

Date: 6/19/2019	Grade Range: 6-11	Targeted Performance Level: Intermediate high/Advance low	Total Time for this Plan: 150 minutes
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Curriculum Connection

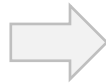
Program Can-Do Statement & Performance Assessment Task

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:

3) I can present a story related to a social and historical topic, and present my views using appropriate tone and language across major time frames, using a variety of media.



Performance Assessment Task: Students will fill up a story map of a story they have viewed and a story that they have created. Students will retell a story they know about with a different ending. They will create a story of their own and present it using different media of their choice, such as a storybook, a play or a puppet show or audio/video recording.

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.

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

Vocabulary

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

हवा चली सर-सर ,पेड़ में जहाज फस गया भड़ाक से,मैं गिरा धड़ाम से, सर से फिसला,
जिससे पेड़ के नीचे पड़े सूखे पत्ते
फड़फड़ाके थोड़ी दूर तक उड़ जाते हैं।
तेज़ हवायें **सरसराती** हुई चलने लगती

Check for Learning

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

Recap:

Play Pictionary for the , onomatopoeia words and Navras learned on the previous day.

हैं, जोर से **खड़खड़ाने** लगती हैं।

Navras:

प्यार, नाराज, उत्तेजित, डरना, गुम हो गया, खुश होना, बदबूदार जगह, सपने में डरना, ठंडी बर्फीली रात

Writing Time:

Write a small passage using atleast 5 emotions from Navras.

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 divide the class in two groups, she will pick one person from a group to the white board. The student will draw a picture for the onomatopoeia phrases and Navras given by the other group.

हवा चली सर-सर, मैं गिरा धड़ाम से, सर से फिसला-----

The TA will keep tally of the winner team.

Writing Time:

Write a small passage using atleast 5 emotions from Navras.

Materials Needed

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

pen, pencil, markers, notebook

Learning Episode #2

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 made met the lesson Can-Do Statement?

1. Interpretive: I can identify the elements of a story and understand the main idea and details of a story

अरे! कहानी कैसी होनी चाहिए?
कहानी तो दिलचस्प होनी चाहिए।
कहानी दिलचस्प कैसे हो?
कहानी का विषय ज़रा रोचक होना चाहिए जैसे-कहानी की भाषा

After brainstorming, Students will list ideas for: Characters, settings, time, conflict, plot, problem, solution.

At every step they will make their narrative more and more effective by filling

Interpersonal: Based on reading or listening to a story, I can participate in a conversation about the personalities of the story's characters and there distinguishing characteristic(s).

मजेदार और भावपूर्ण होनी चाहिए।

कथानक : हज़ारों साल पहले की बात हे से लेकर -----सब खुशी -खुशी रहने लगे ! तक जो कुछ भी घटनाएँ कहानी में होती हैं।

सटीक शीर्षक:

*कैसी कहानी(पाराणिक, ऐतिहासिक, जातक कथा)

* प्रभावशाली पात्र / चरित्र (नायक, खलनायक, सहनायक)

चरित्र के गुण /अवगुण, भावनायें)

* समृद्ध परिवेश, -जगह, समय, कहां, कब)

1- शुरुवात

2- मध्य(परेशानी)

3- अंत/समाधान

*सीख(संदेश)

maps for different elements of a story separately like for setting, plot based on examples provided by teacher for scaffolding.

Students will fill up a story map for the entire story they are creating as a group.

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 show a small clip on how to effectively write a story with an example.

- <https://www.youtube.com/watch?v=qaZxAvaas5E>

Now that you are well equipped with all the tools, here is your

PBL Task: *You are a group of budding writers, who are interested in getting their books published. You further want to make films/ serials/ plays for theatres or present your book in traditional Indian story telling style to reach a broader audience. Brainstorming together as a group, come to a consensus about the genre, main topic and all the elements to create your own uniquely wonderful story.*

Teacher will divide the class in a group of 3-4 students.

She will provide them a detailed story map for making the framework of the story.

For every element the students will convince why that particular choice of setting, character, plot. They will vote with in their group for the best choice; once the group comes to a consensus, they will make a final “Story Map” with all the details.

अरे! कहानी कैसी होनी चाहिए?

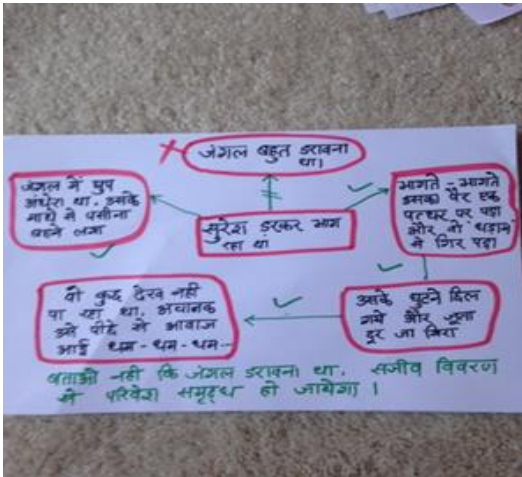
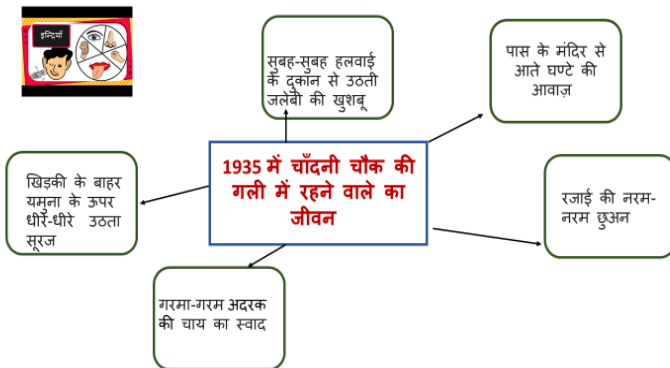
कहानी तो दिलचस्प होनी चाहिए।

कहानी दिलचस्प कैसे हो?

कहानी का विषय ज़रा रोचक होना चाहिए जैसे-, कहानी की भाषा मजेदार और भावपूर्ण होनी चाहिए।

Teacher will facilitate extra scaffolding to make their narrative more vivid. For example:

समृद्ध परिवेश: पाँचो इन्द्रियों का इस्तेमाल



कथानक : हज़ारों साल पहले की बात है से लेकर -----सब खुशी -खुशी रहने लगे ! तक जो कुछ भी घटनाएँ कहानी में होती हैं।

Materials Needed

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

Video clip, Story map, notebook, pen/pencil,

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?

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

आपको क्या लगता है कौन सा आधुनिक/पारम्परिक तरीका ठीक रहेगा? किन्तु इसको आपने क्यों चुना? क्या कारण है?
क्योंकि ये बड़ी जल्दी हो जायेगा , ज्यादा सामान भी नहीं चाहिए।
मुझे लगता है यह लोगों को बहुत पसंद आएगा।
मुझे लगता है इसे कर पाना आसान होगा /नहीं होगा।
सब अपने-अपने विचार बतायें जिससे हम एक तरीका चुन सकें।

Students will do Interpersonal-survey activity - which style is most popular/ easy/ least expensive/ less work/ funny etc.)Why did u choose that style?

First they will state **DISAGREEMENT** with everything the other person says with in the group. The sentence structure will be like: I do not think it is a good style because ----
It is time consuming, I do not think it is interactive and fun, it will need lots of material to build etc.
Once everyone has stated **DISAGREEMENT** statement, they will reverse their stance and say all the positives for that style. The sentence structure would be: In my opinion it is really easy to make, it is interactive so people will like it etc.

They will vote for the best styles of story telling and decide on one modern and one traditional way of story telling for their group.

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.

Students will do Interpersonal- survey activity - which style is most popular/ easy/ least expensive/ less work/ funny etc.)

First they will state **DISAGREEMENT** with everything the other person says with in the group. The sentence structure will be like: I do not think it is a good style because ----

It is time consuming, I do not think it is interactive and fun, it will need lots of material to build etc.

Once everyone has stated **DISAGREEMENT** statement, they will **reverse their stance** and say all the positives for that style. The sentence structure would be: In my opinion it is really easy to make, it is interactive so people will like it etc.

Why did u choose that style?

आपको क्या लगता है कौन सा आधुनिक/पारम्परिक तरीका ठीक रहेगा?

किन्तु इसको आपने क्यों चुना? क्या कारण है?

क्योंकि ये बड़ी जल्दी हो जायेगा , ज्यादा सामान भी नहीं चाहिए।

मुझे लगता है यह लोगों को बहुत पसंद आएगा।

मुझे लगता है इसे कर पाना आसान होगा /नहीं होगा।

सब अपने-अपने विचार बतायें जिससे हम एक तरीका चुन सकें।

They will finally vote for the best styles of story telling and decide on one modern and one traditional way of story telling for their group.

Teacher can show the video about different styles of story telling for their reference again, if needed.

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

Notebook, pen/pencil, video about styles of story telling.

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 made met the lesson Can-Do Statement?

Presentational writing:
I can write simple paragraphs to narrate a story, dialogues for a short play, using various time frames .

हज़ारों साल पहले की बात है --
बस कल ही कि बात है ----
अँधेरी , बरसाती रात में -----
एक सुहानी सी सर्दी कि दोपहर -----
और फिर मानो मुसीबतों का पहाड़ टूट पड़ा ----
उसके बाद ---
अंत भला तो सब भला !
उसे ये सीख मिल ही गयी कि ----

Students as team will brain storm after seeing the picture and write all the story elements in bullet points as first draft. They will check for conflict, Provide a solution, and then what did they do?

Both the teams will present their drafts in a set time and the teacher will decide the winner team on the basis of maximum elements covered in right sequence.

On the basis of the story map, the students will write the first rough draft of the **story they are creating in bullet points**, putting the sequence of events in right order.

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 divide the class into two teams and show this picture:

Each team has to brain storm and write all the story elements in bullet points as their first draft.

Check for conflict

Provide a solution, and then what did they do?

TA will put the timer for 8 minutes.

The teams will brainstorm and quickly write it.

Both the teams will present their drafts and the teacher will decide the winner team.

This will give them a practice for making the first draft for their own story they are creating as a group.



Teacher will ask the groups to take out their story maps and brainstorm and then start writing their first draft in bullet points. This will act as skeleton for writing the final story. She will also provide a **RUBRIC**, which will give students a reference point to create their story and the teacher will achieve her targeted product. Teacher and TA will rotate around the groups to facilitate them in their process to make the draft cover all the points on the rubric.

Materials Needed

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

Picture for draft writing, notebooks, pen/pencil

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?

