

**Grade: 3**

**Lesson Number: 24**

**Course: Boli**

**Title: Reading & Writing – II (“ਭੁਤ...?”)**

### **Standards**

#### **Standard 1: Oral and Silent Reading**

- Students achieve fluent oral and silent reading, through understanding of basic features of reading, including letter patterns and their translation into spoken language.
- *Students use sentence and word context to find the meaning of unknown words.*
- *Students use dictionary to learn the meaning and features of unknown words.*
- *Students read aloud fluently and accurately and with appropriate intonation and expression.*

#### **Standard 4: Writing Coherent Sentences and Paragraphs**

- Students write coherent sentences and paragraphs that develop a central idea.
- *Students can create a single paragraph, including a developed topic sentence, and simple supporting facts and details.*
- *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*

### **Objectives**

1. Students will share their work of the rough draft of the scary story with a peer.
2. Peers will make suggestions/corrections.
3. Students will write a final version of their scary story to share with the class at the end of the session.

### **Prerequisites**

- Completed activities in the previous class, such as:
  - Reading (“ਭੁਤ...?”)
  - Understanding story elements.
  - Completing story elements activity.
  - Writing a rough draft for student written scary stories.

### **Materials**

- Chart paper
- Markers
- Lined paper
- Pencils/pens
- Red pens/pencils

### **Advanced Preparation**

- Teacher should understand story elements: Characters, setting, problem and solution.
- Write story elements on chart paper.

**Engagement (20 minutes)**

- Greet the students and allow them to get settled.
- Check student homework to see how far students have come with their rough drafts.
- Conference privately with students needing extra support.
- Make suggestions to each student to make their story more readable.
- Have student work with a peer where they can read each other's story and make suggestions on how to improve the story.
- Each student should be given a red pen to make edit and spelling corrections.

**Exploration (30 minutes)**

- Allow students time to work on final version.
- Teacher needs to walk around and make sure all students are reading and on task.

**Explanation/Extension (10 minutes)**

- Next, have students join you on the floor in a circle with their stories. Allow students to share their stories aloud with their peers.
- Some students may be shy, find another student to read their story to the class.

**Evaluation (On-going)**

- Teacher will be able to evaluate students understanding through their contribution orally during class and through their completed stories.