

Wonder and question

Lesson at a glance

Hold up one everyday yard find (leaf, damp stone, feather or pine cone) and take two or three short notices only. Model one spoken I notice... / I wonder why... cycle, then send talking partners on a short indoor-and-near-door yard wonder walk to look and whisper. Back on the carpet, every child draws on a sticky note; you scribe the wonder stem with them and the class pins every note on the shared wonder wall. Close by reading a few stickies aloud and celebrating curiosity, not answers.

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 stack sticky notes (pre-stamp I wonder why if it speeds scribing). Gather one outdoor find, clipboards, paper and crayons. Check near-door yard boundaries and adult ratios; plan the indoor porch/corridor path for wet days. Have coats on before the carpet 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:** Hold up the real yard find, pause, and take only two or three short notices (colour, shape, feel). Accept every idea warmly. Do not introduce I wonder why yet and do not set out the walk kit.
- **Look and Wonder:** Name noticing as today's idea, then model one short cycle aloud with the object still in view: I notice... then I wonder why...? Keep it spoken — do not write an answer on the board. Treat the stem as something the class will practise with help.
- **Wonder Walk:** Name talking partners before you leave the carpet. Job is look and whisper only at first; clipboards and a quick mark come in lightly indoors or after return. Keep the outdoor strip tight beside the door (about four minutes noticing), class together, point-don't-pick. On wet days skip the yard and use classroom, windowsill and porch for the full slot.
- **From Notice to Wonder:** Point to the cleared space and name it our wonder wall. Model one sticky yourself, then all children draw at once. Circulate as a single-adult scribe loop (~15–20 seconds each): child shows the drawing, you add short words after I wonder why. Waiting children add detail or partner-whisper — no free play. 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 them curious. Do not answer the questions today. Lightly name that scientists and nature rangers notice and wonder, just like us.

What it should show

Most Senior Infants will point to or name one real find (moss, puddle, daisy in a crack, light on the floor, a wet coat peg) and, with the stem, repeat or help form an I wonder why question. Every child should get a sticky — drawing alone is enough if you add the stem and one key word as they pin. Affirm half-formed notices; gently redirect anyone hunting for a 'right' answer back to asking.

Misconceptions & interventions

- **Children think a wonder question needs a right answer straight away.** — Praise the question itself: today we practise asking, not answering. Point back at the sticky and say we can explore it another day.
- **A child rushes to answer their own wonder on the carpet close.** — Gently hold the line: today we practise asking — we can look again later. Invite a thumbs-up for curiosity instead of solving it.

Differentiation

Emerging	Developing	Proficient
• Accept pointing at the find while you supply the stem I notice...; scribe the wonder words for them so their sticky still reaches the wall.	• Ready talkers try both stems with their partner on the walk: I notice... and I wonder why...?	• Fast finishers look for a second interesting thing to whisper, not a longer written task.

Cross-curricular hook

Strong oral-language link — partner whispers and the I notice / I wonder why stems feed Aistear talk and early English speaking.