

<b>Date:</b>	<b>Grade Range:</b> 6-8	<b>Targeted Performance Level:</b> IM-IH	<b>Total Time for this Plan:</b> 2*90
--------------	----------------------------	---	--

### 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:

Performance Assessment Task:

Topic: Kutubminar - A heritage site of India

### 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 identify major historical events about the Kutubminar through educational videos.

#### Vocabulary

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

Narration in Past tense:

.....बनवाया था।

.....चाहता था।

Present perfect:

इतिहासकार मानते हैं।

Question words:

what, who, how, why, when, how much, where. - kyaa, kaun, kaisaa/kaise/kaisii, kintanaa/kintane/kitanii, kab, kahaaN, kyoN, kaise:

Sequence expressions --

first – pahle

then – baad meN/phir

finally – ant meN/akhir meN

then – phir/tab

first time: pahali baar

second time: duusarii baar

third time: tiisarii baar

after this: iske baad

#### Check for Learning

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

Students will create a graphic organizer about the Kutubminar using the 5 Ws'- who, what, when, where, and why.

Students will state 3 interesting facts about the Kutubminar.

Related Vocabulary words provided separately

Conjunction word:

क्योंकि ,अगर -तो ,जब कि ,जैसे कि ,और ,पर ,ताकि ,पर

Complete Reduplicated word(to emphasis or to show intensity)(those words which are completely on bases of Noun, verb, adverb. adjective):

जैसे जैसे , अलग अलग , छोटी छोटी

Culture: The Kutubminar is the tallest brick minaret in the world. It is the pride of Delhi, an old historically walled city and the national capital of India. The Kutubminar is an excellent example of Indo-Islamic architecture; its architectural excellence and deeper historical significance proves its inclusion in the list of World Heritage Sites of UNESCO.

### 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.*

- The teacher will construct a mind map on the board and ask the students to name any World Heritage Sites they know of. Then she will ask the students to suggest why the sites are listed as World Heritage sites. Teacher will then project images of historical monuments from around the world such as the Leaning Tower of Pisa, the Eiffel Tower, the Washington Monument, the Colosseum, the Pyramids of Giza, Stonehenge etc. After displaying these images, the teacher will open a class discussion on what they are, where are they located, when they were built, why they are important, why tourists like to visit these places etc.
- The teacher will show the video about Kutubminar in 2 minute chunks. Students will receive a vocab sheet with terms relevant to the video. After listening to the video, students will mark the words they heard in the video and write down any other words they did not know the meaning of.
- Students will create a graphic organizer and after each 2 minute chunk, students will write down the new information they obtained.

### Materials Needed

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

Graphic organizer

Video link (Kutubminar)

Images of historical monuments

## Learning Episode #2

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.

### 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?

I can exchange information with my peers about background and architectural information relating to Kutubminar.

Question word (listed above)

Cubing: Teacher will display 6 questions from the lesson. Students will be split into groups of four- each group will receive 1 dice. Each student will roll the die and answer the question with the corresponding number. If a number is rolled more than once, the student may elaborate on the previous response or roll again. Responses may also be written.

### 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.

Learners will complete a two-way information gap activity in pairs. Learner #1 will start by reading a passage on the activity sheet; this passage will have missing words or phrases. Learner #2, using the word bank provided on their sheet, will listen carefully and find the correct word to fill in the blank. After Learner #1 finishes their passage, the partners will switch roles and Learner #2 will now read a different passage for Learner #1 to fill in.

Dice game: First, individually, students will write 6 questions on 6 separate flashcards (numbered 1 through 6). The questions will be about information that the students have obtained about Kutubminar thus far. Then, in pairs, students will play the dice game- one student will roll the dice and based on the number that lands, the other student will ask the question on the flashcard with the same number. Students will take turns playing this game until both students' questions have been exhausted.

OR

Pass the picture: Teacher will divide the class into groups of 3 or 4, depending on the class size. Each group receives a different image from the video of the Kutubminar. The teacher will ask a question about some aspect related to the image. The students will record simple responses on an electronic device (iPad, iPhone, tablet, etc.) or on a large piece of paper. Then they pass the device or paper to the next student in the group. The teacher continues asking questions and, in turn, group members record their answers on the same device or paper. At the end of the activity, each group verbally describes the image.

### Materials Needed

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

Two-way information gap activity

(Template used:

<p><b>Student A:</b>  <b>Read the story to your partner. When you find a blank _____, ask your partner for help.</b></p> <p>The Pilgrims came from (1) _____. They came on the ship, the Mayflower, in the winter of (2) _____. Before these immigrants landed on shore at Plymouth Rock, they signed a document to form a simple government called the (3) _____.</p> <p><b>Listen to the story. Help your partner with words on the list.</b></p> <ol style="list-style-type: none"> <li>1. Atlantic Ocean</li> <li>2. Squanto</li> <li>3. Massasoit</li> </ol> <p><b>Now, take turns reading the entire story.</b></p>	<p><b>Student B:</b>  <b>Listen to the story. Help your partner with words on the list.</b></p> <ol style="list-style-type: none"> <li>1. England</li> <li>2. 1620</li> <li>3. The Mayflower Compact</li> </ol> <p><b>Read the story to your partner. When you find a blank _____, ask your partner for help.</b></p> <p>The Pilgrims had a difficult time because many were sick from crossing the (1) _____, the weather was very cold, and they had only a little food. Native Americans including (2) _____ and (3) _____ helped the immigrants by giving them food and advice.</p> <p><b>Now take turns reading the entire story.</b></p>
---	--

(Adapted from the *REEP Adult ESL Curriculum*. Available from [www.apsva.us/reep](http://www.apsva.us/reep). Adapted with permission.)

Dice  
Flash cards

<b>Learning Episode #3</b>		<b>Number of minutes for this episode: _____</b>
<b>Lesson Can-Do Statement</b>	<b>Vocabulary</b>	<b>Check for Learning</b>
<i>Identify the lesson Can-Do Statement(s) from the curriculum (stage 3) that are the goals for this learning episode.</i>	<i>How are culture and/or content part of the language chunks and words that learners will use?</i>	<i>What formative task will learners do to provide evidence that they met the lesson Can-Do Statement?</i>
I can write a short review of the Kutubminar and give specific reasons to visit the monument.	Narration/description in the past Persuasive expressions: आपको जाना चाहिए आपको देखना चाहिए	Students will write a persuasive email to someone of their choice on why they should visit the Kutubminar. Students must include three interesting fact about Kutubminar.
<b>Learning Experiences</b>		
<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>		
<ul style="list-style-type: none"> <li>● After learning about the Kutubminar, students will write a persuasive, detailed email to their grandparents/friends/teachers talking about their visit to Kutubminar and why the email recipient should also visit the monument. Students will be required to include a description of the monument, its history, and solid reasons to visit the Kutubminar.</li> </ul>		
<b>Materials Needed</b>		
<i>What authentic resources, supplies, and other materials will you need to successfully implement this learning episode?</i>		

## 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 give a presentation on why and how World Heritage Sites should be protected.

### Vocabulary

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

Conjunction words (listed above)

### Check for Learning

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

Students will role play as journalists and guest experts (can be historians, architects, etc.), and discuss reasons and methods for protecting the World Heritage Sites.

### 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.

Role play: Students will role play as guest experts on *60 Minutes*. The journalist will ask questions about why and how World Heritage Sites should be protected. During the interview, the journalist will continue to ask “if” and “but” questions. As the audience for the *60 Minutes* show, other students can also ask questions.

### Materials Needed

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

**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?