



BEGINNING/ MIDDLE/ END

A routine for observing and imagining

Choose one of these questions:

- If this artwork is the **beginning** of a story, what might happen next?
- If it this artwork is the **middle** of a story, what might have happened before? What might be about to happen?
- If this artwork is the **end** of a story, what might the story be?

-- Use your imagination --

WHAT KIND OF THINKING DOES THIS ROUTINE ENCOURAGE?

This routine is a springboard for imaginative exploration. It uses the power of narrative to help students make observations and use their imagination to elaborate on and extend their ideas. Its emphasis on storytelling also encourages students to look for connections, patterns, and meanings.

WHEN AND WHERE CAN IT BE USED?

The routine works with any kind of visual artwork that stays still in time – such as painting or sculpture. (There is an adapted version of this routine for use with music.)

Use *Beginning, Middle, or End* when you want students to develop their writing or storytelling skills. You can use the questions in the routine in the open-ended way they are written. Or, if you are connecting the artwork to a topic in the curriculum, you can link the questions to the topic. For example, if you are studying population density, you can ask students to keep the topic in mind when they imagine their stories.

The routine is especially useful as a writing activity. To really deepen students' writing, you can use the *Ten Times Two* routine with the same artwork prior to using this routine as a way of helping students generate descriptive language to use in their stories.

WHAT ARE SOME TIPS FOR STARTING AND USING THIS ROUTINE?

Give your students quiet time to look *before* they begin writing or speaking.

If you like, take a few minutes to ask the class as a whole to name several things they see in the artwork, before they begin thinking individually about a story. If students are writing, they can talk over their ideas with a partner before they begin to write solo. They can also write in pairs.

If students are doing the routine verbally, they can tell stories individually, or work in pairs or small groups to imagine a story together. You can also imagine a story as a whole class by asking someone to begin a story and having others elaborate on it.

THINK / PUZZLE / EXPLORE



What do you **think** you know about this artwork or topic?

What questions or **puzzles** do you have?

What does the artwork or topic make you want to **explore**?

WHAT KIND OF THINKING DOES THIS ROUTINE ENCOURAGE?

This routine helps students connect to prior knowledge, stimulates curiosity, and lays the groundwork for independent student inquiry.

WHEN AND WHERE CAN IT BE USED?

Almost anywhere, anytime. The routine can be used with artwork, text, film, etc. The routine works particularly when beginning a topic, and when you want students to develop their own areas of interest and questions of investigation. The routine can also be used along a course of study to connect prior learning to new information.