

Date: 6/21/18	Grade Range: ६-१०	Targeted Performance Level: Intermediate	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:

Performance Assessment Task:

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.

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

Vocabulary

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

मुझे कहानी सुनाने का यह तरीका पसंद है।

कहानी सुनाने का यह तरीका बहुत मज़ेदार है क्योंकि.....

Check for Learning

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

Recap game: The students will play hot seat game on different story telling style and elements.

Writing Time: Students will write the two reason about why they like their story telling 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.

Guessing Game- Teacher will start the game. A player will explain the style and others will guess the right style.

Topics - **Story telling style**

कठपुतली कथक कथककली पंडवानी फिल्म नाटक

Writing Time-आपको कहानी सुनाने का कौन सा तरीका पसंद है और क्यों? दो तथ्य लिखिये

Materials Needed

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

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Learning Episode #2		Number of minutes for this episode: _45_
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 met the lesson Can-Do Statement?</i>
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.	चरित्र- कौन क्या पात्र- नायक, सहनायक, नायक- अच्छा चरित्र खलनायक-बुरा चरित्र पात्र के गुण : अच्छे गुण /बुरे गुण परिवेश- कहाँ मुख्य विषय - क्या कथानक- क्या समस्या- क्या, क्यों , समाधान- कैसे शिक्षा-	Students will choose अच्छा शीर्षक, परिवेश और पात्र Students will choose their final story. Students will watch the you tube video about writing a dialogue in story. Students will write their story
Learning Experiences <i>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.</i>		
Teacher will go through the story elements quickly. Students will choose शीर्षक, परिवेश और पात्र Students will choose their final story. Teacher will show them a youtube video about Sanwad lekhan - संवाद लेखन After watching this video students will write their story. Teacher will give them words list. अच्छा चरित्र- दयावान, चतुर, समझदार, बुद्धिमान, सुंदर, बहादुर, ईमानदार, मशहूर, शांत, अमीर, बलवान, भोला बुरा चरित्र- क्रोधी, चालाक, बदसूरत, बेइमान, मूर्ख, कंजूस, आलसी, डरपोक, बुरा, गंदा परिवेश- विशाल, बड़ा, हरा-भरा, विशाल, शांत, अच्छा, ऊंचा, सुरक्षित		
Materials Needed <i>What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?</i>		

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.

Presentational writing: I can write simple paragraphs to narrate a story, dialogues for a short play, using various time frames .
2. I can identify the sequence of events and the connection between them in the story that I listen to or read.

Vocabulary

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

बहुत समय पहले की बात है।

दोनों में बहस होने लगी। एक व्यक्ति बोला, " यह काम आसान है।" दूसरा बोला, " नहीं यह काम बहुत कठिन है।

पहले, बाद में, फिर उसके बाद, अंत में।

Check for Learning

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

Teacher will assign one corner to each group. Students will set up this corner as a back-drop for presenting their story. Teacher can assign responsibilities to students: Art Director, Stage setting, lights & Sound, Script, characters/makeup/props /puppets etc.
Each group will get computer lab time (15 mins) to print out images for 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 show them video about puppetmaking and puppets presentation.
Students will go in the corner and make their props for story telling.
Teacher will correct their laguage and help them to create their props.



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Materials Needed

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

<https://www.youtube.com/watch?v=SPR6Wr3Mzhl&t=32s>

Learning Episode #4

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?

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

उदाहरण:- ये कहानी भारत के पूर्व में बसे गांव की है। इस कहानी के मुख्य पात्र छः अंधे व्यक्ति, गांव का बुद्धिमान मुखिया और हाथी है। एक बार ऐसा हुआ कि ----उसके बाद ----फिर , फिर क्या था ,---अंत में --

Students will adapt their story (write dialogues) to the style in which they will be presenting the story. Each group will share their first draft of their story and other groups will critique their work and give constructive inputs.

Teacher will show them acting you tube video.

After watching the video students will work on their dialogue.

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 the acting video.

Teacher will help them to deliver their dialogue.

Materials Needed

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

<https://www.youtube.com/watch?v=OsAHlzlVvKU> (Anushka sen audition)

<https://www.youtube.com/watch?v=e1kt24n2zog> (Sabji wala children drama)

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?