**WHAT MAKES YOU SAY THAT?**

Look at the artwork or object and answer:

What’s going on?

What do you see that makes you say that?

**WHAT KIND OF THINKING DOES THIS ROUTINE ENCOURAGE?** This routine helps students describe what they see or know and asks them to build explanations. It promotes evidence-based reasoning, and, because it invites students to share their interpretations, it encourages students to understand alternatives and multiple perspectives.

**WHEN AND WHERE CAN IT BE USED?** Because the basic questions in this routine are flexible, it is useful when looking at objects such as works of art or historical artifacts, but it can also be used to explore a poem, make scientific observations and hypothesis, or investigate concepts (i.e., democracy). The routine can be adapted for use with almost any subject and may also be useful for gathering information on students’ general concepts when introducing a new topic.
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.