**Activity Title: SEE-THINK-WONDER (STW)**

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| **Purpose:** This routine emphasizes the importance of observation as the basis for thinking. |
| * Pre-learning
* Pre-assessment
* Team builder
* Activate Prior Knowledge
* Build background knowledge
* **Introduce new concept**
* Review prior content
* Progress monitor of content acquisition
* Processing
 | * **Brainstorming**
* **Going deeper**
* **Self-reflection/assessment**
	+ **-Products**
	+ **-Skills**
* Post assessment
* Fluency building/skills practice
* Interact with text
* Independent learning
* Synthesis
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| **Materials:*** Select the “object” (i.e, painting, photo, artifact, video clip, excerpt of text, political cartoon, chart, found object, etc.) to be observed.
* Consider documentation method (if needed)
	+ Chart paper, markers, post-it notes
	+ Electronic posters (Padlet, Nureva Span)
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| **Procedures:****Before**Set up: * Present the chosen object in a way that all participants can clearly see the details.
* Have procedures for process printed off or displayed

**During****SEE: “What do you see?”**Have participants* Observe the object and note all the things they could actually put their finger on.
* Share with shoulder partner, small group or whole group.
* Mark off the items that others mention on that are on their list.

**THINK: “What do you think is going on?”**Now have participants* Consider what is going on in the item/object
* Nudge by asking, “What else is going on here?”
* Ask them to qualify, “What do you see that makes you think that?”

**WONDER: “What does it make you wonder?”**Finally have participants* State what they are wondering based on observations
* Remind participants the goal is to wonder about broader themes

**After** Share the Thinking* Participants are generally sharing their thinking throughout each step of the activity.
* Formal documentation can be collated and posted either virtually or on chart paper or post-its placed around the object/item.
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| **Content Connections:** * How can this be used to sharpen observation of classroom instruction, review of student work artifacts, Big 5 Data, Solution Plan Document, observation data and/or standard protocols such as an FBA/BIP form, etc.
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