



The 5 Ws and an H

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Language Arts
Grades K-2



Introduction

Students will be able to ask and answer questions using the five Ws and an H (who, what, when, where, why, and how) to show understanding of key details in a text. Students will practice asking these questions by reading a single story and answering them as well as working on whole-group, small-group, and independent activities.

Learning Objectives

[CCSS.ELA-LITERACY.RL.2.1](#): Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Materials Needed

- [The Three Little Pigs](#) and [Little Red Riding Hood](#)

Procedure

Ask students if they know what the five Ws and an H are. Write them down on the board as they come up with the answer, then add any others they did not come up with (who, what, when, where, why, and how). Next, define each word for students and write them on the board.

- Who: the people
- What: the thing(s) that happened
- When: the time at which it happened
- Where: the place at which it happened
- Why: the reason it happened
- How: the way in which it happened

Activity 1: The Three Little Pigs

1. Read the familiar story *The Three Little Pigs* to students. Explain to students that it's helpful to ask questions after you have read a story to help clarify anything you may have been unsure about while reading.
2. Next, using the five Ws and an H, ask students questions about the sequence of events or details about *The Three Little Pigs*. Questions can include: "Who wanted to blow down the pigs' home?" and "What did the first pig build?"

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3. Continue asking questions using the five W model and having students answer the questions.
4. Then, ask students to do a partner talk and ask their partner one question about the story.

Activity 2: Partner Read

1. As a class read the following passage, "Papa's Boat."
 - *Papa's Boat - Every Sunday, Joey's Papa would pick him up to take him fishing on his boat to spend some time together. They stopped for breakfast along the way to the lake. When they arrived at the lake, Papa would help Joey cast his line and wait for the fish to bite. While they waited, Papa would tell stories of when he went fishing with his Papa. Suddenly, Joey felt a tug on his pole and yelled for Papa that he thought he caught a fish. As Papa helped Joey reel in the fish, both tripped over a rock and fell to the ground. Moments later, they were holding a huge fish.*
2. Next, write the following questions on the board; then break students into partners and have them re-read the passage and answer the questions.
 - Who are the characters in the story?
 - Where does the story take place?
 - What happened in the story?
 - When does the story take place?
 - Why did Joey go fishing with his Papa?
 - How did they fall?
3. Next, come together as a class and go over the questions together.

Activity 3: Little Red Riding Hood

1. Pass out a copy of the story Little Red Riding Hood. Read the story together as a class.
2. Next, instruct students to re-read the story independently.
3. Explain to students they will be answering questions about the story they have just read using the five Ws.
4. Instruct students to draw a picture for each question.

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- Who are the characters in the story?
- Where does the story take place?
- What happened in the story?
- When does the story take place?
- Why did this happen?

Evaluation

Assess students' knowledge and understanding by evaluating their partner-read answers and their pictures in activity three.