STARTALK LEARNING PLAN
Designing Learning Experiences

Date: 13th Unit 2 day 1	Grade Range: 6-12	Targeted Performance Level: Intermediate	Total Time for this Plan: 150

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 identify the gist of the story and know different characters of the story.
- Name/describe one thing I like/ dislike about any particular character.
- I can exchange information in conversations about a story that I have learned about including details and explanations of the story.
- I can tell the distance of pole star from earth
- I can discuss the power of determination and state some examples

While watching the video, students will focus on the characters, setting, conflict and solution.
After students watch the video of Dhruv tara, teacher will ask students to create a profile for each character and include the detailed explanations of each character.

Working in groups, students will list the qualities that make the characters different.
Teacher will use Think Pair Share and/or Numbered Heads Together to group students and call upon them to share their work.
Students will also see the geographical side of pole star and know its distance from the earth by working on a hand on project of measuring and creating a model in a group setting.

Students will relate the stability of Dhruv tara with power of determination.

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 th 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	इन वाक्याँशों का प्रयोग करें -मेरे विचार में, मुझे लगता है	1. <u>Throw the ball activity</u>: recap of the previous

| what I learned the previous day. | मुझे कल की कहानी अच्छी लगी क्योंकि _____

मुझे कल की कहानी अच्छी नहीं लगी क्योंकि_____ | day.
The teacher throws a ball to a student and the students have to answer the question directed to them while catching the ball in 30 seconds, the student then throws it back and the process is repeated.

2. Questions:
a.Tell 4 characters from the story you heard yesterday?
b. what was the setting of the story?
Students will individually write what they like or dislike about the story.

3. Student will present their answer in front of the class. |

Learning Experiences
Teacher will play the ball activity for recap.

Students will write what they liked or dislike the previous day

teacher will go over the vocabulary of the day.
Writing time: Student will write what they like / dislike about the story. After that students will present their answers in front of the class.

Materials Needed		
Ball, notebook, pen/pencils		

Learning Episode #2	Number of minutes for this episode: _45___

Lesson Can-Do Statement	Vocabulary	Check for Learning	Formatted Table
	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 identify the gist of the story and know different characters of the story. ● Name/describe one thing I like/ dislike about a particular character. ● Interpersonal : I can exchange information in conversations about a story that I have learned about including details and explanations of the story. ● Presentational Speaking: I can present the unique feature of the story and state my preference of detailing a particular character.	पात्र, लोभी, चरित्र, विनम्र, दयालु, लालची, सूंदर नापसंद, प्रिय	After students finish watching the video of Dhruv tara, teacher will ask students to create a profile for each character and include the detailed explanations of each character. Working in groups, students will list the qualities that makes a character different. Teacher will use Think Pair Share and/or Numbered Heads Together to group students and call upon them to share their work.	

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.

- *students will watch the video and then they will create the character profiles in a group setting in a pair of two*
- *Present their work in front of the classroom.*

Materials Needed
Internet, paper, pen, pencil, crayons

Learning Episode #3		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 met the lesson Can-Do Statement?*
• I can discuss the distance of Dhruv tara from the Earth and Ursa major. • I can state the importance of stability in any relationship. • I can discuss the importance of the determination in life and state some examples.	चमकीला, दिशा, प्रकाश वर्ष, उत्तरी ध्रुव, दक्षिणी ध्रुव, पास, दूर, आकाश, दूरी	• Show the video of distance of pole star from Earth. • Divide all the students into pair of two. Provide all the material related the Dhruv tara activity and explain the directions to complete the task. • After finishing up the geographical activity of the pole star, teacher will tell them the importance of stability in life.

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.

Materials Needed
plastic straws, cardboard, glue, scissors and paper and pencil, Video, PPT,

Number of minutes for this episode: _45__

Learning Episode #4		
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 again relate the importance of determination in life after watching two more videos on determination. • I can state my personal examples when i was determined to do things in life.	आलसी, साहसी, दृढ़ निश्चय वाला, घमंडी, बुद्धिमान, चतुर, विनम्र, अभिमानी, अहंकारी, प्रतीक, कठोर परिश्रम	• Teacher will show them a video of two stories :- अंगद के दृढ़ निश्चय (determination) की कहानी और "कछुए और खरगोश की कहानी" • Before showing the video teacher will pair students and one will watch the character traits of rabbit and other will pay attention on tortoise and make notes of the adjectives of both the characters. Then, they will present in front of the class. • Students will brainstorm ideas from their own experiences of how they overcame an obstacle using "power of determination" and share it with the entire class. • Teacher will talk about determination power" in life. She will also talk about stability (स्थिरता) in any relationship and relate it to the Dhruv tara.

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.

Students will watch the video and then they will turn and talk. Teacher will give them a blank character sketch in which they will fill their own personality traits. After completing the tasks, students will share their examples of determination or stability.

Materials Needed
graphic organizer sheets. pen, markers, crayons

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?