STARTALK LEARNING PLAN
Designing Learning Experiences

	Grade Range:	-	Targeted Performance Level: Intermediate high/Advance low	Total Time for this Plan: 160 Minutes
Date: 12th **Unit 1 day 2,**	**6-12**			**160**

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.

I can discuss with others a traditional/historical Indian story and relate it to my life in the present time.	Students will view a series of short stories related to a historic Indian figure, that present a problem being solved by the main character. Teacher will make small groups of students and use activities such as Think Pair Share and numbered Heads Together to get students to answer open-ended questions about the story, such as " What do you think will happen next, and why?" , "What is your opinion about the character X in the story, and why?" The students will discuss among themselves and reach a consensus about the final answer. The student called upon by the teacher will share the group's answer with the class.

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 met the lesson Can-Do Statement?*
Interpretive: I can identify the different categories of traditional India. Interpersonal: I can participate in a conversation about the personal traits and what motivated the main character or characters, in a story that I have listened to or read	पौराणिक.कथा, ऐतिहासिक कथा, जातक कथा, बहुत पुरानी बात है, अंत में सभी राजी -खुशी रहने लगे एक जंगल में एक--- रहता था, उसके बाद, बहुत पहले, अंत में	To recap students will play the Throw the Ball activity and the teacher will ask the questions. **Writing time:** Students will write three sentences telling about three different

		characteristics of people/characters they know and then describing each of the characteristics.

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.

Throw the ball activity: recap of the previous 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.

प्रश्न: 1-आपने कल के बारे में कितने प्रकार की कहानी सीखी?

2- पौराणिक क्या है।

3- ऐतिहासिक कथा क्या है?

4- जातक कथा क्या है?

5- काल्पनिक कहानी क्या है, कुछ उदाहरण दीजिए।

6-कौन सी वास्तविक घटनाओं पर आधारित है, कुछ उदाहरण दें।

7- क्या पौराणिक कथा वास्तविक घटनाओं पर आधारित है?

8- मुझे अपना पसंदीदा कहानी नाम बताओ?

9-क्या आप किसी भारतीय ऐतिहासिक नायक को जानते हैं?

10-प्रसिद्ध भारतीय जातक कथा पुस्तक का नाम बताइए।

Writing time: Students will write three sentences telling about three different characteristics of people/characters they know and then describing each of the characteristics.

Learning Episode #2   **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 met the lesson Can-Do Statement?*
Interpretive: I can identify the main idea plus supporting details of a story that I listen	story elements चरित्र- कौन क्या	Teacher will show the story elements and how to write

to or read.

Interpretive: I can follow and understand the essential elements of a story from the speaker's point of view, including characters, the main problem/conflict and suggest a solution.

Presentational: I can present my views on a person or an event related to a story I have viewed.

पात्र- नायक, खलनायक नायक- अच्छा चरित्र खलनायक-बुरा चरित्र पात्र के गुण : अच्छे गुण /बुरे गुण परिवेश- कहाँ
मुख्य विषय - क्या कथानक- क्या समस्या- क्या, क्यों ,
समाधान- कैसे सीख-

ये कहानी भारत के------- दक्षिण-- में स्थित ---- की है।
इस कहानी का नायक ------बहुत बुद्धिमान था.
इसका खलनायक ----- था।
एक बार ऐसा हुआ कि ----
उसके बाद ----फिर ,
फिर क्या था ,---अंत में

सिंहासन बत्तीसी, न्याय प्रिय, न्यायप्रियता , धर्म, न्याय ,शासन प्रसिद्ध जननायक, प्रयोगवादी एवं दूरदर्शी, संस्कृत भाषा, चरवाहा, टीले, जिज्ञासा, भेष बदलकर, प्रभावित हुए, हसी, सोचविचार कर, बत्तीस पुतलियाँ, धूल-मिट्टी

starting and ending part of the story.

Teacher will give story print out to the students for writing help.

Teacher will play the video.

Before watching the video, teacher will give question list to the students.

While watching the video students will write the answers of the question.

After writing answers teacher will divide students in 3 groups and tell them to make a list of questions based on the 2nd video.

Teacher will show the video again and ask the children to play question answer game based on the video, they just watched.

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 complete a worksheet after watching the story
Teacher will show brown bag story book to the students.

Teacher will give paper to students to write their story.
In episode 4 when they are done with their story, they will make brown paper story book.

वीडियो देख कर,नीचे दिए गए प्रश्नों के उत्तर लिखिये।   1 Video time-2:15- 7:15
https://www.youtube.com/watch?v=f_MZWdCRjfw&t=84s

१-कहानी कब और कहाँ पर होती दिखाई गई है?
२-कहानी के पात्रों के नाम लिखिए
३-कहानी के पात्रों की क्या गुण और दुर्गुण है?
४-पात्र और परिवेश की विशेषताएं बताइये
५- कहानी में क्या समस्या है?
६-आप को क्या लगता है की उसका समाधान क्या होगा ?

वीडियो देख कर,नीचे दिए गए प्रश्नो पर आपस में चर्चा करिये   1 Video time- 11:42 – 14:00
Teacher will ask these questions to students.

१- राजा चरवाहे को क्यों सम्मान दे रहा था?
२-चरवाहा क्यों डर रहा था?
३- चरवाहा राजा से माफ़ी क्यों मांग रहा थे?

2 Video time- 1:30 – 2:20 Recap
3 Video time- 11:00 – 12:00

वीडियो देख कर,नीचे दिए गए प्रश्नो पर आपस में चर्चा करिये
Teacher will ask these questions to students.

https://www.youtube.com/watch?v=0kf1VBcgcOM&t=706s
१-सिंहासन की क्या विशेषता थी?
२- यह सिंहासन किसने किसको दिया था और क्यों दिया था?

https://www.youtube.com/watch?v=HqNNQiPx6Fo&list=PLYDXIBIOjPJOEYlPd3qQWAZFUhPznZtnC&index=53   **Betaal Aur Sinhasan Battisi - बेताल और सिंहासन बत्तीसी - Episode 52 - 8th May 2015 - Last Episode**
5- Video time- 16:00 – 19:00

Materials Needed
Story printout papers, written story in pieces, pen, pencil

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: __30__**

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?*
Interpersonal: I can state my opinion about the character(s) and their actions, and give reasons to support my viewpoint

Interpretive: I can identify the sequence of events and the connection between them in the story that I listen to or read.

Presentational: I can present my views on a person or an event related to a story I have viewed. | विक्रमादित्य, ,राजसिंहासन, पुरुषार्थ और भाग्य, एक बार,**पुरुषार्थ और भाग्य** , **ठन गई** ,मेहनत ,कुछ भी सम्भव नहीं है ,**भाग्य से मिलता**, परिश्रम ,भूमिका ,याद आई, मोहलत मांगी , काफी सोचा,जब बहुत सोचने के बाद भी भेष बदल कर, व्यापारी | Teacher will give second story (पुरुषार्थ और भाग्य) print out to students.

Teacher will divide the class in 4 groups Teacher will give story and question sheet to students.

Students will write the answers of the questions in their team. After writing their answers they will ask question answers to each other. |

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 divide class in 4 groups. Teacher will provide Hindi dictionary to each group.

Teacher will give story printout to students.

They will read their story and write answers of the questions in the group.

Teacher will give them 15 minutes to read and write their answers.

After writing their answers each group will get the chance to ask the question from different groups.

१- भाग्य और पुरुषार्थ का क्या मतलब है? डिक्सनरी में ढूढ़िये।

२ ठन गई का क्या मतलब है?

३- भाग्य और पुरुषार्थ में क्या ठन गई?

४-राजा कहा और किसके यहाँ नौकरी करने लगा?

५-सन्यासी ने राजा को क्या दिया?

६-माला और छड़ी की क्या विशेषता थी?

७-राजा ने माला और छड़ी का क्या किया?

८-राजा ने भाग्य और पुरुषार्थ को क्या उत्तर दिया?

९-क्या भाग्य और पुरुषार्थ राजा के उतर से खुश थे?

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

पुरुषार्थऔर भाग्यStory 2019.docx

Learning Episode #4		Number of minutes for this episode: ___45_
Lesson Can-Do Statement	**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?*
Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.		
Presentational: I can present my views on a person or an event related to a story I have viewed. Interpersonal: I can participate in a conversation about the personal traits and what motivated the main character or characters, in a story that I have listened to or read.	विस्मयादि बोधक अव्यय- **interjection words-** अरे-अरे, कहां चले,थोड़ा रुकिये, ठहरिये, महान, सुनिये, एक दिन की बात है, ओह वाह!, वाह!, धन्यवाद!, ओह नहीं !, ओह दुख है !, माफ करना हे भगवान !, मेरी खुशनसीबी !, बहुत जबरदस्त !, बहुत बढ़िया !, क्या! कृपया बिलकुल !, बहुत अच्छा किया !, ज़रूर !, सच में	Teacher will show the ending part of the video again and finish their paper bag book story. Language- Teacher will introduce **interjection words** विस्मयादि बोधक अव्यय to students Teacher will give scenario and students will write their dialogue using **interjection words and present their part in front of the class.**

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 show the ending part of the video again and finish their paper bag book story.

Make sure students followed all story elements to write their story.

Language- Teacher will introduce **interjection words** विस्मयादि बोधक अव्यय to students

Teacher will divide class in team, and she will give some scenario to each team.

Each team will write dialogue based to use some interjection words in their dialogue and present their parts in front of the class

1 scenario------------ 3 or 4 Person needed

चरवाहा राजा के महल में जाते समय क्या सोचता है

राजा और रानी चरवाहे को कैसे सम्मान देते है

इसका संवाद लिख कर/लिखने में विश्मय बोधक शब्द जरूर हो, नाटक कर के दिखाइए

2 scenario------------ 3 or 4 Person needed

भाग्य और पुरुषार्थ आपस में लड़ रहे है और वो राजा विक्रमादित्य के पास जा कर

अपनी परेशानी बता कर सहायता मांगते है.

राजा उनको सहायता देने को कहते है और कैसी सहायता देंगे यह सोचते है.

इसका संवाद लिख कर/लिखने में विश्मय बोधक शब्द जरूर हो, नाटक कर के दिखाइए

3 scenario------------ 3 Person needed

भाग्य और पुरुषार्थ आपस में लड़ते है

वह राजा के पास अपने प्रश्नो का उत्तर मांगने फिर से जाते है

राजा उनके प्रश्नो का उत्तर देता है

भाग्य और पुरुषार्थ ख़ुशी से चले जाते है

इसका संवाद लिख कर/लिखने में विश्मय बोधक शब्द जरूर हो, नाटक कर के दिखाइए

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https://www.youtube.com/watch?v=HqNNQiPx6Fo&list=PLYDXIBIOjPJOEYlPd3qQWAZFUhPznZtnC&index=53   **Betaal Aur Sinhasan Battisi - बेताल और सिंहासन बत्तीसी - Episode 52 - 8th May 2015 - Last Episode**

6- Video time- 16:00 – 19:00

स्मयादिबोधक.docx

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?