

Lesson Plan - Level -2

Date of Implementation	July 15-25
Instructional Level	Intermediate
Over-arching Theme	Jaanen Bharat aur usaka vigyan Know India and it's Science
Sub-Theme/Unit	Swasth paryavaran aur swasth sharer Healthy environment and healthy body
Topic	Healthy body - Aayurvedic concepts of Healthy body (panch tatva, aayurvedic food & yog)
Number of hours available for this lesson	3.5 hours
Technology needed for each activity	Laptop, LCD projector
Objectives to be accomplished by the end of the day (with relevant Standards mentioned for each objective)	<p>Linguistic Objectives:</p> <p>Functions: The student will be able to do: Based on information from power point and video clips, the students will --</p> <ol style="list-style-type: none"> 1. Learn about the Aayurvedic concepts of human body - panch tatva and Tridoshas, body type. 2. Learn the importance of Ayurvedic food & yog for healthy life style. 3. Learn about the benefits of spices & herbs commonly used as a preventive care. 4. Gain knowledge of medicinal properties of various herbs & spices used in Indian food like turmeric, cumin seeds etc 5. Gain common vocabulary related to food, commonly used in Indian households, and specific festivals. 6. Learn the names of the Hindi months. 7. Learn the role of nature in human life. 8. Learn about seasonal & incompatible foods. 9. Learn about various body parts- 5 Indriyas – aankh , naak. Kaan, jaabh, tvacha, seena , naabhi, haath, pair 10. compare the concept of 5 element with other cultures – Chinese, Japanese, Greek. 11. Compare and contrast food used in Indian households and in USA households <p>Cultural Objectives: Learner will learn</p> <ol style="list-style-type: none"> 1. Food is an integral part of Indian culture 2. Various different types of foods served on different occasions like everyday food, healthy food, festive food etc. 3. Influence of ancient Ayurvedic Science in modern Indian Art of cooking.

5. Appropriate way of selecting & cooking healthy food for healthy mind and body.

Literary Objectives:

Grammar and Vocabulary:

Formulatic Expressions:

The learner will:

1. Practice or reinforce Devnagari script/alphabets- all vowels & consonants and Hindi numbers,
2. Learn to use simple words related to the topic- five elements, human body, food, and yog & vyayam- prithvi, jal, agni, vaayu, aakaash, vaat, pitta, kapha, aankh , naak. kaan, jeebh, tvacha, seena , naabhi, haath, pair, paushtik, apaushtik, maushami. Surya namaskaar ext,
3. Know common adjectives like cold, hot, warm, spicy, mild, meetha, kadwa, kaatna, etc.

4. Be able to use basic and complex sentence structure – uses of “kya”, “kaun”, “kis”, kahan, kaise ext and uses of vartmaan, bhoot and bhavishya kaal.

Yah kya hai?

Yah kaan hai.

Kaan se sangeet sunate hain.

Yah kaun sa X hai?

Yeh tarbooj hai.

Tarbooj kis mausam mein khate hain

Tarbooj garmi ke mausam mein khate hain.

Mujhe –X—pasand hai.

Ye khaanaa achchha / achchha nahin hai.

Aaakaash (dost)kahaan rahtaa hai?

Aaakaash Duluth mein rahtaa hai?

Is tyohar mein kya khaten hain?

kya aap yoga karte hain ?

kya aapko tairaki achchhi lagati hai?

Kal aapne kya khaya tha ?

Kya aapko ---X ---se allergy hai?

Khichadi khane se theek ho jaayega.

Structures:

- मुझे पसंद है। आपको पसंद है। X को पसंद है।

Mujhe pasand hai. / I like this **(First person)**.

Tumko pasand hai. / You like this **(Second person)**.

Ramu ko pasand hai. / Ramu likes this **(Third person)**.

- Introducing polite imperative verbs : खाइए | पीजिये | बनाइये |

- Demonstrative sentences: यह कौन सा X है ? यह X है ?


Words on the vocabulary list for today:

“Ayurvedic concepts of healthy body” related words & their uses during Interpersonal activities (word list provided saperatly)

Usage of “हाँ” and “नहीं”

Standards involved:

	<ul style="list-style-type: none"> • 1.1 – Interpersonal • 1.2 – Interpretive • 2.1 – Cultural products • 2.2 – Cultural practices • 3.1 – Connections through knowledge of other discipline • 3.2 – Connections through distinctive viewpoints • 4.2 – Comparisons with culture
Time-management in Class	<ol style="list-style-type: none"> 1. Warm-up to 10 minutes 2. Major lesson – 1/3 teacher speaks and 2/3 for student activities
Teacher Guided Activities that will feed into today's goals	<p>Warm-up/Classroom Useful/Formulaic Expressions:</p> <ul style="list-style-type: none"> • Simple question / answer about model house(PBL task), Swasth paryavaran (previous day's topic) and Shanti mantra activity- circle the words that you know and underline the words that you don't know. (print out with instructions provided separately) • Greetings - नमस्ते! धन्यवाद स्वागत है आपका स्वागत है ! • Polite Imperative - आईये बैठिये • Expressions - वाह! बहुत खूब ! बहुत सुन्दर ! <p>Goals-related Activities: Interpretive, Interpersonal and Presentational (for Novice):</p> <ul style="list-style-type: none"> • Introduction of the topic through the power point and essential topic related vocabulary, and related verbs & adjectives There is an activity number mentioned after each sub-topic, do that activity as you reach to it and then move forward. These are the 10 activities in short (print out with instructions provided separately for each)— <ol style="list-style-type: none"> 1. Rewiev / warm activity. 2. Repeat and learn this chaupai - क्षिति जल पावक गगन समीरा, पंच तत्व से बना शरीरा and answer questions. Also, identify if name is feminine or masculine. 3. Make the sentences using each of your senses of organ (aankh, naak, Kaan, tvacha aur jeebh) in Hindi and present 3 sentences in front of the class. Each person can say 1 sentence. - Example of sentence construction-- मैं कान से संगीत सुनता हूँ (work in group of 3-4). 4. Label where each Tridosh is found in the picture of Human body and then answer simple questions. Example – Vaat kahan rahta hai? 5. Take the body type quiz after watching a video clip. 6. Play a 2 team game – Traditinal food of each Indian festival. 7. Is kavita mein hindi mahino ke naam par gola lagayiye. use Hindi calendar and identify the English equivalent month for the Hindi month and write the English name underneath Hindi name. Part B- (servey) - do you follow this kahaavat? How well ? Or not follow at all? Somewhat? 8. Match the Incompatible Food (Viruddha ahara). 9. Role play - Rogi & Vaidya Or भारत में अमेरिका की तुलना में कम लोगों को तीव्र प्रतिक्रिया / एलर्जी

	<p>(allergy) होती है, क्यों? अपने विचार व्यक्त करें । (group discussion)</p> <p>10. Play twister game. Children will review 5 elements, different foods, colors and body parts. They will also do the exercise and have fun.</p>  <p>Computer lab Activity:</p> <p>There are 5 elements in many philosophies and traditions around the world. Find out about them in this website---Write paragraph about your findings of any 2 philosophies in Hindi and send it to your teacher.</p> <p>http://chemistry.about.com/od/historyofchemistry/a/5-Elements.htm</p> <p>Or</p> <p>Find out about Chinese concept of 5 elements in the following website—Write paragraph about differences between Aayurvedic concept and chinese concept of 5 elements in Hindi and send it to your teacher. You can also show the pictures.</p> <p>http://www.chinesefortunecalendar.com/5ebasic.htm</p> <p>Art & Crafts Activities:</p> <p>1. Make an Aayurvedic pyramid using the picture of the plants that you planted around your house and write the Aayurvedic benefits of that plant in an index card paste it near the picture on the pyramid</p> <p>(If time permits then do the following)</p> <p>2. Create a recipe card for your favorite food. Write the ingredients, quantity and steps for preparation in order. put everyone’s recipes in a book and create a recipe book. Recipe book can be rotated by giving each student a turn to look at it and can be displayed in the fair on the last day</p>
<p>Materials needed for Carrying out each activity</p>	<p>PP lesson - Video clip – Sulekh notebook for tracing letters.</p>
<p>Exercise modes for Implementing each activity</p>	<ul style="list-style-type: none"> • Drilling • Question-Answers (Teacher-student & student-student) • Encourage personalization of situations extended from

	<ul style="list-style-type: none"> • what they have learned.
Differentiated Learning	<ul style="list-style-type: none"> • Individualized help <p>1. Practice letters, words, & number used through out the day</p> <p>2. khali sthan par sahi panch tatve ka naam bhariye.</p> <p>Aajkal bharat mein bahut garmi pad rahi hai . tapmaan 47 digree celsiuos se upar pahunch gaya hai. Suraj se mano -----baras rahi hai . -----sookh rahi hai. -----mein baadal kahin najar nahin aa rahe hain. Kabhi aate bhi hain to ----- ka jhonka uda le jaata hai . -----ke bina nadi, naale bhi such gaye hain . bharat ke logon ko mansun ka besabri se intejaar hai.</p> <p>2. In muhavarorn ka meanings likhen.</p> <p>Aankh Ka Taara</p> <p>kan khade hona.</p> <p>naak katt jana.</p> <p>Munh mein paani aana</p> <p>Khaal kheechana .</p>
Wrap-up & review activities of today's work	<p>What did we learn today?</p> <ol style="list-style-type: none"> 1. Review a few targeted structures, some important vocabulary items. 2. Invite questions (and this may be in English if needed) <p>Use the two pre-made signs "HINDI" & "ENGLISH" for switching from one language to the other.</p> <ol style="list-style-type: none"> 3. Finish with "फिर मिलेंगे", "कल फिर मिलेंगे" ,
Assessment Tools (collecting Evidence of Students' Learning)	<p>Formative:</p> <ul style="list-style-type: none"> • Activity sheet using vowels and consonants for making simple words. • Activity sheet with sentences with question words in devnagari and Roman, and students write their responses. • Describing yourself and your siblings for their likes/dislikes. • A few samples of audio/video recording of each student's oral activities. <p>Use Assessment rubric/assessment criteria sheet by TA (supplied)</p>