

Grade: Kindergarten

Lesson Number: 5

Course: Boli

Title: ਆ and ਖ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students differentiate between letters, words, and sentences.
- Students recognize and produce the sounds of all 35 letters three vowel symbols: (ੳ, ਈ and ਊ).

Standard 3: Developing Pañjābī Vocabulary

- Students develop Pañjābī vocabulary pertaining to family, colors, animals, plants, geography, etc... and Sikh terminology.

Objectives

1. Students will be able to identify the first five letters (ੳ - ਊ) in the Gurmukhī alphabet and will be introduced to the next five letters (ਆ - ਭ). However we will only focus on ਆ and ਖ.
2. Students will be able to tell about their family relations using Pañjābī vocabulary.

Prerequisites

- This lesson plan is a part of a series focusing on Gurmukhī alphabet and Pañjābī vocabulary.
- Before doing this lesson, students must have already completed previous Gurmukhī alphabet lessons.
- In the previous class, provide students with a zip-lock bag along with the parent letter. (resource attached)

Materials

- Gurmukhī Alphabet chart
- Pictures of things that begin with the letters ਆ and ਖ at least 7-10 for each letter
- Bindu's Wedding by: Amrit & Rabindra Kaur Singh (The Sikh Foundation)
- Large sheets of paper and marker
- Pencils and crayons for students
- Picture of family
- Construction paper
- Glue
- Scissors
- Di-cuts of leaves or green construction paper cut into shape of leaves (one leaf for each member of the family)

Advanced Preparation

- This lesson may be difficult. It is advised that teachers have extra helpers for this assignment.
- Trace shapes of leaves on green construction paper. (You may choose to use fall colors that are quite beautiful – you could use red for males and yellow for females and have the family name on an orange leaf.)
- Depending on the level of your students, you may want to cut out some of the leaves rather than having your students cut. Sometimes that is too much work for students of this age. It also takes a lot of time for them to cut complex shapes.
- Have your own family tree already created so that students can see what the final product is supposed to be.

Engagement (20 minutes)

- Students should have brought a picture of their family; you may want to collect them so that students aren't too distracted or ask them to put them away for now.
- As a class, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਉੜਾ: ਉ ਉ; ੁੜਾ: ੁ, ੁ)
- Check to see if students can recall the first five letters without any particular order.
- Introduce the second line of the Gurmukhī alphabet (ਕ - ਙ). Say each letter three times and say the letter sound three times. Make sure you have students repeat both letter name and sound.
- Write the letter ਕ on the board. Ask students if they know what letter this is. Check to see if they recall the sound of this letter.
- Have them draw it in the air.
- Have students think of things that begin with the letter – write down the word and draw a little picture of each object next to the word.
- With the help of students, read the list the class created. Introduce the word of the day: ਕੇਸ (hair) discuss what it means.
- Next, write ਖ on the board. Say the sound – have kids repeat the sound several times.
- Ask kids to think of items that begin with the letter ਖ. Again, as students say the names of objects – write it on the board and draw a picture.
- Read the names of words for ਖ. Introduce the word of the day: ਖੇਤ (field) and discuss what it means – remind students about Gurū Nānak's fields or the fields of Pañjāb.
- Count the words on both lists in Pañjābī with the help of the class.
- Create a T-chart on the board. On one side write ਕ and on the other side write ਖ. Show students the pictures you had cut out for the letters. Have students look at the picture; ask them to raise their hand if they can identify each picture. If not tell them what the object is. Say the name clearly. Now see if students can tell you whether the picture belongs under ਕ or ਖ.
- Once you have completed this activity, have students go through the pictures once again.

Exploration (30 minutes)

- Have students sit in a circle in front of you and show them the cover of the book you are about to read Bindu's Wedding. The purpose of the story is introducing family relations.
- Show them the cover and ask them what they see.
- Read the story and pause each time a relative is mentioned. Ask them what the relative is (e.g. ਚਾਚੀ, cācī).
- Once you have finished reading the story, ask students how you say mom, dad, brother and sister in Pañjābī.
- Give each student sky-blue construction paper.
- Using a brown crayon, ask students to draw a trunk of a tree.
- Hand out the traced out or cutout leaves to students. They need one for each member of their immediate family. Have them arrange the leaves (Grandparents make up the top layer, the second set of branches should be parents and finally the children of the household at the bottom.)
- Next pass out the pictures of students' families (the one they brought from home). If students forgot to bring a picture, they may draw their family members or they can always glue the picture when they get home.
- Finally, have students glue their family picture on the back of their family tree. Help them label their picture “ਮੇਰਾ ਪਰਵਾਰ (merā parvār).”

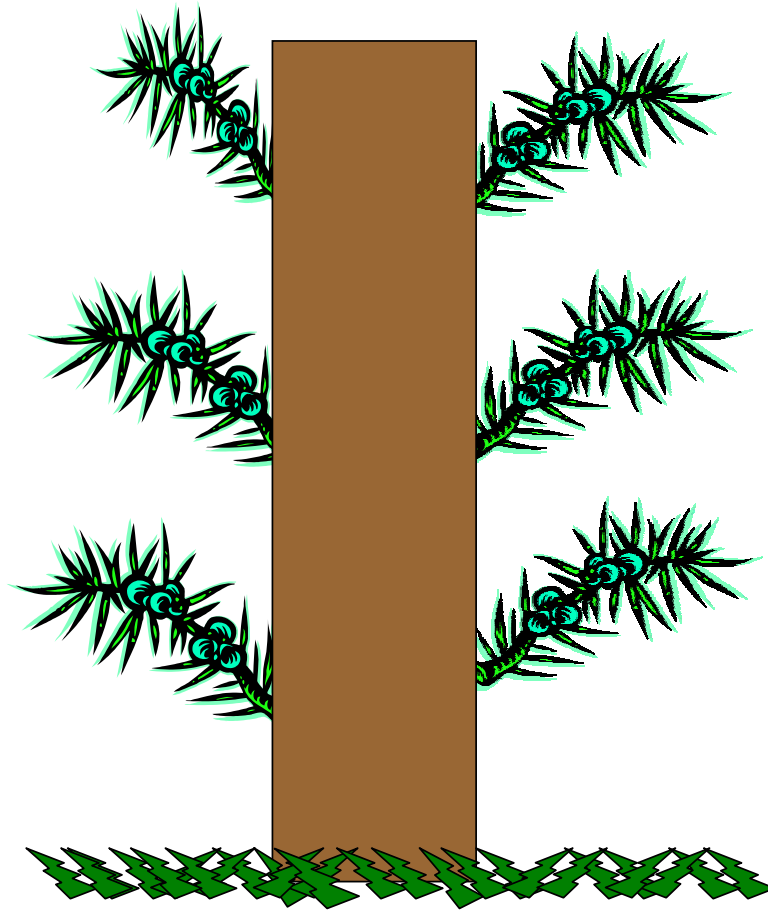
Explanation/Extension (10 minutes)

- Allow students to present their family tree.
- For homework allow them to complete ਕ and ਖ sheets for their Pañjābī Book.
For ਕ, students will draw a picture of their hair. For ਖ, students will draw a picture of fields. They may use crayons, color-pencils or markers.

Evaluation (On-going)

- For the next class, read a part of Bindu's Wedding and see if students remember the different relations they learned about. Ask them how many ਭੈਣ (bhain) and ਭਰਾ (bhrā) they have.

Teacher Resources



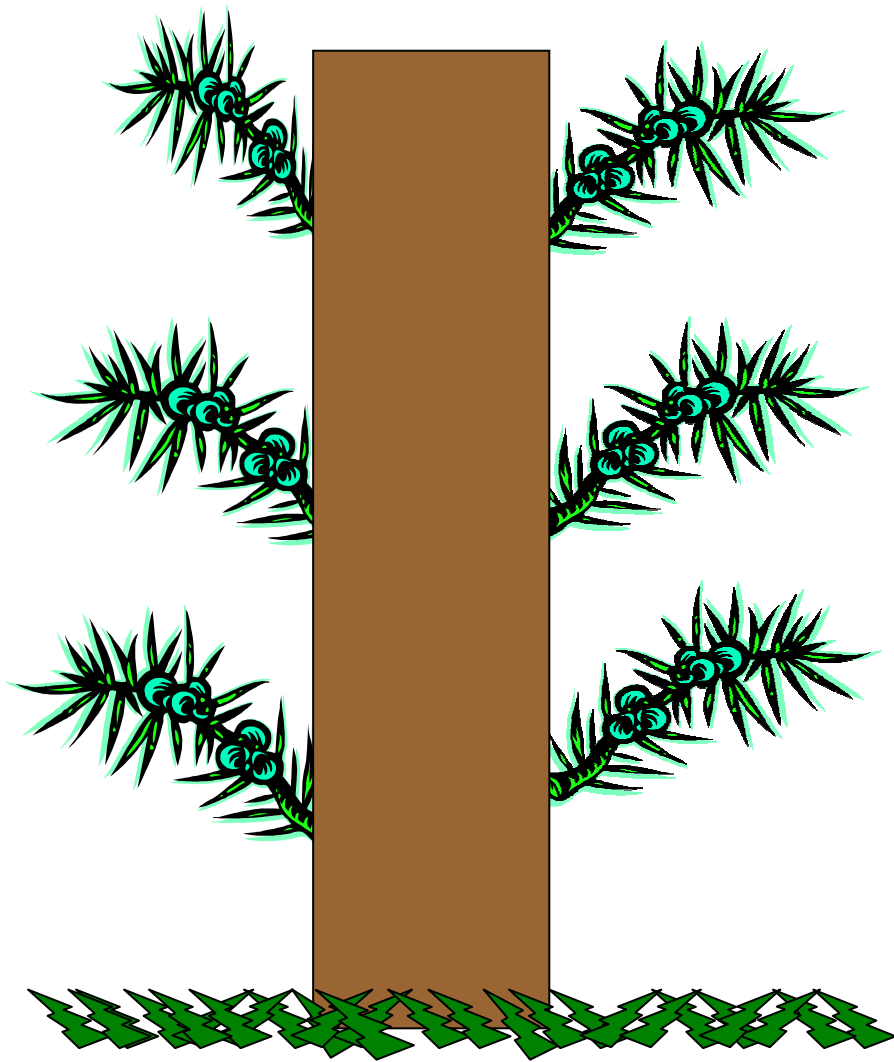
Dear Parents,

Your child is working on learning family relations in Pañjābī. We are creating a family tree along with a book titled “ਸਾਡਾ ਪਰਵਾਰ.” The book will have pictures of each family member and explain how that person is related to the child and what their title is. (e.g. ਮਾਸੀ, ਚਾਚੀ, etc...) In order to complete this project, your child will need two pictures of each family member and also two pictures of the entire family. If possible we would like individual pictures because people will be placed on separate pages. We will need pictures of the following family members if applicable: mom, dad, brother(s), sister(s), māsī jī, māsaṛ jī, cācā jī, cācī jī, māmā jī, māmī jī, tāīā jī and tāī jī and grandparents. Please feel free to contact me if you have any questions. Thank you for your continued support.

Your child’s Gurmat School Teacher,

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Dear Parents,

Your child is working on learning family relations in Panjabi. We are creating a family tree along with a book titled “ਸਾਡਾ ਪਰਵਾਰ.” The book will have pictures of each family member and explain how that person is related to the child and what their title is. (e.g. ਮਾਸੀ, ਚਾਚੀ, etc...) In order to complete this project, your child will need two pictures of each family member and also two pictures of the entire family. If possible we would like individual pictures because people will be placed on separate pages. We will need pictures of the following family members if applicable: mom, dad, brother(s), sister(s), māsī jī, māsaṛ jī, cācā jī, cācī jī, māmā jī, māmī jī, tāīā jī and tāī jī and grandparents. Please feel free to contact me if you have any questions. Thank you for your continued support.

Your child's Gurmat School Teacher,

