

# The Who, What, When, Where, and Why

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## VITAL INFORMATION

Total Number of Students	25
Area(s) Students Live In	
Free/Reduced Lunch	
Ethnicity of Students	
English Language Learners	
Students with Special Needs	
Subject(s)	Language Arts (English), Social Studies
Topic or Unit of Study	Current Events and News Articles
Grade/Level	Grade 3
Comments	

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## KEY CONCEPTS & STANDARDS

Big Idea & Essential Questions	Students will learn about The Five Ws - the who, what, when, where, and why and how they are the essentials to a story, both fiction and nonfiction. In this lesson, students explore this in news articles.
Learning Outcome(s)	Students will learn how to look for information in expository texts such as news articles by looking into the story's Five Ws.
Summary	
Standards	
Comments	

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## ASSESSMENTS

Assessment/Rubrics	
Comments	

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## MATERIALS AND RESOURCES

Instructional Materials & Technology (handouts, etc.)	TIME for Kids article The Five Ws handout ELMO projector
Comments	

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## IMPLEMENTATION

Sequence of Activities	<ol style="list-style-type: none"><li>1. Introduce the activity by letting students know that we will be reading a story from the news. The news updates us with current information about the world around us. In these stories, they contain the who, what, when, where, and why as they give full details for readers to get a better understanding of the story or a "full picture." If a story were to lack one of these components, we would be reading only part of the story and not know more information about it.</li><li>2. Distribute TIME Kids article and have one displayed on ELMO projector. Ask students to look at the pictures and read the headline. What do you think this article is about?</li><li>3. Read the article out loud. All students should be listening and following along as you read out loud.</li><li>4. Questions, comments? Ask for student responses on ideas and thoughts about the article. Have students share responses on what they believe are the who, what, when, where, and why of the article.</li><li>5. Distribute The Five Ws handout. Students may discuss in table groups to get more details to fill in each W. They must also refer back to their articles. Students will also be encouraged to underline certain details in the article that they would want to take note of.</li></ol>
Grouping Strategies	
Differentiated Instruction	
Comments	

## REFLECTIONS

Prior to Lesson

Post-Lesson

Comments

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