

I Used to Think... Now I Think...

Overview:

Think about what you have learned about the topic we have been studying and complete the following sentence stems:

I used to think...

Now I think...

Purpose:

This Thinking Routine helps students to reflect on their thinking about a topic or issue and explore how and why their thinking has changed. It helps consolidate new learning.

Application: When and where can I use it?

This routine can be used whenever students' initial thoughts, opinions, or beliefs are likely to have changed as a result of a learning experience. This may be after reading new information, watching a film, listening to a speaker, experiencing something new, having a class discussion, at the end of a unit of study, and so on.

Getting Started: What are some tips for starting and using this routine?

Explain to students that the purpose of this activity is to help them reflect on their thinking about the topic and to identify how their ideas have changed over time. Here's a possible approach for using this routine:

"When we began our study of _____, you had some initial ideas about it. Take a minute to remember what ideas you previously had about _____. Write a few sentences using the sentence starter, 'I used to think...'"

"Now, think about how your ideas about _____ have changed as a result of what we've been studying/doing/discussing. Again, in just a few sentences, write down what you now think about _____. Start your sentences with, 'Now, I think...'"

Have students explain their shifts in thinking. When you first begin using this routine, it is often helpful to do it as a whole group so you can probe students' thinking to help them explain it in more depth. Once students become accustomed to explaining their thinking, students can share with one another in small groups.

For primary grade students, or other students for whom writing may interfere with their ability to respond to the prompts, this Thinking Routine could be done in a conversational manner using partners, small group, or whole group discussions.

See this Instructional Move in action:

[I used to think...Now I think... - YouTube](#)

[I used to think...Now I think - THINKING PATHWAYS \(weebly.com\)](#)

Read more about this Instructional Move:

[I Used to Think... Now I Think... | Project Zero \(harvard.edu\)](#)

References: Project Zero; Harvard Graduate School of Education