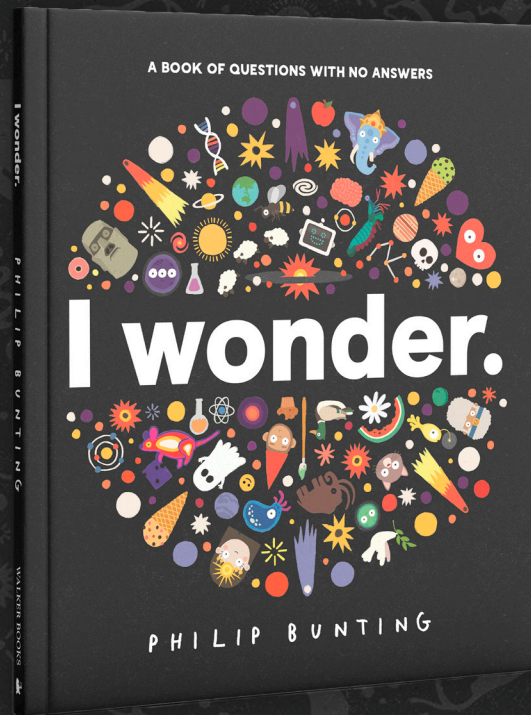






# About the Book



I WONDER: A BOOK OF  
QUESTIONS AND NO ANSWERS  
CREATOR: PHILIP BUNTING  
ISBN 9781760657802 HARDBACK  
AUGUST 2024

**Celebrating that the very act of wondering is what drives us towards knowledge, from the master of questions without answers.**

I wonder if there is life out there ... I wonder what love is ... From the meaning of life to a cure for the hiccups, this book explores a few of the things that lie just beyond the edges of our understanding. Questions to which we have no answers (yet).





## About the Author

**PHILIP BUNTING** is an author and illustrator whose picture books deliberately encourage the reader to playfully poke around at the edges of their understanding. Philip's books have been published in over 35 countries around the world, in almost as many languages. He has received many accolades, including multiple Honour Awards from the Children's Book Council of Australia, making the list for the Kate Greenaway Medal, representing Australia at the IBBY Awards, and taking home the inaugural State Library of NSW Russell Prize for Humour Writing. Philip grew up in England's Lake District, just down the road from Mrs Tiggy-Winkle's place. He followed his heart to Australia in his early 20s and now lives with his young family on Queensland's Sunshine Coast.

## About the Teacher Notes Author

**Belinda Bolliger** worked as an editor and publisher of children's books for over twenty-five years. She was the Children's Publisher at Hodder Headline (now Hachette Australia) and Children's Commissioning Editor and Publisher for ABC Books/HarperCollins. She has worked with many award-winning authors and illustrators, including Libby Hathorn, Garry Disher, Frances Watts, Judith Rossell and Matt Ottley. Belinda was editorial manager for Australian Standing Orders (Scholastic) for over 11 years, reviewing and selecting the most suitable new releases from Australian publishers to send to schools around the country. Belinda now works as an associate agent at Key People Literary Management and as a freelance children's editor and project manager.

### Curriculum Links

Science • Humanities and Social Sciences (History; Geography; Civics and Citizenship) • English (Language; Literature and Literacy), Mathematics • The Arts (Drama; Visual Arts) • Technologies (Design and Technologies) • Health and Physical Education

### Cross-curriculum Priority

Sustainability

Suitable for: 4 to 8 years of age



# Teacher Notes

The word 'wonder' has different meanings and can be used in different ways. Use your dictionary to find these meanings.

Use the word 'wonder' in three sentences that show some of the ways it can be used.

Have you ever paused to wonder what we don't know? As a class, spend ten minutes in absolute quiet and think about all the things you don't know and have often wondered about. Then write your wonderings on slips of paper and put them in a Question Jar. Each day, draw out one or two slips of paper and, as a class, discuss the question.

Alternatively, you might like to make a 'Wonder Wall' where you and your classmates can paste your questions. Add new questions as you think about them and at the end of the week, as a class, discuss possible answers.

- Why do you think it's important to ask questions, even if we don't have the answers?
- How do you feel when you don't know the answer to something?
- What is something you wonder about every day?
- How do you think people discover new things or find answers to difficult questions?
- How can asking questions help us to learn and grow?

## I wonder if there is a god?

- Can you share a story or a tradition from a religion or belief system you know about?
- The author mentions the gods Odin, Vishnu, Zeus, Thoth and Nabu. Find out about these different gods and in which country their stories come from.
- Do you think believing in a god or higher power affects how people find purpose in life?

## I wonder why we make art?

- How do you define 'making art'? It's not just drawing pictures – it's poetry and stories and photographs and film and . . . Do you make art? What is your art? Why do you make it?
- How does it make you feel to make art?

## I wonder what happened before the Big Bang?

- What is your understanding of the term 'the Big Bang'?
- What do you think might have happened before the Big Bang? What do you think the world might have looked like?
- Create a comic strip that shows your thoughts about what might have happened before the Big Bang.

## I wonder what makes us want to be good?

- The author asks the question 'How do we instinctively know right from wrong?' How would you answer this question?
- Who makes the rules for how we live and for what is right and wrong?
- Do you believe you should follow these rules?

## I wonder what lies beneath?

- There are still many deep-sea creatures to be discovered. Scientists have discovered some of these creatures and they are very rare and some are very strange indeed! This article introduces readers to 50 of these creatures: <https://www.popularmechanics.com/science/animals/g210/strange-sea-animals-2/>
- Choose one of these creatures and create a poster presentation to share with the rest of the class. Display your posters around the classroom.

## I wonder if we see the same?

- Have your teacher choose a colour and show it to the class. What colour does everybody see?
- The author says 'none of us really know how others experience the world'. Think about how people who are colour-blind might experience the world. How do you think sight-impaired people see the world?
- Discuss the word 'synaesthesia'. Do you know what this means? If not, look up its meaning in a dictionary or research the word online. Discuss how people with synaesthesia might see the world.



- ‘The dress’ was a viral online phenomenon that asked people to say what colours they saw when they looked at a photograph of a dress. The answers were mind-blowing! Find out more about ‘The dress’. ([livescience.com/49980-dress-color-explainer.html](http://livescience.com/49980-dress-color-explainer.html))

## I wonder why we’re here?

- ‘...we can each find meaning through the people and things we love.’ What do you think the author means by this statement? How does it apply to you?
- Write a haiku that shows how you find meaning through the people and things you love. (A haiku is a Japanese poem consisting of 17 syllables arranged in three lines. The first line has five syllables, the second line has seven syllables, and the third line has another five syllables. Haikus express many different emotions in just a few sentences.)

## I wonder if we’ll ever cure the hiccups?

- Find out what causes hiccups. What do you do to cure hiccups?
- There are lots of myths about hiccups. Find some of these myths.
- Invent your own cure for hiccups.

## I wonder what that’s made of?

In small groups, choose two objects and find out what they are made of. For example, you might choose a pencil or a sponge or a metal spoon. Choose a spokesperson from your group to share your findings with the rest of the class. Were you surprised by any of the components?

## I wonder what we cannot think?

Choose one of the creatures from this spread and prepare a PowerPoint presentation about the different ways it makes sense of the world around it.

## I wonder what the universe is really made of?

Discuss what the universe is and what we know it is made of: stars, planets and other matter, as well as mysterious things like dark matter and dark energy. Use art and craft supplies (sticks, glitter, small plastic balls, clay, paper, pictures from magazines, etc.) to create a picture of what the universe is – and might be! – made of.

## I wonder why I go for mint choc-chip?

‘Our thoughts and actions are determined by things that have already happened.’ Set up a class debate on this topic.

## I wonder what it’s like to be a tree?

Write an imaginative journal entry from the point of view of a tree, explaining what it’s like to be a tree.

## I wonder why we need so much sleep?

Learn to collect, record and graph information (data) by charting the number of hours of sleep each student gets.

- Discuss the importance of sleep and how it affects our daily lives. Everyone needs a different amount of sleep, but it’s important to get enough to stay healthy and feel energetic.
- Over a week at school, collect data about how many hours of sleep each person in your class gets.
- Create a table with one column headed ‘Student name’ and the other headed ‘Hours of sleep’. Fill in the columns with the information from each student. Then create a large class bar graph on the whiteboard using the data collected.
- Which student got the most sleep? The least?
- How many students had more than eight hours of sleep? Less than eight hours?
- What patterns do you notice?
- Talk about why some students might need more or less sleep and how sleep affects their day.

## I wonder if we’ll ever go back?

Do you think time travel is possible? Why or why not? Write a story where you discover how to time travel. Where did you go? What happened to you?

Read some books about time travel. Here are a few suggestions:

- *A Wrinkle in Time* by Madeleine L’Engle
- *Time Travelling With a Hamster* by Ross Welford
- *The Frankie Fish* series by Peter Helliar
- *The Time-travelling Caveman* by Terry Pratchett
- *Tom’s Midnight Garden* by Philippa Pearce



## I wonder why we cry when things get sad?

- Why do you think people cry when they are sad or hurt? Why is it good to express our feelings?
- Have you ever cried because you were happy or excited? Why do you think that happens?
- What are some other reasons people might cry, besides being sad or happy?

## I wonder how we wonder?

- How do YOU think we wonder?!
- When you wonder, what do you wonder about?

## I wonder how life on Earth began?

- What makes something alive? What do all living things need?
- Create a timeline of Earth's history, highlighting key events such as the formation of the Earth, the appearance of the first simple life forms and the development of plants and animals. Use drawings or cut out pictures from magazines to illustrate your timeline.
- Go on a nature walk to observe different forms of life, from plants to insects to animals. Discuss how all these living things are connected and how they might have evolved from the earliest life forms on Earth.

## I wonder what makes me Me?

Lie down on a large piece of paper and have one of your classmates draw an outline of you. Now decorate your outline to create a picture of you that shows all the things that make you YOU.

For example, if you have blonde hair, you might glue on some yellow wool, you might stick some chocolate wrappers on the space where your tummy is to show you like sweet things. Think of the things that make you unique and find a way to illustrate them on your body shape.

## I wonder what love is?

- What does love mean to you?
- Who do you love? Why do you love them? How does that love feel?
- Find your favourite song about love and play it for your best friend.

## I wonder if there's life out there?

- Humans love to wonder if there is life on other planets! Do you think there is life beyond our universe?
- In small groups, write a play script about an astronaut who discovers an alien life form. Act out your play for the rest of the class.

## I wonder if a computer will learn to love?

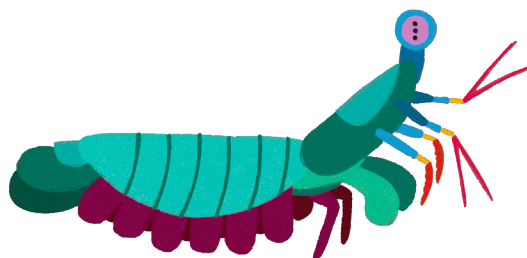
- Artificial intelligence (AI) has become a hot topic in the news. What do you know about AI?
- What examples of AI can you identify in your home and at your school?
- How is AI used in everyday situations?
- Do you know what a chatbot is? As a class, under your teacher's supervision, interact with a chatbot by typing in questions or statements and reading the responses. You might like to ask the chatbot if it will learn to love!

## I wonder what comes next?

*'One thing we do know is that our time on Earth is finite, which makes each moment ever more precious, and ever more beautiful.'* What are some ways that you can live your life to make the most of every moment?

## I wonder if this is all a dream?

- What do you think? Is this all a dream? How can you tell?
- With a partner, talk about some of the strangest dreams you've had.
- Ask the question 'I wonder if this is all a dream?' and then have each person in the class add a related question to create a question chain. See how long you can keep the chain going.
- At the end of your question chain activity, discuss how questions can lead to new discoveries.





# 1. I Wonder Word Search

N L I O T E R E T U P M O C  
Q U E S T I O N S L R I H R  
H K E D B I G B A N G H T C  
E M N H S N E C G T L P I R  
C N S I T T R E E I B A M Y  
I N M S H E A O F E E T E E  
S S V E L T T E B E A S T S  
B R R I U N I V E R S E R L  
E H I C C U P S O W R E A E  
N L D R E A M E S B W L V E  
E E C G T I E I U S U V E P  
A O R I E N B U N N B H L U  
T O E V O L M A A L I E N S  
H N V W S O S W O N D E R A

ANSWERS

TREE

LIFE

THINK

DREAM

HICCUPS

BENEATH

BIG BANG

UNIVERSE

CRY

WONDER

QUESTIONS

COMPUTER

SLEEP

ALIENS

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