



2015 Student Program Lesson Plan Template

For step-by-step help in completing this document, please see the accompanying guide.

Hindi Module:	5) Village Life Ganeshpura-Primary School- Poem 1: Machali	Theme/Topic:	Animals and Where They Live		
Age Range of Learners:	5-8	Targeted Performance Level:	Novice Mid/Novice High	Number of minutes	90

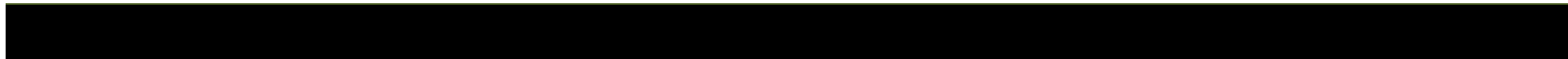


Why do they live in different habitats? What can we learn about them by thinking about their habitats?



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 understand simple information presented in a short poem about	Names of animals

<p>fish and where they live.</p> <p>I can understand very basic information about animals and where they live from texts that include pictures and graphs.</p> <p>I can respond to simple questions based on graphs or visuals that provide information about animals and where they live.</p> <p>I can present information about what I learned in class about animals and their habitats.</p>	<p>Descriptive adjectives – color, size, shapes, forms of locomotion</p> <p>Descriptive expressions related to a variety of animal habitats (in the water, in the forest, on land, dark, light, humid, dry, etc.)</p> <p>Narration in the present</p>
---	---



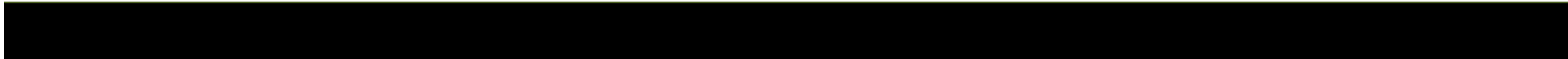
<p>What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?</p>
<p>Students choose a task from a menu of options that allow them to demonstrate their learning. (See menu chart included in the resource section.)</p>



<p>Opening Activity</p>	
<p>To situate the lesson, the teacher asks students to list names of animals they have as pets and other animals that interest them. Students first think and jot down or draw their ideas and then pair with another student to share their lists. The teacher then leads a debriefing activity asking for students to call out their ideas with the class. As students respond, the teacher writes,</p>	<p>Time: 10 minutes</p>

<p>draws, or displays a picture of the animals on the whiteboard or on chart paper.</p> <p>The teacher provides examples of categories (animals with four feet, animals that fly, animals that live in homes, etc.) and students work collaboratively to categorize the animals listed on the board.</p>	
Learning Episode	
<p>The teacher plays the video clip entitled, Ganeshpura-Primary school Poem I Machali (Model 5. Village Life). As students watch the video, they check off words and expressions they understand. The teacher then introduces and practices with students some important vocabulary that will allow them to understand the video. He/She replays the video prompting students to carry out the actions with the children in the video.</p>	Time: 15 minutes
Learning Episode	
<p>The teacher distributes small photos of a variety of animals and a world map. Working in pairs, students decide where in the world these animals might live. Next, pairs of students join another pair to talk about the animals and where they live. If there is disagreement, the students attempt to come to a consensus of opinion. **The teacher will need to display expressions/words that students will need to talk with their classmates (I think..., I don't agree..., What do you think?, This animal lives in...).</p> <p>Once students have had sufficient time to talk about the animals and their habitats, the teacher gathers them around a shower curtain map of the world. He/She guides them to locate the animals on the map and probes for information about the locations of the animals. (What is the weather like? Is it cold, hot, dry, humid? How might the weather affect the animals? Do they sleep through the winter, live in caves, in the water, in trees?)</p>	Time: 15 minutes
Learning Episode	
<p>The teacher asks students to draw one of the animals in its habitat and be able to ask and answer questions about the drawings. The teacher then surfaces possible questions and answers that students might use as they share information about the animals.</p> <p>On the teacher's signal, students circulate and find a partner with whom to share and talk about their drawing. The teacher conducts three to four rounds of the activity giving students the opportunity to talk with different conversation partners and ask and answer simple questions as they describe their drawings. The teacher listens in to the students' exchanges to gather information about their language use. The information gathered will determine whether or not an additional learning episode is needed in order to equip students for the remainder of the learning experiences.</p>	Time: 10 minutes

Learning Episode	20 minutes
The teacher presents the Choice Board of learning tasks to the class. Students decide to complete at least one of the tasks. As they work, the teacher circulates to coach and re-teach concepts and vocabulary with which students are having difficulty.	
Learning Episode	15 minutes
Gallery Walk: Students display their work on the classroom walls. Traveling in pairs, students visit each of the “stations” to view and talk about their classmates’ work. They jot down comments and suggestions on stickie notes to give feedback to their classmates.	
Learning Episode	3-5 minutes
Students review their classmates’ comments and share one new idea they gained. The teacher uses a “whip around” strategy for this closing activity.	



<p>Ganeshpura-Primary school Poem I Machali (Model 5. Village Life)</p> <p><a href="http://hindistartalk.lrc.columbia.edu/lesson/ganeshpura-primary-school-poem-i-machali/">http://hindistartalk.lrc.columbia.edu/lesson/ganeshpura-primary-school-poem-i-machali/</a></p> <p>Shower curtain map of the world</p> <p>Photos of a variety of animals who live in different habitats</p> <p>Choice Board</p>
--

