STARTALK LEARNING PLAN
Designing Learning Experiences

Date:	Grade Range:	Targeted Performance Level:	Total Time for this Plan:

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

I can give a brief presentation about a famous traditional tale or parable that I have learned about and state my viewpoint about it, and present a story I have created through media of my choice, such as text, audio,video, playacting etc., using sentences and series of connected sentences.

Performance Assessment Task :

Students will create a storybook with illustrations and text. They will also choose two different styles of story telling (traditional and/or modern : puppets, plays, movie etc.) used in India, and explain why they prefer those two styles to present their story. Finally, they will present their story to the class, using the two different styles.

Leaning Episode #1

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 met the lesson Can-Do Statement?*
Interpersonal: I can exchange ideas and information to create a story with a message/moral.

Presentational Writing: I can present a story that I have created in the form of a storybook,using simple connected sentences and illustrations. | भाई, बहन, दुष्ट राजा, छोटा कछुआ, बहादुर लड़की, मछली, रानी, लड़का, बुढ़िया, चिड़िया, बड़ा शेर, दोस्त, भालू

गहरे समुद्र में, जून की गर्मी में, घने जंगल में, आधी रात को, बहुत पुरानी बात है, ऊँचे पहाड़ो पर, एक समय की बात है | Teacher will play a game of sorting elements

1. Cut out the character, setting, problem, and solution cards below (there are 32 total).
2. Hand out one card to each student.
3. Hang the four Elements of a Story signs in four corners of the room and instruct students to stand near the element that matches up with their card.
4. Collect the cards, |

| | एक तूफ़ान ने घर को उडा दिया l

जाल में फँस गया l

हार नदी में गिर गया l

लडाई हो गयी l

हार मिल गया l

वह बच गया l

सब ने मिल कर नया घर बना दिया l

फिर से दोस्ती हो गयी l | mix them up, and repeat
.
Prewriting - story Map
Teacher will divide class in 2 or 3 groups:
They will focus on the characters, setting and subject of their story. They will share it with the whole class.

Students will work in groups to fill up the story map of their story. |

Learning Experiences
What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

Teacher will play a game of sorting elements

- Cut out the character, setting, problem, and solution cards below (there are 32 total).
- Hand out one card to each student.
- Hang the four Elements of a Story signs in four corners of the room and instruct students to stand near the element that matches up with their card.
- Collect the cards, mix them up, and repeat.

Alternative Activities:
Hand out one or more cards to each student and instruct them to write a story using the story part(s) on their cards.

Students will watch a video about story writing:

कहानी लेखन- विडियो :

https://www.youtube.com/watch?v=GdEQ2_KxNIk

Teacher will divide class in 2 groups:
They will focus on the characters, setting and subject of their story.
They will share it with the whole class.

Students will work in groups to fill up the story map of their story.

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

you tube video, sort the elements of story cards, story map, pen, paper

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.*	**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 met the lesson Can-Do Statement?*
Interpersonal: I can exchange information, ideas and preferences about various traditional and modern styles of storytelling from India.

Presentational Speaking: I can present the unique features of some styles of storytelling from | शैली का नाम, प्राचीन, आधुनिक,सस्ती ,महंगी , पसंद, नहीं , मजेदार

मैंने यह दो शैली चुनी है ------

मैंने यह शैली चुनी है क्योंकि ---- | They will do

Interpersonal- survey activity

- which will determine which style is most popular/ easy/ least expensive/ less work/ funny etc.

Students in their group will choose two types of style based on the survey and their own reasoning to present the |

| India, and state my preference for them | | story they will write. They will provide adequate reasoning for choosing a particular style. |

Learning Experiences
What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

Teacher will explain to the students that they will do a survey within their group to determine the style of story telling that they will choose for the presentation of their story

Teacher will give Survey Sheet to the students.

They will ask questions to each other and will choose two story styles that they prefer.

Students will fill the template of story styles with the name of the style and two or more reasons why they chose that particular style of story telling.

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

Survey Sheet, Story selecting Template, pen, Paper

Learning Episode #3		Number of minutes for this episode: __55__
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 met the lesson Can-Do Statement?*
Interpersonal: I can	इस कहानी के पात्र क्या है ?	Teacher will show a video of a story without

| exchange ideas and information to create a story with a message/moral.

Presentational Writing: I can present a story that I have created in the form of a storybook,using simple connected sentences and illustrations. | इस कहानी का परिवेश क्या है ?
इस कहानी की समस्या क्या है ?
इस कहानी का अंत कैसे हुआ ?

इन शब्दों का प्रयोग करे और कहानी का क्रम बताये
पहले
फिर
उसके बाद
अंत में | any dialogues -
Each team has to brainstorm and write all the story elements in bullet points as their first draft.
Check for conflict (mom's favorite vase was broken)
then what did they do?
Provide a solution

Both the teams will present their drafts and the teacher will present.

They will finalize their characters, setting and main idea of the story. |

Learning Experiences

What sequence of activities will learners engage in before they complete the check for learning for this episode? How will learners move through a cycle of input, sharing, guiding, and applying in each episode? Consider how you might differentiate in order meet the needs of all learners.

Teacher will show a video of a story without any dialogues -

https://youtu.be/GLXl4bNh0x4

Teacher will ask students to brainstorm and work in groups to write the events of the story with all the story elements

- Write the characters, setting,
- then what happened
- Check for conflict

- then what did they do?
- Provide a solution.

They will finalize their characters, setting and main idea of the story.

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

you tube video, pen and paper

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? Why or why not?
- What could you do to improve this learning plan if you address these lesson Can-Do Statements again?