

Name:

Grade:

School:

Date:

WithOnePlanet

- > Module 1:
Carbon
- > Level:
Years 5 to 6
- > INQuIRY:
Question
- > Lesson 2:
The real question
about carbon
- > Student worksheet



Question

Lesson 2

Student worksheet

The real question about carbon

Years 5 to 6



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INQuIRY     

The real question about carbon

Lesson 2: Student worksheet

Have a look at the two activities that you completed during the last lesson – your *KWHL chart* and your group's *Carbon on my mind ... map* poster, and answer the following questions:

Reflection on last lesson

Q1: What are 5 important things that I learnt about **carbon** from the last lesson – by completing the two activities (*KWHL chart* and *Carbon on my mind ... map*) and having the class discussion?

1. _____

2. _____

3. _____

4. _____

5. _____

Q2: Use the *Q matrix* provided on the next page to help you brainstorm further questions about **carbon**, **electricity** and the **effects of using carbon on the Earth**.

(These can be questions from what you learnt during last lesson, or any other questions you can think of, but they need to be *different* from the questions in your *KWHL chart*).

Write your questions in the box below

Q matrix

| | | | | | |
|-------------|-----------------------|--------------|------------|------------|------------|
| What is? | Where/ When is? | Which is? | Who is? | Why is? | How is? |
| What did? | Where/ When did? | Which did? | Who did? | Why did? | How did? |
| What can? | Where/ When can? | Which can? | Who can? | Why can? | How can? |
| What would? | Where/ When would? | Which would? | Who would? | Why would? | How would? |
| What will? | Where/ When will? | Which will? | Who will? | Why will? | How will? |
| What might? | Where/ When might? | Which might? | Who might? | Why might? | How might? |

Source:

Wilson, J & Wing, Jan L 2008, *Smart Thinking*, Curriculum Corporation, Melbourne.

Big questions

When a question is a BIG question, it has the following characteristics:

- > It is important to know in order to better understand our lives.
- > It is written clearly so that anyone can understand it.
- > It has no obvious right or simple answers.
- > It requires deep thinking, discussion, problem solving or decision-making.
- > It needs plenty of background knowledge to answer it.
- > It makes us consider alternatives, weigh up the evidence and justify our ideas.

Q3: Using your answers to Questions 1 and 2, as well as your *KWHL chart* and from class discussions, write one or more BIG QUESTIONS that would help to answer all (or most) of the small questions that you have written?

Q4: Our class **Essential question** is:

Q5: What **further** questions do I need to ask and what information do I need to find, so that I can answer the class **Essential question** (not your own questions)?

Use the table below to brainstorm some of your ideas.

| What information do I need to find out? | What other questions do I need to ask? |
|---|--|
| | |