STARTALK LEARNING PLAN
Designing Learning Experiences

Date: 18th june **Unit 3 day 1**	Grade Range: 6th-12th	Targeted Performance Level: Advance low –by Shruti ji	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:	Performance Assessment Task:
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 storytelling. 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: ____

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 act out the words and narrate a story/enact a play I have read/viewed/created, using a variety of traditional and modern storytelling styles. I can make a sentence using positive and negative traits.	**Positive character traits/ qualities** मेहनती, ईमानदार clever/ brainy-चतुर,बुद्धिमान honest-, true-सच्चा, प्रजा का ध्यान रखने वाला **Negative character traits:** लालची , झूठा, , डरपोक, बेईमान , डरपोक मेरी माँ बहुत **मेहनती** औरत है। वो सारा काम बहुत आसानी से करती है। मेरे पड़ोसी गोपाल बहुत **डरपोक** व्यक्ति है। उनको कुत्ते और चोर से बहुत **डर** लगता है।	Students will recap the previous days lesson by through the ball activity During writing time, student will use positive and negative character traits to create 3 sentences.

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.

Threw the ball Activity-

Students will make a circle and talk about previous day activities.

They will explain their idea combining two sentences.

उदाहरण - मैं कल राजा भोज के बारे में जाना कि वो कितने दूरदर्शी थे

और आज मैं और उनके बारे में जानना चाहता हूँ

मैं सुबह उठ कर दाँत साफ़ किया और फिर नाश्ता किया

Writing time- Student will use positive and negative character traits to create 3 sentences.

Students will write the character and give example of that quality.

उदाहरण -मेरी माँ बहुत **मेहनती** औरत है। वो सारा काम बहुत **आसानी** से करती है।

मेरे पड़ोसी गोपाल बहुत **डरपोक** व्यक्ति है। उनको कुत्ते और चोर से बहुत **डर** लगता है।

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

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?*
Interpretive: I can identify the elements of a story. I can understand and use the onomatopoeia words and words expressing emotions. I can present information concepts, and ideas to	**Onomatopoeia Hindi words** पेड़ में जहाज फस गया **भड़ाक से** ,मै गिरा **धड़ाम** से, **सर्र से** फिसला, हवा की आवाज, दौड़ने की आवाज, गिरने की आवाज, पत्ते की आवाज, घसीटने की आवाज, मेहनत करने की आवाज	Students will learn to use some Hindi onomatopoeia words and Ras रस. **Emoji-** Teacher will show the chart of emotions and teach how to use onomatopoeia words.

inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

Presentational writing: I can write sentences and simple paragraphs using words expressing emotions.

अच्छा चरित्र- दयावान, चतुर, समझदार, बुद्धिमान, सुंदर, बहादुर, ईमानदार, शांत, अमीर, धार्मिक, बलवान, भोला, **बुरा चरित्र**-क्रोधी, धूर्त, चालाक, बदसूरत, बेइमान, मूर्ख, कंजूस, आलसी, डरपोक, बुरा, गंदा, **परिवेश**- विशाल, बड़ा, भव्य, शांत, अच्छा, ऊंचा, सुरक्षित

डर से कांपना ------ scared emoji

खुशी, हंसी, गुस्सा, उदासी, और प्यार, अपमान या आलोचना,LOL- आनंद के आँसू के साथ चेहरा हंसी दिखाने के लिए प्रयोग किया जाता है

फ्लेश फेस एक अजीब स्थिति या गलती के लिए शर्मिंदगी दिखाता है

The student has to pick 5 emotions from the chart and write the name of that emotions and write the onomatopoeia words to describe the emotions.

Students have to pick 3 different emotion and describe the face and emotion make sentence using the onomatopoeia words or **write a dialogue** about it.

Students will watch a video without dialogue and write 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.

Onomatopoeia Hindi words

हवा चली **सर-सर** ,पेड में जहाज फस गया **भड़ाक से**,मै गिरा **धड़ाम से**, **सर्र से** फिसला, हवा की आवाज, दौड़ने की आवाज, गिरने की आवाज, पत्ते की आवाज, घसीटने की आवाज, मेहनत करने की आवाज

झिलमिल करते रात के आसमाँ में चंदा और **तारे टिमटिमा** रहे हैं।

हल्की सी **ठंडी हवा के झोंके** बीच-बीच में उठ रहे हैं

जिससे पेड़ के नीचे पड़े **सूखे पत्ते फड़फड़ाके** थोड़ी दूर तक उड़ जाते है।

इस **सुहानी जगमगाती रात** में न जाने कहाँ से **बड़धड़ाते हुए बादलों का एक झुंड** आ जाता है।

तेज़ **हवायें सरसराती** हुई चलने लगती हैं और **खड़कियाँ जोर से खड़खड़ाने** लगती हैं।

रस ,भाव----कविता,कहानी या किसी नाटक को देखते या पढ़ते समय जो भाव हमारे अंदर होते है, उन्हें हिन्दी साहित्य में रस के नाम से जाना जाता है।

रस के भेद

1.ShringarRas(श्रंगाररस/VatsalyaRas वात्सल्यरस/Bhakti Ras भक्ति रस),

2. HasyRas (हास्यरस), 3. VeerRas (वीररस), 4. KarunRas (करुणरस)

5. ShantRas (शांतरस), 6. AdbhutRas (अदभुतरस), 7. BhayanakRas (भयानकरस) ,
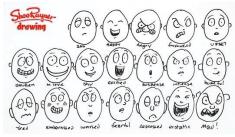
8. RaudraRas (रौद्ररस), 9. VibhatsRas (वीभत्सरस), 10.

1Activity-

Describe the Emoji-

Teacher will show the chart of emotions and teach how to use onomatopoeia words.
The student has to pick 5 emotions from the chart and draw the faces and write the name of those emotions.

Students have to pick 3 different emotions and describe the faces and make sentences using the onomatopoeia words or **write dialogue** about it.

2Activity-Students will watch a video and write the story they see.

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

Learning Episode #3   **Number of minutes for this episode: __40__**

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?*

I will be able to demonstrate both writing skills in creating dialogue as well as performing arts skills through acting out the newly rewritten story.		Teacher will recap all the story writing elements and students will fix 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.

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

Learning Episode #4
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 related to a social behavior and work towards reaching a consensus about the solution. Presentational Speaking: I can present my views on the bad situations sometimes create good thigs.	ईमानदारी ,झोले में भरकर महिने भर की खुशियाँ लाता,पैसों की मोहताज नहीं	Teacher will show another story video. Students will understand it and give answers of listed questions.

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.

दल बनाइये और आगे विडियो में कहानी है, आप उसको ध्यान से सुनिये और उस पर चर्चा कीजिये।

कहानी सुनते समय इन प्रश्नों को ध्यान में रखिये
1- ईमानदारी क्या है?
2-झोले में भरकर महिने भर की खुशियाँ लाता,
का क्या मतलब है?

3-ईमानदारी पैसों की मोहताज नहीं होती का क्या मतलब है?

4- आपको इस कहानी में क्या अच्छा लगा?

Materials Needed

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

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?