**Student Grade Level:** 2nd Grade

**Student Skill Grade Level:** Kindergarten

**Skills Targeted:** Having the ability to ask and answer questions about a story.

**Group Size:** Small group or individual

**Intended Setting:** Special education classroom/ “quiet” or back room

**Grade Level Standard:** RL.1: Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

**Modified Standard:** RL.1: With prompting and support, ask and answer questions about key details in a text.

**Teaching of the Skill**

The teacher will read the student an on-level story. When the story is over, the student will be asked basic questions regarding the text. For example, the teacher can ask “who was the main character in the story?”, “what were the characters looking for?”, “how did you know they were looking for that object?”, etc. One the student has mastered answering questions about the text, they will be asked to ask the teacher questions about the text.

**Practicing the Skill**

1. The student will pick a card from a series of flash cards with *who, what, when, where, why,* and *how* and must answer the question that is asked of them based on the card that was chosen.
2. The students will play the story question cube game. They will roll the cube and write down the answer to the question that the cube landed on.
3. After some practice, the student will ask the teacher the *who, what, when, where, why,* and *how* questions for the teacher to answer.

**Assessment/Data Collection**

1. The student will correctly answer 8/10 questions in one lesson
2. The student will correctly ask a “wh” question 8/10 times during the lesson

**Reflection**

In this lesson, I can see the teaching of the skill, the practicing of the skill, and the assessment/data collection needing to be adjusted for the student. If the questions are too simple for the student, I can ask them more challenging questions. For example, instead of asking “who was the main character” the teacher can ask “what was the main character doing in the story” or “who was the main character’s friend”. If the questions are too challenging for the student, I can make the questions simpler. For example, instead of asking “where is the setting of the story?” I can ask “does the story happen during the day or night?”.

For the practicing piece, I can change the questions on the questions cube to meet the ability of the child.

The assessment piece can be changed depending upon the child as well. If the child needs to be challenged, the student may need to make a higher percentage correct. If the student needs less of a challenge, I can adjust the percentage to a lesser one so that it will be appropriate for the student.