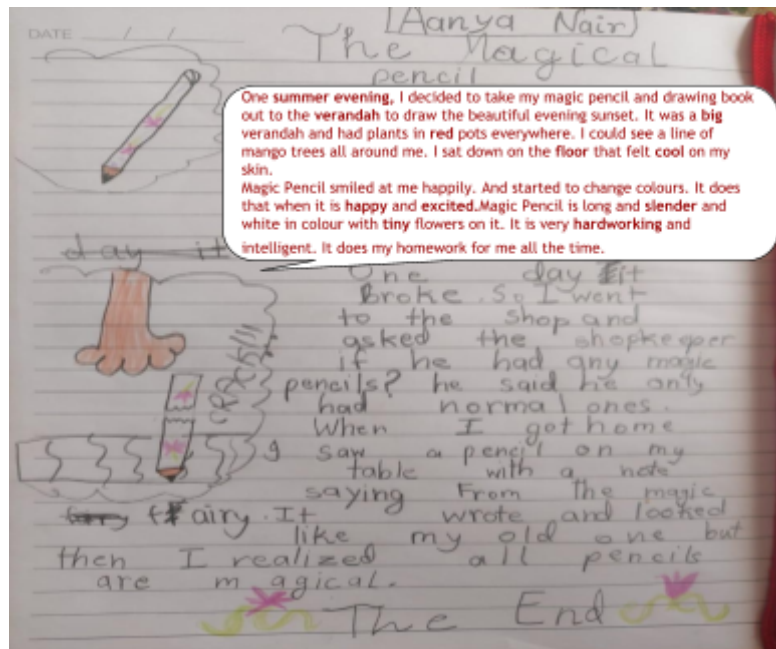




Lesson code	U4_LP3.2	
Lesson strand	Story Writing	
Learning Objective	SWBAT define their problem part of the story clearly SWBAT edit and enhance their stories character and setting using transition words	
Materials required	Lesson No: 11 Worksheet: U4_WS3.2 Deck: U4_DK3.2	
Component of LP	Teacher Action	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 :Do you all remember Vidya Alok’s summer time ? ASK :Where did they go ? SAY :Yes, Nani’s house. ASK :Did they have any problem going to Nani’s house?</p> <p>NOTE:Take the students through the summer time story and reinforce the problem of the story. Please explain in regional language if required. Refer to Exercise 1 in the worksheet. Let them identify the Summertime lesson problem.</p>	<p>ESR: Answers May Vary.</p> <p>Students attempt the exercise with the help of the teacher.</p>
<p>I do</p>	<p>SAY :Vidya Alok’s summer time is a story which has Vidya, Alok and their parents as the main characters. And then missing the train was the problem. ASK : So, what is a ‘problem’ ? Can you tell me a simple problem?</p> <p>Note : Encourage children to come up with various simple everyday problems. Getting up late, water bottle breaking etc.</p> <p>SAY : So, the Problem is what goes wrong in a story. This problem can be anything that you can think of.</p> <p>SAY: Now let's refer to the Magic pencil story.</p>	<p>ESR: Students will attempt the task</p> <p>ESR: Answers may vary</p>



NOTE : Read the story out loud and if need be explain in the regional language.

SAY : Hope you have all understood the story and also the importance of Characters and settings to write a story.

SAY : In this story the main characters are the Magic Pencil and 'me'. Correct ?

ASK : What goes wrong in the story ? Or simply what is the problem here?

Note : Encourage Students to describe the problem as

ESR : Students attempt to answer the questions.



they have understood.

SAY : Yes, the Magic Pencil broke and she could not find it in the shop.

SAY : So, the problem in the Summer Time story was 'Missing the train' while here it is 'Magic Pencil breaking and not able to find it in the shop'.

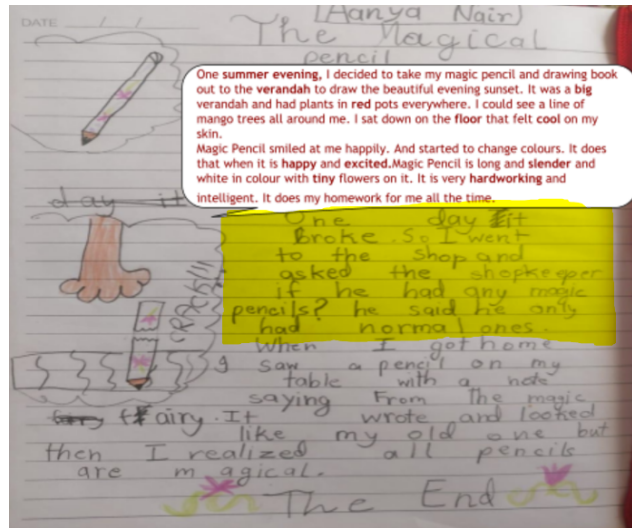
SAY: Do you see that this story has 2 problems ? Firstly the pencil broke and secondly, it was not available in the shop.

SAY : Yes, a story can have more than one problem. Based on the problems, the remaining part of the story is written.

SAY : So, there has to be a problem faced by the characters to develop and write a story.

Refer to Exercise 2 in the worksheet.

SAY : Let us see the Magic Pencil Story now, I have marked the problem part of the story.



SAY : I want to compare this story to SummerTime and improve it. Let me try doing this using Transition words.

SAY : **Transition words** are linking words that bring meaning to and between the sentences of your text, creating a natural flow of thought.

Note : Explain this by giving examples in the regional language.

SAY : Let us rewrite the sentence 'One day it broke' as 'Suddenly one day, it broke'.

ASK : Does it make the problem clear ?

SAY : Suddenly is a transition word.

ASK : Can you think of something like that ?



Note : Encourage them to come up with words and if they cannot express them in english, ask them to say it in their mother tongue and teach them the word accordingly. You can prompt them with 'Sadly', 'Yesterday', 'This morning'

SAY : Lets try one more. Look at the second sentence in the problem. 'So I went to the shop and asked the shopkeeper if he had any magic pencils ?'

ASK : Can you think of something that connects this sentence and the previous one where the pencil broke ?

Note : Explain the same in regional language to come up with a link between pencil breaking and going to the shop.

SAY : How about 'Immediately' ?

SAY : I shall rewrite it as 'Immediately, I went to the shop and asked the shopkeeper if he had any magic pencils ?

ASK : Is this better ? Would you not want a new pencil immediately ?

SAY : Now the last sentence in the problem. 'He said he had only normal ones'

ASK : What transition word can you add here ? Sadly, Unfortunately, But ?

SAY : I like 'Unfortunately, he had only normal ones'.

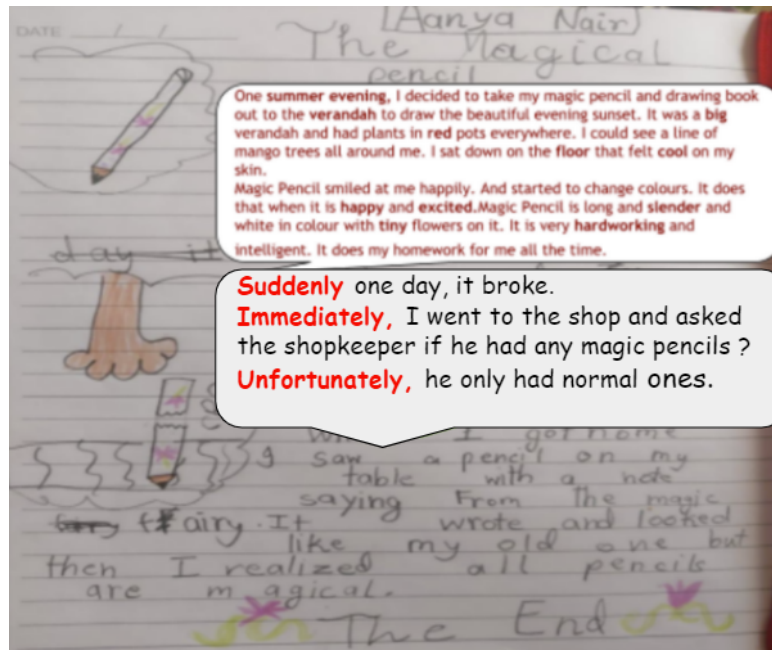
SAY : So, now look at the problem part of the story,



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we have improved it by adding transition words in each of the sentences.



Refer to exercise 3 and 4 in the worksheet



You do	<p>SAY :We saw how we have made the problem part of the Magic pencil story better using transition words. Can you all try this with your story Magic Leaf ?</p> <p>ASK : (any one student) Can you describe the problem in your story ?</p> <p>Note : Help that child with a few simple transition words like Finally, However, as a result, Later, Similarly etc.</p>	Answers may vary and they attempt the task
Homework	Explain the homework to the children.	
Assessment	WORKSHEET	