

Grade: 5
Lesson Number: 4
Unit Name: Comprehension and Writing
Course: Bolī
Title: Red Cross and Sevā II

Standards

Standard 2: Comprehension of Appropriate Passages

- Students comprehend grade-appropriate reading passages and summarize the materials.
 - *Students discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.*
 - *Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.*
 - *Students understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or implicit) in sample works.*
 - *Students understand, explain, and describe the function and effect of figurative and metaphorical use of words in context.*

Standard 3: Writing Composition with a Central Idea

- Students write clear and coherent compositions that develop a central idea.
 - *Students can create multi-paragraph compositions, including a developed topic sentence, and simple supporting facts and details. Paragraphs should include transitional expression that link one paragraph to another in a clean line of thought. Summary should be found in the conclusion.*
 - *Students learn the formats to write persuasive letters or compositions.*
 - *Students describe the setting, characters, objects, and events using adjectives and appropriate vocabulary.*

Objectives

1. Children work on their proofreading skills and comprehend information written by classmates.
2. Children will continue to complete their composition in Pañjābī on the idea of sevā.

Prerequisites

- Lesson I on Comprehension and Writing.

Materials

- Red pen for every student

Advanced Preparation

- None

Engagement (5-10 minutes)

- Review passage from last class. Have children give you highlights from Bhāī Ghanaīā's life.
- Ask them how their writing exercise went—what they found easy? What they found difficult? Did any of them do any extra research to complete their project? etc.

Exploration (20-25 minutes)

- Give each child a red pen.
- Pair students up and have them proofread each other's composition. Have children mark incorrect spellings, grammar, and structure with the red pens. It would be best to encourage that they underline or write comments in margins (teacher should be going around and checking everyone's proofreading and make sure the corrections are right).
- After fifteen minutes, have children return each other's papers and have the owner look at the corrections (teacher should continue going around and checking everyone's proofreading and make sure the corrections are right).
- Teacher should make sure every child has an accurately proofread paper by the end of the class.

Explanation/Extension (20-25 minutes)

- Divide the class into two groups and have them read/verbalize their compositions to the class. Ask children to make comments on the compositions.
- Even though children will not have a chance to rewrite their compositions in class, they know their compositions and should be able to share it with the groups and may use their peer corrections for help.

Evaluation (On-going)

- For homework have children edit their composition and write the final version.
- Based on their composition you will want to check for appropriate encompassing of use of theme (sevā) and writing style.