

**Grade: Kindergarten**

**Lesson Number: 17**

**Course: Bolī**

**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**

1. Students will be able to identify the Gurmukhī letters ਓ – ਥ.
2. Students will review the letters ਓ – ਥ and the following color in Pañjābī: red, blue, green, yellow, black & white.
3. 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.
4. 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.
5. 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 Gurmukhī 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: ੁ, ੂ)
- 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?” (tuhānūn 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?

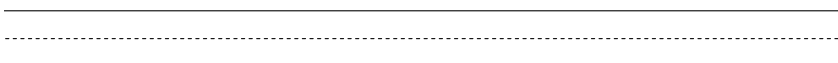
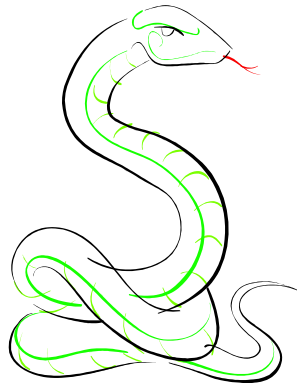
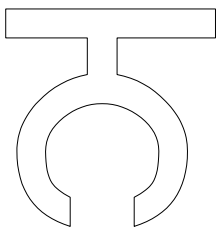
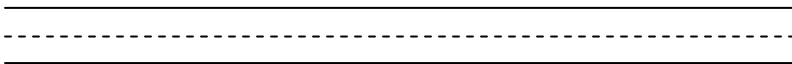
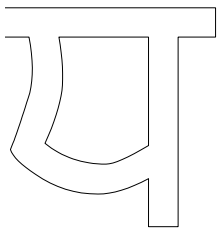
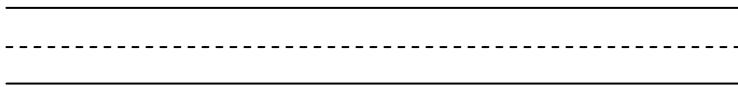
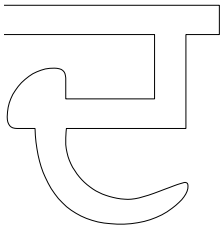
### **Explanation/Extension (10 minutes)**

- 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**

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ਤੁਹਾਨੂੰ ਕਿਹੜਾ ਰੰਗ ਚੰਗਾ ਲਗਦਾ ਹੈ?



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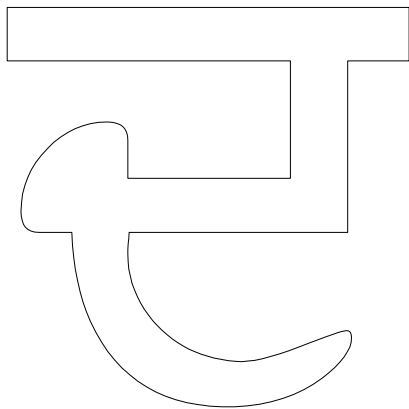
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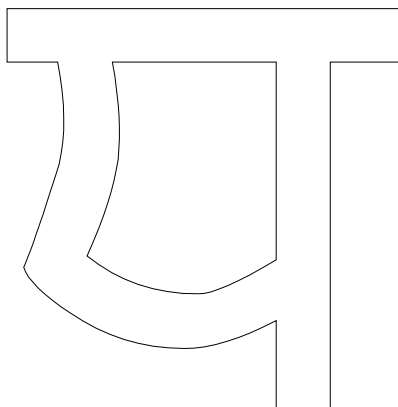
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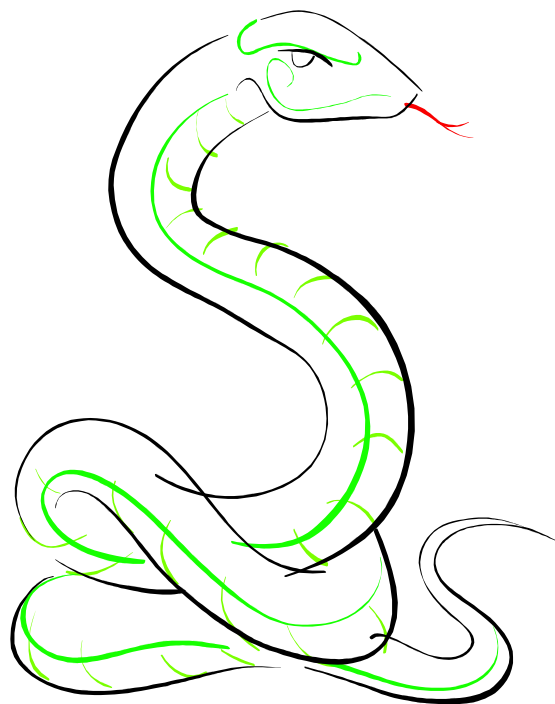
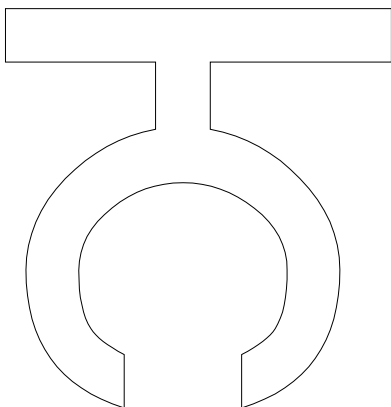


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## ਤੁਹਾਨੂੰ ਕਿਹੜਾ ਰੰਗ ਚੰਗਾ ਲਗਦਾ ਹੈ?



ਚਿੱਟਾ

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## ਹਰਾ

**ਨੀਲਾ**

ਪੀਲਾ

## ਸੰਤਰੀ

## ਭੂਰਾ

## ਗੁਲਾਬੀ