

Notice and Wonder (Speaking and Listening)

Purpose

This routine engages students in discussion without the pressure of correctly answering a question. The routine helps students activate prior knowledge and prepare to think intentionally about the text and its relationship to the lesson.

Time

This routine takes 5 - 10 minutes.

Supported standards

ELPS 2: Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

CCR Speaking and Listening Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Materials

- Image to evaluate (photo, chart, graphic, or other material)
- Notice and wonder routine video example:
<https://www.youtube.com/watch?feature=youtu.be&v=6xXeMDP64GA>

Procedure

This routine can be used in individual or small group settings as well as in person or remotely. It can be used with warm-up materials as well as within the context of a lesson. The instructor presents the text and asks students what they notice and wonder. Since a notice and wonder statement cannot be wrong, the instructor should allow time for students to think and encourage students to share answers.

1. The instructor decides what topic will be covered in the class and has material ready to present to the student(s).
2. The instructor presents the image to the student(s) and asks what they notice about it. For example, they can describe something they see in the picture, mention a number or category in a chart, or focus on a phrase or sentence in a text. The instructor should

give the student(s) enough time to think about what they see and encourage them that anything they notice can be correct. The instructor writes notices down on the board (in class or on the screen).

3. The instructor then asks the student(s) what they wonder about the image in front of them. Again, the instructor should give students time to think and write their ideas on the board.
4. As ideas come in, the instructor can understand where students are, what vocabulary or concepts need to be reviewed, and what prior knowledge the students have on the topic. It also gives the instructor a chance to address anything that was noticed or discuss ideas that weren't noticed.
5. The instructor then proceeds with the lesson.

Example

Example One (Graphic)



1. The instructor presents the image to the student(s).
2. The instructor does not provide a description of the image. Instead, the instructor asks the student(s), "What do you notice about the image? What do you wonder about it?"
3. The instructor waits for ideas and then writes down what students notice and wonder.
 - a. A variation with an image is for the instructor to hide the title or caption and reveal it later to generate more ideas and reflection.
4. The instructor can elaborate on ideas presented by students or mention things that the instructor noticed as well.
5. The instructor continues with the lesson.

Possible student notices and wonders:

1. I noticed that there are several people exercising.
2. I noticed that there are some healthy foods in the picture.
3. I noticed that there is nature in the picture like birds and trees.
4. I noticed that there are two faces on the sides of the picture.
5. I wonder if the one picture shows chemicals or molecules.
6. I wonder why they show the heart in the center.
7. I wonder if this is showing healthy habits.

Example Two (Photo)



Possible student notices and wonders:

1. I noticed that this is a roller coaster in the middle of the forest.
2. I noticed that there are people in the seats.
3. I noticed that it is taller than the trees.
4. I wonder if this roller coaster goes upside down.
5. I wonder if it is dangerous.
6. I wonder where this is.