

**Grade: 5**

**Lesson Number: 20**

**Unit Name: Figurative language and themes**

**Course: Bolī**

**Title: Themes of Gurū Nānak II**

### **Standards**

#### **Standard 3: Writing Composition with a Central Idea**

- Students write clear and coherent compositions that develop a central idea.
  - *Students can create multi-paragraph compositions, including a developed topic sentence, and simple supporting facts and details. Paragraphs should include transitional expression that link one paragraph to another in a clean line of thought. Summary should be found in the conclusion.*
  - *Students learn the formats to write persuasive letters or compositions.*
  - *Students describe the setting, characters, objects, and events using adjectives and appropriate vocabulary.*

### **Objectives**

1. Children focus on themes that they want to explore in Gurū Nānak's Bāṇī. They will begin work on creating a multi-paragraph composition in Pañjābī.

### **Prerequisites**

- This is the fourth lesson in a five-part series of lessons on themes and figurative language.
- These sets of lessons should begin after students have been through Sikh Virsā lessons on Gurū Nānak.

### **Materials**

- Lots of writing material
- Charts that describe parts of writing
- Dry/Erase board/Markers

### **Advanced Preparation**

- None

### **Engagement (15-20 minutes)**

- Give children five minutes to get into their groups and practice their skits.
- Have groups present their skits to the rest of the class.
- Have other children guess the theme.
- After the skits, remind children that their project will entail writing a three to five paragraph paper explaining the theme and Gurū Nānak's vision.
- The guidelines will be the following.
- Each paragraph will need to have a topic sentence.
- There needs to be appropriate transitioning.
- It needs to reflect a particular theme that they found in some of Gurū Nānak's Bāṇī and should be supported by examples.

**Exploration (30-35 minutes)**

- Have children take out their outlines from last class on theme writing (Lesson Number 19)0
- Based on feedback that you gave them in last class and on any new information they may have gotten have them add to their outline.
- You should use this time to go around and help children clarify their ideas or give them direction by understanding what they may want to do.

**Explanation/Extension (10-15 minutes)**

- Now have children pair up with someone who is not doing the same theme.
- Have them go over each other's outlines and make suggestions for change.
- Remind children that they will be writing their final draft in the next class.

**Evaluation (On-going)**

- The final piece will be their evaluation, but you should also look for process that leads to development.