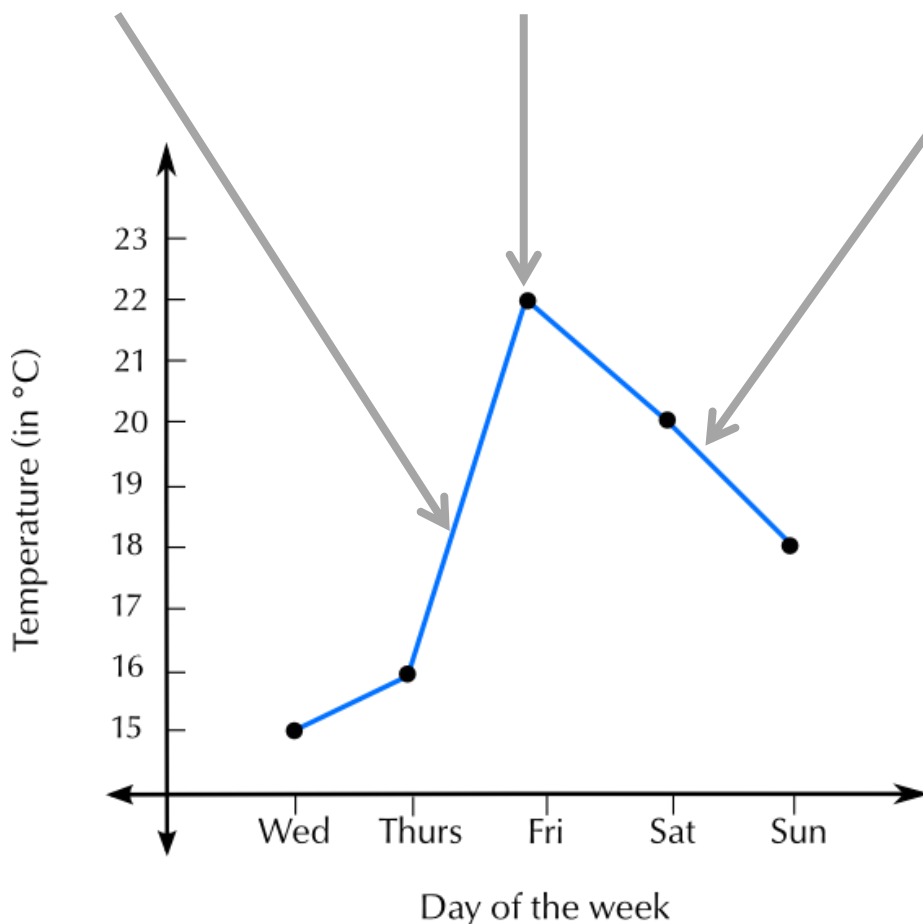


In the WIS step, students *identify* trends, changes, or differences in data. They draw an arrow to each *observation*.

Step 1

WIS: What I See

1. Draw an arrow* to any place where the graph changes or differs.



**BSCS Science Learning studies have found that having students draw the arrows is critical to developing their understanding.*

In the WIS step, students *identify* trends, changes, or differences in data. They draw an arrow to each *observation*.

Step 1

WIS: What I See

2. Label each arrow with a **WIS** statement.

WIS:

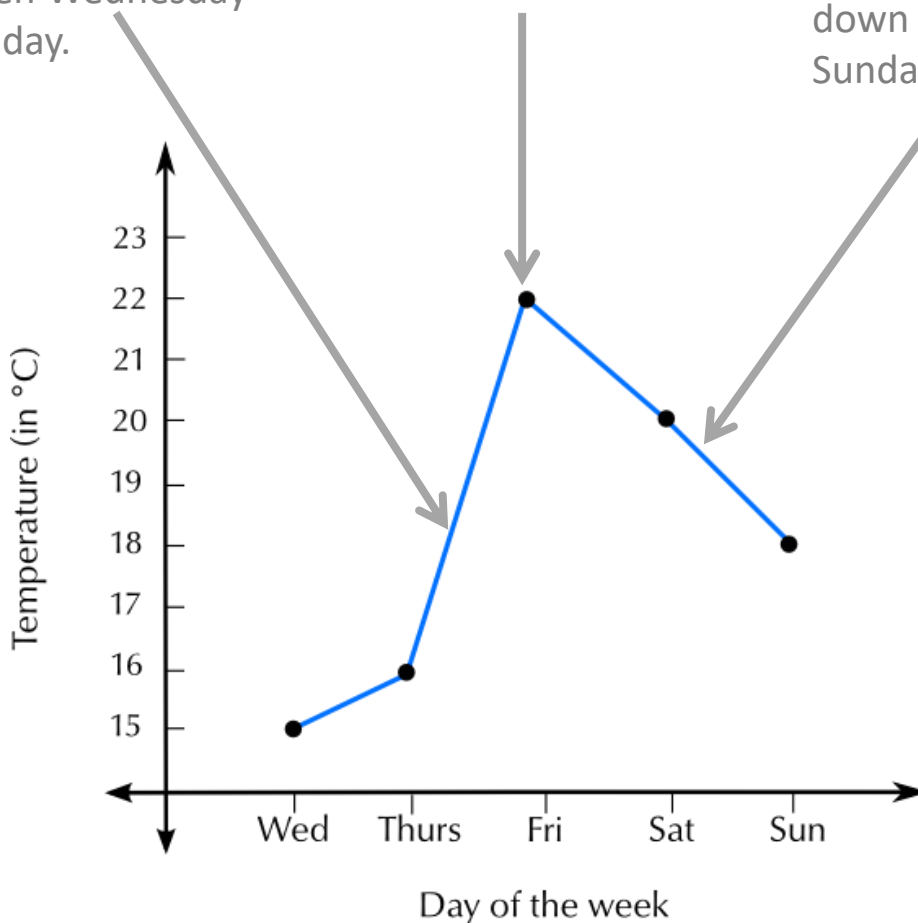
The line goes up between Wednesday and Friday.

WIS:

The highest point on the graph is on Friday.

WIS:

The line goes back down from Friday until Sunday (the end).



You can provide a “WIS” prompt box to be filled for each arrow.

In the WIM step, students *interpret* the meaning of their observations.

Step 2

WIM: What It Means

3. Write a **WIM** explanation for each WIS statement.

WIS: The line goes up between Wednesday and Friday.

WIM:

Temperature increased each day from Wednesday til Friday.

WIS: The highest point on the graph is on Friday.

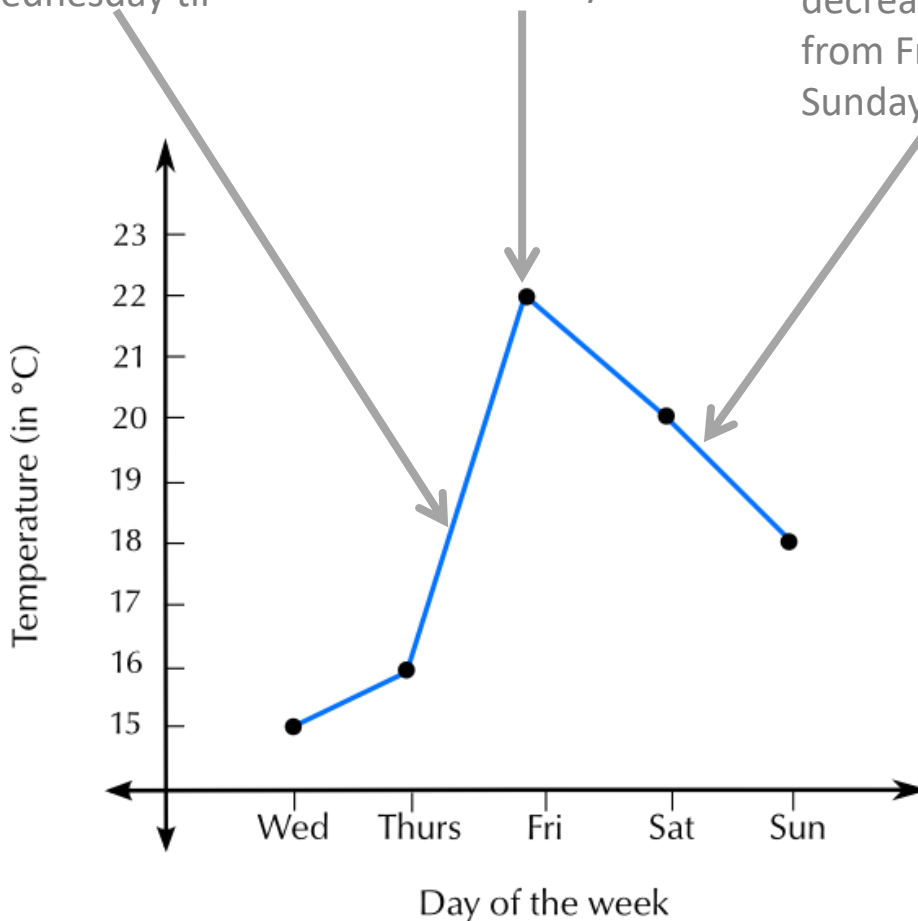
WIM:

The temperature was hottest on Friday.

WIS: The line goes back down from Friday until Sunday (the end).






WIM:

Temperature decreased each day from Friday until Sunday.



Do NOT try to interpret the entire graph with a single WIM statement.

WIS, WIM can be applied to data tables.

Our Favorite Pets	
Pet Types	Number of Pets
	18
	2
	4
	16
	6

WIS: There is a big number for cats.

WIM:

Many more students like cats than other pets.

WIS: Rabbits have the smallest number.

WIM:

Not many students have rabbits as pets.

WIS: There is a big number for dogs.

WIM:

A lot of students like dogs (more than other pets).

Search for "WIS WIM Part 1" on YouTube to see a demonstration.