

The **LESSON PLAN** Gingerbread Train™

SECOND GRADE: The 5 W's

CCS OBJECTIVE: Ask and answer such questions as who, what, where, when, and why to demonstrate to students an understanding of key details in a text (CCS.ELA-Literacy.RL.2.1).

Materials:

- ◆ *The Gingerbread Train-Santa's Secret Gift* book
- ◆ Smartboard/Markers/Magnets
- ◆ Colored pencils or crayons
- ◆ Glitter glue
- ◆ 5 W's worksheet
- ◆ Holiday sprinkles (optional)

Instructions:

- ◆ Place a worksheet on the Smartboard with magnets.
- ◆ Explain to the class that you are going to read *The Gingerbread Train-Santa's Secret Gift*, then ask them questions about key details in the story using the 5 W's (Who, What, Where, When, and Why). Point to the worksheet on the Smartboard as you give the instructions.
- ◆ Tell the class that they get to color the train cars that are answered correctly. The goal is to color all the train cars and decorate them in the end.
- ◆ Read *The Gingerbread Train-Santa's Secret Gift* book to the whole class.
- ◆ Distribute 5 W'S coloring worksheets and reference Q&A quick reference on next page.
- ◆ Ask the class, "Who likes trains?" If they get the answer correct, they get to color the engine on their worksheet.
- ◆ Ask the class, "What did Matthew see?" If they get the answer correct, they get to color the first boxcar.
- ◆ Ask the class, "Where did Matthew see the gingerbread train?" If they get the answer correct, they get to color the second boxcar.

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Instructions: (continued)

- ◆ Ask the class, “When did the gingerbread train show up?” If they get the answer correct, they get to color the third boxcar.
- ◆ Ask the class, “Why didn’t anyone else see the train?” If they get the answer correct, they can color the caboose.
- ◆ Once they answer all the questions as a class and color their train, students can decorate the train with glitter glue and holiday sprinkles.

Q&A Quick Reference:

- ◆ **WHO:** “Who likes trains?” (Matthew)
- ◆ **WHAT:** “What did Matthew see?” (A gingerbread train)
- ◆ **WHERE:** “Where did Matthew see the gingerbread train?” (In front of or outside of his house)
- ◆ **WHEN:** “When did the gingerbread train show up?” (When Matthew was by himself)
- ◆ **WHY:** “Why didn’t anyone else see the train?” (Because it was a special gift from Santa for only Matthew to see)

