

Grade: 4

Lesson Number: 6

Unit Name: Comprehension

Course: Bolī

Title: Comprehension - Woman with the Pushchair I

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 7: Listening and Responding to Oral Communication

- Students listen critically and respond appropriately to oral communication.
 - *Students retell, paraphrase, and explain what has been heard orally.*
 - *Students connect and relate prior experiences, insights, and ideas to those of a speaker.*
 - *Students identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).*
 - *Students give and follow five to six-step oral directions.*

Objectives

1. Children practice their listening skills.
2. Children form hypothesis based on story.
3. Children identify pattern based on chronological order.

Prerequisites

- None

Materials

- “*Woman with the Pushchair*” by Steve Kaufman - Pañjābī and English version can be ordered from www.mantralingua.com
- Lined Paper for notes
- Writing tools
- Dry/Erase Board

- Markers
- Every child should be given a big red card

Advanced Preparation

- Read the book several times and make note of where to make the breaks.
- You will have to be dramatic.

Engagement (10-15minutes)

- Review what you did in your last class (meeting of Mādhō Dās Bairāgī and Gurū Gobind Singh).
- Tell children that you are going to read a book that doesn't really have a beginning or an end....it's just a middle story. Ask them if they have ever read anything like that.
- Tell them that they'll have the opportunity to create the missing parts and also they are going to use their skills to make educated guesses about the story. Tell them their listening skills will be used and they will have to listen and speculate at the same time.
- Give each child a red card. Tell them that as you are reading the story, if there is a part that they really don't understand then they should raise their red card and you can stop to clarify it for them.
- Tell them that you will be stopping through the book to ask questions and they can ask you certain things then too.

Exploration (35-40 minutes)

All of this should be done in Pañjābī, including children's answers

- Begin by reading the title of the book. Write it on the board - the book has both English and Pañjābī. Read the Pañjābī.
- Read the first page and stop to ask the question:
 - “What do you think Claire and Sona have done?” (ਕਲੇਰ ਤੇ ਸੋਨਾ ਨੇ ਕੀ ਕੀਤਾ ਹੈ?)
- Children can give you any multiple of answers. Some will be interesting, some fun, and some just totally out there.
- Write them on the board.
- Continue reading until the part where the two girls talk about what Tommo said at the assembly. **DO NOT read the quote of what she said.** Stop there and ask children: “Do you still think that everything that is written on the board is a possibility of what the girls may have done?”
- Circle the things that children think may not be possible any longer depending on what they have heard.
- Continue reading and ask them what happened after you read the part in the story where it tells you what happened.
- Continue reading until the girl's part, after they plan to meet in the evening at Sona's house.
- Now let them hypothesize again as to what the girls will plan to or what might happen in the story next – Write them on the board—let them be as serious or funny as they want to be.
- Continue reading until Sona comes into the room, with a surprise on her face.

- Ask children what they think has happened. If there are a lot of different ideas, write them on the board.
- Continue reading up until they get ready to go to OXFAM with their money.
- Ask them this time to WRITE down what happens next. They can choose to write notes or sentences, but tell them you will be collecting these.
- Continue reading on the rest of the story to the end.
- Discuss with the children what they think of the story.

Explanation/Extension (5-10 minutes)

- Hopefully, children enjoyed working with the story.
- Tell them that for their next class they are going to be developing a beginning and an ending to the story.
- They will work in groups and they will act out the story.
- Ask them to bring in any props that they think they want to use.

Evaluation (On-going)

- Have children share the story with their friends and family.
- Tell them to get tips for beginning and ending.

