

Grade: 3

Lesson Number: 12

Course: Boli

Title: Sensory Vocabulary – II

Standards

Standard 4: Writing Coherent Sentences and Paragraphs

- Students write coherent sentences and paragraphs that develop a central idea.
 - *Students can create a single paragraph, including a developed topic sentence, and simple supporting facts and details.*

Objectives

1. Students will describe a setting from history or a current place from Pañjāb – a village, a house, fields, a mill, battle-field, a gurduārā, etc.

Prerequisites

- None.

Materials

- Chart paper
- Markers
- Lined paper
- Plain paper
- Pencils / pens
- Color pencils

Advanced Preparation

- Teacher should have pictures of places in Pañjāb – in case students have not been to Pañjāb or can not recall details. Attached pictures have been provided by Google Images and clipart from Microsoft.
- Teacher will be describing one of her favorite places – this should be prepared with sensory details (sight, smell, taste, touch, sound). (ਮੁਣਨਾ, ਛੋਹਣਾ, ਚੱਖਣਾ, ਦੇਖਣਾ, ਸੁੰਘਣਾ)

Engagement (20 minutes)

- Greet the students and allow them to get settled.
- Teacher will ask students to sit in a circle and ask them to listen while the teacher describes one of her favorite places in Pañjāb.
- Once the teacher completes the description, write: sight, smell, taste, touch, sound (see below).
- Ask students to think about the description they just heard from the teacher – they need to decide about what parts of the description were sensory. If students mention (fragrance of jasmine flowers), teacher should ask in Pañjābī, “Which sense do you use for the fragrance of flowers?” Students should say smell. The teacher will then write ‘jasmine flowers’ under the category of smell.

- Next the teacher will ask students to think about their favorite place in Pañjāb – it could be a place they’ve visited, lived in, or read about in our history books (like the fields where Gurū Nānak would take his cows to graze.) OR, What do you think Pañjāb is like? (Not all students need to have a connection to Pañjāb.)
- Students may choose to brainstorm about this place or just begin writing about it in Pañjābī.
- If some students choose to brainstorm, give them a piece of blank paper to begin brainstorming.
- Whether students brainstorm or not, they will address the following in their writing:
 - What does this place look like?
ਇਹ ਥਾਂ ਕਿਹੋ ਜਿਹੀ ਦਿਸਦੀ ਹੈ?
 - What does this place smell like?
ਇਸ ਥਾਂ ਤੋਂ ਕਿਹੋ ਜਿਹੀ ਖੁਸ਼ਬੋ ਆਉਂਦੀ ਹੈ?
 - What does this place sound like?
ਇਸ ਥਾਂ ਤੋਂ ਕਿਹੋ ਜੀ ਅਵਾਜ਼ ਆਉਂਦੀ ਹੈ?
 - What does this place feel like?
ਇਹ ਥਾਂ ਕਿਹੋ ਜਿਹੀ ਲਗਦੀ ਹੈ?
 - What does the food in this place taste like?
ਇਸ ਥਾਂ ‘ਤੇ ਖਾਣੇ ਦਾ ਸੁਆਦ ਕਿਹੋ ਜਿਹਾ ਹੈ?
 - Why do you like this place?
ਤੁਹਾਨੂੰ ਇਹ ਥਾਂ ਕਿਉਂ ਪਸੰਦ ਹੈ?

Exploration (30 minutes)

- Once students have completed their brainstorming, they will begin their writing about their favorite place in Pañjāb using as much description as possible.
- Their writing should be about two or three paragraphs.
- Have students create an illustration.

Explanation/Extension (10 minutes)

- Have students share their short stories with the class – display students’ work for others to enjoy.

Evaluation (On-going)

- Teacher should look for clarity in students’ writing focusing on central idea, topic sentences and supporting details.



