

Date:

6/20/2018

Grade Range:

6-12

Targeted Performance Level:

Novice Mid

Total Time for this Plan:

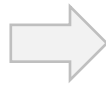
3 hours

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.

Unit 3 objective :Students work in groups to create their own story. They will prepare a story book (written), and present the story in two different presentation modes (oral), choosing any 2 styles of storytelling. (3 days)



Unit 3 day 1 Objective: Students will be able to list/describe features of various characters, settings, actions for their story, using appropriate adjectives and adverbs, with level appropriate transitions/ sentence structures.

Learning Episode #1

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.

Writing practice of letters, words, phrases and simple sentences

Vocabulary

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

Previous day words list and sentence structure

Check for Learning

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

Activity #1 - students will write the nouns, verbs, adjectives, adverbs, phrases, and small sentences used in previous day with the help of alphabet and matra chart and also play the witing games.

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 leaners.

Writing practice using content from previous day. Review nouns, verbs, adjectives, adverbs that students will be able to use in their story.

Materials Needed

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

Word list from previous day

Lesson Can-Do Statement	Vocabulary <i>How are culture and/or content part of the language chunks and words that learners will use?</i>	Check for Learning <i>What formative task will learners do to provide evidence that they made met the lesson Can-Do Statement?</i>
<p><u>Interpretive</u></p> <p>Review/ recall elements of story with activities.</p> <p>Review Vocab words/Expressions/Phrases/idioms</p> <p><u>Interpersonal:</u></p> <p>students will work in pairs, play Roll a story game . In this game they will review elements of story along with verbs. And make sentences that can be silly. Then they will write these sentences.</p>	<ul style="list-style-type: none"> Students will be shown slides that show the elements of story like characters, setting etc. Teacher will ask : यह क्या है? यह "Cindrella" कहानी के पात्र है। Students will review vocab words like " ऊँचा, चूहा, पात्र, छोटा,शेर, ऐतिहासिक, पौराणिक, शक्तिशाली ,स्थान Students will review and make a sentences using previous learned characters, settings, problem and solution. 	<p>Students will make and play fortune teller game.</p> <p>Students will play match the pictures with words game.</p> <p>Students will fill in the blanks with the correct choice.</p> <p>Students will play "Roll a Story" game.</p>

Learning Experiences

1)Students will be shown a slide having pictures of different story elements. (for example,cindrella, Harry potter and teacher's goal is get the words like " paatra, sthaan " from students. She can sk "yeh kya hai" and they should be able to tell.

Next Students will make and play " Fortune Teller" activity to check their understanding.

We will play this game using following steps:

1)Students will make the fortune teller.

2)Students in pairs will review elements of story.

With a partner, have them roll a dice and move the cootie catcher back and forth the appropriate amount of times based on the roll. When they stop, they must define one of the terms showing. Continue this until all the terms have been defined!

2) Vocab Review Game: Match the words with pictures.

We will play this game(Round 1) using following steps:

1) TA will distribute the print out of the following slide.

2) Teacher will divide the class into 4 teams.

3) There will be a buzzer on teacher's desk.

4) All team members will to talk to their partner using the following sentence structure:

5) Q-यह क्या है? yeh kya hai? A- यह _____ है I Yeh _____ hai.

6) and finish matching the pictures with words fast as they can. To match they will have to write

number of the picture in the empty box. Once done they will run and press the buzzer.

- 7) Team who finishes everything super fast and gets it right, wins!!

Fill in the blank

Round 2:

- 1) TA will distribute the print out of the following slide.
- 2) Teacher will continue with the same teams from round 1.
- 3) There will be a buzzer on teacher's desk.
- 4) All team members will talk to their partner using following sentence structure:
- 5) **Q-यह क्या है? yeh kya hai? A- यह _____ है। Yeh _____ hai.**
- 6) Finish fill in the blank activity as fast as they can. Once done they will run and press the buzzer.
- 7) Team who finishes everything super fast and gets it right, wins!!

3) Roll a story

Directions to play:

Roll the dice FOUR times, once for each column, to mix and match different story elements. Record each story element on the graphic organizer, along with any additional ideas.

Materials Needed

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

Powerpoint slide to show character and vocab words

Dice

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.

2. Presentational Writing: I can create a story in the form of a story book, using short memorized phrases and sentences and pictures.

Vocabulary

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

कहानी, कौन, पात्र, आपकी, स्थान, क्या, समस्या, समाधान, कैसे,

Sentence structure –

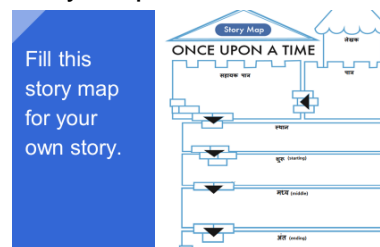
आपकी कहानी में कौन पात्र हैं?
आपकी कहानी में स्थान क्या है?
आपकी कहानी में समस्या क्या है?
आपकी कहानी में समाधान क्या है?
आपकी कहानी के पात्र कैसे हैं?

Check for Learning

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

Activity 1:

Learners will fill out their story map.



Activity 2:

आपकी कहानी में पात्र क्या करते

Learners will ask each other these questions /answers.

आपकी कहानी में कौन पात्र हैं?

आपकी कहानी में स्थान क्या है?

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 to meet the needs of all learners.

Students will fill a story map for their story and add details to the characters, setting, problem,

solution. (for example, what words will describe the main characters, what words will describe the setting, what is the problem/solution)

Activity:

Teacher will divide class in group of 4 and provide a story map to each learner. Learner will start brainstorming the ideas for the story that they are going to create as a group and then they fill out their individual story map.

They will come up with Step 1) Characters, Step 2) setting (time & place), Step 3) the problem/conflict/main issue in the story 4) ending of the story. Learners will share their thoughts after each step.

They will ask each other these questions /answers.

Questions-

आपकी कहानी में कौन पात्र हैं?

आपकी कहानी में स्थान क्या है?

आपकी कहानी में समस्या क्या है?

आपकी कहानी में समाधान क्या है?

आपकी कहानी के पात्र कैसे हैं?

आपकी कहानी में पात्र क्या करते हैं?

Answers:

मेरी कहानी मेंपात्र हैं।

मेरी कहानी का स्थान है।

मेरी कहानी में समस्या है:.....

मेरी कहानी का समाधान है:.....

मेरी कहानी के पात्रहैं। (adjectives)

मेरी कहानी के पात्र..... हैं। (verbs, action words).

Teacher will list a few examples of story starters, transition words/phrases and story endings. Then, Teacher will hand out short stories (printouts or storybooks). Students will try to find these phrases in these stories..

Materials Needed

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

Word list
Story map
Power point presentation
Computer and internet connection

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.

1. Interpretive:

I can identify story starters, transition words/phrases and story endings words and phrases.

Presentational Writing: I

can create a story in the form of a story book, using short memorized phrases and sentences and pictures.

Vocabulary

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

Sentence structure

एक बार की बात है एक ---- मैं एक -
---- रहता था।

बहुत समय पहले की बात है ----X -
--नाम के एक राजा थे।

कल ही की बात है। मैं स्कूल से घर
जा रही थी। ----

तभी, अचानक, सबसे पहले, फिर,
उसके बाद, अंत में

Check for Learning

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

Activity #1 –

Activity 1: students will review

sentences/phrases used in story writing : story starters, transition words, and story endings from the story books.

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 list a few examples of story starters, transition words/phrases and story endings. Then, Teacher will hand out short stories (printouts or storybooks). Students will try to find these phrases in these stories.

Materials Needed

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

Word list, story map

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?