



Lesson code	U4_LP3.1	
Lesson strand	Listening-Reading	
Learning Objective	SWBAT Read and comprehend the story SWBAT identify the problem part in the story. SWBAT Identify verbs and adjectives in the story. SWBAT summarise the problem in the story, using sentence starters - In my opinion, _____ is the problem part of the story	
Materials required	Lesson No: 11 Worksheet: U4_WS3.1 Deck: U4_DK3.1	
Component of LP	Teacher Action	Student Action
Breathing Exercise	SAY: 1. Close your eyes 2. At the count of one breathe in 3. At the count of 2 breathe out (repeat this 5 times)	ESR: Yes (to follow the instructions)



<p>Hook</p>	<p>NOTE: Think - Pair - Share.</p> <p>ASK:What is summer and when is it summer ? ASK:What do you do in Summer time ? ASK: What are some of the fruits we see during summer?</p> <p>NOTE: Encourage the children to come up with different ideas that they would like to do during the summer time. Please explain in regional language if required.</p> <p>Refer to exercise 1 on the worksheet NOTE : The activities are depicted pictorially. Ask the students activity by activity if they would do it in Summer time. And if yes, to draw a line to the Word Summer in the center.</p>	<p>ESR: Answers May Vary.</p> <p>Students attempt the exercise with the help of the teacher.</p>
<p>We do</p>	<p>SAY: Now that we know what Summer time is about, Let's see what Vidya and Alok are upto in their summer time. Also, as we read, let's discuss what is the problem in the story.</p> <p>NOTE: Let the students, one by one, read two lines each loudly. Help them read difficult words by breaking the word.Encourage other students to help if he or she is not able to read. Only if the class cannot get the word,read out the word and ask the student to repeat it thrice.</p>	<p>Note: Students will attempt the task</p>



SAY : So Vidya and Alok had a good time in the Summer. But they did have a problem?
ASK : What do you think was the problem in the story ?

NOTE : Have students identify the problem of the story using the sentence starter - In my opinion, _____ is the problem part of the story.

SAY : Now we have understood the problem part of the story. Let us now try to answer the questions.

Refer to exercise 2 in the worksheet

SAY : Let us do one more exercise.

Refer Exercise 3 in the Worksheet.

NOTE : Encourage students to come up with the story line based on the pictures. Help them in the regional language to understand the 'Thirsty Crow' story. Have them then identify and circle the box which has the problem part.

ESR: Answers may vary



<p>You do</p>	<p>SAY : Now we have identified 'Missing the train' as the problem part of the story, let us discuss what else could have been a problem. Like, train tickets could have got lost.</p> <p>ASK : Now, Can you try to come up with different problem ideas ?</p> <p>NOTE : Encourage students to say - In my opinion, _____ could also be a problem.</p> <p>SAY : So, Now you know how to identify a problem in a story, let's try exercise 4.</p> <p>Refer to Exercise 5 in the worksheet Note : Make the children read the passage and with the help of pictures understand the passage. Next ask them to underline the problem line and circle the correct box with the problem.</p>	<p>Answers may vary and they attempt the task</p>
<p>Homework</p>	<p>Explain the exercise in the Worksheet.</p>	