

Date: 6/20/18	Grade Range: 6-12	Targeted Performance Level: Intermediate high/Advance low	Total Time for this Plan: 160 minutes
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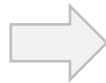
Curriculum Connection

Program Can-Do Statement & Performance Assessment Task

Copy the specific program Can-Do Statement from the curriculum (stage 1) and performance assessment task (stage 2) that you are working toward in this learning plan.

Program Can-Do Statement:

3) I can present a story related to a social and historical topic, and present my views on issues such as social display of respect and tolerance for people with different abilities/perspectives, in India and the US, using a variety of media using paragraphs across major time frames.



Performance Assessment Task: Students will fill up a story map of a story they have viewed and a story that they have created. Students will retell a story they know about with a different ending. They will create a story of their own and present it using different media of their choice, such as a storybook, a play or a puppet show or audio/video recording. Students will present a panel discussion on topics related to the story such as 1) dealing with diversity in a populace, and treating people who are different from ourselves with respect. 2) Freedom of speech and roots of democracy demonstrated in the story.

Learning Episode #1

Recap/writing time

Number of minutes for this episode: 30

Lesson Can-Do Statement

Identify the lesson Can-Do statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

Presentational speaking : I can narrate a story/enact a play I have read/viewed/created, using a variety of story telling styles and different media.

Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

हवा चली सर-सर , पेड में जहाज फँस गया भड़ाक से, मैं गिरा धड़ाम से, सर से फिसला, चंदा चमके चम्-चम्, पानी गिरा टप-टप-टप
Idioms- अक्ल का अंधा, खोदा पहाड़ निकली चुहिया, भाग्य फूट गए

Check for Learning

What formative task will learners do to provide evidence that they made met the lesson Can-Do Statement?

Play Pictionary for the , onomatopoeia words and idioms learned on the previous day. Team members will identify it and then use it in a sentence.

Writing Time: Students will use idioms in a sentence.

They will write antonyms of the

	दयावान-kind, courageous- बहादुर	character traits and then make sentences from both the words.
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Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode?
Consider how you might differentiate in order meet the needs of all learners.

Teacher will divide the class in two groups, she will pick one person from a group to come to the white board. The student will draw a picture for the onomatopoeia phrases and idioms given by the teacher and members of the other team. His/Her team members have to first identify it and then use it in a sentence.

हवा चली सर-सर , पेड़ में जहाज फँस गया भड़ाक से, मै गिरा धड़ाम से, सर्र से फिसला, , चंदा चमके चम्-चम्, पानी गिरा टप-टप-टप

Idioms- अक्ल का अंधा, खोदा पहाड़ निकली चुहिया, भाग्य फूट गए,

The TA will keep tally of the winner team.

Writing Time: Use these idioms in a sentence

अक्ल का अंधा, खोदा पहाड़ निकली चुहिया, भाग्य फूट गए

Write antonyms of the character traits and then make sentences from both the words.

दयावान-kind (निर्दयी -cruel)

बहादुर – courageous (झरपोक -coward)

लालची-greedy (दानी-generous)

Materials Needed

What authentic resources, supplies and other materials will you need to successfully implement this learning episode?

White board, markers, Idioms and character trait words

Learning Episode #2		Number of minutes for this episode: __45__
Lesson Can-Do Statement Identify the lesson Can-Do statement(s) from the curriculum (stage 3) that are the goals for this learning episode.	Vocabulary How are culture and/or content part of the language chunks and words that learners will use?	Check for Learning What formative task will learners do to provide evidence that they made met the lesson Can-Do Statement?
Interpretive: I can identify the elements of a story and understand the main idea and details of a story	अरे! कहानी कैसी होनी चाहिए? कहानी तो दिलचस्प होनी चाहिए। कहानी दिलचस्प कैसे हो?	Teacher will show the video on how to write an effective story . Students will turn and talk and put the main points in their notebook

Interpersonal: Based on reading or listening to a story, I can participate in a conversation about the personalities of the story's characters and there distinguishing characteristic(s).

कहानी का विषय ज़रा रोचक होना चाहिए जैसे- कहानी की भाषा मजेदार और भावपूर्ण होनी चाहिए।
कथानक : हज़ारों साल पहले की बात है से लेकर -----सब खुशी -खुशी रहने लगे ! तक जो कुछ भी घटनाएँ कहानी में होती हैं।
सटीक शीर्षक:
कैसी कहानी
(पौराणिक, ऐतिहासिक, लोक-कथा)
प्रभावशाली पात्र / चरित्र (नायक, खलनायक, सहनायक)
चरित्र के गुण /अवगुण, भावनायें)
समृद्ध परिवेश, -जगह, समय, कहां, कब)
शुरुवात
मध्य(परेशानी)
अंत/समाधान
सीख(संदेश)

for reference.

After brainstorming, Students will list ideas for: Characters, settings, time, conflict, plot, problem, solution.

At every step they will make their narrative more and more effective by filling maps for different elements of a story separately ; like for setting, character traits and their feelings, plot etc. based on examples provided by teacher for scaffolding.

Students will then fill up a story map for the entire story they are creating as a group.

Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? Consider how you might differentiate in order meet the needs of all learners.

Teacher: Now that you are well equipped with all the tools, here is your

PBL Task: *You are a group of budding writers, who are interested in getting their books published. You further want to make a movie/ TV serial/ play for theatre or present your book in traditional Indian story telling style to reach a broader audience. Brainstorming together as a group, come to a consensus about the genre, main topic and all the elements to create your own uniquely wonderful story.*

Teacher will show the video on how to write an effective story . Students will turn and talk and put the main points in their notebook for reference.

<https://www.youtube.com/watch?v=qaZxAvaaS5E>

Teacher will divide the class in a group of 3-4 students.

She will provide them a detailed story map for making the framework of the story.

Interpersonal: For every story element the students will convince their team, why that particular choice of setting, character, plot, end etc.. They will vote with in their group for the best choice; once the group comes to a consensus, they will make a final “Story Map” with all the details. Each group will then present their Map in front of the class.

अरे! कहानी कैसी होनी चाहिए?

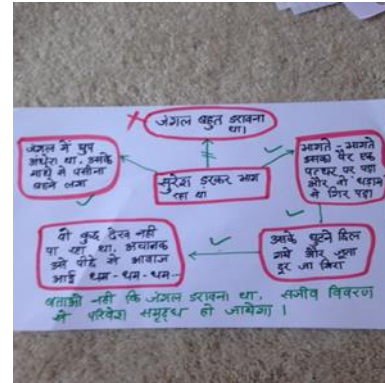
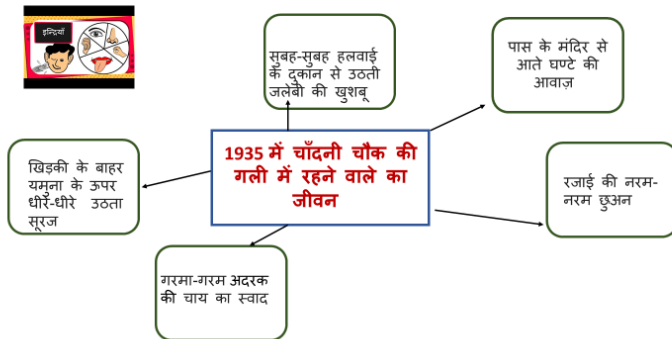
कहानी तो दिलचस्प होनी चाहिए।

कहानी दिलचस्प कैसे हो?

कहानी का विषय ज़रा रोचक होना चाहिए जैसे-, कहानी की भाषा मजेदार और भावपूर्ण होनी चाहिए।

Teacher will facilitate extra scaffolding to make their narrative more vivid. For example:

समृद्ध परिवेश: पाँचो इन्द्रियों का इस्तेमाल



कथानक : हज़ारों साल पहले की बात हे से लेकर -----सब खुशी -खुशी रहने लगे ! तक जो कुछ भी घटनाएँ कहानी में होती हैं।

Materials Needed

What authentic resources, supplies and other materials will you need to successfully implement this learning episode?

Story map, notebook, pen/pencil,

Learning Episode #3

Number of minutes for this episode: 30

Lesson Can-Do Statement

Identify the lesson Can-Do statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

Presentational speaking : I can narrate a story/enact a play I have read/viewed/created, using a variety of story telling styles and different media.

Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

आपको क्या लगता है कौन सा आधुनिक/पारम्परिक तरीका ठीक रहेगा?

किन्तु इसको आपने क्यों चुना? क्या कारण है?

Check for Learning

What formative task will learners do to provide evidence that they made met the lesson Can-Do Statement?

Students will do Interpersonal-survey activity - which style is most popular/ easy/ least expensive/ less work/ funny etc.)

Why did u choose that style?

	<p>क्योंकि ये बड़ी जल्दी हो जायेगा , ज्यादा सामान भी नहीं चाहिए।</p> <p>मुझे लगता है यह लोगों को बहुत पसंद आएगा।</p> <p>मुझे लगता है इसे कर पाना आसान होगा /नहीं होगा।</p> <p>सब अपने-अपने विचार बतायें जिससे हम एक तरीका चुन सकें।</p>	<p>They will vote for the best styles of story telling and decide on one modern and one traditional way of story telling for their group.</p>
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Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? Consider how you might differentiate in order meet the needs of all learners.

Students will do Interpersonal- survey activity - which style is most popular/ easy/ least expensive/ less work/ funny etc.) .Why did u choose that style?

आपको क्या लगता है कौन सा आधुनिक/पारम्परिक तरीका ठीक रहेगा?

किन्तु इसको आपने क्यों चुना? क्या कारण है?

क्योंकि ये बड़ी जल्दी हो जायेगा , ज्यादा सामान भी नहीं चाहिए।

मुझे लगता है यह लोगों को बहुत पसंद आएगा।

मुझे लगता है इसे कर पाना आसान होगा /नहीं होगा।

सब अपने-अपने विचार बतायें जिससे हम एक तरीका चुन सकें।

They will vote for the best styles of story telling and decide on one modern and one traditional way of story telling for their group.

Teacher can show the video about different styles of story telling for their reference again, if needed.

Materials Needed

What authentic resources, supplies and other materials will you need to successfully implement this learning episode?

Notebook, pen/pencil, video about styles of story telling.

Learning Episode #4

Number of minutes for this episode: 55

Lesson Can-Do Statement <i>Identify the lesson Can-Do statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</i>	Vocabulary <i>How are culture and/or content part of the language chunks and words that learners will use?</i>	Check for Learning <i>What formative task will learners do to provide evidence that they made met the lesson Can-Do Statement?</i>
<p>Presentational writing: I can write simple paragraphs to narrate a story, dialogues for a short play, using various time frames .</p>	<p>हजारों साल पहले की बात है -- बस कल ही कि बात है ---- अँधेरी , बरसाती रात में ---- एक सुहानी सी सर्दी कि दोपहर -----</p>	<p>Students as team will brain storm after seeing the picture and write all the story elements in bullet points as first draft.</p>

और फिर मानो मुसीबतों का पहाड़ टूट पड़ा

उसके बाद ---
अंत भला तो सब भला !
उसे ये सीख मिल ही गयी की ----

They will check for conflict (suddenly a giant brown bear appeared----)

Provide a solution, and then what did they do?

Both the teams will present their drafts and the teacher will decide the winner team.

On the basis of the story map, the students will write their first rough draft in bullet points, putting the sequence of events in right order.

Teacher will provide a **rubric** for writing their final story. This will act as a strong reference point for the students and help the teacher in getting the targeted product.

Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? Consider how you might differentiate in order meet the needs of all learners.

Teacher will divide the class into two teams and show this picture:

Each team has to brain storm and write all the story elements in bullet points as their first draft.

Check for conflict (suddenly a giant brown bear appeared----)

Provide a solution, and then what did they do?

TA will put the timer for 8 minutes.

The teams will brainstorm and quickly write it.

Both the teams will present their drafts and the teacher will decide the winner team.

This will give them a practice for making the first draft for their story.



Teacher will then ask the groups to take out their story maps and brainstorm and then start writing their **first drafts in bullet points**. This will act as a skeleton for writing the final story. Teacher and TA will rotate around the groups to facilitate them in their process to make the draft cover all the points.

Teacher will provide a **rubric** for writing their final story. This will act as a strong reference point for the students and help the teacher in getting the targeted product.

Materials Needed

What authentic resources, supplies and other materials will you need to successfully implement this learning episode?

Picture for draft writing, notebooks, pen/pencil, rubric

Add additional learning episodes as needed by copying a learning episode box.

Post-Lesson Reflection

After implementing this learning plan, consider the following questions while reflecting on the successes and challenges of the lesson:

- What were the strength of the lesson? Which activities helped to maximize the learning?
- Did all learners meet the goals of the lesson and why?
- What could you do to improve this learning plan if you address these lesson Can-Do statements again?