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Grade: 1

Lesson Number: 1

Course: Bolī

Title: 'Pañjābī Dictation

Standards

Standard 4: Writing Gurmukhī Letters and Words

- Students write Gurmukhī letters and words that are legible.
 - *Students can compose simple consonant words based on their sounds.*

Objectives

1. Children can recognize letters and then write basic words based on their sounds.
2. This is the first language arts class in this grade and the teacher will use this lesson in order to evaluate the children's understanding, recognition, and use of the Gurmukhī alphabet.

Prerequisites

- None.

Materials

- All Gurmukhī letters, one letter per small note card (multiple sets); "if possible, get Gurmukhī alphabet magnets
- Large chart of Gurmukhī letters
- Chart Paper
- Markers
- Lined paper
- Pencils/Pens
- Chalk/Dry-erase Board
- Words for practice (attached)

Advanced Preparation

- Pick a list of two, three, and four-letter words.
- Have a set of letters up when the children come into the class.
- This class will be used as an assessment class.

Engagement (15-20 minutes)

- Review all the letters of the alphabet and test children by changing the order of the letters.
- Sing the paintī with children (<http://www.maa.com.au/songs.html>).
- Point out a letter and ask children to tell you the letter.
- Ask children to stand up whose name begins with the letter you point out. Once they stand up, have them introduce themselves to the whole class. Have the other children say '(Name of child followed by Kaur or Singh) Vāhigurū Jī Kā_Khālsā, Vāhigurū Jī Kī fatih!' (ਵਾਹਿਗੁਰੂ ਜੀ ਕਾ ਖਾਲਸਾ, ਵਾਹਿਗੁਰੂ ਜੀ ਕੀ ਫਤਹ!) This can be used as your ice-

breaker. If you have a small class, you can add other questions for children to answer and share with the rest of the class.

- To make it exciting ask them to think of a word that begins with that letter.
- To further challenge them and evaluate aspects of their vocabulary development and understanding, ask children to write down as many words as they can make from the alphabet within five minutes. As children write their words, walk around to see how they are doing.
- Tell them to write their names on their papers and hand them in to you.

Exploration (35 minutes)

- Now, tell children that you will say a word and some children can then come and write the word on the board. Start out with some two-letter words, then three-letters and then four. Only do 4/5 words from each group.
- Give children paper and pencils and tell them that you are going to dictate some words and see if they can put the sounds together and write them out on their own. Hide the letters that you have up. Again dictate to children two-letter words, three-letter words and four-letter words. Do at least 7/9 words from each category. Then stop and pair up children.
- Ask them to mark each other's papers, as you write each word out on the board. If the word is incorrect tell them to write the correct word next to it.
- Then ask the whole class if they know what the word means. If not, tell them.
- Continue the dictation after you cover 7/9 words from each word group.

Explanation/Extension (5-10 minutes)

- Ask children what words are new to them and what words they may have heard before.
- Teacher should note that the words have not been used for any particular reason. The two to four-letter words were chosen because they were considered easier.
- Circle the words which are new to the children.

Evaluation (On-going)

- Collect sheets on which children came up with words.
- Collect all dictation sheets and see how the children did.
- Since this will be the first class, it will give you an idea on each child's level.
- You may have to modify future lessons accordingly.
- Develop a portfolio for each child in which you will keep their work, evaluate their progress and work with individual children who need extra help.

Teacher Resources

Possible words

ਚਲ ਫਲ ਬਸ ਘਰ ਕਪ ਟਪ ਤਨ ਮਨ ਧਨ ਫੜ ਜਗ ਜਲ ਤਰ ਹਨ ਸਬ ਰਖ ਭਰ ਗਲ ਕਰ ਹਲ ਧਰ ਕਰ ਪਲ
ਮਟਰ ਕਮਲ ਕਣਕ ਕਲਮ ਸੜਕ ਚਰਨ ਅਮਰ ਚਮਕ ਗਰਮ ਨਰਮ ਸ਼ਬਦ ਖ਼ਬਰ ਸ਼ਰਤ ਚਤਰ ਭਗਤ ਗਲਤ ਨਗਰ
ਬਰਤਨ ਪਰਬਤ ਅਦਰਕ ਕਸਰਤ ਸ਼ਲਗਮ ਦਰਜਨ ਦਸਤਕ ਦਰਸ਼ਨ ਸਰਕਸ ਗਰਦਨ ਮਲਮਲ ਅਜਗਰ ਗੜਬੜ

For more words

1. Gurmukhi Primer For the Beginners, Compiled by Shamsheer Singh Puri, Singh Brothers, Amritsar, February 20050
2. ਅਮਰਦੀਪ: ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ ੧-੮ ਅਮਰਦੀਪ ਪ੍ਰਕਾਸ਼ਨ ਪੁਰਾਣੀ ਰੇਲਵੇ ਰੋਡ, ਜਲੰਧਰ-੮"

Grade: 1

Lesson Number: 2

Course: Bolī

Unit Name: Writing and Recognition

Title: Merā Nām (ਮੇਰਾ ਨਾਂ)

Standards

Standard 4: Writing Gurmukhī

- Students write Gurmukhī letters and words that are legible.

Objectives

1. Students practice writing their names in Gurmukhī.

Prerequisites

- This lesson provides the teacher with an opportunity to see children's writing and also helps the teacher remember names.

Materials

- 6 x 14 inch poster board strips
- Colored pencils
- Glitter glue
- Hole punch
- Yarn
- Two copies of each child's name on a writing sheet – one for decoration and the other to practice writing
- Calendar with the days of the week

Advanced Preparation

- Have each child's name sheet ready so that they can reproduce their name through practice.
- Write each child's name in Gurmukhī and bubbled lettering on the 6 x 14 inch sheets.
- Be aware that children have not yet been through any basic features of reading and writing, so they are merely reproducing the script. However, as they go through the basic features in future lessons they will better understand their *sihārīs* and *bihārīs*, or other characters that are used in their names.

Engagement (15-20 minutes)

- Greet children and have them sit in a circle.
- Show them the calendar with days of the week. Teacher should highlight for them the date and name of the day as well as name of the month. All conversation should be in Pañjābī.
- Then, tell students that they will be decorating door-tags with their names written in Gurmukhī.
- Ask them if they know how to read their name in Gurmukhī. Some of them might know it.

- Hold up each name and ask children to participate in recognizing whose name you are holding up.
- After children say out the name, go through each letter of the name and have children recognize the letters.
- Have them say each letter while keeping track of who recognizes the letters immediately and who requires more time.
- You can say out the vowel symbol if any, but do not expect the children to know them.

Exploration (35 minutes)

- "Have children decorate their name tags with colored pencils and glitter glue.
- As they finish their decoration, give them a practice sheet with another child's name "so that they can practice writing a name other than their own.
- "As children finish, punch two holes on their name tags and put yarn through the holes "so that they can hang it on their door.

Explanation/Extension (5-10 minutes)

- If you have time, ask students if they know the meanings of their own names or the names of other students in the class.
- You can also do this as children are decorating their name tags. Only discuss meaning of names children are already familiar with. Tell them to research what their name means for the next class.
- For homework have children practice their name on their name writing sheet.

Evaluation (On-going)

- Evaluate children through the engagement part of this lesson plan. Can children recognize letters easily? Are there certain children who have difficulty with particular letters?
- If there are children who did not speak up in a group, try to check with them on letter recognitions during the decoration period.
- Make note of individual children's ability and document it their portfolios to evaluate ongoing progress.

Grade: 1

Lesson Number: 3

Unit Name: Basic Features - Vowels

Course: Bolī

Title: Basic Features (kannā) / (bihārī)

Standards

Standard 1: Understanding Basic Features of Reading

- Students understand the basic features of reading, select letter patterns, and know how to translate them into spoken language. Application includes both oral and silent reading.
 - *Students match oral words to printed words.*
 - *Students create and state a series of rhyming words.*
 - *Students blend consonants together.*
 - *Students read aloud with fluency in a manner that sounds like natural speech.*

Standard 4: Writing Sentences and Paragraphs

- Students begin to write coherent sentences and paragraphs.
 - *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*
 - *Students print legibly and space letters, words, and sentences appropriately.*

Objectives

1. Children learn the sound of **ਕੰਨਾ** (kannā) and practice writing.

Prerequisites

- None.

Materials

- Dry/Erase Board
- Markers
- Writing strips
- Picture/ Word worksheet
- Kannā Muhārñī chart
- Bihārī Muhārñī chart

Advanced Preparation

- Teacher should have kannā and bihārī written on chart paper.
- Teacher should have kannā and bihārī muhārñī chart prepared (muhārñī below).

Engagement (15-20 minutes)

- Ask children to give you a list of English words that bring out the sound 'aa' (ā) like in the words 'car,' 'bar,' and 'jar.'

- Ask the children if they know what is used in Gurmukhī to make that sound. Continue if anyone knows, but if not write some of the English words in Gurmukhī.
ਕਾਰ ਬਾਰ ਜਾਰ
- Ask them if they know what sounds makes ‘aa.’ They should be able to pick out the kannā. Ask them if they know what it’s called. If not, tell them.
- Go over the explanation of kannā:
 - Explaining that it comes after a letter.
 - Kannā cannot be used with ਓ and ਏ.
- Use this as a reference if need be:
http://www.advancedcentrepunjabi.org/words_intro.html. (A note on the above link: Please recognize that the transcriptions in the above link are not accurate.)

Exploration (35-40 minutes)

- Tell the children that you will show them 10 pictures. For each picture children should give you the corresponding Pañjābī word; if they do not know the word, give them a hint or tell them the word. Have someone volunteer to write on the board.
 - ਕਾਰ, ਨਾਖ, ਗਾਜਰ, ਸਾਬਨ, ਤਾਲਾ, ਬਾਲਕ, ਕਾਲਾ, ਧਾਗਾ, ਚਾਰ, ਦਾਲ (kar, nākh, gājar, sāban, tālā, bālak, kāla, dhāgā, cār, dāl)
- For practice, now point to your kannā muhārñī chart and go through it together as a class. Try to use a rhythmic tune if you can.
- Then ask children to think of family relationships that use the **kannā**. Give them hints if needed: mother’s father (ਨਾਨਾ, nānā), father’s younger brother (ਚਾਚਾ, cācā), etc...
- Have them write these out and then ask them what the female or the wives of these men will be called.
- Let them say it aloud. (ਨਾਨੀ, nānī; ਚਾਚੀ, cācī) Most of them will know it.
- Then ask them what makes the sound ‘ee’ (ī).
- Tell them it is called the bihārī (ਬਿਹਾਰੀ) – Write the word on the board and ask them to identify the kannā in the word ਬਿਹਾਰੀ.
- Write the female relations on the words and have children write them on their papers.
 - ਮਾਮੀ, ਦਾਦੀ, ਨਾਨੀ, ਚਾਚੀ, ਤਾਯੀ (māmi, dādī, nānī, cācī, tāyī)
- Again ask children to identify the kannā and show them the bihārī. Explain to them that the bihārī comes after the letter and is the same sound “ee” that they hear in ‘he, knee, see.’
- Emphasize the reading of the words focusing on the kannā and bihārī.
- Go over the bihārī muhārñī chart together with the children. Try to use a rhythmic tune if you can.
- Ask children if they know any other words that might use bihārī. Let them share words with the class.
- Give them example of the following words and have them practice writing them on the lined sheets below.
 - ਖੀਰ, ਵੀਰ, ਨੀਲਾ, ਤੀਰ, ਘੜੀ, ਸੀਟੀ, ਬੀੜ, ਬੀਬੀ (khīr, vīr, nīlā, tīr, ghaṛī, sītī, bīṛ, bībī)

- If you feel that your group of children will be able to use kannā and bihārī in words together, introduce them. At an initial level though, try to stick to use of the same vowel symbol per word.
 - ਵੀਰਵਾਰ, ਪਤੀਲਾ, ਪੀਲਾ, ਦੀਵਾ, ਨਾਲੀ, ਹਾਥੀ (vīrvār, patīlā, pīlā, dīvā, nālī, hāthī)

Explanation/Extension (5-10 minutes)

- Give children a ‘picture and word matching sheet’ and see if they can match the words with the pictures.

Evaluation (On-going)

- Ask children to find words that use the kannā or bihārī for homework.

Teacher Resources

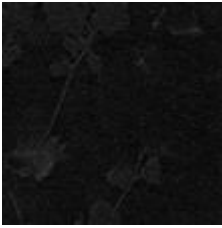
Muhārṇī

- ਆ - ਸਾ ਹਾ
 ਕਾ ਖਾ ਗਾ ਘਾ ਙਾ
 ਚਾ ਛਾ ਜਾ ਝਾ ਵਾ
 ਟਾ ਠਾ ਡਾ ਢਾ ਣਾ
 ਤਾ ਥਾ ਦਾ ਧਾ ਨਾ
 ਪਾ ਫਾ ਬਾ ਭਾ ਮਾ
 ਯਾ ਰਾ ਲਾ ਵਾ ਝਾ
 ਸ਼ਾ ਖ਼ਾ ਗ਼ਾ ਜ਼ਾ ਫ਼ਾ

- - ਈ ਸੀ ਹੀ
 ਕੀ ਖੀ ਗੀ ਘੀ ਙੀ
 ਚੀ ਛੀ ਜੀ ਝੀ ਵੀ
 ਟੀ ਠੀ ਡੀ ਢੀ ਣੀ
 ਤੀ ਥੀ ਦੀ ਧੀ ਨੀ
 ਪੀ ਫੀ ਬੀ ਭੀ ਮੀ
 ਯੀ ਰੀ ਲੀ ਵੀ ਝੀ
 ਸ਼ੀ ਖ਼ੀ ਗ਼ੀ ਜ਼ੀ ਫ਼ੀ

Pictures





Words for writing

ਖੀਰ

ਵੀਰ

ਤੀਰ

ਘੜੀ

ਸੀਟੀ

ਬੀਬੀ

ਪੀਲੀ

ਨੀਲੀ

Grade: 1

Lesson Number: 4

Unit Name: Basic Features- Vowels

Course: Bolī

Title: Basic Features (sihārī)

Standards

Standard 1: Understanding Basic Features of Reading

- Students understand the basic features of reading, select letter patterns, and know how to translate them into spoken language. Application includes both oral and silent reading.
 - *Students match oral words to printed words.*
 - *Students create and state a series of rhyming words.*
 - *Students blend consonants together.*
 - *Students read aloud with fluency in a manner that sounds like natural speech.*

Standard 4: Writing Sentences and Paragraphs

- Students begin to write coherent sentences and paragraphs.
 - *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*
 - *Students print legibly and space letters, words, and sentences appropriately.*

Objectives

1. Students learn the use of sihārī and practice writing.
2. Student review kannā / bihārī.

Prerequisites

- This is the second lesson in a series on features of reading.
- Children have already been introduced to kannā / bihārī.

Materials

- Chalk/Dry-erase board
- Markers
- Lots of white paper to draw on
- Lined strips to write on
- Construction paper
- Sihārī Muhārñī chart
- Kannā / Bihārī Muhārñī Chart

Advanced Preparation

- Teacher should be prepared to use the kannā / bihārī. This resource can be used as a reference: http://www.advancedcentrepunjabi.org/words_intro.html
- Teacher should write sihārī (ਸਿਹਾਰੀ) on the board.
- Teacher should create Sihārī Muhārñī chart. (attached below)

Engagement (15-20 minutes)

- Review with children kannā / bihārī from the previous class. Go over Muhārñī charts.
- Ask them about the placement of each vowel symbol.
- Ask them about words they found using kannā and bihārī.
- Have four to five children come and write their words on the board.
- Ask them to remind you of words from last class.
- Write all the words on the board.
- Introduce sihārī explaining that it comes before the letter, looks the opposite of bihārī and makes the sound “i” that is in hill, till, etc...
- Tell children sihārī cannot be used with ਓ and ਅ.
- Go over Sihārī Muhārñī chart with the entire class. Try to use a rhythmic tune.
- Give students examples of words by giving them the attached worksheet with sihārī words.

Exploration (35-40 minutes)

- Tell children that you are going to play ‘Pictionary’ today.
- Break the group up into two teams.
- Tell the teams that you will ask for one person from each team to come to you.
- You will give them a word in Pañjābī. If they know the word, they can go back to the team and draw it for everyone else to guess it. If they do not know the word you will use it in a sentence for them and they will have to guess its meaning based on context clues.
- The person goes back to the team; he or she has 30 seconds to draw the picture so that the teammates can guess the word.
- After they guess the word, one person from the team can come and write the word on the board.
- Do this activity for about 10 words: ਘੜੀ, ਹਾਥੀ, ਤੀਰ, ਕਮੀਜ਼, ਸਰੀਰ, ਪਨੀਰ, ਦਵਾਈ, ਸਾੜੀ, ਖੀਰ, ਕੜਾਹੀ (gharī, hāthī, tīr, kamīz, sarīr, panīr, davāī, sārī, khīr, kaṛāhī).
- Have students think of some more words that use bihārī. Have children write the words on the board.
- Now give children words that use sihārī and have them go back to their teams and draw the words.
- If you have time and you feel your class is ready, practice kannā / bihārī and words for Pictionary that combine all three.

Explanation/Extension (5-10 minutes)

- Have children write all the words as a form of practice and then if they have time also draw a picture corresponding to the word.
- For homework ask children to find words or items with the use of sihārī. Ask them to bring one item for the next class that uses sihārī.
- Right before the end of class, go over muhārñī for kannā, sihārī and bihārī.

Evaluation (On-going)

- Collect children's writing and look for clarity and understanding of use.
- Check for individual progression over the last four classes and add information with your comments accordingly to their portfolios.

Teacher Resources**Muhārnī Chart**

- - ਇ ਸਿ ਹਿ
ਕਿ ਖਿ ਗਿ ਘਿ ਙਿ
ਚਿ ਛਿ ਜਿ ਝਿ ਵੇ
ਟਿ ਠਿ ਡਿ ਢਿ ਣਿ
ਤਿ ਥਿ ਦਿ ਧਿ ਨਿ
ਪਿ ਫਿ ਬਿ ਭਿ ਮਿ
ਯਿ ਰਿ ਲਿ ਵਿ ਤ੍ਰਿ
ਸ਼ਿ ਖ਼ਿ ਗ਼ਿ ਜ਼ਿ ਫ਼ਿ

Words for Writing

ਸਿਰ

ਦਿਲ

ਪਿਤਲ

ਕਿਤਾਬ

ਗਿਆਨ

ਪਿਆਰ

ਸਿਤਾਰ

ਕਿਸਾਨ

Grade: 1

Lesson Number: 5

Unit Name: Basic Features - Vowels

Course: Bolī

Title: Basic Reading (lāvāṁ) / (dulāvāṁ)

Standards

Standard 1: Understanding Basic Features of Reading

- Students understand the basic features of reading, select letter patterns, and know how to translate them into spoken language. Application includes both oral and silent reading.
 - *Students match oral words to printed words.*
 - *Students create and state a series of rhyming words.*
 - *Students blend consonants together.*
 - *Students read aloud with fluency in a manner that sounds like natural speech.*

Standard 4: Writing Sentences and Paragraphs

- Students begin to write coherent sentences and paragraphs.
 - *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*
 - *Students print legibly and space letters, words, and sentences appropriately.*

Objectives

1. Students learn the use of lāvāṁ / dulāvāṁ (ਲਾਵਾਂ / ਦੁਲਾਵਾਂ) and practice writing.

Prerequisites

- First two lessons on basic features of reading.

Materials

- Chalk/Dry-erase board
- Markers
- White paper to draw on
- Lined strips to write the word on
- Construction paper
- Different items that you can put in different areas of the class that use lām / dulāvāṁ
- lāvāṁ and dulāvāṁ muhārnī charts (attached below)
- List of all words used in previous classes
- For more references teacher can use:
 - ਅਮਰਦੀਪ: ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ ੧-੮, ਅਮਰਦੀਪ ਪ੍ਰਕਾਸ਼ਨ, ਪੁਰਾਣੀ ਰੇਲਵੇ ਰੋਡ, ਜਲੰਧਰ-੮
 - http://www.advancedcentrepunjabi.org/words_intro.html

Advanced Preparation

- Teacher should be familiar with use of lāvāṁ / dulāvāṁ.

Engagement (20-25 minutes)

- Review with children past lessons on reading features.
- Focus on sihārī as children were briefly introduced to it in their last class.
- Ask children if were able to find words that use sihārī. If they brought an item to share have them tell you what the item is and write it on the board.
- Have other children go and circle the sihārī. Make sure you pronounce the words together too.
- Then go over lāvām and dulāvām, explaining to them that it makes the ‘a’ sounds. Go over them one at a time explaining both go above a letter.
- For lāvām it makes the same sound as in ‘baby’, ‘cake’ and cannot be used with ਓ and ਅ.
- For dulāvām it makes the same ‘a’ sound as in ‘cat’ and it cannot be used with ਓ and ਏ.
- Then give them examples of words that use lāvām and dulāvām and emphasize its sound as you write it and say it.
- Have the children recite with you, and have them spell it along with you. Take the opportunity to see if they are able to identify the uses.
 - ਮੇਜ਼ ਸੇਬ ਕੇਲੇ ਮੇਲਾ (mez seb kele melā)
 - ਪਲੇਟ ਸਵੇਰਾ ਹਨੇਰਾ ਸਹੇਲੀ ਚਮੇਲੀ ਜਲੇਬੀ ਪੇਚਕਸ ਕਰੇਲਾ (paleṭ saverā hanerā sahelī camelī jalebī peckas karelā)
 - ਪੈਰ ਸੈਰ ਭੈਣ ਥੈਲਾ (pair sair bhaṭh thailā)
 - ਐਨਕ ਪੈਦਲ ਬੈਟਰੀ ਕੈਮਰਾ ਐਤਵਾਰ ਅਪਰੈਲ (ainak paidal baiṭarī kaimarā aitvār aprail)
- Then go over muhārī for both.
- Have them practice their writing as well on their paper strips. Before you practice writing say out loud a few more examples for the children and ask them if they can tell you whether lāvām or dulāvām is used.

Exploration (20-25min)

- After children have practiced their writing, play a game to find things in the classroom using lāvām and dulāvām.
- You can begin the game. Play “I Spy.”
- Find an item that uses lāvām and dulāvām. Then begin saying to the entire class. “I spy with my little eye a (name of the item).” Do this a few times. When children start getting comfortable, pick one child to do it for the class. Keep taking turns so that as many students as possible may practice.
- To start making it challenging for the children, ask them to think of words that use lāvām and dulāvām even if those objects are not in your class room. Then have children describe the word and have the other children guess it. For example—The word may be ਕੇਲਾ (kelā). Have children describe it to the class by saying. “I like to eat this. It is a fruit. I put it in my cereal,” etc... The children should be able to guess that the word is ਕੇਲਾ (kelā).
- Write the words on the board for practice and for visibility.

Explanation/Extension (5-10 minutes)

- Once you are done with the game, you should have lots of words on the board.
- Have children take turns and come to the board. Have them identify any of the basic reading features you have learned thus far- kannā, bihārī, lāvāṁ or dulāvāṁ.
- Have children practice writing words used in previous classes and this class if they have time.

Evaluation (On-going)

- Look for printing of letters; appropriate location of sounds, spacing, etc...
- Document individual student progression in their portfolios.

Teacher Resource**Muhārṇī Chart**

- - ਏ ਸੇ ਹੇ
 ਕੇ ਖੇ ਗੇ ਘੇ ਕੇ
 ਚੇ ਛੇ ਜੇ ਝੇ ਵੇ
 ਟੇ ਠੇ ਡੇ ਢੇ ਣੇ
 ਤੇ ਥੇ ਦੇ ਧੇ ਨੇ
 ਪੇ ਫੇ ਬੇ ਭੇ ਮੇ
 ਯੇ ਰੇ ਲੇ ਵੇ ਤੇ
 ਸ਼ੇ ਖ਼ੇ ਗ਼ੇ ਜ਼ੇ ਫ਼ੇ

- ਐ - ਸੈ ਹੈ
 ਕੈ ਖੈ ਗੈ ਘੈ ਕੈ
 ਚੈ ਛੈ ਜੈ ਝੈ ਵੈ
 ਟੈ ਠੈ ਡੈ ਢੈ ਣੈ
 ਤੈ ਥੈ ਦੇ ਧੈ ਨੈ
 ਪੈ ਫੈ ਬੈ ਭੈ ਮੈ
 ਯੈ ਰੈ ਲੈ ਵੈ ਤੈ
 ਸ਼ੈ ਖ਼ੈ ਗ਼ੈ ਜ਼ੈ ਫ਼ੈ

Grade: 1

Lesson Number: 6

Unit Name: Basic Features-Vowels

Course: Bolī

Title: Basic Reading (hoṛā) / (kanaurā)

Standards

Standard 1: Understanding Basic Features of Reading

- Students understand the basic features of reading, select letter patterns, and know how to translate them into spoken language. Application includes both oral and silent reading.
 - *Students match oral words to printed words.*
 - *Students create and state a series of rhyming words.*
 - *Students blend consonants together.*
 - *Students read aloud with fluency in a manner that sounds like natural speech.*

Standard 4: Writing Sentences and Paragraphs

- Students begin to write coherent sentences and paragraphs.
 - *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*
 - *Students print legibly and space letters, words, and sentences appropriately.*

Objectives

1. Students learn the use of hoṛā / kanaurā and practice writing.

Prerequisites

- First three lessons on basic features of reading.

Materials

- Chalk/Dry-erase board
- Markers
- White paper to draw on
- Lined strips to write the word on
- Construction paper
- Different items that you can put in different areas of the class that use hoṛā / kanaurā
- hoṛā / kanaurā muhārnī chart
- List of all words used in previous classes
- For more references teacher can use:
 - ਅਮਰਦੀਪ: ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ ੧-੮, ਅਮਰਦੀਪ ਪ੍ਰਕਾਸ਼ਨ, ਪੁਰਾਣੀ ਰੇਲਵੇ ਰੋਡ, ਜਲੰਧਰ-੮
 - http://www.advancedcentrepunjabi.org/words_intro.html

Advanced Preparation

- Develop a list of words that use hoṛā / kanaurā.
- Make hoṛā / kanaurā charts.

Engagement (15-20 minutes)

- Review with children lāvāṁ and dulāvāṁ.
- Give them a piece of paper and have them take five minutes to write as many words as they can that use lāvāṁ and dulāvāṁ.
- Have them share some words with the class.
- Then ask them to think of words using kannā and sihārī too.
- Ask children to write words on the board and circle the lāvāṁ and dulāvāṁ.
- Also review kannā, bihārī and sihārī.

Exploration (20-25 minutes)

- Next move into ਹੋੜਾ (hoṛā), ਕਨੌੜਾ (kanaurā).
- Explain the sounds and ask them if they can give you examples.
 - Hoṛā makes the same sound ‘o’ as in ‘cone’ and cannot be used with ਅ and ਏ
 - Kanaurā makes the same sound ‘au’ as in ‘mom’ and cannot be used with ਓ and ਏ
- Write out their examples on the board if you can.
- Go over muhārnī charts separately, highlighting the sounds.
- Then show them the following pictures and ask them if they know the names.
- Write out the names on the board for them or, depending on your group’s skill level, you can have them write the words out.





- Now cover kanaurā.
- Go over Muhārnī chart again for kanaurā.
- For these have several pictures up on the board.
- Then write a word on the board and ask children to try to guess which picture it goes with.
 - ਪੌੜੀ ਕੌਲੀ ਪੌਦਾ ਖਿਡੌਣਾ ਹਥੌੜੀ ਚੌਰਸ (paurī kaulī paudā khiḍauṇā hathaurī cauras)



**Explanation/Extension (5-10 minutes)**

- Ask children to look for words using hoṛā and kanauṛā in the classroom.
- Ask them to write them down on a piece of paper. Give them three to five minutes. Have children write their names on their papers.
- Once they are done, have them exchange their papers and have them check for understanding of the words. (Are the students checking each other's words?)
- You will have to walk around and help where needed.
- At the end collect the papers.

Evaluation (On-going)

- Check for children's learning during discussions and through the collected papers.
- Add any progress to students' portfolio.

Teacher Resources

Muhārṇī Chart

ਓ ਔ - ਸੋ ਹੋ
 ਕੋ ਖੋ ਗੋ ਘੋ ਙੋ
 ਚੋ ਛੋ ਜੋ ਝੋ ਵੋ
 ਟੋ ਠੋ ਡੋ ਢੋ ਨੋ
 ਤੋ ਥੋ ਦੋ ਧੋ ਨੋ
 ਪੋ ਫੋ ਬੋ ਭੋ ਮੋ
 ਯੋ ਰੋ ਲੋ ਵੋ ਤੋ
 ਸ਼ੋ ਖ਼ੋ ਗ਼ੋ ਜ਼ੋ ਫ਼ੋ

- ਔ - ਸੋ ਹੋ
 ਕੋ ਖੋ ਗੋ ਘੋ ਙੋ
 ਚੋ ਛੋ ਜੋ ਝੋ ਵੋ
 ਟੋ ਠੋ ਡੋ ਢੋ ਨੋ
 ਤੋ ਥੋ ਦੋ ਧੋ ਨੋ
 ਪੋ ਫੋ ਬੋ ਭੋ ਮੋ
 ਯੋ ਰੋ ਲੋ ਵੋ ਤੋ
 ਸ਼ੋ ਖ਼ੋ ਗ਼ੋ ਜ਼ੋ ਫ਼ੋ

Grade: 1

Lesson Number: 7

Unit Name: Basic Features - Vowels

Course: Bolī

Title: Basic Features - Review

Standards

Standard 1: Understanding Basic Features of Reading

- Students understand the basic features of reading, select letter patterns, and know how to translate them into spoken language. Application includes both oral and silent reading.
 - *Students match oral words to printed words.*
 - *Students create and state a series of rhyming words.*
 - *Students blend consonants together.*
 - *Students read aloud with fluency in a manner that sounds like natural speech.*

Standard 4: Writing Sentences and Paragraphs

- Students begin to write coherent sentences and paragraphs.
 - *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*
 - *Students print legibly and space letters, words, and sentences appropriately.*

Objectives

1. Students review kannā, sihārī, bihārī, lāvaṁ, dulāvāṁ, hoṛā, and kanauṛā and practice writing.

Prerequisites

- First three lessons on basic features of reading.

Materials

- Chalk/Dry-erase board
- Markers
- White paper to draw on
- Lined strips to write the word on
- Construction paper
- Markers
- Lāvaṁ and dulāvāṁ muhārṇī charts (attached below)
- List of all words used in previous classes
- For more references teacher can use:
 - ਅਮਰਦੀਪ: ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ ੧-੮, ਅਮਰਦੀਪ ਪ੍ਰਕਾਸ਼ਨ, ਪੁਰਾਣੀ ਰੇਲਵੇ ਰੋਡ, ਜਲਧੰਰ-੮
 - http://www.advancedcentrepunjabi.org/words_intro.html

Advanced Preparation

- Teacher should have ready all words from previous classes.
- Muhārṇī chart of all vowel symbols used thus far.

- Prepare sentences from words used in all the classes.

Engagement (10-15 minutes)

- Tell children that today will be a review lesson on past lessons on reading features.
- Begin by going over muhārnī of kannā, sihārī, bihārī, lām, and dulāvārn as an entire class.

Exploration (25-30min)

- Then on a piece of chart paper, asking children for examples write out words with kannā, sihārī, bihārī, lām, dulāvārn, hoṛā, and kanaurā each on separate chart papers. This will work as a review as well as increase visibility for children who are not comfortable with the words. If children cannot think of words, then give them hints to come up with words.
- On another chart paper write words that use more than one vowel symbol, e.g. ਕੇਲਾ (kelā).
- Then using the words on the chart, begin making sentences. (e.g. ਮੈਨੂੰ ਕੇਲਾ ਅਛਾ ਲਗਦਾ ਹੈ । (mainūn kelā achā lagdā hai))
- Write a few examples of sentences on the board and have children repeat it with you.
- Have them point out all vowel symbols that are used in the sentences.

Explanation/Extension (10-15 minutes)

- Now give children construction paper and markers.
- Have them draw a picture of three to five things using the words on the charts.
- Next to their picture they should practice writing the word in Gurmukhī.

Evaluation (On-going)

- Look for printing of letters; appropriate location of sounds, spacing, etc...
- Document individual student progression in their portfolios.

Grade: 1

Lesson Number: 8

Unit Name: Basic Features- Vowels

Course: Bolī

Title: Basic Reading aumkaṛ / dulaimkaṛ

Standards

Standard 1: Understanding Basic Features of Reading

- Students understand the basic features of reading and select letter patterns and know how to translate them into spoken language. Application includes both oral and silent reading.
 - *Students match oral words to printed words.*
 - *Students create and state a series of rhyming words.*
 - *Students blend consonants together.*
 - *Students read aloud with fluency in a manner that sounds like natural speech.*

Standard 4: Writing Sentences and Paragraphs

- Students begin to write coherent sentences and paragraphs.
 - *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*
 - *Students print legibly and space letters, words, and sentences appropriately.*

Objectives

1. Students learn the use of aumkaṛ / dulaimkaṛ and practice writing.

Prerequisites

- First four lessons on basic features of reading.

Materials

- Dry/Erase board
- Markers
- Lots of white paper to draw on
- Lined strips to write the words on
- Construction paper
- List of all words used in previous classes

Advanced Preparation

- Teacher should be familiar with features that are being taught for the day.
- Muhārnī Charts should be on hand.

Engagement (15-20 minutes)

- Review with children past lessons on reading features.
- Cover hoṛā, kanauṛā, lāvām, dulāvām, bihārī, sihārī and kannā by practicing different words and the use of all of these vowels in those words.

Exploration (35 minutes)

- Then move into auṁkaṛ / dulaiṁkaṛ.
- Explain to them the sounds involved.
 - Let them know that both are written under the letter.
 - Auṁkaṛ has the same sound as ‘u’ as in put and cannot be used with ਅ and ਏ.
 - Dulaiṁkaṛ has the same sound as ‘oo’ in school and cannot be used with ਅ and ਏ.
- Go over the muhārnī charts.
- Ask students if they can give you examples of words using these sounds. Write out their examples on the board. Then also share other words with them. Go over meanings of words too.
 - ਪੁਲ ਗੁਲਾਬ ਫੁਲਕਾ ਰੁਮਾਲ ਦੁਕਾਨ ਪੁਸਤਕ (pul gulāb phulkā rumāl dukān pustak)
 - ਸੁਟ ਬੁਟ ਡਡੂ ਆਲੂ ਆਤੂ ਚਾਕੂ (sūṭ būṭ ḍaḍū ālū āṛū cākū)
 - ਸਕੂਲ ਖਜ਼ੂਰ ਚੂਹਾ ਸੂਰਜ ਖੂਹ ਕਬੂਤਰ ਤਰਬੂਜ ਖਰਬੂਜ (sakūl khajūr cūhā sarūj khūh kabūtar tarbūz kharbūz)

Explanation/Extension (5-10 minutes)

- Have children practice writing words.
- Have them draw pictures next to the words as well.

Evaluation (On-going)

- Look for printing of letters; appropriate location of sounds, spacing, etc...
- Include any progression in children’s portfolios.

Teacher Resources

Muhārnī Chart

ਉ - - ਸੁ ਹੁ
 ਕ ਖ ਗ ਘ ਙ
 ਚ ਛ ਜ ਝ ਞ
 ਟ ਠ ਡ ਢ ਣ
 ਤ ਥ ਦ ਧ ਨ
 ਪ ਫ ਬ ਭ ਮ
 ਯ ਰ ਲ ਵ ਝ
 ਸ਼ ਖ਼ ਗ਼ ਜ਼ ਫ਼

ਉ - - ਸੁ ਹੁ
 ਕ ਖ ਗ ਘ ਙ
 ਚ ਛ ਜ ਝ ਞ
 ਟ ਠ ਡ ਢ ਣ
 ਤ ਥ ਦ ਧ ਨ
 ਪ ਫ ਬ ਭ ਮ
 ਯ ਰ ਲ ਵ ਝ
 ਸ਼ ਖ਼ ਗ਼ ਜ਼ ਫ਼

Grade: 1

Lesson Number: 9

Unit Name: Vocabulary Development

Course: Bolī

Title: Vocabulary Development (Family)

Standards

Standard 3: Vocabulary Development

- Students develop vocabulary pertaining to the house, school, gurduārā, calendar, and family.

Objectives

1. Students learn vocabulary related to family relationships.

Prerequisites

- All lessons on basic features of reading.

Materials

- Construction paper
- Water colors, paint brushes, and bowls for water
- Pencil
- Tape / Pins

Advanced Preparation

- This lesson begins a series of lessons on vocabulary development. The teacher should become familiar with the other lessons in the vocabulary development unit.
- Have individual family relationship words written out on big sheets so that you can put them up in the room everywhere.

Engagement (10-15 minutes)

- Greet children; Tell children that they will learn some new Pañjābī words that relate to their parvār.
- Ask them if they know what that word means. If they know it, move on to the ‘Exploration’ section of the lesson plan. If they do not know, continue by asking them how many people live in their house and who they are.
- Children will probably say “mom, dad, brother, sister, grandfather, grandmother” etc... At this point, ask again if they know what a parvār is. Use it in a sentence if necessary
- If they still do not know, tell them.
- Write the word on the board and go over each letter together, letting the children spell it for you.

Exploration (35-40 minutes)

- Tell children to paint pictures of the members of their family. They can choose to do a picture of the family together or they can draw each individual on a separate paper. Set pictures aside to dry. Water color should dry fairly quickly.
- After they are done, go through their immediate family. Ask them if they know some Pañjābī words for immediate family members (dad, mom, etc...). They will most likely know at least one word. Then give them the other words under that category. Point to the words as you read them. Have children repeat the words after you.

○ Father	ਪਿਤਾ, ਪਿਓ, ਬਾਪ, ਬਾਪੂ, ਪਾਪਾ, ਡੈਡੀ (pitā, pio, bāp, pāpā, daiḍī)
○ Mother	ਮਾਤਾ, ਮਾਂ, ਬੇਬੇ, ਮੱਮਾ, ਮੱਮੀ (mātā, mām, bebe, mammā, mammī)
○ Sister	ਭੈਣ, ਬਹਿਨ (bhain, bahin)
○ Brother	ਭਰਾ, ਬਾਈ, ਭਾਈ, ਵੀਰ (bhrā, bāī, bhāī, vīr)
○ Daughter	ਧੀ, ਲੜਕੀ, ਬੇਟੀ (dhī, laṛkī, beṭī)
○ Son	ਪੁਤਰ, ਲੜਕਾ, ਬੇਟਾ (putar, laṛkā, beṭā)
○ Younger	ਛੋਟਾ, ਛੋਟੀ (choṭā, choṭī)
○ Older	ਵੱਡਾ, ਵੱਡੀ (vaḍḍā, vaḍḍī)

- Go through all the words, helping children recognize letters in each word. Go over vowels and consonants as a way to review and build on that experience, since they have raced through lots of information in their basic feature classes.
- Have them get their pictures and write one of the appropriate words under each person of their family pictures on their paintings.

Explanation/Extension (5-10 minutes)

- If you have time, ask each child this question in Pañjābī: “ਤੁਹਾਡੇ ਪਰਵਾਰ ਵਿਚ ਕੌਣ ਕੌਣ ਹੈ ?” (tuhāde parvār vic kauṇ kauṇ hai?). Have the children answer using the Pañjābī words.
- For homework give children a sheet with all the words and ask them to practice their writing.

Evaluation (On-going)

- See if children can successfully use at least two of the words for each relationship.
- Check children’s recognition of vowels and spelling and add progress to portfolios.
- Pay attention to children who may need extra help. Find ways to help these children especially, during other class times.

Grade: 1

Lesson Number: 10

Unit Name: Vocabulary Development

Course: Bolī

Title: Vocabulary Development (House and Family)

Standards

Standard 3: Vocabulary Development

- Students develop vocabulary pertaining to the house, school, gurduārā, calendar, and family.

Objectives

1. Students learn house and family-related vocabulary.

Prerequisites

- All basic features of previous reading classes.
- Vocabulary development class on ‘family.’

Materials

- Pictures of kitchen area, bedrooms, living room, dinning area, roof – anything related to the house
- Blank square/rectangular cards
- Tape or pins

Advanced Preparation

- Have pictures ready and the Pañjābī names of the areas pre-printed.
- Since this follows the first lesson on family, be prepared to use it as revision on relationships as well.

Engagement (10-15 minutes)

- Welcome children and seat them so that they are close to you and somewhat clustered.
- In Pañjābī ask them:
 - Where do you live? (trying to come to the conclusion of ‘A house’)
 - Where do you sleep?
 - Where do you eat?
 - Where do your parents cook?
 - Where do you take a bath?
 - Where do you play?
- Give children the choice to reply in English or Pañjābī, encouraging more towards Pañjābī.
- If they do not know the Pañjābī words ask them if they want to know the Pañjābī words. Try to get them excited about knowing the words in both languages, or learning new words.

Exploration (30-35 minutes)

- Hold up one picture at a time and ask children if they know what it is called in Pañjābī.
- Continue if anyone knows, but if not, explain.
- Write the words on a square/rectangular card, while having children spell it out for you. Help them by emphasizing vowel sounds if any. Again this is using their previous knowledge of vowels and helping them acquire new knowledge of vocabulary.
- You can help them with the emphasizing of sounds and see if they can help you spell the word as you write.
- If the word is too difficult, write it out for them and go through each character.
- Go through all your words and ask children to share any other words that they can think of pertaining to the house.
- Now, go back and review family vocabulary that children learned in the first class. Ask them questions using house vocabulary combined with family vocabulary to see if they can understand and pick out previous vocabulary. (e.g. ਕਿ ਤੁਹਾਡੀ ਭੈਣ ਤੁਹਾਡੇ ਕਮਰੇ ਵਿਚ ਸਉਂਦੀ ਹੈ ? (ki tuhāḍī bhain̄ tuhāḍe kamre vic saūmdī hai?). This is where you will incorporate the previously learnt knowledge.
- Feel free to add new relationship vocabulary too, like dādā (ਦਾਦਾ), dādī (ਦਾਦੀ).

Explanation/Extension (5-10 minutes)

- Divide children into two groups.
- Tell them you will play a game with them.
- Pick up a picture and the team that raises their hand first will get to say the Pañjābī word. If it is correct they get a point.
- At the end of the game, ask the team with the lower points to say a jakārā (ਜਕਾਰਾ) in appreciation for the winning team.
- Ask children to go to their home and go through every room and mark the things that they remembered names of.
- They can write the words next to the picture on the sheet by getting help from their parents if need be. Collect the sheets for the next class.

Evaluation (On-going)

- Give children the sheet with pictures of things that are found in a house.

Teacher Resources

Some possible words (teacher should come up with more)

English	Pañjābī	Transliteration
Room	ਕਮਰਾ	kamrā
Bed	ਪਲੰਗ / ਮੰਜਾ	palāṅg / mañjā
Iron	ਇਸਤ੍ਰੀ	istrī
Kitchen	ਰਸੋਈ	rasoī
Toys	ਖੜਓਣੇ	khaḍhoṇe
Food	ਖਾਣਾ	khāṇā
Mother	ਮਾਤਾ	mātā
Father	ਪਿਤਾ	pitā
Sister	ਭੈਣ	bhaiṇ
Brother	ਭਰਾ	bhrā
Sister-in-law	ਭਾਬੀ	bhābī
Paternal grandfather	ਦਾਦਾ ਜੀ	dādā jī
Paternal grandmother	ਦਾਦੀ ਜੀ	dādī jī
Maternal grandfather	ਨਾਨਾ ਜੀ	nānā jī
Maternal grandmother	ਨਾਨੀ ਜੀ	nānī jī

Grade: 1

Lesson Number: 11

Unit Name: Vocabulary Development

Course: Bolī

Title: Vocabulary Development (Days)

Standards

Standard 3: Vocabulary Development

- Students develop vocabulary pertaining to the house, school, gurduārā, calendar, and family.

Objectives

1. Students will learn vocabulary related to the days of the week.

Prerequisites

- Vocabulary Development classes on family and the house.

Materials

- Preprinted card size for days of the week in Pañjābī (2-3 sets)
- Preprinted card size for days of the week in English (2-3 sets)
- Lined Paper
- Pencil
- Big poster with names of days of the week
- Big one-month calendar as an example

Advanced Preparation

- Items in material section should be ready when students arrive.

Engagement (15-20 minutes)

- Ask children if they know the names of days of the week in Pañjābī.
- Some children might know some of the days, and others might not.
- Tell children that they will begin learning the names for the days.
- Begin by saying in Pañjābī —‘Today is Sunday’. Hold up the aītvār card when you say that. Have all children repeat the whole sentence. Then go through each letter of the word and see what letters children recognize easily and which ones they don’t. Focus on the vowels too.
- Let children explore that vār (day) is used in every day of the week.
- Continue on with the rest of the days, having the children repeat after you and then going through each letter in the days. By the last card, children should know vār will be part of the name automatically.
- Also introduce kal, aj, parsom (ਕਲ, ਅਜ, ਪਰਸੋਂ) – write them on the board for visibility.
- Use them in sentences, having children use them to practice days of the week and also use of past and present.
 - Today is Sunday.

- Tomorrow is Monday.
- Yesterday was Sunday.
- The day after tomorrow is Wednesday.

English	Pañjābī	Transliteration
Sunday	ਐਤਵਾਰ	aitvār
Monday	ਸੋਮਵਾਰ	somvār
Tuesday	ਮੰਗਲਵਾਰ	maṅgalvār
Wednesday	ਬੁਧਵਾਰ	budhvār
Thursday	ਵੀਰਵਾਰ	vīrvār
Friday	ਸ਼ੁਕਰਵਾਰ	shukarvār
Saturday	ਸ਼ਨਿਚਰਵਾਰ	shanicarvār

Exploration (15-20 minutes)

- Once you are done with all the days of the week, separate the class into two groups.
- One group should work on writing the days and the other group should be divided into pairs to play a matching game.
- Have children play a matching game - Give children the set of Pañjābī and English cards. Have children put cards facing down and have them find matches for the days. They should be able to match the Pañjābī day with the English day.

Explanation/Extension (15-20 minutes)

- If you know the tune to, ‘Oh my darling’ you can sing all the days in Pañjābī to that tune to help children remember it easier. It is a tune that children learn days of the week with in pre-school/kindergarten, so children may already know the tune. If anyone does, have them help sing the song with the Pañjābī days.
- Show children the monthly calendar and go through days of the week on that.
- Using the calendar practice aj, kal, parsom (ਅਜ, ਕਲ, ਪਰਸੋਂ).
- Have children practice writing the days of the week.

Evaluation (Ongoing)

- Collect children’s writing and add to individual portfolios for evaluation of writing.
- Observe students while they play the matching game to look for recognition.
- Ask children to tell their parents what day it is in Pañjābī every morning.

Teachers Resource

ਐਤਵਾਰ

ਸੋਮਵਾਰ

ਮੰਗਲਵਾਰ

ਬੁੱਧਵਾਰ

ਵੀਰਵਾਰ

ਸ਼ੁੱਕਰਵਾਰ

ਸ਼ਨਿੱਚਰਵਾਰ

Grade: 1

Lesson Number: 12

Unit Name: Vocabulary Development

Course: Bolī

Title: Giṭī- ਗਿਣਤੀ

Standards

Standard 3: Vocabulary Development

- Students develop vocabulary pertaining to the house, school, gurduārā, calendar, and family.

Objectives

1. Students learn to recognize Gurmukhī numerals up to 30, with the possibility of up to 50 depending on class skills.
2. Students learn to count in Pañjābī up to 30, with the possibility of up to 50 depending on class skills.

Prerequisites

- This lesson is based on the assumption that children have been through the kindergarten Bolī lesson plan on counting.

Materials

- Tempera paint
- Bowls
- Large paint brushes
- Large paper
- Bowls for water
- Candy or anything that can easily be counted
- Different props that are easy to count

Advanced Preparation

- Make sure there is enough place in the room to dry big sheets of paper that have wet paint.
- Have Gurmukhī numerals and words written on individual sheets of paper from 1-10. Write the Gurmukhī numeral and under the numeral have the Gurmukhī word corresponding to the number.
- On each number sheet also have a picture of the same number of things starting with the same letter as the number. For example, if your number is 3 (੩) then have pictures of three things that start with ‘ਤ’- ਤੋਤਾ, ਤਰ, ਤਿਤਲੀ (totā, tar, titalī).
- Make a chart with Gurmukhī numerals from 1-50 or purchase one from: http://www.mantralingua.com/friezes.php?media=freeze&id=236&page_offset=
- Make a chart with Gurmukhī numerals from 50-100.

Engagement (30 minutes)

- Begin class by asking children how many living Gurūs we had. Children should say ten. Ask them if they know what the number \$ten\$ is in Pañjābī. If anyone knows continue onwards, but if not tell them it is “das”.
- Hold up the Gurmukhī numeral with the word underneath it. Say it out loud and have the children repeat it after you. On your number sheet have a picture of ten things that begin with the ‘ਦ.’
- Continue on and ask the children how old they are in Pañjābī. You should get the answers five, six, and seven at the most. Ask if anyone knows what five is in Pañjābī. If they do, continue, but if not, hold up ‘ਪ’ (ਪੰਜ/pañj), ‘੬’ (ਛਿਹ/chih), ‘੭’ (ਸੱਤ/sat). Each sheet should have five, six, and seven things of something that begins with the ‘ਪ,’ ‘ਛ,’ and ‘ਸ,’ if possible.
- The next question you can ask is how many meals we eat a day. Hopefully children will say three and not include their snack times. Ask if anyone knows the Pañjābī word for three. Hold up ‘੩’ (ਤਿਨ/tin). Have three things that begin with the letter ‘ਤ.’
- The next question you can ask is: How many hands do you have? Hold up ੨ (ਦੋ/do).
- The next question you want to ask is “What does Mūl Mantr begin with?” Hopefully all children will be able to say this. Hold up ੧ (ਇਕ/ik). After you are done, hold up the Gurmukhī numerals and see if children can recognize the numbers.
- Pin up or tape up all the numerals for examples.
- Then go over counting to thirty in Gurmukhī pointing to your counting chart and having children repeat after you. Do this two to three times.

Exploration (15-20 minutes)

- Give children paper, paint, and brushes.
- Tell them that when you call out a number they will paint the Gurmukhī numeral on their sheet.
- Randomly call out the number. Pick numbers from 1-20 only. Depending on the level of your class you can go to the higher numbers.
- As children are writing the number out on their sheet, use it in a Pañjābī sentence, (e.g., I had five candies after lunch today.)

Explanation/Extension (5-10 minutes)

- On a piece of paper have children practice writing the Gurmukhī numeral until 30.
- As a group count to 50 in Gurmukhī. Use different methods, i.e., count by twos, fives, tens, etc...
- Use props to count.

Evaluation (On-going)

- Develop a time to meet with each child over the next several classes and using your charts, ask children to identify different numbers.
- You can also make a worksheet that involves matching numbers in order to gauge children’s recognition of numbers.

Teacher Resources

Number	Name	Transcription
੧	ਇਕ	ik
੨	ਦੋ	do
੩	ਤਿਨ	tin
੪	ਚਾਰ	cār
੫	ਪੰਜ	pañj
੬	ਛਿਹ	chih
੭	ਸੱਤ	sat
੮	ਅੱਠ	aṭh
੯	ਨੌ	nau
੧੦	ਦਸ	das

੧ ਗੁਰੂ gurū

੨ ਗੁਰੂ

੩ ਗੁਰੂ

੪ ਗੁਰੂ

੫ ਗੁਰੂ

੬ ਗੁਰੂ

੭ ਗੁਰੂ

੮ ਗੁਰੂ

੯ ਗੁਰੂ

੧੦ ਗੁਰੂ

Grade: 1

Lesson Number: 13

Unit Name: Vocabulary Development

Course: Bolī

Title: Vocabulary Development (Months I)

Standards

Standard 3: Vocabulary Development

- Students develop vocabulary pertaining to the house, school, gurduārā, calendar, and family.

Objectives

1. Students will learn names of the months.
2. Students will review counting and writing of Gurmukhī numerals.

Prerequisites

- Vocabulary development class on counting.
- All basic features of reading classes.

Materials

- Lined paper
- Pencil
- Poster paper
- Markers/crayons
- Small square white cards for children's birth dates
- Scotch tape
- Gurmukhī Numeral Chart

Advanced Preparation

- Have each month printed in Gurmukhī as a sign that you can hold up or pin up for the students.
- For your reference have each child's birthday month and birth day ready in case children do not know their birthdays.
- Have the partial birthday graph ready so that children can pin up their birth date numeral card.
- This is a two-part lesson about months, so teacher should be familiar with both lessons.
- This class will also be used as a review of the counting lesson.

Engagement (25 minutes)

- Review days of the week with children and then tell them that they will be learning the months.
- Break class into groups of children who share the same birthday month (you will have to preplan this, as children may not know their birthdays). There might be some

children who may be the only children in the month. If there is more than one group that has only one child in it, combine these children into one group.

- Go over each month, having children repeat the word after you and spell it with you. Children who are familiar with months may find this easy, but it can be used as writing and spelling review.
- Have children copy their birthday months in Gurmukhī onto a poster sheet. Let them decorate it anyway they want, encourage decorations according to the season.

English	Pañjābī	Transcription
January	ਜਨਵਰੀ	janvarī
February	ਫਰਵਰੀ	farvarī
March	ਮਾਰਚ	mārc
April	ਅਪਰੈਲ	aprail
May	ਮਈ	maī
June	ਜੂਨ	jūn
July	ਜੁਲਾਈ	julāī
August	ਅਗਸਤ	agast
September	ਸਤੰਬਰ	satambar
October	ਅਕਤੂਬਰ	aktūbar
November	ਨਵੰਬਰ	navambar
December	ਦਸੰਬਰ	dasambar

Exploration (25 minutes)

- After the children are done, go over each month by calling on each group one at a time.
- Children should easily recognize the months by the pronunciation. Focus on the different letters in each word. Have children repeat the name of each month with you.
- Give children a blank square card. Ask them to write the date of their birthday using the Gurmukhī numeral. This will help them remember their numerals from their counting class.
- You may need to help children with it. You can also put the numeral chart up and have them refer to that.

Explanation/Extension (5-10 minutes)

- Let children decorate their numerals.
- Create a bar graph with names of months. Have students write their names in Gurmukhī under their Gurmukhī Numerals and put it on the appropriate month in which they were born.
- Then have students count how many birthdays are in each month.

- Also have them say out the dates for each month, which will help with their counting skills and emphasize repetition and practice from their counting class.

Evaluation (Ongoing)

- Pay attention to the students' ability to recognize the month during the birthday graph activity.
- Pay attention to children's identification or ability to write Gurmukhī numerals corresponding to their birthdays.

Grade: 1

Lesson Number: 14

Unit Name: Vocabulary Development

Course: Bolī

Title: Vocabulary Development (Months II)

Standards

Standard 3: Vocabulary Development

- Students develop vocabulary pertaining to the house, school, gurduārā, calendar, and family.

Standard 1: Understanding Basic Features of Reading

- Students understand the basic features of reading and select letter patterns and know how to translate them into spoken language. Application includes both oral and silent reading.
 - *Students match oral words to printed words.*
 - *Students create and state a series of rhyming words.*
 - *Students blend consonants together.*
 - *Students read aloud with fluency in a manner that sounds like natural speech.*

Objectives

1. Students will learn names of the month according to the Pañjābī calendar.
2. Students match oral words to printed words.

Prerequisites

- Lesson on months-I.
- Vocabulary Development class on counting.

Materials

- Chart of names for the months in the Pañjābī Calendar (names attached below)
- 8 x 11 construction paper for each student
- Markers, at least one blue or one black for each student
- Multi-colored markers and Crayons
- Glitter Glue
- Each child's birthday converted into Nānakshāhī (ਨਾਨਕਸ਼ਾਹੀ)
- Birthday graph from Lesson I on months
- Two cards with one month written on each (two to three sets)

Advanced Preparation

- Predetermine your students' birthdays according to the calendar below. Use your chart from last class.

Engagement (10-15 minutes)

- Review with the children names of the month from previous class.
- Have one or two kids at a time come write them on the board.

- Then tell the children that there are special names of the months according to the Sikh (also Pañjābī) calendar known as Nānakshāhī.
- Tell them that the New Year according to this calendar begins on March 14th in the month known as ਚੇਤ (Cet, commonly spelled as Chet).

Exploration (30-35 minutes)

- Give each child an 8 x 11 construction paper sheet and a black or blue marker.
- Depending on your birthday calculations, begin going over birthdays in the order of the months starting in Cet. For example if Harkīrat's birthday is on Cet 2, then write that on the board using the Gurmukhī numeral and then write the month.
- Tell children as their birthday comes up, they should write it on their construction paper with the black or blue marker. Tell them that later they will get a chance to decorate it. This way, children continue to practice writing Gurmukhī numerals and writing in general.
- Have children repeat after you as you point out the number and letters in the month. You can have these all prepared in advanced on construction paper if that is easier.
- After you are done with all the birthdays, have children repeat each month after you. Every time you say a month, have the children who were born in that month stand up, have the whole group repeat the month.
- After you are done with that, randomly pick a month and have children pick it out on your chart.

Explanation/Extension (10-15 minutes)

- Children can now decorate their birthday cards with crayons, markers and glitter glue.
- As students finish have them play the matching game with the cards and others practice writing their months.

Evaluation (On-going)

- Observe to see if children can easily recognize the months, say them out loud, and remember the order of the months.
- Pay attention to students' ability to write numerals.

Teacher Resources

Nānakshāhī-Gregorian Months

Nānakshāhī	Gregorian
Cet / ਚੇਤ	March - April (1 Cet on 14 March, New Year Day)
Visākh / ਵਿਸਾਖ	April - May (1 Visākh on 14 April)
Jeṭh / ਜੇਠ	May - June (1 Jeṭh on 15 May)
Hārḥ /ਹਾੜ੍ਹ	June - July (1 Hārḥ on 15 June)
Sāvaṇ /ਸਾਵਣ	July - August (1 Sāvaṇon 16 July)
Bhādom / ਭਾਦੋਂ	August - September (1 Bhādom on 16 August)
Assū / ਅੱਸੂ	September - October (1 Assū on 15 September)
Kattak /ਕੱਤਕ	October - November (1 Kattak on 15 October)
Magghar / ਮੱਘਰ	November - December (1 Magghar 14 November)
Poh / ਪੋਹ	December - January (1 Poh on 14 December)
Māgh / ਮਾਘ	January - February (1 Māgh on 13 January)
Phaggaṇ /ਫੱਗਣ	February - March (1 Phaggaṇ on 12 February)

Nanakshahi Months

ਚੇਤ
ਵਿਸਾਖ
ਜੇਠ
ਹਾੜ੍ਹ
ਸਾਵਣ
ਭਾਦੋਂ
ਅੱਸੂ
ਕੱਤਕ
ਮੱਘਰ
ਪੋਹ
ਮਾਘ
ਫਗਣ

The link below will help you better understand why we use the Nānakshāhī calendar:
<http://www.singhsabha.com/Nanakshahi%20Calendar.htm#Nanakshahi%20Calendar>

Grade: 1

Lesson Number: 15

Unit Name: Vocabulary Development

Course: Bolī

Title: Vocabulary Development (School)

Standards

Standard 3: Vocabulary Development

- Students develop vocabulary pertaining to the house, school, gurduārā, calendar, and family.

Objectives

1. Children learn vocabulary pertaining to school.

Prerequisites

- This is a lesson in a series on vocabulary development.

Materials

- Pañjābī words on one side and the corresponding English word on the other side for words relating to school
- Big chart paper
- Fine-tip marker for teacher to write on chart paper

Advanced Preparation

- Put vocabulary words on 8 x 11 inch cards.
- Have all your school words pinned up, with the English side on a wall where you can point to it.

Engagement (15-20 minutes)

- Tell children that they are going to write a story with words related to school. Read out each English word and ask children if they know the Pañjābī word.
- Turn the word over as they get it or as you tell them the word. Have children go through spelling, emphasizing the vowels. Have children verbalize the spelling with you.

Exploration (35 minutes)

- After you are done, ask children to collectively decide what they want the story to be about.
- Have one of them volunteer to create the first sentence. Ask the child to make it easy. If children are having a hard time, have them express the sentence in English and you can translate it.
- Write the story on the board.
- Have children continue the story by giving each one a turn to make a sentence. This is a difficult task for first graders, but with a little bit encouragement it may work. Otherwise, take over and make up the story on your own.

Explanation/Extension (5-10 minutes)

- Read the story to the children. Tell them you will make copies for them and they can add pictures to them for another class.

Evaluation (Ongoing)

- Make copies of the story leaving blanks for vocabulary learnt. At the beginning of the next class give the story to the children to see if they were able to effectively learn new vocabulary.

Teacher Resources

English	Pañjābī	Transcription
School	ਸਕੂਲ, ਵਿਦਿਆਲਾ	skūl, vidiāla
Pen	ਕਲਮ	kalam
Pencil	ਪੈਨਸਲ	painsal
Class/Grade	ਕਲਾਸ, ਜਮਾਤ	kalās, jamāt
Room	ਕਮਰਾ	kamrā
Teacher	ਅਧਿਆਪਕ, ਮਾਸਟਰ	adhiāpak, māṣṭar
Book	ਕਿਤਾਬ, ਪੁਸਤਕ	kitāb, pustak
Walk	ਤੁਰਨਾ, ਚਲਨਾ	turnā, calnā
Bus	ਬਸ	bas
Principal	ਪ੍ਰਿੰਸੀਪਲ	prinsīpal
Discuss	ਵੀਚਾਰ	vīcār
Student	ਵਿਦਿਆਰਥੀ	vidiārthī
Friend	ਮਿੱਤਰ	mittar
Argue	ਬਹਿਸ	bahis
Quarrel	ਝਗੜਾ	jhagrā
Story	ਕਹਾਨੀ	kahānī
Math	ਹਿਸਾਬ	hisāb
Study	ਪੜ੍ਹਾਈ	paṛhāī
Desk/Table	ਮੇਜ਼	mez
Chair	ਕੁਰਸੀ	kursī

Grade: 1

Lesson Number: 16

Unit Name: Sentences

Course: Bolī

Title: Sentences

Standards

Standard 5: Constructing Sentences

- Students construct sentences.
 - *Students are introduced to the writing process (prewriting, drafting, revising, and editing successive versions).*
 - *Students print legibly and space letters, words, and sentences appropriately.*

Objectives

1. Children use words from a given list to make sentences. Children will understand sentence structure.

Prerequisites

- Lesson Number 7 – ‘Basic Features-Review’.

Materials

- Lined oaktag (thin card board) paper (cut into strips to fit sentences)
- Pencils
- Chalk/Dry-erase board
- Markers
- List of two, three, and four-letter words for children
- List of words from vocabulary development classes

Advanced Preparation

- Create word list from below.
- Bring word list to class from vocabulary development classes.
- In Lesson Number 7, children were exposed to sentences using vocabulary that they had already learnt.

Engagement (15-20 minutes)

- Begin by asking children if they know what a sentence is. Most of the children will choose to give you an example, which is fine. Eventually you want to get them to a point where they say there is a subject (person, place or thing) and an action.
- Ask children if they can explain what a subject is and what an action is.
- Explain it to them if you think there is need for it.
- Ask children to give you examples of sentences in Pañjābī. Remind them of their basic features-review class.
- Write the sentences on the board.
- Ask children what the subject and action is.

Exploration (35 minutes)

- Pair children and give them ten blank sentence strips, pencils and list of words below and from the other vocabulary development classes.
- First have children verbally make sentences for each other.
- Then give children **10-15 minutes** to make sentences using the words on the list.
- Have students make at least five sentences, but encourage them to make more if they have time. You should walk around and help where needed.
- If they need more than ten strips, have them ask for more.
- After all children are done, tell children to volunteer their sentences.
- When one child says a sentence ask children who have the same sentence to raise their hand; make a mental note of who was able to come up with the same or similar sentences; then ask them to put that sentence away from their pile.
- Ask children to tell you what the sentence means.
- Ask them to identify the subject and the action.
- Move onto the next sentence and repeat.
- Try to cover at least ten sentences if possible.

Explanation/Extension (5-10 minutes)

- Ask children if they thought it was easy or difficult to make the sentences.
- Highlight any sentence that was innovative.
- Ask any child to share a sentence that they think is really different from all the others.

Evaluation (On-going)

- Collect children's sentences to evaluate their writing and sentence development.

Teacher Resources

Possible words (let children use vocabulary from their vocabulary development classes)

- ਚਲ ਫਲ ਬਸ ਘਰ ਕਪ ਟਪ ਤਨ ਮਨ ਧਨ ਫੜ ਜਗ ਜਲ ਤਰ ਹਨ ਸਬ ਰਖ ਭਰ ਗਲ ਕਰ ਹਲ ਧਰ ਕਰ ਪਲ
(cal phal bas ghar kap ṭap tan man dhan phaṛ jag jal tar han sab rakh bhar gal kar hal dhar kar pal)
- ਮਟਰ ਕਮਲ ਕਣਕ ਕਲਮ ਸੜਕ ਚਰਨ ਅਮਰ ਚਮਕ ਗਰਮ ਨਰਮ ਸ਼ਬਦ ਖ਼ਬਰ ਸ਼ਰਤ ਚਤਰ ਭਗਤ ਗਲਤ ਨਗਰ (maṭar kamal, kaṇak kalam saṛak caran amar camak garam naram shabad khabar sharat catar bhagat galat nagar)
- ਬਰਤਨ ਪਰਬਤ ਅਦਰਕ ਕਸਰਤ ਸ਼ਲਗਮ ਦਰਜਨ ਦਸਤਕ ਦਰਸ਼ਨ ਸਰਕਸ ਗਰਦਨ ਮਲਮਲ ਅਜਗਰ ਗੜਬੜ (bartan parbat adrak kasrat shalgam darjan dastak darshan sarkas gardan malmal ajgar gaṛbaṛ)

For more help you can use the Amardeep Series Books. Reference has been made in Vocabulary Development classes.

Also use: <http://www.advancedcentrepunjabi.org/intro1.asp>.

Grade: 1

Lesson Number: 17

Course: Bolī

Title: Vocabulary Development review

Standards

Standard 3: Vocabulary Development

- Students develop vocabulary pertaining to the house, school, gurduārā, calendar, and family.

Standard 5: Constructing Sentences

- Students construct sentences.
 - *Students are introduced to the writing process (prewriting, drafting, revising, and editing successive versions).*
 - *Students print legibly and space letters, words, and sentences appropriately.*

Objectives

1. Students will use vocabulary related to days of the week, months, and numbers to construct sentences.

Prerequisites

- Students should have been through vocabulary development classes on numbers, days, and months.
- This lesson covers sentences through verbal and written practice, rather than sentence structure.

Materials

- Preprinted card size days of the week in Pañjābī (two-three sets)
- Preprinted card size days of the week in English (two-three sets)
- Lined paper
- Pencil
- Big one-month calendar example

Advanced Preparation

- Bring all vocabulary related to days, months, and numbers to the class to use during the review.

Engagement (20-25 minutes)

- Put up your one month calendar on the wall where the children can all see it. Ask children what day it is today. Tell them to give you a reply in a complete sentence – ‘Today is Sunday.’
- Write the sentence on the board. Ask them what yesterday was. Write the sentence on the board.
- Ask them what tomorrow is, the day after tomorrow, and the day before yesterday. After you are done with each sentence, have children give you the Pañjābī words in each sentence.

- Have children give you the Pañjābī words for each English word in the sentence. If the sentence is, ‘Today is Sunday,’ then they should be able to say ਅਜ (aj /today) ਹੈ (hai / is) ਐਤਵਾਰ (aitvār / Sunday). Do that for each of the sentences, including the tomorrow, yesterday, day-before, and day-after.
- Then ask children if they know how to fix the sentences so that it is more accurate in Pañjābī. ਅਜ ਹੈ ਐਤਵਾਰ (aj hai aitevār) to ਅਜ ਐਤਵਾਰ ਹੈ (aj aitevār hai).
- Hopefully some of the children will know how to do this. If they do, have them say it out loud, and if not give them the correct way to say the sentence in Pañjābī. Do that for each sentence, writing the words on the board.

Exploration (30-35 minutes)

- Divide the class up into six groups. Give them each a day of the week and have them come up with the same sentences as you did in the engagement section. Tell them to begin their sentence with ‘ਅਜ _____ ਹੈ,’ (aj _____ hai); ‘ਕਲ _____ ਹੈ,’ (kal _____ hai); ‘ਕਲ _____ ਸੀ,’ (kal _____ sī); and more.
- Have children work together to create their sentences and if they want have them add a month and date and any other sentence they choose to add. For example: ਅਜ ਐਤਵਾਰ, ੧੨ ਜਨਵਰੀ ਹੈ (aj aitevār, 12 janvarī hai).

Explanation/Extension (5-10 minutes)

- Have children share their sentences with the rest of the group.

Evaluation (Ongoing)

- Pay special attention to the children’s ability to remember days of the weeks, develop sentences, and writing specific sentences.

Grade: 1

Lesson Number: 18

Unit Name: Mūl Mantr

Course: Bolī

Title: Mūl Mantr (Part I)

Standards

Standard 7: Recitation of Mūl Mantr

- Students recite Mūl Mantr.

Objectives

1. Students learn what the Mūl Mantr is.
2. Students learn pronunciation of each word/phrase in Mūl Mantr over three classes.
3. Students learn what ‘Ik Oaṅkāṛ’ (ੴ) and “‘Sati nāmu’ (ਸਤਿ ਨਾਮੁ) mean.

Prerequisites

- None.

Materials

- Construction paper
- Markers/crayons/ colored pencils
- Paints/brushes
- Water bowls for paint brushes
- Mūl Mantr Audio (Track 1)

Advanced Preparation

- Write one Mūl Mantr word per construction sheet so that you can hold up one word at a time for children.
- Write the entire Mūl Mantr on a chart sheet in one column and meanings in the other.

Engagement (15-20 minutes)

Day 1

- Begin by asking children if they know what the Mūl Mantr is.
- Ask them who wrote it.
- Give them the answers to the two questions if they are unaware. Before you give them the answer say the Mūl Mantr for them. They may not know it is called Mūl Mantr, but they might have heard it.
- Ask if they know what any of the words in Mūl Mantr mean.
- Do not go into detail on this one, as you will be covering it later.
- Ask if anyone can recite it and if a student can, have them recite it right away.
- If the child does not end at Gur Prasādi, then make sure you (very briefly) address the issue that some people think that Mūl Mantr goes beyond Gur Prasādi, but mostly everyone agrees that it ends there.

- Then tell the children that they will each make a Mūl Mantr book using any materials that they want, but they will do only one or two pages per class in order to learn and recite it together.
- Tell them that the most important thing about the making the book is to help them understand and remember Mūl Mantr better.
- Make sure children understand that since Mūl Mantr is Bāṇī, they need to be respectful.

Exploration (35 minutes)

- Go over the first word in Mūl Mantr - Ik Oaṅkār. Ask children if they know what it means.
- If they do, praise them. If they don't know, then ask them if they know what 'ik' is. After the discussion tell them that it means One Vāhigurū and emphasize that Sikhs believe in One Vāhigurū.
- Then move on to Satināmu explaining that Truth is Vāhigurū's name (way).
- Further explain to the children that Mūl Mantr talks about the qualities that Vāhigurū has.
- Ask them then what they think it means when we say Truth is Vāhigurū's name. Probe them to come to the answer that truthfulness is a quality of Vāhigurū.
- Then have children repeat the Mūl Mantr after you twice. You saying one word and the children repeating it. Tell them to pay special attention to the pronunciation and help them pronounce clearly.
- After that tell them that they will begin making their Mūl Mantr Book.
- Review with them what 'Ik Oaṅkār' (ੴ) and 'Sati nāmu' (ਸਤਿ ਨਾਮੁ) mean and tell them that for their book you will like them to create a picture.
- They can use any medium that they like to. While children are working on their books put on the Mūl Mantr audio.

Explanation/Extension (5-10 minutes)

- Go over the recitation of Mūl Mantr two more times before children end the class.

Evaluation (Ongoing)

- Begin the next class by asking children what they remember about the Mūl Mantr and the meanings that they learnt.

Grade: 1

Lesson Number: 19

Unit Name: Mūl Mantr

Course: Bolī

Title: Mūl Mantr (Part II)

Standards

Standard 7: Recitation of Mūl Mantr

- Students recite Mūl Mantr.

Objectives

1. Students learn what the Mūl Mantr is.
2. Students learn pronunciation of each word/phrase in Mūl Mantr over three classes.
3. Students learn what Kartā Purakh (ਕਰਤਾ ਪੁਰਖੁ), Nirbhaū (ਨਿਰਭਾਉ), Nirvairu (ਨਿਰਵੈਰੁ) and Akāl Mūrati (ਅਕਾਲ ਮੂਰਤਿ) mean.

Prerequisites

- Mūl Mantr-class I.

Materials

- Construction paper
- Markers/crayons/colored pencils
- Paints/Brushes
- Water bowls for paint brushes
- Mūl Mantr Audio (Track 1)

Advanced Preparation

- Write one Mūl Mantr word per construction sheet so that you can hold up one word at a time for children.
- Chart Sheet with the entire Mūl Mantr written out in one column and meanings in the other (from class I).

Engagement/ Exploration (40-45 minutes)

- Review what Mūl Mantr is. Who wrote it?
- Have children repeat the entire Mūl Mantr after you twice.
- Then continue to talk about:
 - Kartā Purakh (ਕਰਤਾ ਪੁਰਖੁ) — The creator exists in creation; is a part of everything
 - Nirbhaū (ਨਿਰਭਾਉ) — Without Fear
 - Nirvairu (ਨਿਰਵੈਰੁ) — Inimical to none (not anyone's enemy)
 - Akāl Mūrati (ਅਕਾਲ ਮੂਰਤਿ) — Never dies (is timeless)
- Have children continue on with their books.
- While children are working on their books put on the Mūl Mantr audio.
- After they are done, have one of the students lead the Mūl Mantr and have the other children repeat it. Remind children to sit up straight, keep their hands in an

appropriate place, and use their voice strongly – such that they can hear themselves say the Mūl Mantr words.

- Ask if any of the children can recite it without help.
- Have one or two children do that if need be.

Explanation/Extension (5-10 minutes)

- Ask children what they think all these words mean to a Sikh and why Gurū Nānak wrote it in the very beginning. Have children give a response if they know or if they think they have an idea. Encourage them to share, but don't let them go on too long if they are off track. Otherwise tell them to think about it until the next class and discuss it then.

Evaluation (Ongoing)

- Have children think about the above question until the next class and observe answers. See if they can explain the words out loud.

Grade: 1

Lesson Number: 20

Unit Name: Mūl Mantr

Course: Bolī

Title: Mūl Mantr (Part III)

Standards

Standard 7: Recitation of Mūl Mantr

- Students recite Mūl Mantr.

Objectives

1. Students learn what the Mūl Mantr is0
2. Students learn pronunciation of each word/phrase in Mūl Mantr over three classes.
3. Students learn the meaning of:
 - Ajūnī (ਅਜੂਨੀ)
 - Saibhañ (ਸੈਭੰ)
 - Gur Prāsadi (ਗੁਰ ਪ੍ਰਸਾਦਿ)

Prerequisites

- Mūl Mantr- classes I and II.

Materials

- Construction paper
- Markers/crayons/colored pencils
- Paints/brushes
- Water bowls for paint brushes
- Mūl Mantr Audio (Track 1)

Advanced Preparation

- Write one Mūl Mantr word per construction sheet so that you can hold up one word at a time for children.
- Mūl Mantr chart from last class.

Engagement (15-20 minutes)

- Review with children what Mūl Mantr is.
- Ask them if they remember some of the meanings of the words and then begin a discussion about what these words mean to a Sikh.
- Explain to children that all these words in the Mūl Mantr describe Vāhgurū's qualities. It is also a way of explaining what kind of qualities we should have as Sikhs.

Exploration (35 minutes)

- Have a child lead the Mūl Mantr and all others repeat after him or her twice.
- Then continue on with the translation of the last three words.
 - Ajūnī (ਅਜੂਨੀ) – Unborn (does not take birth or die)

- Saibhañ (ਸੈਭੰ) – Self-illuminated (no one knows more than Vāhigurū)
- Gur Prāsadi (ਗੁਰ ਪ੍ਰਸਾਦਿ) – By Gurū's Grace (Vāhigurū is realized by Gurū's blessing)
- After the translation, have children finish their books. While children are working on their books put on the Mūl Mantr audio.
- While children are finishing up their books, go around the room and see if each child now knows the Mūl Mantr.
- You may come across some who know it well and some who may be struggling with particular words. Spend extra time with those children to help them improve their pronunciations. Once children have finished, have them repeat the Mūl Mantr with the entire group again.

Explanation/Extension (5-10 minutes)

- Again discuss all aspects of Mūl Mantr, specifying that it was written by Gurū Nānak; it talks about the qualities of Vāhigurū, what qualities we should have, and its location as the starting place for a Sikh.

Evaluation (On-going)

- Primary evaluation should be if each child can recite the Mūl Mantr. Secondly, they should be able to verbalize some aspects of the discussion.

Grade: 1

Lesson Number: 21

Unit Name: Mūl Mantr

Course: Bolī

Title: Mūl Mantr (Part IV)

Standards

Standard 4: Writing Gurmukhī

- Students write Gurmukhī letters and words that are legible.

Standard 6: Listening comprehension

- Students demonstrate listening comprehension.
 - *Students ask questions for clarification and understanding.*
 - *Students give, restate, and follow simple two-step directions.*

Standard 7: Recitation of Mūl Mantr

- Students recite Mūl Mantr.

Objectives

1. Children will use this as a review lesson for Mūl Mantr and also develop some of their listening skills, by having to restate and follow directions. Children will also practice writing the Mūl Mantr.

Prerequisites

- Mūl Mantr- classes I, II and III.

Materials

- Mūl Mantr books made by children
- Mūl Mantr poster
- Long sheet of paper with lines
- Pencils

Advanced Preparation

- Have childrens' Mūl Mantr books ready for class.

Engagement (25-30 minutes)

Entire class should be conducted in Pañjābī

- Begin by telling children that together all of you will recite the Mūl Mantr. Then ask the children, 'What will we do?' Have one or more kids respond to the question.
- Recite the Mūl Mantr together.
- Put up the Mūl Mantr Poster- tell the children that they will first review some letters and then practice writing the Mūl Mantr words.
- Ask them, 'What is everyone going to do?' Have one or more childtgp respond to the question.
- Give"cp opportunity for children to ask questions.
- Review letters from Mūl Mantr words.

Exploration (30-35 minutes)

- Give children sheets and pencils and have them practice their writing.

Explanation/Extension (5-10 minutes)

- Review: who wrote the Mūl Mantr? What does it talk about? Recite it together.
- Have children sit in a circle and return their Mūl Mantr books and congratulate them on a job well done.
- Remind children that Mūl Mantr is Gurū's Bāṇī and it is our responsibility to be respectful.
- Together as a class say a Jakārā in appreciation for the children's work. Remind children, that though we are used to clapping in appreciation in school or other places, as a Sikh, we say a Jakārā in appreciation.

Evaluation (On-going)

- All children should know the answers to the questions in the Explanation/ Extension section.
- Primary evaluation concern should be that children are able to recite Mūl Mantr and the secondary concern, that they should be able to give you the meanings of all the words.

Grade: 1

Lesson Number: 22

Course: Boli

Title: Matching Oral and Printed

Standards

Standard 1: Understanding Basic Features of Reading

- Students understand the basic features of reading and select letter patterns and know how to translate them into spoken language. Application includes both oral and silent reading.
 - *Students match oral words to printed words.*
 - *Students create and state a series of rhyming words.*
 - *Students blend consonants together.*
 - *Students read aloud with fluency in a manner that sounds like natural speech.*

Objectives

1. Students will match oral words to printed words from all their vocabulary classes.

Prerequisites

- This class should be used as a review class and practice class after vocabulary development classes are completed.

Materials

- All the signs/cards/charts from all of the Vocabulary Development classes that have been covered in Grade 1 thus far (Days, Months, Counting, Relationships, School, Gurduārā and words below)
- Dry-erase boards/markers
- Big lined chart paper/markers

Advanced Preparation

- Have prepared sentences using words from all the Vocabulary Development classes.
- Set up the room into five sections:
 - Days, Months, Counting, Relationships, School, Gurduārā.
- In each section set up the Pañjābī words on a table or on the floor.
- If you feel that you will need extra help for the day, you should invite several helpers and brief them on the lesson.

Engagement (15-20 minutes)

- Review with children categories of things that you have learned about during your vocabulary development classes.
- Review some of the words with the children.
- Tell children that you are going to play different games with different sets of words.

Exploration (35-40 minutes)

- Have five groups and send each group to a different section.
- Tell them that they will be at a category and you will be with one of the groups.

- While they are in a certain category, they get to review the words.
- Tell them to make sentences for each other using the words in their areas.
- You should join a group in each area and play games with them, so that you can assess if they can recognize the words or not.
- For example, you will go into the group and make a sentence using one or two of the words.
- Have children match the words to the spoken words.
- Have them tell you letters in the words.
- Have them read the words aloud. After you are done with one group, have groups go to a different area.
- Meet another group in a different area and repeat above.

Explanation/Extension (5-minutes)

- Tell children how you think they did. What they may need improvement on, etc...
- Tell children that for their next class they need to bring in a 'show and tell' item. They will share their item to the entire class in Pañjābī.

Evaluation (On-going)

- Make sure all children are participating and that you are able to observe their abilities in each section.

Teacher Resources

੧ ੨ ੩ ੪ ੫ ੬ ੭ ੮ ੯ ੧੦

ਇਕ ਦੋ ਤਿੰਨ ਚਾਰ ਪੰਜ ਛੇ ਸੱਤ ਅੱਠ ਨੌਂ ਦਸ

ਸੋਮਵਾਰ ਮੰਗਲਵਾਰ ਬੁਧਵਾਰ ਵੀਰਵਾਰ ਸ਼ੁਕਰਵਾਰ ਸ਼ਨਿੱਚਰਵਾਰ ਐਤਵਾਰ

Father	ਪਿਤਾ, ਪਿਓ, ਬਾਪ, ਬਾਪੂ, ਪਾਪਾ, ਡੈਡੀ
Mother	ਮਾਤਾ, ਮਾਂ, ਬੇਬੇ, ਮਮਾ, ਮਮੀ
Sister	ਭੈਣ, ਬਹਿਨ
Brother	ਭਰਾ, ਬਾਈ, ਭਾਈ, ਵੀਰ
Daughter	ਧੀ, ਲੜਕੀ, ਬੇਟੀ
Son	ਪੁਤਰ, ਲੜਕਾ, ਬੇਟਾ
Younger	ਛੋਟਾ, ਛੋਟੀ
Older	ਵੱਡਾ, ਵੱਡੀ

ਜਨਵਰੀ ਫ਼ਰਵਰੀ ਮਾਰਚ ਅਪਰੈਲ ਮਈ ਜੂਨ ਜੁਲਾਈ ਅਗਸਤ ਸਤੰਬਰ ਅਕਤੂਬਰ ਨਵੰਬਰ ਦਸੰਬਰ
ਚੇਤ ਵਿਸਾਖ ਜੇਠ ਹਾੜ੍ਹ ਸਾਵਣ ਭਾਦੋਂ ਅੱਸੂ ਕੱਤਕ ਮੱਘਰ ਪੋਹ ਮਾਘ ਫ਼ਗਣ

ਸਕੂਲ, ਵਿਦਿਆਲਾ

ਕਲਮ

ਪੈਨਸਲ

ਕਲਾਸ, ਜਮਾਤ

ਕਮਰਾ

ਅਧਿਆਪਕ, ਮਾਸਟਰ

ਕਿਤਾਬ, ਪੁਸਤਕ

ਤੁਰਨਾ, ਚਲਨਾ

ਬਸ

ਵੀਚਾਰ

ਪ੍ਰਿੰਸੀਪਲ

ਵਿਦਿਆਰਥੀ

ਮਿੱਤਰ, ਦੋਸਤ

ਬਹਿਸ

ਝਗੜਾ

ਹਿਸਾਬ

ਕਹਾਨੀ

ਪੜ੍ਹਾਈ

ਮੇਜ਼

ਕੁਰਸੀ

Grade: 1

Lesson Number: 23

Course: Bolī

Title: Rhyming words

Standards

Standard 1: Understanding Basic Features of Reading

- Students understand the basic features of reading and select letter patterns and know how to translate them into spoken language. Application includes both oral and silent reading.
 - *Students match oral words to printed words.*
 - *Students create and state a series of rhyming words.*
 - *Students blend consonants together.*
 - *Students read aloud with fluency in a manner that sounds like natural speech.*

Objectives

1. Students begin to recognize a series of rhyming words and begin creating some rhymes of their own.

Prerequisites

- Classes on basic features and Review Class 22.

Materials

- Dry-erase board
- Markers
- Writing material
- Paper

Advanced Preparation

- Write the rhyming words below on the board.
- Write the attached poem on chart paper.
- Copy of poem for each child.

Engagement (15-20 minutes)

- Read children the below poem that has rhyming words.
- Tell children to write all words that they think rhyme. They should think of words that they have come across in their vocabulary development classes and basic features classes. If they aren't able to write it in Pañjābī then they can choose to write it in English. The idea should be that they can recognize rhyming words.
- Give them the copy of the poem and have them circle the rhyming words as you read out the poem.
- After you are done reading, have children point out the rhyming words and write them on the board. Go over the meaning of words in the poem, so that they understand the poem.

Exploration (35 minutes)

- Now go over the words below. See if children know what the words mean. Tell them if they don't.
- After a set of words, ask children if they can think of any other words that they may have learned that is a rhyming word with the set of words that you just wrote. Write the word they share with you on the board too.
 - ਭਰ ਤਰ ਘਰ ਡਰ (bhar tar ghar ḍar)
 - ਕਾਰ ਹਾਰ ਮਾਰ ਚਾਰ ਤਾਰ ਯਾਰ (kār hār mār cār tār yār)
 - ਤਨ ਮਨ ਬਨ ਠਨ ਹਨ ਸਨ (tan man ban ṭhan han san)
 - ਬਣ ਠਣ (baṇ ṭhaṇ)
 - ਭਵਨ ਹਵਨ (bhavan havan)

Explanation/Extension (5-10 minutes)

- Have children make sentences and try to help them develop a poem as a class.

Evaluation (On-going)

- Check for children's reading skills and ability to produce words that rhyme.

Teacher Resourceਤਾਰੇ / tāre

ਨਿਕੇ ਨਿਕੇ ਪਿਆਰੇ ਪਿਆਰੇ
 ਝਿਲਮਿਲ ਝਿਲਮਿਲ ਕਰਦੇ ਤਾਰੇ
 ਐਸੇ ਮਾਰਨ ਇਹ ਲਿਸ਼ਕਾਰੇ
 ਬਾਲਾਂ ਨੂੰ ਇਹ ਕਰਨ ਇਸ਼ਾਰੇ
 ਬਾਲਾਂ ਦੇ ਇਹ ਭਰਨ ਹੰਗਾਰੇ
 ਬਾਲਾਂ ਨੂੰ ਇਹ ਲਗਨ ਪਿਆਰੇ
 ਨਿਕੇ ਨਿਕੇ ਪਿਆਰੇ ਪਿਆਰੇ
 ਝਿਲਮਿਲ ਝਿਲਮਿਲ ਕਰਦੇ ਤਾਰੇ
 ਬਾਲ ਇਨ੍ਹਾਂ ਤੋਂ ਜਾਨ ਬਲਿਹਾਰੇ
 ਸੋਹਣੇ ਸੋਹਣੇ ਜਾਪਨ ਸਾਰੇ
 ਜਿਉਂ ਕਾਲੇ ਖੋਸ ਤੇ ਜੜੇ ਸਤਾਰੇ
 ਜਿਉਂ ਚਿਟੇ ਮੋਤੀ ਕਿਸੇ ਖਿਲਾਰੇ
 ਨਿਕੇ ਨਿਕੇ ਪਿਆਰੇ ਪਿਆਰੇ
 ਝਿਲਮਿਲ ਝਿਲਮਿਲ ਕਰਦੇ ਤਾਰੇ

nike nike piāre piāre
 jhilamil jhilamil karde tāre
 āise māran ih lishkāre
 bālām nūm ih karn ishāre
 bālām de ih bharan haṅgāre
 bālām nūm ih lagan piāre
 nike nike piāre piāre
 jhilamil jhilamil karde tāre
 bāl inām torṁ jān balihāre
 sohaṇe sohaṇe jāpan sāre
 jiūm kāle khes te jāre satāre
 jiūm ciṭe moṭī kise khilāre
 nike nike piāre piāre
 jhilamil jhilamil karde tāre

(Poem taken from Amardeep Series 2)

Grade: 1**Lesson Number: 24****Course: Language Arts****Title: Descriptions (Show-and-Tell)****Standards****Standard 8: Brief Descriptions**

- Students deliver brief descriptions, including familiar experiences and interests.
 - *Students describe people, places, things (size, color, shape), locations, and actions and tell stories with a logical sequence – emphasize transition words. (e.g. first, after, before, then, etc...)*
 - *Students recite short poems, songs, and rhymes.*
 - *Students retell and relate stories paying attention to the sequence of events by answering who, what, when, where, why, and how questions.*

Objectives

1. Children bring in an item to show-and-tell the class and deliver a brief description of the object in Pañjābī.

Prerequisites

- Teacher should instruct the students to bring a show-and-tell item prior to this class.
- Teacher should write a letter to the parents asking parents to send an item in for children's show-and-tell.

Materials

- Dry-erase board
- Markers
- Camera

Advanced Preparation

- Teacher should also have an item for show-and-tell for the students. It is suggested that the teacher can do a show-and-tell on the five Kakārs. Also keep a few extra items in case children forget to bring an item.

Engagement (5-10 minutes)

- Begin by showing and telling about your item to children in Pañjābī.
- Cover the following in Pañjābī:
 - What is the item?
 - What color is it?
 - Why did you bring it?
 - What do you use it for?
- Allow the children to ask you a couple of question about your item.

Exploration (40-45 minutes)

- Have children begin telling about their items, using the same questions as you did.
- Encourage them to say it in Pañjābī.

- As they say what their item is, write the word for the item on the board in Pañjābī.
- Have the other children ask one to three questions about the item in Pañjābī.
- Take a picture of the child with their item.

Explanation/Extension (5-10 minutes)

- Tell children that for the next class you will make a book about everyone's show-and-tell item and will attach their pictures to their page. Include the name of the item, and name of the child.
- Of course you can choose to be as creative as you want in the creation of your class book.

Evaluation (Ongoing)

- Tell children to share stories about the different show-and-tell items with their parents in Pañjābī.

Grade: 1

Lesson Number: 25

Course: Bolī and Virsā

Title: Gurduārā Vocabulary

Standards

LA-Standard 3: Vocabulary Development

- Students develop vocabulary pertaining to the house, school, gurduārā, calendar, and family.

SV- Standard 2: Applying Core Principles

- Students understand the teamwork process and elements of honesty, working hard, and sharing with others.
 - *Students engage in activities and games that reinforce fellowship (ਸੰਗਤ / saṅgat) and cooperation, instead of competition where the emphasis is placed on the end result.*
 - *Activities that allow decision-making based on consensus should be stressed and drawn parallel to the Gurū Panth decision-making role.*

Objectives

1. Children learn to recognize Gurduārā related vocabulary and understand the significance of some of the happenings of divān.

Prerequisites

- This lesson should highlight the core principle Sikh Virsā classes.

Materials

- Chart paper
- Markers
- All Pañjābī words written out as signs
- Vājā
- Tablā
- Other instruments as needed for divān

Advanced Preparation

- This is a combined Bolī and Virsā class that will be conducted back-to-back.
- Prepare a classroom where you can do parkāsh.
- Meet children outside the room.
- Have the bold words in the paragraph below written on 8 x 11 inch construction paper.
- It is best to have extra assistance for the day, invite helpers.
- Be prepared with the Pañjābī paragraph. (resource attached)

Engagement (30-35 minutes)

- Meet children in a room separate from where the divān will take place.

- Tell children that they will be participating in a divān today.
- Ask them what a divān is. Work with children who are beginning to give you a response by questioning them further and clarifying their thoughts, if need be.
- As you use the bold words in the paragraph below, hold up the signs that correspond to the word so that children can see the words.
- After you are done with each word give it to one of the children and have them hold it up as you do the corresponding act in the room during the divān. For example, while you are doing parkāsh have the child hold up the parkāsh sign.
- As you go through the paragraph, ask children what the bolded words mean. Your goal should be to question them so that they can give you a response and then you can go forward and tell them the significance if they are not able to verbalize it. The explanation should be both in English and Pañjābī.

This is what you will tell them:

- Tell children that today they will recreate a **Gurduārā** setting in the room. (All conversation should be in slow-paced Pañjābī).
- Tell children that when they enter the room, the first thing that will happen is that someone will lead them in an **Ardās** for **Parkāsh**.
- While prakash is being done children will notice the **Gurū Granth Sāhib** and the **Rumāle** that they are wrapped in and the Rumāle that go on top.
- After Parkāsh is done the **Hukam** will be taken.
- All the children will **Mathā Tek** and sit down.
- Then **Kīrtan** will begin.
- Children will sing **Sabads**. One person will play the **Vājā** and the other **Tablā**.
- Sometime different **Sāz** are also used. If you have access to someone who can do kīrtan on a tāūs, dilrubā or rabāb have them do so.
- Before the shabad is sung **Viākhīā** of the shabad that will be done.
- Children will take turns being the **Tābiādār**.
- After the 2 sabads are done there will be **gurbāñī vīcar**, in which the teacher will talk about the sabads and ask questions.
- Then **Anand Sāhib** will be sung.
- Then **ardās** will be done.
- The **hukam** will be taken.
- The **rahāū dī ṭuk** will be translated.
- Then there will be the **Kirpān Bhetā** to the **Parshād**.
- Then parshād for the **Pañj Piāre** will be served and then everyone will get parshād.
- Then **Sukhāsan** will be done followed by ardas.

ਬੱਚਿਆਂ ਨੂੰ ਦੱਸਿਆ ਜਾਵੇ ਕਿ ਅੱਜ ਆਪਾਂ ਇਸ ਕਮਰੇ ਨੂੰ ਗੁਰਦੁਆਰਾ ਬਣਾਵਾਂਗੇ । ਜਦੋਂ ਤੁਸੀਂ ਅੰਦਰ ਜਾਉਂਗੇ, ਸਭ ਤੋਂ ਪਹਿਲਾਂ ਅਰਦਾਸ ਕਰਕੇ ਸ੍ਰੀ ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਜੀ ਦਾ ਪ੍ਰਕਾਸ਼ ਕੀਤਾ ਜਾਵੇਗਾ । ਤੁਸੀਂ ਗੁਰੂ ਸਾਹਿਬ ਦੇ ਲਪੇਟਣ ਵਾਲੇ ਅਤੇ ਉੱਪਰ ਦੇਣ ਵਾਲੇ ਰੁਮਾਲਿਆਂ ਨੂੰ ਧਿਆਨ ਨਾਲ ਦੇਖਣਾ । ਪ੍ਰਕਾਸ਼ ਤੋਂ ਬਾਅਦ ਹੁਕਮਨਾਮਾ ਲਿਆ ਜਾਵੇਗਾ ਤੇ ਫੇਰ ਸਾਰੇ ਬੱਚੇ ਮੱਥਾ ਟੇਕ ਕੇ ਬੈਠ ਜਾਣਗੇ । ਕੀਰਤਨ ਸ਼ੁਰੂ ਹੋਵੇਗਾ ਤਾਂ ਬੱਚੇ ਸ਼ਬਦ ਗਾਉਣਗੇ । ਇੱਕ ਜਣਾ ਵਾਜਾ/ਤਾਊਸ/ਰਬਾਬ/ਦਿਲਰੁਬਾ

ਵਜਾਏਗਾ ਅਤੇ ਦੂਸਰਾ ਤਬਲਾ । ਸ਼ਬਦ ਗਾਉਣ ਤੋਂ ਪਹਿਲਾਂ ਉਸਦੀ ਵਿਆਖਿਆ ਕੀਤੀ ਜਾਵੇਗੀ । ਸਾਰੇ ਬੱਚੇ ਵਾਰੀ-ਵਾਰੀ ਤਾਬਿਆਦਾਰ ਬਣਕੇ ਚੌਰ ਦੀ ਸੇਵਾ ਕਰਨਗੇ । ਦੋ ਸਬਦਾਂ ਤੋਂ ਬਾਅਦ ਟੀਚਰ ਸ਼ਬਦ ਵਿਚਾਰ ਕਰੇਗੀ / ਕਰੇਗਾ ਅਤੇ ਬੱਚਿਆਂ ਦੇ ਸਵਾਲਾਂ ਦਾ ਜਵਾਬ ਦਿੱਤਾ ਜਾਵੇਗਾ । ਉਪਰੰਤ ਅਨੰਦ ਸਾਹਿਬ ਦਾ ਪਾਠ ਕਰਕੇ ਅਰਦਾਸ ਹੋਵੇਗੀ । ਹੁਕਮਨਾਮਾ ਲੈ ਕੇ, ਰਹਾਉ ਦੀ ਤੁਕ ਨੂੰ ਸਮਝਾਉਣ ਲਈ ਅੰਗਰੇਜ਼ੀ ਵਿੱਚ ਦੱਸਿਆ ਜਾਵੇਗਾ । ਕੜਾਹ ਪ੍ਰਸ਼ਾਦ ਨੂੰ ਕ੍ਰਿਪਾਨ ਭੇਟਾ ਕਰਕੇ ਪੰਜ ਪਿਆਰਿਆਂ ਦੇ ਹਿੱਸੇ ਦਾ ਪ੍ਰਸ਼ਾਦ ਵਰਤੇਗਾ । ਫਿਰ ਸਾਰਿਆਂ ਨੂੰ ਪ੍ਰਸ਼ਾਦ ਮਿਲੇਗਾ । ਆਖਰ ਵਿੱਚ ਸੁਖਆਸਨ ਕਰਕੇ ਅਰਦਾਸ ਕੀਤੀ ਜਾਵੇਗੀ ।

Exploration (40 minutes)

- Conduct divān.
- Let children ask questions at the end of divan.

Evaluation (On-going)

- In the following session, the teacher may review the vocabulary that students learned during the session.

Grade: 1

Lesson Number: 26

Course: Bolī

Title: Bābā Buḍhā Jī

Standards

Standard 6: Listening Comprehension

- Students demonstrate listening comprehension.
 - *Students ask questions for clarification and understanding.*
 - *Students give, restate, and follow simple two-step directions.*

Objectives

1. Children listen to a story of Bābā Buḍhā in Pañjābī.
2. Students ask questions about the story.
3. Students answer easy questions about the story.

Prerequisites

- None.

Materials

- Pictures of Bābā Buḍhā jī
- Passage in Pañjābī is below and can be found at ਅਮਰਦੀਪ ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ ੪: ਪਾਠ ਨੌਵਾਂ-ਬਾਬਾ ਬੁੱਢਾ ਜੀ
- Construction paper
- Crayons
- Markers

Advanced Preparation

- Teacher should be familiar with the attached passage.

Engagement (15-20 minutes)

- Review the preceding class on divan, bringing out from children words that they used in the last class.
- Ask children if they know who Bābā Buḍhā jī is. Show them the attached pictures for hints if needed.
- Tell children that today you will read about Bābā Buḍhā jī and that he was the very first Granthī.

Exploration (35 minutes)

- Next, read the story of Bābā Buḍhā jī, stopping after every paragraph to ask children if they understand and to translate it for the group.

Explanation/Extension (5-10 minutes)

- Have them restate the story and draw a picture. The teacher can scribe the students' thoughts on what is happening in their masterpiece.

Evaluation (On-going)

- Pay special attention to each child's ability to articulate their thoughts as they recap the story of Bābā Buḍhā jī.

Teacher Resource

ਬਾਬਾ ਬੁਢਾ ਜੀ

ਬਾਬਾ ਬੁਢਾ ਜੀ ਦਾ ਨਾਂ ਬੁਢਾ ਸੀ। ਆਪ ਜੀ ਦੇ ਪਿਤਾ ਦਾ ਨਾਂ ਸੁਘਾ ਸੀ ਤੇ ਮਾਤਾ ਦਾ ਨਾਂ ਗੁਰਾਂ ਸੀ। ਆਪ ਦਾ ਜਨਮ ੧੫੦੬ ਨੂੰ ਪਿੰਡ ਕਥੂ ਨੰਗਲ ਜ਼ਿਲ੍ਹਾ ਅੰਮ੍ਰਿਤਸਰ ਵਿਚ ਹੋਇਆ। ਆਪ ਜੀ ਦੇ ਪਿਤਾ ਖੇਤੀ ਕਰਦੇ ਸਨ।

ਪਿਤਾ ਨੇ ਆਪ ਜੀ ਨੂੰ ਬਹੁਤ ਹੀ ਛੋਟੀ ਉਮਰ ਵਿਚ ਬਕਰੀਆਂ ਅਤੇ ਹੋਰ ਪਸ਼ੂ ਚਾਰਨ ਉਤੇ ਲਾ ਦਿਤਾ। ਇਉਂ ਭਾਈ ਬੁਢਾ ਜੀ ਬਚਪਨ ਵਿਚ ਪਸ਼ੂ ਚਾਰਿਆ ਕਰਦੇ ਸਨ।

ਜਦ ਆਪ ਜੀ ਦੀ ਉਮਰ ਕੁਲ ਬਾਰਾਂ ਸਾਲ ਦੀ ਸੀ ਤੇ ਆਪ ਜੰਗਲ ਵਿਚ ਪਸ਼ੂ ਚਾਰ ਰਹੇ ਸਨ ਤਾਂ ਉਥੇ ਗੁਰੂ ਨਾਨਕ ਸਾਹਿਬ ਜੀ ਆ ਗਏ।

ਭਾਈ ਬੁਢਾ ਜੀ ਨੇ ਆਪਣੀ ਗਾਂ ਦਾ ਦੁਧ ਚੋਇਆ ਤੇ ਛੰਨੇ ਵਿਚ ਪਾ ਕੇ ਗੁਰੂ ਸਾਹਿਬ ਨੂੰ ਭੇਟ ਕੀਤਾ। ਜਦ ਗੁਰੂ ਸਾਹਿਬ ਨੇ ਦੁਧ ਪੀ ਲਿਆ ਤਾਂ ਭਾਈ ਗੁਰੂ ਸਾਹਿਬ ਅਗੇ ਬੇਨਤੀ ਕੀਤੀ, “ਮਹਾਰਾਜ! ਕੁਝ ਦਿਨ ਹੋਏ ਇਥੋਂ ਦੀ ਮੁਗਲਾਂ ਦੀ ਫੌਜ ਲੰਘੀ ਸੀ। ਪੌਜ ਨੇ ਸਾਡੀਆਂ ਸਾਰੀਆਂ ਫਸਲਾਂ ਤਬਾਹ ਕਰ ਦਿਤੀਆਂ। ਗੁਰੂ ਸਾਹਿਬ ਨੇ ਸਹਿਜ ਸੁਬਾਉ ਕਿਹਾ, “ਕਿਸੇ ਨੇ ਉਨ੍ਹਾਂ ਨੂੰ ਰੋਕਿਆ ਨਾ”।

ਭਾਈ ਬੁਢੇ ਨੇ ਬੜੇ ਸਾਧਾਰਨ ਬਾਲਪਨ ਵਿਚ ਕਿਹਾ, ‘ਰੋਕਣਾ ਕਿਨ੍ਹਾਂ ਸੀ। ਉਹ ਫੌਜੀ ਬਹੁਤ ਬਲਵਾਨ ਸਨ। ਕਿਸੇ ਦਾ ਉਨ੍ਹਾਂ ਦੇ ਅਗੇ ਕੁਸ਼ਕਨ ਦਾ ਜਿਗਰਾ ਹੀ ਨਾ ਪਿਆ। ਗੁਰੂ ਸਾਹਿਬ ਨੇ ਬੜੀ ਗੰਭੀਰਤਾ ਨਾਲ ਕਿਹਾ, ‘ਤਾਂ ਤੇ ਕਾਕਾ ਬੜੀ ਮਾੜੀ ਗਲ ਏ। ਕਿਸੇ ਦੇ ਡੌਲੇ ਨਾ ਫਰਕੇ?’ ਜੀ ਮੈਂ ਤਾਂ ਹੋਰ ਤਰ੍ਹਾਂ ਸੋਚਦਾ ਹਾਂ। ਉਹ ਬਹੁਤ ਬਲਵਾਨ ਸਨ, ਪਰ ਮੇਰੇ ਵਿਚਾਰ ਅਨੁਸਾਰ ਮੌਤ ਉਨ੍ਹਾਂ ਤੋਂ ਵੀ ਵਧੇਰੇ ਬਲਵਾਨ ਹੇ। ਮੌਤ ਕਿਸੇ ਨੂੰ ਨਹੀਂ ਛੱਡਦੀ। ਗੁਰੂ ਜੀ! ਕੀ ਮੌਤ ਸਬ ਤੋਂ ਬਲਵਾਨ ਨਹੀਂ? ਕਿਰਪਾ ਕਰ ਕੇ ਦਸੋ। ਕੀ ਕੋਈ ਮੌਤ ਤੋਂ ਛੁਟਕਾਰਾ ਪਾ ਸਕਦਾ ਹੈ? ਜੇ ਪਾ ਸਕਦਾ ਹੈ ਤਾਂ ਕਿਵੇਂ ਪਾ ਸਕਦਾ ਹੈ। ਭਾਈ ਬੁਢੇ ਨੇ ਨਿਮਰਤਾ ਨਾਲ ਕਿਹਾ।

ਗੁਰੂ ਜੀ ਇਹ ਪ੍ਰਸ਼ਨ ਸੁਣ ਕੇ ਹੈਰਾਨ ਰਹਿ ਗਏ। ਉਹ ਉਸ ਦੀ ਕਹੀ ਗਲ ਅਤੇ ਉਸ ਦੀ ਉਮਰ ਦਾ ਟਾਕਰਾ ਕਰਨ ਲਗੇ। ਫੇਰ ਗੁਰੂ ਸਾਹਿਬ ਨੇ ਪਿਆਰ ਨਾਲ ਕਿਹਾ, ਕਾਕਾ ਤੇਰਾ ਨਾਂ ਕੀ ਏ?

‘ਜੀ ਮੇਰਾ ਨਾਂ ਬੁਢਾ ਏ’।

ਗੁਰੂ ਸਾਹਿਬ ਨੇ ਪਿਆਰ ਦਿੰਦਿਆਂ ਹੋਇਆਂ ਕਿਹਾ, ‘ਕਾਕਾ! ਤੂੰ ਉਮਰ ਵਿਛ ਭਾਵੇਂ ਛੋਟਾ ਹੈਂ, ਪਰ ਤੂੰ ਅਕਲ ਵਿਚ ਬਹੁਤ ਵਡਾ ਹੈਂ। ਤੂੰ ਬੁਢਾ ਨਹੀਂ, ਤੂੰ ਤਾਂ ਬੁਢਾ ਹੈਂ। ਤੂੰ ਬੁਢਿਆਂ ਵਾਲੀਆਂ ਸਿਆਣੀਆਂ ਕਰਦਾ ਏਂ’।

ਉਸ ਦਿਨ ਤੋਂ ਆਪ ਜੀ ਦਾ ਨਾਂ ਭਾਈ ਬੁਢਾ ਜੀ ਪੈ ਗਿਆ ਤੇ ਆਪ ਗੁਰੂ ਨਾਨਕ ਸਾਹਿਬ ਜੀ ਦੇ ਪਕੇ ਸਿਖ ਤੇ ਸ਼ਰਧਾਲੂ ਬਣ ਗਏ। ਗੁਰੂ ਸਾਹਿਬ ਜੀ ਨੇ ਇਨ੍ਹਾਂ ਦਾ ਬਹੁਤ ਸਤਿਕਾਰ ਕਰਦੇ ਸਨ।

Bābā Buḍhā jī





http://www.quamiehta.com/ekta/images/items/gurdwara_baba_budha_ji_bir_thatha.jpg

Grade: 1

Lesson Number: 27

Unit Name: Oral Traditions

Course: Bolī

Title: Bhāī Vīr Singh

Standards

Standard 6: Listening Comprehension

- Students demonstrate listening comprehension.
 - *Students ask questions for clarification and understanding.*
 - *Students give, restate, and follow simple two-step directions.*

Objectives

1. Children listen to a story of Bhāī Vīr Singh. Students ask questions about the story.
2. Students answer easy questions about the story orally.

Prerequisites

- None.

Materials

- Story of Bhāī Vīr Singh below- can be found at ਅਮਰਦੀਪ ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ ੩: ਪਾਠ ਦੱਸਵਾਂ-ਭਾਈ ਵੀਰ ਸਿੰਘ.
- Pictures of Bhāī Vīr Singh
- Chart paper
- Markers

Advanced Preparation

- Teacher should have read story prior to class and practiced it a few times.

Engagement (10-15 minutes)

- Tell children that you will be reading about the famous Sikh poet and writer Bhāī Vīr Singh. Show children the picture of him and also his house and room. Ask them if any of them know of him. Ask them if they know of any other poets.

Exploration (30-35 minutes)

- Begin reading the story.
- Stop after every paragraph and ask children to tell you in English what they just heard.
- If they do not understand the paragraph, then explain the paragraph.
- Then ask them a question in Pañjābī about the paragraph. Repeat that for three to four paragraphs.
- For the other paragraphs encourage children to ask a question about the paragraph in Pañjābī.
- As you go through each paragraph identify new vocabulary for your class and write in on the chart paper. Some possible words underlined in the passage below.

- Explain to children the meanings of the words.

Explanation/Extension (10-15 minutes)

- Go over your new vocabulary with the class again. If possible have children make a sentence or ask a question using the words.

Evaluation (On-going)

- Pay special attention if children are understanding each paragraph.

Teacher Resources

ਭਾਈ ਵੀਰ ਸਿੰਘ

ਭਾਈ ਵੀਰ ਸਿੰਘ ਜੀ ਪੰਜਾਬੀ ਦੇ ਬਹੁਤ ਵਡੇ ਕਵੀ ਤੇ ਨਾਵਲਕਾਰ ਸਨ। ਆਪ ਪੁਰਨ ਗੁਰਸਿਖ ਸਨ। ਆਪ ਜੀ ਦਾ ਜਨਮ ਪੰਜ ਦਸੰਬਰ ੧੮੭੨ ਈ: ਨੂੰ ਮਾਤਾ ਉਤਮ ਕੌਰ ਦੀ ਕੁਖੋਂ ਡਾ: ਚਰਨ ਸਿੰਘ ਜੀ ਦੇ ਘਰ ਅੰਮ੍ਰਿਤਸਰ ਵਿਖੇ ਹੋਇਆ ਸੀ।

ਆਪ ਜੀ ਨੂੰ ਬਚਪਨ ਤੋਂ ਹੀ ਗੁਰਬਾਣੀ ਨਾਲ ਬਹੁਤ ਪਿਆਰ ਸੀ। ਆਪ ਅਠ ਸਾਲ ਦੀ ਉਮਰ ਵਿਚ ਹੀ ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਜੀ ਦਾ ਪਾਠ ਕਰਨ ਲਗ ਪਏ ਸਨ।

ਆਪ ਜੀ ਦੇ ਜੀਵਨ ਦੇ ਤਿੰਨ ਮੁੱਖ ਨਿਯਮ ਸਨ- ਸਕੂਲ ਬੜੇ ਚਾਅ ਨਾਲ ਜਾਣਾ, ਸਵੇਰੇ ਨਿਤ ਹਰਮੰਦਰ ਸਾਹਿਬ ਜੀ ਦੇ ਦਰਸ਼ਨ ਕਰਨੇ ਅਤੇ ਸ਼ਾਮ ਨੂੰ ਨੇਮ ਨਾਲ ਸੌਰ ਕਰਨ ਜਾਣਾ।

ਆਪ ਜੀ ਨੇ ਆਪਣੀ ਅਰੰਭਕ ਵਿਦਿਆ ਮਿਸ਼ਨ ਸਕੂਲ ਅੰਮ੍ਰਿਤਸਰ ਤੋਂ ਪ੍ਰਾਪਤ ਕੀਤੀ। ੧੮੯੧ ਈ: ਵਿਛ ਆਪ ਜੀ ਨੇ ਦਸਵੀਂ ਪਾਸ ਕੀਤੀ। ਆਪ ਆਪਣੇ ਸਾਰੇ ਜ਼ਿਲੇ ਵਿਚੋਂ ਪਹਿਲੇ ਨੰਬਰ ਤੇ ਆਏ। ਇਸ ਪ੍ਰਾਪਤੀ ਉਤੇ ਆਪ ਜੀ ਨੂੰ ਜ਼ਿਲੇ ਦੇ ਕਰਮਚਾਰੀਆਂ ਵਲੋਂ ਸੋਨੇ ਦਾ ਮੈਡਲ ਦਿਤਾ ਗਿਆ।

ਆਪ ਆਪਣਾ ਬਹੁਤਾ ਸਮਾਂ ਆਪਣੇ ਨਾਨਾ ਜੀ ਗਿਆਨੀ ਹਜ਼ਾਰਾ ਸਿੰਘ ਕੋਲ ਹੀ ਬਿਤਾਇਆ ਕਰਦੇ ਸਨ। ਗਿਆਨੀ ਜੀ ਬਹੁਤ ਚੰਗੇ ਲਿਖਾਰੀ ਸਨ।

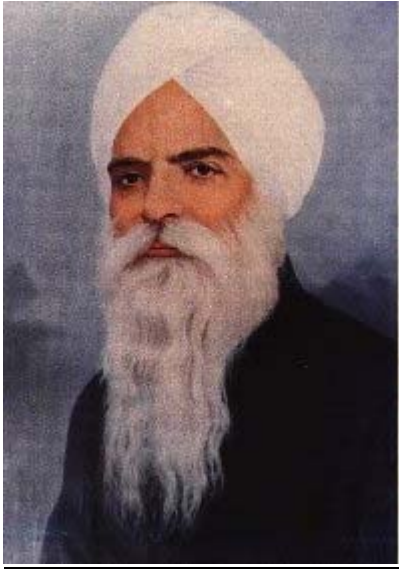
ਆਪ ਬਚਪਨ ਤੋਂ ਹੀ ਆਪ ਵਿਚ ਮਘਨ ਰਿਹਾ ਕਰਦੇ ਸਨ ਅਤੇ ਸੁੰਤਰ ਸੁਬਾਓ ਵਾਲੇ ਸਨ। ਦਸਵੀਂ ਪਾਸ ਕਰਨ ਤੋਂ ਮਗਰੋਂ ਆਪ ਨੂੰ ਚੰਗੀ ਤੋਂ ਚੰਗੀ ਨੌਕਰੀ ਮਿਲ ਸਕਦੀ ਸੀ, ਪਰ ਆਪ ਨੇ ਨੌਕਰੀ ਕਰਨੀ ਚੰਗੀ ਨਾ ਸਮਝੀ। ਆਪ ਜੀ ਨੇ ਆਪਣੇ ਪਿਤਾ ਦੇ ਮਿਤਰ ਵਜ਼ੀਰ ਸਿੰਘ ਨਾਲ ਰਲ ਕੇ ਵਜ਼ੀਰ ਹਿੰਦ ਪ੍ਰੈਸ ਨਾਂ ਹੇਠਾਂ ਇਕ ਪ੍ਰੈਸ ਹਾਲ ਬਜ਼ਾਰ ਅੰਮ੍ਰਿਤਸਰ ਵਿਚ ਲਾ ਲਿਆ। ਇਸ ਪ੍ਰੈਸ ਰਾਹੀਂ ਪੰਜਾਬੀ ਅਖ਼ਬਾਰ ਅਤੇ ਪੰਜਾਬੀ ਕਿਤਾਬਾਂ ਛਾਪ ਕੇ ਆਪ ਪੰਜਾਬੀ ਬੋਲੀ ਦੀ ਦਿਨ ਰਾਤ ਸੇਵਾ ਕਰਨ ਲਗ ਪਏ।

ਆਪ ਜੀ ਨੇ ਬਹੁਤ ਹੀ ਛੋਟੀ ਉਮਰ ਵਿਚ ਕਵਿਤਾ ਲਿਖਣੀ ਅਰੰਭ ਕਰ ਦਿਤੀ ਸੀ। ਉਸ ਸਮੇਂ ਪੰਜਾਬੀ ਬੋਲੀ ਵਿਚ ਬਹੁਤ ਘਟ ਕਵੀ ਕਵਿਤਾ ਲਿਖਦੇ ਸਨ। ਆਪ ਦਲੇਰੀ ਨਾਲ ਪੰਜਾਬੀ ਵਿਚ ਚੰਗੀ ਕਵਿਤਾ ਲਿਖਣ ਲਗ ਪਏ। ਆਪ ਜੀ ਨੇ ਚੰਗੀ ਕਵਿਤਾ ਦੀਆਂ ਕਤਾਬਾਂ ਹੀ ਨਹੀਂ ਲਿਖੀਆਂ ਸਗੋਂ ਹੋਰ ਵੀ ਪੰਜਾਬੀ ਵਿਚ ਚੰਗੀਆਂ ਕਿਤਾਬਾਂ ਲਿਖੀਆਂ ਹਨ।

ਆਪ ਜੀ ਦੀਆਂ ਪ੍ਰਸਿਧ ਕਿਤਾਬਾਂ ਇਹ ਹਨ: ਰਾਚਾ ਸੂਰਤ ਸਿੰਘ, ਸੁੰਦਰੀ, ਬਿਜੈ ਸਿੰਘ, ਸਤਵੰਤ ਕੌਰ ਅਤੇ ਮਟਕ ਹੁਲਾਰੇ।

ਆਪ ਜੀ ਦਾ ਸੁਬਾਓ ਬੜਾ ਮਿਠਾ ਤੇ ਚੰਗਾ ਸੀ। ਆਪ ਦਿਖਾਵੇ ਦੇ ਵਿਰੁਦ ਸਨ। ਆਪ ਜੀ ਨੂੰ ਇਕਾਂਤ ਬਹੁਤ ਪਸੰਦ ਸੀ। ਆਪ ਜੀ ਨੂੰ ਕੁਦਰਤੀ ਨਜ਼ਾਰਿਆਂ ਨਾਲ ਬਹੁਤ ਪਿਆਰ ਸੀ। ਇਸ ਲਈ ਆਪ ਜੀ ਨੇ ਫੁਲਾਂ ਝੀਲਾਂ, ਚਸ਼ਮਿਆਂ, ਪਹਾੜਾਂ ਅਤੇ ਦਰੀਆਂਵਾਂ ਸਬੰਧੀ ਬਹੁਤ ਸੁੰਦਰ ਕਵਿਤਾਵਾਂ ਲਿਖੀਆਂ ਹਨ।

ਆਪ ਜੂਨ ੧੯੫੭ ਈ: ਵਿਚ ਸਰੀਰ ਤਿਆਗ ਗਏ। ਭਾਈ ਸਾਹਿਬ ਭਾਵੇਂ ਸਾਨੂੰ ਛੱਡ ਗਏ ਹਨ, ਪਰ ਆਪਣੀਆਂ ਕਵਿਤਾਵਾਂ ਕਰਕੇ ਸਦਾ ਜੀਉਂਦੇ ਰਹਿਣਗੇ।

Bhāī Vīr Singh

Picture from:

<http://www.sikh-heritage.co.uk/writers/Vir%20singh/vir.jpg>



Picture from:

http://images.google.com/imgres?imgurl=http://www.punjabilok.com/poetry/images/bhai_vir_singh.jpg&imgrefurl=http://www.punjabilok.com/poetry/bhai_vir_singh.htm&h=213&w=150&sz=6&tbnid=rOXJG0dPEKYwFM:&tbnh=101&tbnw=71&hl=en&start=1&prev=/image%3Fq%3Dbhai%2BVir%2BSingh%26svnum%3D10%26hl%3Den%26lr%3D%26sa%3DG

Bhāī Vīr Singh's house



Bhāī Vīr Singh's room



Picture from:

http://images.google.com/imgres?imgurl=http://www.tribuneindia.com/2005/20050609/a1.jpg&imgrefurl=http://www.tribuneindia.com/2005/20050609/aplus.htm&h=173&w=230&sz=78&tbnid=1UgjKnu6VQ_b1M:&tbnh=77&tbnw=103&hl=en&start=5&prev=/images%3Fq%3Dbhai%2BVir%2BSingh%26svnum%3D10%26hl%3Den%26lr%3D%26sa%3DG