

# Wonder and question

## Lesson at a glance

Open by holding up one real yard find and taking two or three short notices only. Model the phrase I notice... then I wonder why... and have the class echo it. Pupils walk with talking partners — a brief indoor look, then a tight near-door yard stretch — whispering what they notice. Back on the carpet each child draws their find on a sticky; you scribe the wonder stem and they pin it on the shared wonder wall. Close by reading a few stickies aloud and celebrating the asking, not the answer.

## 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 board stretch as the wonder wall. Ready sticky notes (pre-stamp I wonder why if helpful), clipboards, pencils or crayons, and one outdoor find (leaf, feather, damp stone, pine cone). Assign talking partners. Check near-door boundaries and adult ratios. Wet day: classroom, windowsill and porch only. Start with coats on if coat time usually overruns.

## 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 near-door boundaries before leaving; stay with the class; no picking or tasting; gentle hands near plants and minibeasts; wash hands on return if anyone touched soil or plants.

### Teaching moves

- **Getting Started:** Frame the course in one sentence: we look closely, say what we notice, ask questions, and later find out. Hold up the yard find, pause, and take only two or three short notices. Accept every notice warmly; if a child offers a question, praise it and park it for the next step.
- **Look and Wonder:** With the same object still in view, model one short cycle aloud: I notice... then I wonder why... Have the class say I wonder why back with you. Leave the answer unwritten so the question stays the focus. Do not put a definition on the board.
- **Wonder Walk:** Name talking partners before you leave the carpet. Job is look and whisper only — paper comes later. Keep the outdoor boundary tight beside the door; point, do not pick. Hand out clipboards only if a quick mark will not drop the noticing. On return, handwash if anyone touched soil or plants.
- **From Notice to Wonder:** Name the cleared board as our wonder wall, then model one sticky yourself. All draw at once for about two minutes. Circulate as a single-adult scribe: child shows the drawing, you add a few words after the stem, roughly 15–20 seconds each. Stop scribing near seven minutes and bring everyone up to pin 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 them curious. Do not answer the questions today. Lightly note that scientists and nature rangers notice and wonder too.

### What it should show

Most Senior Infants will point to or name one concrete find (moss, a daisy in a crack, wet tarmac, a plant on the windowsill) and, with the stem, repeat an I wonder why question. Every child should get a sticky — drawing alone is enough — onto the wonder wall. If a child only points, supply I notice... and scribe for them; the success is the contribution, not independent writing.

### Misconceptions & interventions

- **A wonder question needs a right answer straight away.** — Praise the question itself and say today we practise asking — we can explore the answer another day. Keep the focus on the sticky going up, not on solving it.
- **Noticing means guessing what the object is for, rather than saying what they can see, feel or hear.** — Point back at the real find and ask what colour, shape or feel it has. Model one sensory notice yourself before taking theirs.



Differentiation

| Emerging                                                                                                                                                                    | Developing                                                                                                                                                    | Proficient                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Accept pointing; supply the stem I notice... and scribe the wonder words for them so their sticky still reaches the wall.</li></ul> | <ul style="list-style-type: none"><li>• Prompt the full pair: I notice... and I wonder why... whispered to their talking partner before you scribe.</li></ul> | <ul style="list-style-type: none"><li>• Look for a second interesting thing on the walk, still oral only — no extra written task.</li></ul> |

Cross-curricular hook

Ties to English oral language — partner whisper, sentence stems I notice... and I wonder why... practised aloud.