point to a specific part of the novel that shows this theme?</li> <li>• Can you identify a painting or design that exemplifies that idea?</li> </ul>

