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Sincerely,
Karen Haag

NOTICE-WONDER DOUBLE-ENTRY JOURNALS

LEARNING TARGETS

1. I can notice details about the text before and during reading.
2. I can set a purpose for reading in the form of a question.

ENGAGE

- Give students time to notice everything about a picture book they can. They might mention the illustration, the author, a Caldecott medal, the summary on the back, a picture of a character, the titles of the chapters, etc.
- Take notes on what they noticed.

NOTES: If the students are just starting a book, they overview the whole book. If they are reading a new chapter, they scan their notes from previous reading, the charts that are posted, and the new chapter.

SHARE THE LEARNING TARGETS AND EXPLAIN

- Tell students that one way to boost comprehension is to NOTICE everything they can about the text and to WONDER about what they're reading to find out before and during reading a book or chapter.
- Share highlights of the notes you took on the students during the engagement part of the lesson.
- Lead students to understand how much they know about the book by noticing/wondering.
- Tell students that the group will practice noticing and then asking questions to set a purpose for reading. Tell them that if they use this skill habitually their comprehension will improve.

EXPLORE

Lesson Outline

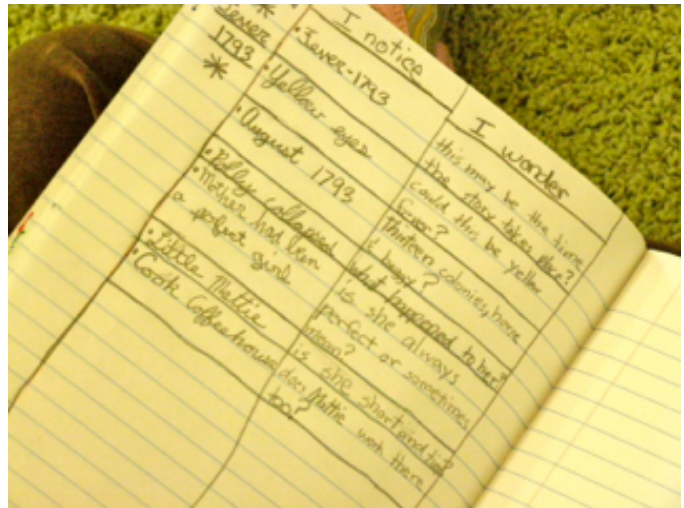
1. Give students their new novel or text they will read.
2. As the students begin to NOTICE details, record them in the left column on the chart paper.
3. Ask the children to WONDER about their NOTICINGS. Have them turn what they noticed into a question.

Notes to Teacher

Use this lesson each time you work with this group. The students and I noticed and wondered before reading the book and then 1/3 and 2/3 of the way through the book for sure. I also used this as an engagement strategy whenever I had a chance to work with a group. It helped all of us remember where we were in the book and reset a purpose for reading on.

Many teachers record the contributing student's initials on the chart as well (1) to recognize the child for the work and (2) to come back to the child when more information is gathered.

For example, when reading the book *Hatchet*, a student may notice the hatchet on the front cover. The teacher writes "hatchet" on the left side of the chart. A wonder might be, *What is a hatchet?* Or maybe, *I wonder if the boy will use the hatchet to save himself.* The teacher records the child's question on the right side of the chart. This is a prediction but these predictions are based more on evidence than when I say, *What do you predict will happen?*



MATERIALS

1. Small reading group
2. Picture book
3. Book for each child
4. T-chart on chart paper, headings for 2-columns: notice/wonder
5. Reader's notebooks or paper for students and teacher

4. Continue writing NOTICINGS and WONDERINGS for just a few minutes.

As the students become more sophisticated with the strategy in future lessons, you can lead them to make connections with and then ask questions about the author, author's purpose, the plot, the genre, the setting, what they hope to gain by reading the book, etc.

Some questions come up that I answer right away. I fill in background information that I know children will need in order to understand the book. For example, When my students wondered what a *depression* was, I told them about my grandparents' experience with losing their farm during the depression. I knew the question would not be answered in the book but that understanding the word would be critical to comprehending the story. Some questions are too complex to ask children to look up so I just tell them. Other questions are fun to look up on the spot. When my students asked what a *Cessna* was, we went to the computer and pulled up a photo of the plane.

Some notices and wonders reveal confusion with the text that I want to set straight right away. For example, when we were reading about Einstein, one boy asked why Einstein's father grew up to be an angry man. When we looked at the text, it said, "*Einstein's father grew angry at him.*" I explained the difference between the meanings of grow that confused him, (1) to get older and (2) to increase. I drew a picture on the board as a visual as I spoke - one of a stick-figure boy next to a sticky-figure bigger boy, and the other of a ball getting bigger and bigger. When I finished explaining, another child said, "Thank you. That confused me, too." I *never* would have thought that understanding the word "grew" would be a vocabulary lesson. This anecdote illustrates why I like activities that encourage students to share what they're thinking.

5. SET A PURPOSE: Ask the children to look over the list and tell what they're reading to find out.

Children are confused at first about what it means to set a purpose. Get them involved right away to state any question they would like the answer to. For example, when reading *Stone Fox*, these are some of the purposes the readers set: *I want to know if the dog is violent. Or, I want to know if the dog wins the race. Or, I want to know if either the boy or the dog dies.* Children are more eager to read to find the answers to their questions after this pre-reading exercise. As they read, and find answers to their questions, they reset their purposes. As they get more sophisticated, you can lead them to ask questions like, *I want to know the theme. I want to know why the author wrote this book.*

EXTEND Give students time to read. Ask them to sticky note in their books when they find answers to questions they posted on the notice-wonder chart. They will also want to mark new noticings, which probably will turn into more wonderings at closure time. NOTE: This is a great time for the teacher to read one-on-one with a student or work with another group. Be sure to take anecdotal notes and record what happened during reading time in your daybook!

EVALUATE

Revisit the Learning Targets and ask students to reflect on the lesson.

Ask student to write in their notebooks: What question(s) are you reading to find the answer(s) to now? This question may sound simple but in order to answer it, the reader must have a literal understanding of the text. By reading the question(s), the teacher can assess whether the child comprehends the text or not and can reteach or extend as needed. NOTE: Keep the charts posted throughout the reading of the book. Use the charts at closure time or introduction time to find out what questions were answered during the reading. Create new questions.