

Grade: 3

Lesson Number: 5

Course: Boli

Title: Dictionary Skills – II

Standards

Standard 3: Reference Materials

- Students understand the purposes of various reference materials.
 - *Students understand the purpose of the English-Pañjābī Dictionary.*

Objectives

1. Students will use the English-Pañjābī Dictionary to look up and illustrate three to four vocabulary terms.
2. Students will work in a group to create a story with a word bank.

Prerequisites

- Dictionary Skills - Lesson I activities need to be completed prior to this lesson.

Materials

- English-Pañjābī Dictionary ISBN 81-7380-095-2
- Pañjābī-English Dictionary ISBN 81-7380-096-1
- Gurmukhī alphabet chart
- Gurmukhī alphabet letters written on plain paper 8 ½ X 11
- Vocabulary word list – provided below
- Index cards
- Pencils
- Chart paper
- Markers
- Notebook paper
- Plain paper 8 ½ x 11
- Color pencils, crayons, etc.
- Copies of the Vocabulary Definition Sheet

Advanced Preparation

- Use the Gurmukhī alphabet letters written on 8 ½ x 11 paper in the previous lesson. Staple or tape the letters on the wall. This will be a permanent part of the class. Any new vocabulary that is learnt should be written on an index card and then taped under the appropriate letter (the letter that the word begins with).
- Write the Vocabulary words from the list on to index cards. Each student needs to have at least three to four words.
- Make copies of the Vocabulary Definition Sheet – each student needs one – ask them to use it as a template. They should create their own sheets using plain 8 ½ x 11 paper. Each word will be defined on a single sheet of paper – teachers may choose to use the back of the paper also.

Engagement (20 minutes)

- Greet the students and have them get settled.
- Ask students to make sure their names are on their Dictionary Skills worksheet completed for homework from the previous class.
- Once all the homework is collected, pass it out again making sure that students get a different student's paper instead of their own.
- Ask student to write "Corrected by: (their name)" on the other student's paper.
- As a class, correct the homework papers; ask students to circle mistake(s) and write the number of correct responses on the top of the paper.
- Collect the papers – students will receive these at the end of the session.
- Next, explain to students that they will be working both independently and then in a group.
- First they need to work individually for about 10-15 minutes. Each student will be given three to four vocabulary terms along with a Vocabulary Definition Sheet and three to four pieces of plain white paper.
- Using the Vocabulary Definition Sheet as a template, students need to find the definitions and illustrate the three vocabulary terms they received.

Exploration (30 minutes)

- Next, students will get into groups of four (the other students should all have different vocabulary terms).
- Students will teach their team members the new vocabulary terms.
- Once everyone in the team has become familiar with the new vocabulary, the group will work together to create a story using the new vocabulary.
- The teacher needs to read and approve the story. Once the story is approved, the group needs to re-write the story but leaving blanks in place of the vocabulary words.
- As groups complete this assignment, they will exchange their story with another group because all of the groups have the same vocabulary words. As groups one and two exchange their stories, they now need to try to fill in the vocabulary words into the new story.

Explanation/Extension (10 minutes)

- As students complete this, they will read the other group's story in front of the class. The other group will decide if the group presenting did a good job. Remind children that they need to give constructive criticism, as opposed to just saying they didn't like the story. They should share their ideas in Pañjābī.
- Return student homework from previous class.

Evaluation (On-going)

- For homework – if students have not completed the four components of the Vocabulary Definition Sheet for their three words, they need to complete that. If they have completed their vocabulary words, ask them to take their template home and find three to five new vocabulary words they weren't familiar with but learned during the week. Allow students to present their homework at the beginning of the next class.

Teacher Resources

Vocabulary

ਇਕ	One	ਏਵਡੁ	the great	ਈਖ	sugarcane		
ਸੰਗਤਿ	Congregation	ਸਰੀਰ	body	ਸਾਂਵਲਾ	dark-skinned		
ਹਥਿ	Hand	ਹਜਾਰ	thousand	ਹਟੀ	shop	ਹੀਰ	diamond
ਕਮਲੁ	Lotus flower	ਕੇਸ	hair	ਕੁਰਸਹੁ	earth	ਕ੍ਰਿਪਾਨ	kirpan
ਖੇਤ	Field	ਖੇਲ	game	ਖਾਦਾ	eaten		
ਗਾਹ	Ocean	ਗਾ	to sing	ਗਿਰਾਸਿ	morsels of food		
ਘਰਿ	Home	ਘੋੜਾ	horses	ਘਾਲੇ	counted		
ਸਿਝੀ	Horn						
ਚੰਦ	Moon	ਚੁਭੈ	pierces	ਚਉਦਸਿ	fourteen	ਚਟਿ	lick
ਛਤੁ	Canopy	ਛਹਿ	six	ਛਤਰੁ	umbrella		
ਜਗਤੁ	World	ਜਪੁ	to recite	ਜੜਤਾ	studded with jewels		
ਝਿਮ	To drip softly	ਝਿਲਕੈ	shine/glitter	ਝੋਲੀ	begging bowl		
ਸੁੰਵੈ	Empty	ਸਿਵਾਣਿ	to recognize	ਸਲੁੰਵੁ	skirt of a garment		
ਟੀਡੁ	Grasshopper	ਟੁਟੀ	broken	ਟੁੰਡਾ	armless	ਟੋਹਣੀ	cane
ਠੰਢਾ	Cold	ਠਾਕ	block(age)	ਠਗਵਾੜਾ	robber	ਠਾਕੁਰ	master
ਡੰਡਾ	Stick	ਡੂਬੀਅਲੇ	to drown	ਡੰਡਉਤ	bow down		
ਢੇਰੀ	Pile	ਢਲਿ	to wither	ਢਿਹ	cumple/bow down	ਢੁਲਿ	to fade
ਰੈਣ	Night	ਗਿਣ	to count				
ਤਖਤੁ	Throne	ਤੀਰਥ	shrine	ਤਨਿ	body	ਤਾਰਾ	star
ਬਲ	Land	ਬਲੀ	desert	ਬਾਲੁ	dish		
ਦੀਵਾ	Oil lamp	ਦਰਵਾਣੀ	doorkeeper	ਦਰਵੇਸ	beggar		
ਧੀਅ	Daughter	ਧਦਾਨ	grain/rice	ਧਰਤੀ	earth		
ਨਾਗੁ	Snake	ਨੀਰ	lakes	ਨਵਹਾਣਿ	young woman		
ਪਗਰੀ	Turban	ਪਰਵਾਰੁ	family	ਪੀਰ	(spiritual) guide		
ਫਲ	Fruit	ਫੁਲ	flower	ਫੋੜਿ	break		
ਬੀਜਿ	Seed	ਬਹਿ	to sit	ਬੂਆੜ	sesame		
ਭਨਿ	To speak	ਭਾਰਾ	heavy	ਭਵਜਲ	world-ocean		
ਮਹਲੁ	Mansion	ਮਾਏ	mother	ਮੂਰਤ	image	ਮਸਤਕਿ	forehead
ਯਾਰ	Friend						
ਰਤਨ	Jewel	ਰਬਾਬਾ	rabab	ਰਾਜਾ	king	ਰਾਜ	loyalty
ਲਿਖਿ	To write	ਲਾਲਿ	crimson red	ਲਖ	thousand		
ਵੇਖ	To look	ਵੇਚ	to sell				
ਪੜਿ	To read	ਗਿੜਵੜਰੀ	(like) the mountain				

Word

Definition: English/ Pañjābī

Picture

Use it in a sentence

Grade: 3

Lesson Number: 6

Course: Boli

Title: Oral Reading and Comprehension

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 use sentence and word context to find the meaning of unknown words.*
 - *Students use dictionary to learn the meaning and features of unknown words.*
 - *Students read aloud fluently and accurately and with appropriate intonation and expression.*

Standard 2: Comprehension of Appropriate Passages

- Students comprehend grade-appropriate reading passages and summarize the materials.
 - *Students demonstrate comprehension by identifying answers in the text.*
 - *Students recall major points in the text and make and modify predictions about forthcoming information.*

Objectives

1. Students will write predictions in Gurmukhī based on the title.
2. Students will read a passage.
3. Students will circle or highlight any words that they do not understand.
4. Students will demonstrate their understanding through answering comprehension questions.

Prerequisites

- Dictionary - Lesson I activities need to be completed prior to this lesson.

Materials

- English-Pañjābī Dictionary ISBN 81-7380-095-2
- Pañjābī-English Dictionary ISBN 81-7380-096-1
- Gurmukhī alphabet chart
- Highlighters
- Class set of passage below: ਤਿੰਨ ਮਿੱਤਰ, ਅਮਰਦੀਪ ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ ੧
- Pencils
- Chart paper
- Markers
- Notebook paper
- Index cards
- Plain paper 8 ½ x 11
- Color pencils, markers, crayons, etc...

Advanced Preparation

- Read the passage and make a list of any words that you feel that students might struggle with.
- Write down vocabulary on index cards.

Engagement (20 minutes)

- Greet the students and have them get settled.
- Ask students to make sure their names are on their Dictionary Skills worksheet completed for homework from the previous class.
- Explain to students that today they will read the passage: “ਤਿੰਨ ਮਿੱਤਰ (tinn mittar)”
- Write the title on the board.
- Ask student to take out a piece of lined paper and write down the title. Next ask them to make a prediction about what the passage will be about. They need to write their predictions in Pañjābī.
- Have students share their prediction out-loud or with a neighbor.

Exploration (30 minutes)

- Students will put their predictions away and will be given a highlighter and a copy of the passage.
- The class will read the passage together. As the class is reading, students will highlight any words that they did not understand.
- Next, the class will read the passage one more time and the class will discuss the words that they did not understand.
- Ask students to share words that they had highlighted. Write these words on the board.
- Once all the words are written, see if students can figure out the meaning of a word by reading it in context (i.e., read the word as it was written in the sentence).
- Explain to students that this is a great strategy in figuring out new vocabulary.
- Once you have gone through some of the words tell students that you are going to break them into groups and their group will be responsible for figuring out some words from the passage. Feel free to add other words from the passage: ਘੁੱਗੀ, ਸਲਾਹ, ਬਾਲਦਾ, ਉੱਤਰ, ਵਿਚਾਰਾ, ਇਕੱਲੀਆਂ, ਦਾਅ, ਚਲਾਕੀ, ਸਮਝਦੀ, ਸਿੱਖਿਆ, ਬਹਾਦਰੀ, ਰਲ (ghuggī, salāh, bāldā, uttar, vicārā, ikallīāṁ, dāa, calākī, samjhadī, sikkhiā, bahādarī, ral) ”
- Divide students into groups of three to four students and assign each group two to three words. See if students can go back and find the words and understand them in the context of the passage.
- If students are not able to understand the meaning from the context, allow them to find the definitions in the dictionaries.
- If some groups finish before others, ask them to write in Pañjābī whether their prediction was correct or not. Next, they will write a five to seven (or more) sentence summary about what happened in the story. In the summary, students must also write the moral of the story.

Explanation/Extension (10 minutes)

- Have students sit in a circle and orally tell the story in Pañjābī. The story needs to be told in sequence. The first student will say what happened first, next, and then finally. If the story is finished and some students still have not had a chance to share, allow them to read their summaries or the story.

Evaluation (On-going)

- Teacher will be able to evaluate the student's comprehension by observing them in their group trying to figure out the meaning of the word, reading their summary and hearing them add-on to the oral sequencing activity at the end of the day.

Teacher Resources

ਤਿੰਨ ਮਿੱਤਰ

ਇੱਕ ਸੀ ਕਾਂ, ਇੱਕ ਸੀ ਚਿੜੀ, ਤੇ ਇੱਕ ਸੀ ਘੁੱਗੀ। ਤਿੰਨਾਂ ਨੇ ਰਲ ਕੇ ਖੀਰ ਬਣਾਉਣ ਦੀ ਸਲਾਹ ਕੀਤੀ। ਕਾਂ ਦੁੱਧ ਲਿਆਇਆ। ਚਿੜੀ ਚੌਲ ਲਿਆਈ। ਘੁੱਗੀ ਖੰਡ ਲਿਆਈ। ਤਿੰਨਾਂ ਨੇ ਰਲ ਕੇ ਖੀਰ ਬਣਾਈ। ਕਾਂ ਅੱਗ ਬਾਲਦਾ ਸੀ।

ਖੀਰ ਤਿਆਰ ਹੋ ਗਈ। ਕਾਂ ਨਹਾਉਣ ਚਲਾ ਗਿਆ। ਚਿੜੀ ਘੁੱਗੀ ਨੂੰ ਕਹਿਣ ਲਗੀ “ਕਾਂ ਚਲਾ ਗਿਆ ਹੈ। ਆ ਆਪਾਂ ਸਾਰੀ ਖੀਰ ਖਾ ਲਈਏ।” ਘੁੱਗੀ ਨੇ ਜੁਆਬ ਦਿੱਤਾ, “ਨਾ ਭੈਣ, ਇਹ ਠੀਕ ਨਹੀਂ। ਆਪਾਂ ਰਲ ਕੇ ਖੀਰ ਬਣਾਈ ਹੈ, ਆਪਾਂ ਰਲਕੇ ਹੀ ਖਾਵਾਂਗੇ। ਉਹ ਵਿਚਾਰਾ ਤਾਂ ਅੱਗ ਬਾਲਦਾ ਰਿਹਾ ਹੈ।”

ਚਿੜੀ ਨੇ ਫਿਰ ਕਿਹਾ, “ਮੈਂ ਤਾਂ ਲੱਗੀ ਹਾਂ ਖਾਣ। ਮੈਨੂੰ ਬਹੁਤ ਭੁੱਖ ਲਗੀ ਹੋਈ ਹੈ। ਮੈਂ ਨਹੀਂ ਕਿਸੇ ਨੂੰ ਉਡੀਕਣਾ।”

ਘੁੱਗੀ ਨੇ ਸਮਝਾਇਆ, “ਕਾਂ ਆਪਾਂ ਦਾ ਵੀਰ ਹੈ। ਆਪਾਂ ਆਪਣੇ ਵੀਰ ਨਾਲ ਧੋਖਾ ਨਹੀਂ ਕਰਨਾ। ਆਪਾਂ ਇਉਂ ਇਕੱਲੀਆਂ ਚੋਰੀ ਖੀਰ ਖਾਂਦੀਆਂ ਚੰਗੀਆਂ ਨਹੀਂ ਲੱਗਦੀਆਂ। ਮੈਨੂੰ ਪਤਾ ਹੈ ਇੱਕ ਵਾਰੀ ਤੂੰ ਤੇ ਕਾਂ ਨੇ ਰਲ ਕੇ ਖਿੱਚੜੀ ਬਣਾਈ ਸੀ। ਕਾਂ ਨਹਾਉਣ ਚਲਾ ਗਿਆ ਸੀ ਤੂੰ ਇਕੱਲੀ ਖਿੱਚੜੀ ਖਾ ਕੇ ਉੱਡ ਗਈ ਸੀ। ਅੱਜ ਮੈਂ ਇਉਂ ਨਹੀਂ ਕਰਨ ਦਿਆਂਗੀ। ਰਲ ਕੇ ਆਪਾਂ ਖੀਰ ਬਣਾਈ ਹੈ। ਰਲ ਕੇ ਹੀ ਖਾਵਾਂਗੇ। ਦਾਅ ਮਾਰਨਾ ਚੰਗਾ ਨਹੀਂ। ਤੂੰ ਇਉਂ ਚਲਾਕੀ ਨਾਲ ਖੀਰ ਖਾਣ ਨੂੰ ਦਿਲ ਪ੍ਰਚਾਵਾ ਸਮਝਦੀ ਏਂ। ਇਹ ਠੀਕ ਨਹੀਂ।

ਐਨੇ ਨੂੰ ਕਾਂ ਵੀ ਆ ਗਿਆ। ਕਾਂ ਨੇ ਘੁੱਗੀ ਦੀਆਂ ਕੁੱਝ ਗੱਲਾਂ ਸੁਣ ਲਈਆਂ ਸਨ। ਕਾਂ ਨੇ ਘੁੱਗੀ ਨੂੰ ਕਿਹਾ, “ਭੈਣ ਜੀ, ਅੱਜ ਤੁਸੀਂ ਸੋਹਣੀ ਸਿੱਖਿਆ ਦਿੱਤੀ ਹੈ। ਅੱਗੇ ਤਾਂ ਅਸੀਂ ਦਾਅ ਮਾਰ ਕੇ ਇੱਕ ਦੂਜੇ ਦਾ ਹਿੱਸਾ ਖਾਣਾ ਬਹਾਦਰੀ ਸਮਝਦੇ ਰਹੇ ਹਾਂ।”

ਘੁੱਗੀ ਨੇ ਕਿਹਾ, “ਰਲ ਕੇ ਬਣਾਈ ਚੀਜ਼ ਰਲ ਕੇ ਖਾਣ ਨਾਲ ਹੀ ਖਸੀ ਮਿਲ ਸਕਦੀ ਹੈ।” ਤਿੰਨਾਂ ਨੇ ਰਲ ਕੇ ਖੀਰ ਖਾਈ।

- ਅਮਰਦੀਪ ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ ੧, ਪ. ੩੨-੩੩

ਇਕ	One	ਏਵਡੁ	the great	ਈਖ	sugarcane		
ਸੰਗਤਿ	Congregation	ਸਰੀਰ	body	ਸਾਂਵਲਾ	dark-skinned		
ਹਥਿ	hand	ਹਜਾਰ	thousand	ਹਟੀ	shop	ਹੀਰ	diamond
ਕਮਲੁ	lotus flower	ਕੇਸ	hair	ਕੁਰਸਹੁ	earth	ਕ੍ਰਿਪਾਨ	kirpan
ਖੇਤ	field	ਖੇਲ	game	ਖਾਦਾ	eaten		
ਗਾਹ	ocean	ਗਾ	to sing	ਗਿਰਾਸਿ	morsels of food		
ਘਰਿ	home	ਘੋੜਾ	horses	ਘਾਲੇ	counted		
ਸਿਫ਼ੀ	horn						
ਚੰਦ	moon	ਚੁਭੈ	pierces	ਚਉਦਸਿ	fourteen	ਚਟਿ	lick
ਛਤੁ	canopy	ਛਹਿ	six	ਛਤਰੁ	umbrella		
ਜਗਤੁ	world	ਜੜਤਾ	studded with jewels	ਜਪੁ	to recite		
ਝਿਮ	to drip softly	ਝੋਲੀ	begging bowl	ਝਿਲਕੈ	dazzle, shine, glitter		
ਸੁੰਵੈ	empty			ਸਲੁੰਵੁ	skirt of a garment	ਸਿਵਾਣਿ	to recognize
ਟੀਡੁ	grasshopper	ਟੂਟੀ	broken	ਟੁੰਡਾ	armless	ਟੋਹਣੀ	cane
ਠੰਢਾ	cold	ਠਾਕ	block(age)	ਠਗਵਾੜਾ	robber	ਠਾਕੁਰ	master
ਡੰਡਾ	stick	ਡੂਬੀਅਲੇ	to drown	ਡੰਡਉਤ	bow down		
ਢੇਰੀ	pile	ਢਿਹ	cumple/bow down	ਢਲਿ	to wither	ਢੁਲਿ	to fade
ਰੈਣ	night	ਗਿਣ	to count				
ਤਖਤੁ	throne	ਤੀਰਥ	shrine	ਤਨਿ	body	ਤਾਰਾ	star
ਬਲ	land	ਬਲੀ	desert	ਬਾਲੁ	dish		
ਦੀਵਾ	oil lamp	ਦਰਵਾਣੀ	doorkeeper	ਦਰਵੇਸ	beggar		
ਧੀਅ	daughter	ਧਦਾਨ	grain/rice	ਧਰਤੀ	earth		
ਨਾਗੁ	snake	ਨਵਹਾਣਿ	young woman	ਨੀਰ	lakes		
ਪਗਰੀ	turban	ਪੀਰ	(spiritual) guide	ਪਰਵਾਰੁ	family		
ਫਲ	fruit	ਫੁਲ	flower	ਫੋੜਿ	break		
ਬੀਜਿ	seed	ਬਹਿ	to sit	ਬੂਆੜ	sesame		
ਭਨਿ	to speak	ਭਾਰਾ	heavy	ਭਵਜਲ	world-ocean		
ਮਹਲੁ	mansion	ਮਾਏ	mother	ਮੂਰਤ	image	ਮਸਤਕਿ	forehead
ਯਾਰ	friend						
ਰਤਨ	jewel	ਰਬਾਬਾ	rabaab	ਰਾਜਾ	king	ਰਾਜ	loyalty
ਲਿਖਿ	to write	ਲਾਲਿ	crimson red	ਲਖ	thousand		
ਵੇਖ	to look	ਵੇਚ	to sell				
ਪੜਿ	to read	ਗਿੜਵੜਰੀ	(like) the Mt.				

Word

Definition: English/ Pañjābī

Picture

Use it in a sentence