

Noticing and Wondering

What this protocol does: This protocol and accompanying template structures students to slow down and do a close reading and/or translation of a text line by line. Students are thus prompted to notice a text's details and "hear" the text's voice more deeply. This is a good protocol to use when students are first being introduced to a text, and it helps engage them in the content.

The protocol also supports students to wonder about the text's details and the accompanying template visually demonstrates that noticing leads to wondering. This exercise encourages the proliferation of students' own wondering and questions which can lead to student investment and appreciation for the complexity of the text. By working with a havruta and encountering their partner's wonderings, students can experience the value of working with another person to open up the text's possibilities.

Materials students need: Each student will need a link or file to the Noticing and Wondering protocol. Each havruta group will need a link to their own shared havruta google doc with the Noticing and Wondering template. The template contains the text. See example templates below.

Notes for the teacher: Send a link for a Noticing and Wondering template out to each havruta. The havruta should share the same doc so they both can work on it together. Teachers should insert the text into the template in verses or sections. You may also want to include a link to the text in a more complete form within its own context. For example, if students are doing a close reading of Genesis 11:1-9, divide the text line by line in the template, and provide a link to this chapter within the book of Genesis in an online format such as Sefaria or Chabad.org

Translation work: If translation and language work is a part of your curriculum, first have students work on their own translations individually and then come to havruta ready to share their translations and do their noticing and wondering. We have provided two template examples, one that provides translation and one that cues students to share their translations and refine them.

Adjustments: You can alter the protocol directions slightly in terms of how much you expect students to notice and wonder. For some students it may make sense to ask them to point out one noticing and one wondering for each line of text. Alternatively, you could challenge a havruta to come up with as many noticings or wonderings as they can in an allotted time.

Follow up possibilities: This protocol honors student wondering as a valued end unto itself. It also opens many possibilities for following up in pursuit of these wonderings. Here are some ways you may choose to extend this learning:

- 1 Collect students' highlighted wonderings, curate their questions/wonders and give them an opportunity to discuss them at a later time using another PoP protocol.
- 2 Give students an individual and asynchronous assignment to pursue their wonderings through further study and multi-media engagement such as art, digital media, writing, etc. Students can then share their work with their original havruta or with the class and reflect on how their wondering has led to new insights about the text.

Protocol: Noticing and Wondering

GREET YOUR PARTNER(S)

- 1 Take a couple of minutes to say hello and catch up socially.

CLOSE READING, NOTICING and WONDERING

- 2 Partner A reads the first section/verse of text out loud while Partner B follows along.
- 3 Partner B generates noticings and wonderings about that piece of text while Partner A listens and records B's ideas in the chart.

SWITCH! Take turns going back and forth until you have done a close reading of the whole text.

- 4 Individually, look back over your list of wonderings. Each of you choose 1-2 wonderings that you are most interested in discussing or pursuing further. Highlight those in the google doc.
- 5 Take turns sharing with your partner which wonderings interest you the most and why.

REFLECTION

- 6 One new thing my partner helped me notice or wonder about in the text is...

Template Example 1: Translation provided (Text and translation from Sefaria.org)

We have included some sample student entries in the "I notice" and "I wonder" columns in order to demonstrate how the template works.

Havruta Names:

Text	I notice...	I wonder...
Genesis 11:1-9	Point out details, gaps, intertextual and text to text connections	Questions, ideas, and speculations
Gen. 11:1 וַיְהִי כָל-הָאָרֶץ שְׂפָה אֶחָת וּדְבָרִים אֶחָדִים: Everyone on earth had the same language and the same words.	The text says, "same language" and "same words" In Hebrew, the phrase "dvarim achadim" is plural	Why does the text repeat this idea with different words? How is this significant? What does it mean that "achadim" is plural? I thought achad means "one" ...
וַיְהִי בְנִסְעָם מִקֵּדָם וַיִּמְצְאוּ בְּקִעָה בְּאֶרֶץ שִׁנְעָר וַיֵּשְׁבוּ שָׁם: And as they migrated from the east, they came upon a valley in the land of Shinar and settled there.	The people settled in Shinar	What is special about the valley of Shinar? Where is that?



Template Example 2: with scaffolding for student translation

Havruta Names:

Text Genesis 11:1-9	I notice...	I wonder...
Gen. 11:1 וַיְהִי כָל-הָאָרֶץ שְׂפָה אֶחָת וּדְבָרִים אֶחָדִים: Translation:	The text says, "same language" and "same words" In Hebrew, the phrase "dvarim achadim" is plural	Why does the text repeat this idea with different words? How is this significant? What does it mean that "achadim" is plural? I thought achad means "one" ...
וַיְהִי בְנוֹסְעֵם מִקֵּדִם וַיִּמְצְאוּ בְקַעֲהַ בְּאֶרֶץ שִׁנְעָר וַיָּשְׁבוּ שָׁם: Translation:	The people settled in Shinar	What is special about the valley of Shinar? Where is that?