



SEE / THINK / WONDER



Look at the artwork or object for a moment.

What do you **see**?

What do you **think** about what you see?

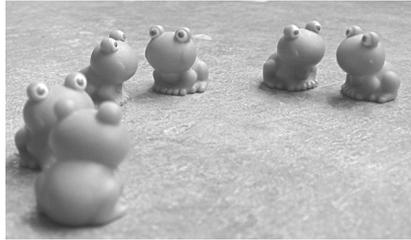
What do you **wonder** about?

WHAT KIND OF THINKING DOES THIS ROUTINE ENCOURAGE?

This routine helps students make careful observations and develop their own ideas and interpretations based on what they see. By separating the two questions, *What do you see?* and *What do you think about what you see?*, the routine helps students distinguish between observations and interpretations. By encouraging students to wonder and ask questions, the routine stimulates curiosity and helps students reach for new connections.

WHEN AND WHERE CAN IT BE USED? This widely-used routine works well with almost any artwork or object. It is versatile, easy to use, and almost never fails to deepen students' interest in the topic at hand, whether students have lots of background knowledge or none at all. Many teachers like to use this routine at the start of a lesson, or as a first step in a more extended activity.

LOOKING: TEN TIMES TWO



1. Look at the image quietly for at least 30 seconds. Let your eyes wander.
2. List 10 words or phrases about any aspect of the picture.
3. Repeat Steps 1 & 2: Look at the image again and try to add 10 more words or phrases to your list.

WHAT KIND OF THINKING DOES THIS ROUTINE ENCOURAGE?

The routine helps students slow down and make careful, detailed observations by encouraging them to push beyond first impressions and obvious features.

WHEN AND WHERE CAN IT BE USED?

The routine can be used with any kind of visual art. You can also use non-art images or objects. The routine can be used on its own, or to deepen the observation step of another routine. It is especially useful before a writing activity because it helps students develop descriptive language.