

Subject/grade: Reading/ 2nd

Frameworks:

- R.L.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- R.L.2.3: Describe how characters in a story respond to major events and challenges.
- R.L.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Objectives:

- The students will ask and answer such questions as who, what, when, where, why, and how. They will also learn to understand key details in a text.
- The students will analyze characters, their lives, and roles played in response to major events in the text.
- The students will understand the different parts and structure of a story from beginning to end and how they all work together.

Related vocabulary:

- Where- Also known as setting, or where the story takes place
- What- The plot of the story
- When- The time of the story
- Who- The characters
- Why- The reason for the plot
- How- How does the story end?

Materials: (Include weblinks, equipment, etc.)

- Worksheet
- Goldilocks and the three bears
- Song: <https://www.youtube.com/watch?v=iZk-WVKOHDw>
- Projector/smart board
- Individual reading book

Methods: (Step-by-step procedure)

1. Ask students if they remember what the who, what, where, when, why, and how of a story is.

2. After listening to their answers, pull up the video of the Who, What, When, Where, How, Why Song to review and recap all aspects.
3. Tell the students that they are going to be listening to a simple story as an example of what they are going to be doing.
4. Read *Goldilocks and the Three Bears* out loud to the students.
5. After reading it, ask the students who can identify the who, what, when, where, why and how of the story.
6. Explain that now they are going to choose their own book and identify the who, what, when, where, why, and how and write it down on a worksheet that is about to be given to them.
7. Pass out an example worksheet from *Goldilocks and the Three Bears* and a blank worksheet for them to complete.
8. Have them work independently.

Method(s) of assessment:

- Who, What, When, Where, Why, How Worksheet
- Review song
- Applying the teacher example story/worksheet to complete their own worksheet from their own story

Special needs accommodations:

- Audio version of book for students with learning disabilities like reading comprehension issues
- Allowing students who need it to go to a different room to complete worksheet/reading with more time and/or help
- Give students outline of lesson beforehand
- Allow students to work in groups if it seems that that is needed

Reflection: (Questions the teacher asks himself/herself following the lesson)

What could I do to improve the lesson? Did the students grasp the concept(s)? Is there anything that should be done differently next time?

# FIVE W'S AND ONE H CHART

