

1

A question worth asking

Say three questions aloud and answer each one yourself. "What is your favourite animal?", which has too many answers. "Are you at school today?", which has two answers but everybody already knows which one. "Do you like dogs?", which has two answers and nobody knows the result yet. Students choose the one worth asking the class.

"Which of my three can be answered with only yes or no?"

"Which one do we already know the answer to before we start?"

A question we can already answer gives us nothing to find out. That is the second test a question has to pass, and it is new in this lesson.

2

Run it from the card to the answer

Write the chosen question on the question card from this resource, label the two trays, then work down the class roster and hand each student one counter as they answer. Lay the counters into two rows from the taped line, stand the same question card above them and put the yes and no labels at the start of each row.

"One counter for one person. I am crossing off each name as we go."

"Which row is longer? So what is our answer?"

The card that started the lesson finishes it at the top of the display. That is what makes the two rows an answer to something rather than a pile of counters in a line.

This activity should be done with real counters and real classmates. These cards are what turn two rows into a display. Write your group's question on the top card.

Our question:

yes

One label at the start of each row.

no