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.
WHAT KIND OF THINKING DOES THIS ROUTINE ENCOURAGE? This routine reveals and encourages the process of reasoning by asking students to formulate an interpretation of something and support it with evidence. By pushing students to ask questions about their interpretation, it helps students see that reasoning is an ongoing process that is as valuable for raising questions as it is for providing answers.

WHEN AND WHERE CAN IT BE USED? Use the routine with works of art, pieces of text, poems, and with topics in the curriculum that invite explanation or are open to interpretation.

**CLAIM / SUPPORT / QUESTION**

“What makes you say that?”

Make a **claim** about your topic

*Claim* – An explanation or interpretation of some aspect of the artwork

Identify **support** for your claim

*Support* – Thing you see, feel and know about your claim

Ask a **question** related to your claim

*Question* – What’s left hanging? What isn’t explained? What new questions does your claim raise?