

**Grade: 5**

**Lesson Number: 19**

**Unit Name: Figurative Language and themes**

**Course: Bolī**

**Title: Themes of Gurū Nānak I**

### **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 third 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

### **Advanced Preparation**

- Create a chart.

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

- Review briefly discussion on figurative language and themes.
- Discuss the important of a piece of writing as a means to:
  - Get information across
  - Inspire
  - Instigate
  - Express emotion
  - Share an experience
- Let children come up with these through a questioning format and write them on the board.
- Now remind children about their upcoming project on "writing with a theme in mind."

- Tell them that they should have made a decision on a theme that they want to further explore in Gurū Nānak's Bāṇī.
- Their project will entail writing a three to five paragraph paper in Pañjābī 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.

### **Exploration (25-30 minutes)**

- During this time have children develop an outline for their paragraphs.
- 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. You particularly may want to look to help them organize the flow of their paper, have them come up with appropriate examples they need to use in their paper and to have an introduction and a conclusion.

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

- Now ask children who are doing the same theme to get together.
- Have them come up with a skit that expresses their theme.
- Tell them that the next class will begin with the skits.
- Skits should be no longer than 15 minutes of your engagement time, so calculate accordingly to the number of groups you have.
- The main reason for the skits is two-fold:
  - 1) To give children a break from research and writing.
  - 2) To help children better understand the theme.

### **Evaluation (On-going)**

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