



QUESTIONING

Thinking
strategies
to enhance skills
of analysis,
creativity,
and problem
solving.

KEYS TO THE KINGDOMS

Brief Description of the Lesson: Students will compose 10 questions as clues to identify the five kingdoms of living things.

SOL/POS Objective: (*List number and specific objective*)

Science 5.5

Students investigate and understand that organisms are made of cells and have distinguishing characteristics.

Instructional Strategy:

Cues, Questions, and Advance Organizers- Students will apply questioning skills to their knowledge of the five kingdoms of living things to deepen understanding.

Materials: Writing paper; pencils, Question Grid worksheet

Enduring Understanding:

- The formation of high leveled questions leads to good answers.
- Clearly stated specific questions lead to specific.

Introduction/Essential Questions: (For example, *What influences your reaction to an issue or a problem?*)

- Which types of questions give you the most information?
- Do high leveled questions that include specific details, yield better answers?

Teach and Explore Strategy: (For example, *what influences your reaction to an issue or a problem?*)

Prior to teaching this lesson, be sure to have taught or reviewed the introductory thinking process lesson. Help focus students' thinking by reminding them of the metacognitive component of this lesson.

- Have students use information from www.earthlife.net/kingdom.html and/or notes they've taken during class to guide them during this activity. (Note to teacher: You may want to have students create a mind-map of the Kingdoms or participate in the encapsulation lesson "Five Kingdoms" before undertaking this questioning lesson.) <http://www.earthlife.net/kingdom.html>
- Students are either assigned to a kingdom, or given free choice to choose one of their own.
- Using the question grid as assistance, students write 10 questions that give good clues to help someone guess their kingdom. (Students may wish to begin with harder questions, and end with the easier ones.)
- Students share their 10 questions with the class, reading each one, as the class tries to figure out which kingdom they are referring to.

Assessment Evidence: (Discussion, teacher observation, completed product, student reflection...)

- The quality of the questions
- Pertinent information about the six kingdoms



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Metacognition: (Discuss thinking involved and applications for using the strategy)

- Does categorical thinking influence your question-building?

Extension:

- Students could create a flip book to write their questions in which the last page divulges the answer.

Question Grid



	1	2	3	4	5	6	
A	What Is?	Where Is?	When Is?	Who Is?	Why Is?	How Is?	IS
B	What Did?	Where Did?	When Did?	Who Did?	Why Did?	How Did?	DID
C	What Can?	Where Can?	When Can?	Who Can?	Why Can?	How Can?	CAN
D	What Would?	Where would?	When Would?	Who Would?	Why Would?	How Would?	WOULD
E	What Will?	Where Will?	When Will?	Who Will?	Why Will?	How Will?	WILL
F	What Might?	Where Might?	When Might?	Who Might?	Why Might?	How Might?	MIGHT
	WHAT	WHERE	WHEN	WHO	WHY	HOW	