

# See/Think/Wonder

## Educator's Guide

**A routine for exploring works of art and other interesting things to encourage careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry. This is a flexible process, and we encourage you to adapt this to your group's needs.**

What do you **see**?

What does it make you **think**? What do you **think** is going on?

What does it make you **wonder**?

### The Activity

Whole class discussion and/or independent writing activity using graphic organizer (included in this lesson). When trying this for the first time, we suggest that you work on each prompt separately so that students can practice building on each idea. After some practice, you can try using the three prompts together at the same time, i.e., "I see..., I think..., I wonder...".

### When to use See/Think/Wonder

- When you want students to think carefully about why something looks the way it does or why it is the way it is.
- At the beginning of a new unit to generate student interest.
- During the unit of study or near the end of a unit to encourage students to further apply their knowledge and ideas.
- When you want to activate prior knowledge.

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### How to Start

Choose an object that is relevant to your lesson/goals (such as an artwork, image, artifact, chart, video, etc.).

### See

Present the object and give time to observe it (30 sec. to 1 min.) Remind students to focus only on what they see, not what it means. Prompts to try: "Look at all the parts, scan with your eyes – bottom, middle, top, background, etc." "What catches your eye?" "What details do you notice?"

### Think

Interpretation. Students describe what they think about what they're seeing and use will evidence to explain their thoughts. Prompts to try: "What else is going on here?" "What does it make you think?" or "What do you see that makes you say that?"

### **Wonder**

Help students share what they are wondering by asking them what questions they have about the object. Encourage them to think of more than one question. These questions can be great ways to assess students' knowledge and interests and direct future exploration. Prompts to try: "What do you wonder about this artwork, artifact, etc.?", "What questions do you have?", or "If you could ask the artist a question, what would it be?"

### **Share the Thinking**

Students can share their thinking after each step along the way: "Pair and Share," small group discussions, and whole class discussions. Student responses can also be recorded and displayed.

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### **Additional Resources**

Watch these videos from the National Gallery of Art to see this thinking routine in practice with students in different grade levels:

[1st grade](#)

[5th grade](#)

The See/Think/Wonder thinking routine was developed by Project Zero, a research center at the Harvard Graduate School of Education.

# Practice See/Think/Wonder

Try the See/Think/Wonder routine with your class using this painting from Shelburne Museum's collection



Enoch Wood Perry, *The Pemigewasset Coach*, 1899  
More information about this artwork can be found [here](#).

# See/Think/Wonder



**See**

What do you see?



**Think**

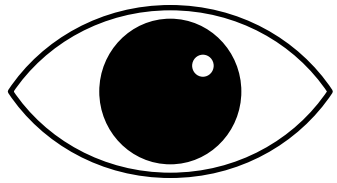
What do you think is going on?



**Wonder**

What does it make you wonder?

# See/Think/Wonder



What do you see?



What do you think is going on?



What does it make you wonder?

**Purpose**

This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry.