

Grade: 4

Lesson Number: 24

Course: Bolī

Title: Cartoon Strip

Standards

Standard 7: Listening and Responding to Oral Communication

- Students listen critically and respond appropriately to oral communication.
 - *Students retell, paraphrase, and explain what has been heard orally.*
 - *Students connect and relate prior experiences, insights, and ideas to those of a speaker.*
 - *Students identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).*
 - *Students give and follow five to six-step oral directions.*

Objective

1. Students retell, paraphrase, and explain what has been heard orally.
2. Students connect and relate prior experiences, insights and ideas to those of a speaker.

Prerequisites

- Teacher familiarity with sākḥīs about the Gurūs that guest speakers will tell.

Materials

- Paper
- Markers
- Ruler
- Response journals

Advanced Preparation

- Arrange for three or four guest speakers to come to class with different stories about different Gurūs and ask them to let you know what stories they will be sharing. The sākḥīs should be shared in Pañjābī.
- Prepare a list of questions to ask the students after they hear the story (same as those shown in the engagement section).
- Prepare enough cartoon strips so each student will have a minimum of two strips with four boxes in each strip.

Engagement (20-30 minutes)

The Storyteller

- Invite three or four different guest speakers to the class. Have each of them retell a different story (sākḥī) to the class about a Sikh Gurū.
- After the guest speaker shares the story ask the students questions such as:
 - “Have you heard this story before?” (ਕੀ ਤੁਸੀਂ ਏਹ ਸਾਖੀ ਪਹਿਲੇ ਸੁਣੀ ਹੋਈ ਹੈ?)
 - “What was your favorite part?” (ਤੁਹਾਨੂੰ ਕੀ ਸਬ ਤੋਂ ਵਧੀਆ ਲਗਾ?)
 - “Which Gurū is this story about?” (ਏਹ ਸਾਖੀ ਕਿਹੜੇ ਗੁਰੂ ਬਾਰੇ ਹੈ?)

- “What did you learn about that Gurū?” (ਤੁਸੀਂ ਗੁਰੂ ਸਾਹਿਬ ਬਾਰੇ ਕੀ ਸਿੱਖਿਆ ਹੈ?)

Exploration (20-25 minutes)

- Have each student select a sākḥī they would like to illustrate as a cartoon.
- Provide each student with a cartoon strip. Each student then retells the story by drawing what they remember in the form of a cartoon. Students should not use pictures of Gurūs in their cartoons.
- Have students use speech bubbles to fill in any words or dialogue needed. Dialogue should be in Pañjābī.
- Display student work in the classroom.

Explanation/Extension (5-10 minutes)

- Ask students to reflect upon the experience in their response journals. Use the following questions as guides to their writing. Ask them to explore which sākḥī they chose to draw their cartoon about and to explain what they learned about the teaching of that Gurū.

Evaluation

- Evaluation of student achievement will be on-going. Use the cartoons to see writing development and look for story line to assess the children’s understanding of sākḥīs.

Grade: 4

Lesson Number: 25

Course: Bolī

Title: The Obstacle Course

Standards

Standard 7: Listening and Responding to Oral Communication

- Students listen critically and respond appropriately to oral communication.
 - *Students retell, paraphrase, and explain what has been heard orally.*
 - *Students connect and relate prior experiences, insights, and ideas to those of a speaker.*
 - *Students identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).*
 - *Students give and follow five to six-step oral directions.*

Objective

1. Students give and follow five to six-step oral directions.
2. Students retell, paraphrase and explain what has been heard orally.
3. Students connect and relate prior experiences, insights, and ideas to those of a speaker.

Prerequisites

- None

Materials

- A whistle
- Multiple type of gym equipment - about 10 different pieces of each kind (e.g., 10 hula hoops, 10 bean bags, 10 balls, etc.)

Advanced Preparation

- Prepare a list dividing students into groups of four. Select students who work well together. Try not to have more than five groups total.
- Collect enough gym equipment for the number of groups. Each group should have a variety of gym equipment.
- Look at the location of where the obstacle course will be held and plan out the space so students do not bump into each other.

Engagement (15-20 minutes)

- Explain to the students you will be taking them outside to set up obstacle courses and that they will be working in small groups. Tell them you will use a whistle to get their attention. If they hear the whistle they must stop what they are doing and listen.
- Give them five directions they must complete before leaving the classroom; they are:
 - “Get the equipment quickly and quietly.”
 - “Put on your shoes.”
 - “Go outside.”
 - “Put the equipment in a safe place outside.”

- “Stand as a group quietly and wait for instructions.”

Exploration (35 minutes)

- Divide the class into small groups based on the pre-prepared list. Spread the groups out so they all have their own space. Give each group different kinds of gym equipment.
- Each group must then create an obstacle course with the equipment they have. Each obstacle course must have five or six different activities to complete (example attached).
- Once the students have prepared their obstacle course have all of the students come together as a class. Explain, half of the groups will participate in the obstacle courses while the other half will return to their obstacle course to be the instructors explaining how their course works.
- Set the circuit up as a clockwise or counter clockwise rotation so everyone stays organized.
- Assign each group the first course they must go to. When they get there they must first sit down and listen to the instructions on how to complete the course. One member must explain the course by providing five or six oral instructions on how to complete the course. The group completing the course must then repeat the instructions on how to complete the course orally, so everyone is clear on what to do.
- Students then complete the course and then move on to the next obstacle course in the circuit.
- Each time a new group arrives at the course a new person must share the instructions of what will happen and how to complete the activities at the course.
- After all groups have gone to each obstacle course, have the groups switch roles so everyone gets a turn to give instructions and try all of the different courses.

Explanation/Extension (5-10 minutes)

- Have students record their experience of the obstacle course in their response journal.

Evaluation

- Evaluation of student achievement will be on-going.

Teacher Resources

Obstacle Course Instruction example:

1. First go to the hoola hoop and skip in place with it five times.
ਪਹਿਲਾਂ ਹੂਲਾ ਹੂਪ ਕੋਲ ਜਾਉ ਅਤੇ ਉਸ ਨਾਲ ਪੰਜ ਵਾਰੀ ਟੱਪੋ/ਛਾਲਾਂ ਲਗਾਉ ।
2. Next go to the cones and zig zag around them till you get to the balls.
ਫਿਰ ਕੋਨ ਕੋਲ ਜਾ ਕੇ ਵਲ ਖਾ ਕੇ (ਸੱਪ ਵਾਂਗ ਵਲ ਖਾਣਾ) ਚੱਲਦੇ ਹੋਏ ਗੋਦਾਂ ਕੋਲ ਪਹੁੰਚੋ ।
3. Take the ball and carry them on your head.
ਗੋਦ ਨੂੰ ਆਪਣੇ ਸਿਰ ਉੱਪਰ ਚੁੱਕ ਲਉ ।
4. Then take a spoon and put the ping pong ball on the spoon.
ਫਿਰ ਇੱਕ ਚਮਚਾ ਲੈ ਕੇ ਪਿੰਗ ਪੌਂਗ ਗੋਦ ਦੇ ਥੱਲੇ ਰੱਖ ਲਉ ।
5. Take it to the other side.
ਇਸ ਨੂੰ ਦੂਸਰੇ ਪਾਸੇ ਲੈ ਜਾਉ ।
6. Run back fast to the finish line.
ਤੇਜ਼ੀ ਨਾਲ ਵਾਪਸ ਦੌੜ ਕੇ ਸਮਾਪਤੀ ਵਾਲੀ ਲਕੀਰ ਕੋਲ ਪਹੁੰਚੋ ।