**Punjabi – Stage 1 – What pet/animal do you want to be?**

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| **Unit Title: What pet/animal do you want to be?**  **Concept: Keeping pets and animals** | **Duration: 10 lessons** |

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| **Unit overview** | |
| ***Students learning Punjabi as a second or additional language***  Students learn about pets/farm animals in parts of India through teacher narratives and Punjabi mythology and children’s stories. Students learn the vocabulary for pets/farm animals and explore how language is used differently to reflect different relationships. Students create a face painting, mask and/or costume of their favourite pet/farm animal. They participate in a short class play where each student is taking the role of an imaginary pet/farm animal. Each pet/farm animal is assigned a different age. In pairs or small groups, they introduce themselves to each other using greetings and teacher-modelled, formulaic expressions.  ***Students with prior learning and/or experience***  Students learn about pets/farm animals in parts of India through teacher narratives and Punjabi mythology and children’s stories. Students learn extended expressions and structures for pets/farm animals. They create a face painting, mask and/or costume of their favourite pet/farm animal. They participate in a short class play where each student is taking the role of their chosen pet/farm animal. Each pet/farm animal is assigned a different age. In pairs they perform an imaginary scene where they meet the other pet/farm animal for the first time. They present the dialogue in front of the class, alternately asking questions and giving responses. | |
| **Outcomes** | **Resources** |
| A student:   * A student participates in classroom interactions and play-based learning activities in Punjabi **LPU1-1C** * A student composes texts in Punjabi using rehearsed language **LPU1-4C** * A student recognises and reproduces the sounds of Punjabi **LPU1-5U** | * Animal Face Masks (Cardboard, paint, textas, colour pencils, glue, scissors etc) * Flashcards * Kahoot! / Quizizz / Quizlet * PowerPoint * Storyweaver * Video * Wizer * Worksheets * Textbook – *Punjabi Bhasha Bharti Level 1 p. 25 – p.27 – Story on a Cow* * Textbook – *Naveen Punjabi Part 1 – stories – 1. Kukar, 2. Mera Kuta, 5. Amar di Ga, 6. Meri Pyari Billi, 11. Tota, 19. Janvara diya poocha p.41, 20. Bache* |

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| **LESSON 1**  **INTRODUCTION**   * Welcome the students. * Ask the students “Do you have any pets?”, “ਕੀ ਤੁਹਾਡੇ ਕੋਲ ਕੋਈ ਪਾਲਤੂ ਜਾਨਵਰ ਹੈ?” (*ki tuhade kol kio paltu janvar hai?)* * Ask students to share their experience if they have visited a farm in Australia or Punjab, India. * The teacher can mention that a farm is called ਖੇਤ (*khet)* in Punjabi and a farmer is called ਕਿਸਾਨ (*kisaan)*. * Students watch a video on farm animals and the sounds they make. <www.youtube.com/watch?v=ecum2x6GREQ> * Ask the students about the animals they watched in the video. * Display the animals that appeared in the video on a PowerPoint slide and ask the students ‘What animal is this?’, ‘ਇਹ ਕਿਹੜਾ ਜਾਨਵਰ ਹੈ?’ * Display a picture of an animal on the board and ask the students to match it with the first letter it starts with in Punjabi e.g. the word for cow in Punjabi starts with the letter ‘ਗ’. Students select from the Punjabi alphabet letter flashcards. * Students play bingo. * Racing game: divide students into 2 teams. Number students in each team. Place pictures of animals on the wall. Call out a number and the name of an animal, one student from each team needs to race to the picture and tap it first in order to win a point for their team. * Teacher reads a story of a farm animal or pet in Punjabi (refer to list of stories) and asks students about the farm animals in the story, and what happened. * Tell the students that by the end of this unit they will be participating in a short class play and be taking the role of an imaginary pet or farm animal. |
| **LESSON 2**  INTRODUCTION   * Welcome the students by using farm themed puppets as they enter the classroom and saying the following: ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ * Revise vocabulary covered in previous lesson. * Teacher reads a story related to pet/farm animals. Ask students about what happened in the story. * Using flashcards, focus on teaching the names of these 8 animals: Dog, Cat, Cow, Horse, Sheep, Hen, Goat and Pig. * Students are divided into groups of four, place pictures and 8 letters on the table. Students match pictures of these 8 animals with their beginning letters. * Match pictures of animals with their name cards. * Memory game- students match the animals and their names. * In groups, put the letters in order to create the names of the 8 animals. * Students learn about pets/farm animals and their babies such as puppy ਕਤੂਰਾ, lamb ਲੇਲਾ, chick ਚੂਚਾ, calf ਵੱਛਾ and kitten ਬਲੂੰਗੜਾ. * Activity - Students draw their favourite pet/farm animal and present it to the class about why it is their favourite pet/farm animal. |
| **LESSON 3**   * Revise vocabulary covered in previous lesson. * Circle game: All the students sit in a circle and hold a flashcard of a pet/farm animal. The teacher asks one student to leave their card where they are sitting and stand in the middle of the circle. The teacher says the name of the animal and asks the student to look around in the circle and find the flashcard with that animal. If the student is correct all the students clap their hands and the student returns to where they were sitting. * Teacher reads a story related to pet/farm animals. Ask students about what happened in the story. Teacher tells the meaning of any new words that are in the story. * In pairs students ask each other: “What is your favourite pet/farm animal?”, “My favourite animal is... * Students learn about the different parts of the body of pets/farm animals for e.g. tail ਪੂਛ, horn ਸਿੰਗ, hoof ਖੁਰ, ears ਕੰਨ, eyes ਅੱਖਾਂ, head ਸਿਰ, legs ਲੱਤਾਂ, mouth ਮੂੰਹ, stomach ਢਿੱਡ, udder ਥਣ, horse’s hoof ਪੌੜ, beak ਚੁੰਝ, crest ਕਲਗੀ. |
| **LESSON 4**   * Students decide on a pet/farm animal mask of their favourite pet/farm animal that they would like to make. * Templates of some animal masks are available here:  <www.firstpalette.com/craft/printable-animal-masks.html>, <www.printablemasks.net/category/animal> * Students expand their knowledge about farm animals and their special features. * Ask students what these animals look like (cow, horse, sheep)? * Students repeat: * ਕੁਕੜੀ ਦੇ ਖੰਭ ਹੁੰਦੇ ਹਨ। The hen has feathers. * ਬਿੱਲੀ ਦੀ ਫਰ ਹੁੰਦੀ ਹੈ। The cat has fur. * ਭੇਡ ਦੀ ਉੱਨ ਹੁੰਦੀ ਹੈ। The sheep has wool. * ਘੋੜੇ ਦੇ ਵਾਲ ਹੁੰਦੇ ਹਨ। The horse has hair. * In groups, students categorise pictures of animals into: ਖੰਭ feathers, ਫਰ fur, ਵਾਲ hair, ਖੰਭ wool. * Students colour the animals that have fur and animals that have feathers * Using different art and craft materials students can create farm animals (paper, cardboard, textas, paint, colour pencils, cottonwool, feathers, felt, foil, paddle pop sticks, pom-pom, wiggle eyes, pipe cleaners, scissors and glue). Farm animal templates can be provided to the students. * Example of cardboard tube lamb: <https://craftsbyamanda.com/cardboard-tube-lamb-tutorial-video> * Teacher reads a story of a farm animal or pet in Punjabi (refer to list of stories) and asks students about the farm animals in the story, and what happened.   **Assessment:** Students describe the animal they have created and the materials they used. |
| **LESSON 5**   * Students watch the video of Old Macdonald in Punjabi <www.youtube.com/watch?v=bFWBwdwXP-c> (play only the first 3:15 mins of the video) * Ask the students what animals they saw in the video. Do they remember any of the sounds the animals made? * Repeat the video and ask the students to sing the lines from the Old Macdonald song in Punjabi. * Teacher reads a story of a farm animal or pet in Punjabi (refer to list of stories) and asks students about the farm animals in the story, and what happened. * Pass the basket game. Students sit in a circle and pass the basket containing all the pets/farm animals’ flashcards (they can be either pictures or words). The teacher plays music in the background when the basket is being passed around. When the music stops the teacher says the name of a certain pet/farm animal and the student who is holding the basket finds the animal, shows it to the rest of the students, says the name of the animal in Punjabi in a sentence and makes the sound of the pet/farm animal. |
| **LESSON 6**   * Students listen to the song “Old Macdonald” the video of Old Macdonald in Punjabi <www.youtube.com/watch?v=bFWBwdwXP-c> (play only the first 3:15 mins of the video). * Students will rehearse singing Old Macdonald in Punjabi. * Identify repeated words, rhymes, onomatopoeic sounds and key words. * Students compare the Punjabi version of the song “Old Macdonald” with the English one. * Students respond to questions asked by the teacher to demonstrate their understanding of the song. * Students learn the lyrics and practice pronunciation. They sing the whole song using actions. * Students start to plan composing for a small short play and rehearse. * Teacher reads a story of a farm animal or pet in Punjabi (refer to list of stories) and asks students about the farm animals in the story, and what happened. |
| **LESSONS 7 – 8**   * Teacher reads a story of a farm animal or pet in Punjabi (refer to list of stories) and asks students about the farm animals in the story, and what happened. * Students compose a small short play and rehearse with the favourite pet/farm animal masks they have created. |
| **LESSON 9-10**   * Students perform the short play using the imaginary pet or farm animal they have selected in front of the class. * Teacher provides feedback on how everyone performed. |

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| **Sample assessment activity (Lessons 6-8)** |
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| **Reflection and Evaluation** |
| At the conclusion of the unit, teachers should reflect on student learning and engagement in activities, and use this to inform planning for subsequent learning experiences. Teachers could consider assessment records and results and student feedback to help them ascertain the quality of teaching and learning experiences.   * To what level did students achieve the learning outcomes? * How effective were the activities in helping students to understand key concepts and achieve the learning outcomes? * Did teaching strategies and activities facilitate high levels of student engagement? Why/why not? * How could the unit be improved to enhance student engagement and learning? * Were students’ needs catered for?   Teachers could consider student feedback to help them ascertain the quality of teaching and learning experiences.   * What did you learn in this unit of work that you did not know before? * Do you feel you need further revision of vocabulary, expressions and/or grammar? * Which activity did you enjoy the most? * What would you like to do more of? |