**STUDENT PROGRAM LEARNING PLAN** 

*For step-by-step help in completing this document, please see the accompanying annotated learning plan.*

**Modality***:* Reading and Writing

**Topic**: Greeting and Introduction - Self

| **Trip to Afghanistan; Participating in Nowruz Festival:** | **Week 1****Day 1** | **Grade Range of Learners:** | **K-1** |
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| **Total Number of Minutes:** | 90 (10 minute breaks ) | **Targeted Performance Level:** | **Novice Mid**  |

| **LEARNING GOALS***What Can-Do statement(s) from the curriculum template does this lesson address?* |
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| * I can read letters, simple words, and phrases related to greeting and personal information, such as names, last names, age, body parts, place of birth, my favorite fruits and colors, family kinship terms, common occupations, common transportation, my famous singers, and historical places (Interpretive Reading).
* I can read and write basic words and short phrases related to greeting and introduction of self and family; basic personal information, such as names, last names, age, body parts, place of birth, my favorite fruits and colors, family kinship terms, common occupations, common transportation, my famous singers, and historical places (Interpersonal Communication for Reading and Writing).
* I can briefly write about myself, my immediate family members, my favorite fruits and colors, common occupations, common transportation, my famous singers, and historical places, using related pictures. (Presentational Writing).
 |

| **OPENING ACTIVITY***How will you capture the learners’ energy and commitment for this lesson?* |
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| The teacher will act-out a simple greeting between two cartoon characters, using the method of TPRS to spark students’ curiosity about the topic. |

| **STAGE 1****What will learners be able to do with what they know by the end of this episode***?* | **STAGE 2****How will learners demonstrate what they can do with what they know by the end of this episode?** |
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| **EPISODE 1** |
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| **Learning Targets***What specific can-do addresses this episode?* | **Culture, Content & Language***What do learners need to know to meet the can-do?* | **Checking for Learning***How will you know that learners have met the learning target for this episode?* |
| I can read and understand greeting words and phrases if supported by images (Interpretive Reading). | **Vocabulary:**Hello, Name, last name, bye, my, isاسم، من، سلام، فامیل، خداحافظ  **Grammatical structures**: Verb: to be (third person singular) فعل بودن،(است)**Language Chunks:**Hello.My name is... . My last name is ... .Bye.سلام،اسم من ... است.فامیل من ... است.خداحافظ**Cultural knowledge**: students learn about the appropriate behaviors associated with Greetings in Afghanistan such as greeting manners for boys: they shake hands; for girls: they kiss or hug.رفتار مربوط به احوالپرسی: پسرها دست می دهند، دخترها همدیگر را بغل می کنند یا می بوسند.**Contents**: Greeting and Introduction – Self | Learners will bubble words and phrases on a sheet when they hear them. |

| **EPISODE 2** |
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| **Learning Targets***What specific can-do addresses this episode?* | **Culture, Content & Language***What do learners need to know to meet the can-do?* | **Checking for Learning***How will you know that learners have met the learning target for this episode?* |
| I can briefly answer very familiar questions related to greeting and introduction (Interpretive Reading). | **Vocabulary:**What is…, your این چه است؟، از تو**Grammatical structures**: Verb: to be (third person singular) فعل بودن،(است)**Language Chunks:** Hello, my name is….My last name is. What is your name?What is your last name?Bye.سلام، اسم من مینا است. فامیل من حمیدی است. اسم تو چیست؟فامیل تو چیست؟خداحافظ**Cultural knowledge**: students learn about the appropriate behaviors associated with Greetings in Iran such as greeting manners for boys: they shake hands; for girls: they kiss or hug.رفتار مربوط به احوالپرسی: پسرها دست می دهند، دخترها همدیگر را بغل می کنند یا می بوسند.**Contents**: Greeting and Introduction – Self | Learners will do a matching activity. |

| **EPISODE 3** |
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| **Learning Targets***What specific can-do addresses this episode?* | **Culture, Content & Language***What do learners need to know to meet the can-do?* | **Checking for Learning***How will you know that learners have met the learning target for this episode?* |
| I can briefly greet a friend and provide simple information about myself, using memorized words and phrases (Interpersonal Communication for Reading and Writing). | **Vocabulary:** What is… you?این چه است؟، تو**Grammatical structures**: Verb: to be (Third person singular) فعل بودن (است) **Language Chunks:** Hello, my name is….My last name is. What is your name?What is your last name?Bye.سلام، اسم من مینا است. فامیل من حمیدی است. اسم تو چه است؟اسم فامیلی (تخلص) تو چیست؟خداحافظ**Cultural knowledge**: students learn about the appropriate behaviors associated with Greetings in Iran such as greeting manners for boys: they shake hands; for girls: they kiss or hug.رفتار مربوط به احوالپرسی: پسرها دست می دهند، دخترها همدیگر را بغل می کنند یا می بوسند.**Contents**: Greeting and Introduction – Self | In groups of two, the learners will write a brief dialogue between two cartoon characters.  |

| **EPISODE 4** |
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| **Learning Targets***What specific can-do addresses this episode?* | **Culture, Content & Language***What do learners need to know to meet the can-do?* | **Checking for Learning***How will you know that learners have met the learning target for this episode?* |
| I can introduce myself using phrases and simple sentences. (Presentational Writing) | **Vocabulary:**Hello, Name, last name, bye, my, isاسم، من، سلام، فامیل، خداحافظ  **Grammatical structures**: Verb: to be (third person singular) فعل بودن،(است)**Language Chunks:**Hello.My name is... . My last name is ... .Bye.سلام،اسم من ... است.فامیل من ... است.خداحافظ**Cultural knowledge**: students learn about the appropriate behaviors associated with Greetings in Iran such as greeting manners for boys: they shake hands; for girls: they kiss or hug.رفتار مربوط به احوالپرسی: پسرها دست می دهند، دخترها همدیگر را بغل می کنند یا می بوسند.**Contents**: Greeting and Introduction – Self | In groups of two, the learners will draw their own pictures and introduce themselves and (in writing), using words and short phrases. |

**Add additional learning episodes as needed by copying a learning episode box.**

| **MATERIALS NEEDED***What supplies and materials will you need to successfully implement this learning plan?* |
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| * Computer, pencil, and paper
* Authentic images, video clips, and texts
* Markers and crayons
* Authentic objects
* Flashcards
* Flip charts
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| **REFLECTION/NOTES TO SELF***Did all learners meet the learning goals of the lesson? What will you do to adapt for those who are not learning? What might you do in subsequent lessons?*  |
| --- |
| As soon as the lesson is completed, the teacher will ask the following questions to evaluate the instruction and identify the areas for improvement:* Did the activities work?
* What are the areas that need to be improved?
* Did the time work well?
* Did students have an enjoyable learning experience?
* Did the lesson engage all students?

The teacher will adjust his or her lesson, activities, and practices accordingly. |

**While only Stage 1 and Stage 2 are required for STARTALK purposes, programs are encouraged to use Stage 3 as a planning tool in ways that best meet the needs of their instructors.**

| **STAGE 3****What will prepare learners to demonstrate what they can do with what they know?** *Do the learning activities allow learners to move from input to shared/guided practice and then to independent application of new learning? Do all activities make the best use of instructional time to maximize student learning and**take an appropriate amount of time considering the age of the learner?* *Do the learning activities provide variety to enable a lively pace for the lesson?* |
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| **LEARNING ACTIVITIES FOR EPISODE 1***What activities will be used to ensure learners accomplish the learning targets from Episode 1?*  |
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| The teacher will introduce the new vocabulary and grammatical points through PowerPoint presentations, use of real objects and pictures. The teacher will further practice letters, words, and phrases with the learners through a game. In this game, the teacher will write the letters, or words and phrases on pieces of paper. In small groups, learners will find and read the letter, or word and phrase as soon as they hear it from their teacher, wad it into a ball and shoot it into the trash can. Through another activity, the learners will bubble words and phrases on a sheet when they hear them from their teacher. | **TIME:** 20 min |

| **LEARNING ACTIVITIES FOR EPISODE 2***What activities will be used to ensure learners accomplish the learning targets from Episode 3?* |  |
| --- | --- |
| Learners will read a simple greeting and introduction between two cartoon characters and complete a matching activity. | **TIME:** 20 min |

| **LEARNING ACTIVITIES FOR EPISODE 3***What activities will be used to ensure learners accomplish the learning targets from Episode 3?* |  |
| --- | --- |
| Learners will work in small groups and create a brief dialogue between two cartoon characters. They will draw the images and write greetings and introduce related words and phrases for each character,using memorized word phrases. Each group will share their drawings and the written conversations with other groups. | **TIME:** 20 min |

| **LEARNING ACTIVITIES FOR EPISODE 4***What activities will be used to ensure learners accomplish the learning targets from Episode 3?* |  |
| --- | --- |
| In groups of two, the learners will draw their own pictures and introduce themselves and (in writing), using words and short phrases. | **TIME:** 20 min |

| **References: TBA** |  |
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**Add additional learning activities for each episode as needed.**