





- c. "No matter how many others you are with, say your observations, questions, and connections out loud."
  - d. "You might choose to move around and study different things, or you might find something really interesting and exciting and stay with it for a while."
11. Offer any relevant safety precautions and set boundaries based on the needs of your students and the area they're exploring, then send them off.
  12. As students work, take time to circulate, troubleshoot, and engage students in conversation about what they're noticing.
    - a. (Optional) If a group of students finds something especially cool or interesting, call the whole class over, then ask students to share their observations, questions, and connections out loud.

## DISCUSSION

Facilitate a discussion with the general discussion questions.

### General Discussion

- a. "What are some things you learned through your observations, thinking, and questioning?"
- b. "What skills do you feel like you just got better at?"
- c. "Are there any other places where you could use your observation skills to learn?"

## FOLLOW-UP ACTIVITIES

### A Routine to Use Anytime

*INIWIRMO* can become a regular part of instruction. Use it as the entry point for students' learning whenever they encounter an

unfamiliar phenomenon or whenever you are beginning a lesson or unit of curriculum.

Once a group of students knows this routine, it can be applied on a moment's notice. When a bird lands nearby, you can tell students "Quick! While the bird is here, let's see what you can learn about it using your observation skills. Go!" By the time the bird flies away, your group will have made rich and detailed observations. You can ask, "What were some of the most interesting observations you made or heard one of your classmates say? What were some questions that came up? What things did this remind you of?" Responses will come flooding back. These responses can be recorded in journals or included in future meaning-making discussions that take place as a class.

### Thinking on the Page

This routine can become a foundation of students' journaling. Students can record written or sketched "I notice, I wonder, It reminds me of" in any future journaling activity. If students are unsure where to begin, or get stuck, they can always fall back to noticing, wondering, and making connections.

### Working in Other Disciplines

*I Notice, I Wonder, It Reminds Me Of* can enrich any subject, not just nature observation. The prompts in this activity are sentence frames you can use in active reading strategies or to help students analyze art. Similar frameworks are sometimes used in theater, where actors develop characters by writing down what they notice, wonder, and are reminded of while reading a script. Using these three sentence starters can be a way to begin to write poems or other creative works. Many mindfulness practices center on the act of noticing, separating the observations from interpretations of them. This use of the routine can become a part of students' social emotional learning, helping them slow down and develop self-regulation. Share these connections with students and ask them if they can think of any other uses of the routine.