Who, Where, What Happened?

Teacher		**Class**	Grade 1
Subject	ELA	**Topic**	Describing characters and settings
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to describe characters and settings with key details. They draw a three-box map of who, where, and what happened.

Curriculum links

- Describe characters, settings, and major events in a story, using key details. [1]

Learning objectives

- Students will describe story characters using key details about looks, feelings, and actions.
- Students will describe story settings using key details about place, weather, and objects.
- Students will describe a major story event using key details in order.

Success criteria

- I can tell who a character is and how they look or feel.
- I can tell where a story happens with two details.
- I can tell what big thing happened first, next, and last.

What students already know

Hold up a familiar book cover for 2 minutes and ask: Who do you see? Where are they? What are they doing?

Key words

character	who is in a story [1]
setting	where and when a story happens [1]
event	something big that happens in a story [1]
detail	a small true clue that tells more about someone or someplace

Materials

- Slides 1-4, 6-11 with sound
- folded paper with three boxes for each student
- crayons and pencils
- Worksheet page 4 with Park Fun paragraphs 1 to 3
- Three story helpers cards Who, Where, What

Before the lesson

- Print folded three-box paper, pre-labeled with person, place, and star icons
- Print Worksheet page 4 for each table
- Test Slide 6 Video clip 1 (0:00-1:10) and Slide 8 Video clip 3 (0:00-1:04)
- Put crayons and pencils at tables and open Slide 1

Lesson outline

0–5 min **Starter** 5 min · Whole class

Hook interest and recall who, where, and what from a picture.

YOU DO

1. Show Slide 1 and read the title together.
2. Show Slide 2 mystery picture and ask who is in the trees.
3. Say the map hook and teach the chant Who? Where? What?
4. Take 3 quick guesses and confirm: a girl in a forest.

STUDENTS DO

1. Look at the mystery picture and guess aloud.
2. Chant and point: Who? Where? What?
3. Say the answer together: a girl in a forest.

Say: We are making a map of our whole story on one page. Watch how fast we can do it! Look close. Tell me who you see, where they are, and what is happening.

Ask: Who is in this picture? (A girl.) · Where is she? (In a forest, in the trees.) · How do you know? (We see trees, leaves, and a girl.)

Check understanding: Thumbs up if you can say who and where. If mixed, point to the girl for who and the trees for where and repeat.

Support: Let students point to the girl and trees before saying words. **Stretch:** Ask students to add one describing word, like tall trees or happy girl.

Use: Slides 1-2

5–15 min **Teaching** 10 min · Whole class

Model how to describe a character, a setting, and a major event with key details.

YOU DO

1. Show Slide 3 steps and Slide 4 fact that who, where, and what happens help us understand.
2. Read aloud paragraph 1: A little girl in a yellow hat plays with a red puppy in a big green park.
3. Think aloud and point to Slide 10 helpers to name who, where, and what happens [1].
4. Draw a quick model of the girl, puppy, and park on the board.

STUDENTS DO

1. Listen and follow the three steps on fingers.
2. Repeat each detail with the teacher: who, where, what.
3. Point to the helper card for Who, Where, or What.

Say: Good readers say who is there, say where they are, and say what happens. We use key details and pictures to know more [1]. Watch how I find all three parts.

Worked example: Paragraph 1: Who - a little girl in a yellow hat and a red puppy. Where - in a big green park with grass and trees. What happens - they play together in the park.

Ask: Who is the character? (A little girl in a yellow hat and a red puppy.) · Where is the setting? (In a big green park.) · What is the big event? (They play together.)

Check understanding: Hold up 1 finger for Who, 2 for Where, 3 for What when asked. Reteach with Slide 10 cards if many miss.

Support: Give sentence frames: They look ___. They are ___. **Stretch:** Ask students to add what the character says or thinks.

Use: Slides 3-4, Slide 10

15–30 min **Guided practice** 15 min · Whole class

Practice together using pictures and words to find character, setting, and events.

YOU DO

1. Play Slide 6 Video clip 1 (0:00-1:10) and list what characters do.
2. Play Slide 8 Video clip 3 (0:00-1:04) and list where and when details.
3. Show Slide 7 and read paragraphs 2 and 3 aloud while showing pictures, because words and pictures show who and where together [1].
4. Guide Worksheet page 4 labeling with paragraphs 1 to 3 as a class.

STUDENTS DO

1. Watch, listen, and call out who and where clues.
2. Read paragraphs 2 and 3 with the teacher and find the tree and hug.
3. Label pictures on Worksheet page 4 together at tables.

Say: Pictures give us clues, too. We look at faces, clothes, weather, and place. Then we use words and pictures together to tell who and where.

Worked example: Paragraph 2: The puppy runs to a tall tree. The girl runs after him to help. Who - the puppy and the girl. Where - by a tall tree. What - the puppy runs and the girl helps.

Ask: What setting details set the backdrop for the events? [3] (Big green park, tall tree, happy day.) · What big events propel the story forward? [3] (The puppy runs, the girl helps, then they hug.)

Check understanding: Each table holds up Worksheet page 4 and names one who clue and one where clue. Replay a video part if details are thin.

Support: Use only two very different pictures and a checklist: face, clothes, weather, place. **Stretch:** Ask students to predict what big event will happen next from the clues.

Use: Slide 6, Video clip 1 (0:00-1:10), Slide 7, Slide 8, Video clip 3 (0:00-1:04), Worksheet page 4

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30–50 min **Main activity** 20 min · Pairs

Show a character, a setting, and a big event in a three-box story map.

YOU DO

1. Show Slide 9 task and model one box for Who, one for Where, one for What Happened.
2. Model drawing the puppy and girl, the park and tree, and the hug, using key details [1].
3. Send pairs to draw and label with one or two words.
4. Stop halfway to share one strong example, then let pairs finish and tell details.

STUDENTS DO

1. Draw the three boxes with crayons and add one-word labels.
2. Point to each box and tell a partner one detail.
3. Add color, weather, and objects to show the setting backdrop [3].

Say: Now you make the map. Box 1 draws who is in it. Box 2 draws where they are. Box 3 draws what happened. Then tell your partner two details. Keep your drawings big and clear.

Worked example: Box 1 Who: red puppy with floppy ears. Box 2 Where: big green park with tall tree. Box 3 What: They sit under the tree and hug. They laugh on a happy day.

Ask: What will you put in your Who box? (The girl in the yellow hat and the red puppy.) · What two details show your Where box? (Green grass and tall tree, sunny day.) · What big moment goes in your What box? (They hug under the tree and laugh.)

Check understanding: Walk with checklist for three filled boxes plus labels. Pull a small group to finish one box together if behind.

Support: Pre-label the boxes with small icons for person, place, and star for event [1]. **Stretch:** Add a speech bubble showing what the character feels.

Use: Slides 9-10

50–60 min **Plenary** 10 min · Whole class

Check learning on who, where, and what and link back to success criteria.

YOU DO

1. Show Slide 11 and ask: Forest - who or where?
2. Show Slide 12 true or false and fix: an event is what happens, not where [1].
3. Ask two students to share maps and name two details.
4. Link to I can lines and give exit ticket.

STUDENTS DO

1. Vote and answer forest is where, then true or false together.
2. Share maps with the class and say two details.
3. Answer exit questions with a partner, then together.

Say: Let's check our learning. A character tells who. A setting tells where. An event tells what happens. Tell me your three map parts in full sentences.

Ask: Forest: who or where? (Where - it is a setting.) · A setting is where. True or false? (True - it tells where the story happens.) · An event is where. True or false? (False - it is what happens, not where.)

Check understanding: Whiteboards or finger vote for true or false. Reteach Who, Where, What cards if more than a few miss.

Support: Let partners whisper first, then one partner speaks for both. **Stretch:** Ask students to use a describing word like brave, rainy, or loud in their answer.

Use: Slides 11-12

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Common mistakes

Mistake	How to spot it	How to fix it
Mixing up character and setting - saying the forest is who.	Who box shows trees, or student answers forest for who.	Point to Slide 10 helpers: a character is who is there, a setting is where they are [1]. Ask: Can a forest talk and feel?
Giving only one vague detail, like girl or outside.	Map has no color, clothes, weather, or objects.	Model adding two key details [1]: yellow hat, red puppy, green park, tall tree. Ask: What color? What can you see?
Retelling every little action instead of the major event.	What box is crowded or out of order.	Pick the big moment that changes things and propels the story forward [3]. Ask: What big thing happened? Use First, Next, Last.

Support

- Use sentence frames with pictures: They look ___. They feel ___ because ___.
- Provide half-drawn park background so students add only two details.

Stretch

- Add what the character says or thinks in a speech bubble.
- Retell the three events from memory using First, Next, Last.

For the LSE or teaching assistant

Sit with target pairs during mapping. Prompt Who, Where, What, scribe labels if needed, and check Worksheet page 4 labels.

Check for understanding

Question	Answer
Who are the characters in Park Fun?	A little girl in a yellow hat and a red puppy.
Where is the setting with two details?	In a big green park by a tall tree.
What big thing happened last?	They sit under the tree and hug and laugh.

Homework

Tell someone at home who, where, and what happened in a story you read.

Sources

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