STARTALK LEARNING PLAN
Designing Learning Experiences

Date:	Grade Range:	Targeted Performance Level:	Total Time for this Plan:
Unit 1 day 1	**6-12**	**Intermediate**	**150**

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 recognize different genre of stories in India and categorize them accordingly. I will be able to tell elements of story

Students will create different Graphic organizers,bookmark and story maps to identify and differentiate the genres and elements of the story

Learning Episode #1

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?*
I can write the words I learned the previous day. I can say some sentences about what I learned the previous day	what is your name? what do you like? what are you planning to do in summer break? what grade are you in?	Students will play a ball game and tell one sentence about what they learned in the previous class. Teacher will give them index cards and targeted question and they will write the introduction of each other and then they will share it with class.

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.

Writing practice using content from previous day. Review/Recap with literacy activities

Teacher will give them index cards and targeted question and they will write the introduction of each other and then they will share it with class.

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

Ball, Pen,Pencil, Paper, and Index Card

Learning Episode #2

Number of minutes for this episode: __45__

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 can describe different types of stories in India. I can sort stories into the categories 'Historic, Fables, Morals, Pauranik'.	कहानी, पंचतंत्र, पौराणिक,एतिहासिक, जातक, लोकप्रिय, भारत	Teacher will give students a graphic organizer and ask them to fill it in regarding the given stories. Q&A Activity- Teacher will give a book to each student and they will play 'Inside Outside Circle'. Teacher will have students make bookmarks themed around a book.

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.

Interpretive :
- Teacher will have a bag of books and will explain each books' specific characteristics, students will fill their organizer accordingly.
- Teacher will show slides that detail each genre.

Interpersonal :
- Students will engage in an interpersonal activity (Inside Outside Circle).

Writing Activity :
- Teacher will give each student a bookmark and book, and student will decorate the bookmark with the name and genre of the book, with three reasons as to why it is that genre.

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

Graphic organizer, pencils, PPT, story books varying in genre, blank bookmarks(papers) for bookmark

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Learning Episode #3

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?
I can recognize the main character of a story. I can identify the obstacles of the main character. I can recognize the solution for the obstacles	पात्र,परिवेश,समस्या,समाधान, मुख्य, सहायक, जंगल,गाँव, नेतिक शिक्षा, मनुष्य, पशु, वस्तु, असली, घटना	Teacher will give another graphic organizer to students to fill in based on descriptive information from slips of paper. Students will engage in a brainstorming game about adjectives and adverbs.

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 slides explaining descriptive elements of stories using a well-known story for examples.

Teacher will give slips to the students with short sentences, and students will identify the parts of speech used on their graphic organizers.

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

Graphic organizer, pencils, PPT, slips of paper(with sentences).

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?*
I can take any familiar story and recognize and differentiate characters,setting, problem and solution. I can understand and identify basic Hindi question words	कौन - मोगली, बल्लू, बघीरा, कहाँ - जंगल, गांव, नदी, पहाड़, झरना कब - दिन में, एक बार, बहुत समय पहले क्या - बंदर मोगली को ले गए, बघीरा ने मोगली को बचारा अंत - शेरखान मर गया कौन, कहाँ, क्या, कब, क्यों, कैसे इस कहानी में कौन है ? यह कहानी कहाँ हो रही है ?	brainstorming - Teacher will ask the students the names of familiar stories and will write them on the board. Then teacher will ask the questions and students will answer them. Interpersonal - Gallery Walk

	कब हो रही है ?	
	क्या हो रहा है ?	
	कैसे अंत हुआ ?	
	kya seekh milati hai	

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 ask students for the name of a familiar story and will write it on the board.

Interpersonal -

1. Divide students in two groups.

   One group will ask the question about a particular story and other group will reply.

2. Gallery walk - Teacher will have 4 posters around the class(characters, setting, event, end) and students need to go around and write in the group of two

Materials Needed

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

Pictures of the cover of the stories, poster board, pen

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?