

**Grade: 4**

**Lesson Number: 9**

**Unit Name: Grammar**

**Course: Boli**

**Title: Lesson II: Role Playing Verb Usage**

### **Standards**

#### **Standard 5: Grammar: Verb Conjugation**

- Students learn grammar related to regular and irregular verb conjugation. Further parts of speech are also introduced (adverbs, prepositions, and coordinating conjunctions).
  - *Students should recognize a verb and noun in sentences.*
  - *Students identify and correctly use singular and plural verbs and common/irregular conjugations.*
  - *Students identify and demonstrate usage of adverbs, prepositions, and coordinating conjunctions.*

### **Objective**

1. Students identify and correctly use singular and plural verbs and common/irregular conjugations.

### **Prerequisites**

- Lesson I on noun and verbs

### **Materials**

- Markers
- Cardstock
- Pocket Chart
- Paper
- Pencils

### **Advanced Preparation**

- Ensure the verb poster is posted on the wall (from Lesson I on verbs).
- Take approximately 50 cardstock pieces and two markers to the class.

### **Engagement (15-20 minutes)**

- Review the definition of a verb with the students by drawing their attention to the definition posted in the classroom and asking them to describe what verbs are (from Class I).
- Model an action for the class (e.g., touch your toe). In a sentence, describe the actions you are doing so the students can hear you. For example, Mr. Singh is touching his toe.
- Explain to the students how the verb usage changes within a sentence if the noun is singular or plural. A plural noun requires a plural verb in Pañjābī, as a singular noun requires a singular verb.

- Write your action on cardstock and place it in the pocket chart. Repeat the sentence again pointing to each word in written form and drawing the students' attention to the verb as singular or plural.
- Write the same sentence again using the plural form and discuss it with the students.

### **Exploration (35 minutes)**

- Divide the class into small groups of four or five students. Spread the groups around the classroom so each group has its own space.
- Ask each group to come up with a collective action task they will show everybody else (for example, everyone in the group claps at the same time or jumps at the same time).
- Ask each group to share their task one at a time.
- After each group performs their task, work with the class to verbalize their action as a sentence.
- Draw the students' attention to the verbs expressed in plural form. Write the sentence spoken on cards and place the sentence strip in the pocket chart.
- Repeat the group's action independently copying what they did. Verbalize the sentence and draw the students' attention to the difference in the way the verbs sound when a group performs the task in comparison to when one person performs the task (sometimes only the noun might be plural).
- Write out the sentence and place it in the pocket chart.
- Repeat the same process until every group has the opportunity to share their collective action task and the teacher repeats it independently.
- Note: The same engagement activity can be used during this lesson or another lesson focusing on regular and irregular verb conjugates (past, present and future tense).
- Independently have each student record the sentences on the pocket chart on to paper and have them underline the verbs in the passage and identify underneath why a verb form should be singular or plural.
- Repeat the same process for understanding verb conjugation in this lesson and others.

### **Explanation/Extension (5-10 minutes)**

- Using a question answer process ask students to define what verb form should be used.

### **Evaluation**

- Collect student work samples for assessment and use checklists to evaluate verbal usage of passages and sentence structure.

## **Teacher Resources**

Below is a short list of vocabulary that can be used in this lesson.

More vocabulary can be found at Learn Panjabi in 25 Days, by Principal Santokh Singh;

Publisher: B. Chattar Singh Jiwan Singh, Bazar Mai Sewan, Amritsar

### **Nouns**

<b>English</b>	<b>Pañjābī</b>	<b>Transcriptions</b>
Mango	ਅੰਬ	āmb
Orange	ਸੰਤਰਾ/ਸੰਤਰੇ	santrā/santre
Raspberry	ਰਸਭਰੀ/ਰਸਭਰੀਆਂ	rasbharī/rasbharīām
Cauliflower	ਬੰਦ ਗੋਬੀ/ਬੰਦ ਗੋਬੀਆਂ	band gobī/band gobīām
Potato	ਆਲੂ	ālū
Radish	ਮੂਲੀ/ਮੂਲੀਆਂ	mūlī/mūlīām
Horse	ਘੋੜਾ/ਘੋੜੇ	ghoṛā/ghoṛe
Sheep	ਭੇੜ	bheṛ
Mouse	ਚੂਹਾ/ਚੂਹੇ	cūhā/cūhe
Crow	ਕਾਂ	kām
Parrot	ਤੋਤਾ/ਤੋਤੇ	totā/ tote
Stork	ਬਗਲਾ	baglā
Sister	ਭੈਣ/ਭੈਣਾਂ	bhaiṇ/bhaiṇām
Brother	ਭਰਾ	bhrā
Paternal Uncle	ਚਾਚਾ/ਚਾਚੇ	cāca/cāce
Maternal Uncle	ਮਾਮਾ/ਮਾਮੇ	māmā/māme
Maternal Uncle	ਮਾਸੜ	māsaṛ

Verbs

English	Pañjābī	Transcriptions
To come	ਆਣਾ/ਆਉਂਦਾ/ਆਉਂਦੇ/ਅਉਂਦੀਆਂ	āṇā/āumḍā/āumḍe/āumḍīām
To go	ਜਾਣਾ/ਜਾਂਦਾ/ਜਾਂਦੇ/ਜਾਂਦੀਆਂ	jāṇā/jāmdā/jāmdē/jāmdīām
To open	ਖੋਲਣਾ/ਖੋਲਦਾ/ਖੋਲਦੇ/ਖੋਲਦੀਆਂ	khōḷṇā/kholdā/kholdē/kholdīām
To sit	ਬੈਠਣਾ/ਬੈਠਦਾ/ਬੈਠਦੇ/ਬੈਠਦੀਆਂ	baiṭṭṇā/baiṭhdā/baiṭhdē/baiṭhdīām
To arise	ਉਠਣਾ/ਉਠਦਾ/ਉਠਦੇ/ਉਠਦੀਆਂ	uṭṭṇā/uṭhdā/uṭhdē/uṭhdīām
To return	ਲੇਟਣਾ/ਲੇਟਦਾ/ਲੇਟਦੇ/ਲੇਟਦੀਆਂ	leṭṭṇā/leṭdā/leṭdē/leṭdīām
To eat	ਖਾਣਾ/ਖਾਂਦਾ/ਖਾਂਦੇ/ਖਾਂਦੀਆਂ	khāṇā/khāmdā/khāmdē/khāmdīām
To tell	ਦਸਣਾ/ਦਸਦਾ/ਦਸਦੇ/ਦਸਦੀਆਂ	dasṇā/dasdā/dasde/dasdīām
To see	ਵੇਖਣਾ/ਵੇਖਦਾ/ਵੇਖਦੇ/ਵੇਖਦੀਆਂ	vekhṇā/vekhda/vekhde/vekhdiām
To listen	ਸੁਣਨਾ/ਸੁਣਦਾ/ਸੁਣਦੇ/ਸੁਣਦੀਆਂ	suṇanā/suṇdā/suṇde/suṇdīām
To laugh	ਹਸਣਾ/ਹਸਦਾ/ਹਸਦੇ/ਹਸਦੀਆਂ	hasṇā/hasdā/hasde/hasdīām

For more activity ideas on grammar usage you can go to:

<http://www.lovetolearnplace.com/Grammar/simplegrammargames.html#anchor516130>