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Lesson 1 Key Details

Introduction

What Will I Learn?

- What are key details?
- How do I find key details?

You can ask questions to find key details in a story.



Break Down the Skills

Key details are important parts of a story. Do you want to understand a story? Then you need to know the key details.

Ask questions to help you find the key details.

You can ask questions such as these to find the key details.

- **Who** is in the story?
- **Where** and **when** does the story take place?
- **What** happens?
- **Why** does something happen?
- **How** does it happen?

To find key details, ask and answer questions with these words.

who **what** **where**
when **why** **how**



Ask questions before, during, and after reading.

Before

Look at the pictures. Read the title.

Ask these questions.

- What kind of story is this?
- What will it be about?

During

Pay attention. Ask these questions.

- Where does the story happen?
- Who is in the story?
- What happens?

After

Think about the story. Ask these questions.

- How does it end?
- What did I learn?

Then, look to **answer questions** from the details you found in the text.

You ask different kinds of questions **before**, **during**, and **after** you read.



Guided Instruction

Rico



Rico lived in Mexico.
 It was hot where he lived.
 The sun beat down.
 Rico had no well.
 He had to get water from the spring.
 He had to carry the water.
 It was hard work.
 Rico had a pony.
 He rode the pony to town.

Guided Reading

Who is this story about?

Where does the story take place? Circle the name of the country.

Where did Rico have to get water? Underline the answer.

What did Rico have to do with the water? Circle the answer in the text.

1 What was the work like for Rico? Write the word that tells what it was like.

2 What did Rico do with the pony at the end?

Look for how the story ends.



Independent Practice

A Riddle

I am thinking of a riddle.

People have been telling it for years.

What is it?

It has four legs in the morning.

It has two legs at noon.

It has three legs at night.

What do you think it is?

It is a person!

A baby crawls on all fours.

A man can walk on two legs.

An older person needs a cane.

Did you know?

Were you fooled?

A riddle asks a question and gives you clues. You try to guess the answer.



Practice 1

- 1 Read the title. What question can you ask about it?

- 2 Who is the riddle about? Circle three.

a man

a dog

a baby

an older child

an older person

- 3 What line in the riddle answers **What has three legs at night?**

- A What do you think it is?
- B A baby crawls on all fours.
- C An older person needs a cane.

Think about which person uses three things to walk.



Practice 2

- 1 What is the answer to the riddle?
Match questions to answers.

What has two legs? a baby

What has three legs? a man

What has four legs? an older person

- 2 Fill in the chart. Write the missing clue or person.

Time of Day	Person
morning	
	man
evening	

Hint: Each time of day is a clue. It matches a person in the riddle.



- 3 What question can you ask after reading the riddle?

Exit Ticket

Choose a story you just read. Write three new questions about the story. Answer each question.

Before

Question:

Answer:

During

Question:

Answer:

After

Question:

Answer:

TEACHER GUIDE

Lesson 1 Key Details

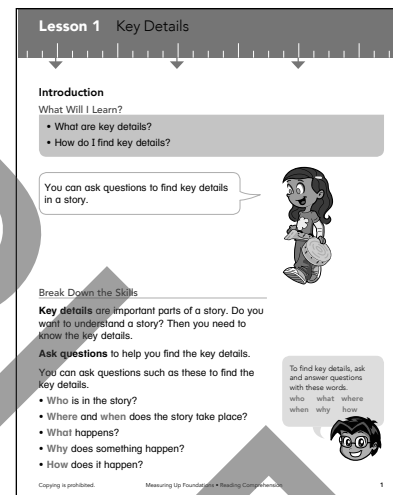
At-a-Glance

Learning Objectives	Why Students May Struggle
<ul style="list-style-type: none">Ask and answer questions such as who, what, when, where, why, and how to demonstrate understanding of key details.	Students may struggle to find key details if they cannot read fluently. Allow them to identify key details in material read aloud. If they are still unable to identify key details, then they may need additional support with comprehension.
Academic Vocabulary	Passage Information
key detail ask questions answer questions	Rico Reading Level: 210–400L Word Count: 46 A Riddle Reading Level: 210–400L Word Count: 70

WHAT WILL I LEARN?

ACTIVATING PRIOR KNOWLEDGE

- Read aloud a short story or passage. After reading, ask students to retell the most important parts of the story. Ask them what they think makes those parts important. Ask what would happen if one of the important details was left out. Guide them to understand that readers need to know and understand all the important details if they are to understand what they read.
- Review the common question words *who*, *what*, *when*, *where*, *why*, and *how*. Ask students what types of details answer a question that begins with each question word.
- Give students a list of questions about a familiar story and a list of answers in random order, and have them match the questions to the correct answers.



The image shows a student page titled "Lesson 1 Key Details". It includes an "Introduction" section with the question "What Will I Learn?" and two bullet points: "What are key details?" and "How do I find key details?". Below this is a speech bubble from a girl saying, "You can ask questions to find key details in a story." The "Break Down the Skills" section explains that key details are important parts of a story and that asking questions helps find them. It lists several questions: "Who is in the story?", "Where and when does the story take place?", "What happens?", "Why does something happen?", and "How does it happen?". A small cartoon boy is shown with a speech bubble saying, "To find key details, ask and answer questions with these words: who what where when why how".

EXPLICIT INSTRUCTION

- Tell students that all stories and texts have important details. These key details can tell who the story is about, where and when the story happens, and what happens in the story. It's important to understand and remember all of these details to understand the whole story.
- Explain to students that they can find the key details as they read a story. One way to find key details is to ask questions. List the question words *who*, *what*, *when*, *where*, *why*, and *how* on the board. Then prompt students to think of questions beginning with each of these words that they could ask about a story. Examples: *Who is this story about? When does this story happen? Where does this story happen? What happens? Why did something happen in the story? How did it happen?* Explain that the answers to these questions will help them identify the key details they need to know to understand a story.

- Point out that readers can ask different kinds of questions before, during, and after they read.
 - Before they read, they can look at the title and pictures in the story and ask questions about what they think it will be about. Model with a classroom book. Then have students do the same with several more books. Explain that as they are reading they can look for the answers to the questions they asked before they read.
 - While they are reading, they should ask questions about what is happening in the story. Examples: *Who is in the story? Where does the story take place? What happened? Why did it happen?* It is especially good to pause and ask a question if students are not sure they understand what they are reading. This can help them to focus their attention as they read to find an answer.
 - After they read, students should ask questions to make sure they understood what they read. Examples: *What was the story about? How did the story end? What were the important events in the story?* If students are unsure of the answers to any of these questions, they can go back and reread to find the answers. In this way, they can make sure they understand the text.

BREAK DOWN THE SKILLS

TEACH ACADEMIC VOCABULARY


- Explain that a **key detail** is information readers need to know in order to understand a story or text.
- Explain that students can find key details by **asking questions** about who, where, when, what, why, and how. Read aloud the sample questions on the student page.
- Tell students that they should ask different kinds of questions before, during, and after they read to help them find key details. Read and discuss the sample questions on the student page.
- Tell students that as they read, they need to look for answers to their questions. **Answering questions** will help them find the key details.
- If time allows, have students complete the On Your Own chart at the end of these notes.

Lesson 1 Key Details

Introduction
What Will I Learn?

- What are key details?
- How do I find key details?

You can ask questions to find key details in a story.




Break Down the Skills
Key details are important parts of a story. Do you want to understand a story? Then you need to know the key details.

Ask questions to help you find the key details. You can ask questions such as these to find the key details.

- Who is in the story?
- Where and when does the story take place?
- What happens?
- Why does something happen?
- How does it happen?

To find key details, ask and answer questions with these words: who what where when why how



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Lesson 1 • Key Details

Ask questions before, during, and after reading.

Before
Look at the pictures. Read the title. Ask these questions.

- What kind of story is this?
- What will it be about?

During
Pay attention. Ask these questions.


- Where does the story happen?
- Who is in the story?
- What happens?

After
Think about the story. Ask these questions.

- How does it end?
- What did I learn?

Then, look to **answer questions** from the details you found in the text.

You ask different kinds of questions before, during, and after you read.



2 Level B Copying is prohibited.

Differentiate for Struggling Readers

Play “Does It Belong?” Read a story to students or base the activity on a familiar story. Make a list of details from the story and include several details that do not belong. For example, in the story of Goldilocks and the Three Bears, some details might be *Goldilocks went to the three bears’ house. Goldilocks ate Baby Bear’s porridge. The Papa Bear got a job as a mailman. The Three Bears came home to find a chair had been broken.* As you read the details, students are to identify the detail(s) that were not a part of the story. When they become familiar with the game, divide them into teams and have them create similar lists of details with several incorrect items. Have each team read their list to the other teams, who should identify correct and incorrect statements for points.

Differentiate for English Learners

Use wordless picture books, such as one from the *Carl* series by Alexandra Day. For each page in the story, have English learners tell that portion of the story in a few sentences. Point out that they are adding details to the story. As they build detail sentences, write them down. Later, read these sentences as you show the pictures from the story.

GUIDED INSTRUCTION

First Read

- Direct students to follow along as you read the passage “Rico” aloud. Have students circle the word that tells the setting of the story.

Second Read

- Using the choral reading approach, reread the passage “Rico” aloud. Have students follow along reading in unison as they are able. Allow students to use a marker or card to track the text if needed.


Guided Reading Questions

- Read the Guided Reading Questions aloud and have students answer them. Discuss the answers orally.

Chapter 1 • Literature

Guided Instruction

Rico



Rico lived in Mexico.
It was hot where he lived.
The sun beat down.
Rico had no well.
He had to get water from the spring.
(He had to carry the water.)
It was hard work.
Rico had a pony.
He rode the pony to town.

[Reading Level: 210–400L; Word Count: 46]

1 What was the work like for Rico? Write the word that tells what it was like.
hard

2 What did Rico do with the pony at the end?
He rode it to town.

Guided Reading

Who is this story about?
Rico

Where does the story take place? Circle the name of the country.

Where did Rico have to get water? Underline the answer.

What did Rico have to do with the water? Circle the answer in the text.

Look for how the story ends.

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Differentiate for Struggling Readers

Create a mystery bag, box, or other container. Place five to eight items inside that all relate to one topic. They might be items mentioned in a familiar book, articles owned by one individual, things you use for math class, or any other grouping with which the students are familiar. Have students look at all of the items, name and describe each thing, and try to think of how they all could be related. Other ideas include items that all have the same beginning letter, items that fit into a particular category, or items that all relate to one sport or activity. Remind students that the items are like the details in a book, and that once they are familiar with the details, it is easier to understand the entire story.

Differentiate for English Learners

Have partners practice asking and answering questions about a familiar story, using a question-and-answer dialogue frame. Provide a number of questions and answers with blanks for students. The first partner asks the question using a frame. Then the second partner answers. Then they can switch roles. Samples shown below.

Where does the story take place?

The story takes place ____.

Who is a character in the story?

____ is a character in the story.

What is one thing that happens in the story?

One thing that happens in the story is ____.

INDEPENDENT PRACTICE

First Read

- Read aloud to students the passage "A Riddle." Remind them to think of questions they could ask and look for key details as you read.

Second Read

- Have students reread the passage "A Riddle" independently. Guide students if they need help reading the words.

Practice 1 Questions


- Read the questions and answer choices aloud as students select the answers. Review the answers.

Lesson 1 • Key Details

Independent Practice

A Riddle

I am thinking of a riddle.
People have been telling it for years.
What is it?
It has four legs in the morning.
It has two legs at noon.
It has three legs at night.
What do you think it is?
It is a person!
A baby crawls on all fours.
A man can walk on two legs.
An older person needs a cane.
Did you know?
Were you fooled?
[Reading Level: 210-400; Word Count: 70]



A riddle asks a question and gives you clues. You try to guess the answer!

4 Level B Copying is prohibited.

Chapter 1 • Literature

Practice 1

1 Read the title. What question can you ask about it?
What is the riddle about?

2 Who is the riddle about? Circle three.
a man a dog a baby
an older child an older person

3 What line in the riddle answers What has three legs at night?
A What do you think it is?
B A baby crawls on all fours.
C An older person needs a cane.

Think about which person uses three things to walk.

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Practice 2 Questions

- Ask students to read the questions and select the answers independently. Review the answers.

Lesson 1 • Key Details

Practice 2

1 What is the answer to the riddle?
Match questions to answers.

What has two legs? ~~a baby~~
What has three legs? ~~a man~~
What has four legs? ~~an older person~~

2 Fill in the chart. Write the missing clue or person.

Time of Day	Person
morning	baby
afternoon	man
evening	old person

Hint: Each time of day is a clue. It matches a person in the riddle.

3 What question can you ask after reading the riddle?
What is the answer to the riddle?

4 Level 5 Copying is prohibited.

EXIT TICKET

- Have students fill in the Exit Ticket at the end of class. They may use the passages from this lesson or a familiar decodable text. Remind them to ask different kinds of questions at the beginning, middle, and end of a story.

Chapter 1 • Literature

Exit Ticket

Choose a story you just read. Write three new questions about the story. Answer each question.

Before	Question: Answer:
During	Question: Answer:
After	Question: Answer:

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ADDITIONAL SUPPORT

SUPPORT FOR STRUGGLING LEARNERS

- Use a web graphic organizer (a central area for the main idea and branching details). Provide students with a similar graphic organizer showing the main idea of a story or book they have recently read. Have them list the details that relate to the main idea in the center on the organizer.
- Help struggling learners find and mark key details using sticky markers or tabs. As you read a text together, prompt students to mark specific key details by asking and answering questions. Later, have students read a text on their own and use the same system to mark key details. If you need to scaffold this activity further, try looking for one type of detail at a time or on separate readings.
- Model finding key details in text by thinking aloud as you read with struggling readers. For example, when reading a story, pause when you come to a detail that describes a character. Tell students that what they just heard was a key detail. Think aloud about what type of detail it was and why it was important. On subsequent readings of the same text, pause for students to supply the information that the previous sentence was a key detail, ask them to identify the type of detail, and after reading a bit further, have them tell why it was an important detail.

SUPPORT FOR ENGLISH LANGUAGE LEARNERS

- Provide English learners with a list of possible key details related to a text. Either read the text together or have them read independently as appropriate. Have students select the key details that are from the text and eliminate the details that are not from the text.
- Write the question words *who*, *what*, *where*, and *when* on paper plates or note cards attached to popsicle sticks. Then read a text with a small group. Give each student one of the question words. Tell students you will read the text aloud, and when you come to a detail that could answer one of the question words, they should hold up their word. For instance, the student who has *who* will hold up his or her word when you read the name of a character in the story. The student who has *where* will hold up his or her word when you say the name of a place. Provide prompting as needed.
- Have students with mixed-level language abilities partner read a text. Ask them to help each other write three questions and then find the answers in the text.

EXTENSION ACTIVITIES

- Help students learn about key details by teaching how to retell a story. Read a short (3–5 minutes) text aloud. Model retelling, narrating the story as well as why you chose to include particular details in your retelling. Have students retell the same story, mimicking your retelling. After practicing in this way for several sessions, ask students to begin a retelling and then you finish, or have them finish a retelling that you begin. Gradually increase the amount of the story that they are retelling until they are retelling entire stories.
- Have students read or listen to a grade-level text. As a group, write down key details that the class noticed from the text. Next, put the events into sequential order. What happened first? What happened next? Finally, have students explain the connection between the events or details. For example, the dog running away caused the boy to look for him, or the teacher's smile helped the girl feel more confident with herself, so she passed the next test.
- Have students work with a partner. Give each partner a book or passage at the appropriate reading level. Before reading, have students write down an example question using each of the question words (*who*, *what*, *when*, *where*, *why*, and *how*) that the story might answer. As partners read their text silently, have them answer their questions on a separate page or on a sticky note. After reading and answering the questions, have each student trade books and questions with his or her partner. Each should read the new book and answer his or her partner's questions. When complete, have the pairs of students compare their questions and their answers for the two texts.

Name _____

Date _____

On Your Own

Choose a story to read. Write a question about your story for each word. Answer each question.

On My Own	
Question	Answer
Who	
What	
When	
Where	
Why	
How	