



See-Think-Wonder

See	Think	Wonder
What do you see?	What do you think?	What do you wonder?

See-Think-Wonder: This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for enquiry. Use this routine when you want students to think carefully about why something looks the way it does or is the way it is. Use the routine at the beginning of a new unit to motivate student interest or try it with an object that connects to a topic during the unit of learning. Consider using the routine with an interesting object near the end of a unit to encourage students to further apply their new knowledge and ideas.



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Bloom's Taxonomy- Questioning

Evaluation

Make and defend judgments based on internal evidence or external criteria.

appraise argue assess attach choose compare conclude contrast defend describe discriminate estimate evaluate explain judge justify interpret relate predict rate select summarize support value

Higher Order Thinking Skills

Synthesis

Compile component ideas into a new whole or propose alternative solutions.

arrange assemble categorize collect combine comply compose construct create design develop devise explain formulate generate plan prepare rearrange reconstruct relate reorganize revise rewrite set up summarize synthesize tell write

Analysis

Break down objects or ideas into simpler parts and find evidence to support generalizations.

Application

Apply knowledge to actual situations.

apply change choose compute demonstrate discover dramatize employ illustrate interpret manipulate modify operate practice predict prepare produce relate schedule show sketch solve use write

Comprehension

Demonstrate an understanding of the facts.

classify convert defend describe discuss distinguish estimate explain express extend generalized give example(s) identify indicate infer locate paraphrase predict recognize rewrite review select summarize translate

Knowledge

Remember previously learned information.

arrange define describe duplicate identify label list match memorize name order outline recognize relate recall repeat reproduce select state

Cognitive Objective	Possible Prompts
Evaluation	What would it be like if? What would it be like to? Design a Imagine you are What
6	would have happened if? Use your imagination to draw a picture of Tell/write a different ending
Synthesis	Why? Why not? What do you think about? Why do you think that? Rank in order of importance
Analysis	What items are used? What other ways could? What things are similar/different? What kind of person is?
Application	What would happen if? Would you have done the same as? If you were there, would you? How would you solve the problem? In the library, find information about
Comprehension	Tell me in your own words What does it mean? Give me an example of Describe what Make a map of What is the main idea of? Why do you think?
Knowledge	Where? What? Who? How many?







Making Questioning More Effective



When planning effective questioning it helps to focus on **why** you are asking the question in the first place. The chart below shows some of the many purposes for asking questions in a classroom.

Purpose of question	Examples
To prompt students to reflect on their conceptual understanding	 What is the most important idea from today's discussion? Can you explain this concept in your own words? Replace 'Do you understand? with 'Give me an example so I know you understand.
To ask a student to clarify a vague comment	Could you say a bit more on that point?Can you explain that a little more?
To prompt students to explore attitudes, values, feelings	 What are the values or beliefs that inform this argument? What has influenced how you feel/what you believe about this topic
To prompt students to see a concept from another perspective	 How do you think that this issue might be viewed by those with whom you disagree? Imagine how this might apply to another situation or problem?
To prompt students to support their assertions and interpretations	 How do you know that? What has led you to that conclusion? Where is the evidence? Is it reliable?
To prompt students to respond to one another	 What do you think about the idea just presented by your classmate? Do you agree or do you see the issue differently? Explain.
To extend and deepen students thinking	What are the assumptions that informed your thinking?What/who influenced your thinking?
To ask students to predict possible outcomes	 What might happen if? What are some possible consequences of? What would be the result if a different set of assumptions were used to set up this scenario?
To prompt students to connect and organise information	 How does this shed light on the concept we studied last week? Can you develop a graph or table that organises this information in a helpful way?
To ask students to apply a principle or formula	 How does this principle apply to this situation? Who can suggest how we might use this new formula to solve the problem we examined earlier?
To ask students to illustrate a concept with an example	 Can you think of an example of this, drawn from your experience? Can you point to a specific part of the novel that shows this theme? Can you identify a painting or design that exemplifies that idea?









