

<p>Date: 14th Unit 2 day 2</p>	<p>Grade Range: 6th 12th</p>	<p>Targeted Performance Level: Intermediate</p>	<p>Total Time for this Plan:</p>
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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.

Program Can-Do Statement:

Students will learn about different styles of storytelling in India (Traditional & Modern: puppets, dance, acting, role-play, movies, etc.) At the end of the lesson students will be able to talk about, identify, compare/contrast different styles of storytelling and present a small story through natak and kawaad

To assess students' knowledge of different styles of story telling, teacher will use information gap activities. Half of the students will have the name of a style (for example puppets), the other will have a description. By asking each other questions, they will match the style with the description. Students will create a small story with dialogs . They will present their story to the class, using the two different styles. natak and kawaad

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.

I can talk about what I learned the previous day.
I can write a few sentences in Hindi.
I can talk about the connection between India's culture and my story.

Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

अक्षर ज्ञान / लिखित समय :
शिक्षिका छात्रों को कुछ प्रश्न देंगी और छात्रों को उनके उत्तर लिखने होंगे

Check for Learning

What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

Teacher will give students index cards with questions about the previous day and students will write their answers.
Students will be divided into two teams and line up. The students at the front of each line will be given a fly swatter. A 5 by 5

	<ol style="list-style-type: none"> 1. ध्रुव तारा धरती से कितना दूर है ? 2. बालक ध्रुव से हमें क्या सीख मिलती है ? 3. ध्रुव तारे का विवाह में क्या महत्व है ? <p>मक्खी मार खेल ध्रुव, विवाह, कछुआ, खरगोश, अंगद</p>	<p>board of vocab words from the previous day will be displayed on the board through powerpoint. The teacher will call out the definition of a word and the students will use the fly swatters to find the matching word. The student who finds it first will be awarded a point for their team and the other student will hand the fly swatter to the next person in their line and go to the back. This continues until all the words are done.</p>
<p>Learning Experiences <i>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 to meet the needs of all learners.</i></p>		
<p>Teacher will distribute the index cards to write the answers of the question displayed on the board. Teacher will divide the class in two groups and play the fly swatter game.</p>		
<p>Materials Needed <i>What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?</i></p>		
<p>Powerpoint, index cards, fly swatters, 5 by 5 powerpoint slide.</p>		

<p>Learning Episode #2</p>		<p>Number of minutes for this episode: _____</p>
<p>Lesson Can-Do Statement <i>Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</i></p>	<p>Vocabulary <i>How are culture and/or content part of the language chunks and words that learners will use?</i></p>	<p>Check for Learning <i>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</i></p>
<p>Interpretive: I can identify different Indian traditional and modern styles of storytelling.</p> <p>Interpersonal: I can exchange information about different styles of storytelling in order to identify a particular style.</p> <p>Interpersonal : I can exchange information and ideas to create a story similar to the story/parable I know.</p> <p>Presentation: I can present a</p>	<p>कथक, कथकली, कवाड वाचन, कठपुतली, नाटक, नुक्कड़, टीवी, पंडवानी, शैली आधुनिक, प्राचीन, नई पुरानी भारत, उत्तरप्रदेश, राजस्थान, केरल</p>	<p>Teacher will give students blank maps of India. As the students learn about each style of storytelling, they will indicate the region it originates from and write the name of the style and a couple facts about the style in that area.</p> <p>Students will be divided into two groups. One group of students will each be given the name of a style, while the other group will each be given a matching description. Students will ask each other questions in order to find the matching piece.</p>

<p>story I know/I have created, using a variety of storytelling styles, such as a story-book, a play, a puppet-show or an audio/video recording.</p>		
<p>Learning Experiences <i>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.</i></p>		
<p>Students will learn about 2 or 3 traditional/modern storytelling styles of India (region, art form, topics, costume, medium of communication) through video and pp Learning activities will be---students will fill a blank map of india . Assessment activities - match the following</p>		
<p>Materials Needed <i>What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?</i></p>		
<p>Powerpoint, blank maps of India, paper slips with style name and description for matching game.</p>		

Learning Episode #3		Number of minutes for this episode: _____
<p>Lesson Can-Do Statement <i>Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</i></p>	<p>Vocabulary <i>How are culture and/or content part of the language chunks and words that learners will use?</i></p>	<p>Check for Learning <i>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</i></p>
<p>I can talk in detail about drama as a storytelling technique. I can write a short script to tell a story. I can present a short story through drama.</p>	<p>नाटक, कहानी, संवाद, प्रकाश, मंच सज्जा की सामग्री, मंच, दर्शक, सामाजिक, कलाकार, वेशभूषा</p>	<p>Interpersonal: Teacher will divide the students into two groups. One group will write a short play about a social issue, and the other will write a short play about a religious tale. Presentational: Students will perform their play for the rest of the class.</p>
<p>Learning Experiences <i>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.</i></p>		
<p>First teacher will explain drama (one form of storytelling) through videos and pp. then teacher will divide the class in two groups and they will write a play on a chosen topic Finally, they will present it in the class</p>		
<p>Materials Needed <i>What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?</i></p>		

Paper, pencils, powerpoint

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.

I can talk in detail about an traditional method of storytelling, Kavad Vachan.
I can create a model of a Kavad.
I can tell a story using the Kavad.

Vocabulary

How are culture and/or content part of the language chunks and words that learners will use?

कवाड, चलता फिरता मन्दिर,
पोराणिक,
राजस्थान, सामाजिक विषय, भगवान
की कथा, चित्र, काष्ठ कला, रंग,
लकड़ी

Check for Learning

What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?

Interpersonal: Students will be using a Venn diagram to find the similarities and differences between Kavad Vachan and drama.
Interpersonal: Students will work in the same groups as before make a Kavad in order to retell their previously written stories.
Presentational: Students will present their stories to their classmates using the Kavad.

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 assess students' learning through venn diagram activity
Students will present the story in the style about which they have learned.

Materials Needed

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

Youtube video of Kavad Vachan, powerpoint, blank Venn diagrams,
Materials to make a Kavad: Colored construction paper, a small pizza box, markers, colored pencils, tape, glue.

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?

