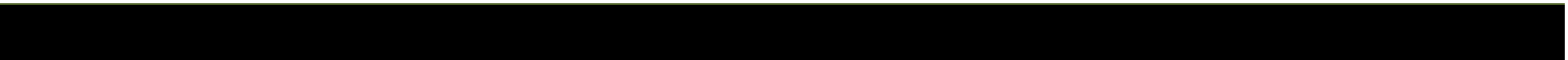




2015 Student Program Lesson Plan Template

Hindi Module:	5) Village Life Ganeshpura - Primary School	Theme/Topic:	School Life in India and in the US: Lesson 2		
Age Range of Learners:	Grades 6-8	Targeted Performance Level:	Novice Mid/Novice High	Number of minutes	90



How might the experience of going to school in another country be different from going to school in the US? How are cultural practices reflected in school life both in the US and in another country?



DO What are the learning targets/can-do statements for this lesson?	KNOW What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?
I can identify main ideas and some details when viewing, listening and reading authentic texts and video clips.  I can express preferences.	<b><i>(In Progress)</i></b>  Vocabulary for places in a school and activities in those places  Verbal expressions: to learn, to recite, to read, to wear, to like, to play

<p>I can present information about my school days and those of students in India.</p> <p>I can ask for repetition and explanations during a conversation with my teacher and with my classmates.</p>	<p>sports, to dislike, to feel</p> <p>Expressions for comparisons</p>
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<p>What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?</p>
<p>Students create a short video about their school and classroom to post on a website shared with students in India. They conduct a visual tour of the school and classroom and describe both in detail.</p>



<p>Opening Activity</p>	
<p>The teacher sets the context for the lesson by displaying a collage of visuals depicting a classroom in India. The teacher asks students to think about what they see. Students then meet with a partner to compare their responses and add additional items to their lists. Next, students share their responses with the entire class. (The teacher probes for more detailed information and records students' responses on the whiteboard or on a large piece of butcher paper. He/She records the information in logical categories (clothing, classroom objects, teacher) . This exercise surfaces students' prior and current language and cultural</p>	<p>Time: 10 minutes</p>

understandings and provides information for the teacher about what students know and what they need to learn in order to complete the lesson/unit successfully.	
Learning Episode	
For practice of key vocabulary, the teacher engages students in vocabulary acquisition tasks such as matching pictures to expressions, playing “Taboo” with targeted vocabulary, and a Frayer Square (using visuals and words to define and give examples of the vocabulary), and/or sketchnotes (examples and explanations at <a href="http://www.simplek12.com/brightsparktravel/sketchnotes-in-the-classroom/">http://www.simplek12.com/brightsparktravel/sketchnotes-in-the-classroom/</a> )	Time: 15 minutes
Learning Episode	
Working in pairs, students complete a Venn diagram with the new and previously learned vocabulary. They talk with their partners to compare what Indian students wear, the façade of the school building, the items found in classroom. The teacher asks additional questions to elicit more details (Tell me more? Why do you prefer..? What does the outside of your school look like?)	Time: 10 minutes
Learning Episode	
Working in pairs, students create a short video tour of their school to share with their peers in India. In the video, they introduce themselves and talk about their school and classroom, they give a video tour of the classroom and of important places in the school describing the rooms and talking about what they do in those areas.	Time: 20 minutes
Learning Episode	
The pairs join with another pair of students to review the videos and offer feedback.	10 minutes
Learning Episode	
Students finalize the videos to be posted on the class website for students in India to view and give comments.	10 minutes
Learning Episode	
As they leave the classroom, the teacher asks each student one question about the learning during the lesson (What is one significant thing that you learned about schools in India? Which school do you prefer and why?)	5 minutes



Primary School screen shots

Module 5, Village Life

Ganeshpura Primary School video

<http://hindistartalk.lrc.columbia.edu/lesson/ganeshpura-primary-school/>

Venn diagram

Devices to create short videos ( iPhone, iPad, or any other device that will allow students to carry out the task). Alternatively, students might create a visual tour with commentary on paper, take a picture of the project, and post it online.

