

Grade: 5

Lesson Number: 18

Unit Name: Figurative languages

Course: Bolī

Title: Themes through Figurative Language II

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 distinguish and interpret words with multiple meanings.*
 - *Students use sentence and word context to find the meaning 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 discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.*
 - *Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.*
 - *Students understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or implicit) in sample works.*
 - *Students understand, explain, and describe the function and effect of figurative and metaphorical use of words in context.*

Objectives

1. Students are introduced to the function and effect of figurative and metaphorical use in Gurū Nānak's bāṇī.
2. Students distinguish main ideas and principles present in Gurū Nānak's bāṇī.

Prerequisites

- This is the second lesson in a series of five lessons on themes and figurative language.
- These lessons should take place after children have been through several lessons under Gurū Nānak's Travels in the Sikh Virsā Class.

Materials

- Dry/Erase Board/Marker
- Chart paper
- Markers
- Multiple copies of the GurwGranth Darpan by Prof. Schib Singh (www.guru-granthdarpan.com)
- Other resources that you have available to you for translation of sabads"-uome of these can be downloaded at www.gurbanifiles.org

Advanced Preparation

- Teacher should study multiple sabads of Gurū Nānak that fall under the theme of Nām/Remembrance, Nature, Equality, Ritualism, Justice, and more. Some of these are Japu"jī, sabads from So"darwand Sohilā, as well as any other sabads you feel necessary.

Engagement (15-20 minutes)

- Begin class by going around and asking every child to tell the class which sabad of Gurū Nānak they brought to class for discussion. Ask them to give you one to three sentences on what the sabad is about and also the underlying theme.
- Write all the themes that come up on the board.
- Ask children to make note of anyone who might have picked the same sabad.
- Now tell children to spend 10-15 minutes translating the sabad that they brought using the resources provided in the classroom. Ask them to circle any words that they are unfamiliar with. This gives you a chance to go around and help children who are stuck and it also gives children who were not able to do much research into understanding the chosen sabad to spend time on it. As you go around write the particular theme of the sabad in red somewhere on the paper for your reference as well as the students' reference.

Exploration (30-35 minutes)

- After everyone is done and you have had a chance to touch base with everyone, have children who have the same themes get together.
- Have each child in the group share their sabad.
- After that, together as a group have them write particular examples of how the sabad shows different kinds of figurative language.
- Have them give concrete examples, but most likely they will have to work on understanding their sabads better. It will be a difficult task for children to do on their own, so they will need help so you may want to plan to have extra help this class.
- Ask them to use the time to help each other clarify the sabad. They can pair up within their groups if need be.
- There may be students who do not fit into a theme group. If there is more than one, then connect them up and see if they would like to pick one of the two or three themes.
- Use the time to go and help the groups and also to make note of how individual leaning towards each theme is going. By observing children you will also be able to recommend to them what theme to lean towards.

Explanation/Extension (10-15 minutes)

- Have groups present the figurative language with concrete examples to the rest of the class.
- Have children think about how in certain cases Gurū Sāhib has used different kinds of figurative examples to express one theme.
- At the end ask children that by the beginning of next class they need to make a decision on what theme they want to do their project on.

Evaluation (On-going)

- This will be ongoing that will lead to the writing and theme based presentation pieces in Pañjābī.

