

Grade: 4

Lesson Number: 7

Unit Name: Comprehension

Course: Bolī

Title: Comprehension - Woman with the Pushchair II

Standards

Standard 2: Comprehension of Appropriate Passages

- Students comprehend grade-appropriate reading passages begin analysis of text.
 - *Students ask questions that are not merely found verbatim in the text, but demonstrate analysis and predictions.*
 - *Students ask questions and support answers by connecting prior knowledge with literal information.*
 - *Students identify structural patterns found in informational text (compare & contrast, cause & contrast, sequential & chronological order) to strengthen comprehension.*
 - *Students evaluate new information and hypotheses by testing them against known information and ideas.*
 - *Students define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.*
 - *Students follow simple multi-step written instructions (e.g., how to assemble a product).*

Standard 9: Recitations

- Students deliver recitations and oral presentations.
 - *Students speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.*
 - *Students provide a beginning, middle, and end, including concrete details that develop a central idea.*
 - *Students clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).*
 - *Students read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.*
 - *Students recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.*
 - *Students re-tell and relate stories paying attention to the sequence of events by answering who, what, when, where, why and how questions.*

Objectives

1. Children develop a beginning and an ending to an already existing story line.
2. Children perform a play using their story line using clear diction, volume and phrasing.

Prerequisites

- Lesson I on Comprehension.

Materials

- Book from Lesson I
- Paper/Writing tools

Advanced Preparation

- Be ready to discuss issues in the book that children may think of discussing.

Engagement (10-15 minutes)

- Begin class by recapping the book.
- Tell children that they will be asked to get in a group to come up with the beginning and the ending of the book. Before you break them into the groups, you will read the story uninterrupted.
- Give children a chance to ask any questions that they may have about the story.

Exploration (35-40 minutes)

- Since children had an idea from their last class that they were to think of a beginning and an ending they shouldn't need too much time to prepare.
- Put the students into groups of four or five and have them brainstorm and come up with a beginning and an ending (**7 to 10 minutes**).
- Within each group, have one or two of the children be the scribe while the other two or three children should practice for the play (**7 to 10 minutes**).
- Have the groups perform the play (**5 minutes each group**).

Explanation/Extension (5-10 minutes)

- Have children talk about the different plays and how they felt it all went. Have the students talk about how easy, or difficult, putting this together was.

Evaluation (On-going)

- Pay attention to children's verbal skills in play and also to the written skills of those who were the scribes.