STARTALK LEARNING PLAN
Designing Learning Experiences

| Date:	Grade Range:	Targeted Performance Level:	Total Time for this Plan:
6/12/18	6-11	Intermediate high/Advance low	160 minutes

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:

1) I can discuss a traditional/ historical tale and relate it to my life, using a few simple paragraphs across major time frames.
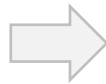
Performance assessment task :

Students will view a series of short stories related to a historic Indian figure, that present a problem that is being solved by the main character. Teacher will make small groups of students and use activities such as Think Pair Share and numbered Heads Together to get students to answer open-ended questions about the story, such as " What do you think will happen next, and why?" , "What is your opinion about the character X in the story, and why?" The students will discuss among themselves and reach a consensus about the final answer. The student called upon by the teacher will share the group's answer with the class.

Learning 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.

I can identify, categorize and describe the main features of different types of stories from Indian cultures.

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

Pauranik-पौराणिक , historical-ऐतिहासिक , folk tales- लोक-कथाएँ , देवता असुर , राजा रानी

Sentence chunk:

भारतीय पुराणों और ग्रंथों से ली गयी कथाएँ

भारतीय इतिहास से ली गयी कहानियाँ

भारत के आम-जीवन से जुडी कहानी,जैसे पंचतंत्र कि कहानियाँ जिसमे जानवर, पेड़ सब बातें कर सकते हैं।

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

While watching a small presentation with realia about main features of each category of the stories; especially how each categories have a specific pattern of starting and ending the story, the students will write main features for each categories using the new vocab list in a flap card. The students will then Think Pair Share with their shoulder buddies to add any extra feature they missed to write in the flap card. In small groups they will play a game "pahchano KahaaNi", where they will compete with other

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.

<u>Interpretive :</u>The teacher will wear a big story teller's hat, bring a big bag (jhola)/ box -labeled as "कहानी का पिटारा", filled with different story books from all three categories:

पौराणिक- comic books on bal ganesh, hanuman etc. , ऐतिहासिक- picture book on historical figures like Ashok, Chanakya, Maharana Pratap , लोक-कथाएँ (पंचतंत्र) picture books on panchtantra.

The Teacher and TA will then model the interpretive task:

TA: अरे अरे ! ये क्या है प्रीति जी ?

Teacher:ये? ये मेरा कहानी का पिटारा है।

TA: (repeats)   ये कहानी का पिटारा है ? इसमें कौन -कौन सी कहानियाँ हैं ?

Now the teacher sits down and takes out one picture book at a time and shows it to the TA and the whole curious group of kids she had captivated the attention of—Meanwhile Ta passes a flap book to each students and ask them to fill the information as the teacher describes them.

Teacher: Picks a book- like story of bal ganesh, hanuman. Story of Gods and Demons and the victory of goodness over evil.

ये पौराणिक कथा है, भारतीय पुराणों और ग्रंथों से ली गयी कथाएँ and theTA repeats it पौराणिक कथा and the teacher writes पौराणिक कथा on the white board. She does it likewise for the other two categories.

In the same way the teacher picks two books from each category and reads the beginning and endings.For example:

एक बार सभी देवता गणेश जी के पास अपनी परेशानी लेकर आये----

ये कहानी तब की है जब उत्तर भारत में राजा अशोक राज करते थे -----

एक गाँव में एक चूहा और शेर बड़े अच्छे दोस्त थे ----

गणेश जी ने अपनी बुद्धि से फिर एक बार देवताओं को बचा लिया

इस तरह महाराणा प्रताप ने चित्तौड़ की रक्षा की।

अंत में चूहे ने शेर को बचा लिया और दोनों ख़ुशी-ख़ुशी रहने लगे।

While watching the main features of each category of the stories; especially how each categories have a specific pattern of starting and ending the story, the students will write main features for each categories using the new vocab list in a flap card.

<u>Interpersonal:</u>

The students will then Think Pair Share with their shoulder buddies to add any extra features they missed to write in the flap card. The teacher will then divide the class in three groups of 3-4 students and they will pick books and ask each other- In your opinion this book will fall in which category and why? The students will reply this is a historical book because -xxx----, this is a PuaraniK story because xxx etc.

<u>Identification and categorization game:</u> "पहचानो कहानी "

Teacher will divide the class in two teams and in two story hats, make similar set of 8-10 note-strips with starting , endings and definations of all three categories. She will divide the board in two halves. Each team will first make three coloumns in their halves and write the names of 3 story categories at the top.

TA will set the timer for 60 seconds and the team will take out the strips from their hats read it, quickly decide among each other and run to put under the category with a magnet. The team which categorizes the maximum with in 60 seconds, will be the winner.

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

Picture books, bag, A big box, hat

Learning Episode #2 Number of minutes for this episode: __30__

Lesson Can-Do Statement	Vocabulary	Check for Learning
Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.	*How are culture and/or content part of the language chunks and words that learners will use?*	*What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?*
Interpretive: I can follow and understand the essential elements of a story from the speaker's point of view, including characters, the main problem/conflict and suggest a solution.	Post Positions: मंदिर , नदी के आस-पास , के किनारे , चारों ओर , के ऊपर , के नीचे , अंदर , के बाहर ,के पीछे, के सामने , दूर, पास, पात्र- नायक, खलनायक चरित्र- कौन परिवेश- कहाँ , कब मुख्य विषय - क्या कथानक- क्या समस्या- क्या, क्यों , क्योंकि समाधान- कैसे सीख- क्या	Students tell the names of the story elements when the teacher defines/ shows through realia. Students make connectionsof the story elements to a popular fiction. **Activity:** "कहानी के तत्व",pahchano:

Learning Experiences
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The teacher sits with her "kahani kaa pitaraa"/ huge bag filled with story books, panchtantra, comics, champak, nandan etc. and also with some human and animal figures, realia or pictures of village tree, palace, hut, king, queen, mantri, villainous looking characters, pandit and shishya etc,and tell its story time……

ये समय है कथा -कहानिओं का , राजा का और रानिओं का ----

क्या आप कहानी सुनने को तैयार हैं? २

तो सब बैठ जाएँ---
सब एक घेरे में बैठ जाएँ ---
सब एक बड़े घेरे में बैठ जाएँ ----
सब एक बड़े घेरे में , मेरे चारोँ ओर बैठ जाएँ ----

अब क्या --X X X ------ कहानी सुनने को तैयार है ?
अब आप अपने दाहिने बैठे दोस्त से पूछें क्या वह कहानी सुनने को तैयार है ?
Repeat with सामने बैठे,दो छोड़कर बैठे आदि ----

Once the students settle down sing:

कहानी सुननी है तो ताली बजाओ (clap 3 times)
कहानी सुननी है तो ताली बजाओ (clap 3 times)
कहानी सुननी है, कहानी सुननी है, कहानी सुननी है तो ताली बजाओ (clap 3 times)

(Make Name Tag and ask them to put on them accordingly)

Now, teacher sticks the tag "वाचक" on herself -points it and tell vaachak means कहानी सुनाने वाला/story teller
Siumilarly she gives each student a tag "श्रोता" – and tells सुनने वाला and one to TA-- दर्शक -देखने वाला

Lets create a story together: चलो एक कहानी बनाते हैं ----
झोले में से एक-एक कर के निकाले
what do you need to create a wonderful story and take out figure/ animals etc,
now ask the class and start getting words like लड़का,लड़की,पंडित,राजा,रानी,माँ etc. Ask what are these called in a story-the Ss will probably tell Characters--- Teacher- बहुत अच्छे !
tell them these are called **पात्र या चरित्र** write it on the white board. Ss copy in their notebook

Similarly, she takes out realia of palace, village, tree etc.and asks what are these called in a story-
the Ss will probably tell setting--- Teacher- बहुत अच्छे ! Write **परिवेश** on the white board. Ss copy in their notebook. We need post positions like - मंदिर , नदी के आस-पास , के किनारे , चारों ओर , के ऊपर , के नीचे , अंदर , के बाहर ,के पीछे, के सामने , दूर, पास,

What else do we need to create a story lets think. Muskan can you tell-Write whatever she tells (may be theme, problem) write it on the board, keep asking other kids till you get some of your desired elements. Now fill in the missing elements. These are called -story elements, yes **"कहानी के तत्व"**
मुख्य विषय -**Theme**
कथानक- **Plot**
समस्या- **Conflict**
 समाधान- **Resolution**
सीख – **moral/lesson**

Teacher shows a trailer of Harry potter. Now she will recap the story elements through an activity.

https://www.youtube.com/watch?v=L_50eAXYgAg

Activity: "कहानी के तत्व"pahchano
Teacher will give small chalk board to each students and say Harry potter, Ron and Dumbledore--- the students who writes **पात्र या चरित्र** first, wins a point, similarly teacher asks Hogwarts school, where these character lived- **परिवेश** gets a point. TA keeps the tally and announces the winner at the end when all the elements have been repeatedly asked in different ways to make sure the Ss can tell all of them.

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

https://www.youtube.com/watch?v=L_50eAXYgAg,
  (harry potter trailer- mute)

Learning Episode #3   Number of minutes for this episode: _55___

Lesson Can-Do Statement	**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*

Interpersonal : I can participate in a conversation about the personal traits and what motivated the main character or characters, in a story that I have listened to or read.	पात्र- नायक, खलनायक नायक- अच्छा चरित्र खलनायक-बुरा चरित्र पात्र के गुण : अच्छे गुण /बुरे गुण **अच्छे गुण** - **Positive character traits/ qualities** clever/ brainy- चतुर,बुद्धिमान ,loyal- निष्ठावान, honest- ईमानदार, true-सच्चा, witty-मज़ाकिआ, मेहनती-hard working, दयावान-kind, courageous- बहादुर प्रजा का ध्यान रखने वाला -taking care of his citizens **Negative character traits: बुरे गुण** cunning-धूर्त, कुटिल, चालाक, कपटी, मक्कार ,greedy-लालची liar- झूठा, coward- डरपोक dishonest- बेईमान, निर्दई-cruel , jealous- जलनखोर **समस्या- Conflict** **समाधान- Resolution** They lived happily ever after- और सब हमेशा के लिए ख़ुशी-ख़ुशी रहने लगे। He was awarded with treasures- उसे ढेर सारा धन ईनाम में मिला। He transformed from a miser to a generous person- वह कंजूस आदमी से दानी आदमी हो गया। All's well if ends well.- अंत भला तो सब भला।	Students make connectionsof the story elements to a popular fiction Harry Potter. Students categorizes and put these under right story element- कौन, कब, कहाँ ,क्यों ,कैसे ,क्या, क्योंकि चरित्र- कौन परिवेश- कहाँ मुख्य विषय - क्या कथानक- क्या समस्या- क्या, क्यों , समाधान- कैसे सीख- क्या

Learning Experiences
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Teacher:

Which main element carry the story forward?---Ss- the main characters- पात्र, Teacher- बहुत अच्छे

What kind of characters are Harry, Hermoine,Ron and Dumbledore- Ss- Heroes/protagonist, yes- नायक

What about Voldemort, then- antagonist, Great- खलनायक

Teacher will ask them to name more नायक, खलनायक from that fiction and writes on two columns of the board.

What qualities/character traits made them a hero? Quickly brainstorm and put them under each नायक, खलनायक category. You will soon have a list of describing words for good and bad character traits.

Ss will write them down in their notebook.

Teacher: Do we even need a खलनायक in a story? Why---He creates the conflict/problem **समस्या**, because he is----Ss may be jealous, cruel, cunning etc.

The hero resolves the conflict (**समाधान**- Resolution)because he is Ss----May be honest, kind, hard working,courageous etc.

Voldemort was big and Harry was a kid, but he was useful to the society while Voldmort was of no benefit.

बड़ा हुआ सो क्या हुआ ? कहावत

Teacher puts some note stripes with sentences describing the positive and negative character traits in the story teller's hat. Then one by one she picks studens, who pick and read a note and ask the class where should I put it, and the class chimes in under नायक, खलनायक etc. until all the chacter traits get characterized. Ss will write down for future reference.

Now, what are last couple of things we need to create a story?

Steer the brainstorming towards Plot -**कथानक**- Plot- and ending- **अंत ,**with some lesson or moral- सीख.

Brain storm with the class and write What can be some of the outcomes/ ending of a story?

They lived happily ever after- और सब हमेशा के लिए ख़ुशी-ख़ुशी रहने लगे।

He was awarded with treasures- उसे ढेर सारा धन ईनाम में मिला।

He transformed from a miser to a generous person- वह कंजूस आदमी से दानी आदमी हो गया।

All's well if ends well.- अंत भला तो सब भला।

Teacher now can you put these under right story element-
 कौन, कब, कहाँ ,क्यों ,कैसे ,क्या

Ss: Write in their notebook.

चरित्र- कौन

 चरित्र के गुण - कैसे

 परिवेश- कहाँ , कब

मुख्य विषय - क्या

कथानक- क्या

समस्या- क्या, क्यों , क्योंकि

समाधान- कैसे

 सीख- क्या

Teacher:

 If you know the story elements now -CLAP once

If you know the story elements now -CLAP twice

If you know the story elements now -CLAP thrice.

Great ! say after me All's well if ends well.- अंत भला तो सब भला। again, say with me अंत भला तो सब भला।

The students are now equipped with all the elements and have taken notes for future references for creating their own stories.

Last 5 minutes: Teacher will show a small video clip from Tenalirama as a teaser and say, well this is what our story is going to be ...—ab aage kya hota hai ?

so keep guessing and stay tuned for tomorrow...same place, same time!

https://www.youtube.com/watch?v=KNZuQoFtmLA
tenalirama starting 4min.

https://www.youtube.com/watch?v=ELvLdPW_ONY
Tenalirama song 42 seconds

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

White board, pen/pencil, paper, starting video clip of Tenalirama.

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?