

Question Detectives

Use careful questions and observable clues to solve a mystery.



THE BIG IDEA

Good detectives do not rush to guess. They ask useful questions, listen closely, and change their thinking when a new clue appears.

GET READY

Materials

- A cloth bag or pillowcase
- Three familiar mystery objects
- Paper or a notebook
- Crayons and pencils
- Optional magnifying glasses or detective hats

Choose safe objects the girls can describe by shape, use, texture, or location.

SET UP

Before 11 20

- Hide one object inside the bag.
- Place the other objects out of sight.
- Write WHO WHAT WHERE WHEN WHY HOW across the top of the paper.
- Leave room for one shared case file.

LEARNING TARGETS

Today We Will

- Ask questions that help us gather useful information.
- Use answers as clues instead of making a quick guess.
- Explain how a clue supports an idea.
- Practice listening, turn taking, and revising our thinking.

LEARNER ROLES

One Investigation Two Right Sized Jobs

OAKLYNN • GRADE 2

- Ask at least three useful questions.
- Record two questions and their clues.
- Explain a conclusion using because.
- Revise one idea after hearing a new clue.

BROOKSLEY • KINDERGARTEN

- Ask or dictate one helpful question.
- Point to a question word when prompted.
- Draw one clue she learned.
- Tell her best guess and why.

Lead the Investigation

Keep the mystery playful. The facilitator is the lead detective who protects thinking time and helps the girls notice what each answer reveals.

0-3 MIN

Open the Case

Say: "Detectives, an unknown object is hiding in this bag. We could guess, but strong detectives collect clues first. Today our questions are our tools." Let each girl feel the outside of the bag without peeking.

3-7 MIN

Build the Question Toolbox

Point to WHO, WHAT, WHERE, WHEN, WHY, and HOW. Say: "A useful question gives us a clue. Which question word could help us learn about this object?" Accept spoken, pointed, or dictated responses.

7-18 MIN

Solve Mystery One

Take turns asking questions. Answer only what was asked. After each answer, ask: "What clue did that give us?" Record brief clues. Allow one guess after at least three questions; then reveal the object and compare the clues.

18-25 MIN

Try a Partner Case

Let each girl secretly choose one of the remaining objects while the other asks questions. Coach with: "Can you ask a question that tells you about its use, shape, material, or where it belongs?"

25-28 MIN

Make the Case File

On one page, add the title Week 2 Question Detectives. Oaklynn records two questions, two clues, and "I think __ because __." Brooksley draws one clue and dictates a question or conclusion.

28-30 MIN

Close the Case

Ask: "Which question gave us the strongest clue?" and "Did any clue make you change your mind?" Say: "Researchers use questions the same way detectives do—to learn about people, places, and the past."

QUICK CHECK

Look for one useful question from each learner, listening without interrupting, and a conclusion connected to a clue. Date the shared case file and place it in the Discovery Workshop binder.