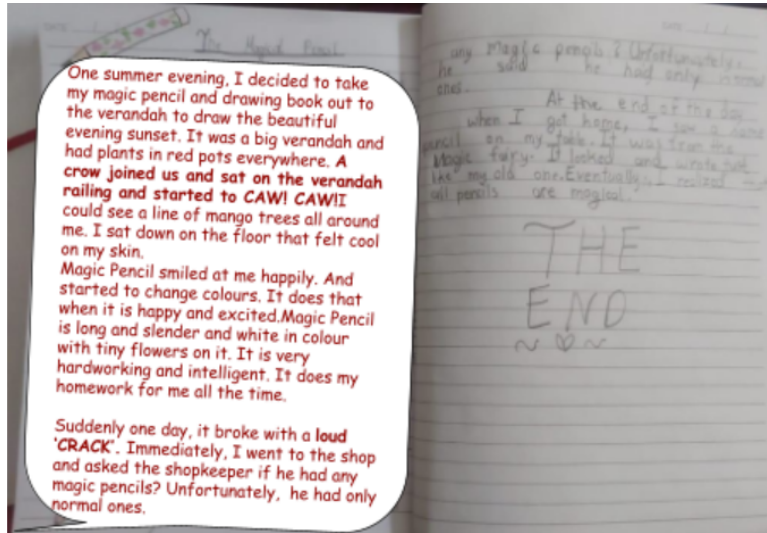




Lesson code	U4_LP3.3	
Lesson strand	Story Writing	
Learning Objective	SWBAT define simile SWBAT use simile to enhance the problem part of their story	
Materials required	Lesson No: 11 Worksheet: U4_WS3.3, Extra Worksheet - U4_EWS3.3 Deck: U4_DK3.3 Kindly Note: An extra worksheet has been provided towards the end of all the U4 worksheets. This is to be used if students want a break from their stories/ finished their stories. Kindly respect students' creative work culture. Some students may not be able to think of their story line in class but may be able to do it at home. Give them space and ask them to attempt the extra worksheet so they don't disturb anyone in class.	
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 : Did you all enjoy the story writing classes ? ASK : What are the three parts to a story ? SAY : Yes - Beginning, Problem and the Solution ASK : Which part do you think makes the story most interesting according to you ? SAY : Yes, all parts are equally important to have a gripping story. SAY : In the last few classes, we saw how to improve and rewrite the Magic Pencil story. We have added a setting, used transition words to narrate the problem and Solution better. SAY : We have also learnt about onomatopoeia words.</p> <p>SAY : Let us see how the story looks now.</p>	<p>ESR: Answers May Vary.</p> <p>Students attempt the exercise with the help of the teacher.</p>
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NOTE: Explain the importance of characters, settings, problems and solutions once again(in the regional language) if the children are not clear with it.

I do

ASK : What is the sweetest thing that you have eaten ?
SAY : Chocolate, Jalebi, Laddoos....
ASK : If you find somebody very sweet, do you think you can say 'She is as sweet as a Laddoo' ?
SAY : This is called a Simile. A **simile** is a phrase that uses a comparison to describe. Here, you use "like" or "as" to compare two different things and show a

ESR: Students will attempt the task



	<p>common quality between them. For example Priya and Radha are sweet girls. ASK : But if you say 'Priya is as sweet as Radha'. Is it a Simile ? SAY : No..it is not. You have to compare with something of a different kind..You have to compare Priya to something else to make it a simile. So Priya is as sweet as a Ladoo is a simile !</p> <p>ASK : Shall we do one more ? SAY : Alok runs very fast. Can you compare his running and think of a simile ? ASK : What runs fast ? Note : Explain in the regional language and encourage them to come up with comparison words to make them understand the concept.</p> <p>SAY : Yes, as fast as a Cheetah, as fast as a deer...etc..etc. SAY : Very good Children. Now that you have understood Smilies, let us see where we can use it in the Magic pencil story. Note : Encourage Children to answer by asking them similes for simple things like as tall as, as big as, as small as.</p> <p>SAY : Now look at the Magic Pencil story. In the second paragraph, it says that the Magic pencil changed its colours. ASK : Can you think and tell me of something that</p>	<p>ESR: Answers may vary</p>
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	<p>changes colour ? SAY : Yes, a Girgit (Chameleon) is perfect. So, we can change that line as 'And Started to change colours like a girgit'.</p> <p>Note : Please explain chameleon in the regional language if it is not called a girgit in their mother tongue.</p> <p>ASK : How about one more in the same paragraph? It says Pencil was white in colour. What else is white in colour that you know of and can be compared to the pencil colour. SAY : Very good. Milk, Snow, dadaji's hair... SAY : We shall rewrite the sentence describing the pencil as 'Pencil is long and slender and as white as milk in colour with tiny flowers on it'</p> <p>ASK : Isn't this fun ? Let's see if we can do 2 more in this lesson.</p> <p>SAY : Look at the Problem part of the story.Shopkeeper said he had only normal pencils. ASK : What is normal ? SAY : Usual, Routine same same... ASK : So suggest something very normal according to you ASK : How about having Daal Chawal for food,Isn't it very normal? SAY : We shall now try to use a simile for normal.</p>	<p>ESR : Students attempt to answer the questions.</p>
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SAY : How about 'The shopkeeper had only pencils as normal as having Daal Chawal'

ASK : Is the comparison clear?...it is very normal to have daal chawal...isn't it ? So, the pencil that the shopkeeper had, was also that normal.

ASK : Shall we do one last Simile ?

SAY : Can you read the remaining part of the lesson and come up with ideas ?

ASK : How about the last line ? All pencils are Magical ! What does Magical mean to you ? Can you compare it with something ? Can you say what magic means to you apart from what a magician does ?

Think, what is so unbelievably nice when it happens ?

SAY: Am sure all weird things are coming to your mind....yes, so how about ' I realised that all pencils are as magical as our imaginations.'

SAY : Wow children, now look at our story with Onomatopoeias and Similes. Have we not made it better ?

SAY : The story now looks as awesome as this class !!

SAY : See we have made a simile :-)

SAY: Let's do a fun exercise with what we have learnt today.

Note : Think-Pair-Share. Ask the children to sit in pairs for the worksheet activities.

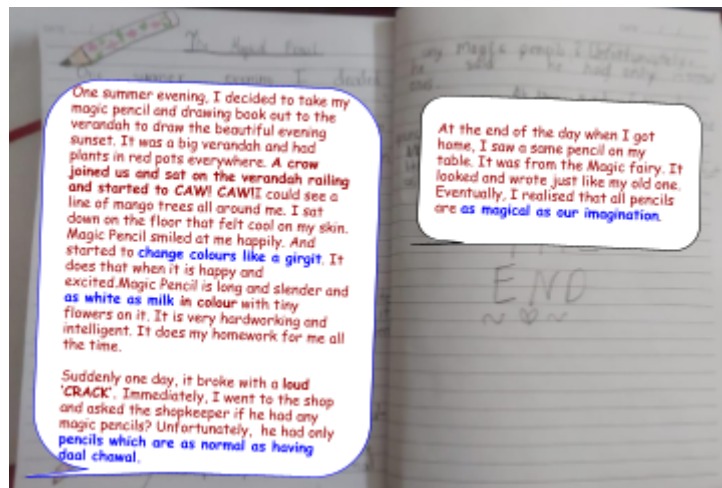
Refer to EX.1 in the worksheet. Pick the best word



from the box to complete the similes.

Note: Ask the children to work on Ex2 in the worksheet.

Explain in the regional language if required.





<p>You do</p>	<p>SAY :We have now seen how to compare using the words ‘as’ and ‘like’ and come up with similes. Can you all try this with your story Magic Leaf ?</p> <p>SAY : Your leaf is as green as a Parrot ! That’s a simile and now start thinking and incorporate similes in your story. All the best !</p> <p>Note : Refer to Ex 3 in the worksheet.Encourage the children to write within the space given and use as many similes as possible.</p>	<p>Answers may vary and they attempt the task</p>
<p>Assessment</p>	<p>WORKSHEET</p>	