



THE ADVENTURES WITH FRISBEE ROB

A K–6 introduction to curiosity-driven learning

ADVENTURE 000

WONDER GUIDE

Kindergarten to Grade 6

CENTRAL QUESTION

Where can one question take us?

ENDURING IDEA

Every adventure begins with a question.

Wonder in Motion

About This Guide

Adventure 000 introduces students to the learning stance at the heart of *The Adventures with Frisbee Rob*: **Keep Wondering**.

This is not a curriculum-aligned Teacher Guide. It does not target a specific grade, subject, learning outcome, or KUSP assessment requirement. Instead, it introduces the recurring habits and classroom language students will encounter throughout the Adventure series.

Students are invited to:

- notice before explaining;
- ask questions before expecting answers;
- make predictions without worrying about being correct;
- treat mistakes and unexpected results as useful information;
- listen to and build on the questions of others;
- identify ways a question might be explored; and
- leave with a question worth carrying into the next adventure.

This universal guide can be used with students from Kindergarten through Grade 6. Teachers can adjust the language, response method, and level of independence without changing the central experience.

The Promise of Adventure 000

Adventure 000 will not turn curiosity into a worksheet.

It will help establish a classroom culture in which students understand that:

- questions are beginnings;
- observations deserve attention;
- predictions are invitations to look closely;
- not knowing is not something to hide;
- people learn by testing, revising, and trying again; and
- every answer can open another question.

Important: Curiosity itself is not graded. Adventure 000 is an invitation to participate, notice, communicate, and wonder.

Guide at a Glance

Adventure	Adventure 000
Audience	Kindergarten to Grade 6
Type	Universal Wonder Guide and series introduction
Central Question	Where can one question take us?
Core Idea	Careful noticing can lead to questions, investigations, understanding, and new questions.
Curriculum Status	No specific grade-level or subject outcome is assigned.
Story Access	Read the complete story aloud or play the official audio version before the activity.
Story Time	Approximately 5-7 minutes, separate from the lesson time
Core Pathway	One 30-minute session
Full Wonder Experience	Two linked 30-minute sessions
Student Product	One question to add to a Wonder Wall, Wonder Notebook, or class question collection
Printing Required	None

What Students Will Experience

Students will move through the recurring Frisbee Rob learning journey:

STORY → NOTICE → QUESTION → INVESTIGATE → MAKE MEANING → WONDER AGAIN

By the end of the experience, students should have had an opportunity to:

- identify something they noticed;
- turn a noticing into a question;
- suggest a way the question could be explored;
- hear how other people wonder differently; and
- select one question they want to keep.

Student-Friendly Learning Intention

We are learning how careful noticing can lead to questions and new discoveries.

Optional Success Indicators

Students may say:

- I can describe something I notice.
- I can ask a question about what I notice.
- I can suggest one way to explore my question.
- I can listen to someone else's question.
- I can choose a question I want to keep wondering about.

These are participation indicators, not grading criteria.

Teacher Preparation

Materials

Choose materials that are already available:

- the complete Adventure 000 story or official audio recording;
- a red frisbee, if available;
- one familiar classroom object for modelling;
- a board, chart paper, or digital display;
- sticky notes, small pieces of paper, or Wonder Notebooks; and
- pencils, markers, or alternative communication tools.

No individual student handout is required.

Before the Lesson

1. Read or listen to Adventure 000.
2. Choose one familiar object for the modelling activity.
3. Decide where student questions will be collected.
4. Choose the most appropriate response options for the class: speaking, drawing, writing, pointing, acting, dictating, or using assistive technology.
5. Decide whether students will complete the Wonder Hunt individually, with a partner, in a small group, or as a class.

Useful Vocabulary

- notice
- wonder
- question
- prediction
- evidence
- investigate
- revise

Introduce only the words students need to enter the activity. Other language can emerge through the experience.

Story Access Comes First

Read the complete Adventure 000 story aloud or play the official audio version before beginning the Wonder Guide.

Plan approximately 5-7 minutes for this shared story experience. The story time is separate from the 30-minute Core Pathway.

Allow students to experience the story without stopping repeatedly for instruction or requiring them to complete a task while listening.

After the story, pause briefly before asking:

What stayed with you from the story?

Accept images, moments, feelings, words, questions, and surprising details.

Session 1: The Core Pathway | 30 min

Session 1 provides a complete introductory experience and can stand alone when only one lesson block is available.

Time	Section	Purpose
0-5 minutes	Get Curious	Reconnect with Adventure 000 and the idea that questions are beginnings.
5-10 minutes	Wonder Lab: Model	Demonstrate how a noticing can become a question.
10-25 minutes	Wonder Lab: Build	Complete a Wonder Hunt and create questions.
25-30 minutes	Think It Through	Share, make meaning, and save one question.

Get Curious | ~5 min

Reconnect students to the story using two or three prompts.

Possible prompts:

- What did Rob notice that another person might have ignored?
- Why do you think the Wind is drawn to people who wonder?
- What happened when something did not go the way Rob expected?
- Why might a mistake become the beginning of an adventure?
- What do the people Rob sees in the Wind have in common?
- What do you think makes someone a Great Mind?

Do not search for one correct interpretation. Invite students to use moments from the story to support their thinking.

TEACHER MOVE

Listen for ideas such as:

- noticing;
- curiosity;
- testing;
- mistakes;
- persistence;
- trying again; and
- asking another question.

Record useful student language without correcting or ranking the responses.

Wonder Lab: Model — From a Notice to a Question | ~5 min

Use a red frisbee or another familiar classroom object.

1. Hold up the object without explaining anything about it.
2. Give students a few seconds to look carefully.
3. Model one observation.

Example:

“I notice that the frisbee is round.”

4. Model the difference between an observation and an explanation.

Example:

Observation: “I notice that the edge curves upward.”

Possible explanation: “I think the curved edge might affect how it moves through the air.”

5. Turn the observation into a question.

Examples:

- What does the curved edge do?
- What would happen if the edge were flat?
- Does the frisbee always travel in the same path?
- What changes when the frisbee is tilted?

6. Suggest one way the question could be explored.

Possible pathways include:

- look more closely;
- compare two things;
- change one thing and observe what happens;
- measure or count;
- ask someone;
- research;
- build or create something; or
- try the idea safely.

The goal is to model the thinking process, not provide an answer.

Wonder Lab: Build — The Wonder Hunt | ~15 min

Tell students:

“Mathematics, science, stories, history, movement, design, and new ideas can begin with something ordinary that a person notices.”

Students now complete a Wonder Hunt in the classroom or another safe learning space.

Steps

1. Choose one ordinary object, movement, sound, pattern, event, or classroom detail.
2. Look or listen carefully before explaining it.
3. Identify at least two or three things you notice.
4. Turn one noticing into at least two questions.
5. Select the question that makes you want to look again.
6. Choose one possible way to explore the question.
7. Prepare to share the question with a partner, group, or the class.

Possible Exploration Pathways

Students may say:

- I could observe it again.
- I could compare it with something else.
- I could change one thing.
- I could count or measure.
- I could ask someone.
- I could research it.
- I could build or test something.
- I could listen to another person's idea.

No-Printing Response Options

Students can:

- share orally;
- dictate to the teacher or a partner;
- draw what they noticed;
- write on a sticky note;
- add an entry to a Wonder Notebook;
- point to an object and explain;
- act out the noticing;

- take a photograph;
- use a communication device; or
- contribute to a shared class record.

Think It Through | ~5 min

Invite several students or groups to share one noticing and one question.

Use two or three prompts:

- What did you notice before you tried to explain it?
- Which question made you want to look again?
- How could you explore that question?
- Did another person's question help you notice something new?
- How did your question change as you talked about it?
- What makes a question worth keeping?

End Session 1 by saving at least one class question on the Wonder Wall, in a Wonder Notebook, or in a Question Parking Lot.

If Session 1 Is the Only Session

Close with:

“We do not need to answer every question today. Keeping a question gives us somewhere to begin next time.”

Session 2: Deepen and Share | 30 min

Session 2 helps students revise, share, and expand their questions.

Time	Section	Purpose
0-5 minutes	Reconnect	Reconstruct the question from Session 1.
5-13 minutes	Wonder Lab: Rehearse	Improve the clarity or depth of the question.
13-22 minutes	Wonder Lab: Share	Explore questions using Puddle, Pond, Lake, and Ocean.
22-25 minutes	Think It Through	Reflect on how questions changed.
25-30 minutes	Keep Wondering	Choose a question to carry into future adventures.

Reconnect | ~5 min

Before showing students their saved questions, invite them to remember:

- What did you notice?
- What question did you create?
- How did you think it could be explored?

Reveal the saved questions and ask:

- Is this still the question you want to ask?
- Has your thinking changed since the last session?
- Is there a word or detail that could make the question clearer?

Changing a question is evidence of thinking, not evidence that the original question was wrong.

Wonder Lab: Rehearse — Improving a Question | ~8 min

Students practise saying their question to a partner or small group.

The listener responds with one of the following:

- I understand that you are wondering...
- Your question made me notice...
- I would like to know more about...
- A word you could explain is...
- Another question connected to yours is...

Students then make one small improvement to their question.

They might:

- make it more specific;
- make it more open;
- identify what could change;
- add something that could be compared;
- identify possible evidence;
- connect it to a larger idea; or
- make the language clearer for a listener.

Optional Question Stems

- What happens if...?
- How might...?
- Why might...?
- What is similar or different about...?
- What changes when...?
- How do we know...?
- What evidence could show...?
- How could we find out...?
- What would happen if we tried...?

A question does not need to use one of these stems to be valuable.

Wonder Lab: Share | ~9 min**Puddle → Pond → Lake → Ocean**

Use Puddle, Pond, Lake, and Ocean as metaphors for the possible reach of a question.

These are not quality levels. A small, focused question can be just as valuable as a large question.

PUDDLE

A close-up question about one object, moment, detail, or experience.

Examples:

- Why did the frisbee wobble?
- What made that sound?
- Why is this side smoother?

POND

A question that invites comparison, observation, measurement, or a small test.

Examples:

- Do all frisbees wobble in the same way?
- What changes when we tilt the frisbee?
- Which surface creates the loudest sound?

LAKE

A question that connects the original noticing to a larger setting, system, community, or pattern.

Examples:

- How do different objects move through air?
- How do people improve a design?
- How do questions help a class learn together?

OCEAN

A broad question with many possible paths and no immediate final answer.

Examples:

- Why do people keep trying when an idea does not work?
- How have questions changed the world?
- What makes people curious?
- What might humans discover next?

Students may:

- identify where their question currently fits;
- grow one question from Puddle to Pond, Lake, or Ocean;
- connect their question to another student's question; or
- decide that their original focused question is exactly where they want to begin.

Think It Through | ~3 min

Ask:

- What made a question clearer?
- How did listening to someone else affect your question?
- Did your question become smaller, larger, or simply different?
- Which exploration pathway could help you begin?

The goal is not to select the “best” question. The goal is to help students understand that questions can be examined, clarified, connected, and revised.

Keep Wondering | ~5 min

Ask the central closing question:

If the Wind came for you today, what question would you bring?

Students can speak, write, draw, dictate, point, select, or otherwise communicate their question.

Add the questions to a Wonder Wall, Wonder Notebook, Adventure Folder, or class question collection.

Close with:

“This question does not need to be answered today. It is a question you can carry into every adventure.”

Every adventure begins with a question.

Flexible Pacing Pathways

Pathway	Length	Suggested Use
Wonder Spark	5 minutes	Ask one Get Curious prompt and close with “If the Wind came for you, what question would you bring?”
Quick Launch	15-20 minutes	Get Curious, model one noticing and question, complete a shortened Wonder Hunt, and close orally.
Core Pathway	30 minutes	Complete Session 1.
Full Wonder Experience	2 x 30 minutes	Complete Sessions 1 and 2.
Ongoing Wonder Routine	2-5 minutes	Reuse “What do you notice? What does it mean? What do you wonder next?” throughout future adventures.

The complete story or official audio version should be experienced before the activity whenever possible.

Common Language for Future Adventures

Use these three questions across subjects and future Adventure Teacher Guides:

1. What do you notice?
2. What does it mean?
3. What do you wonder next?

Students may eventually encounter these questions while:

- listening to a story;
- examining a character's decision;
- observing an investigation;
- studying a historical source;
- solving a mathematical problem;
- testing a design;
- practising a movement skill; or
- reflecting on evidence.

Wonder is not a separate subject. It is a habit of mind that travels across subjects.

Teacher Facilitation Support

When This Happens	Possible Teacher Response
A student gives an explanation instead of an observation.	"What did you see, hear, feel, or notice that made you think that?"
A student asks a yes-or-no question.	"How could we open that question so it gives us more to explore?"
A question is extremely broad.	"What is one small part of that question where we could begin?"
A student wants to know the correct answer immediately.	"What evidence could help us investigate before we decide?"
A student says a question is silly.	"What did that question help us notice?"
Something does not work as expected.	"What information did that result give us?"
Several students ask similar questions.	"What detail could make each question take a different path?"
A student cannot think of a question.	"Start by telling me one thing you notice."

When This Happens	Possible Teacher Response
A student changes a question.	“What new thinking caused you to revise it?”
The class cannot explore a question immediately.	Save it in the Question Parking Lot rather than dismissing it.

Likely Misconceptions

“Good questions have correct answers.”

Response: Some questions can be answered quickly. Others require observation, testing, research, discussion, or many years of work.

“A prediction should be correct.”

Response: A prediction gives a student a reason to pay attention to evidence. It is not a disguised test question.

“If an attempt fails, nothing was learned.”

Response: An unexpected result can show what changed, what stayed the same, or what should be tried next.

“Great Minds already knew the answers.”

Response: Great Minds wondered, struggled, collaborated, made mistakes, revised ideas, and continued learning.

“Large questions are better than small questions.”

Response: A focused Puddle question can begin an important investigation. Question size is not question quality.

Supporting Diverse Learners

Make the Experience Accessible

- Use the story, audio, images, objects, gestures, and demonstrations.
- Give directions one step at a time.
- Model the first noticing and question.
- Reduce the number of required questions without removing the central thinking.
- Allow additional processing time.
- Use predictable routines and visible steps.

Support Language and Communication

- Let students talk before writing.
- Rehearse ideas with a partner.
- Provide “I notice...” and “I wonder...” sentence starters.
- Accept home-language discussion and vocabulary connections.
- Use visuals, gestures, word banks, or communication devices.
- Do not make writing the barrier when writing is not the learning goal.

Offer Multiple Ways to Show Thinking

Students may:

- speak;
- draw;
- write;
- label;
- point;
- act;
- build;
- sort;
- select;
- take a photograph;
- dictate; or
- use assistive technology.

Support Physical and Sensory Access

- Bring objects to students rather than requiring movement around the room.
- Offer seated and standing participation.
- provide quieter observation options.
- allow students to choose an object that is comfortable to examine.
- use partners strategically while ensuring each student has an authentic role.

The goal is not to create a different activity for every learner. It is to create multiple pathways into the same meaningful experience.

Grade-Level Adaptations

Kindergarten to Grade 2

- Keep most of the experience oral.
- Use one object and ask for one or two observations.
- Have the teacher or a partner record student questions.
- Accept drawing, pointing, acting, or dictation.
- Use the repeated stems “I notice...” and “I wonder...”
- Do not require students to classify questions independently.
- Introduce Puddle, Pond, Lake, and Ocean through pictures or gestures.

Grades 3 to 6

- Ask students to distinguish observation from inference.
- Invite students to revise a question for clarity.
- Ask what evidence or source could help explore the question.
- Compare focused and broad questions without ranking them.
- Explore how different people might ask different questions about the same event.
- Invite students to connect a question to science, mathematics, social studies, ELAL, physical education, or another subject.

Multi-Grade Groups

- Pair older and younger students as co-wonderers rather than answer-givers.
- Give one student responsibility for noticing and another for recording or sharing.
- Allow students to contribute at different levels of language and complexity.
- Build one shared question collection across the group.

What the Teacher May Notice

This guide does not include a curriculum outcome or KUSP assessment box.

Teachers may still observe how students:

- attend to details;
- distinguish a noticing from an explanation;
- turn an observation into a question;
- listen to another person's thinking;
- revise a question;
- suggest an appropriate way to explore;
- communicate through different response modes; and
- remain engaged when an answer is not immediately available.

These observations can help teachers plan future discussions and supports. They should not be used to grade originality, enthusiasm, or curiosity.

When Adventure 000 is followed by a subject-specific Teacher Guide, assessment should use the KUSP evidence identified in that guide.

Reusable Classroom Structures

Wonder Wall	Display questions students want to revisit during future adventures.
Wonder Notebook	Begin a personal or shared record of notices, questions, predictions, evidence, and revised thinking.
Question Parking Lot	Save important questions that cannot be explored immediately.
Adventure Folder	Store class questions and return to them when later stories connect.
Weekly Wonder	Select one question each week for observation, discussion, research, or testing.

Suggested Class Record

The teacher can create this structure on a board or chart paper:

We noticed...

We wondered...

We could explore by...

The question we are carrying forward is...

This is a shared thinking record, not a student worksheet.

Teacher Reflection

After the experience, consider:

- Did students hear the complete story before the activity?
- Did the activity remain connected to Adventure 000?
- Did students have time to notice before explaining?
- Were predictions and questions accepted without ranking only the correct ones?
- Did students have more than one way to participate?
- Did another person's thinking help questions change or grow?
- Did the class save at least one question?
- Is there a question worth returning to during a future Adventure?
- Did the experience close with wonder rather than completion?

Closing

Adventure 000 introduces students to more than a collection of stories. It introduces a way of approaching learning.

Rob's adventures do not begin because he already knows the answer. They begin because he notices something, asks a question, and remains willing to follow where the question leads.

*The story opens the door.
This Wonder Guide helps the class keep it open.
Keep Wondering.*