

Grade: 1

Lesson Number: 9

Unit Name: Vocabulary Development

Course: Bolī

Title: Vocabulary Development (Family)

Standards

Standard 3: Vocabulary Development

- Students develop vocabulary pertaining to the house, school, gurduārā, calendar, and family.

Objectives

1. Students learn vocabulary related to family relationships.

Prerequisites

- All lessons on basic features of reading.

Materials

- Construction paper
- Water colors, paint brushes, and bowls for water
- Pencil
- Tape / Pins

Advanced Preparation

- This lesson begins a series of lessons on vocabulary development. The teacher should become familiar with the other lessons in the vocabulary development unit.
- Have individual family relationship words written out on big sheets so that you can put them up in the room everywhere.

Engagement (10-15 minutes)

- Greet children; Tell children that they will learn some new Pañjābī words that relate to their parvār.
- Ask them if they know what that word means. If they know it, move on to the ‘Exploration’ section of the lesson plan. If they do not know, continue by asking them how many people live in their house and who they are.
- Children will probably say “mom, dad, brother, sister, grandfather, grandmother” etc... At this point, ask again if they know what a parvār is. Use it in a sentence if necessary
- If they still do not know, tell them.
- Write the word on the board and go over each letter together, letting the children spell it for you.

Exploration (35-40 minutes)

- Tell children to paint pictures of the members of their family. They can choose to do a picture of the family together or they can draw each individual on a separate paper. Set pictures aside to dry. Water color should dry fairly quickly.
- After they are done, go through their immediate family. Ask them if they know some Pañjābī words for immediate family members (dad, mom, etc...). They will most likely know at least one word. Then give them the other words under that category. Point to the words as you read them. Have children repeat the words after you.

○ Father	ਪਿਤਾ, ਪਿਓ, ਬਾਪ, ਬਾਪੂ, ਪਾਪਾ, ਡੈਡੀ (pitā, pio, bāp, pāpā, daiḍī)
○ Mother	ਮਾਤਾ, ਮਾਂ, ਬੇਬੇ, ਮੱਮਾ, ਮੱਮੀ (mātā, mām, bebe, mammā, mammī)
○ Sister	ਭੈਣ, ਬਹਿਨ (bhain, bahin)
○ Brother	ਭਰਾ, ਬਾਈ, ਭਾਈ, ਵੀਰ (bhrā, bāī, bhāī, vīr)
○ Daughter	ਧੀ, ਲੜਕੀ, ਬੇਟੀ (dhī, laṛkī, beṭī)
○ Son	ਪੁਤਰ, ਲੜਕਾ, ਬੇਟਾ (putar, laṛkā, beṭā)
○ Younger	ਛੋਟਾ, ਛੋਟੀ (choṭā, choṭī)
○ Older	ਵੱਡਾ, ਵੱਡੀ (vaḍḍā, vaḍḍī)

- Go through all the words, helping children recognize letters in each word. Go over vowels and consonants as a way to review and build on that experience, since they have raced through lots of information in their basic feature classes.
- Have them get their pictures and write one of the appropriate words under each person of their family pictures on their paintings.

Explanation/Extension (5-10 minutes)

- If you have time, ask each child this question in Pañjābī: “ਤੁਹਾਡੇ ਪਰਵਾਰ ਵਿਚ ਕੌਣ ਕੌਣ ਹੈ ?” (tuhāde parvār vic kauṇ kauṇ hai?). Have the children answer using the Pañjābī words.
- For homework give children a sheet with all the words and ask them to practice their writing.

Evaluation (On-going)

- See if children can successfully use at least two of the words for each relationship.
- Check children’s recognition of vowels and spelling and add progress to portfolios.
- Pay attention to children who may need extra help. Find ways to help these children especially, during other class times.