STARTALK LEARNING PLAN
Designing Learning Experiences

Date:12th June **Unit 1 day 2**	Grade Range: 6th-12th	Targeted Performance Level: Intermediate	Total Time for this Plan:

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 present a story I have read/viewed, or modified/ extended, or created, using simple sentences, and a variety of media, such as text, audio, video, play-acting.

Performance Assessment Task:

Students will work in small groups to list similarities between the main characters of the different stories they have read/viewed. Teacher will use Think Pair Share and/ or Numbered Heads Together to group students and call upon the to share their work.

Students will work in small groups. Teacher will assign different characters to each group. Each group will list the characteristics of the characters and convert this information into questions of the form "How do you know.?" Each group will then take turns asking their questions and other groups will answer. Whichever group answers the most questions wins.

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.*	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 met the lesson Can-Do Statement?*
I can write the words I learned the previous day. **I can say some sentences about what I learned the previous day.**	पात्र , परिवेश, कौन , कब, कहाँ, क्या समस्या , समाधान, पौराणिक , ऐतिहासिक , जातक, पंचतंत्र	Students will play a ball game to revise words / sentences from the previous day.

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- Students will play a ball game and tell one sentence about what they learned the previous day. Writing practice with content from previous day

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	**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?*
I can understand the setting, characters of the story or parable i read, listened or heard.	कहानी, राजा, रानी, ध्रुव, महल, शानदार, शांत,विचारशील दृढनिश्चयी, उज्ज्वल, चतुर लड़का,अच्छी ,दयालु,कोमल, सुखी संतुष्ट, सुंदर, अभिमानी,शक्तिशाली,सहासी, ईमानदार	Teacher will tell describe the characters and setting in detail of the story using audio and PPT
I can describe and make character sketch of the characters in the story.		Interpretive - write details about characters while listening.
I can answer questions like who, when and where the story takes place.		Interpersonal - Start to Fill the character Sketch with a partner.

After the audio, Students will play the Messenger Game-

one student from each group goes to the next group to share their information and both update their character profiles if there is any new information. The students come back to their group and share anything new they have learned and then update their work.

The groups will then be rearranged. Working in groups, students will list the qualities that makes a character different. They will use the profiles they have prepared as the basis for this activity.

Presentational - Teacher will call upon them to share their work.

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Learning Experiences
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1. Teacher will describe the characters and setting in detail of the story with the help of audio

and ppt. While listening or watching the slides, students will answer some questions.

Who , When and where the story takes place .

Teacher will use Think Pair Share and/or Numbered

Heads Together to group students:Students will be divided into two groups,one student from each group will be focussing on the following and will make a character sketch or setting diagram

1 - Uttanpad
2 - Suniti
3- Suruchi
4 - Dhruv
5- Palace
6 - Jungle
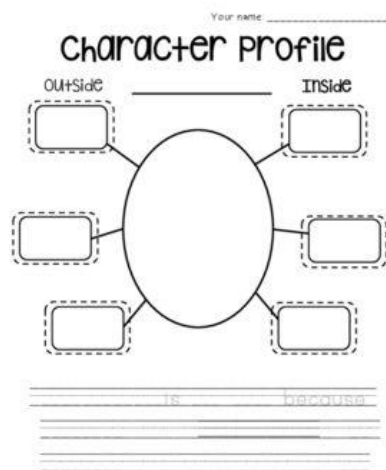
Materials Needed
What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?

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.*	**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 met the lesson Can-Do Statement?*
Interpretive - I can describe in detail the elements of storytelling.	शिक्षिका कहानी का video दीखाएँगी और	वीडियो देखते समय Q1 - सूची - क्रम में कहानी से 5

I can answer the questions regarding the story. I understand and can describe the story in correct order.	छात्रों को इन प्रश्नों का उत्तर देना है . ध्रुव तारा की आध्यात्मिक कहानी https://m.youtube.com/watch?v=qQNkQH_ji7Y	महत्वपूर्ण कथानक बिंदु Q2- मुख्य चरित्र का वर्णन करें? Q3- उन तत्वों को लिखें जो इसे एक दिलचस्प और प्रभावी कहानी बनाते हैं? Q4 - कहानी का नैतिक क्या है? आपको कैसे मालूम? 2. Fill the story map. Teacher will divide the class in groups of two and they have to fill the and then share it with the class After finishing the story. Teacher will play fly swatter game for vocabulary

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.

Before finishing the story :

What they think will happen(क्या होगा)?

Students will watch/read/listen to story using level appropriate media: pictures, books, video, audio etc. Teacher will pause story in between to check for comprehension

Conclude the story in this hour. Complete the story map.

Students will do interpretive and interpersonal activities for learning.

1. While watching the video
- List - in order 5 important plot points from the story
- Describe the main Character ?
- Write the elements that make it an interesting and effective story?
- What is the moral of the story? How do you know?

2. Fill the story map.

Teacher will divide the class in groups of two and they have to fill Narrative Criteria Sheet and then share it with the class

After finishing the story. Teacher will play fly swatter game for vocabulary

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

Learning Episode #4

Number of minutes for this episode: ____

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?*
I can read and put story in the correct order. I can come up with a different ending. I can make small changes in the story to make it more interesting	पहले , फिर, उसके बाद , अंत में For Role play मेरे विचार में….. मुझे लगता है …..	Teacher will give written story also with the vocabulary word for better understanding. Teacher will cut the story in several parts.Teacher will divide and ask the students to read from start to finish. Starting then phir kya hua, phir kya hua, etc. Activity - talk and turn - after every slide they will turn and talk **Role Play Activity** Teacher will assign a character from the dhruv tara to each student and they have to argue what they did and why is it correct and whoever gives the most compelling idea wins. Characters - Dhruv, Raja, suniti, vishnu, suruchi, naarad

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.

Teacher will give written story also with the vocabulary word for better understanding. Teacher will cut the story in several parts and ask the students to read from start to finish. Starting then phir kya hua, phir kya hua, etc.

Role Play Activity

Teacher will assign a character from the dhruv tara to each student and they have to argue what they did and why is it correct and whoever gives the most compelling idea wins.

Characters - Dhruv, Raja, suniti, vishnu, suruchi, naarad

Teacher will use interpersonal and presentational activities to assess for comprehension, for example : a)students ask and answer questions about the story, b) students present the story map as a summary of the story.

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 main points 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?