

Date:

6/13/2019

Grade Range:

6-12

Targeted Performance Level:

Novice Mid

Total Time for this Plan:

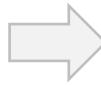
3 hours

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.

I can request and provide information by asking and answering simple questions, such as greeting and exchanging personal information with people I meet, //using memorized phrases, proper register, and appropriate cultural gestures// and asking and answering simple questions about the Cultural Connection of a story I have read/heard, using a mixture of practiced or memorized words, phrases, and simple sentences.



experiences Performance A Toss the Ball: Students will stand in a circle. The teacher will say a fact about herself and ask a question and toss the ball to any one student. The student who gets the ball must answer that question and ask another question and toss the ball to another student, who must answer and ask a new question, and so on. Depending upon the topic of the day, the questions can be about the students' likes/dislikes/hobbies/where they live, or about a story that they have read/heard/viewed in the camp, or various styles of story telling etc. The questions may not be repeated, and the game goes on till everyone has had at least one chance to ask/answer.

Learning Episode #1

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 made met the lesson Can-Do Statement?

Writing practice of letters, words, phrases and simple sentences

Previous day words list and sentence structure

Activity - students will write the words, phrases, and small sentences used in previous day with the help of alphabet and matra chart and also play the witing games.

Learning Experiences

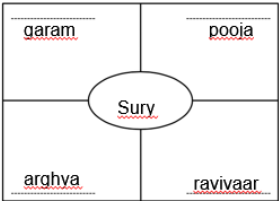
What sequence of activities will learners engage in before they complete the check for learning for this episode? Consider how you might differentiate in order meet the needs of all leaners.

Teacher will divide class in 2 teams and then dictate the letters, words, phrases, and small sentences used in the previous day. The team that write the most correct things will be the winner.

Materials Needed

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

Word list from previous day

Lesson Can-Do Statement	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>Interpretive: I can identify/recognize the meaning of some words, short phrases and simple sentences that are used to describe Panchtantra story "Chuhiya Ka Swayamvar" and their connection with Indian culture.</p> <p>Interpersonal speaking: I can ask & answer few simple questions about the cultural connection of the Panch Tantra story "Chuhiya Ka Swayamvar" with indian culture & people.</p>	<p>भारतीय संस्कृति, पवित्र नदियाँ, संगम, नदियों के किनारे, कुम्भ मेला, नहाते हैं, प्रति दिन, सूर्य की पूजा, करनी चाहिए। पूजा करते थे, रविवार, अमावस्या, मकर संक्रांति, छठ पूजा, लाभ, देवता, जीवन, संभव नहीं है, पौधे, ज़िन्दा नहीं रह सकते. जानवर, सूर्य मंत्र का जाप, तांबे के बर्तन,</p> <p>Sentence structure -- शिप्रा नदी कहाँ है? कुम्भ मेला कहाँ लगता है ? सूर्य पूजा कब करते हैं? क्या आप नदी में नहाते हैं? क्या आप सूर्य पूजा करते हैं?</p>	<p>Activity # 1 – Work in group of 4. Fill out a Frayer Square. Write one word in the center and write related words all around. For example, Surya in the center, garam in one box, arghya or pooja in another box, names of festivals in another. Using this information construct sentences Surya Garam hota hai, or surya kii pooja karte haiN etc.</p>  <p>Activity # 2 – Find 4 holi river and cities in the map of India.</p> <p>Activity # 3 – Students will turn and talk and ask and answer following question to their partner.</p> <p>शिप्रा नदी कहाँ है? कुम्भ मेला कहाँ लगता है ? सूर्य पूजा कब करते हैं? क्या आप नदी में नहाते हैं? क्या आप सूर्य पूजा करते हैं?</p>

Learning Experiences

- Teacher will show the pictures of some popular traditions of India such as "Bathing in river (nadi mein nahana)" and "worshipping sun God (Sury Puja)" on the power point presentation.
- Students will identify the the holi rivers of India and auspicious occasion of Sury puja in Indian culture shown in the power point presentation and learn their names in Hindi.

Materials Needed

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

Word list

You tube video links-

भारतीय संस्कृति में नदियों में नहाना शुभ/अच्छा मानते हैं ।

<https://www.youtube.com/watch?v=peYKT6QKAfA>

भारतीय संस्कृति में सूर्य की पूजा करते हैं ।

Sury puja kyon karate hain? (3 mins - 5 mins or will be edited)

<https://www.youtube.com/watch?v=rOPAc3nAbZI>

Learning Episode #3Number 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/recognize the meaning of some words, short phrases and simple sentences that are used to describe Panchtantra story "Chuhiya Ka Swayamvar" and their connection with Indian culture.

Interpersonal speaking:

I can ask & answer few simple questions about the cultural connection of the Panch Tantra story "Chuhiya Ka Swayamvar" with indian culture & people.

जीवों पर दया, रक्षा का सन्देश, भगवत गीता, अहिंसा परमो धर्मः, मारने वाले, बचाने वाले, अधिकार ज्यादा, मित्र, परिवार, माता-पिता, बच्चे, एक साथ रहते हैं, योग्य वर, ढूंढते हैं, पसंद, नापसंद, ध्यान रखते हैं, स्वयंवर, शर्त रखी, धनुष, तोड़ेगा, विवाह, घूमती हुई, मछली, परछाई, निशाना लगायेगा, गर्म, काले, ठन्डे, अस्थिर, कठोर, ताकतवर

Sentence structure --

प्रश्न - क्या आपको कुत्ता पसंद है ?

उत्तर - जी हाँ, मुझे कुत्ता पसंद है Or जी नहीं, मुझे कुत्ता पसंद नहीं है।

प्रश्न - क्या वह आपका मित्र है?

उत्तर - जी हाँ, वह मेरा मित्र है।

प्रश्न - क्या आप जीवों की रक्षा करते हैं?

उत्तर - जी हाँ, मैं जीवों की रक्षा करता हूँ।

Activity #1 -- Turn and talk. प्रश्न / प्रश्न - क्या आपको कुत्ता पसंद है ?

उत्तर - जी हाँ, मुझे कुत्ता पसंद है Or जी नहीं, मुझे कुत्ता पसंद नहीं है।

प्रश्न - क्या वह आपका मित्र है?

उत्तर - जी हाँ, वह मेरा मित्र है।

प्रश्न - क्या आप जीवों की रक्षा करते हैं?

उत्तर - जी हाँ, मैं जीवों की रक्षा करता हूँ।

Activity # 2 --

(watch the video and circle the familer words in word list.

video लिंक ...

Activity # 3 --Turn and talk. प्रश्न / उत्तर— Or

Toss the ball and ask & answer following questions to each other.--

प्रश्न - लड़की ने सूर्य देव से शादी क्यों नहीं की?

लड़की सूर्यदेव से शादी क्यों नहीं करती है ?

उत्तर- क्योंकि सूर्य देव गरम है। or लड़की को सूर्य देव पसंद नहीं हैं।

प्रश्न - लड़की ने वरुण देव (बादल) से शादी क्यों नहीं की?

उत्तर- क्योंकि वरुण देव (बादल) काले और ठंडे है।

प्रश्न - लड़की ने पवन देव से शादी क्यों नहीं की?

उत्तर- क्योंकि पवन देव अस्थिर है।

प्रश्न - लड़की ने पर्वत देवता से शादी क्यों नहीं की?

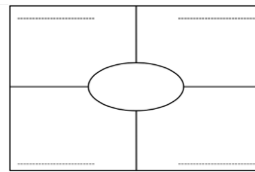
उत्तर- क्योंकि पर्वत देवता कठोर है।

		Activity # 4 - fill out the adjective in the blank spot. Word list – अस्थिर, अचल, गर्म, काले और ठंडे, कठोर हैं। सूर्य ----- हैं । बादल ----- हैं । पवन ----- हैं । पर्वत ----- हैं ।
Learning Experiences <i>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.</i>		
<ul style="list-style-type: none"> Teacher will introduce the message of Nonviolence through popular phrase “अहिंसा परमो धर्मः/ ahinsa parmo dharmah” from Mahabharat and Mahatma ghandi’s teachings. Students will identify the animals shown in the power point presentation and learn their names in Hindi. Activity #1 - Teacher will tell learners how to construct questions and answer simple questions by telling them to replace the question word with the answer word. Students will Turn and talk and practice answering these questions with their partner. Teacher will introduce the indian tradition of arrange marriage plus the girl having the right to choose her husband (Swayamvar) through the examples of “Sita ka Swayamvar” and “Dropadi ka Swayamvar” in the power point presentation. Students will watch the video about “Chuhiya ka Swayamvar” and circle the famlier words then do following activities - Activity # 1 – Students will Turn and talk / or toss the ball and ask & answer questions , Activity # 2 - fill out the adjective in the blank spot. 		
Materials Needed <i>What authentic resources, supplies and other materials will you need to successfully implement this learning episode?</i>		
Word list You tube video links- चुहिया का स्वयंवर - natak https://www.youtube.com/watch?v=dwsEi2gVYvE NO NEED Power point presentation Computer and internet		

Learning Episode #4		Number of minutes for this episode: _____
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>
Presentational speaking: I can talk about how the Panch Tantra story “Chuhiya Ka Swayamvar” is connected with indian culture & people in words, phrases and simple sentences.	गुण, आवश्यक, कुंडली, मिलाते हैं, सिर्फ़, शिक्षा, मित्रता, एक जैसे लोगों, असफल, सफल, समस्याएँ, जीवन, दुख भरा Sentence structure -- साधू - सूर्यदेव क्या आप मेरी बेटी से विवाह करेंगे ?	Activity # – Fill out this Frayer Square. Work in group of 4. Each student will write one moral of the story and then group will present it in front of the class with the help of this starter sentence – इस कहानी से मैंने सीखा कि -----fill with the moral
Presentational Writing: I can present few facts about the		

cultural connection of the Panch Tantra story "Chuhiya Ka Swayamvar" in words, phrases and simple sentences

सूर्यदेव - मैं आपकी बेटी से विवाह के लिए तैयार हूँ मगर एक बार आप अपनी बेटी से भी पूछ लें
साधू - "बेटी, ये सूर्य देव हैं। क्या तुम इनसे विवाह करोगी?"
लड़की - "नहीं पिताजी! मैं इनसे विवाह नहीं करूंगी क्योंकि ये बहुत गर्म हैं।"



Activity #2 - Teacher will group students in group of 3 and ask each group to pick up a chit from a bin. Students will then role play according to the picture they got from the bin. For example Group 1 will have 3 members साधू, सूर्यदेव, लड़की



- साधू - सूर्यदेव क्या आप मेरी बेटी से विवाह करेंगे ?
- सूर्यदेव - मैं आपकी बेटी से विवाह के लिए तैयार हूँ मगर एक बार आप अपनी बेटी से भी पूछ लें
- साधू - "बेटी, ये सूर्य देव हैं। क्या तुम इनसे विवाह करोगी?"
- लड़की - "नहीं पिताजी! मैं इनसे विवाह नहीं करूंगी क्योंकि ये बहुत गर्म हैं।"

Group 2 will have 3 members साधू, वरुण देव (बादल) , लड़की

Group 3 will have 3 members साधू, पवन देव, लड़की

-----and so on. Just change the underlined words and repeat the dialogues.

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 explain the different morals of the story and students will Fill out the Frayer Square. They will Work in group of 4. Each student will write one moral of the story and then group will present it in front of the class.
- Teacher will group students in group of 3 and ask each group to pick up a chit from a bin. Students will then role play according to the picture they got from the bin.

Materials Needed

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

Word list

Power point presentation

Computer and internet

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?