Ask and Answer About Key Details

Teacher		**Class**	Grade 2
Subject	ELA	**Topic**	Reading comprehension: asking and answering questions
Date		**Room**	
Lesson length	60 minutes	**Country**	United States

Students learn to ask and answer who, what, where, when, why, and how questions. They practice in pairs to find key details as proof in a short text.

Curriculum links

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Learning objectives

- Students will ask who, what, where, when, why, and how questions about a story.
- Students will answer questions using key details from a short text to show understanding.
- Students will take turns asking and answering with a partner using text proof.

Success criteria

- I can ask a who, what, where, when, why, or how question.
- I can answer using key details from the text.
- I can take turns asking and answering with my partner.

What students already know

2-minute check: show who, what, where cards and ask students to say one question they could ask about a book we read yesterday.

Key words

who	which person did it or is talked about
what	which thing happened or is talked about
where	which place it happened in
when	which time it happened at
why	for what reason it happened
how	in what way it happened

Materials

- short story cards at Grade 2 level printed with Slide 8 text
- question word checklist with who, what, where, when, why, how
- Slides 1-11
- Video clip 5 (0:00-0:55)
- Worksheet Task A and Worksheet Task E

Before the lesson

- Print short story cards with the Slide 8 text for each pair and print the question word checklist.
- Print Worksheet Task A for guided practice and Worksheet Task E for the plenary.
- Load Slides 1-11 and test Video clip 5 (0:00-0:55) with sound.

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- whiteboard, markers, pencils, exit slips
- Set desks for partner work with cards and pencils ready.

Lesson outline

0–8 min **Starter** 8 min · Whole class

To recall the six question words and link asking questions to understanding a story.

YOU DO

1. Show Slide 1: Ask and Answer Like a Detective [title]: Who? What? Where? When? Why? How? and chant the six words together.
2. Show Slide 2 vote: When does asking questions help you most? Before I read, While I read, After I read, and take a quick hands-up vote.
3. Explain that good readers ask questions while reading [1] and that asking during reading helps monitor comprehension and check predictions [1].
4. Introduce partner teamwork with the hook and pair students to whisper one question word they remember.

STUDENTS DO

1. Chant who, what, where, when, why, how and vote when asking helps most.
2. Turn to a neighbor and say one question word and what kind of clue it looks for.
3. Listen to the partner-team rule for later.

Say: Class, I have a fun job for detectives today. You and your partner are a team. One asks, one finds proof, then you switch. Good detectives ask who, what, where, when, why, and how, then point to the words that prove it.

Ask: Which six words do detectives use to ask about a story? (Who, what, where, when, why, and how.) · When can asking questions help you? (Before, while, and after reading.)

Check understanding: Thumbs up if you can say all six words in order; if not, chant again with Slide 1 and point to each word.

Support: Hold up picture cues for who (person), where (place), when (clock) while chanting. **Stretch:** Name whether who looks for a person, place, or time without looking at the slide.

Use: Slides 1–2

8–20 min **Teaching** 12 min · Whole class

To teach what asking and answering mean and what each question word looks for.

YOU DO

1. Show Slide 3 compare of Asking and Answering and Slide 4 statement: Good readers ask questions and find answers in the text.
2. Play Video clip 5 (0:00-0:55) and ask students to listen for who, what, and where and how answers are found.
3. Show Slide 6 key words: who, which person, what, which thing, where, which place, when, which time, why, for what reason, how, in what way, and practice each with a gesture.
4. Model with the Slide 8 text: On Saturday a student flew a red kite in the park. It stuck in a tree. A neighbor helped get it down.

STUDENTS DO

1. Watch the short video and raise a hand when they hear a who, what, or where question.
2. Repeat each question word and meaning with gestures.
3. Help find the person detail in the kite sentence and say the full answer together.

Say: Asking means we find what we want to know. Answering means we show what we learned with key details from the text. Who looks for which person, where looks for which place, and why looks for the reason. We always go back to the story for proof.

Worked example: My question: Who flew a red kite in the park? Step 1: See who, so I need a person. Step 2: Look back: On Saturday a student flew a red kite in the park. Step 3: Find the person detail: a student. Step 4: Say it fully: A student flew a red kite in the park.

Ask: What does who ask about? (Which person.) · What does answering need to show? (Key details from the text as proof.) · What does why ask about? (For what reason something happened.)

Check understanding: Mini whiteboards: write who, where, or why for: Which place? If many miss, reteach Slide 6 with gestures.

Support: Keep Slide 6 visible and let students point to the word before saying its meaning. **Stretch:** Explain the difference between where and when in their own example.

Use: Slides 3–6, Video clip 5 (0:00–0:55)

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20–32 min **Guided Practice** 12 min · Whole class

To practice the steps for finding key details and answering together.

YOU DO

1. Display Slide 8 text: On Saturday a student flew a red kite in the park. It stuck in a tree. A neighbor helped get it down.
2. Show Slide 9 chain: See a who or why question, Look back at the story, Find the key detail, Say the answer fully, and think aloud with a where question.
3. Hand out Worksheet Task A and order the steps for answering questions together, checking that locating information in the text builds confidence [2].
4. Ask where and why about the kite text and underline the proof sentence with the class.

STUDENTS DO

1. Put Worksheet Task A steps in order with teacher guidance and repeat the chain.
2. Find the proof words for where and point to in the park.
3. Answer why together using because and the stuck-in-a-tree sentence.

Say: Watch how I do it. I read the question, I go back to the story, I find the key words, then I say the whole answer. Now you help me. Where do we look? Yes, back in the text. Show me the exact words.

Worked example: Question: Where did a student fly a red kite? Step 1: Where means place. Step 2: Look back: On Saturday a student flew a red kite in the park. Step 3: Place detail: in the park. Step 4: Full answer: A student flew a red kite in the park.

Ask: Where did the student fly the kite? (In the park.) · What is the first step after you read the question? (Look back at the story.)

Check understanding: Show Task A order on fingers 1-4; if order is wrong, model again with Slide 9 and fix together.

Support: Keep the kite text visible and underline in the park and On Saturday while answering. **Stretch:** Answer why it stuck with because and combine two details: what happened and where.

Use: Slides 8–9, Worksheet Task A

32–52 min **Main Activity** 20 min · Pairs

To take turns asking and answering who, where, and why questions with text proof.

YOU DO

1. Give each pair story cards printed with: On Saturday a student flew a red kite in the park. It stuck in a tree. A neighbor helped get it down. plus the question word checklist.
2. Model roles: Student A reads the card, Student B picks a word from the checklist and asks, Student A answers and points to the proof, then they switch, noting that generating questions after reading improves recall [1].
3. Set a timer for two rounds of 8 minutes and circulate to listen for full answers and pointing to proof.
4. Stop for Slide 10: Why did the kite need help, and how do you know? and have pairs share their proof sentence.

STUDENTS DO

1. Take roles as Student A and Student B, read the kite text, ask using the checklist, and point to the answer.
2. Answer in complete sentences and show the exact key detail words.
3. Switch roles and ask a new who, where, or why question, then share best pair with the class.

Say: Student A, read your card out loud. Student B, pick a word like who, where, or why and ask about the kite. Student A, answer in a full sentence and point to the words that prove it. Then switch jobs with a new question. Use because for why.

Worked example: Student B: Why did the kite need help? Student A looks back: It stuck in a tree. Student A answers fully: The kite needed help because it stuck in a tree. Proof: I know because the text says: It stuck in a tree.

Ask: Who helped get the kite down? (A neighbor helped get it down.) · Why did the kite need help, and how do you know? (Because it stuck in a tree; the text says: It stuck in a tree.)

Check understanding: Each pair shares one question and points to the proof words; if proof is missing, prompt Look back and find the exact sentence.

Support: Give cards with the who and where answers underlined to start. **Stretch:** Have partners ask a why question and answer with because from story clues.

Use: Slides 8, 10

52–60 min **Plenary** 8 min · Whole class

To check that students can match question words and use key details in answers.

YOU DO

1. Return to objectives and restate: Good readers ask questions and find answers in the text.
2. Show Slide 11 true or false: Why asks about a reason, Where asks about a place, Good answers use key details, and vote true or false together.
3. Complete Worksheet Task E together: match each word to what it asks about by writing the number in the circle.
4. Collect exit slips with one who or where question and answer from the kite text.

STUDENTS DO

1. Vote true or false and correct the where-about-time trick to where-about-place.
2. Match who, what, where, when, why, how to person, thing, place, time, reason, way.
3. Write one question and its key-detail answer on the exit slip.

Say: Let us prove we are detectives. Is this true: Why asks about a reason? Yes. Does where ask about time? No, where asks about a place. Show me you can match each question word to what it asks for.

Ask: Where asks about time - true or false? (False; where asks about a place, when asks about time.) · What makes a good answer? (Using key details from the text as proof.)

Check understanding: Exit slips and Task E matching; if who/where/when are mixed, reteach tomorrow with Slide 6 gestures in small group.

Support: Read Task E choices aloud and let students circle then write the number. **Stretch:** Write a new why question about the kite and answer it with because plus proof.

Use: Slide 11, Worksheet Task E

Common mistakes

Mistake	How to spot it	How to fix it
Mixing up where (place) and when (time).	Student answers in the park to a when question or On Saturday to a where question.	Point to Slide 6 and act out: point around for where, tap wrist for when, then find the proof words in the text [2].
Answering from memory without text proof.	Answer sounds right but student cannot point to the sentence.	Require Look back, find and underline the key detail that answers it [2].
Asking a statement instead of a who, what, where, when, why, how question.	Student says The kite is red instead of What color is the kite?	Give stems: Who did ___? Where was ___? Why did ___? and have them change one word [1].

Support

- Give cards with the who and where answers underlined to start.
- Keep kite text and Slide 6 meanings visible and allow drawing plus one-word answers before full sentences.

Stretch

- Have partners ask a why question and answer with because from story clues.
- Have students explain why a detail matters and what needed two sentences to figure out.

For the LSE or teaching assistant

Sit with target pairs in main activity; prompt Look back, help point to proof sentence, and scribe full sentence if needed.

Check for understanding

Question	Answer
Who flew the red kite?	A student.
Where did the student fly the kite?	In the park.
Why did the kite need help?	Because it stuck in a tree.

Homework

Read a short book with family and ask one who and one why question about key details.

Sources

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