

Grade: 5

Lesson Number: 15

Unit Name: Letter writing

Course: Boli

Title: Opinion Letter to Bābar III

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.*

Standard 7: 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 understand, interpret, and use non-verbal messages.*
 - *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.*

Objectives

1. Students read their opinion letters to the class and will discuss the effectiveness of different letters.

Prerequisites

- This is the third in a series of lessons on opinion letters to Bābar.
- Before beginning this series of lessons children should have completed Sikh Virsā lessons on Gurū Nānak's travels, especially the lesson on Bābar rule and Bābar bāñī.

Materials

- Snacks/drinks
- Students' opinion letters

Advanced Preparation

- Bring some drinks and munchies to class for children to snack on while the letters are being read.

Engagement (10-15 minutes)

- Remind children that today they are going to be reading their opinion letters to the children.
- Tell them that they can take a drink and some snacks to their area and can enjoy them, but they need to remember to be respectful while others are reading the letters.
- Give children the attached rubric and have them evaluate each letter based on it.

Exploration (40-45 minutes)

- Have children begin reading their letter. After reading about five letters, stop and discuss the effectiveness of the letters encouraging the children to point these out.

Evaluation (On-going)

- Pay attention to each child's oral presentation skill and effectiveness of each letter.
- Collect rubrics from all students and identify progress in children's portfolios.

Teacher Resources

Student Name _____

Rating _____

*5 – Letter is very effective**4 – Letter is effective, but needs more opinions**3 – Letter is not very clear and was not easy to understand**2 – Letter did not include aspects of opinion**1 – I was not able to understand the letter*

Specific Comments:

Student Name _____

Rating _____

5 – Letter is very effective

4 – Letter is effective, but needs more opinions

3 – Letter is not very clear and was not easy to understand

2 – Letter did not include aspects of opinion

1 – I was not able to understand the letter

Specific Comments:
