



## 2014 STUDENT Program

### Curriculum Template

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



<b>Host Institution:</b>	Educators' Society for Heritage of India, Inc. (ESHI)					
<b>Program Title:</b>	ESHI Marlboro Hindi School STARTALK Summer Program 2014					
<b>Language(s):</b>	Hindi			<b>Grade(s) of Learners:</b> K-2, 3-5, 6-8, 9-12	5-8	
<b>Heritage Speakers?</b>	Yes			<b>Non-Heritage Speakers?</b>	Yes	
<b>Program Setting:</b>	<i>Residential:</i>	No	<i>Non-Residential:</i>	Yes	<i>Distance/Online Component:</i>	x
	<i>Other (please specify):</i> <b>Marlboro Memorial Middle School</b>					

<b>Duration:</b>	<i>Weeks/Days:</i>	<b>3 wks.</b>	<i>Contact Hours:</i>	<b>105</b>	
<b>Target Proficiency Level:</b> (by end of program)	<b>Novice-High</b>	<b>Target Performance Level(s):</b> (during and by end of program)	<b>Novice-High/Intermediate-Low</b>		

If your program will enroll learners at different developmental and language proficiency levels, please fill out a separate template for each group.

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### STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

## Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

Students will learn about Monsoon and its impact on everyday life in India. Using maps and other authentic material, students will learn the science behind occurrence of Monsoon, where and when Monsoons occur, and indicate the amount of rainfall in different regions. They will prepare charts and/or graphs and compare the weather patterns in different parts of the country. Students will watch video clips of live weather and news reports and discuss the effect of the Monsoon on the daily activities of people in towns and cities. In small groups, students will prepare and present news reports describing the weather conditions experienced during Monsoon rains. They will use short sentences and adjectives to describe outdoor clothing and accessories. They work in pairs and small groups to ask and answer questions about their preferences for items they would like to buy. Students will learn how traditional Monsoon festivals are celebrated in India and describe the most popular ones. They will work in small groups and use the information they have learned to prepare a traveler's guidebook for visitors to India during the Monsoon season. The guidebook will show the environmental and cultural impact of Monsoon season on life in India. Students will explain what they have learned as they share their guidebooks with "travelers" in other classes.

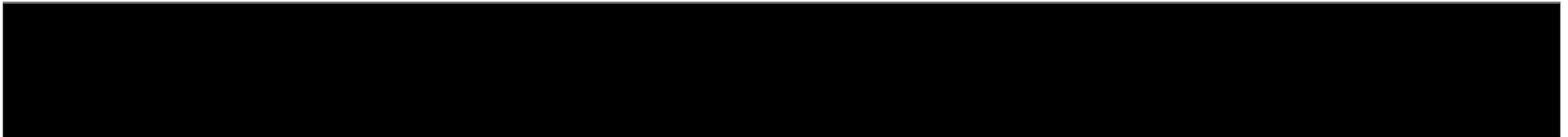
## Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL\\_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

<p align="center"><b>NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</b> <i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p align="center"><b>PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
<p align="center"><b>Interpersonal Speaking (Novice High)</b></p>	
<p>Novice high: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<ol style="list-style-type: none"> <li>1. I can exchange information about where and when Monsoon occurs.</li> <li>2. I can talk about how much rain falls in different regions in India.</li> <li>3. I can role play and inquire about what clothing and rain gear to buy to prepare for Monsoon season.</li> <li>4. I can talk about everyday activities that are impacted during Monsoon</li> <li>5. I can exchange information about festivals during Monsoon.</li> </ol>
<p align="center"><b>Presentational Speaking (Novice High)</b></p>	
<p>Novice high: I can present basic information on familiar topics using the language I have practiced, using phrases, and using simple sentences.</p>	<ol style="list-style-type: none"> <li>6. I can present information on science behind occurrence of Monsoon rain.</li> <li>7. I can talk about regions on a map where Monsoon occurs.</li> <li>8. I can talk about the weather during a Monsoon.</li> <li>9. I can talk about activities in everyday life that are affected by Monsoon.</li> <li>10. I can describe clothing I wear during Monsoon season.</li> <li>11. I can describe how Monsoon festivals are celebrated.</li> </ol>
<p align="center"><b>Presentational Writing (Novice High)</b></p>	
<p>Novice high: I can write short messages and notes on familiar topics related to everyday life.</p>	<ol style="list-style-type: none"> <li>12. I can write an informative paragraph about the states/regions on a map to indicate where and how much rain falls in the Monsoon season.</li> <li>13. I can write simple sentences to describe daily activities affected by Monsoon.</li> <li>14. I can write simple report to give travel advice during Monsoon season.</li> <li>15. I can write simple sentences to label pictures and describe festival celebrations during Monsoon season.</li> </ol>
<p align="center"><b>Interpretive Listening (Novice High)</b></p>	
<p>Novice high: I can often understand words, phrases and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</p>	<ol style="list-style-type: none"> <li>16. I can recognize the names of regions and states of India and names of months when Monsoon occur.</li> <li>17. I can understand weather report and decide whether or not I should go for shopping during Monsoon.</li> </ol>

	<b>18. I can recognize pieces of information and sometimes understand description on celebrations related to Monsoon festivals.</b>
<b>Interpretive Reading (Novice High)</b>	
<b>Novice high: I can understand familiar words, phrases and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</b>	<b>19. I can recognize numbers showing amounts of rainfall during Monsoon.</b> <b>20. I can identify the names of regions of India where the Monsoon occurs and the months and season when to expect Monsoon</b> <b>21. I can understand familiar words, phrases and sentences related to the weather, clothing, daily activities, and festivals that are characteristic of Monsoon season.</b>

*You may add additional rows as necessary.*



## Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

<b>INTERPRETIVE TASK</b>	<b>INTERPERSONAL TASK</b>	<b>PRESENTATIONAL TASK</b>
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
<b>Students will listen to brief messages about Monsoon and their impact on life in India and identify a picture representing what was described. They will read labels and short sentences and make a connection between the text and related pictures. They will use charts, graphs, and tables to gather information about Monsoon season in different regions of India.</b>	<b>Students will talk about their guidebooks as they share their work in small groups with their own class and with students in other classes. They will use pictures, graphs, charts, and tables to prompt their responses. Students may also answer questions about their work when discussing their guide book with a</b>	<b>Students will create a guidebook for tourists visiting India during Monsoon season. They will include graphs, charts, and maps indicating the amounts of rainfall in various locations. They will also create pages to show the clothing and modes of transportation that will be most helpful during Monsoon season. They will have pictures showing Monsoon festivals and scenes</b>

Student guidebooks and appropriate authentic materials may be used in these activities.	teacher or other native speaker.	showing the impact of Monsoon on daily life. They will use simple sentences to present their guidebooks to classmates, other students, teaching assistants, and teachers.
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## Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<b>PROGRAM CAN-DO STATEMENTS</b> <b>NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Learners can ...</i>	<b>LANGUAGE, CULTURE, CONTENT</b> <i>Learners need to use ...</i>	<b>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</b> <i>Learners will experience &amp; demonstrate ...</i>
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
<b>Interpersonal Communication (Novice High)</b>		
<b>1. I can exchange information about where and when Monsoon occurs.</b>	<b>Vocabulary:</b> East, West, North, South, months of a year, clouds, sun, air, wind, water, rainfall, humidity, storm, collide, inland, coastal plains, state, river, mountain ranges, etc..  <b>Names of months and seasons.</b>  <b>Names of States and regions where Monsoon is prevalent.</b>  <b>What happens during Monsoon season?</b>	<b>1. Students will learn vocabulary through PPT presentations, audio visual, and games.</b>  <b>2. Using Maps of India, they will ask each other and answer questions about regions, states where Monsoon is prevalent. They will ask and answer questions about months during which Monsoons occur in target states/regions.</b>  <b>3. Students play a game in which each one gets a post-it with the name of a state or region on</b>

	<p>During Monsoon winds .....</p> <p>Where does Monsoon occur in India?</p> <p>Monsoon are common in ..... regions</p> <p>During which months Monsoon occur?</p> <p>Monsoon occurs during the months .....</p> <p>Which states get most affected by Monsoon?</p> <p>States most affected by Monsoons are ....</p> <p>Would you like to travel to the affected states during Monsoon?</p> <p>Yes, I would like to travel to the affected state/region of ..... during Monsoon. I would like to experience Monsoon.</p> <p>No, I would not like to travel to the affected states. I don't like to get soaked in rain.</p>	<p>the back. They have to ask at least 4-5 questions before they can answer. Students speak in simple sentences using appropriate vocabulary words.</p> <p>4. Using a map, children will discuss weather during specific months and decide whether or not they would like to visit the region during Monsoon month. They will give reasons.</p> <p>5. Students will interview their peers and take a poll to collect data and see how many would like to visit Monsoon affected region/state of India and how many would not want to do so.</p>
<p>2. I can talk about how much rain falls in a region.</p>	<p>Vocabulary: less, more, slow, heavy, how much, moderate, normal, numbers to describe and compare rainfall statistics in different regions.</p> <p>What are the heavy rainfall states/regions?</p> <p>Heavy rainfall states/ regions are .....</p> <p>What are the moderate rainfall regions/states?</p> <p>Moderate rainfall states/ regions are .....</p> <p>What are the mild rainfall regions/states?</p> <p>Mild rainfall state/regions are .....</p> <p>How much rainfall was recorded in _____ region during ____ month?</p> <p>During the month of _____, _____ region had _____ inches/cms of rain.</p> <p>In the past year, most rainfall was recorded in which state/region?</p>	<p>6.</p> <p>7. Students will use maps of India depicting amount of rainfall in different regions to ask and answer questions in simple sentences.</p> <p>8. Teachers will model the question asking and answering session. Then the role will be taken on by the students in pairs.</p> <p>9. Class could be divided into groups representing different geographical regions of India. Each group will gather information regarding rainfall statistics. They will share their data via asking and answering session. The groups will graph their data and compare rainfall statistics in different geographical regions by asking and responding to questions</p>

	<p>In the past year, _____ region/state had most rain.</p> <p>In the past year, least rainfall was recorded in which state/region?</p> <p>In the past year, _____ region/state had least rain.</p> <p>What was the most rainfall recorded in past year?</p> <p>In the past year, most rainfall recorded was _____ cms/inches.</p> <p>Which season in which month had most rainfall in India?</p> <p>_____season in the month of _____ had most rainfall in India.</p> <p>Which season in which month had most rainfall in America?</p> <p>_____season in the month of _____ had most rainfall in America..</p>	<p>from peers.</p> <p>10. Students will use prepared pie-chart, bar-graphs, information in their travel guides. They can present info to peers from other classes, and use information to generate questions and travel preferences to states, regions, months, etc.</p>
<p>3. I can role play and enquire about what clothing and rain gear to buy to prepare for Monsoon season.</p>	<p>clothing/rain gear typical of rainy season: rain coat, rain boots, umbrella, pants, full-sleeve shirts, color words, mosquito repellent.</p> <p>currency and values</p> <p>Would you like to go out during Monsoon/rain?</p> <p>Yes, I would like to go out.</p> <p>No, I do not want to go out.</p> <p>Where is the shop to buy rain gear from ?</p> <p>The rain-gear shop is _____</p> <p>What would you like to buy?</p> <p>I want to buy _____.</p> <p>What do you need to go out when it is raining?</p>	<p>11. Students will learn new vocabulary, currency and values through PPT or TPR activities. Children will also be shown videos and pictures of people using the right gear for rainy weather.</p> <p>12. Teacher and TA model questions and answers about their preferences about about going during rain, and asked questions on what kind of clothing and rain gear they need in order to go out during rain.</p> <p>13. Students can role play a situation in a store where they purchase things they may need during Monsoon season. The store can have</p>

	<p>I need ____, ____, ____ and ____ to go out when it is raining outside.</p> <p>How may I help you?</p> <p>What would you like to buy?</p> <p>I would like to buy a _____?</p> <p>Do you prefer the red ____ or the blue?</p> <p>I prefer the red/blue _____?</p> <p>How much does ____ cost?</p> <p>The _____ costs ____ rupees.</p> <p>That's too much. I want to pay ____.</p> <p>I only have ____ rupees to spend.</p> <p>I will sell it for ____.</p> <p>That's fine. Here is the money.</p> <p>Thank you. Here is the _____ and here are ____ rupees for your change.</p> <p>I have ____ rupees.</p> <p>I bought a ____ for ____ rupees and a ____ for ____ rupees. Now I only have ____ rupees left to spend.</p> <p>The ____ website had the best value. I bought a ____ for ____ rupees.</p> <p>How much did you spend on a raincoat/boots/rain hat?</p> <p>How many people used ____ store/website to shop?</p> <p>What did you buy? How many ____ did you buy?</p> <p>I bought ____ raincoat(s), __ pairs of boots, umbrella(s), ____ insect repellents, etc.</p>	<p>pictures of clothing and rain gear if authentic materials cannot be procured. Students can use play money. This activity can be done in small group of storekeepers and shoppers.</p> <p>14. After they are familiar with the numbers and the language patterns for the store dialog, students may be given a specific amount of money to spend. They need to explain what they will buy and how much each item will cost.</p> <p>15. In groups of 8-10, students can then survey and ask their peers to record the number of items bought in each type, for e.g., how many bought a rain coat, how many bought a rain hat, etc.. Data can be recorded in a pie chart or a bar graph. Following this one student from each of the two groups can get together and share their data/graph to interpret shopping patterns for each item. This information can be used to advise travelers of most needed items during Monsoon season.</p>
<p>4. I can talk about everyday activities that are</p>	<p>vocabulary such as: school, office, shops,</p>	<p>16. Students will be shown pictures and videos of</p>

impacted during Monsoon.

streets, transportation, bridge, children, people, shopkeepers, vendors, nature, trees, bushes, grass, vegetables.

It rained heavily last night. Did you go to school today?

Yes, it took me very long to get to school. Some streets were flooded.

No, as a result of heavy downpour schools are closed today.

Are you going to office today?

No, as a result of heavy downpour last night offices are closed today. I will work from home today.

Can you go out and buy me some groceries?

Street is flooded, I can't go out. Shops are also closed.

Public transport is shut down! Now we are trapped indoors!!

Too much downpour has resulted in whole town being flooded!

No school, no tv because there is no electricity, I am bored.

Yes, I know. I plan to play board games with my friend. We will make paper boats and row them on puddles outside.

Nature has started looking so green as a result of monsoon season!

Yes, I like it when all trees, bushes and grass turn green as a result of monsoon.

Air feels so clean!

Yes, it does.

how life gets disrupted when it is too much downpour during monsoon. They will also see pictures of nature and greenery in the surrounding due to monsoon.

17. Teacher and Teaching assistant will give a demo of talk between two individuals over the phone after a heavy downpour during monsoon season in India. Students will then role play as though affected by heavy downpour. They will be paired and talk to each other over the phone. They will be given mock phones/cut-outs.

<p>5. I can exchange information about festivals during Monsoon.</p>	<p>Festival and food vocabulary: festival, forest, dance, new clothes, music, sweets, people, flowers, arrangements, colors, clothes, boat race, harvest, etc..</p> <p>What are the monsoon festivals?</p> <p>Monsoon festivals are _____ .</p> <p>What are you celebrating today?</p> <p>Today we are celebrating (name of festival).</p> <p>What do you do for (festival name)?</p> <p>For (festival name), we wear new clothes.</p> <p>We eat delicacies such as _____ .</p> <p>People also _____ .</p> <p>How do you celebrate (festival name)?</p> <p>For (festival name), people do _____ .</p> <p>Which part of India celebrates (festival name)?</p> <p>(Festival name) is celebrated in the Eastern/Western/Northern/Southern states of India.</p>	<p>18. Students will watch photos and videos of festivals being celebrated. They will capture the idea behind each.</p> <p>19. Through guessing/memory games teachers will reinforce information about the festival. Students will learn similarities and differences between monsoon festivals that will be introduced.</p> <p>20. Class will be divided into groups and each group will practice asking and answering questions about their festivals. They will then interact with peers and present information to their peers via question and answer session.</p>
<p><b>Presentational Speaking (Novice High)</b></p>		
<p>6. I can present information on science behind occurrence of Monsoon rain.</p>	<p>water-cycle, sun, water bodies, ocean, lakes, rivers, ponds, streams, canals, clouds, water, water vapor, rise, sky, temperature, cool down, water droplets, condensation, evaporation, precipitation.</p> <p>Sun heats up the water bodies like river, streams, lakes, ponds, oceans.</p> <p>Water evaporates into water vapors.</p> <p>Water vapors rise up due to heat from sun.</p> <p>Up in the sky, due to low temperature vapors</p>	<p>1. Students will watch video and pictures of water cycle. They will be introduced to Hindi scientific terms.</p> <p>2. Each student will complete a graphic organiser to label various stages of water cycle and then present the information to class in simple memorized sentences.</p>

	<p>condense into droplets of water.</p> <p>Water droplets are very small and collect in clouds.</p> <p>When clouds become heavy with vapors, precipitation occurs.</p>	
<p>7. I can talk about regions on a map where Monsoon occurs.</p>	<p>geography vocabulary</p> <p>The regions where monsoon occur are ____.</p> <p>Region(s) with most rainfall is/are ____.</p> <p>State that received most precipitation last year was ____.</p> <p>Most rainfall was observed during the months of ____ in the states ____.</p> <p>Least rainfall was observed during the months of ____ in the states ____.</p> <p>_____ region has _____, hence it received most rain fall.</p> <p>_____ region has/does not have _____, may be that's why this region received moderate/low rain fall.</p> <p><u>(geographical feature)</u> seems to contribute to drought in the _____ region.</p> <p><u>(geographical feature)</u> seems to contribute to surplus rainfall in the _____ region.</p>	<p>3. Students will be provided with authentic maps, charts, graphs depicting rainfall statistics in the previous season/year.</p> <p>4. Through the maps showing physical features of the regions, they can talk about rivers, mountains or plateaus in the region and try to make connections between geography of the region and rainfall amount..</p> <p>5. They will interpret the data and explain it to a group in their/another class about regions, states, months, when and where most and least rainfall was recorded.</p>
<p>8. I can talk about the weather during Monsoon.</p>	<p>weather vocabulary: sunny, black/dark clouds, cloudy, cold, warm, hot, humid, windy, hurricane, storm, thunder, lightning</p> <p>Simple sentences describing various weather scenarios.</p> <p>During monsoon rain is very frequent.</p>	<p>6. Students will be introduced to different weather vocabulary terms via audio-visuals, could be PPT slides, weather report videos, pictures.</p> <p>7. Class will be divided into 3-4 small groups, they will discuss with each other about the weather scenario given to them, then each</p>

	<p>It is cloudy for many days. As a result, we rarely get to see the sun.</p> <p>High speed winds blow before it starts raining.</p> <p>It rained heavily last night.</p> <p>Nature has started looking so green as a result of monsoon season!</p> <p>Yes, I like it when all trees, bushes and grass turn green as a result of monsoon.</p> <p>Air feels so clean!</p>	<p>group will talk about the specific weather scenario. They will answer questions asked by their peers.</p> <p>8.</p>
<p>9. I can talk about activities in everyday life that are affected by Monsoon.</p>	<p>vocabulary such as: school, office, shops, streets, transportation, bridge, children, people, shopkeepers, vendors, nature, trees, bushes, grass, vegetables.</p> <p>It took me very long to get to school. Some streets were flooded.</p> <p>As a result of heavy rains, schools are closed today.</p> <p>Offices are closed today. My dad will work from home today.</p> <p>Street is flooded, I can't go out. Shops are also closed.</p> <p>Public transport is shut down! Now we are trapped indoors!!</p> <p>Too much downpour has resulted in whole town being flooded!</p> <p>No school and now no tv because there is no electricity, I am bored.</p> <p>I plan to play board games with my friend.</p> <p>We can make paper boats and row them in puddles outside.</p> <p>It is difficult to dry washed clothes.</p>	<p>9. Students describe pictures or videos showing impact of monsoons on daily life. They can narrate the images using simple sentences to describe what they saw.</p> <p>10. In simple sentences, children can share their personal experience about how various facets of life got affected during a hurricane (Hurricane Sandy for example) and make comparisons to how life get affected in India in monsoon-hit regions.</p> <p>11. Children can analyze the similarities and differences in life getting affected by monsoon and storms. They can share their findings on a graphic presentation and talk about it in class.</p> <p>12. Using pictures of positive effects of monsoon, students talk about the benefits of rain brought by monsoon, both in towns and in cities.</p> <p>13. Students describe pictures showing the impact</p>

	<p>People stay indoors during heavy rain. Roads, rivers, homes get flooded. I feel _____ during monsoon because _____.</p>	<p>of monsoon season on the vegetation, farmland, rivers, and geographical environment of different regions</p>
<p>10. I can describe clothing I wear during Monsoon season.</p>	<p>Clothing and accessories vocabulary. We need _____ during monsoon so that _____. I must use mosquito repellent cream/coil because _____. We must wear long sleeves shirt and pant to protect us from mosquito bites. You can shop for raingear at _____ store. There is a monsoon sale going on, this is a good time to buy rain boots. Raincoats are on sale for _____ rupees at _____ mall. You can save _____ rupees if you shop at _____ store.</p>	<p>14. Students can prepare a commercial advertising the necessary rain gear and accessories that must be purchased to prepare for monsoon season. 15. Students can set up mock stores with authentic materials and role play shopkeeper/store owner or shopper. They can use mock money in rupees. The roles will be switched so that all children have done both roles.</p>
<p>11. I can describe how Monsoon festivals are celebrated.</p>	<p>Festival and Food vocabulary. During monsoon, people celebrate _____ festivals. _____ is celebrated in _____ part of India. _____ is celebrated all over India. For _____ celebrations, people do _____. They wear new clothes, celebrate with family and friends. For _____ festival people do _____, so that _____. _____ festival is celebrated over _____ days. _____ festival is celebrated in the month of _____.</p>	<p>16. Students prepare and narrate a video presentation showing a particular festival celebrated during monsoon season. 17. Students act out the activities during a particular festival celebrated during Monsoon season. They can take turns narrating and those acting out activities may state what they are doing as the festival is presented. They may talk about the cultural significance of various practices associated with the festivals.</p>

**Presentational Writing (Novice High)**

12. I can write an informative paragraph about the states/regions on a map to indicate where and how much rain falls in the Monsoon season.

**States and regions, Geography, Number vocabulary.**

The \_\_\_ state/region is located in the \_\_\_\_ of India.

The \_\_\_ state/region is located north/south/east/west of \_\_\_\_\_.

The \_\_\_ river/plain/mountain range is located in the \_\_\_ of India.

The \_\_\_ river/plain/mountain range is located north/south/east/west of \_\_\_.

In the \_\_\_ region there is an average of \_\_\_\_ centimeters/inches of rainfall during monsoon season/\_\_\_ season/the year. This is more/less than the \_\_\_ region.

Most rainfall recorded last year was \_\_\_\_\_ in \_\_\_\_\_ region/state.

Least rainfall recorded last year was \_\_\_\_\_ in \_\_\_\_\_ region/state.

1. Students will use weather maps, reports, statistics. They will prepare simple weather report giving information on the region that received most, moderate and least rainfall. Amount of most, moderate and least rainfall recorded. And which states are part of the regions with most, moderate and least rainfall.
2. This information can be presented in the guide book, as pictures and simple sentences, as part of travel information students will give to peers from other classes.
3. Students use average rainfall maps of India to make a graphic presentation showing the amount of rainfall in different regions. They use the chart to compare the amount of rain that falls in different parts of India.
4. This data can also be incorporated into a bar graph to show the average rainfall statistics in different regions or states of India. This is information that can be included in the guidebooks, as part of the advice students would give to a traveler.

13. I can write simple sentences to describe daily activities affected by Monsoon.

**Vocabulary as discussed before.**

Street is flooded. I can't go out to play.

Shops are also closed.

It took me very long to get to school.

As a result of heavy rains, schools are closed today.

5. Having seen videos of how monsoons impact everyday life, children will make a Poster presentation on 'Life during Monsoon'. They will use picture cutouts to glue them on the poster board. Each picture will have an appropriate caption. Teacher will provide necessary support in order to do so.

	<p>Offices are closed today. My dad will work from home today.</p> <p>Public transport is shut down! Now we are trapped indoors!!</p> <p>Too much downpour has resulted in whole town being flooded!</p> <p>No school, no tv because there is no electricity, I am bored.</p> <p>I plan to play board games with my friend.</p> <p>Let us make paper boats. We can play boat race game on puddles outside.</p> <p>It is difficult to dry washed clothes.</p> <p>People stay indoors during heavy rain.</p> <p>Roads, rivers, homes get flooded.</p> <p>Mom is making fritters and tea! yummm....</p> <p>I feel _____ during monsoon because _____.</p>	<p>6. Students write simple sentence captions for pictures that depict fun and fun hampering effects of monsoon. This can go in the guide book as a preparation for future travellers.</p>
<p>14. I can write simple report to give travel advice during Monsoon season.</p>	<p>Weather and clothing vocabulary.</p> <p>During monsoon you need _____, _____ and _____.</p> <p>During monsoon you should use _____.</p> <p>During monsoon you should plan to do _____.</p> <p>During monsoon you should wear _____.</p> <p>During monsoon you should not _____.</p> <p>During monsoon you should try _____.</p> <p>During monsoon I like to travel by _____.</p> <p>Other simple sentences based on pictures</p>	<p>7. Students will see pictures and video of life during Monsoon in the affected regions. They will make a graphic advisory flyer to alert people on what to expect while travelling in Monsoon affected regions. What to do to make the best out of their experience while travelling to such a region during peak monsoon time.</p> <p>8. Students can also write simple sentences suggesting activities to be done, clothing to be worn, or rain gear to use during monsoon season. The advice will be accompanied by well captioned pictures as part of their guidebooks.</p>

	<p>and videos used to study the impact of monsoons.</p>	
<p>15. I can write simple sentences to label pictures and describe festival celebrations during Monsoon season.</p>	<p>This is _____ festival.          People are doing _____.          Girl/Boy/People are eating _____.          These are _____ for _____ festival.          For _____ festival, people gather and _____.          During <u>(festival name)</u> new clothes are worn.          _____ festival is celebrated because/ to remember _____.          During <u>(festival name)</u> my family does _____.          _____, _____, and _____ are monsoon festivals.          Other simple sentences based on pictures and videos seen during class.</p>	<p>9. Students will be given pictures showing various aspects of Monsoon festival celebrations. They will also be given a bank of sentences from which they will read, understand and pick the correct ones for each picture. These well labelled pictures about Monsoon festivals will become part of the guide book that will be shared with other class peers and parents.</p>
<p><b>Interpretive Listening (Novice High)</b></p>		
<p>16. I can recognize the names of regions and states of India and names of months when Monsoon occur.</p>	<p>Names of states, geographical regions, months.          Where is _____ region on the map?          Where is _____ state on the map?          The state that is North of _____ region.</p>	<p>10. Students may have a pre-written information sheet. They can write in or check off details that they learned during the presentations about the location of the monsoons.          11. A large map of India is displayed. The students are divided into teams. One student from each team comes up and gets a fly</p>

	<p>Show me the region South of _____.</p> <p>Similar sentences to check interpretive listening skills.</p>	<p>swatter. The teacher talks about a region in simple sentence and whoever touches the region first with the fly swatter, gets a point for his/her team. Other geography vocabulary and direction words may be used.</p> <p>12. Students may listen to an authentic weather report about different regions that are experiencing monsoon season. They may put a check on a map to show the places named in the report.</p> <p>13. A similar activity may be done in small groups with maps of India. Students can take turns saying a vocabulary word and the rest of the group has to touch the region named.</p>
<p>17. I can understand weather report and decide whether or not I should go out for shopping during Monsoon.</p>	<p>There was a heavy downpour during monsoon season in _____ region/state.</p> <p>The rain was extremely heavy and the streets are flooded.</p> <p>Do you want to plan a shopping trip in torrential rain?</p> <p>I would like to stay home and be dry, rather than go out during heavy rain.</p> <p>I dont want to get stuck outside, transportation might shut down due to flooded roads.</p> <p>Other statements using familiar vocabulary words describing what happened during monsoon season.</p> <p>What happens when water is poured gently?</p> <p>What do you think will happen when we pour all the water in the pitcher at once?</p> <p>What happened when water was poured with</p>	<p>14. Teacher will play an audio of inclement and fair weather reports during Monsoon season in different regions of India. Students will be given parallel picture descriptions. As they listen to the report, they will mark the pictures being described in the report.</p> <p>15. To explain the impact of heavy rains, teacher will conduct a science experiment whereby she will have dirt in two plastic containers and use a ruler or other plastic strip to represent a road in each. Small plastic houses and other items can also be placed in the “scene” in each container. Show the students that you are putting the same amount of water in a pitcher and in a watering can.</p> <p>16. The teacher narrates as she pours the water slowly with the watering can in one of the dirt-containers and pours the water quickly and all at once in the other container.</p>

	<p>heavy force?</p> <p>What would be different if we poured it slowly from a watering can?</p> <p>What is different in the impact on land between a heavy downpour and a slower, steady rain?</p> <p>Teacher explains what she is doing during a science experiment. Students watch and listen and pick out the main ideas in her narration.</p>	<p>Students are asked to explain the difference in what happened in each container based on what they heard during the explanation. Using the watering can should allow the water to be absorbed with little or no change, but the sudden pouring of water should show flooding and big puddles in the dirt in the other container.</p> <p>17. Explain that the heavy rains during monsoon season may cause landslides on mountains, roads to flood and other problems as people try to do their daily activities.</p>
<p>18. I can recognize pieces of information and sometimes understand description on celebrations related to Monsoon festivals.</p>	<p>Festival, celebration vocabulary.</p> <p>Onam is celebrated in the month of ____.</p> <p>Onam is celebrated in _____ (east/west/north/south) of India in <u>(name of state)</u>. For Onam people do _____. They eat _____ on _____. They make _____ to welcome _____.</p> <p>Similar description about other Monsoon festival as decided by the teacher.</p>	<p>18. Students watch a video and/or listen to an audio lesson about a celebration. On a graphic organizer they mark off true or false statements based on what they saw and/or heard.</p> <p>19. Students may watch a role play presented by other students as previously described. They may draw a picture or mark off pictures or information on a chart based on what they saw or heard.</p> <p>20. Students have a graphic organizer or chart and they write in or check off what they learn from the guidebook presentations of other students.</p>
<p><b>Interpretive Reading (Novice High)</b></p>		
<p>19. I can recognize numbers showing amounts of rainfall during Monsoon</p>	<p>Geography, number, weather related vocabulary</p>	<p>1. Students study authentic maps showing rainfall amounts and mark off the regions as a sentence is shown stating the amount of rainfall in different regions.</p> <p>2. They can use the information to make a bar graph showing the names of months/season</p>

		<p>and the amount of average rainfall in each month in India and America.</p> <p>3. They may also make a pie graph using information they gather from maps or weather charts as described in the Presentational Writing section. They will read the pie graph as they answer questions or state information about rainfall patterns.</p>
<p>20. I can identify the names of regions of India where the Monsoon occurs and the months and season when to expect Monsoon.</p>	<p>Names of states or regions of India.</p> <p>Geography vocabulary previously discussed.</p> <p>Numbers appropriate for describing rainfall statistics</p> <p>Months, seasons.</p>	<p>4. Students look at a map of India and point to states, regions, geographical features, or directions which are labeled on a map. They may point to the areas in response to information stated by the teacher or other students or they may touch an area of the map and read the label.</p> <p>5. Students work in pairs or small groups. They have small maps of India. They pick a file card with one of the vocabulary words written on it. They point to the corresponding feature on the map.</p> <p>6. Students play a memory game. They have cards with words and other cards with pictures. They first match the words and pictures. After the teacher or teacher assistant checks their matches, they turn the cards over. They take turns flipping the cards to match words and pictures.</p> <p>7. Students use maps or charts showing rainfall statistics for different regions of India and time of the year. They record the information on a chart. They discuss the information with the teacher, the teacher assistant, and classmates as described in the Interpersonal section.</p> <p>8. Students will also use the information to create a bar graph showing the regional</p>

		rainfall amounts during different months/seasons of the year.
<p>21. I can understand familiar words, phrases and sentences related to the weather, clothing, daily activities, and festivals that are characteristic of Monsoon season.</p>	<p>previously mentioned vocabulary</p> <p>It rained the most in _____ region in _____ month.</p> <p>People buy _____ during monsoon.</p> <p>I like to play boat-race during monsoon.</p> <p>During monsoon streets get flooded.</p> <p>People wear _____ during monsoon.</p> <p>People like to stay indoors during monsoon.</p> <p>During monsoon it is very green outside.</p> <p>Monsoon festivals are _____.</p> <p>_____ state gets least amount of rain.</p> <p>_____ state gets most amount of rain.</p>	<p>9. Students look at authentic materials related to the weather. They circle familiar words and then answer true/false questions about the text. They mark in the text where they found the answer to each question. They underline the appropriate phrases and put the number of the related true/false statement.</p> <p>10. Students look at advertisements for clothing or rain gear. They fill out a chart or shopping list marking what they would buy and the price. The teacher would prepare a chart with appropriate words that the students could recognize based on previous studies. This chart would be used as they plan how they would spend a given amount of money to buy clothes and rain gear for a trip during monsoon season.</p> <p>11. Students read simple captions that would match pictures related to monsoon activities or festivals. They place the caption with the appropriate pictures.</p> <p>12. As part of the culminating activity, students may read through the guidebooks of other students. They may use a pre-printed chart or information sheet where they can fill in blanks or mark off what they learned from their classmates' guidebooks.</p>

*You may add additional rows as necessary.*

## Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Geographical and rainfall maps of India, pictures of scenes from monsoon season, short articles or selections describing the weather and its

impact, clothing, rain gear, and festivals related to monsoon season, videos of weather and news reports, authentic pictures of monsoon season in different states or regions of India, Indian Meteorology Department (IMD), YouTube videos.

## Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates blend of different types of activities and learning experiences throughout the day.

TIME FRAME	ACTIVITY
8:15-8:30	Arrival, Attendance, Camp Song, and warm-up (calendar/ do-now, review from earlier lessons, etc.)
8:30-9:15	Instruction - review of old vocabulary/introduction to new vocabulary/practicing sentence pattern/ content (STEM or Culture)
9:15-9:35	Break for snack
9:35-10:20	Yoga Together (practice language pertaining to body and mind, exercise, yoga poses, health benefits)
10:20 – 11:50	Block period integrated with media lab- Language tasks to practice/formative assessment tasks/input or assessment using media tools/watching news clips for input, using online quiz/blog for assessment, writing using Apps (media lab is used for different purposes on different days)
11:50-12:30	Sports & socialization (Students play popular outdoor Indian sports)
12:30–1:00	Lunch and socialization
1:00-1:45	Instruction – Continuation of language tasks- writing/preparing/editing for presentations/formative assessment/
1:45-2:30	Music
2:30-3:15	Craft-preparing presentation materials (traditional and electronic media using pictures, videos, slideshows, writing, making models)
3:15-3:30	Reflections/exit tickets, clean-up and dismissal

*You may add additional rows as necessary.*