

Grade: Kindergarten

Lesson Number: 24

Course: Bolī

Title: Review of ਓ – ਝ Vocabulary

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students recognize and produce the sounds of 35 letters and three vowel symbols: (ੴ, ਫ and ਿ).

Standard 3: Developing Pañjābī Vocabulary

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

Objectives

1. Students will be able to identify the Gurmukhī letters ਓ – ਝ.
2. Students will use their new vocabulary that they learned for the letters (ਯ-ਝ) to write a story.

Prerequisites

- This lesson plan is the twenty fourth lesson of a series focusing on learning the Gurmukhī letters, sounds along with Pañjābī vocabulary.
- Students should have already learned their letters up to ਝ.
- This lesson focuses on review allowing students to use their new vocabulary in the context of a story. The vocabulary terms of focus for this lesson are: ਯਾਰ, ਰਬਾਬ, ਲਾਲਿ, ਵੇਖ, ਝਾੜਿ (yār, rabāb, lāli, vekh, ṛāṛi).

Materials

- Chart of Gurmukhī Alphabet
- Crayons, Color Pencils, or Markers
- Flashcards of the vocabulary that students are to use (ਯ-ਝ)
- Chart paper with lines
- Plain white copy or construction paper

Advanced Preparation

- Have vocabulary terms with pictures on flashcards for the letters: (ਯ-ਝ).
- Have some ideas of what kind of story you'd like for the class to come up with in case students struggle with the activity. That way the teacher can offer guidance and direction.

Engagement (20 minutes)

- Begin class with having students say each letter on the Gurmukhī Alphabet chart followed by the sound of each letter. (e.g. ਉੜਾ: ਉ, ਊ; ūṛā: u, ū)
- Point to letters randomly and see if they can name them.
- Next, check to see if students can recall some of the previously learned vocabulary terms – if not remind them of some of the words.
- Review the vocabulary terms: ਯਾਰ, ਰਬਾਬ, ਲਾਲਿ, ਵੇਖ, ਝਾੜਿ – share the pictured flashcards.

Exploration (30 minutes)

- Have students sit at their desks and explain to them that we are going to create a story using the vocabulary.
- Begin a brainstorming session asking students what type of story they would like to create.
- Ask them about names of characters, setting, problem, solution.
- This story should be less than 10 sentences because we're working with such a young age.
- When brainstorming, it is helpful to use a web/ story-map like the one below – that breaks down the story elements for the students.
- Using the story-map below, ask students to help you construct the story.
- The following questions may help:
 - Think of characters should we make them two girls, two boys or a boy and a girl?
 - Where should our story take place?
 - What should our story be about? Is there a problem (for instance two friends (ਯਾਰ) get into a fight (ਝਾੜਿ).
 - How is the problem solved?
 - Ask students to think of ways to include the other vocabulary terms.
- It is ideal if you use the vocabulary a couple of times. This way the students see it over and over again.
- Once you've completed the story read it aloud to the class.
- Assign a color to each vocabulary term, (for instance, red for ਝਾੜਿ), each time this word comes up in the story ask a student to circle it using a red marker. Do this with all of the vocabulary words.

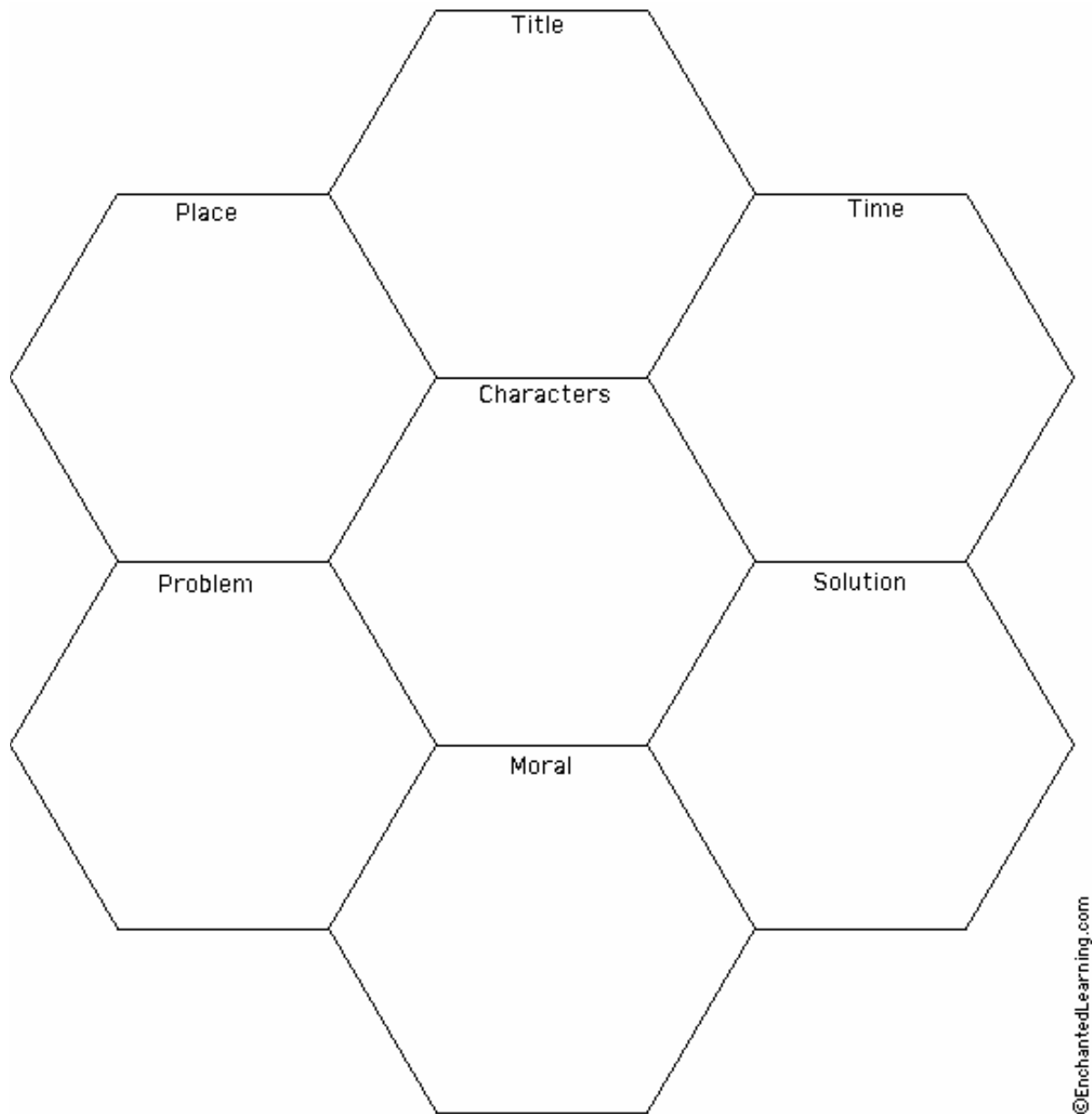
Explanation/Extension (10 minutes)

- After the color-coding is completed, reread the story to students once again.
- Ask students to imagine the story as you are telling it so that they can illustrate a picture for the story.
- After reading the story, pass out plain white copy paper or white construction paper and give students time to illustrate their picture to go along with the class story.
- If it is possible, type up the story and make copies for each student and attach it to their illustrated picture to send home to share with the family. If resources aren't available immediately, collect the illustrated pictures and send them home the following class with a copy of the class-created story.

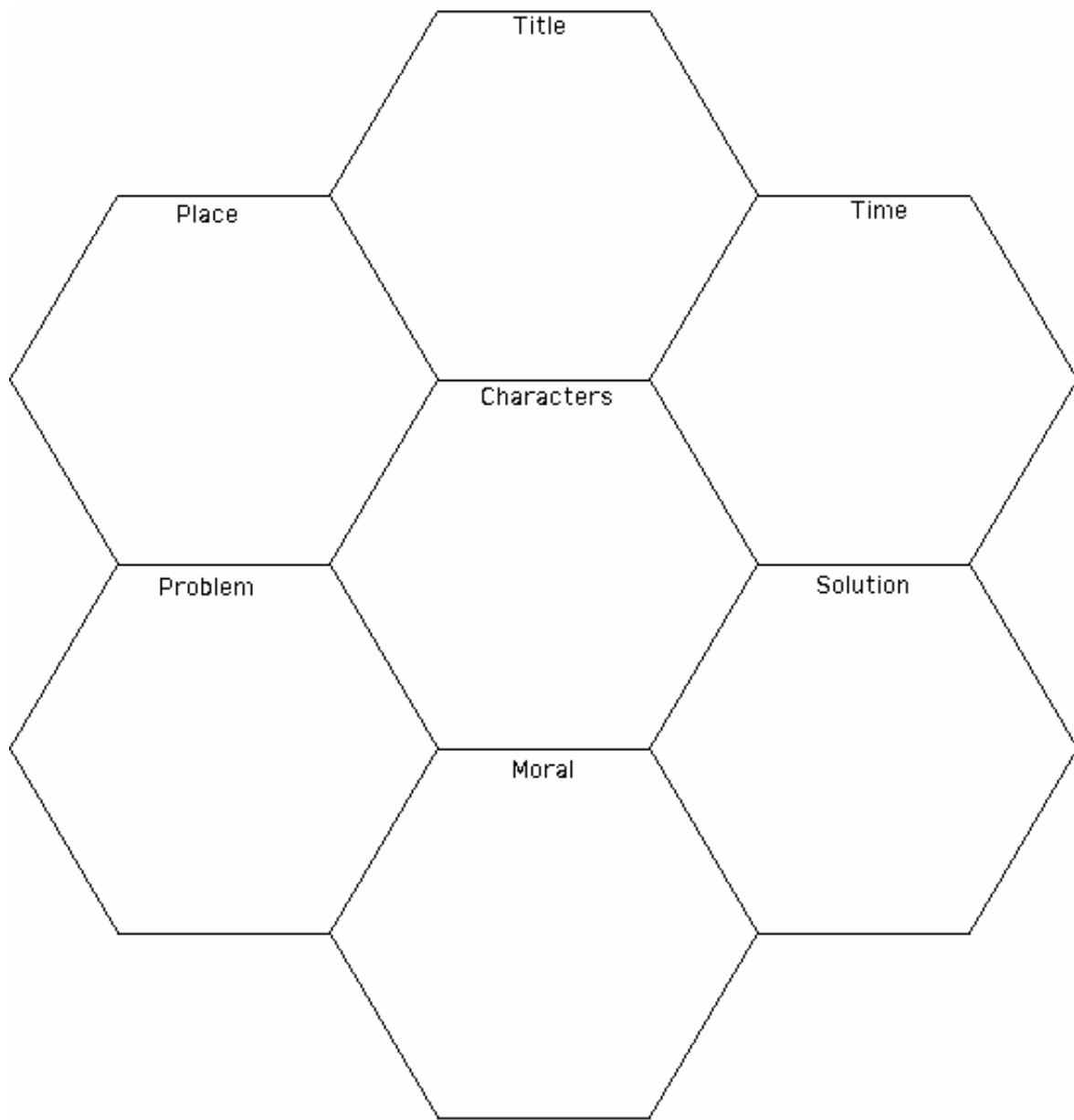
- Remind students that that each one needs to bring two poster boards for the next session.

Evaluation (On-going)

- During the following class, see if students can help you read the story and recognize the vocabulary terms.

Teacher Resources

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