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Grade: 2

Lesson Number: 1

Unit Name: Vocabulary Development

Course: Bolī

Title: Weather

Standards

Standard 3: Vocabulary Development

- Students develop vocabulary pertaining to weather, geography, and the formation of questions.

Objectives

1. Children learn vocabulary pertaining to weather.

Prerequisites

- Children have an understanding of basic spoken Pañjābī.

Materials

Pictures of scenes with:

- Rain
- Heavy rain
- Snow/snowstorm
- Bright sun
- Clouds
- Pañjābī words pertaining to the words to hold up/pin up for the children (words attached below)
- Pin/tape

Advanced Preparation

- This will be your first class. Use this opportunity to gauge understanding of how much your students understand Pañjābī and also to begin developing vocabulary relating to the weather.
- Have words ready on cards. The weather words should be attached to pictures of weather scenes.

Engagement (15-20 minutes)

- Welcome children to your class; go over any rules that you want them to be aware of and any goals that you might have for them. Give children a chance to tell you what they want from being in your class too.
- Ask children in Pañjābī how their week was. Depending on the weather, tell them about your week and how the weather made you feel.
- Ask them if there were words from your conversation that they do not understand.
- Explain to children any part of your conversation that they did not understand.
- Explain to them that they will learn weather-related vocabulary today.

- Have every child introduce themselves and tell the class what kind of weather they like best. They should use as much Pañjābī as possible in their conversation.
- Introduce all the weather words below explaining to children their meaning and have them repeat them so that they can grasp pronunciation.
- After you are done, tell them that they will be discussing and acting the weather out collectively.

Exploration (35 minutes)

- Have the children stand-up. Make sure they have enough space (at least an arm's length away) around them.
- Tell them that you are going to say a weather word and they will have to act it out, e.g., ਬਾਰਿਸ਼ (bārish), ਮੀਂਹ (mīmh).
- Children can choose to use their feet, hands, walls, desks, floor, etc to make the effect of ਬਾਰਿਸ਼ (bārish) or ਮੀਂਹ (mīmh) as long as they are keeping themselves and others around them safe.
- Children may not remember all the words introduced in the engagement section, so say a word, wait briefly, let children act out the weather. If they are having a hard time remembering the word, then as you say each word, hold up the word attached to the picture in Pañjābī.
- If children don't know what it is then of course remind them what it is or even better you and others who do understand it act it out.
- After children act out the particular weather word have them repeat the word as a whole group.
- Make sure to explain words which cannot be acted out or expressed fully, e.g. ਗਰਮੀਆਂ with ਧੁਪ (garmīām with dhup).
- Let children be creative and they'll be able to act out something for practically every word or concept.
- At the end, give important attention to violent storm – ਝਖੜੂ (jhakhaṛu/torrential rains) – ਝਾਗੀ ਮੀਂਹ (jhāgī mīhu) and how Gurū Rāmdās has used it in his bāṇī. Also point out to children the difference between the spelling of ਮੀਂਹ (mīhu) in Gurbāṇī and contemporary ਮੀਂਹ (mīh). “ਝਖੜੂ ਝਾਗੀ ਮੀਂਹ ਵਰਸੈ ਭੀ ਗੁਰੂ ਦੇਖਣ ਜਾਈ ॥੧੩॥” (jhakhaṛu jhāgī mīhu varsai bhī guru dekhaṇ jāī. 13.) - *Gurū Granth Sāhib*, p. 757-58.

Explanation/Extension (5-10 minutes)

- Have children try to make sentences using weather words.
- Read the poem to add more words to the vocabulary. This poem was adapted from the ਅਮਰਦੀਪ ਪੰਜਾਬੀ ਪਠਿ ਮਾਲਾ ੨.
- If you have enough time have students create pictures of the words in the poem. For instance instead of just reading the word ਬੈਦਲ (baddal/cloud), you can have a picture of it so that students will learn the word and the meaning. If they cannot complete it in class, students can finish it at home.

Evaluation (Ongoing)

- Check for students' enthusiasm and understanding of weather words.
- For homework have children create a picture that corresponds to the poem above.

Teacher Resources

Weather Vocabulary

English	Pañjābī	Transcription
Weather	ਮੌਸਮ	mosam
Clouds	ਬੱਦਲ	baddal
Rain	ਮੀਂਹ, ਬਾਰਿਸ਼, ਵਰਖਾ	mīh, bārish, varakhā
Rain Falling	ਮੀਂਹ ਵਰਸੈ, ਮੀਂਹ ਵਰਸਦਾ	mīhu varsai, mīhu varsdā
Drizzle	ਕਿਣਮਿਣ	kiṇmiṇ
Snow	ਬਰਫ	baraph
Fall	ਪਤ ਝੜੂ	pat jhaṛh
Sun	ਸੂਰਜ	sūraj
Summer	ਗਰਮੀਆਂ	garmīān
Winter	ਸਰਦੀਆਂ	sardīān
Wind	ਹਵਾ	havān
Windstorm	ਅੰਧੇਰੀ, ਹਨੇਰੀ	andherī, hanerī
Violent storm	ਝਖੜੂ	jhakhaṛu
Torrential Rains	ਝਾਰੀ ਮੀਂਹ	jhāgī mīhu

Poem

ਬੱਦਲ ਹੈ ਗੱਜਦਾ	baddal hai gajjadā
ਢੋਲ ਵਾਂਗ ਵੱਜਦਾ	ḍhol vāṅg vajjdā
ਬਿਜਲੀ ਹੈ ਚਮਕਦੀ	bijalī hai camakdī
ਅੱਗ ਵਾਂਗ ਦਮਕਦੀ	agg vāṅg damakdī
ਮੋਰ ਹੈ ਬੋਲਦਾ	mor hai boldā
ਚਕੋਰ ਹੈ ਬੋਲਦਾ	cakor hai boldā

Grade: 2

Lesson Number: 2

Unit Name: Nouns

Course: Boli

Title: Identification of Nouns (Part I)

Standards

Standard 6: Identification of Nouns

- Students identify nouns and can demonstrate grammar related to the conversion of plurals (male and female).
 - *Students recognize nouns.*
 - *Students identify and correctly convert singular and plural nouns.*

Objectives

1. Children identify nouns and correctly convert singular and plural nouns.

Prerequisites

- None.

Materials

- Paper
- Pencil/marker
- Dry-erase board
- Markers
- M&Ms

Advanced Preparation

- A set of examples for nouns and their plural forms are provided.
- The same set of examples is provided for the two lessons on nouns. (Lessons Number 2 and 3)
- Teachers should study the examples and plan to use the words according to how they best see fit in each class. It is recommended that the teacher adds to the word list.

Engagement (20-25 minutes)

- Go over the definition of nouns. (resource attached in both English and Pañjābī)
- Have students get into groups that have the same number of students.
- Ask them to give themselves a Pañjābī team name.
- Each student needs their own pencil. Supply a piece of paper for each group.
- Call out a common noun. (e.g. ਜਾਨਵਰ (jānvar/animal))
- Have children write all of the kinds of animals they can think of under the category of ਜਾਨਵਰ (jānvar).
- To make it like a game between teams ask for complete silence. Make sure students are seated in a circle. Lay the paper in front of one student. Each student will get a turn to write a proper noun to match the common noun.

- The students silently pass the paper around the circle with each child writing their own answer. Give them two minutes.
- Tell children that even though they might not know how to spell the word they can use inventive spelling (try to sound it out and write it—does not have to be the correct spelling).
- If you see a team struggling with words, tell them that they can draw it.
- Have groups read out their proper nouns.
- Give one M&M to every person in the group, but double it for the group that named the most correct proper nouns.
- Tell them to hold on to their sheets.
- Ask children how easy or difficult it was to think of nouns and if the activity was fun.

Exploration (20-25 minutes)

- Have children stay in their groups.
- Tell them that you are going to look at singular and plural nouns. Explain to them what a singular and plural noun is.
- Have them look at their game sheets and ask them to find and circle singular nouns if they can. Walk around to help them.
- Then have one child from each group come up to the board and write the word.
- Look for spellings and have other children help you correct the spelling if needed.
- Convert singular nouns to plural nouns explaining to children how this is done.
- Do another set of words, this time ask the children to help convert them.
- As a hint give children the following rules for converting singular nouns to plural nouns.
 - Nouns that are male and end in ਾ (ā) are made plural by removing ਾ (ā) and adding ੇ (e)
 - Nouns that are female and in ਿ (i) are made plural by adding ਾਂ (ān)
 - **Exceptions:** there are several nouns which do not follow these rules.
- Have children continue converting the rest of the words on their game sheets.
- Go to each group and circle two-three nouns that are appropriately converted.
- Tell children that later on they will be sharing those nouns with the class.
- Give children hints if they need them to convert some of the nouns.
- After all groups are done, call one child from each group to the board. Have them write their plural noun.
- Read aloud each plural noun and ask children from different groups to guess/say the singular noun.
- Have children point out similar patterns in conversion.

Explanation/Extension (5-10 minutes)

- If you have time, go through the nouns below telling teacher some of the group nouns.

Evaluation (Ongoing)

- Pay attention to children's abilities:
 - to identify nouns and convert singular nouns to plural.
 - to children's writing skills.

Teacher Resources

Noun Definition

A noun is the name of a person, place, thing or idea.

ਕਿਸੇ ਵਿਅਕਤੀ, ਸਥਾਨ, ਵਸਤੂ ਜਾਂ ਖਿਆਲ ਦੇ ਨਾਂ ਨੂੰ ਨਾਂਵ, ਨਾਂਉ ਜਾਂ ਨਾਮ ਕਹਿੰਦੇ ਹਨ। ਨਾਂਵ ਪੰਜ ਕਿਸਮ ਦੇ ਹੁੰਦੇ ਹਨ: ਵਿਅਕਤੀ-ਵਾਚਕ ਜਾਂ ਖਾਸ; ਜਾਤੀ-ਵਾਚਕ; ਵਸਤੂ-ਵਾਚਕ; ਸਮੂਹ-ਵਾਚਕ; ਭਾਵ-ਵਾਚਕ

Word List

English	Singular	Plural
Elephant	ਹਾਥੀ hāthī	ਹਾਥੀ hāthī
Horse	ਘੋੜਾ ghorā	ਘੋੜੇ ghore
Mouse	ਚੂਹਾ chūhā	ਚੂਹੇ cūhe
Owl	ਉਲੂ ulū	ਉਲੂ ulū
Crane	ਸਾਰਸ sāras	ਸਾਰਸ sāras
Chick	ਚੂੜਾ cūcā	ਚੂੜੇ cūce
Peacock	ਮੋਰ mor	ਮੋਰ mor
Star	ਤਾਰਾ tārā	ਤਾਰੇ tāre
Boy	ਮੁੰਡਾ munḍā	ਮੁੰਡੇ ਮੁੰਡਿਆਂ ਮੁੰਡਿਆਂ munḍe munḍiāṁ munḍiōṁ
Girl	ਕੁੜੀ kuṛī	ਕੁੜੀਆਂ ਕੁੜੀਆਂ kuṛīāṁ kuṛīōṁ
Child	ਬਚਾ bacā	ਬਚੇ bace
People	ਲੋਕ lok	ਲੋਕ, ਲੋਕੀ lok, lokī
Lady	ਬੀਬੀ bībī	ਬੀਬੀਆਂ bībīāṁ
Relative	ਸਾਕ sāk	ਸਾਕ sāk
Nation	ਕੌਮ kaum	ਕੌਮ kaum
Home	ਘਰ ghar	ਘਰ ghar
School	ਸਕੂਲ sakūl	ਸਕੂਲ sakūl
Plate	ਥਾਲੀ thālī	ਥਾਲੀਆਂ thālīāṁ
Bowl	ਕੌਲੀ, ਕਟੋਰਾ kaulī, kaṭorā	ਕੌਲੀਆਂ, ਕਟੋਰੀਆਂ kaulīāṁ, kaṭorīāṁ
Spoon	ਚਮਚਾ camcā	ਚਮਚੇ camce

Websites (to be used for more examples on nouns if needed)

<http://www.lovetolearnplace.com/Grammar/commonnouns.html#anchor1669627>

<http://www.advancedcentrepunjabi.org/vocabulary/>

Grade: 2

Lesson Number: 3

Unit Name: Nouns

Course: Boli

Title: Identification of Nouns (Part II)

Standards

Standard 6: Identification of Nouns

- Students identify nouns and can demonstrate grammar related to the conversion of plurals (male and female).
 - *Students recognize nouns.*
 - *Students identify and correctly convert singular and plural nouns.*

Objectives

1. Children identify nouns and correctly convert singular and plural nouns.

Prerequisites

- None.

Materials

- Paper
- Pencil/marker
- Dry-erase board
- Markers
- Boy and girl cutouts (three to four of each)

Advanced Preparation

- This is the first lesson in a two-part lesson on nouns.
- Make two cutouts; one of a boy and the other of a girl; laminate them.

Engagement (25-30 minutes)

- Ask children to share with you what a noun is. (***Noun Definition:*** A noun is the name of a person, place, thing or idea. ਕਿਸੇ ਵਿਅਕਤੀ, ਸਥਾਨ, ਵਸਤੂ ਜਾਂ ਖਿਆਲ ਦੇ ਨਾਂ ਨੂੰ ਨਾਂਵ, ਨਾਂਉ ਜਾਂ ਨਾਮ ਕਹਿੰਦੇ ਹਨ।)
- Ask them if they know the Pañjābī word for noun. If not, tell them it is ਨਾਂਵ (nāmv). Hold up the boy cutout, and ask children to give you a noun to describe the cut-out. Hopefully they will say ਮੁੰਡਾ (munḍā). Write it on the board. Write all the words (nouns) they come up with.
- Then hold up the girl and do the same as above.
- After you are done, hold up two boy cutouts and ask children if they can tell you a plural noun.
- If they can tell you, then continue. If they can not tell you, then give them the plurals. Explain to children that when a plural noun is used in a sentence it is

used in different ways. Give them a few examples in sentences. Let them also come up with some examples.

- ਮੁੰਡਾ ਮੁੰਡੇ ਮੁੰਡਿਆਂ ਮੁੰਡੀਓਂ (munḍā munḍe munḍiāṁ munḍiōṁ)
- ਕੁੜੀ ਕੁੜੇ ਕੁੜੀਆਂ ਕੁੜੀਓਂ (kuṛī kuṛe kuṛiāṁ kuṛiōṁ)
- Then, as a group, come up with a list of nouns. Write them up on a board (see Teacher Resources section attached below).

Exploration (20-25 minutes)

- Divide class into groups with four to five children per group.
- Give them enough paper and markers/crayons for everyone in the group.
- Taking turns, tell children to draw one of the nouns from the list on the board.
- As soon as someone guesses the noun, the team has to come up with the plurals of each noun and then write it down to share later.
- Rotate between team numbers and try to cover as many words as possible.
- Have them share with the class and let the others or yourself correct them as needed.

Explanation/Extension (5-10 minutes)

- Have children write singular and plural nouns to practice.

Evaluation (On-going)

- Check for children who are able to identify nouns and document their progress.

Teacher Resources

English	Singular	Plural
Elephant	ਹਾਥੀ hāthī	ਹਾਥੀ hāthī
Horse	ਘੋੜਾ ghorā	ਘੋੜੇ ghore
Mouse	ਚੂਹਾ cūhā	ਚੂਹੇ cūhe
Owl	ਉਲੂ ulū	ਉਲੂ ulū
Crane	ਸਾਰਸ sāras	ਸਾਰਸ sāras
Chick	ਚੂਚਾ cūcā	ਚੂਚੇ cūce
Peacock	ਮੋਰ mor	ਮੋਰ mor
Star	ਤਾਰਾ tārā	ਤਾਰੇ tāre
Boy	ਮੁੰਡਾ munḍā	ਮੁੰਡੇ ਮੁੰਡਿਆਂ ਮੁੰਡਿਓਂ munḍe munḍiāṁ munḍiōṁ
Girl	ਕੁੜੀ kuṛī	ਕੁੜੀਆਂ ਕੁੜੀਓਂ kuṛīāṁ kuṛīōṁ

Grade: 2

Lesson Number: 4

Unit Name: Comprehension

Course: Bolī

Title: Comprehension - ਤੋਤਾ (totā)

Standards

Standard 2: Comprehension of Appropriate Passages

- Students comprehend grade-appropriate reading passages and summarize the materials.
 - *Students identify logical order of a passage.*
 - *Students respond to “who, what, when, where, and how” questions.*
 - *Students recognize cause-and-effect relationships in a text.*
 - *Students identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.*

Objectives

1. Children read a passage together about a parrot.
2. Children are able to explain the setting, character, and plot of the story.

Prerequisites

- Previous classes on identification of nouns.

Materials

- Construction paper
- Markers/crayons
- Picture of parrot for each student
- Craft feathers
- Tacky glue
- Flat wooden dowels to make cage over parrot

Advanced Preparation

- Read the story attached below several times so that you are familiar with it and can read it to the children.

Engagement (30-35 minutes)

- Tell children that today you are going to read a story about a bird that can talk.
- Ask children if they can guess what kind of bird they think you will be reading about.
- Then ask them if they know what the Parrot is called in Pañjābī.
- If no one knows what it is called, DO NOT tell them.
- Begin reading the story. After the first paragraph stop. Ask them if they understand the first paragraph. In particular ask them about specific words. For example in the first paragraph, you would probably need to ask them what a ਪਿੰਜਰਾ (piñjarā/cage) is.

- Read each paragraph and ask questions regarding that paragraph. Ask for the subject (identify the noun) and the action that is taking place. Children have not learnt about verbs yet, but this will be a good start to see if they can identify action words.
- Continue doing the same for each paragraph. In the end when the parrot sings about freedom, have an extended discussion on that. Ask children what the parrot is trying to say. Have them explain to you using examples from the story to explain that the parrot is being confined. You can also ask children to make sentences with some of the new words they learnt.

Exploration (15-20minutes)

- Have children make a picture about the story.
- They can choose to use the parrot. Tell them they can also use the dowels to make the cage.

Explanation/Extension (5-10 minutes) /Evaluation (On-going)

- Have some children retell the story to the class in their own words to gauge comprehension.
- Check to see if children were able to successfully identify nouns.

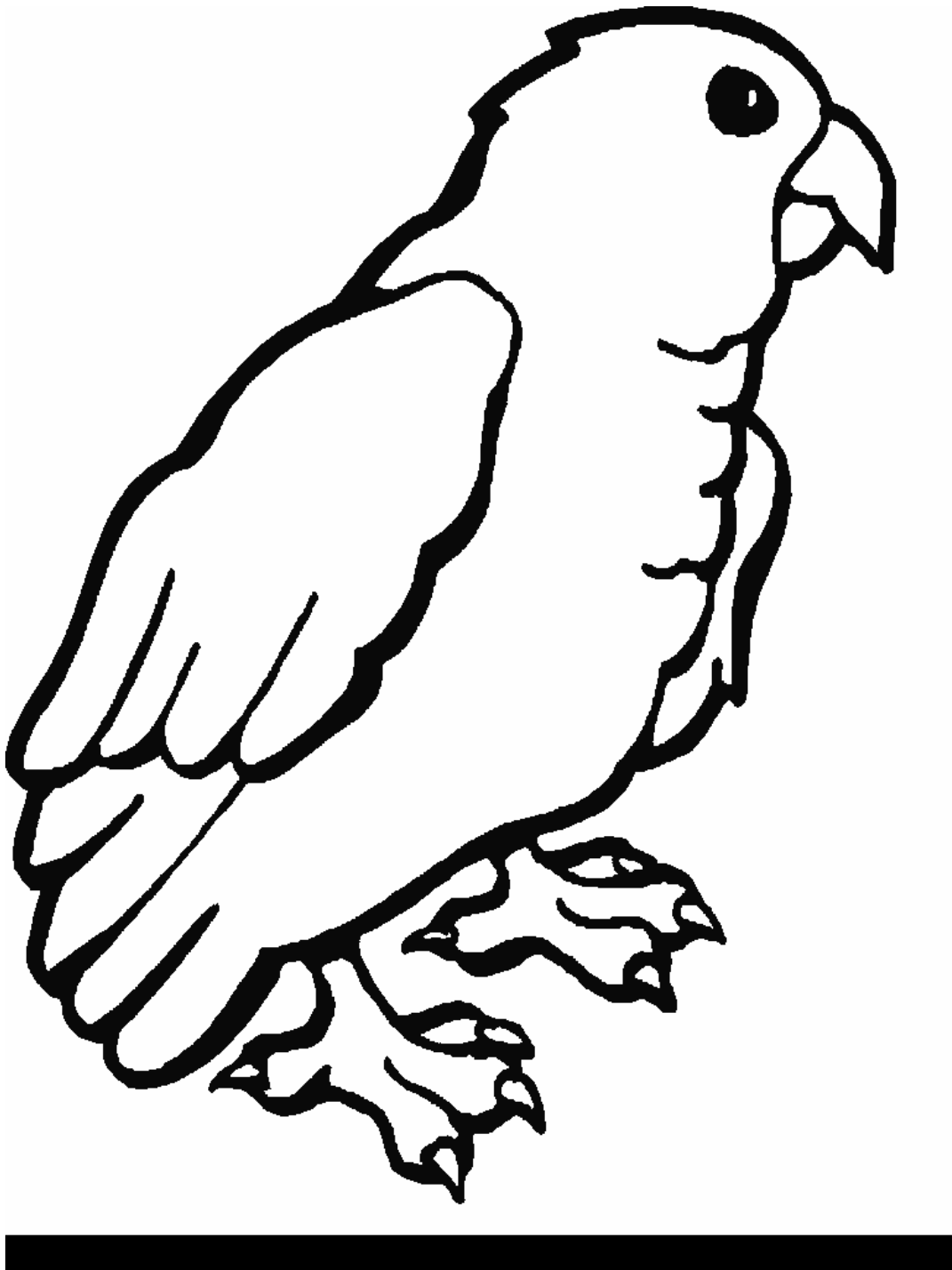
Teacher Resources

ਅਨੋਖਾ ਤੋਤਾ

ਇਹ ਤੋਤਾ ਵੇਖੋ । ਤੋਤਾ ਬੜਾ ਸੁੰਦਰ ਹੈ । ਇਹ ਤੋਤਾ ਜੰਗੀ ਫੜ ਕੇ ਲਿਆਇਆ ਹੈ ।
 ਜੰਗੀ ਨੇ ਤੋਤਾ ਪਿੰਜਰੇ ਵਿੱਚ ਬੰਦ ਕਰ ਦਿੱਤਾ ਹੈ ।
 ਮਿੰਨੀ ਸਕੂਲ ਤੋਂ ਪੜ੍ਹ ਕੇ ਆਈ ਹੈ । ਮਿੰਨੀ ਤੋਤੇ ਨੂੰ ਵੇਖ ਕੇ ਬਹੁਤ ਖੁਸ਼ ਹੁੰਦੀ ਹੈ ।
 ਮਿੰਨੀ ਪਿੰਜਰੇ ਕੋਲ ਜਾ ਕੇ ਕਹਿੰਦੀ ਹੈ, ‘ਗੰਗਾ ਰਾਮ ਜੀ ! ਕੋਈ ਚੰਗਾ ਜਿਹਾ ਗੀਤ ਸੁਣਾਓ ।’
 ਤੋਤਾ ਉੱਤਰ ਦਿੰਦਾ ਹੈ, ‘ਮੈਂ ਪਿੰਜਰੇ ਵਿੱਚ ਬੰਦ ਹਾਂ । ਮੈਂ ਗੀਤ ਕਿਵੇਂ ਗਾ ਸਕਦਾ ਹਾਂ ?’
 ਮਿੰਨੀ ਪੁੱਛਦੀ ਹੈ, ‘ਕਿਉਂ ਗੰਗਾ ਰਾਮ ਜੀ ?’
 ਤੋਤਾ ਉੱਤਰ ਦਿੰਦਾ ਹੈ, ‘ਭੈਣ ਜੀ ! ਗੀਤ ਖੁਸ਼ੀ ਵਿੱਚ ਗਾਇਆ ਜਾਂਦਾ ਹੈ ।’
 ਮਿੰਨੀ ਫੇਰ ਕਹਿੰਦੀ ਹੈ, ‘ਕੀ ਤੂੰ ਖੁਸ਼ ਨਹੀਂ ਗੰਗਾ ਰਾਮ ?’
 ਤੋਤਾ ਉੱਤਰ ਦਿੰਦਾ ਹੈ, ‘ਨਹੀਂ ਭੈਣ ਜੀ ।’
 ਮਿੰਨੀ ਪੁੱਛਦੀ ਹੈ, ‘ਤੂੰ ਕਿਵੇਂ ਖੁਸ਼ ਹੋਵੇਂਗਾ ?’
 ਤੋਤਾ ਕਹਿੰਦਾ ਹੈ, ‘ਮੈਂ ਪਿੰਜਰੇ ਤੋਂ ਬਾਹਰ ਹੀ ਖੁਸ਼ ਹੋ ਸਕਦਾ ਹਾਂ ।’
 ਤੂੰ ਕੁੰਡੀ ਕੋਲ੍ਹ ਦੇ । ਮੈਂ ਬਹੁਤ ਸੋਹਣਾ ਗੀਤ ਸੁਣਾਵਾਂਗਾ ।’
 ਮਿੰਨੀ ਪਿੰਜਰੇ ਦੀ ਕੁੰਡੀ ਖੋਲ੍ਹ ਦਿੰਦੀ ਹੈ ।
 ਤੋਤਾ ਫੁਰਨ ਕਰਕੇ ਉੱਡ ਜਾਂਦਾ ਹੈ ।
 ਉਹ ਮਕਾਨ ਦੇ ਉੱਪਰ ਬੈਠ ਕੇ ਗਾਉਂਦਾ ਹੈ ‘ਅਜ਼ਾਦੀ ਕਿਸੇ ਦੀ ਨਹੀਂ ਖੋਹਣੀ ਚਾਹੀਦੀ ।’

- ਅਮਰਦੀਪ ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ ੧:ਪਾਠ ੪- ਅਨੋਖਾ ਤੋਤਾ. ਪੁਰਾਨੀ ਰੇਲਵੇ ਰੋਡ, ਜਲੰਧਰ-੮

Parrot Picture



Courtesy of: <http://www.thepiratesrealm.com/games/parrot%20large.gif>

Grade: 2

Lesson Number: 5

Unit Name: Comprehension

Course: Bolī

Title: Comprehension - ਘੜੀ (Gharī)

Standards

Standard 2: Comprehension of Appropriate Passages

- Students comprehend grade-appropriate reading passages and summarize the materials.
 - *Students identify logical order of a passage.*
 - *Students respond to who, what, when, where, and how questions.*
 - *Students recognize cause-and-effect relationships in a text.*
 - *Students identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.*

Objectives

1. Children read a passage about a clock.
2. Children understand some words related to the clock.

Prerequisites

- None.

Materials

- Wall Clock (preferably with minute notations too)
- Wrist watch
- Table clock
- Cardstock construction paper cut out into the shape of a clock and clock hands
- Crayons/Markers
- Paper fasteners

Advanced Preparation

- Have the cardstock clocks and hands ready for the children when they arrive.

Engagement (30-35 minutes)

- Hold up the clock and ask children if they know what the clock is called in Pañjābī.
- If no one knows, don't tell them.
- Tell them that together they are going to read about a clock.
- Begin reading the passage on the clock. Pause every few sentences and have children explain to you what is being said.
- Also have them read after you copying your intonation, etc...
- Go through each numbers on the clock and recite them in Pañjābī.
- Using the wall clock see if children can volunteer to explain what the passage is saying about minutes.

- Ask children to identify the color of the hands on your clock as opposed to the red hand the passage is talking about. Continue on with the passage and ask children to explain the passage and reading after you.

Exploration (15-20 minutes)

- Give children the construction paper clock. Tell them to decorate them any way they want using any colors they want. Help them fasten in the hands with the paper fastener.
- You should go around asking them questions in Pañjābī about their clock.

Explanation/Extension (5-10 minutes)

- Have children share their clocks with the class, speaking in Pañjābī, telling the class the colors they used on their clock, explanation of minutes and seconds and other information that they understood from the passage.

Evaluation (On-going)

- Use the explanation section to see how children have done with understanding of the passage and then usage of previously learnt language.

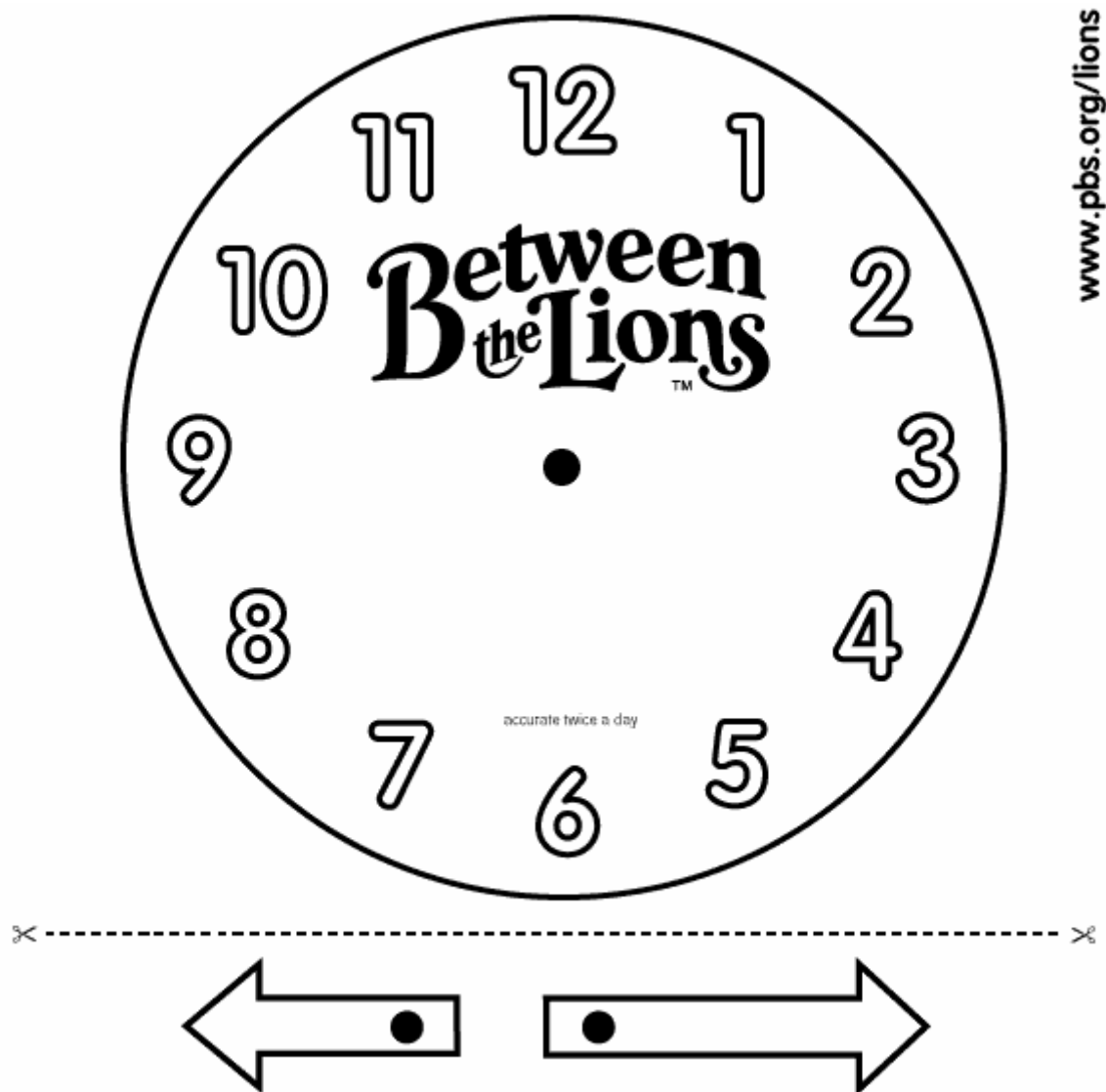
Teacher Resources

ਘੜੀ

ਇਹ ਘੜੀ ਹੈ ।
 ਇਹ ਕੰਧ ਤੇ ਲਾਉਣ ਵਾਲੀ ਘੜੀ ਹੈ ।
 ਇਹ ਟਿਕ ਟਿਕ ਕਰਦੀ ਰਹਿੰਦੀ ਹੈ ।
 ਇਹ ਟਿਕ ਟਿਕ ਕਰਕੇ ਸਮਾਂ ਦਸਦੀ ਹੈ ।
 ਘੜੀ ਦੇ ਡਾਇਲ ਉੱਤੇ ਇਕ ਤੋਂ ਲੈ ਕੇ ਬਾਰਾਂ ਤਕ ਨੰਬਰ ਲਗੇ ਹੋਏ ਹਨ ।
 ਇਹ ਨੰਬਰ ਘੰਟੇ ਦਸਦੇ ਹਨ ।
 ਇਨ੍ਹਾਂ ਨੰਬਰਾਂ ਦੇ ਵਿਚਕਾਰ ਵਿੱਥ ਬਰਾਬਰ ਹੈ ।
 ਇਕ ਵਿੱਥ ਪੰਜ ਮਿੰਟ ਦਸਦੀ ਹੈ ।
 ਇਹ ਵਿੱਥ ਬਰਤਬਰ ਪੰਜਾ ਹਿਸਿਆਂ ਵਿੱਚ ਵੰਡੀ ਹੋਈ ਹੈ ।
 ਇੱਕ ਹਿੱਸਾ ਇੱਕ ਮਿੰਟ ਦੱਸਦਾ ਹੈ ।
 ਘੜੀ ਦੀਆਂ ਤਿੰਨ ਸੂਈਆਂ ਹਨ ।
 ਇੱਕ ਸੂਈ ਲੰਮੀ ਹੈ । ਇਹ ਮਿੰਟ ਦੱਸਦੀ ਹੈ ।
 ਇੱਕ ਸੂਈ ਛੋਟੀ ਹੈ । ਇਹ ਘੰਟੇ ਦੱਸਦੀ ਹੈ ।
 ਇੱਕ ਸੂਈ ਬਹੁਤ ਪਤਲੀ ਤੇ ਲੰਮੀ ਹੈ । ਇਹ ਸੈਕਿੰਡ ਦੱਸਦੀ ਹੈ ।
 ਦੋ ਸੂਈਆਂ ਦਾ ਰੰਗ ਲਾਲ ਹੈ ।
 ਸੈਕਿੰਡ ਦੀ ਸੂਈ ਦਾ ਰੰਗ ਕਾਲਾ ਹੈ ।
 ਛੋਟੀ ਲਾਲ ਸੂਈ ਇੱਕ ਘੰਟੇ ਵਿੱਚ ਇੱਕ ਨੰਬਰ ਤੋਂ ਦੂਜੇ ਨੰਬਰ ਤੇ ਜਾਂਦੀ ਹੈ ।
 ਇਉਂ ਛੋਟੀ ਲਾਲ ਸੂਈ ਸਾਰਾ ਚੱਕਰ ਬਾਰਾਂ ਘੰਟਿਆਂ ਵਿੱਚ ਲਾਉਂਦੀ ਹੈ ।
 ਲੰਮੀ ਲਾਲ ਸੂਈ ਸਾਰਾ ਚੱਕਰ ਇੱਕ ਘੰਟੇ ਵਿੱਚ ਲਾਉਂਦੀ ਹੈ ।
 ਸੈਕਿੰਡ ਦੀ ਕਾਲੀ ਸੂਈ ਸਾਰਾ ਚੱਕਰ ਇੱਕ ਮਿੰਟ ਵਿੱਚ ਲਾਉਂਦੀ ਹੈ ।
 ਘੜੀਆਂ ਤਿੰਨ ਭਾਂਤ ਦੀਆਂ ਹੁੰਦੀਆਂ ਹਨ ।
 ਹੱਥ ਨੂੰ ਲਾਉਣ ਵਾਲੀ ਘੜੀ ।
 ਮੋਜ਼ ਉੱਤੇ ਰੱਖਣ ਵਾਲੀ ਘੜੀ । ਇਸ ਨੂੰ ਕਲਾਕ ਕਹਿੰਦੇ ਹਨ ।
 ਕੰਧ ਨਾਲ ਲਟਕਾਉਣ ਵਾਲੀ ਘੜੀ । ਇਸ ਘੜੀ ਨੂੰ ਵੱਡਾ ਕਲਾਕ ਕਹਿੰਦੇ ਹਨ ।
 ਸਭ ਘੜੀਆਂ ਚਾਬੀ ਨਾਲ ਚਲਦੀਆਂ ਹਨ ।
 ਚਾਬੀ ਚੋਵੀ ਘੰਟਿਆਂ ਮਗਰੋਂ ਦਿੱਤੀ ਜਾਂਦੀ ਹੈ ।

- ਅਮਰਦੀਪ ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ ੧: ਪਾਠ ੧੨ - ਘੜੀ, ਪੁਰਾਨੀ ਰੇਲਵੇ ਰੋਡ, ਜਲੰਧਰ-੮

Clock Picture



Grade: 2

Lesson Number: 6

Unit Name: Geography - Virsā combination

Course: Bolī

Title: Merā Pañjāb

Standards

Standard 2: Comprehension of Appropriate Passages

- Students comprehend grade-appropriate reading passages and summarize the materials.
 - *Students identify logical order of a passage.*
 - *Students respond to who, what, when, where, and how questions.*
 - *Students recognize cause-and-effect relationships in a text.*
 - *Students identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.*

Objectives

1. Children read a poem on Pañjābī.

Prerequisites

- None.

Materials

- Copies of the poem
- Construction paper
- Markers/Crayons
- Some pictures of scenes of Pañjāb
- Chart paper
- Blank wall map or individual map of Pañjāb

Advanced Preparation

- Read poem several times and make yourself familiar with any words you might find difficult for your children.

Engagement (30-35 minutes)

- Begin class by asking if anyone has been to Pañjāb.
- Show them any pictures that you may have.
- Give each child a copy of the poem so that children can read along.
- Read them the poem.
- Ask them to look out for rhyming words. Write out the matching words.
- Go over each definition, asking children if they know what the word means before you give them the answer.
- Ask them questions in which they can tell you the subject and who's doing what, etc. Ask them questions that help specify what Pañjābīs like. Ask them if they would like to go to Pañjāb.

Exploration (15-20 minutes)

- Have children draw a picture of what they think Pañjāb is like based on the poem and pictures that they have seen in their Sikh Virsā class.
- Tell them to imagine if someone didn't hear this poem, then what would they see in their picture.
- If children are done early, encourage them to try to write a short poem on Pañjāb.
- If children find this too difficult to do that, give them the option of writing it with English and Pañjābī words combined.

Explanation/Extension (5-10 minutes)

- If you have time fill in districts on a blank wall map of Pañjāb and fill in the districts together with the children.
- Children can share their pictures and their poems.

Evaluation (Ongoing)

- Depending on how the children drew their pictures, you should have a clear idea of whether they understood the poem or not.

Teacher Resources

ਮੇਰਾ ਪੰਜਾਬ

ਪੰਜਾਬ ਮੇਰਾ ਬਹੁਤ ਪਿਆਰਾ ।
 ਇਹ ਮੇਰੀਆਂ ਅੱਖਾਂ ਦਾ ਤਾਰਾ ।
 ਅੰਨ ਦਾ ਇਹ ਭਰਿਆ ਭੰਡਾਰਾ ।
 ਹਰ ਥਾਂ ਏਸ ਦਾ ਨਵਾਂ ਨਜ਼ਾਰਾ ।
 ਏਥੇ ਬੜੀਆਂ ਮੌਜ਼ ਬਹਾਰਾਂ ।
 ਇੱਥੇ ਵਗਣ ਦੁੱਧ ਦੀਆਂ ਧਾਰਾਂ ।
 ਮਿੱਠੇ ਮਿੱਠੇ ਫਲ ਹਜ਼ਾਰਾਂ ।
 ਸੋਹਣੇ ਸੋਹਣੇ ਫੁੱਲ ਹਜ਼ਾਰਾਂ ।
 ਤੱਕ ਤੱਕ ਆਵੇ ਨਵਾਂ ਹੁਲਾਰਾ ।
 ਪੰਜਾਬ ਮੇਰਾ ਬਹੁਤ ਪਿਆਰਾ ।
 ਫਸਲਾਂ ਏਥੇ ਲਹਿਰਾਂ ਲਾਈਆਂ ।
 ਬਾਗ਼ੀਂ ਕੁੜੀਆਂ ਪੀਘਾਂ ਪਾਈਆਂ ।
 ਸਾਰੇ ਪਿੰਡੀਂ ਸੜਕਾਂ ਆਈਆਂ ।
 ਸੜਕਾਂ ਰਾਹੀਂ ਬੱਸਾਂ ਆਈਆਂ ।
 ਬੱਸਾਂ ਵਿੱਚ ਚੜ੍ਹ ਕੇ ਲਵਾਂ ਨਜ਼ਾਰਾ ।
 ਪੰਜਾਬ ਮੇਰਾ ਬਹੁਤ ਪਿਆਰਾ ।
 ਇਹ ਮੇਰੀਆਂ ਅੱਖਾਂ ਦਾ ਤਾਰਾ ।
 ਹਰ ਥਾਂ ਏਸ ਦਾ ਨਵਾਂ ਨਜ਼ਾਰਾ ।
 ਪਿੰਡ ਪਿੰਡ ਹੈ ਬਿਜਲੀ ਆਈ ।
 ਘਰ ਘਰ ਉਸ ਨੇ ਲੋ ਪੁਚਾਈ ।
 ਖੇਤੀ ਹੋ ਗਈ ਦੂਣ ਸਵਾਈ ।
 ਸਾਰੇ ਪਾਸਿਉਂ ਮਿਲੇ ਵਧਾਈ ।
 ਸੁਣ ਸੁਣ ਆਏ ਨਵਾਂ ਹੁਲਾਰਾ ।
 ਪੰਜਾਬ ਮੇਰਾ ਬਹੁਤ ਪਿਆਰਾ ।
 ਇਹ ਮੇਰੀਆਂ ਅੱਖਾਂ ਦਾ ਤਾਰਾ ।

- ਅਮਰਦੀਪ ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ ੨: ਪਾਠ ੧- ਮੇਰਾ ਪੰਜਾਬ, ਪੁਰਾਨੀ ਰੇਲਵੇ ਰੋਡ, ਜਲੰਧਰ-੮

Grade: 2

Lesson Number: 7

Unit Name: Geography - Virsā combination

Course: Bolī

Title: Geography Language

Standards

Standard 3: Vocabulary Development

- Students develop vocabulary pertaining to weather, geography and the formation of questions.

Objectives

1. Children learn vocabulary related to geography.

Prerequisites

- This lesson should be conducted prior to lesson on Merā Pañjāb.

Materials

- Different maps to be used as visuals
- Pictures of mountains, oceans, rivers, etc...
- Lined sentence sheets
- Dictionary
- Construction Paper
- Markers/Crayons
- Geography Vocabulary list (attached below)

Advanced Preparation

- Have different maps set up in class room.
- Have a big poster directional sign showing North, East, West and South.

Engagement (15-20 minutes)

- Show children map of the area where children live. (USA, Canada, Australia, etc...) Ask them in Pañjābī where they live.
- Then show them areas in different cardinal direction and ask them if they can tell you what direction the particular area is in.
- If they do not know the Pañjābī word, ask them to tell you in English. Then write out the following words for everyone.
 - ਉੱਤਰ (uttar/north)
 - ਦੱਖਣ (dakkhaṇ/south)
 - ਪੂਰਬ (pūrab/east)
 - ਪਛਮ (pacham/west)
- Have children write out the words on their sentence sheets.

Exploration (35 minutes)

- Now ask children to individually make a list of words that are used when talking about geography. They can choose to write them in English or Pañjābī.
- After they have done so individually, put them in groups. (about four to five students in a group)
- Have them compare their lists with each other and then construct a master list with the class. Begin with Pañjābī words that children know.
- Write them on the board and ask children to explain what they are so that everyone can understand them.
- Then put up the remaining English words. If you know the Pañjābī equivalent, write it on the board and have children read them out.
- Pass out paper and markers or crayons and pick 10-15 words and have children make an illustrated dictionary for themselves. They should write the word and then next to it draw the illustration of the word so that anyone that looks at it can understand it. They should put the words in alphabetical order to make it resemble a dictionary.
- Have them work on one dictionary per group. After they are done have them present the dictionaries to the class. Tell them that you can make copies for them, so that each one has one.
- Go over the words again and open up the area for discussion. Have children write sentences using the new vocabulary.

Explanation/Extension (5-10 minutes)

- If they have extra time, have children develop sentences using new vocabulary and draw a picture with their sentences.

Evaluation (Ongoing)

- Evaluate if children remember information through the exercises practiced next class.

Teacher Resources

Vocabulary

English	Pañjābī	Transcription
Village	ਪਿੰਡ	pinḍ
Town	ਕਸਬਾ	kasabā
City	ਸ਼ਹਿਰ	shahir
District	ਜ਼ਿਲ੍ਹਾ	zilhā
Province	ਸੂਬਾ	sūbā
Island	ਦੀਪ	dīp
Continent	ਮਹਾਂਦੀਪ	mahāmdīp
Capital	ਰਾਜਧਾਨੀ	rājdhānī
Ocean	ਸਮੁੰਦਰ	samundar
Sea	ਮਹਾਂਸਾਗਰ	mahāmsāgar
Mountain	ਪਹਾੜ, ਪਹਾੜੀ	pahār, pahārī
River	ਦਰਿਆ	dariā
Lake	ਝੀਲ	jhīl
Plain	ਮੈਦਾਨ	maidān
Plateau	ਪੋਠੋਹਾਰ	poṭhohār
Desert	ਮਾਰੂਥਲ	mārūthal
Volcano	ਜਵਾਲਾਮੁਖੀ	javālāmukhī
Front	ਅੱਗੇ	agge
Behind	ਪਿੱਛੇ	picche
Left	ਖੱਬੇ	khabbe
Right	ਸੱਜੇ	sajje
Path	ਰਾਹ, ਰਸਤਾ	rāh, rastā
Road	ਸੜਕ	sarak
Street	ਕੂਚਾ, ਗਲੀ	kūcā, galī

Grade: 2

Lesson Number: 8

Unit Name: Sentences

Course: Bolī

Title: Constructing Sentences

Standards

Standard 4: Writing Sentences and Paragraphs

- Students being to write coherent sentences and paragraphs.
 - *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*
 - *Students print legibly and space letters, words, and sentences appropriately.*

Objectives

1. Students practice writing sentences and combining subjects and actions to make sentences.

Prerequisites

- None.

Materials

- Two boxes
- Lined paper oak tag cut up into strips to write sentences
- Markers/pencils
- Scissors
- Construction/drawing paper

Advanced Preparation

- Teacher should have some sentences ready (examples attached below)

Engagement (10-15 minutes)

- Have each student write a complete sentence on a sentence strip.
- Remind the students that a complete sentence contains a noun phrase (*the subject*) and a verb phrase (*the predicate*). (examples attached below)
- Review these, letting children show you that they understand what a noun and verb phrase are.
- Have the students draw a line on the sentence strip separating the subject and predicate.
- Then have the students cut their strip apart on the line.
- Label two shoe boxes "subject" and "predicate." Have the students place their cut-apart strips in the appropriate box.

Exploration (30-35 minutes)

- Ask the students to select a strip from each of the two boxes, put the two parts together, and read the new sentence aloud to the class.

- Have the class decide whether the sentence is “silly” or if “it makes sense.”
- Then give them paper and they can draw a picture showing their sentence and have them write the sentence that they have. Have them share it with the class.

Explanation/Extension (10-15 minutes)

- Collect all of the strips and then redistribute them randomly to the students. Give the students enough time to locate another student in the room whose strip "matches" their own to create a sentence THAT MAKES SENSE.
- Have each student write the sentence and illustrate a picture to go with it.

Evaluation (On-going)

- Check for written sentences, printing, ability to discern sensible sentences, etc...

Teacher Resources

Sentences (examples for activity)

ਇਹ ਇਕ ਚੂਚਾ ਹੈ / ih ik cūcā hai.

ਕੁੜੀ ਪੈਦਲ ਚਲ ਰਹੀ ਹੈ / kuṛī paidal cal rahī hai.

ਮੁੰਡਾ ਸਾਈਕਲ ਚਲਾ ਰਿਹਾ ਹੈ / munḍā sāīkal calā rihā hai.

ਮੈਂ ਹਥ ਨਾਲ ਕੰਮ ਕਰਦਾ ਹਾਂ / mainḥ hath nāl kamm kardā hām.

Books

Singh Gurdayal, Amardeep Panjabi Paath Mala

ਅਮਰਦੀਪ ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ ੧-੮, ਪੁਰਾਣੀ ਰੇਲਵੇ ਰੋਡ, ਜਲੰਦਰ

Grade: 2

Lesson Number: 9

Unit Name: Writing

Course: Bolī

Title: Writing Narratives I

Standards

Standard 4: Writing Sentences and Paragraphs

- Students being to write coherent sentences and paragraphs.
 - *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*
 - *Students print legibly and space letters, words, and sentences appropriately.*

Standard 5: Writing Narratives

- Students write brief narratives based on their experiences.
 - *Students' writing moves through a logical sequence of events.*
 - *Students describe the setting, characters, objects, and events using adjectives (descriptive words).*

Objectives

1. Children write a narrative about the zoo, based on experience and text read in class.

Prerequisites

- None.

Materials

- Attached story about the zoo
- Pictures and names of different animals
- Dry-erase board
- Markers

Advanced Preparation

- Teacher should prepare a list of different kinds of animals that can be seen in the zoo. (sample list attached below)

Engagement (20-25 minutes)

- Ask children if they have ever been to the zoo.
- Ask them if they know what a zoo is called in Pañjābī. Write it on the board if anyone knows it.
- If no one knows it then ask them to wait for the reading today.
- Ask them about the animals that they see at the zoo. Ask them to tell you both the English and Pañjābī or the one that they know.
- Tell them that you are going to read something about a zoo and if they can think of any other animals after you are done reading, you can add that to your list.
- Then read the passage on the zoo below.

- Make sure all children understand the whole paragraph.
- Ask them if they would like to make a list of any other animals.
- Write them on the board.

Exploration (30-35 minutes)

- Now tell them that they too will write about a trip to the zoo.
- First have children individually brainstorm and write down thoughts on what they want to write about.
- Tell them to mark anything that they need help with.
- Then make groups of two-four children and ask them to help each other with anything they need help with. For example they may not know names of particular animals, etc...
- Make sure you go around the class and give help where needed.

Explanation/Extension (5-10 minutes)

- Have them begin writing their paragraphs and bring any added information for the next class, so that they can continue writing.

Evaluation (On-going)

- Have children share their story with their family.

Teacher Resource

Zoo Passage

ਸੋਮਵਾਰ ਦਾ ਦਿਨ ਸੀ
 ਮੋਹਨ ਅਤੇ ਸੋਹਨ ਚਿੜੀਆ-ਘਰ ਦੇਖਣ ਗਏ
 ਚਿੜੀਆ-ਘਰ ਵਿੱਚ ਹਿਰਨ ਤੇ ਖਰਗੋਸ਼ ਸਨ
 ਉੱਥੇ ਘੋੜੇ, ਹਾਥੀ ਅਤੇ ਸ਼ੇਰ ਵੀ ਸਨ
 ਤੋਤੇ ਅਤੇ ਚਕੋਰ ਵੀ ਸਨ
 ਇੱਕ ਪਾਸੇ ਮੋਰ ਸੀ
 ਰੁੱਖ ਉਤੇ ਕੋਇਲ ਕੂ-ਕੂ ਕਰ ਰਹੀ ਸੀ
 ਦਰਿਆਈ ਘੋੜਾ ਪਾਣੀ ਵਿੱਚ ਬੈਠਾ ਸੀ
 ਮੋਹਨ ਅਤੇ ਸੋਹਨ ਚਿੜੀਆ-ਘਰ ਦੇਖ ਕੇ ਬਹੁਤ ਖੁਸ਼ ਹੋਏ

somvār dā din sī
 mohan ate sohan cīṛīā – ghar dekhaṇ gae
 cīṛīā-ghar vicc hiran te khagrosh san
 utthe ghoṛe, hāthī ate sher vī san
 tote ate cakor vī san
 ikk pāse mor sī
 rukkh ute koīl kū-kū kar rahī sī
 dariāī ghorā pāṇī vicc baiṭhā sī
 mohan ate sohan cīṛīā-ghar dekh ke bahut khush hoe.

Animals

English	Pañjābī	Transcription
Seal	ਸਮੁੰਦਰੀ ਸ਼ੇਰ	samundarī sher
Elephant	ਹਾਥੀ	hāthī
Kangaroo	ਕਾਂਗਾਰੂ	kaṅgārū
Rhino	ਗੈਂਡਾ	gaimḍām
Cheetah	ਚੀਤਾ	cītā
Mongoose	ਨਿਉਲਾ	niülā
Monkey	ਬਾਂਦਰ	bāndar
Lion	ਸ਼ੇਰ	sher
Bear	ਰਿਛ	rich
Zebra	ਜ਼ੀਬਰਾ	zībrā

Grade: 2

Lesson Number: 10

Unit Name: Writing

Course: Bolī

Title: Writing Narratives II

Standards

Standard 1: Repetition and Clarification of Text

- Students repeat and clarify text that is being read. Application includes both oral and silent reading.
 - *Students ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).*
 - *Students state the purpose in reading (i.e., tell what information is sought).*
 - *Students restate facts and details in the text to clarify and organize ideas.*
 - *Students understand and explain common antonyms and synonyms.*
 - *Students read aloud fluently and accurately and with appropriate intonation and expression.*

Standard 4: Writing Sentences and Paragraphs

- Students being to write coherent sentences and paragraphs.
 - *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*
 - *Students print legibly and space letters, words, and sentences appropriately.*

Standard 5: Writing Narratives

- Students write brief narratives based on their experiences.
 - *Students' writing moves through a logical sequence of events.*
 - *Students describe the setting, characters, objects, and events using adjectives (descriptive words).*

Objectives

1. Children continue writing a narrative about the zoo, based on experience and texts read in class.
2. Children use editing processes to complete their narrative. Children practice reading out loud.

Prerequisites

- This is the second lesson in a two-part lesson on Writing and Comprehension.

Materials

- Attached story about the zoo
- Pictures and names of different animals
- Dry-erase board
- Markers
- Shoe box

Advanced Preparation

- Teacher should know names of different kinds of animals that can be seen in the zoo.

Engagement (25-30 minutes)

- Have children spend about 10 minutes reading/adding/editing their writings from the last class as you go around checking everyone's paragraph. As you correct their papers have them rewrite it.

Exploration (30-35 minutes)

- After all of them are done, put the paragraphs in the shoe box.
- Have each child pick a piece of paper and have them read the paragraph to everyone.
- Point out the author and congratulate them on a job well done.

Evaluation (Ongoing)

- Pay attention to reading and writing and progression over several classes. Make note of individual progress soon after you are done to avoid forgetting key things that you wish to include in your evaluations.
- Have children share their finished story with their family.

Teacher Resources

Zoo Passage (also used in Lesson I)

ਸੋਮਵਾਰ ਦਾ ਦਿਨ ਸੀ
 ਮੋਹਨ ਅਤੇ ਸੋਹਨ ਚਿੜੀਆ-ਘਰ ਦੇਖਣ ਗਏ
 ਚਿੜੀਆ-ਘਰ ਵਿੱਚ ਹਿਰਨ ਤੇ ਖਰਗੋਸ਼ ਸਨ
 ਉਥੇ ਘੋੜੇ, ਹਾਥੀ ਅਤੇ ਸ਼ੇਰ ਵੀ ਸਨ
 ਤੋਤੇ ਅਤੇ ਚਕੋਰ ਵੀ ਸਨ
 ਇੱਕ ਪਾਸੇ ਮੋਰ ਸੀ
 ਰੁੱਖ ਉਤੇ ਕੋਇਲ ਕੂ-ਕੂ ਕਰ ਰਹੀ ਸੀ
 ਦਰਿਆਈ ਘੋੜਾ ਪਾਣੀ ਵਿੱਚ ਬੈਠਾ ਸੀ
 ਮੋਹਨ ਅਤੇ ਸੋਹਨ ਚਿੜੀਆ-ਘਰ ਦੇਖ ਕੇ ਬਹੁਤ ਖੁਸ਼ ਹੋਏ

somvār dā din sī
 mohan ate sohan cīṛīā – ghar dekhaṇ gae
 cīṛīā-ghar vīcc hiran te khagrosh san
 utthe ghore, hāthī ate sher vī san
 tote ate cakor vī san
 ikk pāse mor sī
 rukkh ute koīl kū-kū kar rahī sī
 dariāī ghorā pāṇī vīcc baiṭhā sī
 mohan ate sohan cīṛīā-ghar dekh ke bahut khush hoe.

Grade: 2

Lesson Number: 11

Unit Name: Writing

Course: Bolī

Title: Constructing Questions

Standards

Standard 3: Vocabulary Development

- Students develop vocabulary pertaining to weather, geography, and the formation of questions.

Standard 4: Writing Sentences and Paragraphs

- Students being to write coherent sentences and paragraphs.
 - *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*
 - *Students print legibly and space letters, words, and sentences appropriately.*

Objectives

1. Children learn vocabulary related to formation of questions.

Prerequisites

- Lesson 8 on Constructing Sentences.

Materials

- Sentence strips from previous class
- More blank sentence strips
- Markers

Advanced Preparation

- Bring all sentences that ‘made sense’ or were accurate from last class and also make new sentences on sentence strips.
- Depending on the sentences that you pick, make sure that students will be able to make questions based on them.

Engagement (20-25 minutes)

- Begin by reviewing sentences from last class, asking children what kind of sentences they discussed and what is needed in a sentence.
- Then ask them to think about questioning in Pañjābī.
- Ask them if they can think of any questions that they can ask in Pañjābī.
- Encourage them to ask their classmates or you about the classroom, etc...
- When they ask the question, have them identify the word or words that make it a question. For example if they say ‘ਤੁਹਾਡਾ ਨਾਂ ਕੀ ਹੈ?’ (tuhāḍā nām kī hai?), then they should be able to say that ‘ਕੀ’ (kī) is the interrogative word.

- Continue letting them come up with more questions and if they are unable, come up with some questions to ask them. Each time emphasizing the interrogative word and writing it on the board.

Exploration (25-30 minutes)

- Now make groups of three to four children.
- Give each group three to four sentence strips from last class and several blank sentence strips.
- Have children come up with as many questions as they can based on the sentence strips.
- For example, if the sentence is:
 - ਇਹ ਇਕ ਚੁੱਚਾ ਹੈ । ਇਹ ਕੀ ਹੈ ? (īh ik cūcā hai. īh kī hai?)
 - ਕੁੜੀ ਪੈਦਲ ਚਲ ਰਹੀ ਹੈ । ਕੁੜੀ ਕੀ ਕਰ ਰਹੀ ਹੈ ? ਕੌਨ ਪੈਦਲ ਚਲ ਰਹੀ ਹੈ ? (kuṛī paidal cal rahī hai. kuṛī kī kar rahī hai? kaun paidal cal rahī hai?)
- Go around and help groups as they do this.
- After they are done, have children read their sentence strips and then all the questions they came up with based on their sentences.

Explanation/Extension (5-10 minutes)

- If there is time, have children write two questions that they would ask their family members.

Evaluation (On-going)

- Pay attention to questioning development, writing and sentence development to see progress and add any further progress to their portfolios.

Teacher Resource

English	Pañjābī	Transcription
What	ਕੀ	kī
Why	ਕਿਉਂ	kiūm
Who	ਕੌਣ	kaun
How	ਕਿਵੇਂ	kiverm
In what way	ਕਿਸ ਤਰ੍ਹਾਂ	kis tarhām
Where	ਕਿੱਥੇ	kithhe
When	ਕਦੇਂ	kadoṁ
Whose	ਕਿਸ ਦਾ	kis dā
To who	ਕਿਸ ਨੂੰ	kis nūm
How much	ਕਿੰਨਾ/ਕਿਨੇ	kinna/kine
Who	ਕਿੰਨੇ/ ਕਿਸ ਨੇ	kinne/kis ne

Grade: 2

Lesson Number: 12

Unit Name: Self

Course: Boli

Title: Oral Presentation-Self I

Standards

Standard 9: Brief Recitations and Oral Presentations

- Students deliver brief recitations and oral presentations on their family as well as other familiar experiences and interests.
 - *Students speak clearly and at an appropriate pace for the type of communication (e.g. informal discussion, report to class).*
 - *Students describe people, places, things (size, color, shape), locations and actions.*
 - *Students recite short poems, songs, and rhymes.*
 - *Students retell and relate stories paying attention to the sequence of events by answering “who, what, when, where, why and how” questions.*

Objectives

1. Children begin answering questions about themselves working towards developing a formal presentation to the class.

Prerequisites

- This is the first part in a three-part series on Oral Presentations.

Materials

- Question sheet
- Chart paper/blackboard
- Markers/chalk

Advanced Preparation

- Have question sheet prepared prior to the beginning of class.

Engagement (25-30 minutes)

- In English, tell children that they are going to be doing an oral presentation about themselves for the class.
- Tell them that they are not going to do the presentation today, but will be preparing for it.
- Explain that before they do present, they will need to answer some questions.
- Now repeat the directions in Pañjābī to the class.
- Start developing a list of questions with the class. Tell children that they can give you English questions or Pañjābī questions, but that their answers will all need to be in Pañjābī.
- The developing of the list should be a brainstorming session, encouraging children to be part of the process; more formal prepared questions are below in teacher resource section.

- Gauge your class. If you think they are advanced in their conversational Pañjābī, then add difficult questions too (attached below).
- As you write these questions circle words that are new vocabulary for the children.
- Try to see if children know the Pañjābī words for certain words. If the one asking the question doesn't know then another student might be able to help. If none of the other children know, then you might be able to help.

Exploration (20-25 minutes)

- As students ask the questions, write them on the board.
- Give children a preprinted copy of questions and have students add questions to them accordingly from the board, so that they can continue their research beyond the classroom.
- Tell children that in order for them to give an oral presentation they are going to need to talk in full sentences.
- They will have to memorize their presentation and they can make it any way they want and it needs to be in Pañjābī.
- To start them off, have them start writing their answers.
- If they want they can begin writing their answers in English and then translate it into Pañjābī. They may need your help for this.
- If there are a few students who have particularly strong conversational skills identify them to the rest of the children and have them be the helpers.

Explanation/Extension (5 minutes)

- Wrap up the class and tell children to continue on developing their presentation. Ask them to get help from their family for next class.

Evaluation (Ongoing)

- Check for development of thought processes as children prepare for their presentations.

Teacher Resources

Some questions you will want to bring out

English	Pañjābī	Transcription
What is your name?	ਤੁਹਾਦਾ ਨਾਂ ਕੀ ਹੈ ?	tuhāḍā nām kī hai?
How old are you?	ਤੁਸੀਂ ਕਿੰਨੇ ਸਾਲ ਦੇ ਹੋ ?	tusī kinne sāl de ho?
How many sisters and brothers do you have?	ਤੁਹਾਦੇ ਕਿੰਨੇ ਭੈਣ ਤੇ ਭਰਾ ਹਨ ?	tuhāde kinne bhaiṇ te bhrā han?
What is your favorite color?	ਤੁਹਾਨੂੰ ਕਿਹੜਾ ਰੰਗ ਸਭ ਤੋਂ ਜ਼ਿਆਦਾ ਪਸੰਦ ਹੈ ?	tuhānūṁ kihaṛā raṅg sab toṁ ziādā pasand hai?
What is your favorite ice cream?	ਤੁਹਾਨੂੰ ਕਿਹੜੀ ਆਈਸ ਕ੍ਰੀਮ ਸਭ ਤੋਂ ਜ਼ਿਆਦਾ ਅੱਛੀ ਲਗਦੀ ਹੈ ?	tuhānūṁ kihaṛī āis krīm sab toṁ ziādā acchī lagdī hai?
What is your favorite sport?	ਤੁਹਾਨੂੰ ਕਿਹੜੀ ਖੇਡ ਸਭ ਤੋਂ ਜ਼ਿਆਦਾ ਅੱਛੀ ਲਗਦੀ ਹੈ ?	tuhānūṁ kihaṛī kheḍ sab toṁ ziādā acchī lagdī hai?
What is your favorite book?	ਤੁਹਾਨੂੰ ਕਿਹੜੀ ਕਿਤਾਬ ਸਭ ਤੋਂ ਜ਼ਿਆਦਾ ਅੱਛੀ ਲਗਦੀ ਹੈ ?	tuhānūṁ kihaṛī kitāb sab toṁ ziādā acchī lagdī hai?
Have you ever been to Panjab?	ਕੀ ਤੁਸੀਂ ਕਦੀ ਪੰਜਾਬ ਗਏ ਹੋ ?	kī tusī kadī pañjāb gae ho?
How many countries have you visited?	ਤੁਸੀਂ ਕਿੰਨੇਆਂ ਮੁਲਕਾਂ ਵਿਚ ਗਏ ਹੋ ?	tusī kinneām mulakām vic gae ho?
Where do you plan to go during your summer vacation?	ਤੁਸੀਂ ਗਰਮੀਆਂ ਦੀ ਛੁਟੀਆਂ ਵਿਚ ਕਿਥੇ ਜਾਉਂਗੇ ?	tusī garmīām dī chuṭīām vic kithe jāūṁge?

Difficult Questions

Tell us a funny situation you had.	ਇਕ ਹਾਸੇ ਵਾਲੀ ਗਲ ਦਸੋ ।	īk hāse vālī gal daso.
Tell us a scary dream.	ਇਕ ਡਰਾਵਨੇ ਸੁਫਨੇ ਬਾਰੇ ਦਸੋ ।	īk ḍarāvane suphane bāre daso.

Grade: 2

Lesson Number: 13

Unit Name: Self

Course: Bolī

Title: Oral Presentation-Self II

Standards

Standard 4: Writing Sentences and Paragraphs

- Students begin to write coherent sentences and paragraphs.
 - *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*
 - *Students print legibly and space letters, words, and sentences appropriately.*

Standard 5: Writing Narratives

- Students write brief narratives based on their experiences.
 - *Students' writing moves through a logical sequence of events.*
 - *Students describe the setting, characters, objects, and events using adjectives (descriptive words).*

Standard 9: Brief Recitations and Oral Presentations

- Students deliver brief recitations and oral presentations on their family as well as other familiar experiences and interests.
 - *Students speak clearly and at an appropriate pace for the type of communication (e.g. informal discussion, report to class).*
 - *Students describe people, places, things (size, color, shape), locations and actions.*
 - *Students recite short poems, songs, and rhymes.*
 - *Students retell and relate stories paying attention to the sequence of events by answering who, what, when, where, why and how questions.*

Objectives

1. Children continue answering questions about themselves working towards developing a formal presentation to the class in Pañjābī.

Prerequisites

- Class I on Oral Presentations.

Materials

- Question sheet
- Chart paper/blackboard/dry-erase board
- Markers/chalk/crayons
- Construction Paper

Advanced Preparation

- Build your own oral presentation to give students an idea.

Engagement (10-15 minutes)

- Review the questions from last class with children.
- Ask children how their research about themselves went.
- Have them specify new questions that they came across or thought of.
- Tell children that along with every answer to their questions, you want them to also make a book page with an illustration and one of their sentences.
- For their oral presentation, children can read their book to everyone if they get stuck.

Exploration (40-45 minutes)

- Have children do at least three pages of their book each. Have them draw the picture and then write the sentence.
- Have them work on their book until the end of class.
- If they cannot finish their book, tell them to continue at home and have it finished for the next class. As children are working on the pages make sure to help them with their sentences.
- While the children are working give them your oral presentation so that they can get ideas.
- Explain to them that the entire presentation will be in Pañjābī.

Evaluation (Ongoing)

- Pay special attention to the sentences the children are using as they write and develop their ideas.

Grade: 2

Lesson Number: 14

Unit Name: Self

Course: Bolī

Title: Oral Presentation-Self III

Standards

Standard 9: Brief Recitations and Oral Presentations

- Students deliver brief recitations and oral presentations on their family as well as other familiar experiences and interests.
 - *Students speak clearly and at an appropriate pace for the type of communication (e.g. informal discussion, report to class).*
 - *Students describe people, places, things (size, color, shape), locations and actions.*
 - *Students recite short poems, songs, and rhymes.*
 - *Students retell and relate stories paying attention to the sequence of events by answering who, what, when, where, why and how questions.*

Objectives

1. Children perform their oral presentations about themselves to the rest of the class in Pañjābī.

Prerequisites

- Classes I and II on Oral Presentations-Self.

Materials

- Completed children's books
- Ice Cream/popsicles
- Water/cups
- Paper napkins

Advanced Preparation

- To make things special change the setting of your room. Try to get a small podium or stage where children can give their presentations from.
- Be aware of any allergies before you purchase ice cream. As a rule of thumb, it is always safer to buy popsicles (and it's good to get something with multiple flavors).

Engagement (10-15 minutes)

- Have children spend time on their finished book.
- Ask them if they are prepared for their oral presentation and help children as needed.

Exploration (40-45 minutes)

- Begin your presentations.

- Depending on the number of children you have in your class, take a break when you are half way done to eat ice cream or popsicles. Designate a particular area in the room away from the children's books so that you do not spoil any books while eating their treats. If you have a large group this will help with children taking a break. Make sure you are aware of allergies in your class before you announce or pass out the treats to avoid any mishaps.
 - Continue your oral presentations.
 - End with congratulating children on a job well done and a jakārā in appreciation of everyone's fine work.

Evaluation (Ongoing)

- Pay special attention to the sentences as children write.
- Evaluate children on the clarity of the presentations and collect books to evaluate development of writing.
- Add any information to the portfolio that you see necessary.

Grade: 2

Lesson Number: 15

Unit Name: Sohila

Course: Bolī

Title: Sohilā I

Standards

Standard 8: Recitation of Sohilā

- Students recite Sohilā.

Objectives

1. Students learn when Sohilā is typically recited.
2. Students learn recitation of first two sabads of Sohilā.

Prerequisites

- Students should have developed the reading skills to read Sohilā.

Materials

- Singh, Tarlochan, et. Al. *The Sacred Writings of the Sikhs*. UNESCO Collection of Representative Works. Orient Longman, New Delhi: 1960, 2000.
- *Nitnem pothīs* printed by Sikh Missionary College
- Audio of Sohilā (CD provided; Track 16)
- 1 CD player
- 3-4 CD players with headphones

Advanced Preparation

- This is the first lesson in a four-part series on Sohilā.
- Teacher should have Sohilā memorized and also be familiar with its meanings. It is recommended that you use Professor Sahib Singh's "Guru Granth Darpan" (www.gurugranthdarpan.com) as a reference for literal meanings.

Engagement (15-20 minutes)

- Begin by asking students if they do pāṭh? Different children will have different responses.
- Ask children if they know what nitnem is.
- Some of the children might be familiar with it. If not then tell them it is a routine of Bāṇīs that are to be recited by a Sikh daily. Tell them that these are Jap, Jāp, and Savaye that are done in the morning and in the evening Rahirās is done and then at night before you go to sleep, Sohilā is done.
- Tell children that some people like to add more bāṇīs to their nitnem. Ask children why they think a routine was made.
- If children are interested you can have a short discussion on this. Then talk a little bit in detail about Sohilā and how it provides security before you go to sleep.
- Children may choose to use it as strength and to help prevent them from getting scared at night. They can use it as starting themselves as a routine that they create for themselves before they go to bed.

- Pick up on words such as ਨਿਰਭਾਉ, ਸੁਖ (nirbhaü, sukh).
- Tell children that the first shabad talks about singing the praises of the fearless Vāhgurū, who brings peace to everyone and also watches over everyone. Ask them questions like what it means to bring peace or when someone is at peace.

Exploration (35 minutes)

- Ask children to wash their hands and cover their heads. Give the pothīs to all the children and have them open to Sohilā.
- Most of them will be able to read the text with you.
- Slowly read one line at a time and have the children repeat after you. Read and repeat each line twice.
- Once you are done reading the entire first sabad, play the entire first sabad on the CD having children follow along.
- Then move on to the next sabad.
- Tell children that the second sabad is mainly about how even though there may be different forms, there is only one main teacher, one Vāhigurū.
- Again slowly read one line and have the children repeat after you. Do this twice.
- Again play the second sabad on the CD having children follow along.
- Now play both the first and second sabads on the CD and have children recite along with it.

Explanation/Extension (5-10 minutes)

- Explain to children that they can begin doing Sohilā before they go to sleep. They have been introduced to the first two sabads and then they can use a pothī to do the rest.
- Tell them to try to think about what the shabad is talking about.
- Ask children to test themselves by trying to do the first two sabads without their pothīs. (pothī is a word from Gurū Granth Sāhib; discourage the use of word ‘guṭkā’ for it means a piece of wood, generally used as door stopper, and is similar to a word for tobacco.)
- Ask children to ask for help from their parents.
- If you have time have some children listen to the Sohilā CD using their headphones and a group of them can practice with you.

Evaluation (On-going)

- Have children review the first two sabads and have it memorized to the best of their ability at home.
- Ask children to think about building a routine and asking one of their family members to do Sohilā with them before they go to bed at night.

Grade: 2
Lesson Number: 16
Unit Name: Sohilā
Course: Bolī
Title: Sohilā II

Standards

Standard 8: Recitation of Sohilā

- Students recite Sohilā.

Objectives

1. Students learn recitation of third sabad of Sohilā.

Prerequisites

- Lesson I on Sohilā.

Materials

- Audio of Sohilā (CD provided; Track 17)
- CD player
- Three-four CD players with headphones
- Singh, Tarlochan, et. al, *The Sacred Writings of the Sikhs*. UNESCO Collection of Representative Works. Orient Longman, New Delhi: 1960, 2000.
- Nitnem Pothīs printed by Sikh Missionary College (these have accurate spacing and pauses between words, which will help with children's learning)

Advanced Preparation

- Be familiar with the meanings of the sabad and also be ready to answer any questions that you may have had from your last class.
- Teacher should understand sabad. Translation reference should be taken from www.gurugranthdarpan.com.

Engagement (15-20 minutes)

- Go over the first two sabads of Sohilā with the children.
- See if a student is willing to lead it.
- Have children give you a review of what the sabads mean as well.

Exploration (35 minutes)

- Then go over the third sabad.
- Tell children that in the Hindu religion, Ārtī is very common where they decorate a plate, put a candle on it and rotate it around an idol.
- Gurū Nānak took that concept and in his sabad explains that the sky is the wonderful plate and the moon is the lights and the stars being the pearls, the natural fragrant of sandalwood instead of incense.

- He goes on to say that Vāhgurū is the light in everyone and if the light is lit that in itself is the worship of Vāhgurū.
- Further explain to children that the light being lit means that individuals are able to understand and have faith in Vāhgurū.
- Ask children to wash their hands and cover their head and give them the nitnem pothīs and open it to the third sabad in Sohilā.
- Then read each line and have children repeat it after you. Repeat this twice.
- Play the third Sabad on the CD and let children follow along.
- Then play the first three sabads on the CD and see if children can recite the first two Sabads along with the CD. Ask them to follow along with the third Sabad again.

Explanation/Extension (5-10 minutes)

- Tell children to think about what Gurū Nānak is saying when they look at the sky and moon and stars that night.
- Ask children to get permission from their parents to allow them and do Sohilā under the stars. Ask children to write a paragraph in Panjabi or English on how that felt when they do Sohilā under the stars, for next class.

Evaluation (On-going)

- Remind children to do Sohilā at night, trying to do the first three Sabads without a pothī.

Grade: 2

Lesson Number: 17

Unit Name: Sohilā

Course: Bolī

Title: Sohilā III

Standards

Standard 8: Recitation of Sohilā

- Students recite Sohilā.

Objectives

1. Students review when Sohilā is typically recited.
2. Students learn recitation of last two sabads of Sohilā.

Prerequisites

- Lessons I and II in the four-part series on Sohilā.

Materials

- Copies of Audio of Sohilā (CD provided; Track 16-18)
- Singh, Tarlochan, et. Al. *The Sacred Writings of the Sikhs*. UNESCO Collection of Representative Works. Orient Longman, New Delhi: 1960, 2000.
- Class CD player
- 3-4 CD players with headphones (enough for maybe half of your class)
- Nitnem Pothīs printed by Sikh Missionary College (these have accurate pauses between words that will help with better learning for children)

Advanced Preparation

- Teacher should have Sohilā memorized and understand its meanings; use www.gurugranthdarpan.com as your reference.
- Make multiple copies of Sohilā for children.

Engagement (15-20 minutes)

5-10 min

- As soon as children come into class, ask them to put on the Sohilā CD and their headphones and try to say the Sohilā with the CD.
- Those who don't get a chance to have a tape deck should get into a group and recite Sohilā out to each other.

5-10 min

- Review when Sohilā is done and what the first three sabads are about.
- Focus on what children remember about Ārtī and collect their paragraphs in reference to how they felt when doing Sohilā under the stars.
- Then tell the children that they will together learn the last two sabads.

Exploration (35 minutes)

- Give the pothīs to all the children.

- Most of them will be able to read the text with you.
- Explain the sabads to the children.
- Slowly read one line at a time and have the children repeat after you.
- Read and repeat each line twice.
- Once you are done reading the entire sabad have children read it with you one more time.
- Play the CD with the fourth Sabad for the entire class and have them follow along.
- Repeat the procedure with the fifth sabad.

Explanation/Extension (5-10 minutes)

- Again remind children to recite Sohilā before they go to bed.
- Tell them to try to think about what the shabad is talking about.
- Have them memorize the entire Sohilā for the next class.

Evaluation (Ongoing)

- Pay special attention to children's progression of memorization and understanding of Sohilā over the last three classes.
- Have children review the last two sabads and have it memorized to the best of their ability at home.

Grade: 2

Lesson Number: 18

Unit Name: Sohilā

Course: Bolī

Title: Sohilā IV

Standards

Standard 8: Recitation of Sohilā

- Students recite Sohilā.

Objectives

1. Children review all of Sohilā.

Prerequisites

- Lesson one to three in the four-part series on Sohilā.
- Understanding of all sabads of Sohilā.

Materials

- Construction paper
- Markers
- Writing paper
- Pencil
- Pens

Advanced Preparation

- Teacher should have a clear understanding of Sohilā as discussed in Lessons I, II and III.

Engagement/Exploration (35-40 minutes)

- Take half the group of children and recite Sohilā together. You should particularly observe which child is not able to recite it. Have each child lead a different shabad for the rest of the group.
- While you work with one group, ask the other group of children to write one or two paragraphs about what they learnt about Sohilā. They may choose to make pictures to go along with their paragraph too. They may choose to write in English or Pañjābī.
- Switch the groups and have them do the appropriate tasks.

Explanation/Extension (5-10 minutes)

- After you are done with all the children, have some of them share their paragraphs and pictures. Then together do Sohilā.
- Remind children that Sohilā should become part of their bed time routine.
- Teacher should highlight concepts brought up in Lessons I, II and III.

Evaluation (Ongoing)

- By the fourth class, all children should be able to recite Sohilā with the help of a pothī.

Grade: 2

Lesson Number: 19 and 20

Course: Bolī

Title: Listening

Standards

Standard 7: Listening and Responding Orally

- Students listen critically and respond appropriately to oral communication.
 - *Students determine the purpose of listening (e.g. to obtain information to solve problems, for enjoyment). Should be related to Gurbāṇī and Gurū Nānak's message on Suṃiai (ਸੁਮਾਇ).*
 - *Students paraphrase information that has been shared orally by others.*
 - *Students give and follow three-and four-step oral directions.*

Objectives

1. Children will practice their listening skills as the teacher reads the story of the Choṭe Sāhibzāde.

Prerequisites

- Understanding of some spoken Pañjābī.

Materials

- Book on Choṭe Sāhibzāde (Bibliography attached below)

Advanced Preparation

- Teacher should read book in advance several times so that s/he can be ready to be dramatic for children.
- This lesson plan should be spread out over two days.

Engagement/ Exploration (35-40 minutes)

Day 1

- Ask children what it means to use your listening skills. Let children share their thoughts on this.
- Discuss ways to be appropriate listeners by making sure not to disturb anyone around you.
- In Pañjābī tell children that together you are going to listen to the story of the Choṭe Sāhibzāde. Ask children if they have heard it before. Have them respond in Pañjābī.
- Then begin reading the sākhī. Stop occasionally and ask children what happened in that section of the sākhī. Show them the pictures and let them guess what may happen.
- Clarify the content for students where need be.
- Read up to page 15 where Mātā jī gets the children ready to go with the soldiers.

- After you are done reading, encourage children to ask questions in Pañjābī regarding the sākhī thus far, but this maybe a difficult task for some of the children.

Explanation/Extension (5-10 minutes)

- After you are done, ask children for their reactions. Ask them what they think will happen next.
- Ask them questions (attached below) so that they are able to effectively share with you what they understood through their listening. Ask the children questions in English because that will give you a better gauge of their understanding of the material and will help you clarify the sākhī for them where need be.

Day 2

- Review the first part of the sākhī up to where the Choṭe Sāhibzāde were going to be taken to the navāb's court.
- Ask children what they think will happen.
- Take responses and continue reading the rest of the sākhī.
- Ask children the questions provided below.
- At the end of the second day ask children what inspiration they take from the sākhī of the Choṭe Sāhibzāde.

Evaluation (Ongoing)

- Observe which children are able to understand, respond and speak clearly about the sākhī.
- Record assessment of children's abilities in children's portfolios.

Teacher Resources

Books

ਨਿਕੀਆਂ ਜਿੰਦਾਂ ਵਡਾ ਸਾਕਾ, ਛੋਟੇ ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਦੀ ਸ਼ਹੀਦੀ ਦੀ ਸਚਿਤ੍ਰ ਸਾਖੀ, ਲੇਖਕ: ਪ੍ਰੋ: ਜਗਦੀਸ਼ ਸਿੰਘ; ਛਾਪਣ ਵਾਲੇ: ਗੋਲਡਨ ਆਫਸੈਟ ਪ੍ਰੈਸ, ਗੁਰਦੁਆਰਾ ਰਾਮਸਰ ਸਾਹਿਬ, ਸ਼੍ਰੀ ਅੰਮ੍ਰਿਤਸਰ ।

Questions

Day 1

What was the reason that the children were separated from the Gurū?
ਸਾਹਿਬਜ਼ਾਦੇ ਗੁਰੂ ਸਾਹਿਬ ਤੋਂ ਵੱਖ ਕਿਉਂ ਹੋ ਗਏ ਸਨ?

Who was there to take care of them?
ਉਹਨਾਂ ਦੀ ਸੰਭਾਲ ਲਈ ਕੌਣ ਨਾਲ ਸੀ?

Were the Sāhibzāde scared?
ਕੀ ਸਾਹਿਬਜ਼ਾਦੇ ਡਰੇ ਹੋਏ ਸਨ?

Who did they meet after they met Kumā?
ਉਹ ਕੌਮੇ ਨੂੰ ਮਿਲਣ ਤੋਂ ਬਾਅਦ ਕਿਸ ਨੂੰ ਮਿਲੇ?

Where did Gaṅgū take them?
ਗੰਗੂ ਉਹਨਾਂ ਨੂੰ ਕਿੱਥੇ ਲੈ ਕੇ ਗਿਆ?

What happened at Gaṅgū's?
ਗੰਗੂ ਦੇ ਘਰ ਕੀ ਹੋਇਆ?

What did Gaṅgū do after Mātā jī confronted him?
ਜਦੋਂ ਮਾਤਾ ਜੀ ਨੇ ਗੰਗੂ ਨੂੰ ਚੋਰੀ ਬਾਰੇ ਪੁਛਿਆ ਤਾਂ ਉਸਨੇ ਕੀ ਕੀਤਾ?

What happened when Mātā jī and the Sāhibzāde got arrested?
ਜਦੋਂ ਮਾਤਾ ਜੀ ਅਤੇ ਸਾਹਿਬਜ਼ਾਦੇ ਗ੍ਰਿਫਤਾਰ ਕਰ ਲਏ ਗਏ ਤਾਂ ਕੀ ਹੋਇਆ?

Where were they taken?
ਉਹਨਾਂ ਨੂੰ ਕਿੱਥੇ ਲਿਜਾਇਆ ਗਿਆ?

What did Mātā jī teach the Sāhibzāde?
ਮਾਤਾ ਜੀ ਨੇ ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਨੂੰ ਕੀ ਸਿਖਾਇਆ?

What do you think will happen next?
ਤੁਹਾਨੂੰ ਕੀ ਲੱਗਦਾ ਹੈ ਕਿ ਅੱਗੇ ਕੀ ਹੋਏਗਾ?

Day 2

What happened at the Navāb's court?

ਨਵਾਬ ਦੀ ਕਚਹਿਰੀ ਵਿੱਚ ਕੀ ਹੋਇਆ?

What did Vazīr Khān and Divān Suca Nand say to persuade the Sāhibzāde?

ਵਜ਼ੀਰ ਖਾਨ ਤੇ ਸੁੱਚਾ ਨੰਦ ਨੇ ਸ਼ਾਹਿਬਜ਼ਾਦਿਆਂ ਨੂੰ ਮਨਾਉਣ ਵਾਸਤੇ ਕੀ ਕਿਹਾ?

What did the Sāhibzāde say in return?

ਸ਼ਾਹਿਬਜ਼ਾਦਿਆਂ ਨੇ ਕੀ ਜੁਆਬ ਦਿੱਤਾ?

What would you say or how would you act?

ਜੇ ਤੁਸੀਂ ਸ਼ਾਹਿਬਜ਼ਾਦਿਆਂ ਦੀ ਥਾਂ ਹੋਵੋ ਤਾਂ ਤੁਸੀਂ ਕੀ ਕਰੋਗੇ?

What was the judgment that the Kāzī gave?

ਕਾਜ਼ੀ ਨੇ ਕੀ ਫ਼ੈਸਲਾ ਸੁਣਾਇਆ?

How did the Sāhibzāde react?

ਸ਼ਾਹਿਬਜ਼ਾਦਿਆਂ ਉੱਤੇ ਕੀ ਅਸਰ ਹੋਇਆ?

How would you react?

ਜੇ ਤੁਸੀਂ ਸ਼ਾਹਿਬਜ਼ਾਦਿਆਂ ਦੀ ਥਾਂ ਹੋਵੋ ਤਾਂ ਤੁਹਾਡੇ ਉੱਤੇ ਕੀ ਅਸਰ ਹੋਏਗਾ?

What did Sher Mohammad say about this judgment?

ਸ਼ੇਰ ਮੁਹੰਮਦ ਨੇ ਇਸ ਫ਼ੈਸਲੇ ਬਾਰੇ ਕੀ ਕਿਹਾ?

Were the Sāhibzāde scared?

ਕੀ ਸ਼ਾਹਿਬਜ਼ਾਦੇ ਡਰੇ ਹੋਏ ਸਨ?

What happened next?

ਉਸ ਤੋਂ ਬਾਅਦ ਕੀ ਹੋਇਆ?

What was everyone's reaction to the Sāhibzāde?

ਸਾਰੇ ਸ਼ਾਹਿਬਜ਼ਾਦਿਆਂ ਬਾਰੇ ਕੀ ਸੋਚਦੇ ਸਨ?

What happened to Mātā Gujārī ?

ਮਾਤਾ ਗੁਜ਼ਰੀ ਜੀ ਨਾਲ ਕੀ ਹੋਇਆ?

What happened next?

ਉਸ ਤੋਂ ਬਾਅਦ ਕੀ ਹੋਇਆ?

Unit: Celebrations Ideas
Lesson Number: 21-26

These ideas are meant to be used during the following celebration times. It is an understanding that there will be no class on the particular day. Instead, the school will work together towards the celebration. There is usually a flexible open-day of instruction in the curriculum which can be used for preparation for the ideas below if needed. Ideas are broken down into possible tasks per age group. A significant amount of planning will occur outside of the classroom and regular classroom hours. The 4th and 5th grade will use these celebration ideas to develop leadership skills

Gurū Nānak Sāhib's Prakāsh Purab: A focus on helping the needy (this date changes every year)

The school will work together to help a local community program, such as a homeless shelter, a hospital, a food bank, etc... On the day of the celebration, a formal trip with the children will be made to where the partnership is being developed.

4th and 5th graders: With the help of their teachers and the school administrators, children in these grades will develop the plan for the celebration. Representatives from these grades will have an opportunity to talk to the organization to assess their needs and will then present their findings to the rest of the group. Students will come up with how they want to go about meeting those needs by involving the rest of the school and the saṅgat.

3rd and 2nd graders: These children will be in charge of marketing. Their most important job will be to make poster/post-cards and specifically to market the project to the saṅgat. Depending on the group of children, they can make printed/paper announcements or make video advertisements with the help of 4th and 5th graders.

1st graders and Kindergartners: These students will do the on-going marketing with the help of the 2nd and 3rd graders. They can hold posters and encourage members of the community to donate or provide material for the selected organization by reminding them of the project on a regular basis.

Holā Mahallā (14 March 2007)

4th and 5th Grade: Students in 4th and 5th grade help develop and create new games for a Sikh Sports Day. Student committees can be made to lead and encourage younger grade levels to participate in the happenings of Sikh Sports Day. Teachers can help initiate Teacher vs. Students intramurals between Teacher Team and 4th and 5th Grade student teams. This will be after the 4th and 5th graders successfully lead and guide the younger grades through the Sikh Sports Day.

Kindergartners to 3rd Graders: Children in these grades participate in the Sikh Sports Day and write appreciation letters or cards for the 4th and 5th graders.

Gurgaddī Divas Gurū Granth Sāhib (20 October)

4th and 5th graders: Students do presentations on how to celebrate a GURPURAB. Teacher should encourage students to develop a plan of action for a new idea that the children come up with and assist them in putting those ideas into a presentation for the saṅgat at large.

3rd and 2nd graders: Students in these grades write about the Guru Granth Sahib and what they have learnt about it. These papers can be shared in the saṅgat or posted for everyone to read while the children stand by their writing to answer questions from the saṅgat.

1st graders and Kindergartners: Teachers for these students can initiate a video presentation in which they interview the children about the Guru Granth Sahib. A 15-20 minute video can be made and shown to the saṅgat during a divan.

Māi Bhāgo/Sikh Women (Sometime in May or June)

Students develop a local neighborhood outreach day to the larger community to educate members about Sikh women in history. Students can choose to do a play at the local elderly house or read stories on Sikh women at a local hospital or library. Children in Kindergarten to 3rd grade should have been through lessons on Sikh women.

They will participate in the neighborhood outreach day through the guidance of the 4th and 5th graders by participating in skits, speeches, drawings, etc...

4th and 5th graders coordinate these efforts and involve the younger children in their skits or other projects depending on the plans they have made.

Vaisākhī (14 April)

4th and 5th graders: Students interview members who have partaken in the ammrit sancār and write story to display for the saṅgat at large. Teams can be made to work on different aspects of displays for the Celebration of Vaisākhī. One team can tell the story of Vaisākhī 1699. Another team can conduct interviews. Another team can discuss challenges that individuals might face, keeping in mind aspects they have learnt about Pañj Vikārs.

Kindergarten to Grade 3: Children in these grades put on a Khālsā Fair, similar to a Science Fair. Individual children or teams can develop innovative projects relating to Sikhī that can be displayed on tables or the walls to be shared with the saṅgat. This project should be similar to science fairs at school and should take on a substantial aspect of parent or community help at large.

Gurpurabs

Gurū Sāhib	Prakāsh		Gurgaddī		Jotī Jot	
Nānak I	*	*	-	-	8 Assū	22 Sep
Nānak II	5 Visākh	18 Apr	4 Assū	18 Sep	3 Visākh	16 Apr
Nānak III	9 Jeṭh	23 May	3 Visākh	16 Apr	2 Assū	16 Sep
Nānak IV	25 Assū	9 Oct	2 Assū	16 Sep	2 Assū	16 Sep
Nānak V	19 Visākh	2 May	2 Assū	16 Sep	2 Hārḥ	16 Jun
Nānak VI	21 Hārḥ	5 Jul	28 Jeṭh	11 Jun	6 Chet	19 Mar
Nānak VII	19 Māgh	31 Jan	29 Phaggaṇ	12/11 Mar	6 Kattak	20 Oct
Nānak VIII	8 Sāvaṇ	23 Jul	6 Kattak	20 Oct	3 Visākh	16 Apr
Nānak IX	5 Visākh	18 Apr	3 Visākh	16 Apr	1 Magghar	24 Nov
Nānak X	23 Poh	5 Jan	11 Magghar	24 Nov	7 Kattak	21 Oct

Other Purabs (2006-07)

Nānakshāhī	Gregorian	Description
1 Cet	14 Mar	Nānakshāhī Sammat - Sikh New Year
2 Cet	15 Mar*	Holā Mohallā – Martial Arts Celebrations
1 Visākh	14 Apr	Vaisākhī – Inauguration of the <u>Khālsā</u> (The Ideal Person)
21 Jeṭh	4 Jun	Ghallughārā – 1984 Holocaust (Attack on Sikh People & Culture)
6 Sāvaṇ	21 Jul	Mīrī-Pīrī – Double-edged Spiritual & Political Sovereignty
17 Bhādom	1 Sep	Prakāsh – Gurū Granth’s Installation (Scriptural canon)
6 Kattak	20 Oct	Granth-Panth – Eternal Gurūship of Wisdom-Nation
7 Kattak	21 Oct*	Bandī Chor – Liberty & Freedom Celebrations
22 Kattak	5 Nov*	Prakāsh – Gurū Nānak’s Birth (Founder Prophet)
27 Magghar	8 Feb	VaḍḍGhallughārā – The Great Holocaust (Half of the Sikh population killed)

* Traditional celebrations are based on lunar calendar; they change every year.

Sikh Calendar

Month	Begins On	Total Days
Cet / ਚੇਤ	14 March	31
Visākh / ਵਿਸਾਖ	14 April	31
Jeth / ਜੇਠ	15 May	31
Hārḥ / ਹਾੜ੍ਹ	15 June	31
Sāvaṇ / ਸਾਵਣ	16 July	31
Bhādom / ਭਾਦੋਂ	16 August	30
Assū / ਅੱਸੂ	15 September	30
Kattak / ਕੱਤਕ	15 October	30
Magghar / ਮੱਘਰ	14 November	30
Poh / ਪੋਹ	14 December	30
Māgh / ਮਾਘ	13 January	30
Phaggaṇ / ਫੱਗਣ	12 February	30 (31 in a leap year)