

Lesson Plan - Level -3

Date of Implementation	July 15-25
Instructional Level	Advance
Over-arching Theme	Jaanen Bharat aur usaka vigan 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><b>Linguistic Objectives:</b></p> <p><b>Functions: The student will be able to do:</b> Based on information from power point and video clips, the students will --</p> <ol style="list-style-type: none"> <li>1. Learn about the Aayurvedic concepts of human body - panch tatva and Tridoshas, body type.</li> <li>2. Learn the importance of Ayurvedic food &amp; yog for healthy life style.</li> <li>3. Learn about the benefits of spices &amp; herbs commonly used as a preventive care.</li> <li>4. Gain knowledge of medicinal properties of various herbs &amp; spices used in Indian food like turmeric, cumin seeds etc</li> <li>5. Gain common vocabulary related to food, commonly used in Indian households, and specific festivals.</li> <li>6. Learn the names of the Hindi months and compare with the equivalent Hindi months.</li> <li>7. Learn the role of nature in human life.</li> <li>8. Learn about seasonal &amp; incompatible foods.</li> <li>9. Learn about various body parts- 5 Indriyas – aankh , naak. Kaan, jaabh, tvacha, seena , naabhi, haath, pair ?</li> <li>10. compare the concept of 5 element with other cultures – Chineese, Japaneese, Greek.</li> <li>11. Compare and contrast food used in Indian households and in USA households</li> </ol> <p><b>Cultural Objectives:</b> Learner will learn</p> <ol style="list-style-type: none"> <li>1. Food is an integral part of Indian culture</li> <li>2. Various different types of foods served on different occasions like everyday food, healthy food, festive food etc.</li> <li>3. Influence of ancient Ayurvedic Science in modern Indian Art of cooking.</li> <li>5. Appropriate way of selecting &amp; cooking healthy food for healthy mind and body.</li> </ol> <p><b>Literary Objectives:</b> <b>Grammar and Vocabulary:</b> <b>Formulatic Expressions:</b></p>

	<p>The learner will:</p> <ol style="list-style-type: none"> <li>1. Practice or reinforce Devnagari script/alphabets- all vowels &amp; consonants and Hindi numbers,</li> <li>2. Learn to use simple words related to the topic- five elements, human body, food, and yog &amp; vyayam</li> <li>3. Know common adjectives like cold, hot, warm, spicy, mild, meetha, kadwa, kaatna, etc. ?</li> <li>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.</li> </ol> <ol style="list-style-type: none"> <li>1. Yah kya hai? 2. Yah kaan hai. 3. Kaan se sangeet sunate hain. 4. Yah kaun sa X hai? 5. Yeh tarbooj hai. 6. Tarbooj kis mausam mein khate hain? 6. Tarbooj garmi ke mausam mein khate hain. 7. Haan, Mujhe –X—pasand hai. 8. Nahin, Ye khaanaa achchha nahin hai. 9. Aaakaash (dost )kahaan rahtaa hai? 10. Aaakaash Duluth mein rahtaa hai? 11. Is tyohar mein kya khaten hain? 12. kya aap yoga karte hain ? 13. Kal aapne kya khaya tha ? 14. Kya aapko ---X ---se allergy hai? 15. Khichadi khane se theek ho jaayega.</li> </ol> <p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>• मुझे पसंद है  आपको पसंद है  X को पसंद है  <b>Mujhe pasand hai. / I like this (First person).</b></li> <li>• <b>Tumko pasand hai. / You like this (Second person).</b></li> <li>• <b>Ramu ko pasand hai. / Ramu likes this (Third person).</b></li> <li>• Introducing polite imperative verbs : खाइए   पीजिये   बनाइये  </li> <li>• Demonstrative sentences: यह कौन सा X है? यह X है ?</li> </ul> <p><b>Words on the vocabulary list for today:</b> “Ayurvedic concepts of healthy body” related words &amp; their uses during Interpersonal activities (word list provided saperatly) Usage of “हाँ” and “नहीं”</p> <p><b>Standards involved:</b></p> <ul style="list-style-type: none"> <li>• 1.1 – Interpersonal</li> <li>• 1.2 – Interpretive</li> <li>• 2.1 – Cultural products</li> <li>• 2.2 – Cultural practices</li> <li>• 3.1 – Connections through knowledge of other discipline</li> <li>• 3.2 – Connections through distinctive viewpoints</li> <li>• 4.2 – Comparisons with culture</li> </ul>
Time-management in Class	<ol style="list-style-type: none"> <li>1. Warm-up to 10 minutes</li> <li>2. Major lesson – 1/3 teacher speaks and 2/3 for student activities</li> </ol>
Teacher Guided Activities that will feed into today’s goals	<p><b>Warm-up/Classroom Useful/Formulaic Expressions:</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Greetings - नमस्ते! धन्यवाद   स्वागत है   आपका स्वागत है !</li> <li>• Polite Imperative - आईये  बैठिये </li> <li>• Expressions - वाह! बहुत खूब ! बहुत सुन्दर ! ?</li> </ul>

## Goals-related Activities:

### Interpretive, Interpersonal and Presentational:

- 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**)—

1. Review / 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. Label where each Tridosh is found in the picture of Human body and then answer simple questions. Example – Vaat kahan rahta hai?
4. Take the body type quiz after watching a video clip.
5. Play a 2 team game – Traditional food of each Indian festival.
6. 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?

7. **Dibate:**  
Talk about how there are no such restrictions in the western culture. Devide class in two groups and have a debate- one will be in favor of the restriction in the kahaavat चौते गुड़ ... & the restriction in viruddhahar, and the other against it

**Or**

Read a news article on Yoga and have a discussion or debate on— Kya yoga sachmuch Hindu dharmik vishvash ko badhava deta hai. (Article will be provided)

**Or**

भारत में अमेरिका की तुलना में कम लोगों को तीव्र प्रतिक्रिया / एलर्जी (allergy) होती है, क्यों? अपने विचार व्यक्त करें । (group discussion)

8. Each student will read one assigned 'Doha' silently and then explain to his/her partner about which thing cures what problem ( in group of two). And, then present in front of the class. (Doha will be provided seperatly)  
Example: जहाँ कहीं भी आपको,काँटा कोड़ लग जाय।

दूधी पीस लगाइये, काँटा बाहर आय।।

Here Doodhi (दूधी) is used to cure Kaanta (काँटा)

9. Role play - Rogi & Vaidya
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><b>Computer lab Activity:</b></p> <p>There are 5 elements in many philosophies and traditions around the world. Find out about them in this website---Write a paragraph about your findings of any 2 philosophies in Hindi and send it to your teacher.  <a href="http://chemistry.about.com/od/historyofchemistry/a/5-Elements.htm">http://chemistry.about.com/od/historyofchemistry/a/5-Elements.htm</a></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.  <a href="http://www.chinesefortunecalendar.com/5ebasic.htm">http://www.chinesefortunecalendar.com/5ebasic.htm</a></p> <p><b>Art &amp; Crafts Activities:</b></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>
Materials needed for Carrying out each activity	PP lesson - Video clip – Print outs of exercises. Sulekh notebook for tracing letters.
Exercise modes for Implementing each activity	<ul style="list-style-type: none"> <li>• Drilling</li> <li>• Question-Answers (Teacher-student &amp; student-student)</li> <li>• Encourage personalization of situations extended from</li> <li>• what they have learned.</li> </ul>
Differentiated Learning	<ul style="list-style-type: none"> <li>• Individualized help</li> </ul> <ol style="list-style-type: none"> <li>1. Practice letters, words, &amp; number used through out the day.</li> <li>2. Fill in the blank exercise- खाली स्थान पर उचित पञ्च तत्व का नाम लिखिए । (paragraph with blank space will be provided)</li> <li>3. इन मुहावरों का अर्थ लिखकर वाक्य में प्रयोग करें । आँख का तारा, आँख में धूल झोंकना, कान खड़े होना, नाक कट जाना, नाक में दम करना, मुँह में पानी आना, खाल खींचना</li> </ol>
Wrap-up & review activities of today's work	<p>What did we learn today?</p> <ol style="list-style-type: none"> <li>1. Review a few targeted structures, some important vocabulary items.</li> <li>2. Invite questions (and this may be in English if needed)</li> </ol> <p>Use the two pre-made signs “HINDI” &amp; “ENGLISH” for switching from one language to the other.</p> <ol style="list-style-type: none"> <li>3. Finish with “फिर मिलेंगे”, “कल फिर मिलेंगे”,</li> </ol>
Assessment Tools (collecting Evidence of Students' Learning)	<p>Formative:</p> <ul style="list-style-type: none"> <li>• Activity sheet using vowels and consonants for making simple words.</li> <li>• Activity sheet with sentences with question words in devnagari and Roman, and students write their responses.</li> <li>• Describing yourself and your siblings for their likes/dislikes.</li> <li>• A few samples of audio/video recording of each student's oral activities.</li> </ul> <p>Use Assessment rubric/assessment criteria sheet by TA (supplied)</p>