

## WithOnePlanet

- > Module 1:  
Carbon
- > Level:  
Years 5 to 6
- > INQuIRY:  
Review
- > Lesson 8:  
Seeing carbon in  
your own reflection
- > Teacher notes

# Review

Lesson 8

Teacher notes

Seeing carbon in your own reflection

Years  
5 to 6



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INQuIRY     

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# Seeing carbon in your own reflection

## Lesson 8: Teacher notes

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This document provides the teacher with the details of the lesson.

### At a glance

To provide students with an opportunity to review their **understandings**, knowledge and skills that have been learnt during the unit and to identify any gaps that exist.

To provide students with an opportunity to reflect on the **success** of their own learning strategies and tools, and to identify any of these with which they require additional support.

### INQuIRY focus: **Review**

The *Review* phase is designed to provide students with hands-on experiences of the science phenomenon. Students explore ideas, collect evidence, discuss their observations and keep records, such as science journal entries. The *Review* phase ensures all students have a shared experience that can be discussed and explained.

### Assessment guide

This assessment guide supports teachers in identifying the types of assessment that are appropriate for this lesson.

**Formative assessment** is an important aspect of the *Review* phase. It involves monitoring students' developing understanding and giving feedback that extends their learning. It involves monitoring students' developing understanding of:

> the concepts involved in answering their *Essential question* and the *WithOnePlanet Big ideas* questions.

**Summative assessment** of the science inquiry skills is an important focus of the *Review* phase. It involves assessing students' understanding of:

> the concepts involved in answering their essential question and the *WithOnePlanet Big ideas* questions.

It is recommended that the teacher develops a meaningful rubric to capture the students' learning at this point. This lesson also provides opportunities to monitor the development of students' general capabilities.

### Key lesson objectives

#### Science

Students will be able to represent their current understanding as they:

> review their understanding of carbon, the carbon cycle, energy, climate change and how their actions can help to mitigate the effects of climate change in the South-east Asian region.

## Literacy

Students will be able to:

- > contribute to reflective discussions about the concepts of carbon, energy and climate change and their own learning journeys
- > record understandings and ideas using any suitable written media

## Equipment

For the Class

- > Two dice per group of students (preferably different in appearance – e.g. colour, size or texture)

For each Student

- > The students' own partially-completed *KWHL Student worksheet* (retained from Lesson 1)
- > *Carbon in jeopardy! Student worksheet*
- > *Carbon in review Student worksheet*
- > Non-permanent marker and eraser (if using a plastic covered game board), pen or pencil
- > *Optional:* Plastic cover (e.g. laminated or plastic pocket) if game board to be reused

## Preparation

- > Students to review and complete their *KWHL Student worksheet* from Lesson 1
- > Each student will require a copy of the *Carbon in jeopardy! Student worksheet* and the *Carbon in review Student worksheet*

## Lesson steps

1. Students to return to their *KWHL Student worksheet* from Lesson 1. They now need to fill out the final section – What have you learnt about carbon? Students can refer to any of the worksheets that they have completed in previous lessons to assist them in answering this question.
2. Use this completed document to facilitate a discussion about what students have learnt during the unit. Create a dot point summary of student learning that students can refer to while completing the *Carbon in jeopardy! Student worksheet*.
3. Students to complete the *Carbon in jeopardy! Student worksheet*
4. Students to complete the *Carbon in review Student worksheet*