

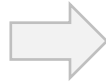
<b>Date:</b> <b>6/20/2018</b>	<b>Grade Range:</b> <b>6-12</b>	<b>Targeted Performance Level:</b> <b>Novice Mid</b>	<b>Total Time for this Plan:</b> <b>3 hours</b>
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### Curriculum Connection

#### 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.

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 2 Objective: Students will be able to use correct sentence structures to narrate/write their story

### 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.

#### 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?

**Writing practice of letters, words, phrases and simple sentences**

Previous day words list and sentence structure

**Activity #1 - students will write the words, 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.

Teacher will divide class in 2 teams and then dictate the letters, words, phrases, and small sentences used in the previous day. The team that write the most correct things will be the winner.

#### Materials Needed

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

Word list from previous day

### Learning Episode #1

Number of minutes for this episode: \_\_\_\_\_

#### Lesson Can-Do Statement

#### Vocabulary

#### Check for Learning

*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?*

**1. Interpretive:**  
I can identify and list few facts about different elements of story.  
**2. Presentational Writing:** I can create a story in the form of a story book, using short memorized phrases and sentences and pictures.  
**Presentational Speaking:** I can present a part of story that have I created.

पेड़ पर, गुफा में, जंगल में, मेरे घर में, पार्क में, महल में, स्कूल में, भारत में, अमेरिका में, नदी के पास, कबूतर हाथी, चूहा, सिम्बा, राजा रानी, अच्छा मित्र

Sentence sructer:  
शेर जाल में फंस गया।  
चूहे ने जाल काट दिया।  
चींटी पानी में गिर गयी।  
चींटी की जान बच गयी।

Activity 1:

Learners will read and identify the elements of the story in the card given to them and go stand in the corner with the element that matches the card they are holding.

नदी के पास	घने जंगल में
पेड़ पर	गुफा में
एक पुराने घर में	एक सुन्दर महल

## Learning Experiences

Activity 1:

Teacher will brain storm ideas for elements of the story through story card game.

-Instructions to teacher:

1. Cut out the cards in the Elements of a Story: Sort It Out! activity and hand out one card to each learner.
2. Hang the elements of a story signs that are included with the activity and hang each sign in one corner of the room.
3. Instruct learners to read their card and go stand in the corner with the element that matches the card they are holding.
4. Collect the cards, mix them up, and pass them out again to repeat the activity.

## Materials Needed

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

Story cards and instruction on how to play  
Word list

## 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.

### 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 story starters, transition words/phrases and story endings words and phrases.

सोना, खेलना, कूदना, तैरना, डूबना, उड़ाना, सुन्दर, छोटा, बड़ा, बहदुर

Sentence structure

एक बार की बात है एक ---- में 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

Activity 1: students will review

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

Activity 2:

2.A. watch a video and circle the verbs.

2.B. Learners will play “verb or adjective” board game.



### 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. 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.

Activity 2. Teacher will provide word list for verbs And adjective that learners may need to use in their story.

2 A: Learners will watch a video and circle the verbs that they hear

[https://www.youtube.com/watch?v=fgoUX\\_vFDeo](https://www.youtube.com/watch?v=fgoUX_vFDeo)

2 B: Learners will learn the action verbs by playing Dumb charades game or by “verb or adjective” board game.

**Materials Needed**

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

Word list

You tube video

[https://www.youtube.com/watch?v=fgoUX\\_vFDeo](https://www.youtube.com/watch?v=fgoUX_vFDeo)

“verb or adjective” board game.

Power point presentation

Computer and internet connection

**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.

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

Sentence structure

एक बार की बात है एक ---- में 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,

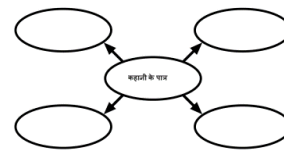
उसके बाद, अंत में

अच्छा , बुरा, समझ नहीं आया

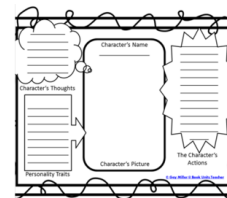
**Activity #1 –**

Learners will fill out a graphic organizer for their character and settings.

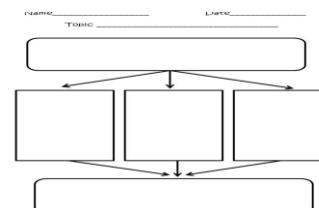
List all the characters for your story



Identify vocab words to describe your characters



**Activity #2 -** Learners will start writing the bullet points of their story in this organizer.



**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.

Using the story map they created, and the language structures learned so far, students will complete a roughdraft of their story.--

- They will fill out the graphic organizer for characters and settings.
- They will draw the pictures of the character and describe their personality traits.
- After that Learners will start writing the bullet points of their story.
- The teacher and TA will observe and provide help as needed.

#### Materials Needed

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

Graphic organizer

Word list

### 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.

#### 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 present my story using short memorized phrases and sentences and pictures.

I can also provide the feedback after listening to other's story

अच्छा , बुरा, समझ नहीं आया

Students will give feedback to each other.

#### 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.

Using the language chunks & vocab from previous stories, students will write their story. Each group will present their progress in 10 mins. The groups watching will give feedback-good/bad/could not understand

#### Materials Needed

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

Rough draft of students story

Verb & adjective word list

**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?