

Grade: 4

Lesson Number: 23

Course: Boli

Title: Using Intonation and Expression

Standard

Standard 1: Oral and Silent Reading

- Students achieve fluent oral and silent reading, through understanding of basic features of reading, including letter patterns and their translation into spoken language.
 - *Students decode regular multi-syllabic words, including knowledge of prefixes and suffixes (be-, re-, etc)*
 - *Students distinguish and interpret words with multiple meanings.*
 - *Students use sentence and word context to find the meaning of unfamiliar words.*
 - *Students use a dictionary to learn the meaning and features of unfamiliar words.*
 - *Students understand and explain common antonyms and synonyms.*
 - *Students read aloud fluently and accurately and with appropriate intonation and expression.*

Objective

1. Students will read aloud fluently and accurately and with appropriate intonation and expression.
2. Students will distinguish and interpret words with multiple meanings.

Prerequisites

- Teacher is familiar with a poem or tongue twister.
 - ਕਚਾ ਪਾਪੜ ਪਕਾ ਪਾਪੜ
 - ਦਾਦਾ ਜੀ ਦੇ ਦੋ ਮੈਠੂ ਦਾਦੀ ਦੇ ਦੰਦਾਂ ਦੀ ਦਵਾਈ
 - More tongue twister examples (written and audio) can be found at: <http://www.advancedcentrepunjabi.org/twisters.html>

Materials

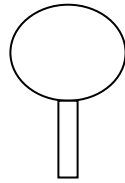
- Large circle on 8.5 x 11 paper
- Popsicle sticks
- Glue
- Scissors
- Markers
- Sticky tack or tape
- Pointing stick
- Response journals
- Paper
- Pencils and erasers
- Pencil Crayons

Advanced Preparation

- Draw a large circle on a piece of 8.5x11 paper (two per student).
- Make a sample of a happy and sad face stick.
- Write out the poem or tongue twister on chart paper and display it in the room.
- Make a list of five or six different sentences that can be used to show intonation and expression.

Engagement (15-20 minutes)

- Give each student two pieces of paper with circles on them. Using markers have them draw a happy face on one circle and a sad face on the other circle. Cut out the circles and glue one to each popsicle stick (see picture below).



- Explain, you will say two sentences. Both sentences will be exactly the same; however the intonation and expression used will be different in both. The students must try to identify the difference in meaning by paying attention to the intonation and expression. After speaking the first sentence have the students hold up the face that reflects the expression and intonation of the sentence. Then repeat the same sentence again using different intonation and expression. Again have the students identify the expression using the face signs they made. See the example below.

Example:

- ਮੈਂ ਆ ਗਈ! (the teacher says the sentence using a happy expression and positive body language)
- ਮੈਂ ਆ ਗਈ। (the teacher says the sentence using a sad expression and body language)
- Repeat the same process again using two different examples.
- Have the students do the same activity in pairs. Divide the students into pairs have each pair make up a sentence that they can use to demonstrate the use of intonation and expression.
- Each pair shares their sentence with the class using happy and sad intonation and expression. Students respond to the sentences by holding up their face cards they made.
- After this also introduce other sentences that are not happy or sad dependent, but depending on how you say them, their meaning may change.

Example: ਰੋਕੋ ਨਾ, ਜਾਣ ਦਿਉ। or ਰੋਕੋ, ਨਾ ਜਾਣ ਦਿਉ।

Exploration (35 minutes)

Poems and Tongue Twisters

- Teach the students a short poem or tongue twister make note of the rhyming patterns and familiar words. In pairs have the students practice the poem and master it.
 - ਕਚਾ ਪਾਪੜ ਪਕਾ ਪਾਪੜ

- ਦਾਦਾ ਜੀ ਦੇ ਦੋ ਮੈਰੂ ਦਾਦੀ ਦੇ ਦੰਦਾਂ ਦੀ ਦਵਾਈ
- More tongue twister examples (written and audio) can be found at <http://www.advancedcentrepunjabi.org/twisters.html>
- In their writing response journals have each student write a description (in either English or Pañjābī) of what they think the poem/tongue twister means.
- As a class, sit in a circle and discuss the meaning of the poem starting with the students explanations.
- Students then write the poem out and illustrate it.
- Put the students' work on display.

Explanation/Extension (5-10 minutes)

- Review with the class that intonation and expression makes a difference in how a person interprets something.

Evaluation

- Move from pair to pair, to see if children are appropriately mastering intonation and expression.

