

Grade: 1

Lesson Number: 5

Unit Name: Basic Features - Vowels

Course: Bolī

Title: Basic Reading (lāvāṁ) / (dulāvāṁ)

Standards

Standard 1: Understanding Basic Features of Reading

- Students understand the basic features of reading, select letter patterns, and know how to translate them into spoken language. Application includes both oral and silent reading.
 - *Students match oral words to printed words.*
 - *Students create and state a series of rhyming words.*
 - *Students blend consonants together.*
 - *Students read aloud with fluency in a manner that sounds like natural speech.*

Standard 4: Writing Sentences and Paragraphs

- Students begin to write coherent sentences and paragraphs.
 - *Students go through the writing process (prewriting, drafting, revising, and editing successive versions).*
 - *Students print legibly and space letters, words, and sentences appropriately.*

Objectives

1. Students learn the use of lāvāṁ / dulāvāṁ (ਲਾਵਾਂ / ਦੁਲਾਵਾਂ) and practice writing.

Prerequisites

- First two lessons on basic features of reading.

Materials

- Chalk/Dry-erase board
- Markers
- White paper to draw on
- Lined strips to write the word on
- Construction paper
- Different items that you can put in different areas of the class that use lām / dulāvāṁ
- lāvāṁ and dulāvāṁ muhārnī charts (attached below)
- List of all words used in previous classes
- For more references teacher can use:
 - ਅਮਰਦੀਪ: ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ ੧-੮, ਅਮਰਦੀਪ ਪ੍ਰਕਾਸ਼ਨ, ਪੁਰਾਣੀ ਰੇਲਵੇ ਰੋਡ, ਜਲੰਧਰ-੮
 - http://www.advancedcentrepunjabi.org/words_intro.html

Advanced Preparation

- Teacher should be familiar with use of lāvāṁ / dulāvāṁ.

Engagement (20-25 minutes)

- Review with children past lessons on reading features.
- Focus on sihārī as children were briefly introduced to it in their last class.
- Ask children if were able to find words that use sihārī. If they brought an item to share have them tell you what the item is and write it on the board.
- Have other children go and circle the sihārī. Make sure you pronounce the words together too.
- Then go over lāvām and dulāvām, explaining to them that it makes the ‘a’ sounds. Go over them one at a time explaining both go above a letter.
- For lāvām it makes the same sound as in ‘baby’, ‘cake’ and cannot be used with ਓ and ਅ.
- For dulāvām it makes the same ‘a’ sound as in ‘cat’ and it cannot be used with ਓ and ਏ.
- Then give them examples of words that use lāvām and dulāvām and emphasize its sound as you write it and say it.
- Have the children recite with you, and have them spell it along with you. Take the opportunity to see if they are able to identify the uses.
 - ਮੇਜ਼ ਸੇਬ ਕੇਲੇ ਮੇਲਾ (mez seb kele melā)
 - ਪਲੇਟ ਸਵੇਰਾ ਹਨੇਰਾ ਸਹੇਲੀ ਚਮੇਲੀ ਜਲੇਬੀ ਪੇਚਕਸ ਕਰੇਲਾ (paleṭ saverā hanerā sahelī camelī jalebī peckas karelā)
 - ਪੈਰ ਸੈਰ ਭੈਣ ਥੈਲਾ (pair sair bhaṭh thailā)
 - ਐਨਕ ਪੈਦਲ ਬੈਟਰੀ ਕੈਮਰਾ ਐਤਵਾਰ ਅਪਰੈਲ (ainak paidal baiṭarī kaimarā aitvār aprail)
- Then go over muhārī for both.
- Have them practice their writing as well on their paper strips. Before you practice writing say out loud a few more examples for the children and ask them if they can tell you whether lāvām or dulāvām is used.

Exploration (20-25min)

- After children have practiced their writing, play a game to find things in the classroom using lāvām and dulāvām.
- You can begin the game. Play “I Spy.”
- Find an item that uses lāvām and dulāvām. Then begin saying to the entire class. “I spy with my little eye a (name of the item).” Do this a few times. When children start getting comfortable, pick one child to do it for the class. Keep taking turns so that as many students as possible may practice.
- To start making it challenging for the children, ask them to think of words that use lāvām and dulāvām even if those objects are not in your class room. Then have children describe the word and have the other children guess it. For example—The word may be ਕੇਲਾ (kelā). Have children describe it to the class by saying. “I like to eat this. It is a fruit. I put it in my cereal,” etc... The children should be able to guess that the word is ਕੇਲਾ (kelā).
- Write the words on the board for practice and for visibility.

Explanation/Extension (5-10 minutes)

- Once you are done with the game, you should have lots of words on the board.
- Have children take turns and come to the board. Have them identify any of the basic reading features you have learned thus far- kannā, bihārī, lāvāṁ or dulāvāṁ.
- Have children practice writing words used in previous classes and this class if they have time.

Evaluation (On-going)

- Look for printing of letters; appropriate location of sounds, spacing, etc...
- Document individual student progression in their portfolios.

Teacher Resource**Muhārṇī Chart**

- - ਏ ਸੇ ਹੇ
 ਕੇ ਖੇ ਗੇ ਘੇ ਕੇ
 ਚੇ ਛੇ ਜੇ ਝੇ ਵੇ
 ਟੇ ਠੇ ਡੇ ਢੇ ਣੇ
 ਤੇ ਥੇ ਦੇ ਧੇ ਨੇ
 ਪੇ ਫੇ ਬੇ ਭੇ ਮੇ
 ਯੇ ਰੇ ਲੇ ਵੇ ਤੇ
 ਸ਼ੇ ਖ਼ੇ ਗ਼ੇ ਜ਼ੇ ਫ਼ੇ

- ਐ - ਸੈ ਹੈ
 ਕੈ ਖੈ ਗੈ ਘੈ ਕੈ
 ਚੈ ਛੈ ਜੈ ਝੈ ਵੈ
 ਟੈ ਠੈ ਡੈ ਢੈ ਣੈ
 ਤੈ ਥੈ ਦੇ ਧੈ ਨੈ
 ਪੈ ਫੈ ਬੈ ਭੈ ਮੈ
 ਯੈ ਰੈ ਲੈ ਵੈ ਤੈ
 ਸ਼ੈ ਖ਼ੈ ਗ਼ੈ ਜ਼ੈ ਫ਼ੈ

Muhārnī Chart

-	-	ਏ	ਸੇ	ਹੇ
ਕੇ	ਖੇ	ਗੇ	ਘੇ	ਙੇ
ਚੇ	ਛੇ	ਜੇ	ਝੇ	ਞੇ
ਟੇ	ਠੇ	ਡੇ	ਢੇ	ਣੇ
ਤੇ	ਥੇ	ਦੇ	ਧੇ	ਨੇ
ਪੇ	ਫੇ	ਬੇ	ਭੇ	ਮੇ
ਯੇ	ਰੇ	ਲੇ	ਵੇ	ੜੇ
ਸ਼ੇ	ਖ਼ੇ	ਗ਼ੇ	ਜ਼ੇ	ਫ਼ੇ

- ਐ - ਸੈ ਹੈ
 ਕੈ ਖੈ ਗੈ ਘੈ ਫੈ
 ਚੈ ਛੈ ਜੈ ਝੈ ਞੈ
 ਟੈ ਠੈ ਡੈ ਢੈ ਲ਼ੈ
 ਤੈ ਥੈ ਦੈ ਧੈ ਨੈ
 ਪੈ ਫੈ ਬੈ ਭੈ ਮੈ
 ਯੈ ਰੈ ਲੈ ਵੈ ਝੈ
 ਸੈ ਖੈ ਗੈ ਜੈ ਫੈ