

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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The real question about carbon

Lesson 2: Student worksheet

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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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is a dashed vertical line on the left side, suggesting it might be part of a notebook or a template for a specific type of writing. The paper is otherwise blank, with no text or other markings.

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:

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?