

LINKING THINKING ROUTINES



Learning, Teaching,
Assessment

November Newsletter

PL@Bel

MAIN ROUTINE: SEE, THINK, WONDER

Routine for Introducing and Exploring Ideas

See, Think, Wonder has been used as a starter task in order to stimulate curiosity of an unfamiliar topic or make connections to a previous topic. Students can be asked to observe artwork, images, videos or objects and initially make a detailed **description**. This is followed by higher-order thinking tasks which ask the pupils to **explain** what may have happened which led to this image/situation/creation occurring.

This tends to be best completed as a small-group discussion task, and can be enhanced by the use of **think-pair-share!**

EXAMPLE

Look at the picture

- ▶ What do you **see**? Describe it in detail
- ▶ What do you **think** is happening? Why do you think the player is doing this?
- ▶ What do you **wonder**? What does this make you question?



ROUTINES WHICH LINK WELL WITH S,T,W...

Step Inside

Routine for Digging Deeper Into Ideas, Perspective Taking

This routine helps students to explore different perspectives and viewpoints as they try to imagine things, events, problems, or issues differently. In some cases, this can lead to a more creative understanding of what is being studied. Exploring different viewpoints can open up possibilities for further creative exploration and analysis of underlying factors.

Art example: This activity could follow from S,T,W considering an artist self-portrait. Students could be asked to consider his motivation for painting himself or why the artist has chosen a particular style/colour scheme.

The Explanation Game

Routines for Exploring Art, Images, Objects and Scenarios

This routine starts with the teacher saying: "I notice that... That's interesting. Why is it that way?" or "why do you think it happened that way?" The class/group then propose ideas, reasons or explanations.

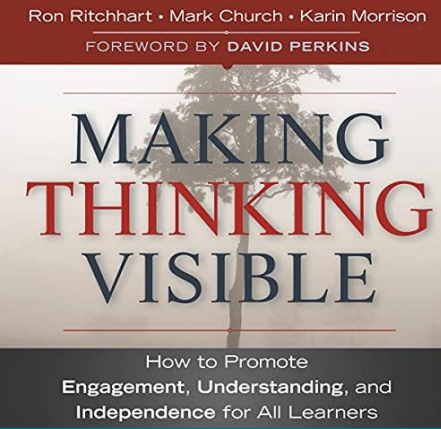
Science example: after S,T,W trying to guess objects under a microscope, I then stated "I notice that the microscope has 3 lenses... that's interesting. Why do you think that is?" Learners were asked to think-pair-share their answers. This routine can explore ideas developed in S,T,W, leading to a deeper level of explanation and understanding.

STEP INSIDE the shoes of Viktor Troicki...

Try to see things from his point of view:

- ▶ What did he see, observe or notice?
- ▶ What might he know, understand, hold true or believe?
- ▶ What might he care deeply about?
- ▶ What might Viktor wonder about or question?





Resource Links

[Higher Order Thinking – Linking Thinking Routines](#)

[PE Example – See, Think, Wonder and Tug of War](#)

[Art Example – See, Think, Wonder](#)

[Science Example – See, Think, Wonder](#)

ROUTINES WHICH LINK WELL WITH S,T,W...



Tug-Of-War

Digging Deeper Into Ideas, Considering Controversies or Dilemmas

This routine asks students to consider both sides of a dilemma, carefully considering reasons for factors which 'pull' in either direction. Reasons which provide a stronger pull in one directions are placed further away from the middle of the page. This can be used to introduce the concept of evaluating or writing a discursive essay.

PE example

After considering a S,T,W video with a performer losing control of their emotions, students completed a Tug-of-War. Pairs were given two statements – 'emotion enhances performance' and 'emotion limits performance'. After discussing their answers as a class, candidates completed an answer evaluating the impact of the emotional factor in sport.



WATCH	LISTEN	READ
Meet the Teacher Podcast Season 1 Episode 3 – Meet Mark Church	Thinkability Podcast – Exploring the Connections Between	Achieving a higher order in classes – Aruna Sankaranarayanan