

Who, When, What, Where, Why, and How?

Lesson Plan



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An illustration of a woman with dark hair, wearing a grey blazer over a pink shirt, holding a pink folder and pointing her right index finger towards a large computer window. The window has a title bar with three icons: a minus sign, a maximize button, and a close button. The text 'Welcome Tutors!' is centered in the window. The background is light beige with various decorative elements: a pink flower-like shape at the top left, a pink curved line on the left, a dark brown wavy line at the bottom right, and several soft, rounded shapes in shades of pink and orange at the corners.

Welcome
Tutors!

Materials Needed for Class

5 W's worksheet

The Ugly Duckling worksheet

Jack and the Beanstalk Part 1 worksheet

Jack and the Beanstalk Part 2 worksheet

Jack and the Beanstalk worksheet

Stone Soup worksheet

Fill in the Story worksheet

VIDEO: The Five W's: Who, What, Where,
When, Why? (optional)

Introduction



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OBJECTIVE FOR THIS LESSON

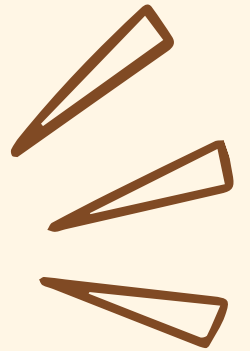
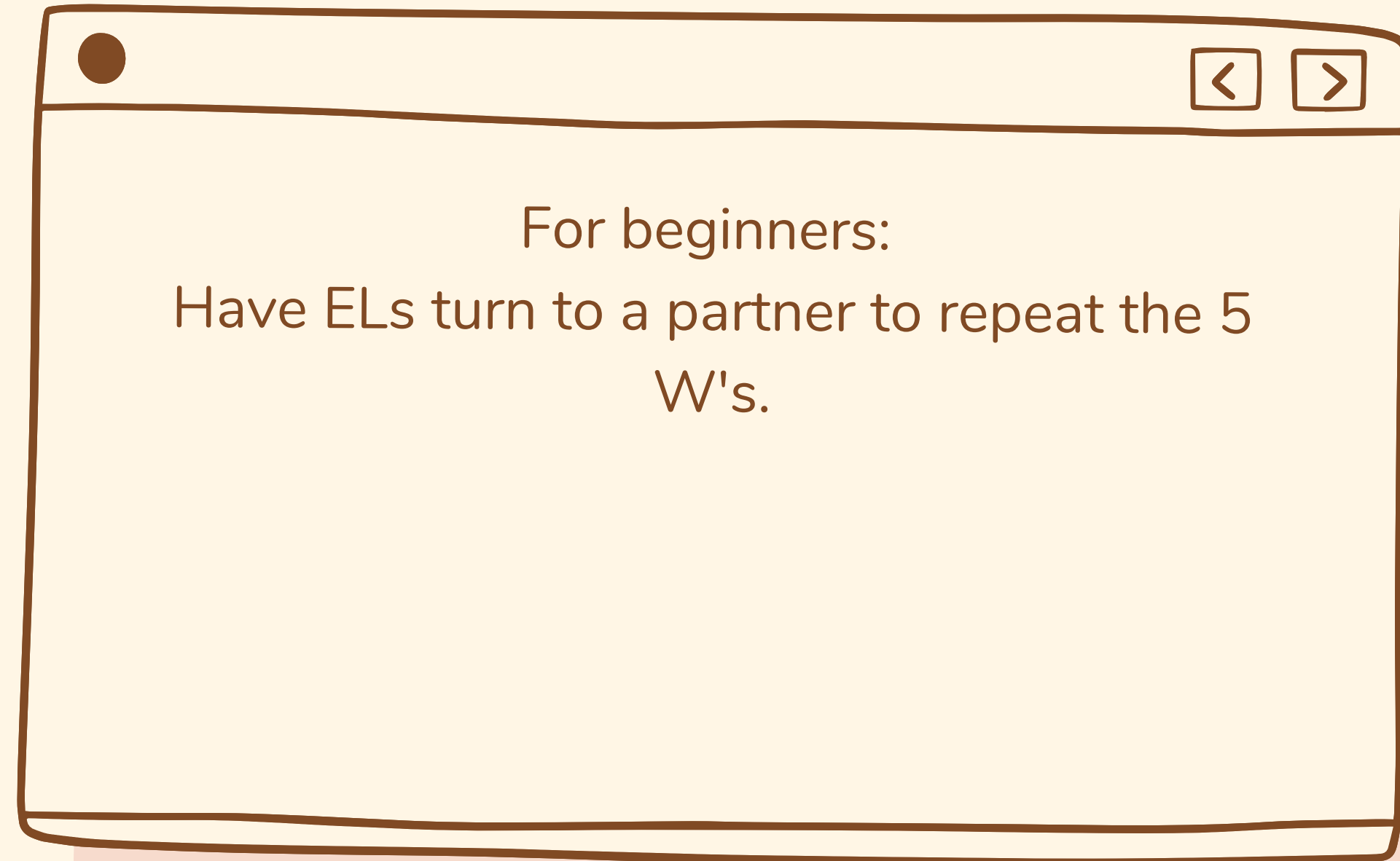
Students will be able to ask and answer who, when, where, how, why, and what questions to show understanding of key details in a text.

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Ask your students if they know what the 5 W's are

Give examples of each from a story that you have recently read in class.

Who, what, when, where, why and how




Intermediate

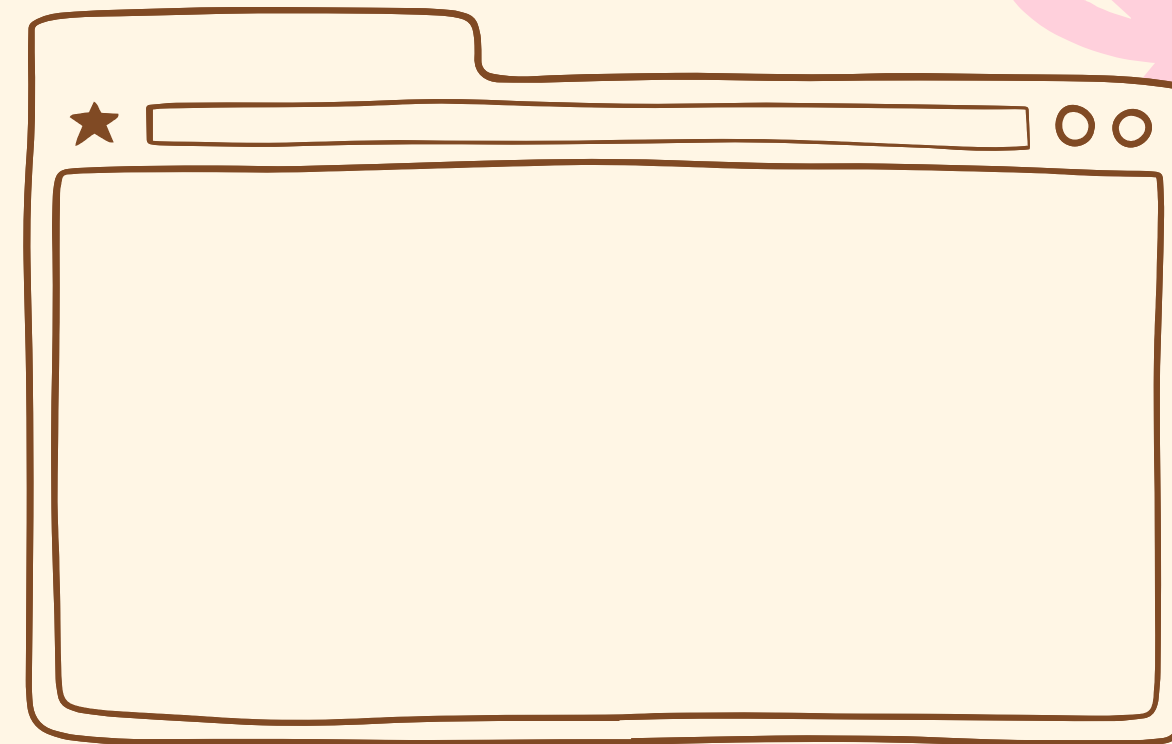


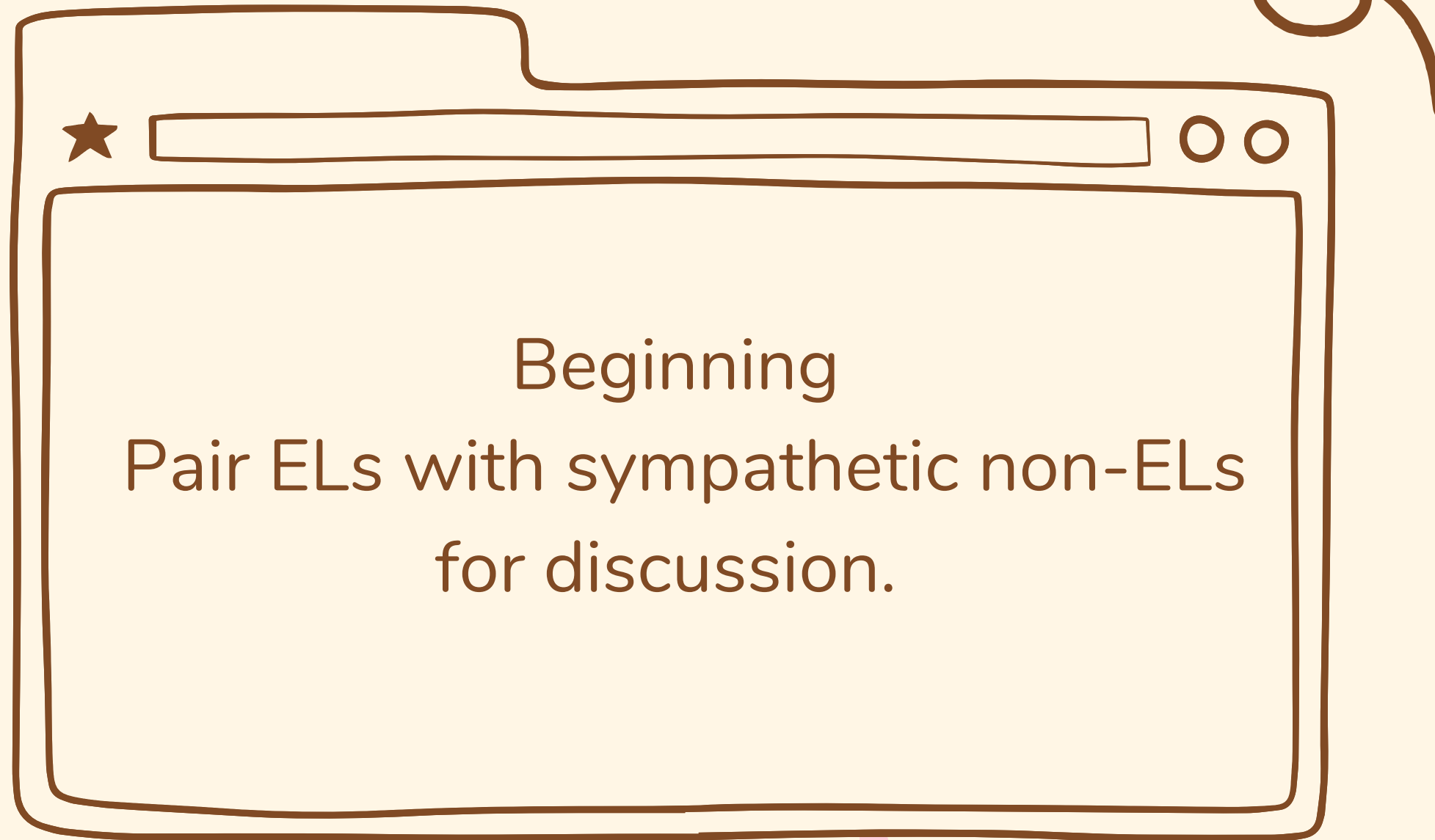
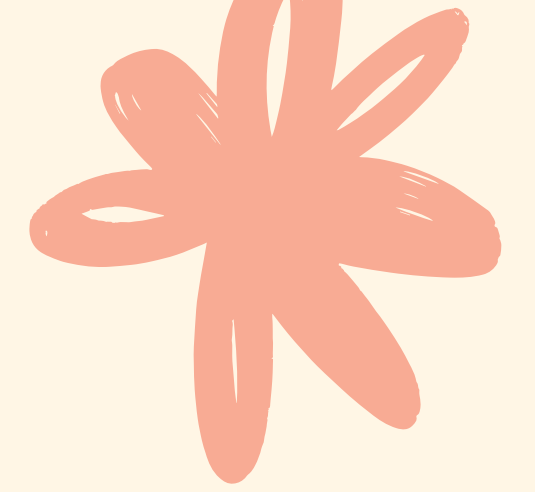
Have ELs turn to a partner to give examples from a book read in class. Provide a sentence frame, such as, "In _____, the who was _____"

Explicit Instruction/Teacher modeling (15 minutes)

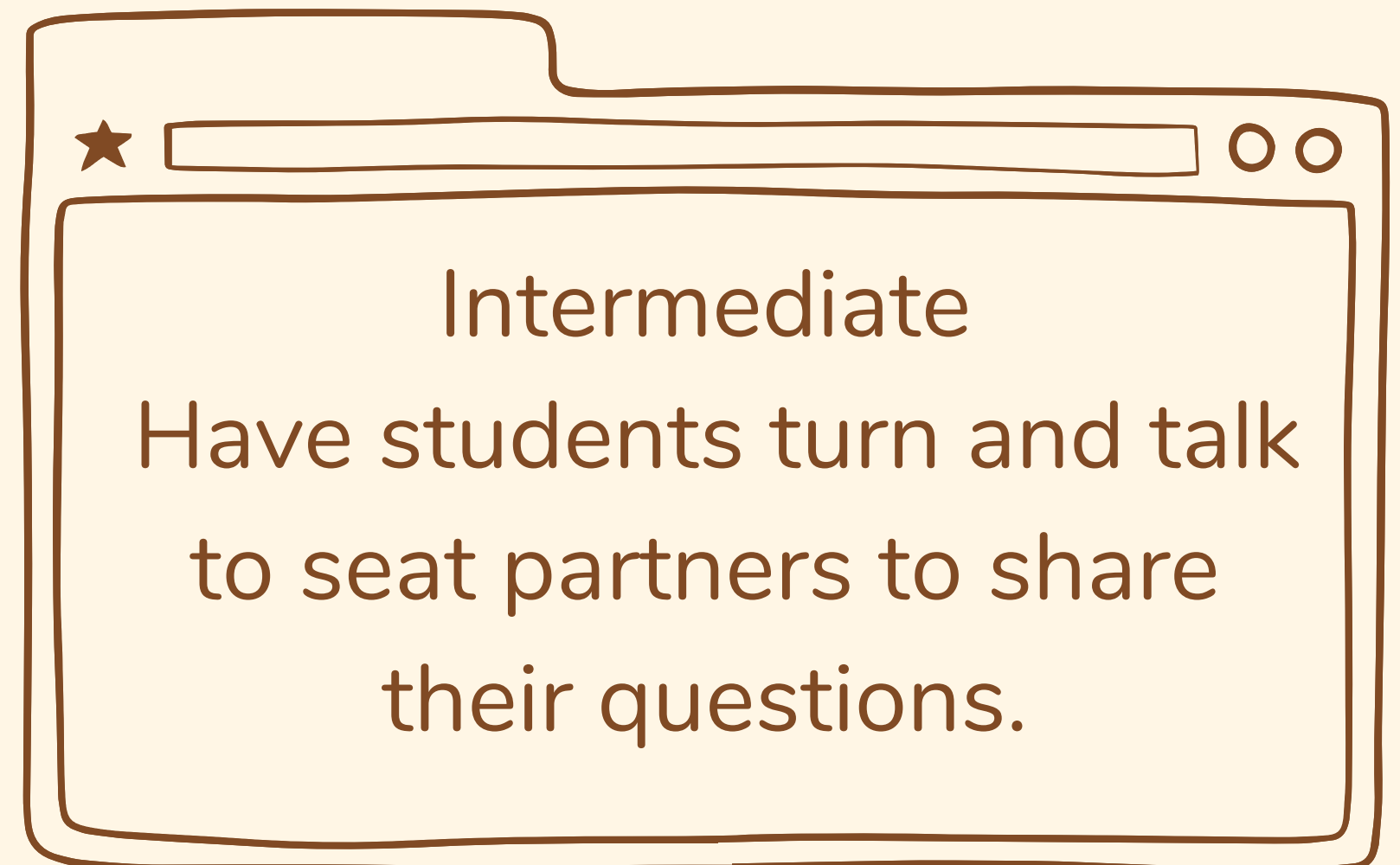


Ask your students to come up with a question for each of the 5 W's and share them with a partner. Then, have them write them in their notebooks. Instruct your students to come up with a "how" question, as well. For example: "How did the main character solve the conflict?" Set the timer to five minutes. Instruct your students to share at least one question that they wrote with the class





Beginning
Pair ELs with sympathetic non-ELs
for discussion.



Intermediate
Have students turn and talk
to seat partners to share
their questions.

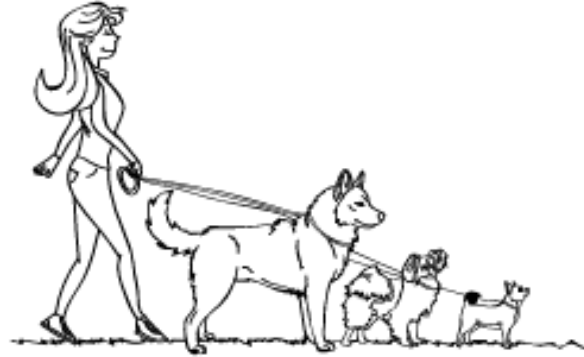
Guided Practice (20 minutes)



- Give your students the 5 W's worksheet to complete with a partner.
- Have them ask the questions aloud to their partner before writing them down in their worksheet.
- Go over the worksheet with your students as a class. Remind your students to write their answers in complete sentences.

The Five "W's"

Read the following paragraph to answer the questions below.



Jody is a young woman who absolutely adores dogs. She owns a Papillion named Louie, a chihuahua named Isabella, and a Siberian husky named Koda. Every weekend she takes her dogs to the dog park where they love to run, play catch, and meet other dogs.

When Jody took her pets to the park last Saturday, she almost lost poor little Louie. She was playing catch with Koda when she lost sight of Louie. In a panic, she started shouting his name and asked other dog owners if they saw her little Papillion. After 30 minutes of searching and with the help of one dog owner, she finally found him at the entrance of the dog park near a small store that sells Louie's favorite treats. Jody was delighted when she found Louie and bought all three of her dogs their favorite treats.

1. WHO is the woman in the story? _____

2. WHAT three activities do the dogs love to do? _____

3. WHEN does this story take place? _____

4. WHERE does this story take place? _____

5. WHY is Jody in a panic? _____

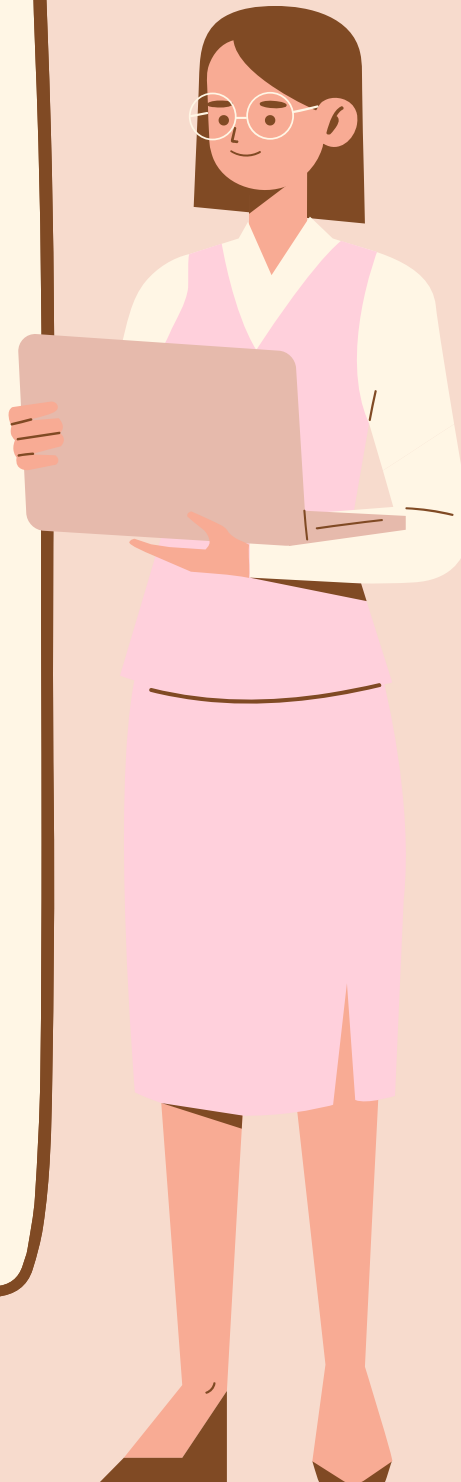
Guided Practice

BEGINNING:
PROVIDE SENTENCE
FRAMES FOR EACH
QUESTION.
FOR EXAMPLE: "THE DOGS
LOVE TO _____, _____, AND
_____."

INTERMEDIATE:
PROVIDE SENTENCE
STEMS FOR EACH
QUESTION. FOR EXAMPLE:
"THIS STORY TAKES
PLACE



Independent
working time
(30 minutes)

An illustration of a woman with dark hair and glasses, wearing a white long-sleeved shirt and a pink vest over a pink skirt. She is holding a laptop and looking towards the left. The background is a light pink color with some abstract shapes.

Ask your students to read the The Ugly Duckling worksheet. Ask your students to answer the 5 W's and "how" questions about the reading in their notebooks.

For example:

"Who are the characters in the story?

When and where does it take place? How is the Ugly Duckling different from the other ducklings?"

Name: _____

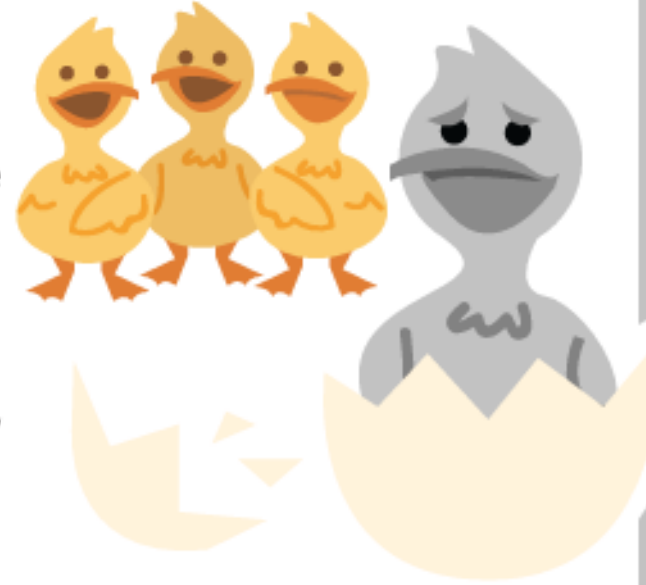
Date: _____

THE UGLY DUCKLING

by Hans Christian Andersen

It was a beautiful spring morning on a small farm near the woods. In a cool, shaded corner, a duck built a warm nest to sit on her four precious eggs. Strangely, one of the eggs was much larger than the rest.

To her excitement, the eggs started to rumble and crack. One, two, three eggs popped open, and three little ducklings poked their heads into the world. At the same time, the biggest egg began to crack as well. To the mother's surprise, a big, gray duckling stumbled out of the egg! Although he was different, and not as cute as the other ducklings, she loved him nonetheless.

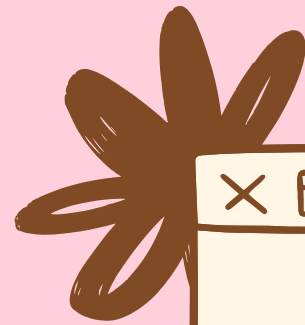


The next day, the duck introduced her family to the other animals on the farm. Seeing the strange gray duckling, the pig, mallard and mouse all burst out laughing. The poor duckling bowed his head in shame. He felt like he didn't belong. That night, as his family slept near the barn, the gray duckling decided to leave to find people that liked him for who he was.

Before long, he ran into a kind old woman, her rooster and her cat. She invited him into her home, and they all treated him like family. Over time, the little gray duckling began to grow. Although he was happy, he always felt something was missing.

One day, as he stared out on the pond, he saw a family of beautiful swans wading in the cool breeze. He wanted to go swimming with them. As he approached the pond, he saw his reflection for the first time. The ugly duckling had grown into a beautiful swan! From below, the cat and rooster happily watched their friend fly high in the sky. Finally, the little gray duckling had found himself.

Independent Working Time



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What books do you recommend for other tutors?

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Beginning

Provide a student glossary for new vocabulary in the story.
Allow ELs to read with a partner.

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Intermediate

Have students circle any new or difficult vocabulary. Then, define the words before they begin reading.



Differentiation

ENRICHMENT

Ask your students to complete the **Fill In The Story** worksheet. Instruct your students to finish the story. After that, ask them to write a question and answer for each W and "how" for the story.

SUPPORT

Ask your students about a story that they have read. Ask them the 5 W's and "how" about the story. Explain to your students that a good story always answers the 5 W's and "how" questions..

SUPPORT

Instruct your students to pair with a partner and read any story book from the class library. Have them write questions for each other to answer.

FILL IN THE STORY

Complete the story by writing
in the empty boxes below.



BEGINNING

Sara and her brother Kevin were getting ready to fly to Texas to visit their grandparents. This would be the first time either of them flew without their mom or dad. Before they left, Sara's mom said, "Make sure to look after your brother and your bags!"

MIDDLE 1

After they reached their gate, Sara's brother said he was hungry. Since there was still a lot of time left before their flight left, Sara took her brother to get something to eat.

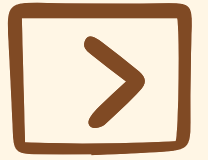
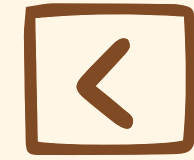
MIDDLE 3

Their plane was getting ready to take off, and they still had not found their missing bags!

MIDDLE 2

END

● Assessment (20 minutes)



- Direct your students to read the **Stone Soup** worksheet. Alternatively, you can read the text aloud for struggling learners.
- After that, ask your students to take out a sheet of paper to answer the 5 W's and "how" questions about the story. For example: "Where does the story take place? How many hungry men go looking for ingredients to make a delicious soup? What is the name of the soup that the two men in the story are cooking? Who do the old men meet on their way looking for food? Why did the villager give the two old men ingredients for their soup?"
- Give time for partnerships to orally ask and answer the questions they asked.
- Monitor students' ability to ask and answer question in complete sentences. Notice their reference to the text for their answers.



Beginning

Provide oral directions in simplified sentences and ask them to repeat the instructions. Use the example sentences to provide written sentence frames for student work.



Intermediate

Provide a word bank for students to reference as they write. Allow students to explain their work orally as you review work

Review and closing (30 minutes)



- ★ Read the Jack and the Beanstalk worksheets to the class.
- ★ Remind your students to pay attention, as they will be answering questions on their own about the story.
- ★ Ask your students to complete the Jack and the Beanstalk worksheet.
- ★ Remind your students to answer questions in full, complete sentences.
- ★ Note that the worksheet contains the same content three times, so you can cut it out before you hand it to the students.



Thank You

See You Next Time