

**Grade: 1**

**Lesson Number: 16**

**Unit Name: Sentences**

**Course: Bolī**

**Title: Sentences**

### **Standards**

#### **Standard 5: Constructing Sentences**

- Students construct sentences.
  - *Students are introduced to the writing process (prewriting, drafting, revising, and editing successive versions).*
  - *Students print legibly and space letters, words, and sentences appropriately.*

### **Objectives**

1. Children use words from a given list to make sentences. Children will understand sentence structure.

### **Prerequisites**

- Lesson Number 7 – ‘Basic Features-Review’.

### **Materials**

- Lined oaktag (thin card board) paper (cut into strips to fit sentences)
- Pencils
- Chalk/Dry-erase board
- Markers
- List of two, three, and four-letter words for children
- List of words from vocabulary development classes

### **Advanced Preparation**

- Create word list from below.
- Bring word list to class from vocabulary development classes.
- In Lesson Number 7, children were exposed to sentences using vocabulary that they had already learnt.

### **Engagement (15-20 minutes)**

- Begin by asking children if they know what a sentence is. Most of the children will choose to give you an example, which is fine. Eventually you want to get them to a point where they say there is a subject (person, place or thing) and an action.
- Ask children if they can explain what a subject is and what an action is.
- Explain it to them if you think there is need for it.
- Ask children to give you examples of sentences in Pañjābī. Remind them of their basic features-review class.
- Write the sentences on the board.
- Ask children what the subject and action is.

**Exploration (35 minutes)**

- Pair children and give them ten blank sentence strips, pencils and list of words below and from the other vocabulary development classes.
- First have children verbally make sentences for each other.
- Then give children **10-15 minutes** to make sentences using the words on the list.
- Have students make at least five sentences, but encourage them to make more if they have time. You should walk around and help where needed.
- If they need more than ten strips, have them ask for more.
- After all children are done, tell children to volunteer their sentences.
- When one child says a sentence ask children who have the same sentence to raise their hand; make a mental note of who was able to come up with the same or similar sentences; then ask them to put that sentence away from their pile.
- Ask children to tell you what the sentence means.
- Ask them to identify the subject and the action.
- Move onto the next sentence and repeat.
- Try to cover at least ten sentences if possible.

**Explanation/Extension (5-10 minutes)**

- Ask children if they thought it was easy or difficult to make the sentences.
- Highlight any sentence that was innovative.
- Ask any child to share a sentence that they think is really different from all the others.

**Evaluation (On-going)**

- Collect children's sentences to evaluate their writing and sentence development.

## **Teacher Resources**

Possible words (let children use vocabulary from their vocabulary development classes)

- ਚਲ ਫਲ ਬਸ ਘਰ ਕਪ ਟਪ ਤਨ ਮਨ ਧਨ ਫੜ ਜਗ ਜਲ ਤਰ ਹਨ ਸਬ ਰਖ ਭਰ ਗਲ ਕਰ ਹਲ ਧਰ ਕਰ ਪਲ  
(cal phal bas ghar kap ṭap tan man dhan phaṛ jag jal tar han sab rakh bhar gal kar hal dhar kar pal)
- ਮਟਰ ਕਮਲ ਕਣਕ ਕਲਮ ਸੜਕ ਚਰਨ ਅਮਰ ਚਮਕ ਗਰਮ ਨਰਮ ਸ਼ਬਦ ਖ਼ਬਰ ਸ਼ਰਤ ਚਤਰ ਭਗਤ ਗਲਤ ਨਗਰ (maṭar kamal, kaṇak kalam saṛak caran amar camak garam naram shabad khabar sharat catar bhagat galat nagar)
- ਬਰਤਨ ਪਰਬਤ ਅਦਰਕ ਕਸਰਤ ਸ਼ਲਗਮ ਦਰਜਨ ਦਸਤਕ ਦਰਸ਼ਨ ਸਰਕਸ ਗਰਦਨ ਮਲਮਲ ਅਜਗਰ ਗੜਬੜ (bartan parbat adrak kasrat shalgam darjan dastak darshan sarkas gardan malmal ajgar gaṛbaṛ)

For more help you can use the Amardeep Series Books. Reference has been made in Vocabulary Development classes.

Also use: <http://www.advancedcentrepunjabi.org/intro1.asp>.

