## Looking Closely

*Using any and all of the senses to fully notice what’s there*

**Context/Setting/lesson**

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<table>
<thead>
<tr>
<th>What MOVES are learners making? (sometimes it’s best to focus on observing just one or two moves)</th>
<th>What is the learner/group doing that shows the move in action?</th>
<th>What is strong or striking about the learner/group’s experience?</th>
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</thead>
</table>
| Notice everything  
Learners cast a wide net to capture all that they can observe |  |  |
| Revisit  
Learners look/listen/touch again, and see if they can find something new |  |  |
| Use categories  
Learners look for different kinds of features or components |  |  |
| Juxtapose  
Learners look at things side by side; compare, observe relationships |  |  |
| Physically change perspectives  
Learners look from high, low, far away, close up |  |  |
| Other moves related to the capacity? |  |  |
REFLECT on your observations

What will you do, now that you’ve made these observations? For example, you might:

• Broadly keep them in mind as you teach
• Plan further instruction that specifically targets certain moves
• Share/converse with learners about what you’ve observed
• Share and discuss the observations with other educators/stakeholders
• Develop more detailed documentation to further illuminate what you’ve observed, e.g., through pictures, audio, video, text.

Notes: