

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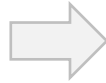
### Curriculum Connection

#### 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.

#### Lesson Can-Do Statements

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), (3 days)



Students will list a few facts about different styles of story telling . Students will retell the story that they have read/viewed using pictures, short memorized phrases and sentences. They will create their own story and present it in the form of a storybook and two other forms of storytelling of their choice, such as puppet-show, audio/video recording, play acting etc.

### 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 verbs, adjectives, phrases and small 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 verbs, adjectives, 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: 45

<b>Lesson Can-Do Statement</b>	<b>Vocabulary</b> <i>How are culture and/or content part of the language chunks and words that learners will use?</i>	<b>Check for Learning</b> <i>What formative task will learners do to provide evidence that they made met the lesson Can-Do Statement?</i>
<p><b>Presentational Writing:</b> I can create a story in the form of a story book, using short memorized phrases and sentences and pictures.</p> <p><u>Interpretive</u> Teacher will play short story videos, or distribute story books and ask students to identify characters, setting, actions etc. for each story. Teacher will give verbs and adjectives relevant to the story.</p> <p><a href="https://www.youtube.com/watch?v=EfAiS0VX-Es">https://www.youtube.com/watch?v=EfAiS0VX-Es</a></p>		<p>Students will start writing final draft of their story.</p> <p>While watching video students will write the different characters, settings, actions that they saw in the video</p> <p>Teacher can toss the ball to student, ask the student to use the verb in sentence and say it .</p> <p>Play Noun/adjective Board game.</p>

### Learning Experiences

1. teacher will outline the goals for the day : complete storybook and work on presenting the story using any one style.
2. Students will incorporate feedback from peer review and start working on their story book. This will include writing the title, author(s), story, illustrations, credits, dedication etc.
3. Students will be shown a youtube video having 18 short hindi stories with moral to brain storm ideas to develop their story. While the video is playing students can note down the characters, setting and actions for each story. Then teacher can toss the ball to one student and will give verbs and adjectives relevant to the story. First student can toss the ball towards other student and teacher will give verbs and adjectives relevant to the story. This can continue until needed.

### Materials Needed

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

Graphic organizers, Youtube video, ball or books

## Learning Episode #2

Number of minutes for this episode: 45

<b>Lesson Can-Do Statement</b> <i>Identify the lesson Can-Do statement(s) from the curriculum</i>	<b>Vocabulary</b> <i>How are culture and/or content part of the language chunks and words that learners will use?</i>	<b>Check for Learning</b> <i>What formative task will learners do to provide evidence that they made met the lesson Can-Do Statement?</i>

(stage 3) that are the goals for this learning episode.

1. Interpretive: I can identify different Indian traditional styles of story telling.

पंडवानी, कथक, कठपुतली, कावड़ वाचन, आल्हा, कथकली, नाटक,

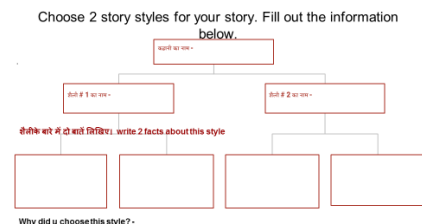
Sentence structure -- यह --X-- कथा शैली है।

2. Presentational: I can list a few facts about/describe different styles of storytelling, using simple memorized phrases.

कठपुतली ---X--- की कथा शैली है।  
इसमें -- X --होता है।  
मुझे ---X---  
कथा शैली पसंद है। / पसंद नहीं है।

Activity 1:

Learners will choose 2 ways of story telling style and fill out a graphic organizer for their 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.

Activity 1:

Teacher will provide the list of story telling styles with pictures.

Learners will choose their favorite style from the list to present their story and fill out in a graphic organizer –the title of their story, names of the choosen style, 2 facts about it and also state the reason for chosing that style.

### Materials Needed

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

Question answer sentence sheet.

## Learning Episode #3

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?

### 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.

Student will work on presenting the story- prepare dialogues, props, costumes, settings etc. If any one needs more time to finish their story, they can continue working on it.

**Materials Needed**

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

Print outs of graphic organizers.

Props

**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?