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| <b>Date:</b><br>6/21/18 | <b>Grade Range:</b><br>6-12 | <b>Targeted Performance Level:</b><br>Novice Mid | <b>Total Time for this Plan:</b><br>3 hours |
|-------------------------|-----------------------------|--|---|

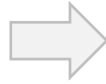
### Curriculum Connection

#### 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.

#### Lesson Can-Do Statements

I can present a story (my own or one I have read/viewed) and its moral using a variety of media such as a picture book with short phrases, audio/video recording, puppet show, role play etc., using a mixture of practiced or memorized words, phrases and simple sentences.



Students will list a few facts about different styles of story telling . Students will retell the story that they have read/viewed using pictures, short memorized phrases and sentences. They will create their own story and present it in the form of a storybook and two other forms of storytelling of their choice, such as puppet-show, audio/video recording, play acting etc.

### Learning Episode #1

Number of minutes for this episode: 45

| Lesson Can-Do Statement   | Vocabulary<br><i>How are culture and/or content part of the language chunks and words that learners will use?</i>           | Check for Learning<br><i>What formative task will learners do to provide evidence that they made met the lesson Can-Do Statement?</i>   |
|---|---|---|
| <p><u>Interpretive</u></p> <p>Teacher will play short story videos, or distribute story books and ask students to identify characters, setting, actions etc. for each story. Teacher will give verbs and adjectives relevant to the story.</p> <p><a href="https://www.youtube.com/watch?v=EfAiSOVX-Es">https://www.youtube.com/watch?v=EfAiSOVX-Es</a></p> | <ul style="list-style-type: none"> <li>Bhukha tha, chadna nahi aata tha, dekha, bola, dar gaya, bhagney wala tha</li> </ul> | <p>While watching video students will write the different characters, settings, actions that they saw in the video</p> <p>Teacher can toss the ball to student, ask the student to use the verb in sentence and say it .</p> <p>Play Noun/adjective Board game.</p> |

### Learning Experiences

1) Students will be shown a youtube video having 18 short hindi stories with moral. While the video is playing students can note down the characters, setting and actions for each story. Then teacher can toss the ball to one student and will give verbs and adjectives relevant to the story. First student can toss the ball towards other student and teacher will give verbs and adjectives relevant to the story. This can continue until all stories are done.

### Materials Needed

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

Youtube video, ball or books

## Learning Episode #2

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.

students will write down adjectives/verbs to describe the characters of their story  
Teacher will prepare question cards: Half the students get the question cards and half get the cards with the answer format.

Each group will get computer lab time (15 mins) to print out images for their story.

### Vocabulary

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

Questions:

आपकी कहानी में पात्र कौन है ?  
आपकी कहानी में स्थान क्या है ?  
आपकी कहानी में समस्या क्या है ?  
आपकी कहानी में समाधान क्या है ?

आपकी कहानी के पात्र कैसे है ?  
(adjectives )  
आपकी कहानी में पात्र क्या करते है ?  
(verbs)

Answers:

मेरी कहानी में \_\_\_\_\_ पात्र है ?  
मेरी कहानी का स्थान \_\_\_\_\_ है ?  
मेरी कहानी में समस्या है : \_\_\_\_\_  
मेरी कहानी का  
समाधान है : \_\_\_\_\_  
मेरी कहानी के पात्र \_\_\_\_\_ है ( adjectives )  
मेरी कहानी के पात्र \_\_\_\_\_ है  
(verbs , action words )

### Check for Learning

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

Question/ Answer activity

### 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 write down adjectives/verbs to describe the characters of their story  
 Teacher will divide class in two teams and give prepared question cards to one team and answer cards to other team. Students who received question cards will stand up and go to answer team and ask them their question. Answer team will reply. Now both teams can swap their cards and repeat.

**Materials Needed**

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

Question answer sentence sheet.

**Learning Episode #3**

**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?*

Using the language chunks & vocab from previous stories, students will write their story. Each group will present their progress in 10 mins. The groups watching will give feedback- good/bad/could not understand

अच्छा , बुरा, समझ नहीं आया

Students will give feedback to each other.

**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 write their story using previously acquired knowledge. (language chunks, adjectives, verbs etc.)

Once done students will present and other students will give feedback.

**Materials Needed**

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

Print outs of graphic organizers.

**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?

