

Wonder and question

Lesson at a glance

Open by holding up one everyday yard find (leaf, feather, damp stone or pine cone) and taking two or three short notices only. Model one spoken I notice... then I wonder why... cycle with that object still in view. Pupils whisper notices to a talking partner on a short indoor-plus-near-door yard walk, then draw their notice on a sticky and, with adult help, turn it into an I wonder why question for the class wonder wall. Close by reading a few stickies aloud and naming scientists and nature rangers as noticers and wonderers.

Learning objectives

- Notice something interesting indoors or outdoors and say it aloud
- Turn what you noticed into an I wonder why question with help
- Add a wonder question to a shared class wonder wall

Before the bell – prep

Clear a stretch of board or noticeboard as the wonder wall and have sticky notes or small paper squares ready. Bring one outdoor find from the school grounds. Assign talking partners. Check near-door yard boundaries and adult ratios; plan the indoor-only porch/corridor path for wet days. If coat time overruns, start with coats already on.

Materials

Item	Qty	Per	Source	Low-cost substitute
clipboard	1	pupil	classroom	a piece of stiff card or a hardback book cover to rest paper on
drawing paper	1	pupil	classroom	scrap paper or the back of used sheets
pencil or crayon	1	pupil	classroom	any classroom writing or drawing tool the child can hold
sticky notes	2	pupil	classroom	small paper squares with Blu Tack or masking tape
everyday outdoor find for the hook (leaf, stone, feather or pine cone)	1	class	outdoors	any safe classroom object children have not looked at closely (a shell, a pine cone from a nature tray)



Lesson 1

Safety watch-point

Set tight near-door boundaries before leaving; stay together; no picking or tasting; gentle hands near plants and minibeasts; wash hands on return if anyone touched soil or plants.

Teaching moves

- **Look and Wonder:** Keep the board light. With the hook object still visible, say one short notice aloud that matches the real find, then model one I wonder why... stem. Do not write an answer. Praise the question itself and save the scientist/nature-ranger line for the carpet close.
- **Wonder Walk:** Name talking partners before you leave the carpet. Keep the pupil job tiny: look and whisper only. Hold a tight near-door boundary; point, do not pick. Hand out clipboards only if a quick mark will not drop the noticing. On wet days, walk classroom, windowsill and porch instead and keep the full slot for look, whisper and mark.
- **From Notice to Wonder:** Name the cleared board as our wonder wall, model one full sticky yourself, then give every child a sticky to draw at once. Circulate as a single-adult scribe loop of about 15–20 seconds per child, adding short words after the I wonder why stem. End with a whole-class pinning parade so every sticky reaches the wall.
- **Our Wonder Wall:** Stand by the wall and read two or three stickies aloud. Invite thumbs-up for one that makes children curious. Do not answer the questions today—celebrate asking. Lightly name that scientists and nature rangers notice and wonder too.

What it should show

Most Senior Infants will point to or name one concrete notice (colour, shape, wet, holes, moss, a bird) and, with the stem, repeat or help form one I wonder why question; every child should get a sticky on the wall. Affirm half-formed notices; if a child only draws, add the stem and one key word as they pin. Gently hold off anyone racing to answer—today the skill is asking.

Misconceptions & interventions

- **Children think a wonder question needs a right answer straight away.** — Praise the question itself and say clearly: today we practise asking—we can explore the answer another day. Keep modelling notice-then-wonder without writing answers on the board.
- **A child rushes to answer their own sticky or treats the wonder wall like a quiz.** — Redirect with the focus question Which sticky makes you want to look again? and invite thumbs-up for curiosity, not correctness.



Differentiation

Emerging	Developing	Proficient
• Accept pointing at the notice; supply the stem I notice... and scribe the wonder words for them on the sticky. • Keep them beside you on the walk and name one look-for aloud so they have something concrete to whisper.	• Ready talkers try both I notice... and I wonder why... with their partner on the walk. • While waiting for the scribe loop, add detail to the drawing or whisper the notice again to their partner.	• Fast finishers look for a second interesting thing to notice, still oral only—no extra written task. • Invite them to help read a sticky aloud at the wonder wall and say which one makes them want to look again.

Cross-curricular hook

Links to Aistear/English oral language—partner whisper, sentence stems and sharing notices aloud at the wonder wall.