STARTALK LEARNING PLAN
Designing Learning Experiences

Date:	Grade Range:	Targeted Performance Level:	Total Time for this Plan:
2019	**6-8 Grade**	**intermediate**	**150 min**

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.

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?*

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)

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: _45___

Lesson Can-Do Statement	Vocabulary	Check for Learning
Identify the lesson Can-Do statement(s) from the curriculum (stage 3) that	*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 made met the lesson Can-Do Statement?*

are the goals for this learning episode.

| Interpersonal:
I can help my classmates identify different elements of storytelling by explaining
I can recognize the different emotions that will help me write my story better. | लड़का, लड़की, हाथी, शेर , माँ, पापा

पेड़, पहाड़, नदी, पुल,
गाँव, शहर, महल, जंगल

जाल में फँस गया
महल में बन्द थी
लड़ रही थी

Emoji
रो रहा हूँ क्योंकि
हँस रहा/रही हूँ क्योंकि
गुस्सा आ रहा है क्योंकि | Kids will play a game of "hot Seat" to review the elements of storytelling. One student will sit facing the class. Teacher will write a vocabulary word on the board behind their seat. The audience raises their hands and the "Hot Seat" student can call on two students for clues to guess the word. Change the "Hot Seat" student if they don't get the word correct.

शिक्षिका एक emoji दिखायेंगी और छात्रों से पूछेंगी की इसके भाव को वाक्य में बताओ l

जो सही भाव बताएगा उसको 1 point मिलेगा l

शिक्षिका छात्रों को एक sheet देंगी और उन्हें हर emoji के सामने उसका भाव लिखेंगे. |

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.

Activity 1 : Hot Seat Game
Teacher will review the elements of story telling by playing the game of Hot seat. One student will sit facing the class. Teacher will write a vocabulary word on the board behind their seat. The audience raises their hands and the "Hot Seat" student can call on two students for clues to guess the word. Change the "Hot Seat" student if they don't get the word correct.

After this, Teacher will tell the students the importance of emotions in a story.
they will participate in a brainstorming Activity where teacher will show them a emoji and

they have to come up with the emotion that emoji symbolize.
Students will write all the emotions in a notebook for future reference.

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: __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?*
Interpretive: I can describe about different styles of storytelling. Interpretive: I can identify different Indian traditional and modern styles of storytelling. Interpersonal: I can exchange information, ideas and preferences about various traditional and modern styles of storytelling from India.	कथक, पंडवानी, कठपुतली, फिल्म, डायरेक्टर, कावड़, नाचना, गाना, मंच, कथकली, केरल, राजस्थान, छत्तीसगढ़	kids will play charades to identify the different styles of storytelling. Information Gap Activity - इस गतिविधि के लिए, शिक्षिका कक्षा के सभी छात्रों को एक पर्ची देंगी . एक पर्ची पर शैली का चित्र होगा और दूसरी पर शैली का नाम. एक एक छात्र को कक्षा के सामने आ कर अपनी शैली के बारे में बताना है, शैली का नाम लिए बिना. फिर अपने साथी को ढूँढना है. हर छात्र पहले से बताई गई शैलियो में से अपनी पसंद की कोई तीन

शैली चुनेगा और उस पर एक रंग बिरंगा brochure बनाएगा l

उसके बाद छात्र बताएगा कि उसने इन शैलियों को क्यों चुना और कक्षा के सामने प्रस्तुत करेगा।

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.

in this episode Teacher will review different styles of storytelling through various activities.

Activity 1:kids will play charades to identify the different styles of storytelling.

Activity 2: Information Gap Activity

Teacher will have two different types of slips: one that has pictures and other that has names of the style.

Kids will pick one slip randomly and they will come in front of the class one by one and say few things about the style of storytelling that they have without revealing the style

Class need to guess the style and find their partner.

Activity 3 : Kids will make a brochure of any three style of their choice and will present it in front of the class.

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

pen,paper,slips with pictures and names of the different styles, construction paper,markers, crayons

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: I can present a story I know/I have created, using a	पहले , फिर, उसके बाद, अंत में	Activity 1 :सभी बच्चे दो-२ के दल में कहानी का फ़्लोचार्ट(flowchart) बनायेंगे। Students will divided

variety of activities.	Sentence Structure	in pairs and they have to write/ draw the flow of a familiar story (eg cinderella, three little pigs).
	मेरी कहानी में पहले ---------- होता है।	
	उसके बाद ---------- होता है।	They will present their flow to the other team then the other team will guess the story and (Optional:- If time permits make the story map)
	फिर -------------	
	अंत में --------------------	
	अब मेरी कहानी पहचानो।	सभी बच्चे दो-२ के दल में कहानी का फ़्लोचार्ट(flowchart) बनायेंगे। Students will divided in pairs and they have to write/ draw the flow of a familiar story (eg cinderella, three little pigs).
	For story Map	They will present their flow to the other team then the other team will guess the story and (Optional:- If time permits make the story map)
	पात्र	
	परिवेश	Activity 2: Fill up a story map for a story that you will create. Make groups of 3 or 4 students .
	समस्या	For this activity students have to come up with brainstorm ideas and then write.
	समाधान	Students should work in group and share their thoughts after each step
		● Characters
		● Setting (time ; place)
		● Problem/conflict/main issue in the story
		● Solution and ending of the story.

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 to the students that they have work in pairs and come up with a common story that they have already read. they will brainstorm ideas to write the events of the story and then they will come in front of the class and will tell only the events without saying the name or the character of the story.

Class will guess the name of the story

Activity 1 :सभी बच्चे दो-२ के दल में कहानी का फ़्लोचार्ट(flowchart) बनायेंगे। Students will divided in pairs and they have to write/ draw the flow of a familiar story (eg cinderella, three little pigs).

They will present their flow to the other team then the other team will guess the story and (Optional:- If time permits make the story map)

सभी बच्चे दो-२ के दल में कहानी का फ़्लोचार्ट(flowchart) बनायेंगे। Students will divided in pairs and they have to write/ draw the flow of a familiar story (eg cinderella, three little pigs).

They will present their flow to the other team then the other team will guess the story and (Optional:- If time permits make the story map)

Activity 2: Fill up a story map for a story that they just told..
For this activity students have to come up with brainstorm ideas and then write.
Students should work in group and share their thoughts after each step

- Characters
- Setting (time ; place)
- Problem/conflict/main issue in the story
- Solution and ending of the story.

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

flowchart,storymap

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?

STARTALK Learning Plan (2018)