

Grade: 3

Lesson Number: 23

Course: Boli

Title: Reading & Writing - I (ਭੁਤ...?)

Standards

Standard 1: Oral and Silent Reading

- Students achieve fluent oral and silent reading, through understanding of basic features of reading, including letter patterns and their translation into spoken language.
 - *Students decode regular multi-syllabic words, including knowledge of prefixes and suffixes.*
 - *Students use knowledge of antonyms, synonyms, homophones, and homographs to determine the meaning of words.*
 - *Students use sentence and word context to find the meaning of unknown words.*
 - *Students use dictionary to learn the meaning and features of unknown words.*
 - *Students understand and explain common antonyms and synonyms.*
 - *Students read aloud fluently and accurately and with appropriate intonation and expression.*

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.*
 - *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*
 - *Students learn the formats to write personal and formal letters, thank-you notes, and invitations.*

Objectives

1. Students will read a story called ਭੁਤ...?
2. Students will understand the sequence of the story.
3. Students will learn the elements of the story and then brainstorm story elements to write their own “scary story.”

Prerequisites

- None

Materials

- Chart paper
- Markers
- Lined paper
- Pencils/pens
- Class set of “ਭੁਤ...?”

Advanced Preparation

- Make a class set of “ਭੂਤ...?”
- Teacher should understand story elements: Characters, setting, problem and solution
- Write story elements on chart paper.

Engagement (20 minutes)

- Greet the students and allow them to get settled.
- Have students sit in a circle; explain to them that they will be reading a story in Pañjābī.
- Introduce the story “ਭੂਤ...?” discuss what students think the story might be about.
- Pass out copies of the story to students.
- Read the story aloud as a class.
- Teacher needs to walk around and make sure all students are reading and on task.

Exploration (30 minutes)

- Next have a discussion in Pañjābī on what the story was about.
- Introduce the story elements – they should have been written on chart paper.
- Ask students if they could identify the different story elements in the story: Can they identify the characters, setting, problem and solution?
- Explain to students that they are going to be writing their own scary stories, like “ਭੂਤ...?”
- Students will brainstorm what type of story they would be interested in writing.
- The brainstorming session will be in Pañjābī – this can be as a whole class or students can work independently. It is better to do it as a whole class to allow students to share their ideas with one another and get practice in speaking Pañjābī.
- Pass out a piece of plain paper and have them fold it in half horizontally and then once again horizontally. Student should have four equal sections.
- Above each section write: Character, Setting, Problem, Solution.
- Students will write their ideas about each story element under the proper heading. For example on their folded sheet, under character, the student will write about what type of character they would like to create in their story – Will the character be a boy or girl? How old should they be? What do they look like? etc.
- Students will provide as many details possible for each story element. This will make the process of writing the story much easier.

Explanation/Extension (10 minutes)

- Next have students join you on the floor in a circle and discuss their progress – see how much students have completed – if they have their story elements, tell them to start working on the first draft of their story for homework. By the next class all students should have their story elements done and a rough draft or more ideas about their story.

Evaluation (On-going)

- Teacher will be able to evaluate students understanding through their contribution orally during class and through their completed stories.

Teacher Resources

ਭੂਤ...?

ਇਕ ਹਨੇਰੀ ਰਾਤ ਸੀ। ਮੀਂਹ ਰੁਕਣ ਦਾ ਨਾਂ ਹੀ ਨਹੀਂ ਲੈ ਰਿਹਾ ਸੀ। ਅਤੇ ਮਹਿਤਾਬ ਦਾ ਸੌਣ ਦਾ ਵੇਲਾ ਸੀ। ਅਚਾਨਕ ਬੱਤੀ ਬੁਝ ਗਈ। ਉਹ ਆਪਣੇ ਕਮਰੇ ਵਿਚ ਚਲੀ ਗਈ। ਮਹਿਤਾਬ ਘਬਰਾ ਕੇ ਆਪਣੇ ਬਿਸਤਰੇ ਵਿਚ ਲੁਕ ਗਈ। ਫਿਰ ਅਚਾਨਕ ਇਕ ਆਵਾਜ਼ ਆਈ ‘ਠਕ’ ‘ਠਕ।’ ਫਿਰ ਮਹਿਤਾਬ ਨੇ ਆਵਾਜ਼ ਦਿਤੀ ‘ਕੋਣ।’ ਫਿਰ ਆਵਾਜ਼ ਆਈ ‘ਠਕ’ ‘ਠਕ।’ ਮਹਿਤਾਬ ਦੀ ਚੀਖ ਨਿਕਲ ਗਈ ‘ਆ ...’

ਮਹਿਤਾਬ ਦੀ ਮਾਂ ਭਜ ਕੇ ਕਮਰੇ ਵਿਚ ਪਹੁੰਚੀ ਤੇ ਪੁਛਿਆ ‘ਕੀ ਗਲ ਹੋਈ?’ ਮਹਿਤਾਬ ਬਿਸਤਰੇ ਵਿਚੋਂ ਉਛਲ ਕੇ ਆਪਣੀ ਮਾਂ ਨਾਲ ਚਿੰਬੜ ਕੇ ਕਹਿਣ ਲੱਗੀ ‘ਭੂਤ – ਭੂਤ।’ ਮਾਂ ਨੇ ਕਿਹਾ ‘ਕਿਥੇ?’ ਮਹਿਤਾਬ ਨੇ ਜਵਾਬ ਦਿਤਾ ‘ਉ ਉ ਉਧਰ, ਖਿੜਕੀ ਵਲ।’

ਮਾਂ ਨੇ ਕਿਹਾ, ਮਹਿਤਾਬ ਉਹ ਭੂਤ ਨਹੀਂ ਹੈ, ਉਹ ਤਾਂ ਦਰੱਖਤ ਦੀ ਟਾਣੀ ਹੈ। ਉਸ ਦੀ ਟਾਣੀ ਖਿੜਕੀ ਨਾਲ ਵਜ ਕੇ ਆਵਾਜ਼ ਕਰ ਰਹੀ ਸੀ। ਫਿਰ ਮਹਿਤਾਬ ਨੂੰ ਅਹਿਸਾਸ ਹੋਇਆ ਕਿ ਭੂਤ ਤਾਂ ਮਨ ਦਾ ਡਰ ਹੁੰਦੇ ਹਨ।

