



STARTALK LEARNING PLAN

Designing Learning Experiences

Date: 20th Unit 3 day 3	Grade Range: 6th-12th	Targeted Performance Level: Intermediate	Total Time for this Plan:
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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:

I can discuss with others a traditional/historical Indian story and relate it to my life in the present time.

Students will view a series of short stories related to a historic Indian figure, that present a problem being solved by the main character. Teacher will make small groups of students and use activities such as Think Pair Share and numbered Heads Together to get students to answer open-ended questions about the story, such as "What do you think will happen next, and why?", "What is your opinion about the character X in the story, and why?" The students will discuss among themselves and reach a consensus about the final answer. The student called upon by the teacher will share the group's answer with the class.

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.

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.

Vocabulary

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

प्यार, नाराज, उत्तेजित, डरना, गुम हो गया, खुश होना, सड़ी बदबूदार जगह, हवादार कमरा, सुख की नींद, सपने में डरना, गर्मी, ठंडी बर्फीली रात, बर्फ का गोला, कपडा साफ़ करना, थक जाना

Check for Learning

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

Recap Activity

Students will recap the previous day through the "Charades Games"

Writing Activity: Teacher will show one picture. Students will write 5 sentences about it

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.

Recap Activity- Charades Games – Teacher will give words to students.

Students must act on it.

प्यार, नाराज, उत्तेजित, डरना, गुम हो गया, खुश होना, बदबूदार जगह, हवादार कमरा, सुख की नीद, सपने में डरना, गर्मी, ठंडी बर्फीली रात, बर्फ का गोला, कपड़ा साफ़ करना, थक जाना

Love, brother love, sister love, tired, mother and infant love, horror, disgusting, surprise, laziness, sleepiness

Writing Activity: See the picture and write 5 sentences about it.

Where, when, who, how, what

कब, कहाँ, कैसे, क्यों, क्या?



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: _____

Lesson Can-Do Statement

Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

Interpretive: I can identify the main idea plus supporting details of a story that I listen to or read.

Interpretive: I can follow and understand the essential elements of a story from the speaker's point of view,

Vocabulary

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

एक अच्छी कहानी के लिये क्या चाहिये?
कैसी कहानी?

1-शीर्षक

2-पात्र

3-चरित्र(नायक, खलनायक, अच्छा, बुरा, मूर्ख, समझदार, धूर्त, दयावान)

4-परिवेश(जगह, समय)

Check for Learning

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

Students will choose their story to write in 10 minutes.

Students will review one another's stories for 10 minutes.

The teacher will recap the story elements.

Title of the story, genre of the

<p>including characters, the main problem/conflict and suggest a solution.</p>	<p>5-शुरुवात/समस्या/समाधान/ सीख गरीब,धनी,बलवान,,लंबा,अंधेरा,रोशनी, सुंदर,कुरूप,गंदा,सज्जन,जंगली,आनंदपूर्ण,व्यस्त,देशभक्तिपूर्ण,स्वच्छ,लोकप्रिय ,सफल,कम,उचित,योग्य,योद्धा,विशेषज्ञ ,कल्पनाशील,दुष्ट,आविष्कारशील,रचनात्मक,रोमांचक,बुद्धिमान,साहसी,गंभीर, मजेदार,रस,लेनेवाला,उदास,आलसी,सपने देखने वाला ।</p> <p>इस कहानी का नायक -- बहुत बुद्धिमान था.</p> <p>एक बार ऐसा हुआ कि ----उसके बाद ---- फिर , फिर क्या था ,---अंत में --</p>	<p>story, main theme, characters, inner character traits (both positive and negative), setting, starting phrase, problem/conflict, middle, resolution, end, moral.</p> <p>Teacher and students will review the elements of the story in separate groups.</p>
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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.

आप की कहानी में कम से कम ६ पात्र होने चाहिए - ३ जीवित और ३ निर्जीव

जीवित पात्र - आदमी औरत, बच्चा, जानवर, जीवित लोग

निर्जीव पात्र- प्रकृति, पहाड़ पर्वत ,नदी इत्यादि

आप की कहानी में आवाज के शब्द होने चाहिये

परिवेश-परिवेश के वर्णन में आप ध्यान देंगे की आप अपनी 3 इन्द्रियों का प्रयोग कर रहे हो

उदाहरण - वह जगह देखने में कैसी हैं, उस जगह से कैसी आवाज आती है, उस जगह की महक कैसी है इत्यादि

चरित्र - शारीरिक और भावनात्मक चरित्र लक्षण

कहानी में **समस्या समाधान** और **सीख** जरूर होनी चाहिये



Story Map- Students will fill their final story map.

Students will look each other story and get an idea and improve their story.

Students will talk about their story presentational mod. What mode they will pick and how they will present it.

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: _____

Lesson Can-Do Statement

Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.

Interpersonal: I can participate in a conversation about the personal traits and what motivated the main character or characters, in a story that I have listened to or read.

Vocabulary

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

एक अच्छी कहानी के लिये क्या चाहिये?
कैसी कहानी?

1-शीर्षक

2-पात्र

3-चरित्र(नायक, खलनायक, अच्छा, बुरा, मूर्ख, समझदार, धूर्त, दयावान)

4-परिवेश(जगह, समय)

5-शुरुवात/समस्या/समाधान/ सीख

Check for Learning

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

Teacher will ask the students about their storytelling methods, and why they choose these methods.

Teacher will show the video about dialogue and expression.

After watching the video students will work in a group to correct their dialogue for presentation and adding interesting language in their story 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.

आप की कहानी में कम से कम ६ पात्र होने चाहिए - ३ जीवित और ३ निर्जीव

जीवित पात्र - आदमी औरत, बच्चा, जानवर, जीवित लोग

निर्जीव पात्र- प्रकृति, पहाड़ पर्वत ,नदी इत्यादि

आप की कहानी में कम से कम २ मुहावरे, २ रस का वर्णन, 2आवाज के शब्द होने चाहिये

परिवेश-परिवेश के वर्णन में आप ध्यान देंगे की आप अपनी पांचो इन्द्रियों का प्रयोग कर रहे हो

उदाहरण - वह जगह देखने में कैसी हैं, उस जगह से कैसी आवाज आती है, उस जगह की महक कैसी है इत्यादि

चरित्र - शारीरिक और भावनात्मक चरित्र लक्षण

कहानी में **समस्या समाधान** और **सीख** जरूर होनी चाहिये

Materials Needed

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

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

Learning Episode #4

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.

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

Vocabulary

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

कहानी का अंत - अंत में सब खुशी खुशी रहने लगे- all happiness started to be happy
अंत भला तो सब भला- All's well that ends well | **अच्छे लोगो के साथ अच्छा ही होता है-** Good is good with good people |

Check for Learning

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

Teacher will give all the tool to students and help them to finish 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.

You tube video- Teacher will divide class into the groups. Teacher will play the video. Video is without dialogue. Students will Watch the you tube video and each group will write their own version of story and 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?

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?