

Grade: Kindergarten

Lesson Number: 25

Course: Bolī

Title: ੳ- ੜ + ਿ, ਫ and ਿ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students recognize and produce the sounds of 35 letters and 3 vowel symbols: (ਿ, ਫ and ਿ).

Standard 3: Developing Pañjābī Vocabulary

- Students develop Pañjābī vocabulary pertaining to family, colors, animals, plants, geography, etc... and Sikh terminology.

Objectives

1. Students will be able to identify the Gurmukhī letters ੳ - ੜ.
2. Students will use their new vocabulary that they learned for the letters (ਯ-ੜ) to say something about each letter.

Prerequisites

- This lesson plan is the twenty-fifth lesson of a series focusing on learning the Gurmukhī letters, sounds along with Pañjābī vocabulary.
- Students should have already learned their letters up to ੜ.
- This lesson is focusing on review that will allow students to show what they have learned in a creative manner.

Materials

- Chart of Gurmukhī Alphabet
- Crayons, Color Pencils, or Markers
- Flashcards of the vocabulary students have learned for the Gurmukhī alphabet (ੳ-ੜ)
- Pictures of vocabulary words enlarged
- Chart paper with lines
- Two Poster-boards per student
- Two bowls or jars with labels: Bowl 1: Sikh Virsā Bowl 2: Gurmukhī Alphabet
- Letters of the Gurmukhī alphabet, vocabulary words and translations cut into strips (resource attached below)
- Sikh Virsā topics cut into strips (resource attached below)
- Letter to parents inviting them to the final class (make copies for each student)
- Yarn
- Hole puncher

Advanced Preparation

- Each student will be representing one letter of the Gurmukhī alphabet. (This depends on the size of the class, if there are other Kindergarten classes, and then they can be

combined so that each student only represents one letter). Ask each student to bring two poster-boards for the class.

- Lots of volunteers will be helpful and essential. It is the teacher's discretion whether or not to have parents volunteer with this project – some teachers want the parents to be surprised – others choose to have them as volunteers.
- Label one bowl/jar: Sikh Virsā and the other bowl/ jar: Gurmukhī Alphabet
- Once the Gurmukhī alphabet and the Sikh Virsā topics have been cut into strips, place them in the appropriate bowl.

Engagement (20 minutes)

- Begin class with having students say each letter on the Gurmukhī Alphabet chart followed by the sound of each letter. (e.g. ਉੜਾ: ਉ, ਉ; ੁਰਾ: u, ੁ)
- Point to letters randomly and see if they can name them.
- Next, have students sit in a semi-circle; explain to the children that they will be presenting everything they have learned in the class to their parents in the following class. They will do this by being a Gurmukhī letter and a Sikh Virsā topic and presenting it to the audience during the following class.
- In order to begin, have a volunteer take the Gurmukhī Alphabet bowl to each student. The student will choose one strip (without looking) – It is important to record which student chose which letter.
- Once all of the students have chosen a letter, have another volunteer go around with the Sikh Virsā topic – or the teacher may choose to assign a topic to one or more student(s).
- As all letters and topics have been assigned, have parents and/or volunteers work with the children to brainstorm what they would like to share with their family members about their letter and their Sikh Virsā topic.
- Students should be encouraged to use the vocabulary they have learned throughout the year in their presentation.
- On their poster-boards, students need to draw a large letter (which ever letter they are representing).
- Pass out the pictures of the vocabulary for each letter, students may choose to glue that picture on their poster-board or they may choose to draw a larger or different picture. Have students decorate the letter and the corresponding picture.
- Ask the students to present their letter in front of their parent or volunteer. In the presentation, the student must mention:
 - The name of the letter. They may say, “I am ਉ. I make the ‘u’ sound. Some words that begin with my letter are ਉਠ, ਉਲੂ, ਉਂਗਲ (ūṭh, ulū, uṅgal). The word we learned for my letter is ਉੜ (ūr). It means flamingo.”

Exploration (30 minutes)

- Have students sit at their desks and explain to them that we are going to create another poster board to show what we learned about Sikh History.
- Again, have volunteers work with students helping them create their poster-boards using the Sikh Virsā themes. If more than one student is working on a theme, have them work in a group ask them to show the topic in different ways or for instance if

- they are sharing the topic of Choṭe Sāhibzāde or Māī Bhāgo, they may want to show these people at different periods of their life.
- This is a difficult project that will require a lot of patience and support from parents and volunteers. Students will need a lot of encouragement so please be sure to frequently praise their progress and successes.
 - Begin a brainstorming session asking student(s), “What did they think was the most important part of the lesson on their topic?” Try to depict this on the poster-board.
 - Ask students to present their topic to the volunteers and or volunteers. In the presentation, students must include:
 - Name of topic
 - Why it is important – some history
 - Why they enjoyed learning about it
 - Anything else they would like to add about the topic

Explanation/Extension (10 minutes)

- On each poster-board make two holes with the hole-puncher. On the very top, insert the thick yarn so that the poster-board could be hung around the child’s neck – if this is uncomfortable, the student may just hold their poster-board.
- If students are prepared, allow them to do a quick rehearsal in front of their peers.
- Ask students to invite their parents to the next class – also pass out the paper invitation/ letter to parents to attend the class presentation.
- Ask parents to help students fully prepare for next week’s presentation.

Evaluation (On-going)

- For homework, parents must help their child prepare for the big presentation during the following week’s class.

Teacher Resources**Topics for Sikh Virsa**

- Sikh Pledge
- Khandā
- Nishān Sāhib
- Sikh/ Pañjābī History
- Gurduārā etiquette
- Ik Oaṅkār
- Divālī
- Gurū Nānak
- Mūl Mantar
- Cultural games
- Choṭe Sāhibzāde
- Sikh Anthem
- Sikh games
- Hawk
- Vaisākhī
- Māī Bhāgo

Vocabulary

ਓ	ਊਡ	flamingo
ਅ	ਅਕਾਸ	sky
ੲ	ੲਕ	one
ਸ	ਸਰੀਰ	body
ਹ	ਹਥਿ	hand
ਕ	ਕੇਸ	hair
ਖ	ਖੇਤ	field
ਗ	ਗਡੀ	bollocks- cart
ਘ	ਘਰਿ	home
ਕ਼	ਕ਼ਣਤੀ	count/ number
ਚ	ਚੰਦ	moon
ਛ	ਛਹਿ	six
ਜ	ਜਗਤੁ	world
ੜ	ੜਿਮ	to drip softly
ਵ	ਵਤਨ	effort/ (lift)
ਟ	ਟੇਢਾ	crooked
ਠ	ਠੰਢਾ	cold
ਡ	ਡੰਡਾ	stick
ਢ	ਢੇਰੀ	pile (of leaves)
ਣ	ਣਹ/ ਣਾ	no
ਤ	ਤਾਰਾ	star
ਥ	ਥਲ	land
ਦ	ਦੀਵਾ	oil lamp
ਧ	ਧੀਅ	daughter
ਨ	ਨਾਗ	snake
ਪ	ਪਰਵਾਰ	family
ਫ	ਫੁਲ	flower
ਬ	ਬੀਜਿ	seed
ਭ	ਭਾਰਾ	heavy
ਮ	ਮਾਏ	mother
ਯ	ਯਾਰ	friend
ਰ	ਰਬਾਬ	rabāb
ਲ	ਲਾਲਿ	crimson red
ਵ	ਵੇਖ	Look/see
ੜ	ੜਾੜਿ	fight

