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Grade: 4

Lesson Number: 1

Unit Name: Japu jī Sāhib

Course: Bolī

Title: Japu jī Sāhib I

Standards

Standard 8: Recitation of the last 23 pauṛīs of Japu jī Sāhib

- Students recite the last 23 pauṛīs of Japu jī Sāhib.

Objectives

1. Children review the first 15 pauṛīs of Japu jī Sāhib.
2. Children begin learning the next 5 pauṛīs of Japu jī Sāhib.

Prerequisites

- All children should be able to recite the first 15 pauṛīs of Japu jī Sāhib.
- Teachers should know entire Japu jī Sāhib.

Materials

- Singh, Tarlochan, et. al, *The Sacred Writings of the Sikhs*. UNESCO Collection of Representative Works. Orient Longman, New Delhi: 1960, 2000.
- Nitnem Pothīs printed by Sikh Missionary College (these have accurate spacing and pauses between words, which will help with children’s learning)
- CD Player
- CD of Japu jī Sāhib (provided; Track 5)

Advanced Preparation

- Teacher should understand pauṛīs 16-20 in order to explain it to the children.
- Teacher should have Japu jī Sāhib memorized and also be familiar with its meanings. It is recommended that you use Professor Sahib Singh’s “Guru Granth Darpan” (www.gurugranthdarpan.com) as a reference for literal meanings.

Engagement (15-20 minutes)

- Welcome students to their first class.
- Ask them about appropriate protocol to do pāṭh.
- Recite the first 15 pauṛīs of Japu jī Sāhib together as a class.

Exploration (35 minutes)

- Begin by telling children that over the next four classes they will learn the rest of Japu jī Sāhib.
- Give students the pothīs of Japu jī Sāhib. Together, as a class, listen to the entire Japu jī Sāhib while children follow along in their copy.

Explanation/Extension (5-10 minutes)

- Have students look at pauṛīs 16-20.

- Highlight for children that pauṛīs 16-17 talk about the countless nice things and the countless wonderful happenings in the world and the fact that Vāhigurū's virtues cannot be described by anyone. Pauṛī 18 talks about the countless not so nice things that happen in this world and the three pauṛīs end with Gurū Sāhib saying that whatever happens is what Vāhigurū pleases. Pauṛī 19 describes that the world is indescribable even with the many many different words that exist. Words are given to us as gifts so that we can sing praises of Vāhigurū. In every direction that we look we see that Vāhigurū is present and how could we fathom the enormity of Vāhigurū. Pauṛī 20 talks about how the individual is stuck in the search for material attachment and loses control of the vices, which takes him away from the love of Vāhigurū. One can only clean their mind of these vices if they continuously remember Vāhigurū.
- Pair them up and have them read the pauṛīs to each other to start memorizing them.

Evaluation (On-going)

- Tell children to have pauṛīs 16-20 practiced and memorized for next class.

Grade: 4

Lesson Number: 2

Unit Name: Japu jī Sāhib

Course: Bolī

Title: Japu jī Sāhib II

Standards

Standard 8: Recitation of the last 23 pauṛīs of Japu jī Sāhib

- Students recite the last 23 pauṛīs of Japu jī Sāhib.

Objectives

1. Children review pauṛīs 16-20 of Japu jī Sāhib.
2. Children begin learning the next five pauṛīs of Japu jī Sāhib.

Prerequisites

- Each student should have individual pothī.
- Teachers should know entire Japu jī Sāhib.
- Lesson I on Japu jī Sāhib.

Materials

- Singh, Tarlochan, et. al, *The Sacred Writings of the Sikhs*. UNESCO Collection of Representative Works. Orient Longman, New Delhi: 1960, 2000.
- Nitnem Pothīs printed by Sikh Missionary College (these have accurate spacing and pauses between words, which will help with children's learning)
- CD Player
- CD of Japu jī Sāhib (provided; Track 6)

Advanced Preparation

- Teacher should be familiar with pauṛīs 21-25.
- Teacher should have Japu jī Sāhib memorized and also be familiar with its meanings. It is recommended that you use Professor Sahib Singh's "Guru Granth Darpan" (www.gurugranthdarpan.com) as a reference for literal meanings.

Engagement (15-20 minutes)

- Review pauṛīs 16-20. Have children sit in pairs. One should read while the other child follows along with the copy.

Exploration (35 minutes)

- Then move to 21 to 25.
- Explain to children that in both pauṛīs 21 and 22 Gurū Sāhib talks about the wonders of the Creator only knowing when the world was created.
- Pauṛīs 23 and 24 talk about the vastness and endlessness of Vāhigurū and that Vāhigurū can only understand the self. If one was to understand Vāhigurū then one must have the same virtues to be able to understand.
- The ending of pauṛī 24 and pauṛī 25 talk about being blessed by grace to have understanding.

- Recite pauṛīs 21 to 25 with you leading and the children repeating after you. Then recite it again together.

Explanation/Extension (5-10 minutes)

- Ask children what they think it means to be blessed or to receive grace.

Evaluation (On-going)

- Ask students to memorize pauṛīs 21 to 25 and start reading and trying to remember 26 and 27.

Grade: 4

Lesson Number: 3

Unit Name: Japu jī Sāhib

Course: Bolī

Title: Japu jī Sāhib III

Standards

Standard 8: Recitation of the last 23 pauṛīs of Japu jī Sāhib

- Students recite the last 23 pauṛīs of Japu jī Sāhib.

Objectives

1. Children review pauṛīs 26-32 of Japu jī Sāhib.
2. Children begin learning the next five pauṛīs of Japu jī Sāhib.

Prerequisites

- All children should be able to recite the first 25 pauṛīs of Japu jī Sāhib.
- Teachers should know entire Japu jī Sāhib.

Materials

- Singh, Tarlochan, et. al, *The Sacred Writings of the Sikhs*. UNESCO Collection of Representative Works. Orient Longman, New Delhi: 1960, 2000.
- Nitnem Pothīs printed by Sikh Missionary College (these have accurate spacing and pauses between words, which will help with children's learning)
- CD Player
- CD of Japu jī Sāhib (provided; Track 7)

Advanced Preparation

- Teacher should be familiar with pauṛīs 26-32.
- Teacher should have Japu jī Sāhib memorized and also be familiar with its meanings. It is recommended that you use Professor Sahib Singh's "Guru Granth Darpan" (www.gurugranthdarpan.com) as a reference for literal meanings.

Engagement (15-20 minutes)

- Play the CD and listen to the pronunciation for pauṛīs 21-25.
- Review pauṛīs 21-25. Have children sit in pairs and recite it to each other while one child follows along with the copy.

Exploration (35 minutes)

- Then move to pauṛīs 26-32.
- Explain to children that pauṛī 26 talks about Vāhigurū's pricelessness and 27 about the wonderfulness.
- Since pauṛīs 26 and 27 are long and children were asked to read them and try to remember them, have them recite it. If you gauge that the children have a hard time reciting it, stop and have them repeat after you or use the CD and recite along with the CD.

- Move on to pauṛīs 28 to 32. Give children a choice if they would like to be with their partner to go over these pauṛīs, or if they want to do it as a group.
- If they do want practice with a partner then make sure there is enough time to recite it as a group too.

Explanation/Extension (5-10 minutes)

- Recite entire Japu jī Sāhib. If you want you can play the CD and have children recite with the tape and have them stop after pauṛī 32. Have them listen carefully from pauṛī 33 to the end.

Evaluation (On-going)

- Tell children to read and try to remember pauṛī 33-38 and salok for next class.

Grade: 4

Lesson Number: 4

Unit Name: Japu jī

Course: Bolī

Title: Japu jī Sāhib IV

Standards

Standard 8: Recitation of the last 23 pauṛīs of Japu jī Sāhib

- Students recite the last 23 pauṛīs of Japu jī Sāhib.

Objectives

1. Children review pauṛīs 33 thru Salok of Japu jī Sāhib.

Prerequisites

- All children should be able to recite all 32 pauṛīs of Japu jī Sāhib.
- Teachers should know entire Japu jī Sāhib.
- Lesson I, II and III on Japu jī Sāhib.

Materials

- Singh, Tarlochan, et. al, *The Sacred Writings of the Sikhs*. UNESCO Collection of Representative Works. Orient Longman, New Delhi: 1960, 2000.
- Nitnem Pothīs printed by Sikh Missionary College (these have accurate spacing and pauses between words, which will help with children's learning)
- CD Player
- CD of Japu jī Sāhib (provided; Track 8-9)

Advanced Preparation

- Teacher should be familiar with pauṛīs 33-38 and Salok.
- Teacher should have Japu jī Sāhib memorized and also be familiar with its meanings. It is recommended that you use Professor Sahib Singh's "Guru Granth Darpan" (www.gurugranthdarpan.com) as a reference for literal meanings.

Engagement (15-20 minutes)

- Review pauṛīs 26-32. Have children sit in pairs. One should recite while the other child follows along in the copy.

Exploration (35 minutes)

- Continue on with the rest of the pauṛīs. Go over pauṛīs 33 and 34 and tell students that they discuss the powerlessness of humanity and shows how everything is in Vāhigurū's control.
- Pauṛī 35 talks of righteous living and spiritual wisdom.
- Pauṛī 36 talks about the realm of humility and that those who attain spiritual wisdom, the most supreme wisdom find it in the realm of humility. Discuss with the children what humility means to them.

Explanation/Extension (5-10 minutes)

- Have children practice reciting the pauṛīs to each other. Though they may not have time to finish, they can practice as many pauṛīs as they wish.

Evaluation (On-going)

- All review sections should be used as evaluation.

Grade: 4

Lesson Number: 5

Unit Name: Bandā Singh Bahādar

Course: Bolī

Title: Comprehension - Bandā Singh Bahādar

Standards

Standard 2: Comprehension of Appropriate Passages

- Students comprehend grade-appropriate reading passages begin analysis of text.
 - *Students ask questions that are not merely found verbatim in the text, but demonstrate analysis and predictions.*
 - *Students ask questions and support answers by connecting prior knowledge with literal information.*
 - *Students identify structural patterns found in informational text (compare & contrast, cause & contrast, sequential & chronological order) to strengthen comprehension.*
 - *Students evaluate new information and hypotheses by testing them against known information and ideas.*
 - *Students define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.*
 - *Students follow simple multi-step written instructions (e.g., how to assemble a product).*

Objectives

1. Children will learn about Bandā Singh Bahādar in Pañjābī and will be able to ask question and make statements based on reading material.

Prerequisites

- None

Materials

- Copy of one page passage (attached below) on Mādhō Dās Bairāgī's meeting with Gurū Gobind Singh:
 - *Bed Time Stories-8 (Khalsa Raj); Meeting with Guru Gobind Singh, p.13 by Santokh Singh Jagdev; Sikh Missionary Resource Centre Birmingham, England; ISBN 1 872580 28 9*

Advanced Preparation

- Teacher should be familiar with life of Bandā Singh as Lachman Dev / Mādhō Dās Bairāgī.
- Teacher should have read information prior to class.
- This class should follow the class on the life of Lachman Dev in the Sikh Vīrsā sessions.

Engagement (15-20 minutes)

- Ask children to tell you about Lachman Dev in Pañjābī. Focus on the questions: “Who was he?” “How he was as a kid?” “What was he most interested in?” etc.
- If someone gets stuck, have other children help out first and then, of course, you help out too if needed.

Exploration (35 minutes)

- Then begin the reading of the attached article below.
- Have a child read the first paragraph out loud and have another child explain it in Pañjābī to the whole class.
- Continue doing that giving as many children a chance to read and explain.
- As you go through each paragraph give children two or three minutes to write down a question about the paragraph.
- Tell them that all of you will share the questions in the end.
- Have them highlight words that they do not know. Some possible words below are underlined in the text.
- Encourage them not to be verbatim from the text.
- Finish the article and you should summarize it for all of them, making sure that all of them fully understand it.

Explanation/Extension (5-10 minutes)

- Go over the questions from the children. Have the class answer them.

Evaluation (On-going)

- Pay special attention during conversations for childrens' understanding of material.

Teacher Resources

ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਜੀ ਨਾਲ ਮਿਲਾਪ

ਗੁਰੂ ਗੋਬਿੰਦ ਸਿੰਘ ਜੀ ਨੇ ਦੇਖਿਆ ਕਿ ਨਵਾਂ ਬਣਿਆ ਬਾਦਸ਼ਾਹ ਬਹਾਦਰ ਸ਼ਾਹ ਆਪਣੇ ਪੈਰ ਪੱਕੇ ਕਰਨ ਲਈ ਮੌਲਵੀਆਂ ਤੇ ਮੌਲਾਣਿਆਂ ਦੇ ਪ੍ਰਭਾਵ ਹੇਠ ਕੰਮ ਕਰਦਾ ਹੈ। ਇਸ ਨੂੰ ਦੇਸ਼ ਵਿਚ ਹੁੰਦੇ ਜੁਲਮ ਹਟਾਉਣ ਦੀ ਕੋਈ ਪ੍ਰਵਾਹ ਨਹੀਂ। ਇਸ ਪਾਸੋਂ ਉਮੀਦ ਨਹੀਂ ਰੱਖੀ ਜਾ ਸਕਦੀ ਕਿ ਇਹ ਆਪਣੇ ਰਾਜ ਵਿਚ ਸਾਰੇ ਧਰਮਾਂ ਨੂੰ ਇਕੋ ਜਿਹਾ ਦਰਜਾ ਦੇਵੇਗਾ ਤੇ ਜ਼ਾਲਮਾਂ ਨੂੰ ਧਰਮ ਦੇ ਨਾਂ ਉੱਪਰ ਕਰ ਰਹੇ ਅੱਤਿਆਚਾਰਾਂ ਦੀ ਸਜ਼ਾ ਦੇਵੇਗਾ। ਇਸ ਲਈ ਗੁਰੂ ਜੀ ਨੇ ਦੱਖਣ ਪਹੁੰਚ ਕੇ ਨਾਂਦੇੜ ਦੇ ਸਥਾਨ ਉੱਪਰ ਬਾਦਸ਼ਾਹ ਦਾ ਸਾਥ ਛੱਡ ਦਿੱਤਾ ਤੇ ਮਾਧੋ ਦਾਸ ਦੇ ਡੇਰੇ ਨੂੰ ਚਲ ਪਏ।

ਗੁਰੂ ਜੀ ਨੂੰ ਦਾਦੂ ਦੁਆਰੇ ਬੈਰਾਗੀ ਮਹੰਤ ਜੈਤ ਰਾਮ ਨੇ ਦੱਸਿਆ ਸੀ ਕਿ ਕਿਵੇਂ ਮਾਧੋ ਦਾਸ ਨੇ ਉਸ ਦੀ ਡੇਰੇ ਗਏ ਦੀ ਬੇਇਜ਼ਤੀ ਕੀਤੀ ਸੀ ਤੇ ਗੁਰੂ ਜੀ ਨੂੰ ਉਸਦੇ ਡੇਰੇ ਨਾ ਜਾਣ ਦੀ ਪ੍ਰੇਰਨਾ ਵੀ ਕੀਤੀ ਸੀ। ਗੁਰੂ ਜੀ ਤਾਂ ਰਾਹੋਂ ਭਟਕਿਆਂ ਨੂੰ ਸੱਚਾ ਮਾਰਗ ਦਿਖਾਉਂਦੇ ਫਿਰਦੇ ਸਨ। ਉਹ ਮਾਧੋ ਦਾਸ ਨੂੰ ਨਾਟਕਾਂ ਚੇਟਕਾਂ ਦੀ ਦੁਨੀਆਂ ਵਿਚੋਂ ਕੱਢਣ ਲਈ ੩ ਸਤੰਬਰ ੧੭੦੮ ਈਸਵੀ ਨੂੰ ਉਸ ਦੇ ਡੇਰੇ ਆਪਣੇ ਸਿੰਘਾਂ ਨਾਲ ਪੁੱਜ ਗਏ। ਮਾਧੋ ਦਾਸ ਡੇਰੇ ਵਿਚ ਹਾਜ਼ਰ ਨਹੀਂ ਸੀ। ਡੇਰੇ ਵਿਚ ਬਹੁਤ ਸਾਰੇ ਬੱਕਰੇ ਫਿਰਦੇ ਦੇਖ ਕੇ ਗੁਰੂ ਜੀ ਨੇ ਸਿੰਘਾਂ ਨੂੰ ਹੁਕਮ ਕੀਤਾ ਕਿ ਕੁਝ ਬੱਕਰੇ ਝਟਕਾ ਕੇ ਖਾਣ ਦਾ ਆਹਰ ਕਰ ਲਵੋ। ਸਿੰਘਾਂ ਨੂੰ ਬੱਕਰੇ ਝਟਕਾਉਂਦਿਆਂ ਦੇਖ ਕੇ ਮਾਧੋ ਦਾਸ ਦੇ ਚੇਲਿਆਂ ਨੇ ਉਸ ਨੂੰ ਜਾ ਦੱਸਿਆ।

ਮਾਧੋ ਦਾਸ ਨੇ ਡੇਰੇ ਪੁੱਜ ਕੇ ਆਪਣੀ ਅੱਖੀਂ ਬੱਕਰੇ ਝਟਕੇ ਦੇਖੇ, ਬਗੀਚੇ ਦੇ ਫੁਲ ਟੁੱਟੇ ਦੇਖੇ ਅਤੇ ਗੁਰੂ ਜੀ ਨੂੰ ਉਸ ਪਲੰਘ ਉੱਪਰ ਬੜੇ ਆਰਾਮ ਨਾਲ ਲੇਟੇ ਦੇਖਿਆ, ਜਿਸਨੂੰ ਉਹ ਆਪਣੇ ਜਾਦੂ ਨਾਲ ਉਲਟਾ ਕੇ, ਆਉਣ ਵਾਲੇ ਸਾਧੂਆਂ ਦਾ ਤਮਾਸ਼ਾ ਦੇਖਦਾ ਸੀ। ਉਸ ਨੇ ਪਲੰਘ ਨੂੰ ਉਲਟਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕੀਤੀ ਪਰ ਅੱਜ ਰਿਧੀਆਂ ਸਿਧੀਆਂ ਪਾਸੋਂ ਪਲੰਘ ਨਾ ਉਲਟਾਇਆ ਗਿਆ। ਸਾਰੀਆਂ ਸ਼ਕਤੀਆਂ ਖ਼ਤਮ ਹੋਈਆਂ ਦੇਖ ਕੇ ਬੜਾ ਨਿਰਾਸ਼ ਹੋਇਆ ਤੇ ਬੜੇ ਗੁੱਸੇ ਵਿਚ ਗੁਰੂ ਜੀ ਨੂੰ ਕਹਿਣ ਲੱਗਾ, “ਮੇਰੀ ਕੁਟੀਆ ਇਕ ਵੈਸ਼ਨੋ ਸਾਧੂ ਦਾ ਡੇਰਾ ਸੀ। ਤੁਸੀਂ ਜੀਵ-ਹੱਤਿਆ ਕਰ ਕੇ ਮੇਰੀ ਕੁਟੀਆ ਪਲੀਤ ਕਰ ਦਿੱਤੀ ਹੈ। ਬੱਕਰਿਆਂ ਦਾ ਖੂਨ ਡੁਲ੍ਹ ਜਾਣ ਨਾਲ ਮੇਰੇ ਪੂਜਾ ਪਾਠ ਕਰਨ ਲਈ ਕੋਈ ਥਾਂ ਪਵਿੱਤਰ ਨਹੀਂ ਰਹੀ। ਮੇਰੀਆਂ ਰਿਧੀਆਂ-ਸਿਧੀਆਂ ਦਾ ਅਸਰ ਇਸ ਡੇਰੇ ਵਿਚ ਖੂਨ ਡੁਲ੍ਹ ਜਾਣ ਨਾਲ ਨਸ਼ਟ ਹੋ ਗਿਆ ਹੈ। ਮੇਰੀ ਪਿਛਲੇ ਸੋਲ੍ਹਾਂ ਸਾਲਾਂ ਦੀ ਭਗਤੀ ਤੇ ਤਪੱਸਿਆ ਨਿਸ਼ਫਲ ਹੋ ਗਈ। ਮੈਂ ਹੁਣ ਆਪਣੇ ਸ਼ਰਧਾਲੂਆਂ ਦੀਆਂ ਮੰਗਾਂ ਪੂਰੀਆਂ ਨਹੀਂ ਕਰ ਸਕਾਂਗਾ।”

ਗੁਰੂ ਜੀ ਨੇ ਕਿਹਾ, “ਓ ਬੁਜ਼ਦਿਲ ਬੈਰਾਗੀ! ਤੇਰੇ ਦੇਸ਼ ਵਿਚ ਹਜ਼ਾਰਾਂ ਨਿਰਦੋਸ਼ ਮਰਦਾਂ, ਇਸਤਰੀਆਂ ਤੇ ਬੱਚਿਆਂ ਨੂੰ ਹਰ ਰੋਜ਼ ਕਤਲ ਕੀਤਾ ਜਾਂਦਾ ਹੈ। ਦੇਸ਼ ਦੇ ਹਰ ਕੋਨੇ ਵਿਚ ਧਰਮ ਦੇ ਨਾਂ ਉੱਪਰ ਜੁਲਮ ਹੋ ਰਿਹਾ ਹੈ। ਹਕੂਮਤ ਨੇ ਕਸਾਈ ਦਾ ਰੂਪ ਧਾਰ ਰੱਖਿਆ ਹੈ। ਧਰਮ ਅਸਥਾਨਾਂ ਦੀ ਆਏ ਦਿਨ ਦੁਰਦਸ਼ਾ ਹੁੰਦੀ ਹੈ। ਤੇਰੇ ਵਰਗੇ ਬਹਾਦਰ ਨੂੰ ਦੁਖੀਆਂ ਦੇ ਦਰਦ ਦੂਰ ਕਰਨ ਲਈ ਮਰ ਮਿਟਣਾ ਚਾਹੀਦਾ ਹੈ।” ਇਹ ਸੁਣ ਕੇ ਮਾਧੋ ਦਾਸ ਨੂੰ ਆਪਣੀ ਭੁੱਲ ਦਾ ਗਿਆਨ ਹੋ ਗਿਆ। ਉਸ ਨੇ ਗੁਰੂ ਜੀ ਦੇ ਚਰਨਾਂ ਉਪਰ ਆਪਣਾ ਸਿਰ ਧਰ ਦਿੱਤਾ। ਗੁਰੂ ਜੀ ਨੇ ਪੁੱਛਿਆ, “ਤੇਰਾ ਨਾਂ ਕੀ ਏ?” ਮਾਧੋ ਦਾਸ ਨੇ ਉੱਤਰ ਦਿੱਤਾ, “ਬੰਦਾ।” ਗੁਰੂ ਜੀ ਨੇ ਫਿਰ ਪੁੱਛਿਆ, “ਕਿਸ ਦਾ ਬੰਦਾ?” ਅਗੋਂ ਉੱਤਰ ਮਿਲਿਆ, “ਆਪ ਦਾ ਬੰਦਾ।” ਗੁਰੂ ਜੀ ਨੇ ਕਿਹਾ, “ਅੱਜ ਤੋਂ ਤੂੰ ਮਾਧੋ ਦਾਸ ਨਹੀਂ ਰਿਹਾ, ਬੰਦਾ ਸਿੰਘ ਬਹਾਦਰ ਹੋ ਗਿਆ ਏ। ਪਹਿਲਾਂ ਤੂੰ ਨਿਰਬਲ ਜੀਵਾਂ ਦਾ ਸ਼ਿਕਾਰ ਕਰਨ ਲਈ ਤੀਰ ਵਰਤਦਾ ਸੀ, ਹੁਣ ਮੈਂ ਤੈਨੂੰ ਜ਼ਾਲਮਾਂ ਦਾ ਸ਼ਿਕਾਰ ਕਰਨ ਲਈ ਤੀਰ ਭੇਟ ਕਰਾਂਗਾ।”

Copy From: Bed Time Stories- 8; p13

Grade: 4

Lesson Number: 6

Unit Name: Comprehension

Course: Bolī

Title: Comprehension - Woman with the Pushchair I

Standards

Standard 2: Comprehension of Appropriate Passages

- Students comprehend grade-appropriate reading passages begin analysis of text.
 - *Students ask questions that are not merely found verbatim in the text, but demonstrate analysis and predictions.*
 - *Students ask questions and support answers by connecting prior knowledge with literal information.*
 - *Students identify structural patterns found in informational text (compare & contrast, cause & contrast, sequential & chronological order) to strengthen comprehension.*
 - *Students evaluate new information and hypotheses by testing them against known information and ideas.*
 - *Students define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.*
 - *Students follow simple multi-step written instructions (e.g., how to assemble a product).*

Standard 7: Listening and Responding to Oral Communication

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

Objectives

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

Prerequisites

- None

Materials

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

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

Advanced Preparation

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

Engagement (10-15minutes)

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

Exploration (35-40 minutes)

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

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

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

Explanation/Extension (5-10 minutes)

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

Evaluation (On-going)

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

Grade: 4

Lesson Number: 7

Unit Name: Comprehension

Course: Bolī

Title: Comprehension - Woman with the Pushchair II

Standards

Standard 2: Comprehension of Appropriate Passages

- Students comprehend grade-appropriate reading passages begin analysis of text.
 - *Students ask questions that are not merely found verbatim in the text, but demonstrate analysis and predictions.*
 - *Students ask questions and support answers by connecting prior knowledge with literal information.*
 - *Students identify structural patterns found in informational text (compare & contrast, cause & contrast, sequential & chronological order) to strengthen comprehension.*
 - *Students evaluate new information and hypotheses by testing them against known information and ideas.*
 - *Students define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.*
 - *Students follow simple multi-step written instructions (e.g., how to assemble a product).*

Standard 9: Recitations

- Students deliver recitations and oral presentations.
 - *Students speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.*
 - *Students provide a beginning, middle, and end, including concrete details that develop a central idea.*
 - *Students clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).*
 - *Students read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.*
 - *Students recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.*
 - *Students re-tell and relate stories paying attention to the sequence of events by answering who, what, when, where, why and how questions.*

Objectives

1. Children develop a beginning and an ending to an already existing story line.
2. Children perform a play using their story line using clear diction, volume and phrasing.

Prerequisites

- Lesson I on Comprehension.

Materials

- Book from Lesson I
- Paper/Writing tools

Advanced Preparation

- Be ready to discuss issues in the book that children may think of discussing.

Engagement (10-15 minutes)

- Begin class by recapping the book.
- Tell children that they will be asked to get in a group to come up with the beginning and the ending of the book. Before you break them into the groups, you will read the story uninterrupted.
- Give children a chance to ask any questions that they may have about the story.

Exploration (35-40 minutes)

- Since children had an idea from their last class that they were to think of a beginning and an ending they shouldn't need too much time to prepare.
- Put the students into groups of four or five and have them brainstorm and come up with a beginning and an ending (**7 to 10 minutes**).
- Within each group, have one or two of the children be the scribe while the other two or three children should practice for the play (**7 to 10 minutes**).
- Have the groups perform the play (**5 minutes each group**).

Explanation/Extension (5-10 minutes)

- Have children talk about the different plays and how they felt it all went. Have the students talk about how easy, or difficult, putting this together was.

Evaluation (On-going)

- Pay attention to children's verbal skills in play and also to the written skills of those who were the scribes.

Grade: 4

Lesson Number: 8

Unit Name: Grammar

Course: Boli

Title: Lesson I: Sentence Construction

Standards

Standard 5: Grammar: Verb Conjugation

- Students learn grammar related to regular and irregular verb conjugation. Further parts of speech are also introduced (adverbs, prepositions, and coordinating conjunctions).
 - *Students should recognize a verb and noun in sentences.*
 - *Students identify and correctly use singular and plural verbs and common/irregular conjugations.*
 - *Students identify and demonstrate usage of adverbs, prepositions, and coordinating conjunctions.*

Objective

1. Students should recognize a verb and noun in sentences.

Prerequisites

- None

Materials

- Chart paper
- Markers
- Sticky tack or tape
- Cardstock
- Pocket Chart
- Paper
- Pencils

Advanced Preparation

- Write the definitions for a *verb* and *noun* on chart paper and put them up where students can see them in the room (definitions attached).
- Collect pictures of nouns and verbs or find objects (book, apple) and practice action words (e.g., jumping, clapping) to model for the students.
- Prepare a list where the class is divided into groups of four. Select children who have not worked with one another before together, but who you feel may work well together.
- Construct simple sentences. Each group should have four different sentences. Write each word in the sentence on separate cardstock and put rubber bands around each set of cards that represents a sentence.
- Put up the pocket chart where all students can see it.

Engagement (15-20 minutes)

- Define a noun and verb to the students.
 - **Noun Definition:** A noun is the name of a person, place, thing or idea.
ਕਿਸੇ ਵਿਅਕਤੀ, ਥਾਂ, ਵਸਤੂ ਜਾਂ ਖਿਆਲ ਦੇ ਨਾਂ ਨੂੰ ਨਾਂਵ, ਨਾਂਉ ਜਾਂ ਨਾਮ ਕਹਿੰਦੇ ਹਨ।
 - **Verb Definition:** A word which expresses action or being.
ਕਿਰਿਆ ਉਹ ਸ਼ਬਦ ਹੁੰਦੇ ਹਨ, ਜਿਹਨਾਂ ਦੁਆਰਾ ਵਾਕ ਵਿੱਚ ਕਿਸੇ ਕੰਮ ਦੇ ਹੋਣ ਦਾ ਪਤਾ ਲਗਦਾ ਹੈ। ਜਾਂ
ਕਿਰਿਆ ਉਸ ਸ਼ਬਦ ਨੂੰ ਕਹਿੰਦੇ ਹਨ ਜਿਸ ਦੁਆਰਾ ਕਿਸੇ ਕੰਮ ਦੇ ਹੋਣ ਦਾ ਪਤਾ ਲਗਦਾ ਹੈ।
- Draw their attention to the definitions posted on the wall.
- Show the students examples of nouns and verbs through pictures, objects or modeling actions. Have students identify each as a noun or verb.
- Give the students three minutes to think of a noun or verb they want to share with the class.
- Have each student present their finding.
- The class then identifies the part of speech, as a noun or verb.

Exploration (35 minutes)*Constructing Sentences and Identifying Nouns and Verbs*

- Divide the class into groups of four.
- Each student will also need to have a paper and a pencil before dividing into groups.
- Give each group four sets of sentence cards. Each person in the group gets a set of cards. Tell the students not to mix up the cards.
- Each group opens one set of cards at a time. Students work cooperatively to construct a grammatically correct sentence.
- Once the sentence is made, have the students copy it down independently on paper and circle the nouns in the sentence and underline the verbs.
- Group members share their findings and must be able to justify their answers. (e.g., a book is a noun because it is a thing.)
- Repeat the process again until all four sentences have been decoded.
- Each group selects one sentence and then repeats the same process with the class, leading them through the activity. Give students the pocket chart to use when displaying the sentence to the class. Groups then ask the class to identify the nouns and verbs in the sentence and justify their answer.

Explanation/Extension (5-10 minutes)

- Using a question-and-answer process, ask students to define what a noun is and what a verb is. Say a sentence and have students identify the noun and verb in the sentence.

Evaluation

- Teachers should check for individual student identification of nouns and verbs and also group participation.

Teacher Resources

Below is a short list of vocabulary that can be used in this lesson.

More vocabulary can be found at "Learn Punjabi in 25 Days" by Principal Santokh Singh;

Publisher: B. Chattar Singh Jiwan Singh, Bazar Mai Sewan, Amritsar

Nouns

English	Pañjābī	Transcriptions
Mango	ਅੰਬ	āmb
Orange	ਸੰਤਰਾ	santrā
Raspberry	ਰਸਭਰੀ	rasbharī
Cauliflower	ਬੰਦ ਗੋਬੀ	band gobī
Potato	ਆਲੂ	ālū
Raddish	ਮੂਲੀ	mūlī
Horse	ਘੋੜਾ	ghoṛā
Sheep	ਭੇੜ	bheṛ
Mouse	ਚੂਹਾ	cūhā
Crow	ਕਾਂ	kām
Parrot	ਤੋਤਾ	totā
Stork	ਬਗਲਾ	baglā
Sister	ਭੈਣ	bhaiṇ
Brother	ਭਰਾ	bhrā
Paternal Uncle	ਚਾਚਾ	cācā
Paternal Aunty	ਚਾਚੀ	cācī
Paternal Uncle	ਤਾਇਆ	tāiā
Paternal Aunty	ਤਾਈ	tāī
Maternal Uncle	ਮਾਮਾ	māmā
Maternal Aunty	ਮਾਮੀ	māmī
Maternal Uncle	ਮਾਸੜ	māsaṛ
Maternal Aunty	ਮਾਸੀ	māsī

Verbs

English	Pañjābī	Transcriptions
To come	ਆਣਾ	āṇā
To go	ਜਾਣਾ	jāṇā
To open	ਖੋਲਣਾ	kholaṇā
To sit	ਬੈਠਣਾ	baiṭhṇā
Get up/wake up	ਉਠਣਾ	uṭhṇā
To return	ਲੇਟਣਾ	leṭṇā
To eat	ਖਾਣਾ	khāṇā
To tell	ਦਸਣਾ	dasṇā
To see	ਵੇਖਣਾ	vekhṇā
To listen	ਸੁਣਨਾ	suṇanā
To laugh	ਹਸਣਾ	hasṇā

Sentences

- ਮੈਂ ਅੰਬ ਖਾਣਾ ਹੈ। mai amb khāṇā hai.
- ਭੈਣ ਹਸਦੀ ਹੈ। bhainṇ hasdī hai.
- ਮਾਮਾ ਸੁਣਦਾ ਹੈ। māmā suṇdā hai.
- ਚਾਚਾ ਵੇਖਦਾ ਹੈ। cācā vekhdā hai.

Grade: 4

Lesson Number: 9

Unit Name: Grammar

Course: Boli

Title: Lesson II: Role Playing Verb Usage

Standards

Standard 5: Grammar: Verb Conjugation

- Students learn grammar related to regular and irregular verb conjugation. Further parts of speech are also introduced (adverbs, prepositions, and coordinating conjunctions).
 - *Students should recognize a verb and noun in sentences.*
 - *Students identify and correctly use singular and plural verbs and common/irregular conjugations.*
 - *Students identify and demonstrate usage of adverbs, prepositions, and coordinating conjunctions.*

Objective

1. Students identify and correctly use singular and plural verbs and common/irregular conjugations.

Prerequisites

- Lesson I on noun and verbs

Materials

- Markers
- Cardstock
- Pocket Chart
- Paper
- Pencils

Advanced Preparation

- Ensure the verb poster is posted on the wall (from Lesson I on verbs).
- Take approximately 50 cardstock pieces and two markers to the class.

Engagement (15-20 minutes)

- Review the definition of a verb with the students by drawing their attention to the definition posted in the classroom and asking them to describe what verbs are (from Class I).
- Model an action for the class (e.g., touch your toe). In a sentence, describe the actions you are doing so the students can hear you. For example, Mr. Singh is touching his toe.
- Explain to the students how the verb usage changes within a sentence if the noun is singular or plural. A plural noun requires a plural verb in Pañjābī, as a singular noun requires a singular verb.

- Write your action on cardstock and place it in the pocket chart. Repeat the sentence again pointing to each word in written form and drawing the students' attention to the verb as singular or plural.
- Write the same sentence again using the plural form and discuss it with the students.

Exploration (35 minutes)

- Divide the class into small groups of four or five students. Spread the groups around the classroom so each group has its own space.
- Ask each group to come up with a collective action task they will show everybody else (for example, everyone in the group claps at the same time or jumps at the same time).
- Ask each group to share their task one at a time.
- After each group performs their task, work with the class to verbalize their action as a sentence.
- Draw the students' attention to the verbs expressed in plural form. Write the sentence spoken on cards and place the sentence strip in the pocket chart.
- Repeat the group's action independently copying what they did. Verbalize the sentence and draw the students' attention to the difference in the way the verbs sound when a group performs the task in comparison to when one person performs the task (sometimes only the noun might be plural).
- Write out the sentence and place it in the pocket chart.
- Repeat the same process until every group has the opportunity to share their collective action task and the teacher repeats it independently.
- Note: The same engagement activity can be used during this lesson or another lesson focusing on regular and irregular verb conjugates (past, present and future tense).
- Independently have each student record the sentences on the pocket chart on to paper and have them underline the verbs in the passage and identify underneath why a verb form should be singular or plural.
- Repeat the same process for understanding verb conjugation in this lesson and others.

Explanation/Extension (5-10 minutes)

- Using a question answer process ask students to define what verb form should be used.

Evaluation

- Collect student work samples for assessment and use checklists to evaluate verbal usage of passages and sentence structure.

Teacher Resources

Below is a short list of vocabulary that can be used in this lesson.

More vocabulary can be found at Learn Panjabi in 25 Days, by Principal Santokh Singh;

Publisher: B. Chattar Singh Jiwan Singh, Bazar Mai Sewan, Amritsar

Nouns

English	Pañjābī	Transcriptions
Mango	ਅੰਬ	āmb
Orange	ਸੰਤਰਾ/ਸੰਤਰੇ	santrā/santre
Raspberry	ਰਸਭਰੀ/ਰਸਭਰੀਆਂ	rasbharī/rasbharīām
Cauliflower	ਬੰਦ ਗੋਬੀ/ਬੰਦ ਗੋਬੀਆਂ	band gobī/band gobīām
Potato	ਆਲੂ	ālū
Radish	ਮੂਲੀ/ਮੂਲੀਆਂ	mūlī/mūlīām
Horse	ਘੋੜਾ/ਘੋੜੇ	ghoṛā/ghoṛe
Sheep	ਭੇੜ	bheṛ
Mouse	ਚੂਹਾ/ਚੂਹੇ	cūhā/cūhe
Crow	ਕਾਂ	kām
Parrot	ਤੋਤਾ/ਤੋਤੇ	totā/ tote
Stork	ਬਗਲਾ	baglā
Sister	ਭੈਣ/ਭੈਣਾਂ	bhaiṇ/bhaiṇām
Brother	ਭਰਾ	bhrā
Paternal Uncle	ਚਾਚਾ/ਚਾਚੇ	cāca/cāce
Maternal Uncle	ਮਾਮਾ/ਮਾਮੇ	māmā/māme
Maternal Uncle	ਮਾਸੜ	māsaṛ

Verbs

English	Pañjābī	Transcriptions
To come	ਆਣਾ/ਆਉਂਦਾ/ਆਉਂਦੇ/ਅਉਂਦੀਆਂ	āṇā/āumḍā/āumḍe/āumḍīām
To go	ਜਾਣਾ/ਜਾਂਦਾ/ਜਾਂਦੇ/ਜਾਂਦੀਆਂ	jāṇā/jāmdā/jāmdē/jāmdīām
To open	ਖੋਲਣਾ/ਖੋਲਦਾ/ਖੋਲਦੇ/ਖੋਲਦੀਆਂ	khōḷṇā/kholdā/kholdē/kholdīām
To sit	ਬੈਠਣਾ/ਬੈਠਦਾ/ਬੈਠਦੇ/ਬੈਠਦੀਆਂ	baiṭṭṇā/baiṭhdā/baiṭhdē/baiṭhdīām
To arise	ਉਠਣਾ/ਉਠਦਾ/ਉਠਦੇ/ਉਠਦੀਆਂ	uṭṭṇā/uṭhdā/uṭhdē/uṭhdīām
To return	ਲੇਟਣਾ/ਲੇਟਦਾ/ਲੇਟਦੇ/ਲੇਟਦੀਆਂ	leṭṇā/leṭdā/leṭdē/leṭdīām
To eat	ਖਾਣਾ/ਖਾਂਦਾ/ਖਾਂਦੇ/ਖਾਂਦੀਆਂ	khāṇā/khāmdā/khāmdē/khāmdīām
To tell	ਦਸਣਾ/ਦਸਦਾ/ਦਸਦੇ/ਦਸਦੀਆਂ	dasṇā/dasdā/dasde/dasdīām
To see	ਵੇਖਣਾ/ਵੇਖਦਾ/ਵੇਖਦੇ/ਵੇਖਦੀਆਂ	vekhṇā/vekhda/vekhde/vekhdiām
To listen	ਸੁਣਨਾ/ਸੁਣਦਾ/ਸੁਣਦੇ/ਸੁਣਦੀਆਂ	suṇanā/suṇdā/suṇde/suṇdīām
To laugh	ਹਸਣਾ/ਹਸਦਾ/ਹਸਦੇ/ਹਸਦੀਆਂ	hasṇā/hasdā/hasde/hasdīām

For more activity ideas on grammar usage you can go to:

<http://www.lovetolearnplace.com/Grammar/simplegrammargames.html#anchor516130>

Grade: 4

Lesson Number: 10

Unit Name: Word use

Course: Bolī

Title: Understanding Antonyms and Synonyms using a Dictionary

Standards

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 understand and explain common antonyms and synonyms.
2. Students will use a dictionary to find antonyms and synonyms and identify the meaning of unfamiliar words.

Prerequisites

- Teacher and students have experience using a Pañjābī dictionary.

Materials

- Chart paper
- Markers
- Blackline Master #1 (see below)
- Pencils
- Class set of Pañjābī dictionaries (Panjabi University, Patiala)

Advanced Preparation

- Write the definitions for *antonym* and *synonym* on chart paper and put them up where students can see them in the room (definitions attached below).
- Make photocopies of Black-line Master #1 (attached below).
- Write a list of antonyms and synonyms on letter size paper for you to use during the game (examples attached below).

Engagement (15-20 minutes)

- Ask students what an antonym is. Draw their attention to the definition that is posted in the room.
 - **Antonyms** are words that have opposite meanings.

ਜਿਹਨਾਂ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਇੱਕ ਦੂਸਰੇ ਤੋਂ ਵਿਰੋਧੀ/ਉਲਟੇ ਹੋਣ ਉਹਨਾਂ ਨੂੰ ਵਿਰੋਧੀ/ਵਿਰੋਧਾਰਥਕ ਸ਼ਬਦ ਕਹਿੰਦੇ ਹਨ।

- Give students an example of what an antonym is (e.g., up-down: ਉਪਰ-ਥਲੇ, upar-thale).
 - ਜਿਵੇਂ: ਸੁੱਤਾ-ਜਾਗਦਾ, ਖਾਲੀ-ਭਰਿਆ, ਸੁੱਕਾ-ਹਰਾ, ਗੰਦਾ-ਸੋਹਣਾ, ਮੋਟਾ-ਪਤਲਾ, ਚੰਗਾ-ਮਾੜਾ, ਹੌਲੀ-ਉੱਚੀ, ਛੋਟੀ-ਵੱਡੀ, ਕਾਲਾ-ਚਿੱਟਾ, ਜ਼ਾਲਮ-ਦਿਆਲੂ
- Follow the same process again this time asking students what a synonym is and providing an example of what a synonym is.
 - **Synonyms** are words that have a similar meaning (e.g., ਗਰਮ-ਤੱਤਾ, garam-tattā).
ਜਿਹਨਾਂ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਇੱਕੋ ਜਿਹੇ ਹੋਣ ਉਹਨਾਂ ਨੂੰ ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ ਕਹਿੰਦੇ ਹਨ। ਜਿਵੇਂ: ਜਲ-ਪਾਣੀ, ਘਰ-ਮਕਾਨ, ਕੁੜੀ-ਲੜਕੀ, ਮੁਰਗਾ-ਕੁੱਕੜ, ਵੀਰ-ਭਰਾ, ਸਬਜੀ-ਭਾਜੀ, ਰੋਟੀ-ਫੁਲਕਾ, ਰੁੱਖ-ਦੁੱਖਤ, ਬੁੱਢਾ-ਬਜ਼ੁਰਗ

Antonym/ Synonym Jeopardy Game

- Divide the class in half, thus forming two teams. Have each team line up separately. The team members at the front of each line compete against one another.
- Explain that you will call out a word and the first person to say the antonym matching that word gets a point. Each time a team gets the answer right give them a point that is recorded on a chart (see example attached below).
- Play the game again but this time focus on finding synonyms. Keep playing until each player gets two or three chances to answer.
- Congratulate all students on their efforts at the end of the game.

Point Chart Example

<u>Team 1</u>	<u>Team 2</u>
III	IIII

Exploration (35 minutes)

Synonym/Antonym Assignment

- Review with the class how to use a Pañjābī dictionary. Make sure to point out where antonyms and synonyms for a word are found in a dictionary.
- Give each student a dictionary and a copy of Blackline Master #1. Have them find each word in the dictionary and write an antonym and synonym for it. Students then write a definition of the word and use it in a simple sentence. Complete the first question as a class so they understand what to do (See example attached below).

Explanation/Extension (5-10 minutes)

- Review the definitions for antonyms and synonyms. Say a word and ask a student to tell you the appropriate antonym or synonym in response.
- **Extension:** For those students who complete the assignment quickly and effectively, have them divide into pairs and give each pair a dictionary. Have one student open the dictionary and say a word while the other partner tries to say an antonym or synonym for the word; then they switch, so each person gets a turn.

Evaluation

- Check for understanding through questioning the examples that children provide.
- Evaluate definition sheets.

Teacher Resources

Name _____ Date _____

Instructions: Using a dictionary, for each word write its antonym, synonym, definition and use it in simple sentence.

Example ਉੱਪਰ

Antonym ਥੱਲੇ

Synonym ਉੱਤੇ

Definition _____

Sentence _____

Word _____

Antonym _____

Synonym _____

Definition _____

Sentence _____

Grade: 4

Lesson Number: 11

Unit Name: Grammar

Course: Bolī

Title: Identifying and Using Prepositions

Standards

Standard 5: Grammar: Verb Conjugation

- Students learn grammar related to regular and irregular verb conjugation. Further parts of speech are also introduced (adverbs, prepositions, and coordinating conjunctions).
 - *Students should recognize a verb and noun in sentences.*
 - *Students identify and correctly use singular and plural verbs and common/irregular conjugations.*
 - *Students identify and demonstrate usage of adverbs, prepositions, and coordinating conjunctions.*

Objective

1. Students will identify and demonstrate the proper usage of prepositions.

Prerequisites

- Teacher is familiar with parts of speech.

Materials

- Chart paper
- Markers
- Paper
- Pencils
- Sticky tack or tape
- Boxes or containers
- Objects: toys or everyday items (e.g., pencil)

Advanced Preparation

- Prepare a class list dividing students into groups of three or four. Choose children who have not had the opportunity to work with one another and those who work well with one another.
- Prepare a poster defining the term preposition (ਸਬੰਧਕ/sabandhak) and include an example with it. It must be noted that while the English term is “preposition,” however, due to the nature of Pañjābī sentence structure, it could actually be considered a “postposition.” Definitions are attached for “preposition” in English and ਸਬੰਧਕ (sabandhak) in Pañjābī.
- Collect enough boxes or containers so each group will have one.
- Collect enough objects so each student has one. The objects should be small enough to fit in the box or container.

Engagement (15-20 minutes)

- Using an object (desk) place another object (book) on the first object (desk) and then repeat. “*The book is on the desk*” (ਕਿਤਾਬ ਮੇਜ਼ ਦੇ ਉਤੇ ਹੈ ।). Then move the position of the object in relation to the desk (e.g., around, in front, behind, beside, under etc.) (Pañjābī examples attached below).
- Define a preposition and draw the student’s attention to the definition posted in the room.
- Brainstorm a list of prepositions in Pañjābī and post it in the room.
- Repeat the positions again. This time have the students identify the position of the object and write a sentence describing what they see on the board. For example, the book is on the table.
- Underline the preposition in the sentence.

Exploration (35 minutes)*Identifying Prepositions*

- Divide the students into groups of three or four. Provide each group with a box or container and four different objects.
- Have each student hold up their object and the teacher writes the name of all the objects on chart paper and posts it in the room.
- Have each student take a turn placing their object in relation to the box or container (e.g., ਅਗੇ, ਪਿਛੇ, ਨਾਲ). As the student places the object in different places the other members in the group orally describe the position of the object.
- All group members then write a sentence of what they see. Have students refer to the list of prepositions posted in the class and the object list to help them construct the sentences.
- Repeat the process so each student gets a chance to place their object in relation to the box or container. Encourage students to use different prepositions.

Explanation/Extension (5-10 minutes)

- As a culminating activity in their response journals have students define and provide two examples of a preposition and express what they enjoyed about the activity.

Evaluation

- Move among the groups to see each students’ abilities to use prepositions.

Teacher Resources

Definition: (from: <http://www.colorado.edu/slhs/CLL/latindex.htm>)

PREPOSITIONS: A preposition comes before (*pre*) a noun or pronoun, and shows the relationship (*position*) of that person or thing to something else. If you imagine an ant next to a hollow tree, a preposition describes "anywhere the ant can go" (this definition is clever but it leaves out a few prepositions, such as "of" and "for"). A preposition is followed by a noun or a pronoun.

- A few English prepositions: in, into, on, onto, over, under, through, to, up, down, by, with, from, of, out, between, across, without, for.
- Simple Latin prepositions: in (= in, on, into, or against), cum (with), e or ex (out of)

Note: In Pañjābī, they are “post-positions” because they come after nouns and pronouns.

ਸੰਬੰਧਕ ਉਹ ਸ਼ਬਦ ਹੁੰਦੇ ਹਨ, ਜਿਹੜੇ ਕਿ ਨਾਂਵ ਜਾਂ ਪੜਨਾਂਵ ਤੋਂ ਪਿੱਛੋਂ ਅਤੇ ਕਿਰਿਆ ਤੋਂ ਪਹਿਲਾਂ ਆ ਕੇ ਵਾਕ ਵਿਚਲੇ ਬਾਕੀ ਸ਼ਬਦਾਂ ਨਾਲ ਨਾਂਵ ਜਾਂ ਪੜਨਾਂਵ ਦੇ ਸੰਬੰਧ ਨੂੰ ਦਰਸਾਉਂਦੇ ਹਨ (ਬਾਰੇ ਦੱਸਦੇ ਹਨ।) ਜਿਵੇਂ: ਮੈਂ ਕੁਰਸੀ ਉੱਪਰ ਬੈਠੀ ਹਾਂ। ਬੰਦਾ ਸਿੰਘ ਰੁੱਖਾਂ ਦੇ ਵਿੱਚਕਾਰ ਖੜ੍ਹਾ ਹੈ।

Prepositions

English	Pañjābī	Transcriptions
In	ਅੰਦਰ, ਵਿਚ,	andar, vic
On, Up, Above	ਉੱਤੇ, ਉੱਪਰ	utte, uppar
Below, Under	ਬੱਲੇ	tthale
Before, In front of	ਅੱਗੇ	agge
Behind	ਪਿੱਛੇ	picche
Far	ਦੂਰ	dūr
Near	ਨੇੜੇ, ਲਾਗੇ	neṛe, lāge
From	ਤੋਂ	tom
To	ਵਲ	val
In between	ਵਿਚਕਾਰ	vickār
Up to	ਤਕ, ਤੀਕ,	tak, tīk
For	ਵਾਸਤੇ, ਲਈ	vāste, laī
Through	ਦੁਆਰਾ, ਰਾਹੀਂ	duārā, rāhī
With	ਨਾਲ	nāl
Without	ਬਗੈਰ, ਬਿਨਾਂ	bagair, binām
About	ਬਾਰੇ, ਸਬੰਧੀ	bāre, sabandhī

Grade: 4

Lesson Number: 12

Course: Bolī

Title: Around the World

Standards

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.
3. Students will decode regular multi-syllabic words, including knowledge of prefixes and suffixes.
4. Students will use a dictionary to learn the meaning and feature of unfamiliar words.

Prerequisites

- Teacher familiarity with multi-syllabic words.
- Teacher familiarity on how to use a Pañjābī dictionary.

Materials

- Chart paper
- Markers
- Sticky tack or tape
- Response journals
- Cardstock
- Class set of Pañjābī dictionaries (Panjabi University, Patiala)
- Paper
- Pencils and erasers

Advanced Preparation

- Review the rules of the game *Around the World*.
- Prepare a class set of multi-syllabic words on cardstock.
- Write out a passage with unfamiliar words and display it in the room (passage attached).

- Create another set of sentences from the passage with unfamiliar words on chart paper that the students will copy.

Engagement (15-20 minutes)

Game – Around the World

- All students stay at their desks or sit in a circle. Choose two students to stand and show them a regular multi-syllabic word written on a card. The first student who is able to read the word wins and moves on to the next student. Repeat the same process showing a new word every time. The student who guesses the word correctly first moves on. The game continues until all students have had a chance to guess at a word. Those students sitting and waiting must try to guess what the word says in their heads.
- After the game is over, have students record in their response journals in Pañjābī or English what strategies they used to try and figure out what the word said. For example, students may write that they divided the word into syllables or sounded out each letter and vowel symbol to decode the word. As a class talk about these strategies and how different strategies can be used to help figure out what a word sounds like.

Exploration (35 minutes)

Decoding Unfamiliar Words

- As a class read the passage together using proper intonation and expression; underline unfamiliar words as you go along. Work with the students to try and figure out the meaning of the unfamiliar word in the context in which it appears.
- After students practice the process as a class, have the students copy the sentences written on chart paper from the passage.
- After reading and writing the passage independently, students identify unfamiliar words by underlining them and write an explanation of what they think the word means below the passage based on the context in which the word appears.
- As a class discuss the meaning of the unfamiliar words in the passage.
- Give each student a dictionary, have them find the word and then have them define it to confirm their assumptions.

Explanation/Extension (5-10 minutes)

- Review different types of strategies used to decode words and their meaning by having different student raise their hand identifying the types of strategies they may have used.

Evaluation (On-going)

- Student assessment will be an on-going task. Check for student participation during passage reading and ability to identify unfamiliar words.

Teacher Resources**Passage**

ਸਰੀਰ ਦੀ ਸਿਹਤ ਲਈ ਖੇਡਨਾ ਜ਼ਰੂਰੀ ਹੈ। ਪਰ ਪੜ੍ਹਨ ਵੇਲੇ ਪੜ੍ਹੋ ਤੇ ਖੇਡਨ ਵੇਲੇ ਖੇਡੋ।
ਆਪਨੇ ਸਾਥੀਆਂ ਨਾਲ ਪਿਆਰ ਕਰੋ ਤੇ ਖੇਡੋ। ਮਿੱਟੀ ਘੱਟੇ ਵਿਚ ਖੇਡਨ ਨਾਲ ਕੱਪੜੇ ਮੈਲੇ ਹੋ ਜਾਂਦੇ ਹਨ।
ਖੇਡ ਅਜਿਹੀ ਖੇਡੋ ਜਿਸ ਵਿਚ ਕਿਸੇ ਨਾਲ ਲੜਾਈ ਨਾ ਹੋਵੇ। ਕਿਸੇ ਨਾਲ ਧੋਖਾ ਜਾਂ ਸ਼ੈਤਾਨੀ ਨਾ ਕਰੋ।
ਖੇਡ ਨੂੰ ਖੇਡ ਦੀ ਭਾਵਨਾ ਨਾਲ ਖੇਡੋ। ਬਦਲੇ ਜਾਂ ਲੜਾਈ ਦੀ ਭਾਵਨਾ ਨਾਲ ਨਾ ਖੇਡੋ।

Grade: 4

Lesson Number: 13-14

Unit Name: Resource Materials

Course: Bolī

Title: Mahān Kosh

Standards

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.*

Standard 3: Reference Materials

- Students understand the purposes of various reference materials.
 - *Students understand the purpose of the Mahān Kosh.*

Objectives

1. Students will learn what the Mahān Kosh is and will learn about Kāhn Singh Nābhā.
2. Students will practice silent reading.
3. Students will learn that the Mahān Kosh is an important resource for research.

Prerequisites

- None

Materials

- Four to five copies of the Mahān Kosh (or more depending on availability and number of students)
- Paper/Pencil
- Copy of Kirpal Singh Panu's article; to print article go to:
<http://www.ik13.com/MahanKosh/Mahankosh.pdf>

Advanced Preparation

- Teacher should read the article and be familiar with it.
- Teacher should explore the Mahān Kosh to better understand it and better explain it to the children.
- Teacher should plan to use two class periods for this class in order to let children share their findings and to explore the Mahān Kosh further.

Engagement (15-20 minutes)

- Have children silently read the article of Kirpal Singh Panu.
- Ask them to underline words/phrases they are not familiar with.
- Discuss the article and make sure children understand the entire article, as it is somewhat difficult for this age group.

Exploration (35 minutes)

- Divide students into groups of three or four and give them a Mahān Kosh each. Make sure that each group has a strong reader in their group. If possible it would be good to have extra adults with strong Pañjābī skills to help out with the groups.
- Assign each group an alphabet to work with. Tell them to glance through all the words/phrases and pick one or two words that they find to be interesting to share with other children. Recommend that they pick something that is familiar to them, but the definition is new.
- Have them write the word, the description and the background in a manner that they would like to share it with everyone. Give children more time if needed. They should also continue their research in their next class.
- Teacher should move from group to group to help children focus and help them with their research.

Explanation/Extension (5-10 minutes)

- If any group is finished, have them share their findings with you. Provide them with appropriate feedback and have them prepare for presentation in the next class.

Evaluation (On-going)

- Ask children to find other Sikh materials as resources to research from.

Grade: 4

Lesson Number: 15

Unit Name: Typing - Gurbanilipi

Course: Bolī

Title: Typing I

Standards

Standard 6: Basic Keyboard Skills Using a Gurbanilipi font

- Students demonstrate basic keyboarding skills using a Gurbanilipi font.
 - *Students become familiar with typing on a computer using Gurbanilipi and basic computer terminology.*

Objectives

1. Students become familiar with the keyboard and practice typing using the Gurbanilipi font.

Prerequisites

- Gurbanilipi font (<http://www.sikhnet.com/s/SGGS-Fonts>) installed.

Materials

- Copy of attached key map
- List of words to begin typing
- Overhead projector
- Transparency of key map
- Key boards for children (resources below)
- Have a few computers set up so that children can practice at a real monitor

Advanced Preparation

- Teacher should be familiar and comfortable with the key map.

Engagement (15-20 minutes)

- Ask children if they have typed before. Some of them may have and some may not have.
- Tell them that for a couple of weeks they are going to learn typing in Pañjābī.
- Students should practice at home and by the end of the semester they will be typing paragraphs.
- Show children the transparency of the key board.
- Together, go over all of the 35 letters on the keyboard.
- Say some words and have children tell you what letters on the keyboard they will use to create that word.

Exploration (35 minutes)

- To begin with, have children practice the words below.
- None of the words require typing that uses the shift key.

- After children are done with typing the words out, stop and then have children type out the alphabet.
- Have them repeat the words below and have them repeat the entire alphabet. They should have enough time to do this.

Explanation/Extension (5-10 minutes)

- Have children check their typing for mistakes.
- If students have time, let them practice typing their names.

Evaluation (On-going)

- Check children's typing to see if they were accurate.

Teacher Resources

ਜਲ ਕਲਮ ਤਨ ਕਮਲ ਬਲਬ
 ਬਟਨ ਮਟਰ ਮਨ ਤਰ ਡਰ
 ਕਰ ਸਜ ਹਨ ਸਨ ਮਦਨ
 ਗਰਮ ਨਰਮ ਕਰਮ ਨਮਕ ਚਮਕ
 ਨਗਰ ਕਸਰਤ ਗਰਦਨ ਦਰਜਨ ਮਲਮਲ
 ਪਰਬਤ ਜਗਮਗ ਗਲਮਲ ਬਰਕਤ

GurbaniLipi Key Map

(Upper & Lower Case Characters)

~ ~	1 !	2 ~	3 #	4 \$	5 %	6 ਖ	7 ਛ	8 *	9 (0)	- _	+ =	Backspace
Tab	Q ਤ	W ਰ	E ਏ	R ਰ	T ਟ	Y ਯ	U ਊ	I ਭੀ	O ਓ	P ਫ	{ [}]	 ਥ
Cap Lock	A ਅ	S ਸ	D ਧ	F ਫ	G ਗ	H ਹ	J ਜ	K ਕ	L ਲ	:	"	"	Return
Shift	Z ਜ਼	X ਖ਼	C ਚ	V ਵ	B ਭ	N ਨ	M ਮ	< , ੴ	> .	? /	?	?	Shift
Option ALT													

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Grade: 4

Lesson Number: 16

Unit Name: Typing: Gurbanilipi

Course: Bolī

Title: Typing II

Standards

Standard 6: Basic Keyboard Skills Using a Gurbanilipi font

- Students demonstrate basic keyboarding skills using a Gurbanilipi font.
 - *Students become familiar with typing on a computer using Gurbanilipi and basic computer terminology.*

Objectives

1. Students become familiar with the keyboard and practice typing using the Gurbanilipi font.

Prerequisites

- Previous completion of Typing Lesson I.
- Gurbanilipi font (<http://www.sikhnet.com/s/SGGS-Fonts>) installed.

Materials

- Key map (attached)
- List of words to begin typing
- Overhead Projector
- Transparency of key map
- Keyboards for children
- Have a few computers set up so that children can practice at a real monitor

Advanced Preparation

- Teacher should be familiar and comfortable with the key map.

Engagement (15-20 minutes)

- Have children practice words where they will have to use the shift keys and other symbols, etc. Tell them to keep typing and not to worry over mistakes.
- If you are able to get a printer, print out each child's typing and have a partner check for mistakes.

Exploration (35 minutes)

- Ask children how they feel about the typing process in order to give them a little break and also to gauge their comfort or level of difficulty.
- Now tell children that they have a free typing opportunity, but the topic is "Me." They can type anything about themselves.

Explanation/Extension (5-10 minutes)

- Print out each "Me" typing exercise and have children read them if they want to.

Evaluation (On-going)

- Collect the paragraphs and see how children did with their typing.

Teacher Resources

ਨਾਖ ਥਾਲ ਭਾਰ ਯਾਰ ਥੜਾ ਸਾਬਣ ਚਾਨਣ ਚਰਖਾ ਲੜਨਾ ਅਖਬਾਰ
 ਸਿਰ ਗਿਣ ਪਿਆ ਗਿਆ ਸ਼ਹਿਰ ਜ਼ਹਿਰ ਘੜੀ ਹਾਥੀ ਫਕੀਰ ਸਫਾਈ
 ਕੁਰਸੀ ਜੁਰਾਬ ਉਠ ਫੁਹਾਰਾ ਫੁਲਕਾਰੀ ਉਠ ਬੂਟ ਕੂਬ ਝੂਟਾ ਪੂਰਨ ਮੂਰਤ
 ਭੇਡ ਖੇਡ ਠੇਲਾ ਸਾਡੇ ਕੀੜੇ ਪੈਰ ਐਨਕ ਛੈਣੇ ਸਵੈਟਰ ਬੈੜੇ ਥੈਲਾ
 ਮੋਰ ਘੋੜਾ ਟੋਪ ਛੋਲੇ ਕੋਲ ਤੋਲਿਆ ਹਥੋੜਾ ਵਿਛੋਣਾ
 ਅੰਬ ਇੰਜਣ ਮੁੰਡਾ ਮੂੰਹ ਦੰਦ ਖੰਡ
 ਬਾਂਹ ਬਾਂਦਰ ਵਾਂਗ
 ਅੱਖ ਇੱਟ ਮੱਛੀ ਜੁੱਤੀ ਹੱਥ ਪੱਗ ਝੱਟਕਾ
 ਪ੍ਰੇਮ ਪ੍ਰਿਥਵੀ ਕ੍ਰੋਧ
 ਆਲੁਣਾ ਪੜ੍ਹ ਬੰਨ੍ਹ ਜੜ੍ਹ ਡੋਲ੍ਹ ਕਾੜ੍ਹ

Grade: 4

Lesson Number: 17

Unit Name: Writing

Course: Bolī

Title: Letter writing I

Standards

Standard 4: Writing Sentences and Paragraphs with a Central Idea

- Students write coherent sentences and multi-paragraph compositions that develop a central idea.
 - *Students can create multi-paragraph compositions, including a developed topic sentence, and simple supporting facts and details.*
 - *Students learn the formats to write personal and formal letters, thank-you notes, and invitations.*
 - *Students describe the setting, characters, objects, and events using adjectives and appropriate vocabulary.*

Objective

1. Children will write letters according to their area of interest.

Prerequisites

- This is the lesson in a two-part series on letter writing.

Materials

- Letter writing material
- Examples of letters written in Pañjābī (example attached)
- Chart paper
- Markers

Advanced Preparation

- Write a letter to your class in Pañjābī specifying the task of the day: Writing a letter.

Engagement (15-20 minutes)

- Begin class by asking children if they have ever written a letter to anyone. Ask them:
 - What kind of letters have you written?
 - Do you all like to get mail?
 - What are some reasons that people write letters?
 - What type of letter would you write if someone gave you a gift?
 - What type would you write if you broke a friend's toy?
 - What type would you write if you were having a party?
- Then together go over the different steps in a letter. You can ask children questions, such as – what does a letter usually begin with? What comes next? How does it end? etc.
- As children respond, write the answers on chart paper for children to follow along. Do this both in English and Pañjābī. Ask children to be specific. If they say it has a

greeting, then ask them to give specific examples of it: (My dear, ਮੇਰੀ ਪਿਆਰੀ, ਮੇਰੇ ਪਿਆਰੇ).

- Make sure the greeting, the body and the closing of a letter are covered.
- Read the Pañjābī letter you wrote to the class and the attached example as well.

Exploration (35 minutes)

- Now talk about what and who children would like to write to. For the most part, if children choose their own topic and their own person to write to they will be more effective, but you will know best which students in your class will need direction.
- Brainstorm topics and write them on the chart paper (website with examples of possible topics attached).
- Let children ask questions about specific words.
- Then let them begin drafting their letters.
- Have them sit on their own. Give them options to actually begin writing the letter or to create a bulleted format of what they want in their letter from start to finish.

Explanation/Extension (5-10 minutes)

- For the last few minutes have children pair up and discuss their progress on their letter and share with their partner what they are writing about. Ask their partner to advise them on their progress and if they think they can add or take away something, etc.

Evaluation (On-going)

- Tell children to finish their letter for the next class and have it ready to read to the class.
- Before the next class, they should also read their letter to at least one member of their family.

Teacher Resources

Letter Writing Topics

<http://www.youthonline.ca/penpals/bltopics.shtml>

Sample Letter

ਆਪਣੇ ਜਨਮ ਦਿਨ 'ਤੇ ਆਪਣੇ ਦੋਸਤ ਨੂੰ ਸੱਦਾ

੨੮੬, ਮੋਤਾ ਸਿੰਘ ਨਗਰ
ਜਲੰਧਰ, ਪੰਜਾਬ

੨ ਜਨਵਰੀ, ੨੦੧੩

ਮੇਰੇ ਪਿਆਰੇ ਮਨਜੋਤ ਸਿੰਘ,

ਤੈਨੂੰ ਇਹ ਜਾਣ ਕੇ ਖੁਸ਼ੀ ਹੋਵੇਗੀ ਕਿ ਮੇਰਾ ਜਨਮ ਦਿਨ ੧੪ ਜਨਵਰੀ ਨੂੰ ਹੈ। ਮੇਰੇ ਮਾਤਾ ਪਿਤਾ ਨੇ ਇਸ ਵਾਰ ਇਹ ਧੂਮ-ਧਾਮ ਨਾਲ ਮਨਾਉਣ ਦਾ ਫੈਸਲਾ ਕੀਤਾ ਹੈ। ਇਕ ਚਾਹ-ਪਾਰਟੀ ਹੋਵੇਗੀ। ਨਾਚਣ-ਗਾਣ ਦਾ ਪ੍ਰੋਗਰਾਮ ਵੀ ਹੋਵੇਗਾ। ਇਹ ਖੂਬ ਮੌਜ ਮੇਲੇ ਵਾਲੀ ਸ਼ਾਮ ਹੋਵੇਗੀ। ਆਪਣੇ ਸਾਂਝੇ ਦੋਸਤ, ਬਲਵਿੰਦਰ ਤੇ ਸੋਹਣ ਵੀ ਆ ਰਹੇ ਹਨ। ਇਸ ਮੌਕੇ 'ਤੇ ਮੇਰੇ ਰਿਸ਼ਤੇਦਾਰ ਵੀ ਹੋਣਗੇ। ਤੈਨੂੰ ਉਹਨਾਂ ਦੇ ਸਾਥ ਦਾ ਲੁਤਫ ਆਵੇਗਾ। ਮੈਨੂੰ ਉਮੀਦ ਹੈ ਕਿ ਤੂੰ ਇਸ ਉਤਸਵ ਵਿਚ ਸ਼ਾਮਲ ਹੋ ਕੇ ਸਾਡੇ ਨਾਲ ਖੁਸ਼ੀਆਂ ਸਾਂਝੀਆਂ ਕਰੇਂਗਾ।

ਮਿਹਰਬਾਨੀ ਕਰਕੇ ਜ਼ਰੂਰ ਆਵੀਂ। ਮੈਂ ਤੇਰੀ ਉਡੀਕ ਕਰਾਂਗਾ।

ਤੇਰਾ ਮਿੱਤਰ,
ਭੂਪਿੰਦਰ ਸਿੰਘ

Grade: 4

Lesson Number: 18

Unit Name: Writing

Course: Bolī

Title: Letter writing II

Standards

Standard 4: Writing Sentences and Paragraphs with a Central Idea

- Students write coherent sentences and multi-paragraph compositions that develop a central idea.
 - *Students can create multi-paragraph compositions, including a developed topic sentence, and simple supporting facts and details.*
 - *Students learn the formats to write personal and formal letters, thank-you notes, and invitations.*
 - *Students describe the setting, characters, objects, and events using adjectives and appropriate vocabulary.*

Objective

1. Children will finish their letters and read them to the class.

Prerequisites

- Lesson I on Letter Writing.

Materials

- Letter writing material
- Examples of letters written in Pañjābī (available in Lesson 17)
- Chart paper
- Markers

Advanced Preparation

- Write a friendly letter to someone so that it can be read in the class.

Engagement (5-10 minutes)

- Ask children how their letter writing assignment was. Let them share their successes and difficulties.
- Then tell them that everyone is going to read their letter to the class today and the class will do some constructive criticism - **ALL IN Pañjābī!**

Exploration (35-45 minutes)

- Have five children read their letters one after the other, so that no one feels pressured.
- After five children have gone then let the other children comment on the letters.
 - What did you like about them? How can they be improved? How would they be better understood? etc.
- Do this with the entire class.

Explanation/Extension (5 minutes)

- Encourage children to correct their letters and mail them out.

Evaluation (On-going)

- Pay special attention to children's grammar in the letter and reading fluency.
- Also pay special attention to the use of spoken Pañjābī during constructive criticism.

Grade: 4

Lesson Number: 19

Unit Name: Poetry

Course: Bolī

Title: Poetry I

Standards

Standard 2: Comprehension of Appropriate Passages

- Students comprehend grade-appropriate reading passages and begin analysis of text.
 - *Students ask questions that are not merely found verbatim in the text, but demonstrate analysis and predictions.*
 - *Students ask questions and support answers by connecting prior knowledge with literal information.*
 - *Students identify structural patterns found in informational text (compare & contrast, cause & contrast, sequential & chronological order) to strengthen comprehension.*
 - *Students evaluate new information and hypotheses by testing them against known information and ideas.*
 - *Students define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.*
 - *Students follow simple multi-step written instructions (e.g., how to assemble a product).*

Standard 4: Writing Sentences and Paragraphs with a Central Idea

- Students write coherent sentences and multi-paragraph compositions that develop a central idea.
 - *Students can create multi-paragraph compositions, including a developed topic sentence, and simple supporting facts and details.*
 - *Students learn the formats to write personal and formal letters, thank-you notes, and invitations.*
 - *Students describe the setting, characters, objects, and events using adjectives and appropriate vocabulary.*

Objective

1. Students write an initial draft of a poem that will be edited over several lessons.
2. Students learn different kinds of figurative language and are able to make assumptions about their own poetry and use appropriate knowledge to begin editing processes.

Prerequisites

- Teacher familiarity with poetic forms (attached below).
- This is the first in a five-part series on Poetry and Figurative language lessons. Teacher should read the entire unit's worth of lessons, in order to better understand the process in which students will explore poetry.

Materials

- Lined paper
- Construction Paper
- Markers/Crayons/Colored Pencils/Charcoal art pencils, etc.
- Dry/Erase board

Advanced Preparation

- This lesson might initially be a little scary for students, as they will be asked to develop a poem without any pre-learning on this topic in the Boli classes.
- They will be using knowledge from their poetry classes at school if they have had any. Have examples of different topics that you might offer to them. Some topics might be: a place, an emotion, a person (ਕੋਈ ਥਾਂ, ਕੋਈ ਜਜ਼ਬਾਤ, ਕਿਸੀ ਮਨੁਖ ਬਾਰੇ).

Engagement (20-25 minutes)

- Begin by asking children to write a poem in Pañjābī.
- Tell them that it can be any topic that they want.
- It can be in any format that they want it.
- Since you will know your class ability best, you can decide if you want children to work in pairs or perhaps give them the option to work in pairs.
- Then, have students illustrate a picture depicting their poems.
- Tell them that this is just a draft of a poem that they are going to expand on over the next several weeks.

Exploration (30-35 minutes)

- Now begin talking about what a poem is (attached).
- Children may probably have learnt the different things in school, so have them verbalize them.
- Write them on the board as they tell you and see if you can fit everything on the list below. Choose to do it in English and Pañjābī both.
- Ask the children to try to give you an example for each thing they come up with. If possible have them give you the example in Pañjābī.
- You won't be concentrating on all aspects of the list, but it does give children a good starting point.
- In particular, focus on simile, metaphor, hyperbole, and echo. Have some examples ready to share with the children in Pañjābī.

Explanation/Extension (5-10 minutes)

- When children are done then have them reread their poems to themselves and see what kind of techniques they may have used and what kind they may want to use as they revise their poems over the next few weeks.
- As children are doing that, go around and take a look at everyone's poems, try to keep in mind the topics they are using; even write them down if you want for yourself, so that you can get children more suggestions for their topics.

Evaluation (On-going)

- This is a good lesson to gauge children's level and understanding through their poetry writing.
- Have children think of other things they want to add to their poetry and also ask them to bring to class one poem that interests them.
- Ask them to try to find a Pañjābī poem, but if they can't find one, they can bring an English one too.
- Once the final version of the poem is done a few weeks later, you can decide to put them up as a class.

Teacher Resources

What's in a Poem?

Writers use different literary techniques, poetic forms, and sound patterns to create rich imagery and emotional connections with readers. Use this glossary to inspire your budding poet.

Alliteration: Repeating, within a line or phrase, the same initial consonant sound in several words (*the raging river roared*)

Antonyms: Words that have opposite meanings

Assonance: Repeating, within a line or phrase, the same vowel sounds in words that have different consonants (*the mad cat ran*)

Blank verse: Poetry that doesn't rhyme but which has a set meter and rhythm

Carpe Diem: Latin for "seize the day," a common theme in poetry that emphasizes how life is short so we should make the most of today

Echo: Repeating sounds, syllables, words, or lines in a poem

Homonym: Words that have the same pronunciation and spelling but different meanings (*game of pool, swimming pool*)

Homophone: Words that are pronounced alike but are spelled differently and usually have different meanings (*to, too, and two; write and right*)

Hyperbole: An extreme exaggeration that emphasizes a point but isn't meant to be taken literally (*I'll give you a million dollars for that cookie!*)

Metaphor: Describing something by comparing it to another object or thing without using "like" or "as" (*The moon was a shining jewel*)

Onomatopoeia: The use of a word that sounds like the thing it stands for (*buzz, sizzle*)

Personification: A type of metaphor where human characteristics or feelings are given to an animal, object, or idea (*the brave tree*)

Simile: A way of describing something by using "like" or "as" to compare it to something else (*Her eyes were like stars.*)

Synonyms: Words that have the same or nearly the same meanings

Pañjābī Poetic Aesthetic forms

Each word, phrase, line, verse are a witness to the aesthetic beauty contained within the Gurū Granth Sāhib. The aesthetics can certainly be found throughout, however it seems one of the reason these forms were used was to convey a thought, a message. The Gurūs were not necessarily writing for themselves to fulfill some poetic impulse but rather directly for their audience. They understood very well the psyche of those to whom they were speaking. They understood the experiences, the emotional states, and social, political and religious environment of their audience. Therefore, they explained their message in ways and methods with which their listeners already had a close emotional rapport. They used the same type of tunes, the same type of rhythms so that what they wanted to share was not something foreign or something their audience could not relate to. The images they created, the pictures they painted, the analogies, the similes, the metaphors, and the examples they used were a part of the common man's experience. When the common person read the Gurū's Word he could identify with it as to how it related to the different aspects of his life and it was therefore easier for them to comprehend the true message. The Gurūs used examples from all spheres of life: nature, culture, human relationships etc. The Gurūs did what no other can claim. They brought about revolutionary change through these innovative methods and thus infused a new spirit into the common man. Below are some examples of the different types of aesthetic forms that can be found within the Gurū Granth Sāhib.

a) Alliteration (ਸ਼ਬਦ ਅਲੰਕਾਰ) – This is the most popular form where there is an occurrence of the same sound at the start of words. The words are close and are repeated to form a melodious expression, which is easy to remember, for example:

ਸੂਰ ਸਰੁ ਸੋਸਿ ਲੈ ਸੋਮ ਸਰੁਪੇਖਿ ਲੈ ਜੁਗਤਿ ਕਰਿ ਮਰਤੁ ਸੁ ਸਨਬੰਧੁ ਕੀਜੈ ॥ (ਮ: ੧, ਪ. ੯੯੧)

[Burn off the mainsprings of passion, and strengthen the attributes of Truth: this verily, is the inhalation and exhalation of breath; and let poise be the holding of the breath.]

b) Expressions of Praise (ਉਪਮਾ ਅਲੰਕਾਰ) – In the form of simile, where one thing is compared to another. For example:

ਧਨੁ ਜੋਬਨੁ ਅਰੁ ਫੁਲੜਾ ਨਾਠੀਅੜੇ ਦਿਨ ਚਾਰਿ ॥

ਪਬਣਿ ਕੇਰੇ ਪਤ ਜਿਉ ਢਲਿ ਢਲਿ ਜੁਮਣਹਾਰ ॥ (ਮ: ੧, ਪ. ੨੩)

[Wealth, the beauty of youth and flowers are guests for only a few days.
Like the leaves of the water lily, they wither and fade and finally die.]

c) Metaphorical expression (ਰੂਪਕ ਅਲੰਕਾਰ) – The application of a word or phrase to a thing that it does not apply to literally. This form is beautifully used throughout Gurbānī.

ਹ੍ਰਿਤ 'gẓco rŋg.' the items used in a prayer called Ārtī where a plate with an oil lamp

ਗਗਨ ਮੈ ਥਾਲੁ ਰਵਿ ਚੰਦੁ ਦੀਪਕ ਬਨੇ ਤਾਰਿਕਾ ਮੰਡਲ ਜਨਕ ਮੋਤੀ ॥ (ਮ: ੧, ਪ. ੬੬੩)

[The sky is a plate, the sun and moon the oil lamps and the stars the pearls.]

d) Expressions of Analogy (ਦ੍ਰਿਸ਼ਟਾਂਤ ਅਲੰਕਾਰ) – In this form one thing is compared to another to make its meaning more lucid. For example. Gurū Sāhib tells of the suddenness of death in

the following manner:

ਭਾਈ ਰੇ ਇਉਂ ਸਿਰਿ ਜਾਣਹੁ ਕਾਲੁ ॥

ਜਿਉ ਮਛੀ ਤਿਉ ਮਾਣਸਾ ਪਵੈ ਅਚਿੰਤਾ ਜਾਲੁ ॥

(ਮ: ੧, ਪ. ੫੫)

[O my brothers, just like this, see death hovering over your own heads! Just like this fish; unaware, the noose of death descends upon them.]

e) Expressions of logic (ਕਾਵਯਲਿੰਗ ਅਲੰਕਾਰ) – This form is used when through a given method the meaning is confirmed or substantiated.

ਅਸੰਖ ਜੋਗ ਮਨਿ ਰਹਹਿ ਉਦਾਸ ॥ ਅਸੰਖ ਭਗਤ ਗੁਣ ਗਿਆਨ ਵੀਚਾਰ ॥ ਅਸੰਖ ਸਤੀ ਅਸੰਖ ਦਾਤਾਰ ॥

ਅਸੰਖ ਸੂਰ ਮੁਹ ਭਖ ਸਾਰ ॥ ਅਸੰਖ ਮੋਨਿ ਲਿਵ ਲਾਇ ਤਾਰ ॥

(ਮ: ੧, ਪ. ੩-੪)

[There are countless {ogis, whose minds remain detached from the world. There are countless devotees contemplat[ing] the wisdom and virtues of the Divine. There are countless the holy, countless the givers. There are countless heroic spiritual warriors, who bear the brunt of the attack in battle. There are countless who silently meditate on Divine love.]

f) Critical or Sarcastic expressions (ਵਕ੍ਰੋਕਤੀ ਅਲੰਕਾਰ) – Here the form appears to be one of sarcasm or criticism. However, the underlying meaning or message behind the surface is quite deep. For example:

ਤੂੰ ਸੁਣਿ ਹਰਣਾ ਕਾਲਿਆ ਕੀ ਵਾੜੀਐ ਰਾਤਾ ਰਾਮ ॥

ਬਿਖੁ ਫਲੁ ਮੀਠਾ ਚਾਰਿ ਦਿਨ ਫਿਰਿ ਹੋਵੈ ਤਾਤਾ ਰਾਮ ॥

(ਮ: ੧, ਪ. ੪੩੮)

[O black deer, listen: why are you so attached to the orchard of passion?

The fruit of sin is sweet for only a few days, and then it grows hot and bitter.]

g) Active expressions (ਸ਼ਿਖਲਾਮੂਲਕ ਅਲੰਕਾਰ) - Here the form involves action.

ਸੁਣਿਆ ਮੰਨਿਆ ਮਨਿ ਕੀਤਾ ਭਾਉ ॥ ਅੰਤਰਗਤਿ ਤੀਰਥਿ ਮਲਿ ਨਾਉ ॥

(ਮ: ੧, ਪ. ੪)

[Listening and obeying with love and humility in your mind,

cleanse yourself with the Name, at the sacred shrine deep within.]

h) Confrontational or Contradictory Expressions (ਵਿਰੋਧਮੂਲਕ ਅਲੰਕਾਰ) – These appear as such on the surface; however at a deeper level the contradiction doesn't actually exist.

ਸਾਗਰ ਮਹਿ ਭੁੰਦ ਭੁੰਦ ਮਹਿ ਸਾਗਰੁ, ਕਵਣੁ ਭੂਤੈ ਬਿਧਿ ਜਾਣੈ ॥”

(ਮ: ੧, ਪ. ੮੭੮)

[The drop is in the ocean, and the ocean is in the drop. Who understands, and knows this.]

Grade: 4

Lesson Number: 20

Unit Name: Poetry

Course: Bolī

Title: Poetry II

Standards

Standard 2: Comprehension of Appropriate Passages

- Students comprehend grade-appropriate reading passages and begin analysis of text.
 - *Students ask questions that are not merely found verbatim in the text, but demonstrate analysis and predictions.*
 - *Students ask questions and support answers by connecting prior knowledge with literal information.*
 - *Students identify structural patterns found in informational text (compare & contrast, cause & contrast, sequential & chronological order) to strengthen comprehension.*
 - *Students evaluate new information and hypotheses by testing them against known information and ideas.*
 - *Students define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.*
 - *Students follow simple multi-step written instructions (e.g., how to assemble a product).*

Standard 4: Writing Sentences and Paragraphs with a Central Idea

- Students write coherent sentences and multi-paragraph compositions that develop a central idea.
 - *Students can create multi-paragraph compositions, including a developed topic sentence, and simple supporting facts and details.*
 - *Students learn the formats to write personal and formal letters, thank-you notes, and invitations.*
 - *Students describe the setting, characters, objects, and events using adjectives and appropriate vocabulary.*

Objective

1. Students explore poetry in Pañjābī.
2. Students discuss different figurative language used in poetry.
3. Students edit their poems based on new knowledge.

Prerequisites

- Previous completion of Lesson I on Poetry.

Materials

- Copies of all Poems from ਅਮਰਦੀਪ ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ :
 - Book 6, p. 93, ਆਪਣਾ ਦਰਦ
 - Book 8, p. 45, ਗੀਤ

- Book 8, p. 127, ਹਰਿਆਲੀ ਫੁੱਲਾਂ ਦੀ
- Book 3, p. 5, ਨਵੀਂ ਬਹਾਰ
- Book 5, p. 5, ਗੁਰੂ ਨਾਨਕ
- Lined paper/Writing tools

Advanced Preparation

- This is the second lesson in a five-part series on Poetry and Figurative language lessons. Teacher should plan accordingly.
- Teacher should be familiar with all the poems and understand them well.

Engagement (15-20 minutes)

- Talk with children about their poems.
- Ask them if they were able to get some examples.
- Briefly let children tell you about the poems, not necessarily read them out.
- Focus on what children found in their poems; i.e. simile, metaphors, etc.
- Ask them about their own poems and if they thought about what kind of literary work it had or what they would like to add to their work.

Exploration (35 minutes)

- Tell children that today they are going to explore some different kinds of poems.
- Together as a class you can go over two and then some more can be discussed in groups.

Start with the Gurū Nānak poem

- Begin reading it and stop right before the poem says Nānak's name.
- Ask children:
 - Who do they think the poem is talking about?
 - What is the Gulāb?
 - Where did this Gulāb come to life?
- Once they get the answer that it is about Gurū Nānak, continue and ask:
 - Ask them what Saṅgrām is and what the poet might be referring to?
- Then continue reading on.
- Ask them about Lahore and what they know of it.
- Then continue asking or if necessary briefly telling them about all the experiences that keep coming up.
- Discuss Bhāī Lālo and Mālik Bhāgo's story.
- Discuss the ending of the poem.

Next, discuss the poem on Āpnā Dard

- This time tell the children that you will read the entire poem.
- As you are reading the poem they can take notes for discussions later on.
- Read slowly and clearly.
- Then ask any child to be daring enough to translate the gist of the poem.
- If that seems difficult, then start asking questions:

- What is the poem about?
- Who or what is it talking about?
- Who doesn't feel pain?
- What are the two sides of life?
- Where is there darkness?
- What is the poet trying to express?
- As you are asking the questions and you realize children are having difficulty, pass out a copy of the poem so that children have them in front of them.
- Re-ask the questions.
- Together discuss both poems, how each one is written, and how easy or difficult it was for the students to understand them.

Explanation/Extension (5-10 minutes)

- Give out the other three poems.
- Tell children that they should read and understand each poem and during the next class they may be put into a group with any one of the poems and they will have to discuss it.
- Have them begin reading their poems silently in class.
- Tell them they can ask you any questions that they might have about the poems and then finish off their thoughts at home.

Evaluation (On-going)

- Pay attention to children's understandings during discussions.

Teacher Resources

ਗੁਰੂ ਨਾਨਕ

ਪਿੰਡ ਤਲਵੰਡੀ ਵਿੱਚ ਪੰਜਾਬ
 ਜਿੱਥੇ ਖਿੜਿਆ ਇੱਕ ਗੁਲਾਬ।
 ਅੱਜ ਤੋਂ ਪਹਿਲਾਂ ਪੰਜ ਸੌ ਸਾਲ
 ਕਾਲੂ ਘਰ ਇੱਕ ਜਨਮਿਆ ਬਾਲ।
 ਤੀਖਣ ਬੁੱਧੀ, ਜਜ਼ਬੇ ਸੁੱਚੇ
 ਤਨ ਨਿੱਕੇ ਵਿੱਚ ਦਾਈਏ ਉੱਚੇ।
 ਨਾਨਕ ਜਿਸ ਦਾ ਰੱਖਿਆ ਨਾਮ
 ਜਿਸ ਨੇ ਕੀਤਾ ਇੱਕ ਸੰਗਰਾਮ।
 ਵਿੱਚ ਤਲਵੰਡੀ ਜਦ ਸਨ ਬੱਚੇ
 ਕੰਮ ਕੀਤੇ ਕਈ ਉੱਚੇ ਸੁੱਚੇ।
 ਹਰ ਗੱਲ ਉਸ ਦੀ ਸੱਚ ਹੈ ਜੱਗਦਾ
 ਦੱਸੀਏ ਤਾਂ ਬਹੁਤ ਚਿਰ ਹੈ ਲਗਦਾ।
 ਬੜੇ ਬੜੇ ਚੰਡਾਲ, ਘਮੰਡੀ
 ਅਤੇ ਅਨੇਕਾਂ ਨੀਚ ਪਖੰਡੀ।
 ਹੋ ਗੁਰੂ ਨਾਨਕ ਦੇ ਸਨਮੁੱਖ
 ਬਣੇ ਆਦਰਸ਼ਕ ਜਿਵੇਂ ਮਨੁੱਖ।
 ਫਿਰ ਗੁਰੂ ਨਾਨਕ ਹੋਏ ਜਵਾਨ
 ਕੀਤੇ ਕੰਮ ਅਨੇਕ ਮਹਾਨ।
 ਇੱਖ ਦਿਨ ਆਪ ਲਹੌਰੋਂ ਚੱਲ
 ਤੁਰ ਪਏ ਏਮਨਾਬਾਦ ਦੇ ਵੱਲ।
 ਏਮਨਾਬਾਦ ਦੇ ਵਿੱਚ ਜਦ ਆਏ
 ਲਾਲੇ ਦੇ ਘਰ ਡੇਰੇ ਲਾਏ।
 ਲਾਲੇ ਸੀ ਕਿਰਤੀ ਤਰਖਾਣ
 ਸੁੱਚੀ ਸਜਰੀ ਲੈ ਮੁਸਕਾਨ।
 ਰਾਤ ਦਿਨੇ ਸੀ ਮਿਹਨਤ ਕਰਦਾ
 ਮਿਹਨਤ ਕਰਕੇ ਪੇਟ ਸੀ ਭਰਦਾ।
 ਗੁਰੂ ਜੀ ਉਸ ਘਰ ਭੋਜਨ ਕਰਦੇ
 ਲੋਕੀਂ ਭਾਗੋਂ ਦੇ ਕੰਨ ਭਰਦੇ।
 ਮਲਕ ਭਾਗੋਂ ਉੱਥੇ ਦਾ ਹਾਕਮ
 ਠੱਗੀ ਕਰੇ ਲੋਕਾਂ ਨਾਲ ਹਰ ਦੱਮ।
 ਮਿਹਨਤੀਆਂ ਦੀ ਮਿਹਨਤ ਮਾਰੇ
 ਆਪਣੇ ਉੱਚੇ ਮਹਿਲ ਉਸਾਰੇ।
 ਜ਼ਾਲਮ ਤੇ ਵੱਡਾ ਹੰਕਾਰੀ
 ਉਸ ਤੋਂ ਜਨਤਾ ਤੰਗ ਸੀ ਸਾਰੀ।
 ਵੱਢੀਖੋਰ ਸੀ ਤੇ ਵੱਡਾ ਠੱਗ

ਉਸ ਨੇ ਇੱਕ ਕਰਾਇਆ ਯੱਗ।
 ਗੁਰੂ ਨਾਨਕ ਨੂੰ ਉਸ ਸਦਵਾਇਆ
 ਪਰ ਗੁਰੂ ਨੇ ਸੱਦਾ ਨੁਕਰਾਇਆ
 ਖਿੱਝ ਡਾਢੀ ਭਾਗੋ ਨੂੰ ਆਈ
 ਤੁਰੰਤ ਭੇਜਿਆ ਇੱਕ ਸਿਪਾਹੀ।
 ਗੁਰੂ ਨਾਨਕ ਨੂੰ ਸੱਦ ਕੇ ਕੋਲ
 ਪੁੱਛਿਆ ਗੁੱਸੇ ਦੇ ਨਾਲ ਬੋਲ।
 ‘ਭੋਜਨ ਖਾ ਕੇ ਸੂਦਰ ਦੇ ਘਰ
 ਕੀਤਾ ਮੇਰਾ ਤੁਸੀਂ ਨਿਰਾਦਰ।
 ਉਧਰ ਸੁੱਕੇ ਟੁੱਕਰ ਸੁਆਹ
 ਇੱਧਰ ਪੂਰੀ ਖੀਰ ਕੜਾਹ।
 ਫਿਰ ਵੀ ਕਿਉਂ ਤੁਸੀਂ ਨਹੀਂ ਆਏ
 ਇਹ ਗੱਲ ਮੈਨੂੰ ਬੜੀ ਸਤਾਏ।’
 ਗੁਰੂ ਜੀ ਨੇ ਉਸ ਨੂੰ ਸਮਝਾਇਆ
 ‘ਮੈਂ ਯੱਗ ਵਿੱਚ ਇਸ ਲਈ ਨਹੀਂ ਆਇਆ।
 ਤੂੰ ਏਂ ਹਾਕਮ ਬੇਪਰਵਾਹ।
 ਇਹ ਜੋ ਤੇਰੇ ਖੀਰ ਕੜਾਹ।
 ਲੋਕਾਂ ਦਾ ਹੱਕ ਖਾ ਕੇ ਰਿੱਧੇ
 ਲੋਕ ਨਾ ਜਾਨਣ ਭੋਲੇ ਸਿੱਧੇ।

ਆਪਣਾ ਦਰਦ

ਉਸ ਦੀ ਹੱਸਤੀ ਸੂਰਜ ਨਾਲੋਂ ਘੱਟ ਨਹੀਂ,
 ਜੋ ਲੋਕਾਂ ਲਈ ਆਪਣੀ ਅੱਗ ਦਾ ਨੂਰ ਕਰੇ।
 ਉਸ ਲਈ ਧਰਤੀ ਬਣਦੀ ਮਾਂ ਦੀ ਗੋਦ ਜਿਹੀ,
 ਜੋ ਧਰਤੀ ਦੇ ਤਨ ਚੋਂ ਪੀੜਾਂ ਦੂਰ ਕਰੇ।
 ਉਸ ਨੂੰ ਕੋਈ ਦੁੱਖ ਨਹੀਂ ਜਿਹੜਾ,
 ਲੋਕਾਂ ਦੇ ਦੁੱਖ ਆਪਣੇ ਲਈ ਮਨਜ਼ੂਰ ਕਰੇ।
 ਤੋੜੇ ਸਖਤ ਜੰਜੀਰ ਜਾਂ ਫਿਰ ਟੁੱਟ ਜਾਏ,
 ਇੱਕ ਪਾਸੇ ਤਾਂ ਬੰਦਾ ਗੱਲ ਮਸ਼ਹੂਰ ਕਰੇ।
 ਜਿਸ ਨੇ ਚਾਨਣ ਕੀਤਾ ਸਾਰੀ ਧਰਤੀ ਤੇ,
 ਉਸ ਦੇ ਆਪਣੇ ਰਾਹ ਵਿੱਚ ਹਾਲੇ ਅੰਨ੍ਹੇਰਾ।
 ਦੁੱਖ ਪ੍ਰੇਮ ਦਾ ਮਿਹਨਤੀਆਂ ਨੂੰ ਨਾ ਦੱਸੀਂ,
 ਉਨ੍ਹਾਂ ਕੋਲ ਤਾਂ ਆਪਣਾ ਦਰਦ ਬਥੇਰਾ ਹੈ।
 ਮੈਂ ਤੇ ਦੀਵਾ ਰੋਜ਼ ਰਾਤ ਨੂੰ ਜਲਦੇ ਰਹੇ,
 ਵੇਖਣ ਲਈ ਕਿ ਕਿਸ ਦਾ ਵੱਡਾ ਜੇਰਾ ਹੈ।
 ਸਾਨੂੰ ਕੁਝ ਟੱਟਹਿਣੇ ਨਹੀਂ ਡਰਾ ਸਕਦੇ,
 ਸਾਡਾ ਤਾਂ ਅਗਨੀ ਦੇ ਵਿੱਚ ਵਸੇਰਾ ਹੈ।
 ਤੀਰਥ ਨਹਾ ਕੇ ਉਸ ਦੀ ਮੈਲ ਨਹੀਂ ਲਹਿੰਦੀ,
 ਮੁੜ੍ਹਕੇ ਦੇ ਵਿੱਚ ਕੀਤਾ ਜਿਸ ਇਸ਼ਨਾਨ ਨਹੀਂ।
 ਹੱਥ ਜਿਨ੍ਹਾਂ ਨੂੰ ਕਿਰਤ ਬਿਆਈਆਂ ਬਖਸ਼ੇ ਨਾ,
 ਹੋ ਸਕਦੇ ਉਹ ਹੱਥ ਕਦੇ ਬਲਵਾਨ ਨਹੀਂ।
 ਤੇਰੇ ਮਨ ਦੀ ਮੈਲ ਜਿਨ੍ਹਾਂ ਨੇ ਧੋਤੀ ਨਹੀਂ,
 ਸਾਨੂੰ ਤੇਰੇ ਉਹ ਅੱਥਰੂ ਪ੍ਰਵਾਨ ਨਹੀਂ।
 ਆਪਣਾ ਆਪ ਜਲਾ ਕੇ ਰੋਸ਼ਨ ਹੋਏ ਹਾਂ,
 ਸਾਡੇ ਤੇ ਕੋਈ ਕਿਸੇ ਦਾ ਅਹਿਸਾਨ ਨਹੀਂ।

‘ਮਹਿੰਦਰ ਦੁਸਾਂਝ’

ਹਰਿਆਲੀ ਫੁੱਲਾਂ ਦੀ (ਟੋਲੀ ਗੀਤ)

ਹਰਿਆਲੀ ਫੁੱਲਾਂ ਦੀ,
ਫੁੱਲ ਹਰਿਆਲੀ ਦੇ,
ਚਿੰਨ੍ਹ ਖੁਸ਼ਹਾਲੀ ਦੇ,
ਕਰਮਾਂ ਵਾਲੀ ਦੇ।

ਹਰਿਆਲੀ ਜੀਵਨ ਹੈ।
ਜੀਵਨ ਹਰਿਆਲੀ ਹੈ।
ਜੀਵਨ ਦੀ ਧੜਕਣ ਹੈ।
ਜੀਵਨ ਦੀ ਲਾਲੀ ਹੈ।

ਪੱਤ ਹਰਿਆਲੀ ਦੇ,
ਹਰਿਆਲੀ ਪੱਤਾਂ ਦੀ,
ਸਾਡੀਆਂ ਰੱਖਾਂ ਦੀ,
ਜਿੰਦਗੀ ਲੱਖਾਂ ਦੀ।

ਚੁੱਖ ਹਰਿਆਲੀ ਦੇ,
ਹਰਿਆਲੀ ਚੁੱਖਾਂ ਦੀ,
ਅਉਖਦ ਦੁੱਖਾਂ ਦੀ,
ਜ਼ਾਮਨ ਸੁੱਖਾਂ ਦੀ।

ਰੰਗ ਹਰਿਆਲੀ ਦੇ,
ਹਰਿਆਲੀ ਰੰਗਾਂ ਦੀ,
ਛਣਕਾਰ ਵੰਗਾਂ ਦੀ,
ਧੁਨੀ ਤਰੰਗਾਂ ਦੀ।

ਇਕ ਕੁੜੀ - ਮੈਂ ਕਿਰਨ ਹਾਂ ਪੰਜਾਬ ਦੀ।
ਮੈਂ ਪੱਤੀ ਹਾਂ ਗੁਲਾਬ ਦੀ।
ਮੈਂ ਮਹਿਕ ਖਿਲ੍ਹਾਰਦੀ।

ਇਕ ਲੜਕਾ - ਮੈਂ ਨੂਰ ਹਾਂ ਪੰਜਾਬ ਦਾ।
ਮੈਂ ਚਾਨਣ ਹਾਂ ਸ਼ਬਾਬ ਦਾ।
ਮੈਂ ਚਾਨਣ ਖਿਲ੍ਹਾਰਦਾ।

ਸਾਰੇ ਬੱਚੇ - ਅਸੀਂ ਬਾਲ ਹਾਂ ਪੰਜਾਬ ਦੇ।
ਅਸੀਂ ਫੁੱਲ ਹਾਂ ਗੁਲਾਬ ਦੇ।

ਹੱਸ ਹੱਸ ਅਸੀਂ ਸਾਰੇ,
ਹਾਂ ਮਹਿਕ ਖਿਲ੍ਹਾਰਦੇ।

ਹਰਿਆਲੀ ਫੁੱਲਾਂ ਦੀ,
ਫੁੱਲ ਹਰਿਆਲੀ ਦੇ।
ਚਿੰਨ੍ਹ ਖੁਸ਼ਹਾਲੀ ਦੇ,
ਕਰਮਾਂ ਵਾਲੀ ਦੇ।

(ਫੁੱਲ)

ਗੀਤ

ਤੈਨੂੰ ਹਾਸਿਆਂ 'ਤੇ
ਜ਼ਖਮ ਵਿਖਾਵਾਂ,
ਜੇ ਸਾਡੀ ਗਲੀ ਆਵੇਂ ਮਿੱਤਰਾ।

ਸਾਡੇ ਵੇ ਮਹੱਲੇ,
ਲੋਕ ਗਮ-ਖਾਣੇ ਵੱਸਦੇ।
ਹੰਝੂ ਗਿਰਦੇ ਨੇ,
ਜਿਸ ਵੇਲੇ ਨੇ ਉਹ ਹੱਸਦੇ।
ਤੈਨੂੰ ਅਸ਼ਕਾਂ ਦੇ ਨਾਲ ਨੁਹਾਵਾਂ,
ਜੇ ਸਾਡੀ ਗਲੀ ਆਵੇਂ ਮਿੱਤਰਾ।

ਸਾਡੇ ਵੇ ਮਹੱਲੇ,
ਭਾਵੇਂ ਮਿੱਟੀ ਦੇ ਮਕਾਨ ਐ।
ਫੇਰ ਵੀ ਮਹੱਲਾ ਸਾਡਾ,
ਪੂਜਣ ਸਮਾਨ ਐ।
ਬਣੇ ਦਰਦਾਂ ਦੇ ਮੰਦਰ ਵਿਖਾਵਾਂ,
ਜੇ ਸਾਡੀ ਗਲੀ ਆਵੇਂ ਮਿੱਤਰਾ।

ਵੇਖੀਂ ਵੇ ਮਹੱਲੇ ਸਾਡੇ ਉੱਤੇ,
ਕੀ ਸਰਾਪ ਐ।
ਆਉਂਦਾ ਨਾ ਸਵੇਰਾ ਏਥੇ,
ਰਹਿੰਦੀ ਸਦਾ ਰਾਤ ਐ।
ਤੈਨੂੰ ਕਾਲਖ ਦੀ ਨਬਜ਼ ਵਿਖਾਵਾਂ,
ਜੇ ਸਾਡੀ ਗਲੀ ਆਵੇਂ ਮਿੱਤਰਾ।

ਹੋਇਆ ਕੀ ਜੇ ਕਵੀ ਏਂ ਤੂੰ,
ਸਮਾਂ ਪਹਿਚਾਣਦਾ।
ਸਾਡਾ ਵੀ ਮਹੱਲਾ ਤੇਰੀ,
ਕਵਿਤਾ ਦੇ ਹਾਣ ਦਾ ।
ਜਿੰਨੇ ਚੁੱਕ ਲਏਂਦਾ ਗੀਤ ਚੁਕਾਵਾਂ,
ਜੇ ਸਾਡੀ ਗਲੀ ਆਵੇਂ ਮਿੱਤਰਾ।
(ਪ੍ਰੋ: ਕਸ਼ਮੀਰ ਕਾਦਰ)

ਨਵੀਂ ਬਹਾਰ

ਆਈ ਨਵੀਂ ਬਹਾਰ ਬੇਲੀਓ!
 ਆਈ ਨਵੀਂ ਬਹਾਰ।
 ਰੁੱਤਾਂ ਫਿਰੀਆਂ,
 ਨੱਚੀਆਂ ਚੜੀਆਂ।
 ਫੁੱਲਾਂ ਨੇ ਹੁਣ,
 ਚੁੱਕੀਆਂ ਸਿਰੀਆਂ।
 ਭੌਰਿਆਂ ਲਾਈ ਗੁੰਜਾਰ।
 ਆਈ ਨਵੀਂ ਬਹਾਰ ਬੇਲੀਓ!
 ਆਈ ਨਵੀਂ ਬਹਾਰ।
 ਗੇਂਦਾਂ ਖਿੜਿਆ,
 ਗੁਲਾਬ ਖਿੜਿਆ।
 ਕਲੀਆਂ ਦਾ ਹਰ,
 ਗੁੱਛਾਂ ਖਿੜਿਆ।
 ਆਇਆ ਨਵਾਂ ਨਿਖਾਰ।
 ਆਈ ਨਵੀਂ ਬਹਾਰ ਬੇਲੀਓ!
 ਆਈ ਨਵੀਂ ਬਹਾਰ।
 ਨਰਗਸ ਨੇ ਅੱਜ,
 ਧੌਣ ਅਕੜਾਈ।
 ਨਵੇਂ ਘਾਹ ਨੇ,
 ਲਈ ਅੰਗੜਾਈ।
 ਚੜ੍ਹਿਆ ਰੂਪ ਅਪਾਰ।
 ਆਈ ਨਵੀਂ ਬਹਾਰ ਬੇਲੀਓ!
 ਆਈ ਨਵੀਂ ਬਹਾਰ।
 ਡੋਲੀਏ ਐਸਾ,
 ਰੰਗ ਖਿਲਾਇਆ।
 ਗੁਲਾਚੀਨ ਨੇ,
 ਸਭ ਮਹਿਕਾਇਆ,
 ਬਾਗ਼ ਅਤੇ ਬਜ਼ਾਰ।
 ਆਈ ਨਵੀਂ ਬਹਾਰ ਬੇਲੀਓ!
 ਆਈ ਨਵੀਂ ਬਹਾਰ।
 ਫੁੱਲਾਂ ਸਾਰੇ,
 ਮਹਿਕ ਖਿਲਾਰੀ।
 ਮਹਿਕ ਲੱਗਦੀ,
 ਪਿਆਰੀ ਪਿਆਰੀ।
 ਚੜ੍ਹਦਾ ਜਾਏ ਖੁਮਾਰ।
 ਆਈ ਨਵੀਂ ਬਹਾਰ ਬੇਲੀਓ!

ਆਈ ਨਵੀਂ ਬਹਾਰ।
ਬਹਾਰ ਏਸ ਵਿੱਚ,
ਹੱਸੀਏ ਗਾਈਏ।
ਫੁੱਲਾਂ ਵਿੱਚ ਰਲ,
ਫੁੱਲ ਬਣ ਜਾਈਏ।
ਦੇਈਏ ਮਹਿਕ ਖਿਲਾਰ।
ਆਈ ਨਵੀਂ ਬਹਾਰ ਬੇਲੀਓ!
ਆਈ ਨਵੀਂ ਬਹਾਰ।

Grade: 4

Lesson Number: 21

Unit Name: Poetry

Course: Bolī

Title: Poetry III

Standards

Standard 2: Comprehension of Appropriate Passages

- Students comprehend grade-appropriate reading passages and begin analysis of text.
 - *Students ask questions that are not merely found verbatim in the text, but demonstrate analysis and predictions.*
 - *Students ask questions and support answers by connecting prior knowledge with literal information.*
 - *Students identify structural patterns found in informational text (compare & contrast, cause & contrast, sequential & chronological order) to strengthen comprehension.*
 - *Students evaluate new information and hypotheses by testing them against known information and ideas.*
 - *Students define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.*
 - *Students follow simple multi-step written instructions (e.g., how to assemble a product).*

Standard 4: Writing Sentences and Paragraphs with a Central Idea

- Students write coherent sentences and multi-paragraph compositions that develop a central idea.
 - *Students can create multi-paragraph compositions, including a developed topic sentence, and simple supporting facts and details.*
 - *Students learn the formats to write personal and formal letters, thank-you notes, and invitations.*
 - *Students describe the setting, characters, objects, and events using adjectives and appropriate vocabulary.*

Objectives

1. Students explore poetry in Pañjābī.
2. Students discuss different figurative language used in poetry.
3. Students see an example of figurative language used in Gurbāñī.
4. Students edit their poems based on this new knowledge.

Prerequisites

- Previous completion of Lessons I and II on poetry.

Materials

- Extra copies of poems from Class II on poetry
- Copy of the attached sabad
- Guru Granth Darpan (available at: www.gurugranthdarpan.com)

Advanced Preparation

- Teacher should be well versed in the meaning of the attached sabad.

Engagement (15-20 minutes)

- Make groups of three as children come into the class.
- Give each group one of the three poems and the following questions:
 - What is the poem talking about?
 - What kind of literary language if any is being used?
 - Is the poet trying to express more than one meaning in his/her poetry
 - What are your thoughts on the poem
- Have each group discuss the questions amongst themselves, come up with a consensus and present it to the class.
- Since all the children have read the poems, during sharing time, others might have comments to add to a particular poem.
- Have some discussion on these and correct them or validate the different opinions that might be possible.
- Congratulate the group on being able to successfully discuss the poems.

Exploration (35 minutes)

- Now ask children where else they may find figurative language.
- Hopefully, some of them may be able to say Gurbāṇī. If they do, then try to get examples from children.
- Once that is done, introduce the sabad below.
- Give each child a copy of the sabad without the English translation.
- Go through every word in every line (use the *Darpan* for reference).
- Try to let children come up with the explanations.
- Open it up for questions or different interpretations from children.
- Always make sure students back up their thoughts and assumptions.

Explanation/Extension (5-10 minutes)

- Let children work on their poem and picture and give them a chance to ask you any questions regarding this.
- Take this time to also go around and check on anyone who has made major revisions.

Evaluation (On-going)

- Have children write a few lines on the sabad for next class, either to hand in to you or to put directly in to their response journals.

Teacher Resources

ਆਸਾ ਮਹਲਾ ੫ ॥

āsa mahalā 5 ॥

ਹਰਿ ਹਰਿ ਨਾਮੁ ਅਮੋਲਾ ॥ ਓਹੁ ਸਹਜਿ ਸੁਹੇਲਾ ॥੧॥ ਰਹਾਉ ॥

hari hari nāmu amola. ohu sahaji suhela.1. rahāi .

ਸੰਗਿ ਸਹਾਈ ਛੇਡਿ ਨ ਜਾਈ ਓਹੁ ਅਗਹ ਅਤੋਲਾ ॥੧॥

saṅgi sahāi choḍi na jāi ohu agah atolā.1.

ਪ੍ਰੀਤਮੁ ਭਾਈ ਬਾਪੁ ਮੋਰੋ ਮਾਈ ਭਗਤਨ ਕਾ ਓਲ੍ਹਾ ॥੨॥

prītamū bhāi bāpu moro māi bhagatan kā olā.2.

ਅਲਖੁ ਲਖਾਇਆ ਗੁਰ ਤੇ ਪਾਇਆ ਨਾਨਕ ਇਹੁ ਹਰਿ ਕਾ ਚੋਲ੍ਹਾ ॥੩॥੫॥੧੪੫॥

ālakhū lakhāi]ā gur te pā]ā nānak ihu hari kā colā.2.5.145.

- Guru Granth Sahib, p. 407

This is a general translation partially interpreted from Prof Sahib Singh's Guru Granth Darpan. It is best to read the Pañjābī version to get a better idea.

The individual that receives the priceless identification/belongingness/nām of X j kī wt . that individual is able to live within this world in a mentally balanced/peaceful/easy manner.

Vāhigurū is your companion always, and never leaves you. You cannot use your intelligence/cunningness to obtain Vāhigurū. There is none other that is the same as Vāhigurū.

Vāhigurū is my friend, my brother, father and mother. Vāhigurū is the support of his devotees/believers.

The image of Vāhigurū cannot be understood/seen on its own, but through the Gurū I have met/felt/recognized Vāhigurū. This is the doing of Vāhigurū that I can feel Vāhigurū thru the Gurū.

Grade: 4

Lesson Number: 22

Unit Name: Poetry

Course: Boli

Title: Poetry IV

Standards

Standard 2: Comprehension of Appropriate Passages

- Students comprehend grade-appropriate reading passages and begin analysis of text.
 - *Students ask questions that are not merely found verbatim in the text, but demonstrate analysis and predictions.*
 - *Students ask questions and support answers by connecting prior knowledge with literal information.*
 - *Students identify structural patterns found in informational text (compare & contrast, cause & contrast, sequential & chronological order) to strengthen comprehension.*
 - *Students evaluate new information and hypotheses by testing them against known information and ideas.*
 - *Students define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.*
 - *Students follow simple multi-step written instructions (e.g., how to assemble a product).*

Standard 4: Writing Sentences and Paragraphs with a Central Idea

- Students write coherent sentences and multi-paragraph compositions that develop a central idea.
 - *Students can create multi-paragraph compositions, including a developed topic sentence, and simple supporting facts and details.*
 - *Students learn the formats to write personal and formal letters, thank-you notes, and invitations.*
 - *Students describe the setting, characters, objects, and events using adjectives and appropriate vocabulary.*

Objectives

1. Children explore more Gurbāñī and work to complete their poems.

Prerequisites

- Previous completion of Classes I, II and III on poetry.

Materials

- Attached sabad
- Four-five copies of Pañjābī-English dictionary
- Four-five copies of Mahān Kosh
- Copies of Prof. Sāhib Singh's translation of the sabad from Guru Granth Darpan
- Writing tools

Advanced Preparation

- Teacher should be familiar with sabad below and also with farming styles.
- Make a copy of each part in the sabad for each group.

Engagement (5 minutes)

- Have children tell you their thoughts on the sabad from last class that they wrote about at home.
- Then tell them that they will discuss another sabad, but this time they will discuss it in small groups and then will be presenting it and thus putting and understanding the sabad together.

Exploration (30-35 minutes)

- Begin by breaking the class in to four or five groups.
- Give each group a dictionary, Mahān Kosh and one section of the sabad (e.g., one group will get first four lines, the other group second four lines, etc.).
- Have each group find each word and then explain their paragraph.
- You should keep rotating from group to group to make sure that they are all on the right track.
- Don't necessarily give the student the answers, but try to ask them questions that will get them on to the right track to arrive at the answer on their own.
- If children have time, give them some construction paper, markers, crayons, color pencils etc., and ask them to draw a picture that reflects their paragraph.

Explanation/Extension (15-20 minutes)

- Give a copy of the entire sabad to everyone.
- Give a copy of Prof. Sahib Singh's definition to everyone.
- Begin discussing the sabad.
- Make sure you cover how Gurū Sāhib has used farming as a tool to get his message across.
- Make mention of farming being prevalent at the time. Discuss issues or aspects about the Pañj Vikār and have children bring out those points.

Evaluation (On-going)

- Have children finish their poems and pictures for the next class.

Teacher Resources

This sabad is by Gurū Nānak Sāhib in Rāg Sorath on Page 595

ਸੋਰਠਿ ਮਹਲਾ ੧ ਘਰੁ ੧ ॥
 ਮਨੁ ਹਾਲੀ ਕਿਰਸਾਣੀ ਕਰਣੀ ਸਰਮੁ ਪਾਣੀ ਤਨੁ ਖੇਤੁ ॥
 ਨਾਮੁ ਬੀਜੁ ਸੰਤੋਖੁ ਸੁਹਾਗਾ ਰਖੁ ਗਰੀਬੀ ਵੇਸੁ ॥
 ਭਾਉ ਕਰਮ ਕਰਿ ਜੰਮਸੀ ਸੇ ਘਰ ਭਾਗਨ ਦੇਖੁ ॥੧॥
 ਬਾਬਾ ਮਾਇਆ ਸਾਥਿ ਨ ਹੋਇ ॥ ਇਨਿ ਮਾਇਆ ਜਗੁ ਮੋਹਿਆ ਵਿਰਲਾ ਬੂਝੈ ਕੋਇ ॥ ਰਹਾਉ ॥
 ਹਾਣੁ ਹਟੁ ਕਰਿ ਆਰਜਾ ਸਚੁ ਨਾਮੁ ਕਰਿ ਵਧੁ ॥
 ਸੁਰਤਿ ਸੋਚ ਕਰਿ ਭਾਂਡਸਾਲ ਤਿਸੁ ਵਿਚਿ ਤਿਸ ਨੋ ਰਖੁ ॥
 ਵਣਜਾਰਿਆ ਸਿਉ ਵਣਜੁ ਕਰਿ ਲੈ ਲਾਹਾ ਮਨ ਹਸੁ ॥੨॥
 ਸੁਣਿ ਸਾਸਤ ਸਉਦਾਗਰੀ ਸਤੁ ਘੋੜੇ ਲੈ ਚਲੁ ॥
 ਖਰਚੁ ਬੰਨੁ ਚੰਗਿਆਈਆ ਮਤੁ ਮਨ ਜਾਣਹਿ ਕਲੁ ॥
 ਨਿਰੰਕਾਰ ਕੈ ਦੇਸਿ ਜਾਹਿ ਤਾ ਸੁਖਿ ਲਹਹਿ ਮਹਲੁ ॥੩॥
 ਲਾਇ ਚਿਤੁ ਕਰਿ ਚਾਕਰੀ ਮੰਨਿ ਨਾਮੁ ਕਰਿ ਕੰਮੁ ॥
 ਬੰਨੁ ਬਦੀਆ ਕਰਿ ਧਾਵਣੀ ਤਾ ਕੋ ਆਖੈ ਧੰਨੁ ॥
 ਨਾਨਕ ਵੇਖੈ ਨਦਰਿ ਕਰਿ ਚੜੈ ਚਵਗਣ ਵੰਨੁ ॥੪॥੨॥

This translation is adapted from the Gurū Granth Darpan.

ਹੇ ਭਾਈ ! (ਇਥੋਂ ਤੁਰਨ ਵੇਲੇ) ਮਾਇਆ ਜੀਵ ਦੇ ਨਾਲ ਨਹੀਂ ਜਾਂਦੀ (ਇਹ ਹਰੇਕ ਨੂੰ ਪਤਾ ਹੈ ਫਿਰ ਭੀ) ਇਸ ਮਾਇਆ ਨੇ ਸਾਰੇ ਜਗਤ ਨੂੰ ਆਪਣੇ ਵੱਸ ਵਿਚ ਕੀਤਾ ਹੋਇਆ ਹੈ । ਕੋਈ ਵਿਰਲਾ ਮਨੁੱਖ ਸਮਝਦਾ ਹੈ (ਕਿ ਸਦਾ ਨਾਲ ਨਿਭਣ ਵਾਲਾ ਧਨ ਹੋਰ ਹੈ) ।੧।ਰਹਾਉ।

When one departs from this world, material wealth does not go along with them. Not everyone is able to understand this. Deception has taken control of the entire world. There are very few who can understand that there is another wealth that will constantly remain with you – ‘The wealth of Nām (Identification with Vāhigurū).’ Pause for reflection.

(ਹੇ ਭਾਈ ! ਸਦਾ ਨਾਲ ਨਿਭਣ ਵਾਲਾ ਧਨ ਕਮਾਣ ਲਈ) ਮਨ ਨੂੰ ਹਾਲੀ (ਵਰਗਾ ਉੱਦਮੀ) ਬਣਾ, ਉਚੇ ਆਚਰਨ ਨੂੰ ਵਾਹੀ ਸਮਝ, ਮੋਹਨਤ (ਨਾਮ ਫਸਲ ਵਾਸਤੇ) ਪਾਣੀ ਹੈ, (ਇਹ ਆਪਣਾ) ਸਰੀਰ (ਹੀ) ਪੈਲੀ ਹੈ । (ਇਸ ਪੈਲੀ ਵਿਚ) ਪਰਮਾਤਮਾ ਦਾ ਨਾਮ ਬੀਜ, (ਬੀ ਬੀਜ ਕੇ ਉਸ ਨੂੰ ਪੰਛੀਆ ਤੋਂ ਬਚਾਣ ਲਈ ਸੁਹਾਗਾ ਫੇਰਨਾ ਜ਼ਰੂਰੀ ਹੈ, ਇਸੇ ਤਰ੍ਹਾਂ ਜੇ ਸੰਤੋਖ ਵਾਲਾ ਜੀਵਨ ਨਹੀਂ, ਤਾਂ ਮਾਇਆ ਦੀ ਤ੍ਰਿਸ਼ਨਾ ਨਾਮ-ਬੀਜ ਨੂੰ ਮੁਕਾ ਦੇਵੇਗੀ) ਸੰਤੋਖ (ਨਾਮ-ਬੀਜ ਨੂੰ ਤ੍ਰਿਸ਼ਨਾ-ਪੰਛੀਆਂ ਤੋਂ ਬਚਾਣ ਲਈ) ਸੁਹਾਗਾ ਹੈ, ਸਾਦਾ ਜੀਵਨ (ਨਾਮ-ਫਸਲ ਦੀ ਰਾਖੀ ਕਰਨ ਲਈ) ਰਾਖਾ ਹੈ ।(ਹੇ ਭਾਈ ! ਇਹ ਵਾਹੀ ਕੀਤਿਆਂ ਸਰੀਰ-ਪੈਲੀ ਵਿਚ) ਪਰਮਾਤਮਾ ਦੀ ਮੋਹਰ ਨਾਲ ਪ੍ਰੇਮ ਪੈਦਾ ਹੋਵੇਗਾ । ਵੇਖ, (ਜਿਨ੍ਹਾਂ ਇਹ ਵਾਹੀ ਕੀਤੀ) ਉਹ ਹਿਰਦੇ (ਨਾਮ-ਧਨ ਨਾਲ) ਧਨਾਢ ਹੋ ਗਏ ।੧।

(In order to earn ‘the wealth of Nām’ that remains with you for ever), one must make their mind a farmer. The water (inspiration) should be taking part in doing good with honest effort that will cultivate the crop of ‘Nām’ through humility. In this body (land) through humility

sow the seed of 'Nām' and be prepared to protect it with patience (hard work and simple living). By protecting it you will not be thirsty for the other deceptions. By farming on your body (land) through Vāhigurū's grace love will blossom forth. Those who did the farming in such a way were able to gain 'the wealth of Nām.'

(ਹੇ ਭਾਈ !) ਉਮਰ ਦੇ ਹਰੇਕ ਸੁਆਸ ਨੂੰ ਖੱਟੀ ਬਣਾ, ਇਸ ਹੱਟੀ ਵਿਚ ਸਦਾ-ਥਿਰ ਰਹਿਣ ਵਾਲਾ ਹਰੀ ਨਾਮ ਸੌਦਾ ਬਣਾ । ਆਪਣੀ ਸੁਰਤਿ ਤੇ ਵਿਚਾਰ-ਮੰਡਲ ਨੂੰ ਭਾਂਡਿਆਂ ਦੀ ਕਤਾਰ ਬਣਾ, ਇਸ ਭਾਂਡਸਾਲ ਵਿਚ ਇਸ ਹਰੀ-ਨਾਮ ਸੌਦੇ ਨੂੰ ਪਾ । ਇਹ ਨਾਮ-ਵਣਜ ਕਰਨ ਵਾਲੇ ਸਤਸੰਗੀਆਂ ਨਾਲ ਮਿਲ ਕੇ ਤੂੰ ਭੀ ਹਰੀ-ਨਾਮ ਦਾ ਵਣਜ ਕਰ । ਇਸ ਵਣਜ ਵਿਚੋਂ ਖੱਟੀ ਮਿਲੇਗੀ ਮਨ ਦਾ ਖਿੜਾਓ ।੨।

With your every breath earn Vāhigurū's remembrance through understanding and contemplation. Vāhigurū's remembrance will become your merchandise and meeting with other traders of Vāhigurū's Nām, make it your trade. The ultimate profit you will get from this trade is that your mind will be at complete ease.

(ਹੇ ਭਾਈ ! ਸੌਦਾਗਰਾਂ ਵਾਂਗ ਹਰੀ-ਨਾਮ ਦਾ ਸੌਦਾਗਰ ਬਣ) ਧਰਮ-ਪੁਸਤਕਾਂ (ਦਾ ਉਪਦੇਸ਼) ਸੁਣਿਆ ਕਰ, ਇਹ ਹਰੀ-ਨਾਮ ਦੀ ਸੌਦਾਗਰੀ ਹੈ, (ਸੌਦਾਗਰੀ ਦਾ ਮਾਲ ਲੱਦਣ ਵਾਸਤੇ) ਉੱਚੇ ਆਚਰਨ ਨੂੰ ਘੋੜੇ ਬਣਾ ਕੇ ਲੈ ਤੁਰ, (ਜ਼ਿੰਦਗੀ ਦੇ ਸਫ਼ਰ ਵਿਚ ਭੀ ਖਰਚ ਦੀ ਲੋੜ ਹੈ) ਚੰਗੇ ਗੁਣਾਂ ਨੂੰ ਜੀਵਨ-ਸਫ਼ਰ ਦਾ ਖਰਚ ਬਣਾ । ਹੇ ਮਨ ! (ਇਸ ਵਪਾਰ ਦੇ ਉੱਦਮ ਨੂੰ) ਕੱਲ ਤੇ ਨਾਹ ਪਾਈਂ । ਇਸ ਵਪਾਰ ਨਾਲ ਜੇ ਤੂੰ ਪਰਮਾਤਮਾ ਦੇ ਦੇਸ ਵਿਚ (ਪਰਮਾਤਮਾ ਦੇ ਚਰਨਾਂ ਵਿਚ) ਟਿਕ ਜਾਏਂ, ਤਾਂ ਆਤਮਕ ਸੁਖ ਵਿਚ ਥਾਂ ਲੱਭ ਲਏਂਗਾ ।੩।

To become a trader of Vāhigurū's Nām you have to understand and contemplate on the teachings and ride on these teaching (these good deeds) as you would on the horse (your helper to get you from one destination to another). It is important that you take on this trade today, so that your mind can be at ease.

(ਹੇ ਭਾਈ ! ਨੌਕਰ ਰੋਜ਼ੀ ਕਮਾਣ ਲਈ ਮੇਹਨਤ ਨਾਲ ਮਾਲਕ ਦੀ ਸੇਵਾ ਕਰਦਾ ਹੈ, ਤੂੰ ਭੀ) ਪੂਰੇ ਧਿਆਨ ਨਾਲ (ਪ੍ਰਭੂ-ਮਾਲਕ ਦੀ) ਨੌਕਰੀ ਕਰ (ਜਿਵੇਂ ਨੌਕਰ ਆਪਣੇ ਮਾਲਕ ਦੇ ਹੁਕਮ ਨੂੰ ਭੁਲਾਂਦਾ ਨਹੀਂ ਤੂੰ ਭੀ) ਪਰਮਾਤਮਾ-ਮਾਲਕ ਦੇ ਨਾਮ ਨੂੰ ਮਨ ਵਿਚ ਪੱਕਾ ਕਰ ਰੱਖ, ਇਹੀ ਹੈ ਉਸ ਦੀ ਸੇਵਾ । ਵਿਕਾਰਾਂ ਨੂੰ (ਆਪਣੇ ਨੇੜੇ ਆਉਣੋਂ) ਰੋਕ ਦੇ, ਇਹ ਹੈ ਪਰਮਾਤਮਾ ਦੀ ਨੌਕਰੀ ਵਾਸਤੇ ਦੌੜ-ਭੱਜ । (ਜੇ ਇਹ ਉੱਦਮ ਕਰੇਂਗਾ) ਤਾਂ ਹਰ ਕੋਈ ਤੈਨੂੰ ਸ਼ਾਬਾਸ਼ੇ ਆਖੇਗਾ । ਹੇ ਨਾਨਕ ! ਇਹ ਨੌਕਰੀ ਕੀਤਿਆਂ ਪਰਮਾਤਮਾ ਤੈਨੂੰ ਮੇਹਰ ਦੀ ਨਜ਼ਰ ਨਾਲ ਵੇਖੇਗਾ, ਤੇਰੀ ਜਿੰਦ ਉਤੇ ਚੌ-ਗੁਣਾਂ ਆਤਮਕ ਰੂਪ ਚੜ੍ਹੇਗਾ ।੪।੨।

Just as a servant never forgets the command of his boss, you too must always be engaged in the service of your boss (Vāhigurū). Always remembering Vāhigurū in your heart is the true service. Don't let the vices come into you and that too is the service of Vāhigurū'. If you continue in this trade then other will automatically admire you. Nānak says that if you continue this effort then you will feel the grace of Vāhigurū.

Grade: 4

Lesson Number: 23

Course: Bolī

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 ਮੈਠੂੰ ਦਾਦੀ ਦੇ ਦੰਦਾਂ ਦੀ ਦਵਾਈ
 - More tongue twister examples (written and audio) can be found at: <http://www.advancedcentrepunjabi.org/twisters.html>

Materials

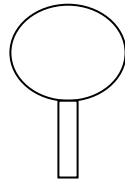
- Large circle on 8.5 x 11 paper
- Popsicle sticks
- Glue
- Scissors
- Markers
- Sticky tack or tape
- Pointing stick
- Response journals
- Paper
- Pencils and erasers
- Pencil Crayons

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.

Grade: 4

Lesson Number: 24

Course: Bolī

Title: Cartoon Strip

Standards

Standard 7: Listening and Responding to Oral Communication

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

Objective

1. Students retell, paraphrase, and explain what has been heard orally.
2. Students connect and relate prior experiences, insights and ideas to those of a speaker.

Prerequisites

- Teacher familiarity with sākḥīs about the Gurūs that guest speakers will tell.

Materials

- Paper
- Markers
- Ruler
- Response journals

Advanced Preparation

- Arrange for three or four guest speakers to come to class with different stories about different Gurūs and ask them to let you know what stories they will be sharing. The sākḥīs should be shared in Pañjābī.
- Prepare a list of questions to ask the students after they hear the story (same as those shown in the engagement section).
- Prepare enough cartoon strips so each student will have a minimum of two strips with four boxes in each strip.

Engagement (20-30 minutes)

The Storyteller

- Invite three or four different guest speakers to the class. Have each of them retell a different story (sākḥī) to the class about a Sikh Gurū.
- After the guest speaker shares the story ask the students questions such as:
 - “Have you heard this story before?” (ਕੀ ਤੁਸੀਂ ਏਹ ਸਾਖੀ ਪਹਿਲੇ ਸੁਣੀ ਹੋਈ ਹੈ?)
 - “What was your favorite part?” (ਤੁਹਾਨੂੰ ਕੀ ਸਬ ਤੋਂ ਵਧੀਆ ਲਗਾ?)
 - “Which Gurū is this story about?” (ਏਹ ਸਾਖੀ ਕਿਹੜੇ ਗੁਰੂ ਬਾਰੇ ਹੈ?)

- “What did you learn about that Gurū?” (ਤੁਸੀਂ ਗੁਰੂ ਸਾਹਿਬ ਬਾਰੇ ਕੀ ਸਿੱਖਿਆ ਹੈ?)

Exploration (20-25 minutes)

- Have each student select a sākhi they would like to illustrate as a cartoon.
- Provide each student with a cartoon strip. Each student then retells the story by drawing what they remember in the form of a cartoon. Students should not use pictures of Gurūs in their cartoons.
- Have students use speech bubbles to fill in any words or dialogue needed. Dialogue should be in Pañjābī.
- Display student work in the classroom.

Explanation/Extension (5-10 minutes)

- Ask students to reflect upon the experience in their response journals. Use the following questions as guides to their writing. Ask them to explore which sākhi they chose to draw their cartoon about and to explain what they learned about the teaching of that Gurū.

Evaluation

- Evaluation of student achievement will be on-going. Use the cartoons to see writing development and look for story line to assess the children’s understanding of sākhis.

Grade: 4

Lesson Number: 25

Course: Bolī

Title: The Obstacle Course

Standards

Standard 7: Listening and Responding to Oral Communication

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

Objective

1. Students give and follow five to six-step oral directions.
2. Students retell, paraphrase and explain what has been heard orally.
3. Students connect and relate prior experiences, insights, and ideas to those of a speaker.

Prerequisites

- None

Materials

- A whistle
- Multiple type of gym equipment - about 10 different pieces of each kind (e.g., 10 hula hoops, 10 bean bags, 10 balls, etc.)

Advanced Preparation

- Prepare a list dividing students into groups of four. Select students who work well together. Try not to have more than five groups total.
- Collect enough gym equipment for the number of groups. Each group should have a variety of gym equipment.
- Look at the location of where the obstacle course will be held and plan out the space so students do not bump into each other.

Engagement (15-20 minutes)

- Explain to the students you will be taking them outside to set up obstacle courses and that they will be working in small groups. Tell them you will use a whistle to get their attention. If they hear the whistle they must stop what they are doing and listen.
- Give them five directions they must complete before leaving the classroom; they are:
 - “Get the equipment quickly and quietly.”
 - “Put on your shoes.”
 - “Go outside.”
 - “Put the equipment in a safe place outside.”

- “Stand as a group quietly and wait for instructions.”

Exploration (35 minutes)

- Divide the class into small groups based on the pre-prepared list. Spread the groups out so they all have their own space. Give each group different kinds of gym equipment.
- Each group must then create an obstacle course with the equipment they have. Each obstacle course must have five or six different activities to complete (example attached).
- Once the students have prepared their obstacle course have all of the students come together as a class. Explain, half of the groups will participate in the obstacle courses while the other half will return to their obstacle course to be the instructors explaining how their course works.
- Set the circuit up as a clockwise or counter clockwise rotation so everyone stays organized.
- Assign each group the first course they must go to. When they get there they must first sit down and listen to the instructions on how to complete the course. One member must explain the course by providing five or six oral instructions on how to complete the course. The group completing the course must then repeat the instructions on how to complete the course orally, so everyone is clear on what to do.
- Students then complete the course and then move on to the next obstacle course in the circuit.
- Each time a new group arrives at the course a new person must share the instructions of what will happen and how to complete the activities at the course.
- After all groups have gone to each obstacle course, have the groups switch roles so everyone gets a turn to give instructions and try all of the different courses.

Explanation/Extension (5-10 minutes)

- Have students record their experience of the obstacle course in their response journal.

Evaluation

- Evaluation of student achievement will be on-going.

Teacher Resources

Obstacle Course Instruction example:

1. First go to the hoola hoop and skip in place with it five times.
ਪਹਿਲਾਂ ਹੂਲਾ ਹੂਪ ਕੋਲ ਜਾਉ ਅਤੇ ਉਸ ਨਾਲ ਪੰਜ ਵਾਰੀ ਟੱਪੋ/ਛਾਲਾਂ ਲਗਾਉ ।
2. Next go to the cones and zig zag around them till you get to the balls.
ਫਿਰ ਕੋਨ ਕੋਲ ਜਾ ਕੇ ਵਲ ਖਾ ਕੇ (ਸੱਪ ਵਾਂਗ ਵਲ ਖਾਣਾ) ਚੱਲਦੇ ਹੋਏ ਗੋਦਾਂ ਕੋਲ ਪਹੁੰਚੋ ।
3. Take the ball and carry them on your head.
ਗੋਦ ਨੂੰ ਆਪਣੇ ਸਿਰ ਉੱਪਰ ਚੁੱਕ ਲਉ ।
4. Then take a spoon and put the ping pong ball on the spoon.
ਫਿਰ ਇੱਕ ਚਮਚਾ ਲੈ ਕੇ ਪਿੰਗ ਪੌਂਗ ਗੋਦ ਦੇ ਥੱਲੇ ਰੱਖ ਲਉ ।
5. Take it to the other side.
ਇਸ ਨੂੰ ਦੂਸਰੇ ਪਾਸੇ ਲੈ ਜਾਉ ।
6. Run back fast to the finish line.
ਤੇਜ਼ੀ ਨਾਲ ਵਾਪਸ ਦੌੜ ਕੇ ਸਮਾਪਤੀ ਵਾਲੀ ਲਕੀਰ ਕੋਲ ਪਹੁੰਚੋ ।