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Grade: Kindergarten

Lesson Number: 1

Course: Boli

Title: ਓ and ਅ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students recognize and produce the sound of all 35 letters and three vowel symbols: (ੳ, ਫ and ਿ).

Objectives

1. Students will learn the first two letters of the Gurmukhi alphabet. They will be able to recognize letter sounds for the first two letters and will also be able to distinguish vocabulary beginning with these letters.
2. Students will be creating a Gurmukhi Alphabet Book. They will have a page for each letter of the alphabet. The chosen word for each letter has been taken from Gurbani.
3. The two words for this lesson are: ਊੜ (ūḍ) and ਅਕਾਸ਼ (akāś).

Prerequisites

- None.

Materials

- Chart of the Gurmukhi alphabet
- Chart paper
- Pink feathers
- Glue, cotton
- Markers, crayons
- Pencils
- Pictures of objects that begin with ਓ and ਅ

Advanced Preparation

- Teacher should have multiple pictures of things beginning with ਓ and ਅ – e.g., ਊੜ (flamingo), ਊਨ (yarn).
- Pink feathers – you can get these from any craft store.
- Here are some other vocabulary words that can be introduced during this lesson: ਊਚਾ, ਊਦਮ, ਊਪਾਵ, ਊਤਮ, ਅਸੰਖ, ਅੰਤੁ, ਅਮੁਲ (ūcā, udam, upāṁ, ūtam, asaṁkh, antu, amul)

Engagement (20 minutes)

- On chart paper write ਓ in the center.
- Introduce the letter and the sound to students. (e.g. ਊੜਾ: ਓ, ਊ; ਊੜਾ: u, ū)
- Show students pictures of objects that begin with ਓ.
- Ask students if they can think of other things that begin with ਓ – It can be in either English or Panjabi.

Exploration (30 minutes)

- Give students the worksheet with the large outline of ਓ.
- Have students practice writing ਓ on the line below.
- Observe student handwriting. *Some students may require extra support.*
- Once students have completed their writing, allow them to begin working on the project of creating their ਓ picture with the pink feathers.
- Students need to glue pink feathers on the wings of the flamingo (ਊਫ) the picture for ਓ.
- Students will continue to do this until the picture is filled with the feathers.

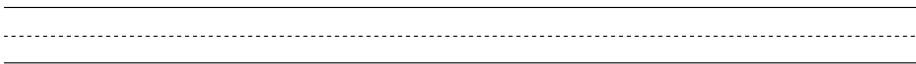
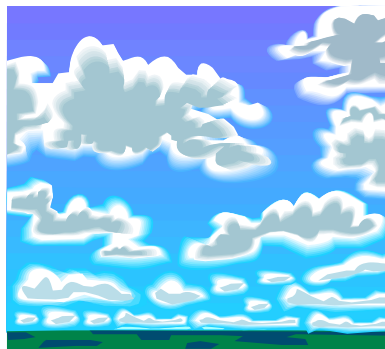
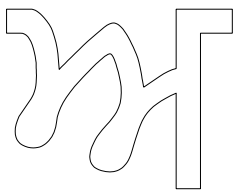
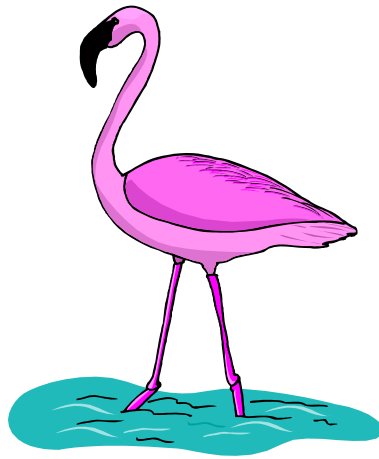
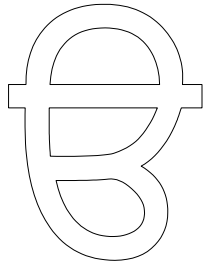
Explanation/Extension (10 minutes)

- Allow students to present their completed picture. This is also a good time to do a quick informal assessment to see if each student can tell you the letter, sound, and one thing that begins with that letter.
- Before the end of the class, you may introduce the next letter and have them work at home with help from their parents.

Evaluation (On-going)

- For homework, have students work on the next letter. (Make sure you introduce the letter and the sound in class). Students need to color the sky blue and use cotton to make the clouds.
- During the following class, see what students are able to remember about the letters they were introduced to during the last class.

Teacher Resources



Grade: Kindergarten

Lesson Number: 2

Course: Bolī

Title: ਏ and ਐ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students recognize and produce the sound of all 35 letters and three vowel symbols: (ੳ, ਫ and ਿ).

Objectives

1. Students will learn two letters of the Gurmukhī alphabet: ਏ and ਐ. They will be able to recognize the letters and sounds for ਏ and ਐ and will also be able to distinguish vocabulary beginning with these letters.
2. The activities for this lesson will go into the Gurmukhī Alphabet Book that students are creating. They will have a page for each letter of the alphabet. The chosen word for each letter has been taken from Gurbāṇī.
3. The two words for this lesson are: ਇਕ (ik) and ਸਰੀਰ (sarīr).

Prerequisites

- This lesson plan is the second of a series focusing on the Gurmukhī alphabet. Students must complete the previous lesson before attempting this one.

Materials

- Chart of the Gurmukhī alphabet
- Chart paper
- Glitter
- Glue
- Markers, crayons, etc.
- Pencils
- Pictures of objects that begin with ਏ and ਐ
- Yarn, zip-lock bags
- Plastic googly eyes (can be found at craft stores)
- Fabric – small square pieces with different prints

Advanced Preparation

- Have several pictures of things that begin with ਏ and ਐ.
- Prepare ziplock bag with following: googly eyes, yarn, & fabric for homework.

Engagement (20 minutes)

- As a class recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਉੜਾ: ਉ, ਉ; ਊੜਾ: u, u)
- Check to see if students can recall the first two letters.

- Introduce the next two letters in the Gurmukhī alphabet (ੲ - ੳ) Say each letter three times and say the letter sound three times. Make sure you have students repeat both the letter name and sound.
- Write the letter ੲ on the board. Ask students if they know what letter this is. Check to see if they recall the sound of this letter.
- Have them draw it in the air. Choose students to write it on the board. (Make sure before the end of class, all students have an opportunity to work on the board.)
- Have students think of things that begin with the letter – write down the word and draw a little picture of each object next to the word.
- With the help of students, read the list the class created.
- Next, write ੳ on the board. Say the sound – have kids repeat the sound several times.
- Ask kids to think of items that begin with the letter ੳ. Again, as students say the names of objects – write it on the board and draw a picture.
- Read the names of words for ੳ.
- Count the words on both lists with the help of the class.
- Look at the list on the board, randomly say a word that begins with either ੲ or ੳ. Slowly, you can begin to add ੴ and ੵ.
- Give students time to be able to distinguish the difference between the names and sounds of the first four letters.

Exploration (30 minutes)

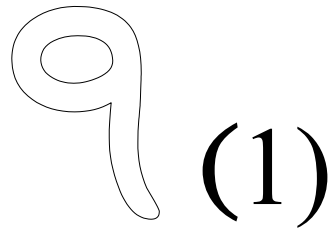
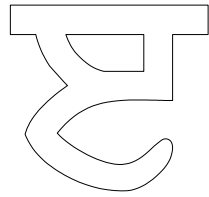
- Give students the worksheet with the large outline of the ੲ.
- Have students practice writing ੲ on the line below.
- Observe student handwriting. *Some students may require extra support.*
- Once students have completed their writing, allow them to begin working on the project of creating the ੲ picture with the glitter.
- Students need to glue glitter on the inside of the ‘one’ (ਇਕ) the picture for ੲ.
- Students will continue to do this until the picture is filled with the glitter.

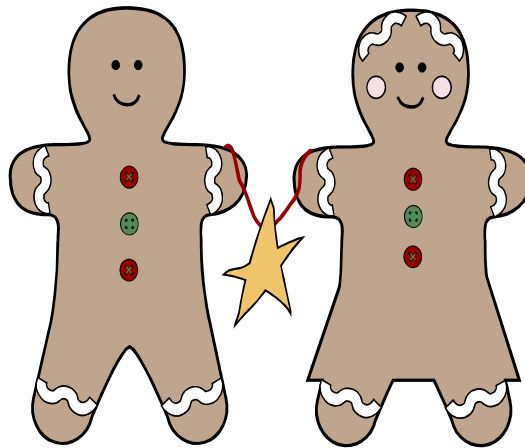
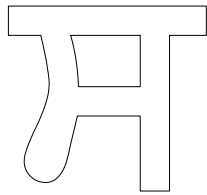
Explanation/Extension (10 minutes)

- Allow students to present their completed picture. This is also a good time to do a quick informal assessment to see if each student can tell you the letter, the sound, and one thing that begins with that letter.
- Explain sassa homework: You will be completing a picture of a sarir using the items in the bag.
- Make sure you send home the necessary supplies for the ੳ page. (e.g. googly eyes, scraps of clothes, yarn for hair)

Evaluation (On-going)

- During the following class, see what students remember about the letters they were introduced to during the last class.

Teacher Resources



Grade: Kindergarten

Lesson Number: 3

Course: Bolī

Title: ਹ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students recognize and produce the sound of all 35 letters and three vowel symbols: (ੜ, ਫ and ਿ).

Objectives

1. Students will learn one letter of the Gurmukhī alphabet: ਹ. They will be able to recognize the letter and sound for ਹ and will also be able to distinguish vocabulary beginning with this letter.
2. The activities for this lesson will go into the Gurmukhī Alphabet Book that students are creating. They will have a page for each letter of the alphabet. The chosen word for each letter has been taken from Gurbāṇī.
3. The word for this lesson is: ਹਥਿ (hathi).

Prerequisites

- This lesson plan is the third of a series focusing on the Gurmukhī alphabet. Students must complete the previous lesson before attempting this one.

Materials

- Chart of the Gurmukhī alphabet
- Chart paper
- Paint (one color – teacher’s choice – Any color but white)
- Brushes
- Pencils
- Pictures of objects that begin with ਹ
- Newspapers

Advanced Preparation

- Have several pictures of things that begin with ਹ.
- Here is additional vocabulary that can be introduced into this lesson: ਹਰਿ, ਹੋਰਿ, ਹਉਮੈ.

Engagement (20 minutes)

- As a class, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਉੜਾ: ਉ, ਉ; ਊੜਾ: u, ū)
- Check to see if students can recall the first four letters.
- Introduce the next letters in the Gurmukhī alphabet (ਹ) Say the letter name three times and say the letter sound three times. Make sure you have students repeat both the letter name and the letter sound.

- Write the letter ਫ਼ on the board. Ask students if they know what letter this is. Check to see if they recall the sound of this letter.
- Hand out the worksheet for this letter to students.
- Have them draw it (ਫ਼) in the air. Next, have them write it on their paper. Ask them to look on the board and make sure it looks just like your letter on the board, if not they may make a change. Have them share their work with their neighbor.
- Once partners have looked over each others' work, ask them to show you two thumbs up if both they feel that their ਫ਼ looks like that on the board.
- Walk around the room – check student writing. Give positive feedback.
- Get the attention of the entire class.
- Have students think of things that begin with the letter – write down the word and draw a little picture of each object next to the word.
- With the help of students, read the list that the class created.

Exploration (30 minutes)

- Allow students to continue writing their ਫ਼.
- As each student finishes their writing, call them up to help them create a handprint for their ਫ਼ picture.
- Using the brush, put paint on one hand of the student.
- Have them press their hand with the paint on to their worksheet.
- Allow it to dry. Have students wash their hands immediately.
- Call the next student until all students have completed their handprint.
- Allow these to dry.

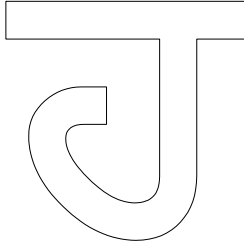
Explanation/Extension (10 minutes)

- Once everyone has finished the assignment of the day, they may sit in a circle.
- The teacher should say a word. (e.g. ਹਥਿ – hathi)
- Students need to figure out what letter it begins with. Use all the words students have learned up to this point.

Evaluation (On-going)

- During the following class, see what they remember about the letters they have been introduced to thus far.

Teacher Resources:



Grade: Kindergarten

Lesson Number: 4

Course: Bolī

Title: Review ਓ-ਹ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students recognize and produce the sound of all 35 letters and three vowel symbols: (ੜ, ਫ and ਿ).

Objectives

1. Students will review the first five letters of the Gurmukhī alphabet: ਓ- ਹ. They will be able to recognize the letters and sounds for ਓ-ਹ and will also be able to distinguish vocabulary beginning with these letters.
2. The activities for this lesson will go into the Gurmukhī Alphabet Book that students are creating. They will have a page for each letter of the alphabet. The chosen word for each letter has been taken from Gurbānī.
3. The five words for this lesson are: ਊਡ - ūḍ (flamingo), ਅਕਾਸ - akās (sky), ਇਕ - ik (one), ਸਰੀਰ - sarīr (body) and ਹਥਿ - hathi (hand).

Prerequisites

- This lesson plan is the fourth of a series focusing on the Gurmukhī alphabet. Students must complete the previous lesson before attempting this one.

Materials

- Chart of the Gurmukhī alphabet
- Chart paper with lines
- Markers
- Pencils
- Pictures of objects that begin with ਓ- ਹ that have been used in previous lessons.
- Plain paper (without lines)

Advanced Preparation

- Pictures that have been used in previous lessons.
- As a class you will be creating a story using the following words: ਊਡ (flamingo), ਅਕਾਸ (sky), ਇਕ (one), ਸਰੀਰ (body) and ਹਥਿ (hand).
- Come up with a way to start the story.... (e.g. It was a hot day. The pink ਊਡ ...) You can decide whether you want to write the story in English or Pañjābī – If you decide to write it in English it is suggested that the teacher write the vocabulary words in both English and Pañjābī. The children may enjoy coming up with the story in Pañjābī since it will be a new experience for them.
- Develop a matching letter and picture sheet as stated in the evaluation section.

Engagement (20 minutes)

- As a class, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਉਤ੍ਰਾ: ਉ, ਉ; ੁਰ੍ਹਾ: u, ū).
- Check to see if students can recall the first five letters. Recite all Gurmukhi alphabets.
- Ask students to tell you a word for each letter. Hopefully, it will be a word from the vocabulary list.
- Tell them that today we will be creating a story using the words that we have learned during the last three classes.
- On the chart paper, write your story starter and read it aloud to the class.
- Ask for volunteers to add on to the story.
- The story should be interesting but not too long. The students should be able to read it to their parents. (Understand that many Kindergarteners may not be able to do this.)

Exploration (30 minutes)

- Once the class has completed the story, reread it together and discuss it.
- Hand each student a plain piece of paper and crayons.
- Ask students to close their eyes and the teacher will read it again.
- Ask students to draw what they imagined about the story on to the plain paper.

Explanation/Extension (10 minutes)

- Allow students to present their completed picture. Have them explain their drawing using the appropriate vocabulary.
- Provide children with the matching letter and picture sheet for evaluation.

Evaluation (On-going)

- For the next class, rewrite the story on notebook paper and make copies for each student to insert it into their Gurmukhī Alphabet Book.
- As an assessment tool to see if all students are able to recognize the letters, develop a letter and word matching worksheet. Pass it out to the children. Give them about five to seven minutes to complete it and collect the papers to evaluate if children are able to individually recognize the alphabet and vocabulary for the first line of the Gurmukhī alphabet.

Grade: Kindergarten

Lesson Number: 5

Course: Boli

Title: ਆ and ਈ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students differentiate between letters, words, and sentences.
- Students recognize and produce the sounds of all 35 letters three vowel symbols: (ੳ, ਈ and ਐ).

Standard 3: Developing Pañjābī Vocabulary

- Students develop Pañjābī vocabulary pertaining to family, colors, animals, plants, geography, etc... and Sikh terminology.

Objectives

1. Students will be able to identify the first five letters (ੳ - ਐ) in the Gurmukhī alphabet and will be introduced to the next five letters (ਆ - ਈ). However we will only focus on ਆ and ਈ.
2. Students will be able to tell about their family relations using Pañjābī vocabulary.

Prerequisites

- This lesson plan is a part of a series focusing on Gurmukhī alphabet and Pañjābī vocabulary.
- Before doing this lesson, students must have already completed previous Gurmukhī alphabet lessons.
- In the previous class, provide students with a zip-lock bag along with the parent letter. (resource attached)

Materials

- Gurmukhī Alphabet chart
- Pictures of things that begin with the letters ਆ and ਈ at least 7-10 for each letter
- Bindu's Wedding by: Amrit & Rabindra Kaur Singh (The Sikh Foundation)
- Large sheets of paper and marker
- Pencils and crayons for students
- Picture of family
- Construction paper
- Glue
- Scissors
- Di-cuts of leaves or green construction paper cut into shape of leaves (one leaf for each member of the family)

Advanced Preparation

- This lesson may be difficult. It is advised that teachers have extra helpers for this assignment.
- Trace shapes of leaves on green construction paper. (You may choose to use fall colors that are quite beautiful – you could use red for males and yellow for females and have the family name on an orange leaf.)
- Depending on the level of your students, you may want to cut out some of the leaves rather than having your students cut. Sometimes that is too much work for students of this age. It also takes a lot of time for them to cut complex shapes.
- Have your own family tree already created so that students can see what the final product is supposed to be.

Engagement (20 minutes)

- Students should have brought a picture of their family; you may want to collect them so that students aren't too distracted or ask them to put them away for now.
- As a class, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਉੜਾ: ਉ ਉ; ੁੜਾ: ੁ, ੁ)
- Check to see if students can recall the first five letters without any particular order.
- Introduce the second line of the Gurmukhī alphabet (ਕ - ਙ). Say each letter three times and say the letter sound three times. Make sure you have students repeat both letter name and sound.
- Write the letter ਕ on the board. Ask students if they know what letter this is. Check to see if they recall the sound of this letter.
- Have them draw it in the air.
- Have students think of things that begin with the letter – write down the word and draw a little picture of each object next to the word.
- With the help of students, read the list the class created. Introduce the word of the day: ਕੇਸ (hair) discuss what it means.
- Next, write ਖ on the board. Say the sound – have kids repeat the sound several times.
- Ask kids to think of items that begin with the letter ਖ. Again, as students say the names of objects – write it on the board and draw a picture.
- Read the names of words for ਖ. Introduce the word of the day: ਖੇਤ (field) and discuss what it means – remind students about Gurū Nānak's fields or the fields of Pañjāb.
- Count the words on both lists in Pañjābī with the help of the class.
- Create a T-chart on the board. On one side write ਕ and on the other side write ਖ. Show students the pictures you had cut out for the letters. Have students look at the picture; ask them to raise their hand if they can identify each picture. If not tell them what the object is. Say the name clearly. Now see if students can tell you whether the picture belongs under ਕ or ਖ.
- Once you have completed this activity, have students go through the pictures once again.

Exploration (30 minutes)

- Have students sit in a circle in front of you and show them the cover of the book you are about to read Bindu's Wedding. The purpose of the story is introducing family relations.
- Show them the cover and ask them what they see.
- Read the story and pause each time a relative is mentioned. Ask them what the relative is (e.g. ਚਾਚੀ, cācī).
- Once you have finished reading the story, ask students how you say mom, dad, brother and sister in Pañjābī.
- Give each student sky-blue construction paper.
- Using a brown crayon, ask students to draw a trunk of a tree.
- Hand out the traced out or cutout leaves to students. They need one for each member of their immediate family. Have them arrange the leaves (Grandparents make up the top layer, the second set of branches should be parents and finally the children of the household at the bottom.)
- Next pass out the pictures of students' families (the one they brought from home). If students forgot to bring a picture, they may draw their family members or they can always glue the picture when they get home.
- Finally, have students glue their family picture on the back of their family tree. Help them label their picture “ਮੇਰਾ ਪਰਵਾਰ (merā parvār).”

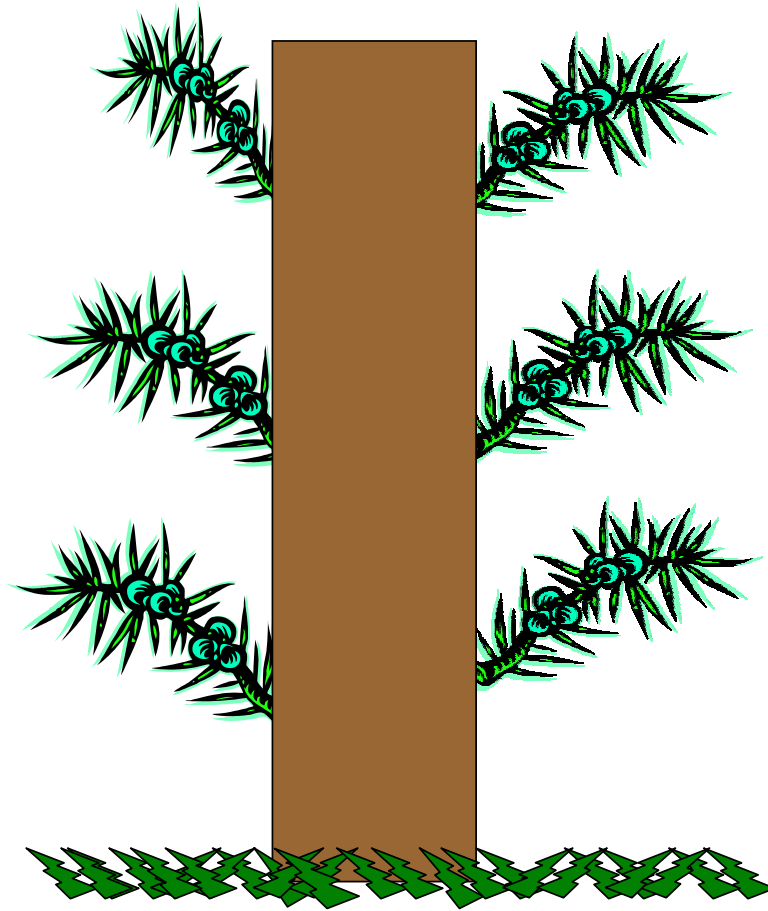
Explanation/Extension (10 minutes)

- Allow students to present their family tree.
- For homework allow them to complete ਕ and ਖ sheets for their Pañjābī Book.
For ਕ, students will draw a picture of their hair. For ਖ, students will draw a picture of fields. They may use crayons, color-pencils or markers.

Evaluation (On-going)

- For the next class, read a part of Bindu's Wedding and see if students remember the different relations they learned about. Ask them how many ਭੈਣ (bhain) and ਭਰਾ (bhrā) they have.

Teacher Resources



Dear Parents,

Your child is working on learning family relations in Pañjābī. We are creating a family tree along with a book titled “ਸਾਡਾ ਪਰਵਾਰ.” The book will have pictures of each family member and explain how that person is related to the child and what their title is. (e.g. ਮਾਸੀ, ਚਾਚੀ, etc...) In order to complete this project, your child will need two pictures of each family member and also two pictures of the entire family. If possible we would like individual pictures because people will be placed on separate pages. We will need pictures of the following family members if applicable: mom, dad, brother(s), sister(s), māsī jī, māsaṛ jī, cācā jī, cācī jī, māmā jī, māmī jī, tāīā jī and tāī jī and grandparents. Please feel free to contact me if you have any questions. Thank you for your continued support.

Your child’s Gurmat School Teacher,

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ਖ

Grade: Kindergarten

Lesson Number: 6

Course: Bolī

Title: ਆ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students differentiate between letters, words, and sentences.
- Students recognize and produce the sounds of all 35 letters and three vowel symbols: (ੳ, ਐ and ਐਂ).

Standard 3: Developing Pañjābī Vocabulary

- Students develop Panjabi vocabulary pertaining to family, colors, animals, plants, geography, etc... and Sikh terminology.

Objectives

1. Students will be able to identify the first five letters (ੳ – ਏ) in the Gurmukhī alphabet and will be introduced to the next five letters (ਐ – ਐਂ). However we will only focus on ਆ.
2. Students will be creating a book which will enable them to tell about their family relations using Pañjābī vocabulary.

Prerequisites

- This lesson plan is a part of a series focusing on Gurmukhī alphabet and Pañjābī vocabulary.
- Prior to this lesson send a letter home to parents explaining the class project and the need for family pictures.
- Send sealable sandwich bags home with children to collect the pictures.
- Before doing this lesson, students must have already completed previous Gurmukhī alphabet lessons.
- Prior to this lesson ask students to bring pictures of their family māsī jī, māsaṛ jī, cācā jī, cācī jī, māmā jī, māmī jī, tāiā jī and tātī jī. This may become very confusing for this age group.

Materials

- Gurmukhī Alphabet chart
- At least 7-10 pictures of things that begin with the letter ਆ
- Pictures of random items that do not begin with ਆ
- Bindu's Wedding by: Amrit & Rabindra Kaur Singh (The Sikh Foundation)
- Large sheets of paper and marker
- pencils and crayons for students
- Pictures of family members
- Construction paper (*OPTIONAL*)
- Glue

- Scissors
- ਸਾਡਾ ਪਰਵਾਰ booklet (class set)
- ਗ worksheet (class set)

Advanced Preparation

- This lesson, like the previous one may be a difficult lesson. It is advised that teachers have extra helpers for this assignment.
- Make copies of the ਸਾਡਾ ਪਰਵਾਰ booklet for entire class. It will also be helpful if the books are put together (e.g. collated, folded and stapled). This is a follow-up lesson to the earlier lesson of making the family tree titled “ਮੇਰਾ ਪਰਵਾਰ.”

Engagement (20 minutes)

- Students should have brought a picture of their family; you may want to collect them so that students aren't too distracted or ask them to put them away for now.
- As a class, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਉੜਾ: ਉ, ਉ; ੁੜਾ: u, ੁ)
- Check to see if students can recall the first seven letters without any particular order.
- Recite the second line of the Gurmukhī alphabet (ਕ – ਙ) Say each letter three times and say the letter sound three times. Make sure you have student repeat both letter name and sound.
- Write the letter ਗ on the board. Ask students if they know what letter this is. Check to see if they recall the sound of this letter.
- Have them draw it with the finger on the desk or on a hard surface. Ask random students what sound ਗ makes. Share the word of the day: ਗਡੀ (bullock cart). Explain to students what it is. Share the picture with students.
- Have students think of things that begin with the letter – write down the word and draw a little picture of each object next to the word.
- Show students picture of items that begin and do not begin with ਗ.
- Ask them what the items are – play a game until students know what all the items are.

Exploration (30 minutes)

- Discuss with the students that you are going to continue learning about family relations.
- Hand them their booklet and work through it together. Students need glue. (Hopefully the pictures have already been cut down to size; but if not, teacher should do the cutting.)
- **This is an optional step.** They may glue the pictures onto construction paper. If you choose to include this step – the teacher should already have construction paper cut down to size for students to use. You may want to use decorative scissors to do this.
- Work with all students, always using positive feedback.
- Have students sit in a circle in front of you and show them the cover of the book you are about to read: Bindu's Wedding.

- Next, show them the cover and ask them what they see on the cover and what they remember about the story.
- Read the story and pause each time a relative is mentioned. Ask them who the relative is (e.g. cācī, ਚਾਚੀ). Have them find ਚਾਚੀ in their ਸਾਡਾ ਪਰਵਾਰ booklet.
- Once you have finished reading the story, ask students how you say: mom's brother, mom's sister, dad's brothers, dad's sisters, etc...

Explanation/Extension (10 minutes)

- Allow students to present their ਸਾਡਾ ਪਰਵਾਰ booklet.
- For homework have them share their ਸਾਡਾ ਪਰਵਾਰ booklet with their family and complete the ਗ page including both the writing and illustration of the ਗਡੀ. This needs to be brought back to class next time. All of the Gurmukhī Alphabet worksheets will be combined to form a book. These should be kept by the teacher.

Evaluation (On-going)

- In the next class, read a part of Bindu's Wedding and see if students remember the different relations they learned about.

Teacher Resources

Māsī Jī
ਮਾਸੀ ਜੀ

Māmā Jī
ਮਾਮਾ ਜੀ

This is my mom's sister. I call her
_____.

This is my mom's brother. I call him
_____.

Māsaṛ Jī
ਮਾਸੜ ਜੀ

Māmī Jī
ਮਾਮੀ ਜੀ

This is my Māsī Jī's husband. I call
him _____.

This is my Māmā Jī's wife. I call her
_____.

Cācā Jī
ਚਾਚਾ ਜੀ

Tāā Jī
ਤਾਇਆ ਜੀ

This is my Dad's younger brother. I
call him _____.

This is my Dad's older brother. I call
him _____.

Cācī Jī
ਚਾਚੀ ਜੀ

Tāgī Jī
ਤਾਈ ਜੀ

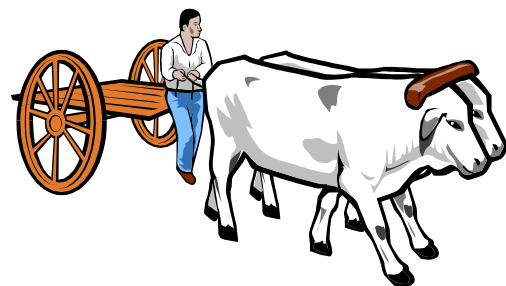
This is my Cācā Jī's wife. I call her
_____.

This is my Tāā Jī's wife. I call her
_____.

ਸਾਡਾ ਪਰਵਾਰ

ਨਾਮ: _____

ਗ



Grade: Kindergarten

Lesson Number: 7

Course: Boli

Title: ਘ and ਙ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students differentiate between letters, words, and sentences.
- Students recognize and produce the sounds of all 35 letters and three vowel symbols: (ੳ, ਏ and ਐ).

Objectives

1. Students will be able to identify the first eight letters (ੳ – ਈ) in the Gurmukhī alphabet and will be introduced to the next two letters (ਘ and ਙ).
2. Students will be adding on to their Gurmukhī Alphabet Book.
3. Students will learn how to count from 1-10 or 1-15 in Pañjābī depending on their level. We will be working on counting because our ਙ word is ਙਣਤੀ (ṇaṇṭī) which means “to count.”

Prerequisites

- This lesson plan is a part of a series focusing on Gurmukhī alphabet and Pañjābī vocabulary.
- Before doing this lesson, students must have already completed previous Gurmukhī alphabet lessons.

Materials

- Gurmukhī Alphabet chart
- At least 7-10 pictures of things that begin with the letters ਘ and ਙ
- Pictures of random items that do not begin with ਘ and ਙ
- Counting chart (1-10 or 1-15 number poster)
- Large sheets of paper and marker
- pencils and crayons for students
- Objects to count in Ziploc bags
- Color pencils, markers, glitter etc.
- Construction paper (**OPTIONAL**) to use for the picture of a house
- Glue
- Scissors
- ਘ, ਙ worksheets (class set)
- Number flashcards

Advanced Preparation

- Place objects used for counting (pennies, blocks, etc...) in Ziploc bags. Have different amounts of objects in each bag. It would be ideal if the collected objects begin with ਅ. (ਘਰ, ਘੋੜਾ; ghar ghorā)
- Create or purchase flashcards with numbers. (It's ideal to create your own because you can also use the Gurmukhī numbers.)

Engagement (20 minutes)

- As a class, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਉੜਾ: ਉ, ਊ; ūṛā: u, ū)
- Check to see if students can recall the first eight letters in order and then without any particular order (teacher points to different letters randomly).
- Recite the second line of the Gurmukhī alphabet (ਕ - ਛ). Say each letter three times and say the letter sound three times. Make sure you have student repeat both letter name and sound.
- Write the letter ਅ on the board. Ask students if they know what letter this is. Check to see if they recall the sound of this letter.
- Have them draw it with the finger on the desk or on a hard surface. Ask random students what sound ਅ makes.
- Have students think of things that begin with the letter – write down the words and draw a little picture of each object next to the word.
- Show students picture of items that begin with and do not begin with ਅ.
- Ask them what the items are – play a game until students know what all the items are.
- Have them draw it in the air.
- Have students think of things that begin with the letter – write down the word and draw a little picture of each object next to the word.
- With the help of students, read the list the class created. Share the vocabulary word for ਅ – ਘਰਿ which means home. Ask them to draw a picture of a house on the worksheet.

Exploration (30 minutes)

- Next, write ਛ on the board. Say the sound – have the children repeat the sound several times.
- Ask kids to think of items that begin with the letter ਛ. They may not be able to think of anything that begins with this letter. Introduce the ਛ word, which is ਛਣੜੀ.
- Introduce Gurmukhī numbering to students. Have them count in Pañjābī with you.
- Show students objects in Ziploc bags and have them help you count objects. *Ask them to draw a picture of what they counted.*
- Have students estimate which bag has more or less and estimate how many each bag has.
- Once you have completed this activity, have students complete their ਅ and ਛ worksheets.
- Assist students as needed.

Explanation/Extension (10 minutes)

- Allow students to present their ਘ and ਝ worksheets.
- For homework have student complete anything that they did not finish in class.

Evaluation (On-going)

- The next class begins with counting and add-on a few more numbers each class.

Teacher Resources



Grade: Kindergarten

Lesson Number: 8

Course: Boli

Title: Review ਓ - ਏ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students differentiate between letters, words, and sentences.
- Students recognize and produce the sounds of all 35 letters and three vowel symbols: (ੳ, ਫ and ਿ).

Objectives

1. Students will be able to identify the first ten letters (ਓ - ਏ) in the Gurmukhī alphabet.
2. Students will review counting from 1-10 or 1-15 in Pañjābī depending on the level of students.
3. This is a review lesson; we are reviewing all the letters that have been covered thus far.

Prerequisites

- This lesson plan is a part of a series focusing on Gurmukhī alphabet and Pañjābī vocabulary.
- Before doing this lesson, students must have already completed previous Gurmukhī alphabet lessons.

Materials

- Gurmukhī Alphabet chart
- At least 15 pictures of things that begin with the letters ਓ - ਏ (two to three sets)
- Counting chart (1-10 or 1-15 number poster)
- Large sheets of paper and marker
- pencils and crayons for students
- Color pencils, markers, glitter etc.
- Construction paper (**OPTIONAL**)
- Glue
- Scissors
- Number flashcards from 1-15 for both Gurmukhī numerals and for regular Roman numerals

Advanced Preparation

- Teacher will need to create two sets of number flashcards. One with 1-15 in Roman numerals and the other set should be ੧-੧੫ in Gurmukhī numerals.

- Create two sets of flashcards for the letters ਓ - ਙ. These cards will be used to play Concentration – you may want to make it colorful by using construction paper and/or glitter.
- To make a connection to Sikhī, correlate the following: ੴ for one, Sāhibzāde for four, Pañj Piāre for five and Gurūs for 10.

Engagement (20 minutes)

- As a class, recite the Gurmukhī alphabet – saying both- letter names and letter sounds. (e.g. ਉੜਾ: ਉ ਉ; ūṛā: u, ū)
- Check to see if students can recall the first ten letters in order and then without any particular order (teacher points to different letters randomly).
- Recite the second line of the Gurmukhī alphabet (ਓ - ਙ) Say each letter three times and say the letter sound three times. Make sure you have student repeat both letter name and sound.

Exploration (30 minutes)

- Students will be playing Memory or Concentration with the Gurmukhī letters ਓ - ਙ.
- Students need to sit in a circle. The class will play one game as a whole group and then the teacher will separate students into three smaller groups to continue playing.
- Teacher needs to lay out all the Gurmukhī alphabet flashcards ਓ - ਙ inside the circle.
- Gurmukhī flashcards should be placed facing down.
- Student take turns trying to find a match ਓ & ਓ.
- Each time a student flips a card over, they need to say the name of the letter they have just flipped.
- Each time a student finds a match, they must say the name of the letter and think of something that begins with that letter.
- Students continue to take turns until all the matches have been found.
- Review the Gurmukhī numerals using the number chart.
- Review all Gurmukhī numerals using the flash cards.
- Finally, play concentration using the Gurmukhī numeral flashcards.

Explanation/Extension (10 minutes)

- Allow each student to look around the room and either count something (chairs, tables, etc...) or choose an object and tell the class what letter it begins with in Gurmukhī.

Evaluation (On-going)

- The teacher chooses different objects for student to count during the next class.

Grade: Kindergarten

Lesson Number: 9

Course: Boli

Title: ਚ and ਛ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students recognize and produce the sound of all 35 letters and three vowel symbols: (ੳ, ਫ and ਿ).

Objectives

1. Students will be able to identify 12 letters of the Gurmukhī alphabet: ਓ - ਛ. They will be able to recognize the letters and sounds for ਓ - ਛ and will also be able to distinguish vocabulary beginning with these letters.
2. The activities for this lesson will go into the Gurmukhī Alphabet Book that students are creating. They will have a page for each letter of the alphabet. The chosen word for each letter has been taken from Gurbānī.
3. The two words for this lesson are: ਚੰਦ (moon) and ਛਹਿ (six).

Prerequisites

- This lesson plan is the ninth of a series focusing on the Gurmukhī alphabet. Students must complete the previous lesson before attempting this one.

Materials

- Chart paper
- Marker
- Two sets of flashcards labeled ਓ - ਛ
- Music & CD player
- Color pencils, crayons, etc.
- Pencils
- 20-25 pictures of objects that begin with ਚ and ਛ

Advanced Preparation

- Have several pictures of things that begin with ਚ and ਛ.
- Create two sets of flashcards labeled ਓ - ਛ (*you are creating two sets because we are assuming that you have more than 12 students in your class. You only need enough flashcards for your class making sure you have at least 12 cards for ਓ - ਛ*)
- Here is additional vocabulary that can be introduced during this lesson:
ਚੁਪ, ਚੰਗਾ, ਚੰਦਨ, ਚਰਣ, ਛਤੀਹ, ਛਾਡ, ਛੀਪੇ, ਛੁਰੀ (cup, caṅgā, candan, chatīh, chāḍi, chīpe, churī)

Engagement (20 minutes)

- As a class, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਉੜਾ: ਉ, ਉ; ੁਰਾ: u, ੁ)
- Check to see if students can recall the first 10 letters.
- Introduce the next two letters in the Gurmukhī alphabet (ਚ, ਛ) Say each letter three times and say the letter sound three times. Make sure you have students repeat both letter name and sound.
- Write the letter ਚ on the board. Ask students if they know what letter this is. Check to see if they recall the sound of this letter.
- Have them draw it with their finger on their neighbor's back.
- Have students think of things that begin with the letter – write down the word and draw a little picture of each object next to the word.
- With the help of students, read the list the class created.
- Next, write ਛ on the board. Say the sound – have kids repeat the sound several times.
- Ask kids to think of items that begin with the letter ਛ. Again, as students say the names of objects – write it on the board and draw a picture.
- Read the names of words for ਛ.
- Have students work on their ਚ worksheet; give them time to color and complete the worksheet. Walk around and see if students can tell you the two new letters and their corresponding sounds.

Exploration (30 minutes)

- Once students have completed their worksheet, have them sit in a large circle. Make sure there is enough space between students.
- Hand out flashcards to ਚ – ਛ students.
- Each student needs to tell you the name of the letter and what sound it produces.
- Once the students have told you the sound, ask them to stand up (leaving the card on the floor in front of them) and turn on the music.
- Students need to continue walking in a circle clockwise until you turn off the music.
- Once the music stops, the students need to sit down. They should have a new card in front of them.
- Students will say the name and sound of the new card in front of them.
- At this point, the teacher can either continue to play in this manner or can remove a card each time you play the music. (It is helpful to take notes of what letters students are having difficulty pronouncing, saying the sound, coming up with words etc...) If you choose to remove cards, begin by removing some of the easier ones like ਚ. Continue to play until there is only one student left. (Emphasize that we are all winners.)

Explanation/Extension (10 minutes)

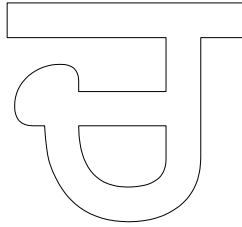
- Ask students if they heard some cool or interesting words from their classmates. (e.g. ਉੜ, ੁਰ – flamingo)

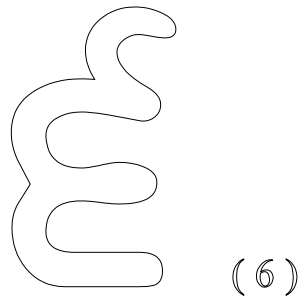
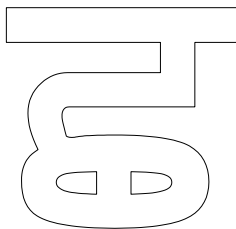
- Have students sit in their seats and show them the picture of the ਞ and the ਝ.
- Go over letter names and sounds.
- Give students some time to complete the ਝ worksheet.
- Collect worksheets to create the Gurmukhī Alphabet Book.

Evaluation (On-going)

- During the following class, see what they remember about the letters they were introduced to during this class.

Teacher Resources





Grade: Kindergarten

Lesson Number: 10

Course: Bolī

Title: ਜ and ਝ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students recognize and produce the sound of all 35 letters and three vowel symbols: (ੳ, ਿ and ੀ).

Objectives

1. Students will be able to identify 14 letters of the Gurmukhī alphabet: ਓ – ਝ. They will be able to recognize the letters and sounds for ਓ – ਝ and will also be able to distinguish vocabulary beginning with these letters.
2. The activities for this lesson will go into the Gurmukhī Alphabet Book that students are creating. They will have a page for each letter of the alphabet. The chosen word for each letter has been chosen from Gurbani.
3. The two words for this lesson are: ਜਗਤੁ (world) and ਝਿਮ (to drip softly).

Prerequisites

- This lesson plan is the tenth of a series focusing on the Gurmukhī alphabet. Students must complete the previous lesson before completing this one.

Materials

- Chart paper
- Marker
- Two sets of flashcards labeled ਓ – ਝ
- Music & CD player
- Color pencils, crayons, etc.
- Pencils
- 20-25 pictures of objects that begin with ਜ and ਝ
- Coffee filters (regular – not cone shaped)
- Multiple droppers
- Two Cups
- Water
- Blue and green food coloring
- Silver/ translucent sequins, or glitter
- Glue
- Lots of Newspaper
- Two Tables

Advanced Preparation

- Have several pictures of things that begin with ਜ and ਝ.

- To make sure students can differentiate the sounds between the 14 letters they have learned, a game will be played at the end of the lesson (last 10 minutes). Each student will be issued a Gurmukhī alphabet card. When the teacher says a certain letter, only those students who have that card need to stand up and follow that command. (e.g. if you have ਓ, stand up and jump three times)
- Create commands for each letter. (ਓ, stand up and jump three times)
- Create two sets of flashcards labeled ਓ ਝ. (*You are creating two sets because we are assuming that you have more than 12 students in your class. You only need enough flashcards for your class, making sure you have at least 14 cards for ਓ-ਝ*)
- *This lesson will work best if you have about three to four volunteers – students are going to be working in small groups.*
- Set up two tables with lots of newspaper for the ਜ and ਝ crafts.
- Mix a cup of water with blue food coloring. (The darker the water, the better.)
- Mix a cup of water with green food coloring. (The darker the water, the better.)

Engagement (20 minutes)

- As a class, recite aloud the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਉਤਾ: ਓ, ਓ; ੂਰਾ: u, ੂ)
- Check to see if students can recall the first twelve letters.
- Introduce the next two letters in the Gurmukhī alphabet (ਜ, ਝ) Say each letter three times and say the letter sound three times. Make sure you have student repeat both letter name and sound.
- Write the letter ਜ on the board. Ask students if they know what letter this is. Check to see if they recall the sound of this letter.
- Have them draw it with their finger in the air.
- Next break students up into four groups. (*You should have a volunteer for each group*)
- Have students think of things that begin with the letter ਜ. The volunteers working with each group needs to write down the word. Students in the group need to assist in drawing a little picture of each object next to the word.
- Each group will read the list they created.
- While groups are reading their list, the teacher should be writing down words. It is quite likely that groups will come up with similar lists; when a word is repeated, instead of rewriting it, put a check next to it. Share the vocabulary word for ਜ (ਜਗਤੁ, jagatu). Next, write ਝ on the board. Say the sound – have kids repeat the sound several times.
- Ask kids to think of items that begin with the letter ਝ. For this, you may want to work as a whole class rather than breaking off into small groups. However, as students say the names of objects – write it on the board and draw a picture.
- Read the names of words for ਜ & ਝ.
- Share the vocabulary word for ਝ (ਝਿਮ, jhim).

Exploration (30 minutes)

- Have students work on their ਜ & ਝ worksheet.
- Once they have completed their writing, have students sit at the ਜ table where they will be making the earth with a coffee filter. Using the dropper, students need to squeeze drops in the blue liquid and then onto the coffee filter until the filter is completely covered.
- Allow to dry. Do the same with the green food coloring but this time place only a few drops on the filter (to represent land).
- As one group of students complete this, have them go to the next table where they will be gluing sequins or glitter to the drop for the letter ਝ.
- Walk around and see if students can tell you the two new letters and their corresponding sounds.

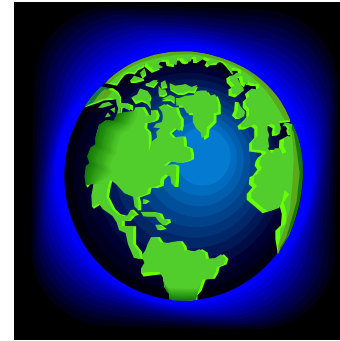
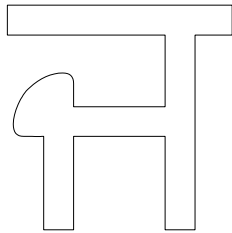
Explanation/Extension (10 minutes)

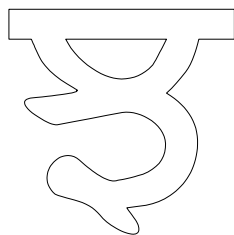
- Once students have completed their worksheet, have them sit in a large circle. Make sure there is enough space between students.
- Hand out flashcards to ਓ - ਝ students.
- To make sure students can differentiate the sounds between the 14 letters they have learned, explain that the class will play a quick game.
- Each student will be issued a Gurmukhī alphabet card.
- When the teacher says a certain letter, only those students who have that card need to stand up and follow that command.
- That/those students who stand up need to think about the sound that letter makes and also mention something that begins with that letter.

Evaluation (On-going)

- In the following class, see what they remember about the letters they were introduced to during them during this class.

Teacher Resources





Grade: Kindergarten

Lesson Number: 11

Course: Boli

Title: ਵ & ਾ (ਕੰਨਾ)

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students differentiate between letters, words, and sentences.
- Students recognize and produce the sounds of all 35 letters and three vowel symbols: (ੳ, ਫ and ਿ).

Objectives

1. Students will be able to identify the fourteen letters in the Gurmukhī alphabet. We will focus on the 15th letter which is: ਵ.
2. Students will review counting from 1 to 15.
3. Introduce the function of the kannā (ਾ / ā).
4. *Teacher has the choice to include color as another element in this lesson – however this aspect of the lesson is entirely optional.*

Prerequisites

- This lesson plan is the eleventh of a series focusing on Gurmukhī alphabet.
- Before doing this lesson, students must have already completed previous Gurmukhī alphabet lessons.

Materials

- Gurmukhī Alphabet chart
- Counting chart (1-15)
- Chart paper and markers
- ਵ worksheet
- Pencils
- Cardstock paper – cut into eight squares per sheet. Each student needs 15 squares – or you can have students work in partners.
 - **OPTIONAL** – *in order to add color as an element, use colored cardstock. The cardstock should be the colors you are focusing on.*
- Ziploc bags

Advanced Preparation

- Cut the cardstock paper into 2 x 2 squares – 15 squares for every student or for every pair.

Engagement (20 minutes)

- As a class, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਵੁੜਾ: ਵੁ, ਵੁ; ਊੜਾ: ਊ, ਊ)

- Check to see if students can recall ਓ – ਝ in order and then without any particular order (teacher points to different letters randomly).
- Introduce the ਵ sound and have students make the correct sound – make sure that students understand that there aren't too many letters that begin with this letter; but it is used in words. For this lesson, we are using the word ਵਤਨ (ñatan) for ਵ which means to make an effort.
- Explain to students that the alphabet is just a bunch of letters-- but when you start to put the letters together, you can make words. But there are special symbols that we need to make most words. Today we will be learning about one of those special symbols called a kannā (ਾ / ā). The kannā makes a long 'a' sound like in the words: ਕਾਰ, ਮਾਮਾ, ਲਾਲ (kār, māmā, lāl).
- Do some word building with students: change the following words by adding a kannā (ਾ / ā). First see if students can help you write the following words: ਹਰ, ਕਰ, ਭਰ (har, kar, bhar).
- Next see if students can change the words by adding a kannā.
- Finally, ask students to help you write these words: ਕਾਕਾ, ਚਾਚਾ, ਬਾਬਾ, ਲਾਲ, ਬਾਲ, ਕਾਰ, ਮਾਰ, ਕਾਲਾ, ਹਰਾ (kākā, cācā, bābā, lāl, bāl, kār, mār, kālā, harā).
- This might also be a good time to do individual assessments to see how many letters each student can recognize. You can individually assess students while you have students complete the following prep work for the next activity.
 - Pass out 15 squares to students or to pairs (partners).
 - Have students write “one” on a square; on the back of the square, have students write ਓ on the next card have them write “two” and on the back they need to write ਅ and so on. It will be helpful if you write the following on the board and have a helper walk around and work with students to complete this part of the activity.

1 - ਓ	5 - ਹ	9 - ਘ	13 - ਜ
2 - ਅ	6 - ਕ	10 - ਙ	14 - ਝ
3 - ਏ	7 - ਖ	11 - ਚ	15 - ਵ
4 - ਸ	8 - ਗ	12 - ਫ	

Exploration (30 minutes)

- Once you have completed individual assessments, have students sit in their seats or with their partners – if you are using partners.
- Ask students to take out the cards and to show you random cards. “show me ਗ” or, “show me ਟ”). Have students hold up the card above their head so that you can see who knows this letter and who doesn't. As they show you their letters, ask the entire class or one student to make the sound – pick on one student to think of something that begins with this letter.
- Once you have gone through all the letters ask students what these letters would become if a kannā were added to them. See if students can think of words that have a kannā in them.

- Next you may go on to numbers. Again, ask students to show you the numbers – say the name in Pañjābī. Or for more advanced students, you can say the number in English and have students find the number and tell you the number in Pañjābī.
- Next, have students arrange the cards in order – alphabetically.
- Finally, have students arrange the cards numerically.
- As a variation, you can have students take turns calling out numbers, letters and colors.

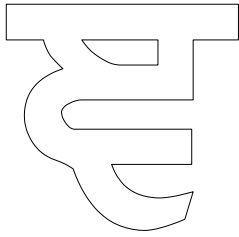
Explanation/Extension (10 minutes)

- Review the ਏ sound and remind the students of the word of the day: ਏਤਨ (effort/lift).
- Pass out ਏ worksheet to students. Allow time to complete in class or as homework which must be brought back in order to add to the students' Gurmukhī Alphabet Book.

Evaluation (On-going)

- For homework, students should complete worksheet and/or play the flashcard game with family and friends.

Teacher Resources



Grade: Kindergarten

Lesson Number: 12

Course: Bolī

Title: Review ਓ - ਏ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students differentiate between letters, words, and sentences.
- Students recognize and produce the sounds of all 35 letters and three vowel symbols: (ੳ, ਫ and ਿ).

Objectives

1. Students will be able to identify the first fifteen letters in the Gurmukhī alphabet.
2. Students will review counting from 1-15 or 1-20 in Panjabi depending on the level of students.
3. This is a review lesson; we are reviewing all the letters that have been covered thus far, along with words using kannā.

Prerequisites

- This lesson plan is a part of a series focusing on Gurmukhī alphabet.
- Before doing this lesson, students must have already completed previous Gurmukhī alphabet lessons.

Materials

- Gurmukhī Alphabet chart
- List of 15 I-SPY objects in a room that begin with the letters (ਓ - ਏ) (It would be ideal to have an object for each letter)
- Counting chart (1-15 or 1-20 number poster)
- Large sheets of paper and markers
- Beginning Letter worksheet (class set)
- Pencils

Advanced Preparation

- Create two sets of flashcards for the letters ਓ - ਏ.
- Create: Beginning Letter Worksheet showing pictures of objects with the beginning sound missing. (e.g. picture of a Camel – with the word written in Gurmukhī without the ਓ)

Engagement (20 minutes)

- As a class, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਉੜਾ: ਓ, ਓ; ਊੜਾ: ਊ, ਊ)
- Check to see if students can recall ਓ - ਏ in order and then without any particular order (teacher points to different letters randomly).

- This might also be a good time to do individual assessments to see how many letters each student can recognize.

Exploration (30 minutes)

- Students play I-SPY.
 - Teacher explains to children the rules of I-SPY.
 - Teacher chooses an object in the room and describes it by either providing the letter it begins with, the color of the object or what it is used for. (e.g. “I spy with my little eye, the color ‘kāḷā’”)
 - Students raise their hand and wait to be called on.
 - Students continue to guess until they guess the correct object.
- Once you complete the I-SPY game, allow students to choose an object that the class or their neighbor has to guess.
- Next have student complete the beginning letter worksheet activity.

Explanation/Extension (10 minutes)

- Have students check their work with their partner.
- Check all papers with students.

Evaluation (On-going)

- For homework, students should play I-SPY with parents using Gurmukhī alphabet letters as hints.
- Remind students that they will need to bring a small picture of themselves for the next lesson.

Grade: Kindergarten

Lesson Number: 13

Course: Bolī

Title: ਟ and ਠ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students differentiate between letters, words, and sentences.
- Students recognize and produce the sounds of all 35 letters and three vowel symbols: (ੴ, ਫ and ਿ).

Objectives

1. Students will be able to identify the 17 letters in the Gurmukhī alphabet. We will focus on the letters: ਟ & ਠ.
2. Students will learn two new words and will use those words while writing in their journal. The two words of focus will be: ਟੇਡਾ & ਠੰਡਾ (ṭeḍā & ṭhaṇḍā).
3. Students will be making ice-cream. (If possible, have this be a surprise. Or else, it will be difficult to get through the rest of the lesson.)

Prerequisites

- This lesson plan is the thirteenth of a series focusing on Gurmukhī alphabet.
- Before doing this lesson, students must have already completed previous Gurmukhī alphabet lessons.

Materials

- Gurmukhī Alphabet chart
- Chart paper & markers
- Pencils
- ਟ & ਠ Worksheets
- Index cards (different colored cards)
- Individual picture of each student
- Color pencils, crayons, markers
- Glitter, beads, etc. to decorate picture frame

The following is a recipe to make ice cream – Each student must have the following items in order to make their individual ice creams.

- *One gallon Ziploc bag & One pint Ziploc bags (one of each for every student)*
- *Ice*
- *6 Tablespoons rock salt*
- *1 Tablespoon Sugar*
- *½ cup Milk*
- *¼ Teaspoon vanilla*

Preparation:

- Put milk, vanilla and sugar into a pint sized freezer bag. Seal well.

- Fill a large, gallon-sized freezer bag with ice. Add the rock salt.
- Put the smaller bag into the larger bag and seal.
- Shake and mix the bags until the ice cream thickens; this may take about 10 minutes. The bags will get extremely cold.
- Each bag will make one serving.

Advanced Preparation

- In the previous class remind students that they will need to bring a picture of themselves. The picture should be of the student only – school pictures work out really well.
- You may also ask students to bring some of the items to make ice cream.
- Find pictures of things that begin with the two letters of focus: ਟ & ਠ.
- On half of the index cards write ਟ and on the other half write ਠ. It is recommended that two different colors be used (red for ਟ and blue for ਠ) – this way it is easier for the teacher to check to see if everyone understands.

Engagement (20 minutes)

- As a class, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਉੜਾ: ਉ, ਉ; ਊੜਾ: u, ū)
- Check to see if students can recall ਓ – ਏ in order and then without any particular order (teacher points to different letters randomly).
- Introduce the ਟ sound and have students make the correct sound.
- Show students pictures of items that begin with ਟ.
- Have students work on their writing for their ਟ worksheet.
- While students are working on their writing, emphasize the ਟ word: ਟੇਡਾ.
- As they finish up their writing, have them glue their picture in the ਟੇਡਾ frame and have them color it or decorate it using beads, glitter, buttons or anything accessible.

Exploration (30 minutes)

- Have students sit in their seats.
- Introduce the ਠ sound and have students make the correct sound.
- Show students pictures of items that begin with ਠ.
- Have students work on their writing for their ਠ worksheet.
- While students are working on their writing, emphasize the ਠ word: ਠੰਡਾ.
- Discuss the word: ਠੰਡਾ.
- See if students know what it means. If not, use it in an example, seeing if students can figure it out in context.
- Once they figure out what ਠੰਡਾ / (cold) is, have them think of things that are cold. (Hopefully they will think of ice-cream. If not, give them clues that will make them think of ice-cream.)
- Make ice-cream following the directions above.

- Give students directions in Pañjābī and see if they can follow them.
- Ask students questions about the process of ice-cream making. You can ask the following questions in Pañjābī:
 - What do I need to do first?
 - Why do I add ice?
 - Is this how they make the ice-cream we buy in the store?
- Allow students to ask questions that they may have.

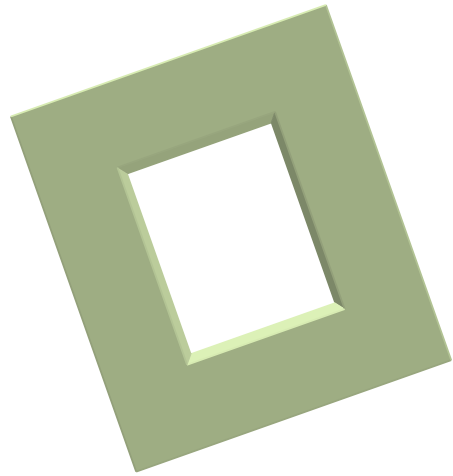
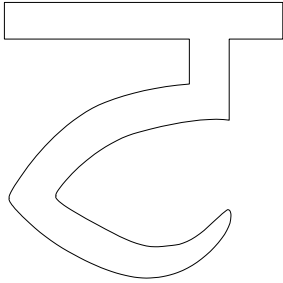
Explanation/Extension (10 minutes)

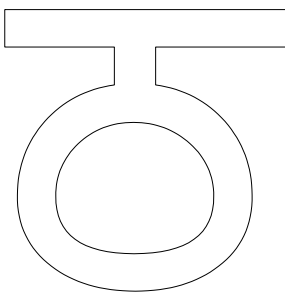
- Review the ਟ & ਠ sounds and remind the students of the word of the day: ਟੇਡਾ & ਠੰਡਾ.
- Pass out ਟ & ਠ flashcards to students.
- Show pictures of objects that begin with these letters – students should hold up the flashcard that corresponds with the picture. (e.g. tomato begins with ਟ)

Evaluation (On-going)

- For homework, students should complete worksheet if they didn't complete them in class, or they should play an I-SPY game using objects that begin with ਟ & ਠ.

Teacher Resources





Grade: Kindergarten
Lesson Number: 14
Course: Boli
Title: ਡ and ਢ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students differentiate between letters, words, and sentences.
- Students recognize and produce the sounds of all 35 letters and three vowel symbols: (ੳ, ਃ and ਴).

Objectives

1. Students will be able to identify the 19 letters in the Gurmukhī alphabet. The focus will be on the letters: ਡ & ਢ.
2. Students will learn two new words and will use those words while writing in their journal. The two words of focus will be: ਡੰਡਾ & ਢੇਰੀ (ḍanḍā & ḍherī).

Prerequisites

- This lesson plan is the fourteenth of a series focusing on Gurmukhī alphabet.
- Before doing this lesson, students must have already completed previous Gurmukhī alphabet lessons.

Materials

- Gurmukhī Alphabet chart
- Chart paper & markers
- Pencils
- ਡ & ਢ Worksheets
- Leaves - about 5 to 8 should be enough
- Color pencils, crayons, markers
- Small sticks or toothpicks

Advanced Preparation

- This lesson involves things found in nature, so it might be relevant to conduct class outside.
- Find pictures of things that begin with the two letters of focus: ਡ & ਢ.
- In Ziploc bags, seal pictures of objects that begin with ਡ & ਢ. It is ideal to have as many pictures as you do students so that no one is left out.
- Before class, hide the pictures outside – close to where you will be conducting class.
- On two large pieces of paper, write the letters: ਡ & ਢ.

Engagement (20 minutes)

- You may choose to conduct this portion of the class in-doors; but it is recommended that the second half of class be held outdoors.

- Using the Gurmukhī Alphabet chart, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਉੜਾ: ਉ, ਊ; ūrā: u, ū)
- Check to see if students can recall ਓ – ਠ in order and then without any particular order (teacher points to different letters randomly).
- Introduce the ਝ sound and have students make the correct sound. Since the two letters for this session make such similar sounds, make sure to spend extra time allowing students to understand the distinction between the two sounds.
- Introduce the ਞ sound and have students make the correct sound.
- At this point, stop, have students walk outside with you. While you are walking, hold up the large ਝ & ਞ papers, have students say the letter and make the ਝ & ਞ sounds.

Exploration (30 minutes)

- Have students sit down in a circle and wait for them to get settled.
- Tell them that they will be going on a scavenger hunt looking for ਝ & ਞ words/pictures.
- Explain to students that the pictures are in Ziploc bags. Have student look for the bags. Make it clear that when they find ONE bag, they must come back and sit down.
- Once all students have found a bag, they should sit down in a semi-circle again.
- Put the ਝ & ਞ papers on the grass and remind student of the letters and their sounds.
- Going in order, ask students to share their findings and figure out whether it is a ਝ or ਞ word.
- If students don't know what the object is in Pañjābī, say the name of the object but have the student figure out whether it should be placed below ਝ or ਞ.
- With each picture, ask the rest of the class if they agree with their classmate's decision as far as the placement of the picture. Ask the class to vote by clapping once if they agree and not clapping if they disagree.
- Allow students to vote and then provide the class with the correct answer. This is a good way to do a quick assessment to see whether students understand or not.
- Next, review the ਝ & ਞ sounds and remind the students of the word of the day: ਝੰਡਾ & ਞੇਰੀ.
- Discuss these words with the class. Explain ਞੇਰੀ using leaves.
- Have students find a small stick and about five to eight leaves. (Make sure they are not too large or too wet.)
- You may choose to go back to the classroom at this point or complete the rest of the lesson outside. However, students will need glue, pencils and a hard surface to write on.

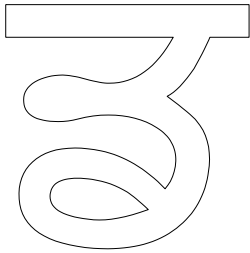
Explanation/Extension (10 minutes)

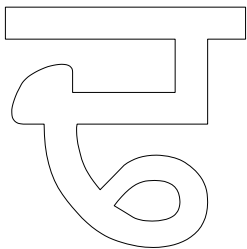
- Pass out ਝ & ਞ worksheets to students.
- Give students time to work on their worksheets. Offer assistance as necessary.

Evaluation (On-going)

- For homework, students should complete worksheet if they haven't already.

Teacher Resources





Grade: Kindergarten
Lesson Number: 15
Course: Bolī
Title: ਼ and f (ਸਿਹਾਰੀ)

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students differentiate between letters, words, and sentences.
- Students recognize and produce the sounds of all 35 letters and three vowel symbols: (ੜ, f and ਿ).

Objectives

1. Students will be able to identify the 20 letters in the Gurmukhī alphabet. We will focus on the letter: ਼ and introduce another vowel symbol: ਸਿਹਾਰੀ (f / i). along with a review of the last 19 letters that students have learned.
2. Students will learn one new word and will use their knowledge of past learned letters and sounds to complete a missing letter activity. The word of focus will be: ਨਹ/ਨਾ (ṇah/ṇā) which means “no.”

Prerequisites

- This lesson plan is the fifteenth of a series focusing on Gurmukhī alphabet.
- Before doing this lesson, students must have already completed previous Gurmukhī alphabet lessons.

Materials

- Gurmukhī Alphabet chart
- Chart paper & markers
- Pencils
- ਼ Worksheets
- Color pencils, crayons, markers
- Red Glitter
- Glue
- Fill in the blank worksheet ਼ words.
- Plastic Gurmukhī letters, or Gurmukhī letters on index cards (preferably laminated)
- Bucket/ tub
- Worksheet tracing ਓ-਼
- Soft sand

Advanced Preparation

- Find pictures of things that are on the ‘fill in the blank worksheet’ that students will complete.
- It is ideal to have the magnetic Gurmukhī letters for this activity but if not, then it is best to glue Gurmukhī letters on index cards and have them laminated. You can also

get magnetic strip that you can cut and put behind the laminated index cards. This works just as well.

- Buy or get a hold of a bucket of soft sand – if this is not possible, you can use rice or lentils.
- On large chart paper, write out the ‘fill in the blank sheet’ – this way, you are able to complete it as a group. Students can work on theirs while you complete the large one.

Engagement (20 minutes)

- Using the Gurmukhī Alphabet chart, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਉੜਾ: ਉ, ਉ; ੁਰਾ: u, ū)
- Check to see if students can recall ਓ – ਚ in order and then without any particular order (teacher points to different letters randomly).
- Introduce the ਣ sound and have students make the correct sound. Introduce the word of the day: ਨਹ/ ਨਾ (no).
- Explain to students that there are not too many letters that begin with this letter; however, it is used to make up words.
- At this point, have students say the letter ਣ and recite the word of the day: ਨਹ/ ਨਾ.
- Next, pass out the ਣ worksheet and allow students ample time to work on it.

Exploration (30 minutes)

- Once students complete the writing portion, have them sit on the floor in a circle.
- On chart paper or white board, remind students of the kannā and see if they remember the sound it produces: Write the following letters and have students add the kannā to make a different sound: ਸ, ਹ, ਖ, ਗ, ਚ, ਜ, ਮ.
- Next, explain to students that today we will be learning a new vowel symbol called a ਸਿਹਾਰੀ (f / i). Explain to students that it makes the same sound as a short ‘i’ – show students how it is used to make words like: ਸਿਰ, ਹਿਰਨ, ਇਕ (sir, hiran, ik).
- Next, write the following words on the board without the siharī and see if students can show you where the ਸਿਹਾਰੀ needs to go: ਇਸ਼ਨਾਨ, ਸਿਖ, ਇਨਸਾਨ, ਲਿਖ, ਬਿਸਤਰਾ, ਕਿਰਪਾਨ, ਹਿਸਾਬ, ਦਿਲ. (ishnān, sikh, insane, likh, bistrā, kirpān, hisāb, dil).
- Create about five words with students.
- Do the next activity, if time allows.

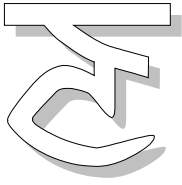
Explanation/Extension (10 minutes)

- Have the students sit on the floor in a circle format, wait for them to get settled. Teacher should also be a part of the circle.
- Place the bucket or tub of sand in the center of the circle. This should already have all the plastic (or on index cards) Gurmukhī alphabet letters hidden in the sand.
- Starting from one student, have students put their hands in the sand and look for one letter. (While students are doing this, they should have their eyes closed.)
- With their eyes closed, ask students to feel the letter in their hand and figure out what letter it is.

- Ask the rest of the class to remain silent until the student in the circle makes an attempt to guess the letter. The students sitting in the circle can say “ਹਾ” or “ਣਾ” indicating whether the student’s answer was correct.
- Once the student says the correct letter, they may open their eyes and tell the students the correct letter sound and say what begins with that letter. That student can then hold on to their letter and walk back to their spot in the circle.
- The purpose of this activity is to address our kinesthetic learners. They should be familiar with the shape of the letters because we have had a chance to draw the letters in the air, on the grass and on our Gurmukhī worksheets. Now, students should be able to identify the shape by feeling it.
- Go to the next student; continue until all students have had a chance or until all the letters have been discovered.
- Without using the Gurmukhī Alphabet Chart, see if students can help you put the Gurmukhī Alphabet in the correct order. Have students line up holding up their letter according to what they think is the correct order.
- Next, have students look at the Gurmukhī Alphabet chart and see if their order is the same as the correct order. If not, use the help of the Gurmukhī Alphabet Chart so students can understand the correct order.

Evaluation (On-going)

- For homework, students should complete worksheet on tracing and writing ਓ – ਣ.

Teacher Resources

ਕਣਕ = ____ + ਣ ____

ਕਹਾਣੀ = ____ + ____ + ਣੀ

ਪਾਣੀ = ____ + ਣੀ

ਸਿਆਣੀ = ____ + ____ + ਣੀ

ਸੁਟਣਾ = ____ + ____ + ਣਾ

ਬਣਦਾ = ____ + ਣ + ____

ਦੇਖਣ = ____ + ____ + ਣ

ਪੁਰਾਣੀ = ____ + ____ + ਣੀ

ੳ _____

ਛ _____

ਅ _____

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ੳ _____

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Grade: Kindergarten

Lesson Number: 16

Course: Bolī

Title: ਝ and ਞ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students recognize and produce the sounds of 35 letters and three vowel symbols: (ੴ, ਫ and ਙ).

Standard 3: Developing Pañjābī Vocabulary

- Students develop Pañjābī vocabulary pertaining to family, colors, animals, plants, geography, etc, and Sikh terminology.

Objectives

1. Students will be able to identify the Gurmukhī letters ਈ – ਠ.
2. Students will be introduced to two letters ਝ & ਞ along with the following colors: red, blue, green, yellow, black & white – feel free to add others as you see fit.

Prerequisites

- This lesson plan is the sixteenth in a series focusing on learning the Gurmukhī letters, sounds along with Pañjābī vocabulary. Students should have already learned their letters up to ਠ.

Materials

- Chart of Gurmukhī Alphabet
- Crayons, Color Pencils, or Markers
- Gold foil or gift wrap.
- Colored flashcards with the name of color (e.g. red flashcard – that says red & ਲਾਲ).
- Blank BINGO cards – enough for entire class
- BINGO markers
- BINGO call sheet (for teacher to keep track of which letters have already been called)

Advanced Preparation

- Teacher may need to create the flashcards and write the corresponding colors.
- Make copies of blank BINGO cards.
- Create or buy Bingo markers. (lima beans or pennies would work well and can be used as markers too.)
- It is helpful to have the BINGO call sheet prepared ahead of time – on this sheet write down the letters in the appropriate colors (e.g. ਈ in the color yellow). You will tell students, “Write down ਈ anywhere on your BINGO board using your ਪੀਲਾ (pīlā) crayon.”

- To simplify this lesson, make the bingo cards ahead of time. However, keep in mind, that no two bingo cards can be the same.

Engagement (35 minutes)

- Begin class with having students say each letter on the Gurmukhī Alphabet chart followed by the sound of each letter. (e.g. ਉਤ੍ਰਾ: ਉ ਉ; ੁਰਾ: ੁ, ੁ)
- Next discuss colors – Ask students:
 - How many of you have a favorite color?
 - What is your favorite color? Tell the person next to you.
 - Do you see your favorite color around this room?
- Introduce one color at a time. Show students one color and see if students can tell you the color in Pañjābī. If not, tell them the color.
- Introduce other colors. As you introduce a new color, make sure you go back and review all colors.
- Once all colors have been introduced see if students can tell you out loud the names of the colored flashcards.
- Next, play I SPY:
 - Choose an object (e.g. a red chair)
 - Give students hints (I see a lāl object) – this is one way to do an informal assessment to see if students can remember the names of colors and can letters.
- Hand out Bingo cards to students along with crayons – each student should have a crayon for each color that you are introducing. (e.g. if you're teaching them the colors: red, blue and green, they need to have those crayons.)
- This is a very flexible activity; you can limit the number of letters that students use for the board. You may choose to have students work on just the first two or three lines of the Gurmukhī Alphabet. However many letters you choose to use, you need to make sure that you have space for each letter. Ask student to color each letter a certain color (for instance, color the ਓ yellow; color the ਅ purple.) This will help you assess who has learned their colors and also allows you to see which students know their letters.
- Once students have their Bingo boards filled, they are ready to play.
- Provide them with their BINGO markers.
- Make sure you say the color and the letter when calling out the letter. (e.g. ਨੀਲਾ ਮ)
- Play until someone has a BINGO. Whoever has a BINGO must say the letters, along with the colors, that allowed the student to have the BINGO.

Exploration (25 minutes)

- Next, have students join you in a large circle and go over letter sounds.
- Tell students that today's letter will be ਤ (ਤਾਰਾ, tārā) and ਥ (ਥਲ, thal).
- Ask students if they know what the words mean and explain the words.
- Ask them how they think these words would be spelled – reinforcing the use of the kannā.
- Have students write these letters in the air.

- Finally give students the ਤ worksheet and allow them to practice writing it.
- Next give students the pre-cut gold stars to glue onto their ਤ worksheet.
- Have them write ਤਾਰਾ next to the picture.
- If time allows, let students complete the next worksheet or this can be completed at home as homework.

Explanation/Extension (5 minutes)

- Before students leave for the day, have students pair up with a partner.
- They need to tell each other their favorite color – both in English and Pañjābī.
- Next they will both stand and say each other's favorite color in Pañjābī. (Neeti's favorite color is ਲਾਲ. Then, Neeti will say Minu's favorite color is ਪੀਲਾ.)
- The rest of the students need to raise their hand and say what the color is in English and what letter it would begin with in Pañjābī.

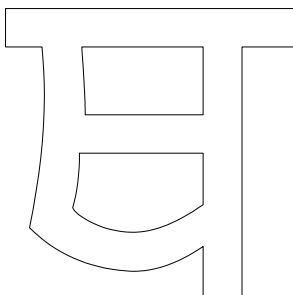
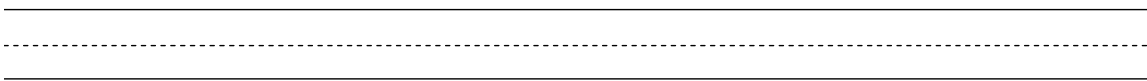
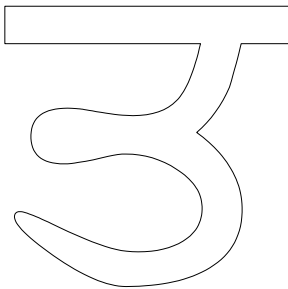
Evaluation (On-going)

- For homework, have students ask their family members their favorite colors and they must think about the beginning sound and each color and be ready to share with the rest of the class.

Teacher Resources

Bingo Board for kids to learn the first five lines of Gurmukhī Alphabet + colors

ੲ	ਛ	ਘ
ੳ	ਜ	ਥ
ਅ	ਧ	ਟ



Grade: Kindergarten

Lesson Number: 17

Course: Boli

Title: ਦ, ਧ, ਨ and ੀ (ਬਿਹਾਰੀ)

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students recognize and produce the sounds of 35 letters and three vowel symbols: (ੴ, ਿ and ੀ).

Standard 3: Developing Pañjābī Vocabulary

- Students develop Pañjābī vocabulary pertaining to family, colors, animals, plants, geography, etc... and Sikh terminology.

Objectives

- Students will be able to identify the Gurmukhī letters ਓ – ਥ.
- Students will review the letters ਓ – ਥ and the following color in Pañjābī: red, blue, green, yellow, black & white.
- Students will be introduced to three letters ਦ, ਧ & ਨ along with the following colors: ਕਾਲਾ, ਚਿੱਟਾ, ਲਾਲ, ਹਰਾ, ਨੀਲਾ, ਪੀਲਾ, ਸੰਤਰੀ, ਭੂਰਾ, ਗੁਲਾਬੀ (kāḷā, ciṭṭā, lāl, harā, nīlā, pīla, santrī, bhūrā, gulābī) –feel free to add others as you see fit.
- Students will use their color vocabulary by asking their peers what their favorite color is. Ask students to choose a color from the list or allow them to help you add other colors to the graph.
- Introduce the (ਬਿਹਾਰੀ) (ੴ / ੀ). Explain to student that this symbol makes a long “ee” sound.

Prerequisites

- This lesson plan is the seventeenth lesson of a series focusing on learning the Gurmukhi letters, sounds along with Pañjābī vocabulary. Students should have already learned their letters up to ਥ. This lesson is the second lesson focusing on colors.
- In the previous lesson students covered the following colors: red, blue, green, yellow, black & white. In this lesson we will add the following colors: pink, orange and brown.

Materials

- Chart of Gurmukhī Alphabet
- Crayons, Color Pencils, or Markers
- Colored flashcards with the name of color (e.g. red flashcard – that says red & ਲਾਲ).
- Tissue paper – Red, Orange and yellow – to show fire for the ਦ: ਦੀਵਾ
- Ask the girls to bring a picture of themselves with their parents and boys to bring a picture of their sister, cousin, etc. to show: ਧ: ਧੀਆ (dhīa)
- Green, brown and black lentils to use for ਨ: ਨਾਗ (nāg)

- Timer
- Ziploc bags
- Bar graph (attached below)

Advanced Preparation

- Place lentils in the Ziploc bags for students because they will not have an opportunity to complete it in class. If there is time allow them to finish it.
- Teacher may need to create the flashcards and write the corresponding colors. The colors we must include are the following: ਕਾਲਾ, ਚਿੱਟਾ, ਲਾਲ, ਹਰਾ, ਨੀਲਾ, ਪੀਲਾ, ਸੰਤਰੀ, ਭੂਰਾ, ਗੁਲਾਬੀ.
- Create a bar graph like the one below to ask student about their favorite color.

Engagement (20 minutes)

- Begin class with having students say each letter on the Gurmukhī Alphabet chart followed by the sound of each letter. (e.g. ਉੜਾ: ਉ ਉ; ੁੜਾ: u, ū)
- Point to letters randomly and see if they can name them.
- Introduce ਦ; teach them the sound and have them think of objects that begin with this letter.
- See if students can tell you what a ਦੀਵਾ (dīvā) is. If not, introduce the word ਦੀਵਾ.
- Ask student what it is and where they have seen it before.
- Next pass out the ਦ worksheet and have student begin writing. Set the timer for 10 minutes. This will ensure that students have plenty of time to complete their work without getting distracted.
- Help students with their writing.
- Once they have completed their writing, get ready for art.
- Have students color the ਦੀਵਾ.
- To show a flame, have students cut and glue red, yellow and orange tissue paper to represent the flame in the ਦੀਵਾ.
- Walk around and ask students about the letter, the sound and the word.

Exploration (30 minutes)

- Next discuss colors – Ask students:
 - Who remembers some of the colors we learned about last time? Tell me one color you remember.
 - Can you think of something that is _____ (the color the students mentions)
 - Can someone else think of something that is (lāl)?
- Remind students of the colors that were covered in the previous lesson.
- Introduce the new colors one at a time. Show students one color and see if students can tell you the color in Pañjābī. If not, tell them the color.
- Introduce other colors. As you introduce a new color, make sure you go back and review all colors.
- Tell students that they are going to take a vote on their favorite color.
- Show students the bar graph.

- Go over each color- see if the students can tell you each color. If they need help, ask them to look at the first letter and try to sound it out. (e.g. ਲ + ਾ + ਲ = ਲਾਲ)
- Since most color words will have vowel symbol in them – this might be a good time to do a quick review of the two vowels that students have already learned and informally introduce another vowel symbol called the ਬਿਹਾਰੀ (ੀ / ī), which makes the long ‘e’ sound in English. First remind students what sounds the ਕੰਨਾ (ਾ / ā) and the ਸਿਹਾਰੀ (ੀ / i) make.
- Next, ask students what they would do if they needed to make the long ‘ee’ sound. Show them how to write the ਬਿਹਾਰੀ (ੀ / ī).
- Remind students that the two of the words for today have this special symbol in them: ਦੀਵਾ and ਧੀਅ.
- Introduce color words with the vowels introduced: ਲਾਲ, ਨੀਲਾ, ਪੀਲਾ, ਹਰਾ, ਕਾਲਾ, ਚਿਟਾ, etc...
- Have students pick out the colors that have a ਬਿਹਾਰੀ (ੀ / ī) in them.
- Have students identify the ਬਿਹਾਰੀ (ੀ / ī) by pointing to it and making the correct sound.
- Once students know the colors, have students work with a partner. It’s nice for students to work with different people each time.
- Have the students ask each other, “ਤੁਹਾਨੂੰ ਕਿਹੜਾ ਰੰਗ ਚੰਗਾ ਲਗਦਾ ਹੈ?” (tuhānūṁ kiharā raṅg caṅgā lagdā hai?)
- Once they have shared their favorite colors with each other, have pairs of students come to the front of the class and share their favorite with the rest of the class.
- As one student mentions their favorite color in Pañjābī, have the class guess the color in English – or you could do it vice versa.
- Have the pair color their favorite colors on the bar graph.
- Continue this until all students have had a chance to share their favorite color.
- When the last student is done sharing, have everyone seated in front of the bar graph and study it.
- Have students count the votes in Pañjābī with you. Write down the number for each color on the graph.
- Ask students the following questions:
 - Which color received the most amount of votes?
 - Which color received the least amount of votes?
 - Were there any ties – the same amount of votes?

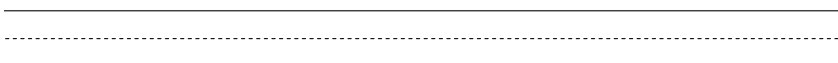
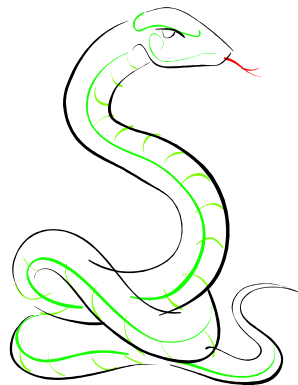
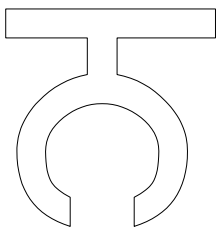
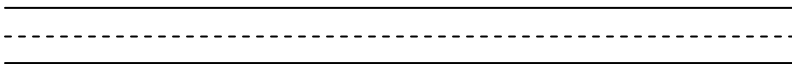
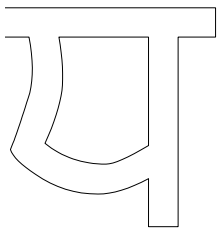
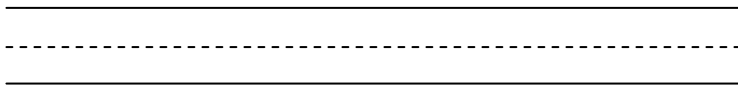
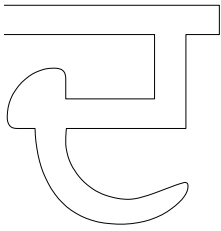
Explanation/Extension (10 minutes)

- Have students settle down at their desks; they will complete the following activity with a partner:
- Working with a partner, have students change the words:
 - Change ਮਿਲ to ਮੀਲ
 - Change ਬਿਮਾਰ to ਬਿਮਾਰੀ
 - Change ਬਰਫ to ਬਰਫੀ

- Change ਭਾਰ to ਭਾਰੀ
- Change ਗਰਮ to ਗਰਮੀ
- Change ਤਰ to ਤੀਰ
- Change ਵਰ to ਵੀਰ
- Change ਵਾਰ to ਵਾਰੀ

Evaluation (On-going)

- For Homework, have students complete their ਨ worksheet. Make sure you send home the Ziploc of lentils with each student. Remind them that they must bring it back because it needs to go into their Gurmukhī Alphabet Book.

Teacher Resources

[illegible]

ਸੁਹਾਨੇ ਕਿਰਤਾਂ ਰੰਗੇ ਰੰਗੇ ਲਾਦਾ ਹੈ?



Grade: Kindergarten

Lesson Number: 18

Course: Bolī

Title: ੳ – ਨ + color words

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students recognize and produce the sounds of 35 letters and three vowel symbols: (ੴ, ਫ and ਿ).

Standard 3: Developing Pañjābī Vocabulary

- Students develop Pañjābī vocabulary pertaining to family, colors, animals, plants, geography, etc... and Sikh terminology.

Objectives

1. Students will be able to identify the Gurmukhī letters ੳ – ਨ.
2. Students will review the letters ੳ – ਨ and the following colors in Pañjābī: red, blue, green, yellow, black, pink, orange, brown and white.
3. Students will review the letters ੳ – ਨ and the following colors: ਕਾਲਾ, ਚਿੱਟਾ, ਲਾਲ, ਹਰਾ, ਨੀਲਾ, ਪੀਲਾ, ਸੰਤਰੀ, ਭੂਰਾ, ਗੁਲਾਬੀ (kāla, ciṭṭā, lāl, harā, nīlā, pīlā, santrī, bhūrā, gulābī) – feel free to add others as you see fit.
4. Students will use their color vocabulary to answer questions such as, “What color is a banana?” The students need to reply in Pañjābī.

Prerequisites

- This lesson plan is eighteenth lesson of a series focusing on learning the Gurmukhī letters, sounds along with Pañjābī vocabulary. Students should have already learned their letters up to ਨ.
- This lesson is the third and final lesson focusing on colors.
- In the previous lessons students covered the following colors: red, blue, green, yellow, black, white, pink, orange and brown.
- This lesson is focusing on reviewing allowing students practice to work on the vocabulary they have already gained.

Materials

- Chart of Gurmukhī Alphabet
- Crayons, Color Pencils, or Markers
- Colored flashcards with the name of color (e.g. red flashcard – that says red & ਲਾਲ).
- Timer
- Ziploc bags
- Color questions – see below or create your own.
- 11 ½ x 8 colored paper with color names written on them

Advanced Preparation

- In order to reinforce colors – whenever you divide up the class use color names in Pañjābī as team names to reinforce the vocabulary. (e.g. ਲਾਲ Team)
- Teacher needs to have large colored papers with color names written on them. The colors that must be included are: ਕਾਲਾ, ਚਿੱਟਾ, ਲਾਲ, ਹਰਾ, ਨੀਲਾ, ਪੀਲਾ, ਸੰਤਰੀ, ਭੂਰਾ, ਗੁਲਾਬੀ.
- Create about 30 questions (or one or two questions per student) whereas the students will have to answer using color words in Pañjābī.

Engagement (20 minutes)

- Begin class with having students say each letter on the Gurmukhī Alphabet chart followed by the sound of each letter. (e.g. ਉਤ੍ਰਾ: ਉ ਉ; ੁਰ੍ਹਾ: ੁ, ੁ)
- Point to letters randomly and see if they can name them.
- Next, point to a letter and see if students can think of a color word that begins with the letter. Do this with all of the colors that students have learned during the last two class sessions.
- Say color words and see if students can identify beginning letter sounds.
- If students are ready see if students can identify ending letter sounds or vowel sounds/symbols.

Exploration (30 minutes)

- Have students sit at their desks and explain to them that we are going to try to write the names of the colors.
- Pass out the numbered paper.
- Slowly say each color allowing students ample time to complete their writing. Ask them to sound out the word – if you like give them an example.
- *Having students complete this exercise is important because it will give the teacher an idea of what letter sounds students are familiar with and which sounds students still need extra work on.*
- It is alright to repeat the word several times and/or to say the word very slowly so that the students can become aware of all of the sounds.
- Collect the completed work.
- Ask students to stand up and depending on what students are wearing – have them perform an exercise (e.g. if you are wearing a red paṭkā (ਪਟਕਾ), hop like a kangaroo 10 times, if you are wearing a green cunnī (ਚੁੰਨੀ), spin around and count up to 10 in Pañjābī. Do this until every student has had an opportunity to perform an exercise.
- Next divide students into two or three teams; this will vary depending on the number and dynamics of different classrooms.
- Either the teacher or each team will come up with a team name associated with a color. (eg. bluebirds = ਨੀਲੇ ਪੰਛੀ)

Explanation/Extension (10 minutes)

- Decide which team will go first. You can base this on which team is quiet and ready to play or which team has the least amount of players.
- Pose a question from the list below or the list that you have prepared ahead of time.

- Only the team whose turn it is should respond – if members of the other teams choose to blurt out the answer and the answer is correct, the team whose turn it is will get the point.
- It is at teacher's discretion whether the class is playing for points or not. Once the first team has had an opportunity – whether they said the correct answer or not, it is the next team's turn. Play in this manner until all students have had a chance to answer a question at least once, if not twice.
- Remind students that they will need to bring a picture of their family for next session's activity. They also need to bring something that begins with ਯ and/or ਫ਼.

Evaluation (On-going)

- For homework, have students attempt to play this game with their family by coming up with their own questions.

Teacher Resources

Questions:

I can write color-words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Questions:

1. What colors are in the Nishaan Sahib?
2. What color is the sky?
3. What is the color of trees?
4. What is the color of grapes?
5. What color is milk?
6. What color is an orange?
7. What color is grape juice?
8. What color are apples?
9. What color is the sky at night?
10. What is the color of _____ suit?
11. What is the color of _____ chunni?
12. What is the color of _____
patka?
13. What color is _____ ?
14. What is the color of your hair?

Grade: Kindergarten

Lesson Number: 19

Course: Boli

Title: ਪ and ਫ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students differentiate between letters, words, and sentences.
- Students recognize and produce the sounds of all 35 letters and three vowel symbols: (ੴ, ਫ and ਿ).

Objectives

1. Students will be able to identify the 25 letters in the Gurmukhī alphabet. We will focus on the letters: ਪ & ਫ. We will also review the last 25 letters that students have learned.
2. Students will learn two new words. The words of focus will be: ਪਰਵਾਰ, parvār (family) & ਫੁਲ, phul (flower).

Prerequisites

- This lesson plan is the nineteenth of a series focusing on the Gurmukhī alphabet.
- Before doing this lesson, students must have already completed previous Gurmukhī alphabet lessons.
- Have students bring in a picture of their family.

Materials

- Gurmukhī Alphabet chart
- Chart paper & markers
- Pencils
- ਪ & ਫ Worksheets
- Pictures and actual objects that begin with ਪ and ਫ
- Family picture
- Glitter/ sequin/ beads or anything for decoration
- Glue
- Sunflower seeds
- Hand-written or computer print of the days of the week written in English and Pañjābī – should be color-coded.

Advanced Preparation

- Remind students at the previous class to bring in a family picture and something that begins with ਪ and/or ਫ.
- Hand-written or computer print of the days of the week written in English and Gurmukhī – should be color-coded.

- Teacher needs to find actual objects to show to students that begin with: ਪ & ਫ in case some students forget to bring them.
- Take a cloth or dark colored bag to put the objects in.
- Find pictures of ਪ & ਫ objects for the sorting activity. To make this activity a bit more challenging, add additional objects that do not begin with ਪ or ਫ.
- Here is additional vocabulary that can be introduced into this lesson: ਪਾਣੀ, ਪਵਣ, ਪਗੁ, ਫਿਕਾ, ਫਲ, ਫੁਰਮਾਨ (pāṇī, pavaṇ, pagu, phikā, phal, phurmān).

Engagement (20 minutes)

- Before starting the lesson of the day, have students bring all their ਪ & ਫ objects to you and put them in the cloth bag.
- After students get settled, tell them that they will begin the day learning the days of the week. Write the days of the week in Gurmukhī and next to it, write the days in English – It would be even more helpful if the days of the week were written in both languages and color-coded. For instance, write Sunday and ਐਤਵਾਰ (aitvār) in red and then Monday and ਸੋਮਵਾਰ (somvār) in orange etc...
- Go over the entire week in both languages.
- Using the Gurmukhī Alphabet chart, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਉੜਾ: ਉ ਉ; ੁਰਾ: u, ੁ)
- Check to see if students can recall ਓ – ਨ in order and then without any particular order (teacher points to different letters randomly).
- Introduce the ਪ & ਫ sound and have students make the correct sound. Introduce the words of the day: ਪਰਵਾਰ (family) & ਫੁਲ (flower).
- Encourage students to use these new words in a sentence.
- Next write ਪ on the board and see if students can think of words that begin with ਪ.
- Write all the words that students can think of on the board or chart-paper.
- Do the same for ਫ.
- Share the pictures of object that begin with ਪ & ਫ.
- Have students help you sort the pictures by taping all of the ਪ on one side of the board and all of the ਫ on the other side of the board.
- Review the ਪ & ਫ sounds and the pictures you just sorted.

Exploration (30 minutes)

- Have students sit down in a circle and wait for them to get settled. Teacher should also be a part of the circle. Have the cloth sack with you and explain the directions before you begin.
- In the center of the circle have three pieces of paper one will read ਪ, the other ਫ and the last one “other.”
- The teacher will explain to the students that she will pass the sack to the person sitting to her right. The entire class will count to five in Pañjābī. The student with the sack needs to

have their eyes closed and feel the objects in the sack. Without taking the object out of the sack they need to feel its shape and texture and attempt to figure out what the object is. If they can't figure it out, they can take it out of the sack, look at it and then decide whether it needs to be placed with the letter ਪ, ਫ or other. The student will then place the object by the appropriate letter.

- The sack will then be passed to the next student until everyone in the circle gets a turn.

Explanation/Extension (10 minutes)

- Review the ਪ & ਫ sounds.
- Give the students their ਪ worksheet and their family (ਪਰਵਾਰ) picture to glue and decorate with glitter, sequins etc. for their ਪ worksheet.
- Next, allow them time to begin working on their ਫ worksheet and allow them to glue down the sunflower seeds onto the flower, they can complete the rest for homework.

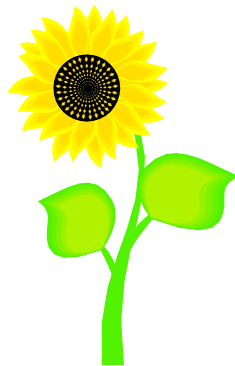
Evaluation (On-going)

- For homework, students should complete any work they do not get through in class and review the days of the week with their families.

Teacher Resources

ਪ

ਫ



Day	ਦਿਨ
Monday	ਸੋਮਵਾਰ
Tuesday	ਮੰਗਲਵਾਰ
Wednesday	ਬੁੱਧਵਾਰ
Thursday	ਵੀਰਵਾਰ
Friday	ਸ਼ੁੱਕਰਵਾਰ
Saturday	ਸ਼ਨਿੱਚਰਵਾਰ
Sunday	ਐਤਵਾਰ

ਸੋਮਵਾਰ
ਮੰਗਲਵਾਰ
ਬੁੱਧਵਾਰ
ਵੀਰਵਾਰ
ਸ਼ੁੱਕਰਵਾਰ
ਸ਼ਨਿੱਚਰਵਾਰ
ਐਤਵਾਰ

Grade: Kindergarten

Lesson Number: 20

Course: Bolī

Title: ਬ and ਭ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students differentiate between letters, words, and sentences.
- Students recognize and produce the sounds of all 35 letters and three vowel symbols: (ੴ, ਫ and ਿ).

Objectives

- Students will be able to identify the 27 letters in the Gurmukhī alphabet. We will focus on the letters: ਬ & ਭ. We will also review the last 27 letters that students have learned.
- Students will learn two new words. The words of focus will be: ਬੀਜ, bīj (seed) & ਭਾਰਾ, bhārā (heavy).

Prerequisites

- This lesson plan is the twentieth of a series focusing on Gurmukhī alphabet.
- Before doing this lesson, students must have already completed previous Gurmukhī alphabet lessons.
- Students will continue to learn the days of the week.

Materials

- Gurmukhī Alphabet chart
- Chart paper & markers
- Pencils
- ਬ & ਭ Worksheets
- Pictures and actual objects that are heavy and light
- Different types of seeds (enough for students to create some type of art with it)
- Markers, crayons, or color pencils
- Glue
- Sunflower seeds
- Hand-written or computer print of the days of the week written in English and Gurmukhī – should be color-coded.
- Colored paper to match the color-coded days of the week. (red, orange, yellow, green, blue, purple and pink)

Advanced Preparation

- There are a lot of activities in this lesson – it is up to the teacher to decide whether this lesson needs to be completed over the course of two sessions, assigned as homework or condensed.

- Hand-written or computer print of the days of the week written in English and Gurmukhī – should be color-coded.
- Students will be creating a mini book of what students like to do during different days of the week. You may want to use the following colors for the days of the week book: red for Sunday, orange for Monday, yellow for Tuesday, green for Wednesday, blue for Thursday, purple for Friday and pink for Saturday.
- Teacher needs to find actual objects that are heavy and light.
- It will be very helpful to have volunteers for this lesson because students will be dictating their sentences and volunteers can help students get their thoughts on paper.

Engagement (20 minutes)

- After students get settled, tell them that they will begin the day learning the days of the week. Write the days of the week in Gurmukhī and next to it, write the days in English – It would be even more helpful if the days of the week were written in both languages and color-coded. Go over the entire week in both languages. If you can create a catchy tune to remember the days of the week, kids may remember it better.
- Ask kids what they enjoy doing on different days of the week.
- Pass out paper (red for Sunday). Have students write their name and ask students to trace the word ਐਤਵਾਰ (aitvār) and draw a picture of what they like to do on Sunday.
- With the help of volunteers, ask students what they like to do, as they are dictating write the sentences in English or Gurmukhī.
- Next pass out the orange paper and have students draw a picture about what they enjoy doing on Monday. Use the Yellow for Tuesday, green for Wednesday, blue for Thursday, purple for Friday and pink for Saturday. This can either be done in one day, or over two class periods. For the purpose of this lesson, I'm going to assume that the class will cover Sunday – Tuesday in this lesson and will complete the pictures of what they enjoy doing on these days. Sunday and Monday pictures should be completed in class and Tuesday should be done for homework.

Exploration (30 minutes)

- Next have students sit in a semi-circle getting ready to work on the Gurmukhī alphabet.
- Using the Gurmukhī Alphabet chart, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਓ u, ਊ)
- Check to see if students can recall ਓ – ਫ in order and then without any particular order (teacher points to different letters randomly).
- Introduce the ਬ ਜ ਝ ਞ sound and have students make the correct sound. Introduce the words of the day: ਬੀਜ (seed) & ਭਾਰਾ (heavy).
- Encourage students to use these new words in a sentence.
- Next write ਬ on the board and see if students can think of words that begin with ਬ.
- Pass out the ਬ worksheets and have students trace and write the ਬ.
- Show students the ਬੀਜ give each student a good variety of them and enough to produce a design – like a flower, heart, diamond, etc...

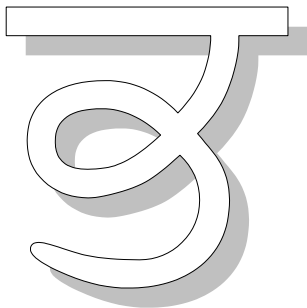
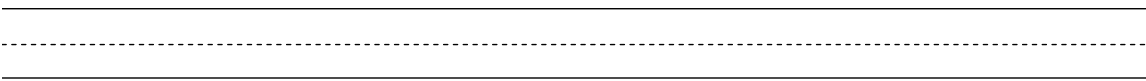
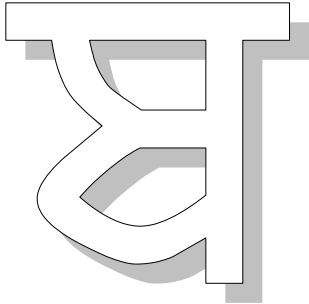
- Once students complete the ਬ worksheets, collect those and have them come together as a group and discuss ਭ words. Review the word for ਭ (ਭਾਰਾ).
- After you have explained the word, have students think of examples of ਭਾਰਾ.
- Pass out the ਭ worksheets and have students trace and write the ਭ.
- Next they will need to draw a picture to show what ਭਾਰਾ means to them.
- As students are writing, walk around and ask them, “What can you tell me about your picture?” and write down student responses on their paper. ਹਾਥੀ ਭਾਰਾ ਹੁੰਦਾ ਹੈ।

Explanation/Extension (10 minutes)

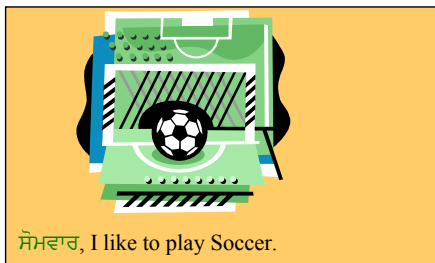
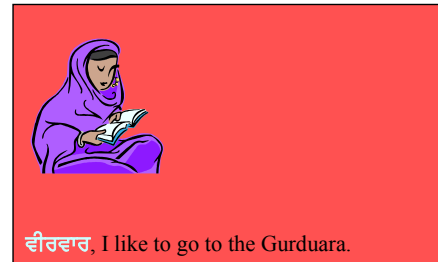
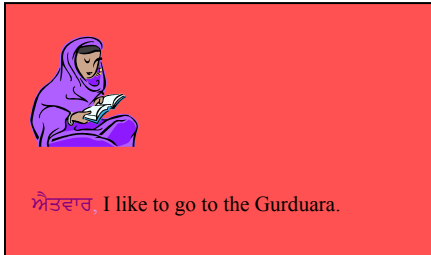
- If time allows, have students share their drawings with peers.
- For homework, pass out the green paper and have students draw a picture about what they enjoy doing on Wednesday. Remind them that they must bring this back so that their days of the week book will be completed. Also, remind them that they need to try to memorize the days of the week with the help of their parents. If possible it would be ideal if students could receive a copy of the color-coded days of the week – enlarged so that they could play a matching game with their family members.
- Ask students to bring a picture of their mom for next week’s session. Students do not have to bring actual pictures-- they may draw a picture of their mother or someone else’s mother.

Evaluation (On-going)

- In the next class – review days of the week and all the alphabet letters that have been covered thus far.

Teacher Resources

Day	ਦਿਨ
Monday	ਸੋਮਵਾਰ
Tuesday	ਮੰਗਲਵਾਰ
Wednesday	ਬੁੱਧਵਾਰ
Thursday	ਵੀਰਵਾਰ
Friday	ਸ਼ੁੱਕਰਵਾਰ
Saturday	ਸ਼ਨਿੱਚਰਵਾਰ
Sunday	ਐਤਵਾਰ



Grade: Kindergarten

Lesson Number: 21

Course: Boli

Title: H and Days of the Week

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students differentiate between letters, words, and sentences.
- Students recognize and produce the sounds of all 35 letters and three vowel symbols: (ੜ, ਫ and ਿ).

Objectives

1. Students will be able to identify the 29 letters in the Gurmukhī alphabet. We will focus on the letter H. We will also review the last 29 letters and three vowel symbols that students have learned.
2. Students will learn one new word. The word of focus will be: ਮਾਏ, māe (mother).
3. Students will review the days of the week.

Prerequisites

- This lesson plan is the twenty first of a series focusing on Gurmukhī alphabet.
- Before doing this lesson, students must have already completed previous Gurmukhī alphabet lessons.
- Students will also continue to learn the days of the week.
- The week before this lesson, ask students to bring in a picture of their mother or guardian.

Materials

- Gurmukhī Alphabet chart
- Chart paper & markers
- Pencils
- H Worksheets
- Picture of each student's mother
- Glitter, beads, sequins – any items to decorate mother's picture
- Markers, crayons, or color pencils
- Glue
- Hand-written or computer print of the days of the week written in English and Gurmukhī – should be color-coded
- Have color-coded copies of the days of the week for students

Advanced Preparation

- If the teacher feels there are too many activities for this session, feel free to eliminate some activities, using only those that pertain to the needs of the students in your class.
- Hand-written or computer print of the days of the week written in English and Gurmukhī – should be color-coded.

- A student copy of days of the week in both Gurmukhī and English – this should be color-coded and cut up so that at the end of the lesson, students can play concentration – (a matching) game.
- Students began creating a book of what they like to do during different days of the week. They are completing their book by adding three more pages: blue for Thursday, purple for Friday and pink for Saturday.
- It will be very helpful to have volunteers for this lesson because students will be dictating their sentences and volunteers can help students get their thoughts on paper.

Engagement (20 minutes)

- After students get settled, tell them that they will be reviewing the days of the week. Write the days of the week in Gurmukhī and next to it, write the days in English – It would be even more helpful if the days of the week were written in both languages and color-coded. Go over the entire week in both languages. If you can create a catchy tune to remember the days of the week, kids may remember it better.
- Ask kids what they enjoy doing on different days of the week.
- Pass out paper (blue for Thursday). Have students write their name and ask students to trace the word ਚੀਰਵਾਰ and draw a picture of what they like to do on Thursday.
- With the help of volunteers, ask students what they like to do – as students are dictating write the sentences in English or Gurmukhī.
- Next pass out the purple paper and have students draw a picture about what they enjoy doing on Friday. Use the pink for Saturday; this will be a part of tonight's homework.

Exploration (30 minutes)

- Next have students sit in a semi-circle getting ready to work on the Gurmukhī alphabet.
- Using the Gurmukhī Alphabet chart, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਓ u, ਊ)
- Check to see if students can recall ਓ – ਭ in order and then without any particular order (teacher points to different letters randomly).
- Introduce the ਮ sound and have students make the correct sound. Introduce the word of the day: ਮਾਏ (mother).
- Encourage students to think of a sentence using this new word. Ask students to share their sentence with their neighbor on their right.
- Next write ਮ on the board and see if students can think of words that begin with ਮ.
- Pass out the ਮ worksheets and have students trace and write the ਮ.
- Once everyone has completed the tracing and writing part of the worksheet, ask students to join you in a circle.
- As students get settled in, explain to them that you will be sharing pictures of everyone's mom. As you hold up one picture, all students need to try to figure out whose mom's picture you are holding up. The student whose mom it is should not speak (for instance if it is Harpreet's mom's picture – Harpreet should not speak. Do this with each picture. Return the picture to the right student.
- Next students will paste the pictures next to the letter ਮ.

- Next they will need to decorate the picture by using glitter, sequins etc...
- As students are working, walk around and ask them, “What do you love about your mother?” and write down student responses on their paper. ਮੇਰੇ ਮੰਮੀ ਮੇਰੇ ਨਾਲ ਖੇਡਦੇ ਹਨ।

Explanation/Extension (10 minutes)

- Pair students up and pass out the colored cards (the page should have already been cut up) with the days of the week in English and Pañjābī.
- Students will be paired up to play the game of concentration where students take turns trying to find two matching cards – in this case it will be an English and Gurmukhī word for Friday. Students must say the day of the week that they have found. Volunteers will walk around and assist any groups that need extra assistance.
- If time allows, have students share their drawings of activity they enjoy doing with their moms.
- For homework, pass out the pink paper and have students draw a picture about what they enjoy doing on Saturday. Remind them that they must bring this back or their days of the week book will not be completed. Also, remind them that need to try to memorize the days of the week.
- Ask students to play concentration with their family during the week.
- Remind students that they will need to bring or draw a picture of themselves with their friend(s).

Evaluation (On-going)

- In the next class review all the alphabet letters that have been covered thus far and collect the homework and put the days of the week book together for the students.

Teacher Resources

ਮ

ਐਤਵਾਰ
ਸੋਮਵਾਰ
ਮੰਗਲਵਾਰ
ਬੁੱਧਵਾਰ
ਵੀਰਵਾਰ
ਸ਼ੁੱਕਰਵਾਰ
ਸ਼ਨਿੱਚਰਵਾਰ

Day	ਦਿਨ
Monday	ਸੋਮਵਾਰ
Tuesday	ਮੰਗਲਵਾਰ
Wednesday	ਬੁੱਧਵਾਰ
Thursday	ਵੀਰਵਾਰ
Friday	ਸ਼ੁੱਕਰਵਾਰ
Saturday	ਸ਼ਨਿੱਚਰਵਾਰ
Sunday	ਐਤਵਾਰ

Grade: Kindergarten

Lesson Number: 22

Course: Bolī

Title: ਯ ਰ and ਲ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students differentiate between letters, words, and sentences.
- Students recognize and produce the sounds of all 35 letters and three vowel symbols: (ੴ, ਫ and ਿ).

Objectives

1. Students will be able to identify the 30 letters in the Gurmukhī alphabet. We will focus on the letters ਯ, ਰ and ਲ. We will also review the last 29 letters that students have learned.
2. Students will learn two new words. The word of the day are: ਯਾਰ (friend), ਰਬਾਬ (rabāb - instrument), and ਲਾਲ (red).

Prerequisites

- This lesson plan is the twenty second of a series focusing on Gurmukhī alphabet.
- Before doing this lesson, students must have already completed previous Gurmukhī alphabet lessons.
- Students must bring in a picture of their friend – ideally, it should be a picture of the student and his/her friend.

Materials

- Gurmukhī Alphabet chart
- Chart paper & markers
- Pencils
- ਯ, ਰ, and ਲ Worksheets
- Picture of each student's friend
- Glitter, beads, sequins – any items to decorate friend's picture frame
- Red glitter to decorate the red portion of the rainbow
- rubber band
- Objects that are red
- Markers, crayons, or color pencils
- Glue
- Flashcards with the letters ਲ਼-ਲ

Advanced Preparation

- It will be very helpful to have volunteers for this lesson because students will be dictating their sentences using their new vocabulary and volunteers can help students get their thoughts on paper.

- On index cards write the Gurmukhī letters and see if students can recall objects that begin with those letters. It would be ideal if you had the letters on one side of the flashcard and a picture of an object that begins with that letter.

Engagement (20 minutes)

- After students get settled, tell them that they will be learning three new letters today. The letters are: ਯ, ਰ and ਲ.
- Students should be sitting in a semi-circle getting ready to work on the Gurmukhī alphabet.
- Using the Gurmukhī Alphabet chart, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਊ u, ਊ)
- Check to see if students can recall ਊ – ਯ in order and then without any particular order (teacher points to different letters randomly).
- Introduce the ਯ sound and have students make the correct sound. Introduce the word of the day: ਯਾਰ (friend).
- Have students use it in a sentence about one of their friends. Ask students to share their sentence with their neighbor on their left.

Exploration (30 minutes)

- Pass out the ਯ worksheets and have students trace and write the ਯ.
- As students are working on the sheets, ask them to make the ਯ sound.
- Students will also be pasting and decorating their picture of their best friend. The teacher will pose the question, “What do you like to do with your best friend?” Volunteers will help students get their responses on paper.
- Once they finish, write ਰ on the board and see if students can think of words that begin with ਰ.
- Again, ask students to make the ਰ sound. As everyone has completed the tracing and writing part of the worksheet, ask students to color the rabāb and to raise their hands once they have finished coloring.
- As students complete their coloring, teacher and/or volunteers will staple rubber bands to the picture of the rabāb to emulate the strings of the instrument. Teacher will pose a question, “Who used to play the rabāb?” See if students recall, if not, share the answer with them (Bhai Mardana) and have students repeat after you ask volunteers to write their responses on the rabāb worksheet.
- If time allows, have students share their drawings with peers.
- Finally, as students finish their work, they will join teacher on the carpet in a circle.

Explanation/Extension (10 minutes)

- As students complete their work, have them sit in a circle and play a quick game doing review of the letter names & sounds. Ask students what letter ਊਠ (ūṭh) begins with. Do this for other letters.

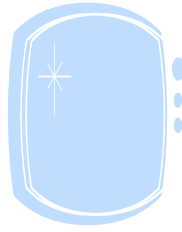
- Next scatter the flashcards on the ground with the picture side up. You will ask students to find ਹਾਥੀ and they will need to find the picture and think about what letter ਹਾਥੀ begins with.
- For homework, pass out the ਲ sheet; have students make the correct sound for this letter and then draw it in the air. The students will decorate only the red crayon using glitter, sequins or anything they have available at home.

Evaluation (On-going)

- In the next class review all the alphabet letters that have been covered thus far and begin the next class with a quick flashcard game using all the letters that students have learned.

Teacher Resources

ਜ



ਰ



ਲ



Grade: Kindergarten
Lesson Number: 23
Course: Bolī
Title: ਵ and ਝ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students differentiate between letters, words, and sentences.
- Students recognize and produce the sounds of all 35 letters and three vowel symbols: (ੴ, ਫ and ਿ).

Objectives

- Students will be able to identify the letters in the Gurmukhī alphabet. We will focus on the letters ਵ and ਝ. We will also review the last 31 letters that students have learned.
- Students will learn two new words. The word of focus will be: ਵੇਖ (look) and ਝਾੜ (to fight).

Prerequisites

- This lesson plan is the twenty third of a series focusing on the Gurmukhī alphabet.
- Before doing this lesson, students must have already completed previous Gurmukhī alphabet lessons.

Materials

- Gurmukhī Alphabet chart
- Chart paper & markers
- Pencils
- ਵ and ਝ Worksheets
- Aluminum foil
- Markers or crayons
- Glue
- Gurmukhī alphabet flashcards
- Picture flashcards of objects that begin with each letter on one side and the Gurmukhī letter on the other side

Advanced Preparation

- It will be very helpful to have volunteers for this lesson because students will be dictating their sentences using their new vocabulary and volunteers can help students get their thoughts on paper.
- On index cards write the Gurmukhī letters and see if students can recall objects that begin with those letters. It would be ideal if you had the letters on one side of the flashcard and a picture of an object that begins with that letter.

- Flashcards with the letters ਓ-ੜ and another set of flashcards with just pictures of objects that begin with each letter.

Engagement (20 minutes)

- After students get settled, tell them that they will be learning two new letters today. The letters are: ਵ and ਝ.
- Students should be sitting in a semi-circle getting ready to work on the Gurmukhī alphabet.
- Using the Gurmukhī Alphabet chart, recite the Gurmukhī alphabet – saying both letter names and letter sounds. (e.g. ਉੜਾ: ਉ, ਊ; ਊੜਾ: u, ū)
- Check to see if students can recall ਓ – ਲ in order and then without any particular order (teacher points to different letters randomly).
- Introduce the ਵ sound and have students make the correct sound. Have students think about words that begin with the ਵ sound. Introduce the first word of the day: ਵੇਖ (to look).
- See if students can come up with ਵ words that also have the following vowel symbols: ੁ, ੲ and ੳ.
- Have students share a sentence using the word of the day. Ask other students to share their sentence with their neighbor on their right.

Exploration (30 minutes)

- Pass out the ਵ worksheets and have students trace and write the ਵ.
- As students are working on the sheets, ask them to make the ਵ sound.
- Students will also be pasting and decorating their picture of their mirror. The teacher will pose the question “ਤੁਸੀਂ ਕੀ ਵੇਖ ਰਹੇ ਹੋ?” Volunteers will help students get their responses on paper.
- Once they finish, write ਝ on the board and see if students can think of words that begin with ਝ.
- Again, ask students to make the ਝ sound. As everyone has completed the tracing and writing part of the worksheet, ask students to color the picture and to raise their hands once they have finished coloring. Discuss the word. Have them use it in a sentence

Explanation/Extension (10 minutes)

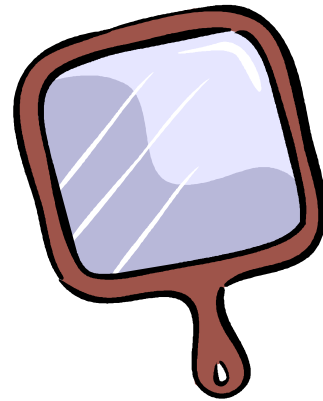
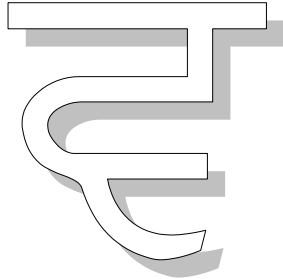
- As students complete their coloring, ask students to sit in a circle.
- Hand each student a flashcard with a Gurmukhī letter on it. Have them repeat the letter name and letter sound.
- The teacher will stand in the center of the circle holding the second set of flashcards with both the letter and the picture of an object that begins with the Gurmukhī letter.
- Explain to students that you will call a letter and they need to check their card to see if they have that letter – teacher will show students the picture side of the flashcard and see if student can figure out whose letter matches the beginning sound of the picture. Finally you want to work towards students recognizing the letter and its sound.

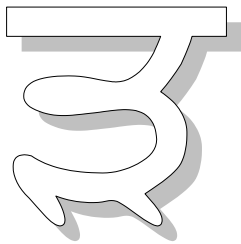
- Next, have students stand together to form new words. Have index cards with the ṛ, ṝ and ṝ̄ also so that students can form words using these vowel symbols.

Evaluation (On-going)

- In the next class review all the alphabet letters that have been covered thus far and begin the next class with this game.

Teacher Resources





Grade: Kindergarten

Lesson Number: 24

Course: Bolī

Title: Review of ਓ – ਝ Vocabulary

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students recognize and produce the sounds of 35 letters and three vowel symbols: (ੴ, ਫ and ਿ).

Standard 3: Developing Pañjābī Vocabulary

- Students develop Pañjābī vocabulary pertaining to family, colors, animals, plants, geography, etc... and Sikh terminology.

Objectives

1. Students will be able to identify the Gurmukhī letters ਓ – ਝ.
2. Students will use their new vocabulary that they learned for the letters (ਯ-ਝ) to write a story.

Prerequisites

- This lesson plan is the twenty fourth lesson of a series focusing on learning the Gurmukhī letters, sounds along with Pañjābī vocabulary.
- Students should have already learned their letters up to ਝ.
- This lesson focuses on review allowing students to use their new vocabulary in the context of a story. The vocabulary terms of focus for this lesson are: ਯਾਰ, ਰਬਾਬ, ਲਾਲਿ, ਵੇਖ, ਝਾੜਿ (yār, rabāb, lāli, vekh, ṛāṛi).

Materials

- Chart of Gurmukhī Alphabet
- Crayons, Color Pencils, or Markers
- Flashcards of the vocabulary that students are to use (ਯ-ਝ)
- Chart paper with lines
- Plain white copy or construction paper

Advanced Preparation

- Have vocabulary terms with pictures on flashcards for the letters: (ਯ-ਝ).
- Have some ideas of what kind of story you'd like for the class to come up with in case students struggle with the activity. That way the teacher can offer guidance and direction.

Engagement (20 minutes)

- Begin class with having students say each letter on the Gurmukhī Alphabet chart followed by the sound of each letter. (e.g. ਉੜਾ: ਉ, ਊ; ūṛā: u, ū)
- Point to letters randomly and see if they can name them.
- Next, check to see if students can recall some of the previously learned vocabulary terms – if not remind them of some of the words.
- Review the vocabulary terms: ਯਾਰ, ਰਬਾਬ, ਲਾਲਿ, ਵੇਖ, ਝਾੜਿ – share the pictured flashcards.

Exploration (30 minutes)

- Have students sit at their desks and explain to them that we are going to create a story using the vocabulary.
- Begin a brainstorming session asking students what type of story they would like to create.
- Ask them about names of characters, setting, problem, solution.
- This story should be less than 10 sentences because we're working with such a young age.
- When brainstorming, it is helpful to use a web/ story-map like the one below – that breaks down the story elements for the students.
- Using the story-map below, ask students to help you construct the story.
- The following questions may help:
 - Think of characters should we make them two girls, two boys or a boy and a girl?
 - Where should our story take place?
 - What should our story be about? Is there a problem (for instance two friends (ਯਾਰ) get into a fight (ਝਾੜਿ).
 - How is the problem solved?
 - Ask students to think of ways to include the other vocabulary terms.
- It is ideal if you use the vocabulary a couple of times. This way the students see it over and over again.
- Once you've completed the story read it aloud to the class.
- Assign a color to each vocabulary term, (for instance, red for ਝਾੜਿ), each time this word comes up in the story ask a student to circle it using a red marker. Do this with all of the vocabulary words.

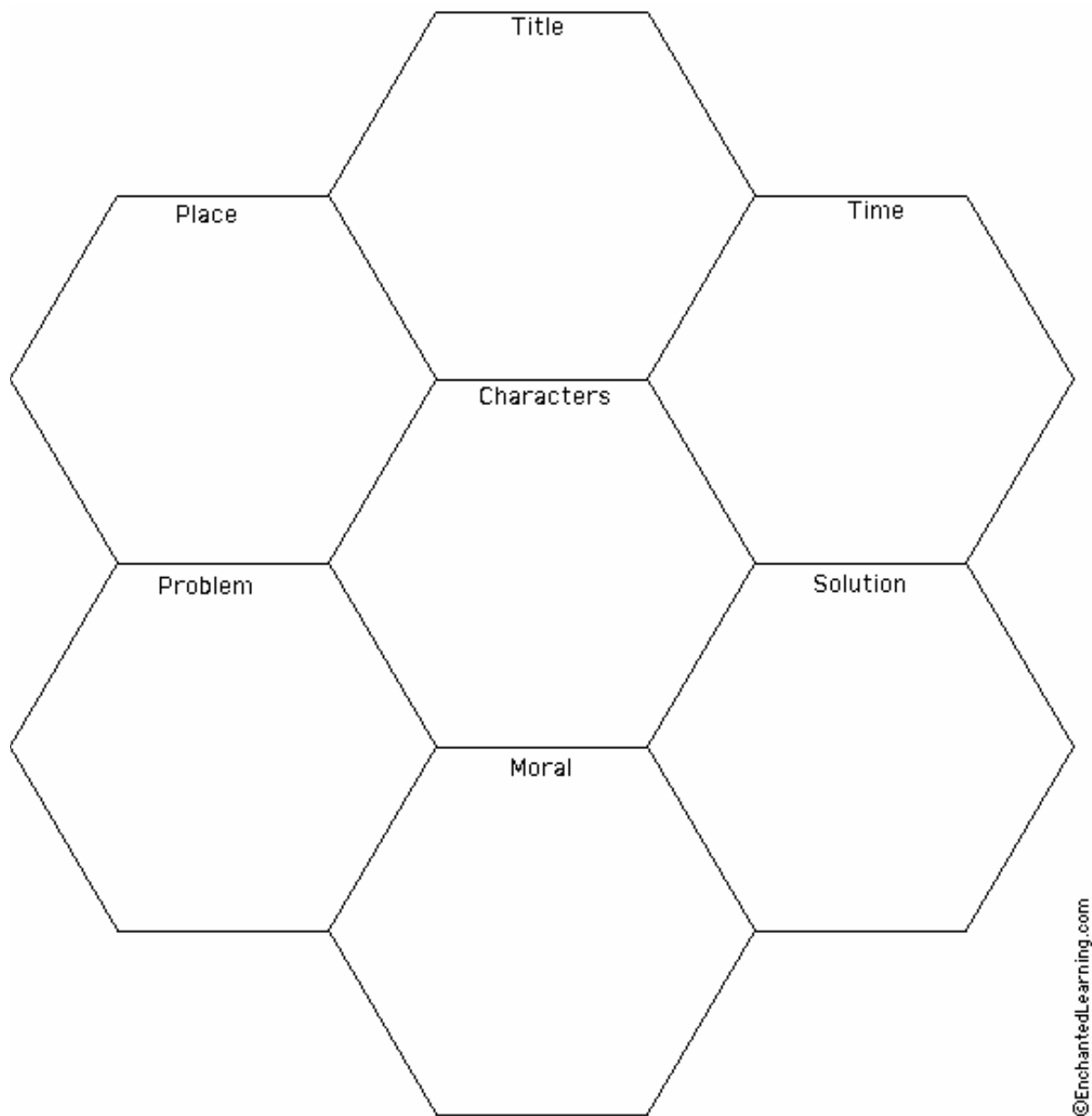
Explanation/Extension (10 minutes)

- After the color-coding is completed, reread the story to students once again.
- Ask students to imagine the story as you are telling it so that they can illustrate a picture for the story.
- After reading the story, pass out plain white copy paper or white construction paper and give students time to illustrate their picture to go along with the class story.
- If it is possible, type up the story and make copies for each student and attach it to their illustrated picture to send home to share with the family. If resources aren't available immediately, collect the illustrated pictures and send them home the following class with a copy of the class-created story.

- Remind students that each one needs to bring two poster boards for the next session.

Evaluation (On-going)

- During the following class, see if students can help you read the story and recognize the vocabulary terms.

Teacher Resources

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Grade: Kindergarten

Lesson Number: 25

Course: Bolī

Title: ੳ- ੜ + ਿ, ਫ and ਿ

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students recognize and produce the sounds of 35 letters and 3 vowel symbols: (ਿ, ਫ and ਿ).

Standard 3: Developing Pañjābī Vocabulary

- Students develop Pañjābī vocabulary pertaining to family, colors, animals, plants, geography, etc... and Sikh terminology.

Objectives

1. Students will be able to identify the Gurmukhī letters ੳ - ੜ.
2. Students will use their new vocabulary that they learned for the letters (ਯ-ੜ) to say something about each letter.

Prerequisites

- This lesson plan is the twenty-fifth lesson of a series focusing on learning the Gurmukhī letters, sounds along with Pañjābī vocabulary.
- Students should have already learned their letters up to ੜ.
- This lesson is focusing on review that will allow students to show what they have learned in a creative manner.

Materials

- Chart of Gurmukhī Alphabet
- Crayons, Color Pencils, or Markers
- Flashcards of the vocabulary students have learned for the Gurmukhī alphabet (ੳ-ੜ)
- Pictures of vocabulary words enlarged
- Chart paper with lines
- Two Poster-boards per student
- Two bowls or jars with labels: Bowl 1: Sikh Virsā Bowl 2: Gurmukhī Alphabet
- Letters of the Gurmukhī alphabet, vocabulary words and translations cut into strips (resource attached below)
- Sikh Virsā topics cut into strips (resource attached below)
- Letter to parents inviting them to the final class (make copies for each student)
- Yarn
- Hole puncher

Advanced Preparation

- Each student will be representing one letter of the Gurmukhī alphabet. (This depends on the size of the class, if there are other Kindergarten classes, and then they can be

combined so that each student only represents one letter). Ask each student to bring two poster-boards for the class.

- Lots of volunteers will be helpful and essential. It is the teacher's discretion whether or not to have parents volunteer with this project – some teachers want the parents to be surprised – others choose to have them as volunteers.
- Label one bowl/jar: Sikh Virsā and the other bowl/ jar: Gurmukhī Alphabet
- Once the Gurmukhī alphabet and the Sikh Virsā topics have been cut into strips, place them in the appropriate bowl.

Engagement (20 minutes)

- Begin class with having students say each letter on the Gurmukhī Alphabet chart followed by the sound of each letter. (e.g. ਉੜਾ: ਉ, ਉ; ੁਰਾ: u, ū)
- Point to letters randomly and see if they can name them.
- Next, have students sit in a semi-circle; explain to the children that they will be presenting everything they have learned in the class to their parents in the following class. They will do this by being a Gurmukhī letter and a Sikh Virsā topic and presenting it to the audience during the following class.
- In order to begin, have a volunteer take the Gurmukhī Alphabet bowl to each student. The student will choose one strip (without looking) – It is important to record which student chose which letter.
- Once all of the students have chosen a letter, have another volunteer go around with the Sikh Virsā topic – or the teacher may choose to assign a topic to one or more student(s).
- As all letters and topics have been assigned, have parents and/or volunteers work with the children to brainstorm what they would like to share with their family members about their letter and their Sikh Virsā topic.
- Students should be encouraged to use the vocabulary they have learned throughout the year in their presentation.
- On their poster-boards, students need to draw a large letter (which ever letter they are representing).
- Pass out the pictures of the vocabulary for each letter, students may choose to glue that picture on their poster-board or they may choose to draw a larger or different picture. Have students decorate the letter and the corresponding picture.
- Ask the students to present their letter in front of their parent or volunteer. In the presentation, the student must mention:
 - The name of the letter. They may say, “I am ਉ. I make the ‘u’ sound. Some words that begin with my letter are ਉਠ, ਉਲੂ, ਉਂਗਲ (ūṭh, ulū, uṅgal). The word we learned for my letter is ਉੜ (ūr). It means flamingo.”

Exploration (30 minutes)

- Have students sit at their desks and explain to them that we are going to create another poster board to show what we learned about Sikh History.
- Again, have volunteers work with students helping them create their poster-boards using the Sikh Virsā themes. If more than one student is working on a theme, have them work in a group ask them to show the topic in different ways or for instance if

- they are sharing the topic of Choṭe Sāhibzāde or Māī Bhāgo, they may want to show these people at different periods of their life.
- This is a difficult project that will require a lot of patience and support from parents and volunteers. Students will need a lot of encouragement so please be sure to frequently praise their progress and successes.
 - Begin a brainstorming session asking student(s), “What did they think was the most important part of the lesson on their topic?” Try to depict this on the poster-board.
 - Ask students to present their topic to the volunteers and or volunteers. In the presentation, students must include:
 - Name of topic
 - Why it is important – some history
 - Why they enjoyed learning about it
 - Anything else they would like to add about the topic

Explanation/Extension (10 minutes)

- On each poster-board make two holes with the hole-puncher. On the very top, insert the thick yarn so that the poster-board could be hung around the child’s neck – if this is uncomfortable, the student may just hold their poster-board.
- If students are prepared, allow them to do a quick rehearsal in front of their peers.
- Ask students to invite their parents to the next class – also pass out the paper invitation/ letter to parents to attend the class presentation.
- Ask parents to help students fully prepare for next week’s presentation.

Evaluation (On-going)

- For homework, parents must help their child prepare for the big presentation during the following week’s class.

Teacher Resources**Topics for Sikh Virsa**

- Sikh Pledge
- Khandā
- Nishān Sāhib
- Sikh/ Pañjābī History
- Gurduārā etiquette
- Ik Oaṅkār
- Divālī
- Gurū Nānak
- Mūl Mantar
- Cultural games
- Choṭe Sāhibzāde
- Sikh Anthem
- Sikh games
- Hawk
- Vaisākhī
- Māi Bhāgo

Vocabulary

ਓ	ਊਡ	flamingo
ਅ	ਅਕਾਸ	sky
ੲ	ਇਕ	one
ਸ	ਸਰੀਰ	body
ਹ	ਹਥਿ	hand
ਕ	ਕੇਸ	hair
ਖ	ਖੇਤ	field
ਗ	ਗਡੀ	bollocks- cart
ਘ	ਘਰਿ	home
ਕ਼	ਕ਼ਣਤੀ	count/ number
ਚ	ਚੰਦ	moon
ਛ	ਛਹਿ	six
ਜ	ਜਗਤੁ	world
ਝ	ਝਿਮ	to drip softly
ਵ	ਵਤਨ	effort/ (lift)
ਟ	ਟੇਢਾ	crooked
ਠ	ਠੰਢਾ	cold
ਡ	ਡੰਡਾ	stick
ਢ	ਢੇਰੀ	pile (of leaves)
ਣ	ਣਹ/ ਣਾ	no
ਤ	ਤਾਰਾ	star
ਥ	ਥਲ	land
ਦ	ਦੀਵਾ	oil lamp
ਧ	ਧੀਅ	daughter
ਨ	ਨਾਗ	snake
ਪ	ਪਰਵਾਰ	family
ਫ	ਫੁਲ	flower
ਬ	ਬੀਜਿ	seed
ਭ	ਭਾਰਾ	heavy
ਮ	ਮਾਏ	mother
ਯ	ਯਾਰ	friend
ਰ	ਰਬਾਬ	rabāb
ਲ	ਲਾਲਿ	crimson red
ਵ	ਵੇਖ	Look/see
ੜ	ੜਾੜਿ	fight

Grade: Kindergarten

Lesson Number: 26

Course: Bolī

Title: Final presentation

Standards

Standard 1: Differentiating Between Letters, Words, and Sentences

- Students recognize and produce the sounds of 35 letters and three vowel symbols: (ੴ, ਫ and ਯ).

Standard 3: Developing Pañjābī Vocabulary

- Students develop Panjabi vocabulary pertaining to family, colors, animals, plants, geography, etc... and Sikh terminology.

Objectives

1. Students will be able to identify the Gurmukhī letters ਓ ਐ.
2. Students will use their new vocabulary that they learned for the letters (ਓ-ਐ) to say something about each letter.

Prerequisites

- This lesson plan is the twenty-sixth lesson of a series focusing on learning the Gurmukhī letters, sounds along with Pañjābī vocabulary.
- Students should have already learned their letters up to ਐ.
- This lesson is focusing on review allowing students to show what they have learned in a creative manner.

Materials

- Chart of Gurmukhī Alphabet
- Crayons, Color Pencils, or Markers
- Pictures of vocabulary words enlarged
- Letters of the Gurmukhī alphabet, vocabulary words and translations cut into strips (see lesson 25)
- Sikh Virsā topics cut into strips (see lesson 25)
- Chart paper with lines
- Two poster-boards per student
- Yarn
- Hole puncher
- Snacks / refreshments

Advanced Preparation

- Students should be prepared with both the poster-board presentations one of the Gurmukhī letter and the other of the Sikh Virsā topic.
- Lots of volunteers will be helpful and essential.

- Before the presentation, have students lined up according to Gurmukhī alphabet order.
- It won't be possible for students to sit down as the audience because the presentation needs to flow from one letter to the next so the next student needs to be prepared and ready to go as soon as the student before them completes their presentation.
- Have an area for the presenters.
- Have an area for the parents and other audience members.
- Have a table set up for refreshments and snacks.

Engagement (20 minutes)

- Allow 10 minutes for parents to get settled. During this time make sure all students are ready to present.
- Once everyone is ready for the presentation, introduce your class and give the highlights of the year and explain the presentation.
- Have the first student present his/ her letter, followed by the next, and next etc...
 - During their presentation, the students must mention: The name of the letter. They may say, "I am ਓ. I make the 'u' sound. Some words that begin with my letter are ਉਠ, ਉਲੂ, ਉਂਗਲ (ūṭh, ulū, uṅgal). The word we learned for my letter is ਉਡ (ūr). It means flamingo."
- Once all students have completed their Gurmukhī letter presentation, take a break, ask parents to help themselves to refreshments and snacks while your class prepares for the next presentation.

Exploration (30 minutes)

- After the short break, have parents and volunteers get settled and then present the second part of the presentations. Explain to parents some topics that students have learned about this year. Tell them the students will be presenting the following information about their topic:
 - Name of topic
 - Why it is important – some history
 - Why they enjoyed learning about it
 - Anything else they would like to add about the topic

Explanation/Extension (10 minutes)

- Once all students have completed their presentations, do five Jakārās for all of the students and complement their hard work.

Evaluation (On-going)

- You may choose to do this presentation at the local gurduārā or a bigger setting if you feel your students could handle it.