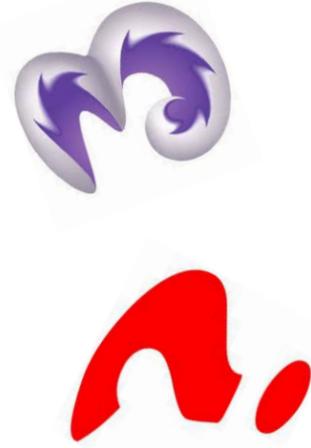


From J.D. Wilhelm's Inquiring Minds Learn to Read and Write

See, Think, Wonder

A great way to engage students into thinking about a new inquiry is to use the See, Think, Wonder strategy. The See, Think, Wonder strategy creates a solid foundation on which to sequence other activities. It can be used with a variety of different visual images. Students record what they actually see in the picture in the first column, then what they are thinking in the second column (inference) and anything they are wondering about in the third column.

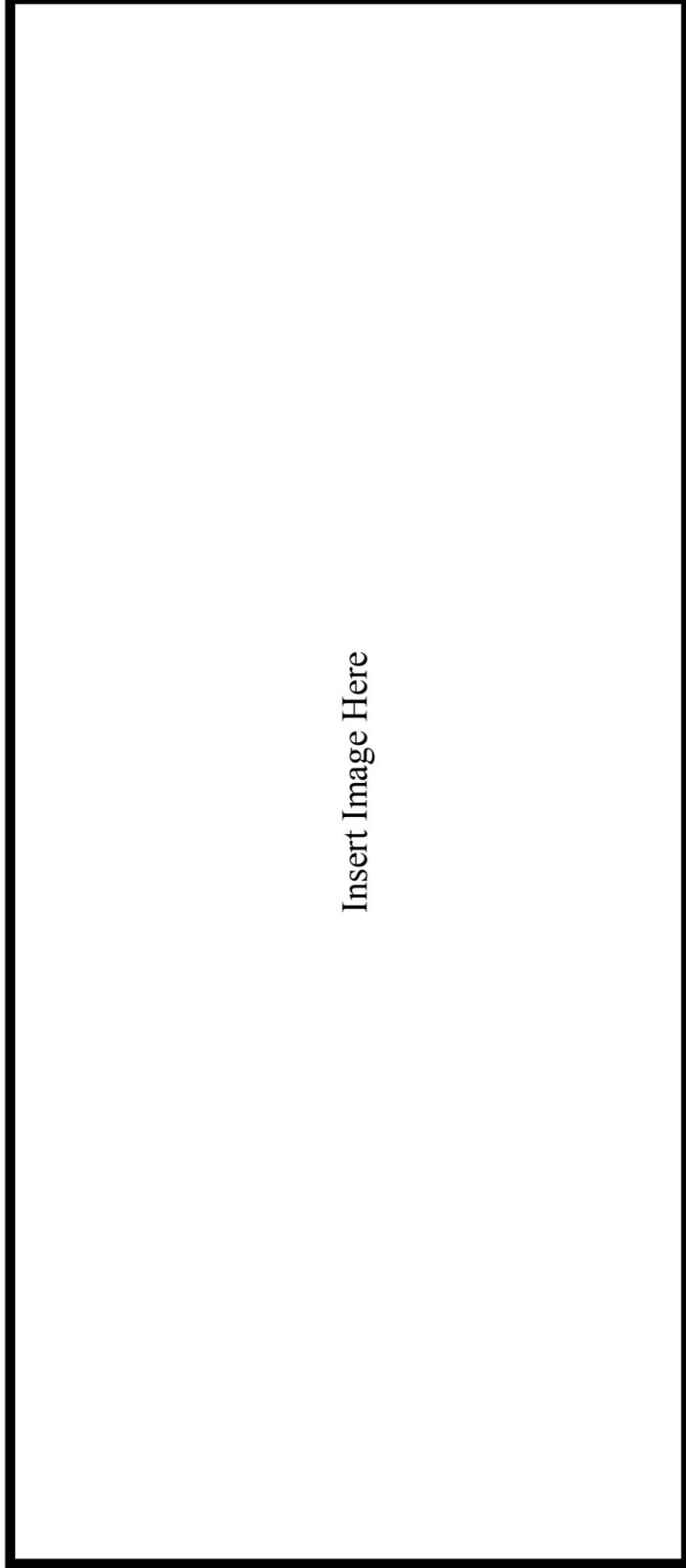


Three-Level Questioning

The three level questioning strategy was created to help students think through information in the texts and to move beyond the surface level. This is achieved as the students begin to recognize that in order to fully engage with a text they must 1) grasp the established facts, 2) see patterns and make inferences among the facts, and 3) consider how to creatively transfer and apply what has been learned. This, in fact, is the inquiry process in miniature. Any questioning scheme that mirrors this process (like QARs) promotes inquiry and deepens understanding.



See, Think, Wonder		
<p>What do you see?</p> <p>A circle of people sitting around a big drum. They are almost all women.</p>	<p>What are you thinking?</p> <p>They are drumming. They might be at some type of celebration.</p>	<p>What are you wondering about?</p> <p>Are they singing as well? Are they looking at the man in the hat, is he the leader?</p>



<b>See, Think, Wonder</b>		
What do you see?	What are you thinking?	What are you wondering about?

# Three-Level Questioning Guide

## **On the lines:**

Also known as literal or “right there” questions. This is the simplest kind of question.

Examples of on the line question starters:

What happened...?

How many...?

How did...?

Who...?

What is...?

Which...?

- What is the image of?
- What is in the image?

## **Between the lines:**

Also known as inferential or “think and search” questions. The reader searches for various clues in the text and adds them together and interprets the pattern to find the answers.

Examples of between the line question starters:

Why did...?

What was...?

What do you think about...?

Can you explain...?

How was this similar to...?

- Why do you think the people are drumming?
- How did they learn to drum?
- What does the drum represent?

## **Beyond the lines:**

Also known as evaluative, critical, applicative, or “on my own” questions. The readers make links between the text and their own experiences and knowledge to find the answer. The question is open ended, promotes rich discussion, and deeper understanding. The reader needs to justify the answer.

Examples of beyond-the-line question starters:

Do you think that...should have...?

What else could he/she/you...?

How would you...?

Do you agree...?

- What is the purpose of drumming in Aboriginal communities?

# Three-Level Questioning Guide

**On the lines:**

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**Between the lines:**

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**Beyond the lines:**

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