Unit of Work

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| Language: Hindi Stage 2 /Year 4  | Duration: 10 weeks  |
| **Goal task: Language Expo 2019 through PBL** **Unit description:** The students engage in project-based learning (PBL), where they utilise the language in the real world, through engagement in variety of topics. The students then create innovative language games to use with younger pupils to inspire them to learn the target language.  | Keyconcept(s):**Let’s be creative**  |
| **Learning intentions:** Students will develop new, creative strategies for learning vocabulary. They will also develop their research skills and will feel confident to present their work, interacting with younger children to teach language through different mediums.  | **Success criteria**: LISC is outlined for every lesson. |
| **Syllabus objectives and outcomes:** LHI2-1C: interacts with others to share information and participate in classroom activities in Hindi. LHI2-2C: locates and classifies information in texts. LHI2-4C: composes texts in Hindi using modelled language. LHI2-5U: recognises pronunciation and intonation patterns of Hindi. LHI2-6U: demonstrates understanding of basic Hindi writing conventions. LHI2-7U: demonstrates understanding of elements of Hindi grammar in familiar language patterns. LHI2-8U: demonstrates an awareness of how familiar texts are structured. LHI2-9U: recognises how terms and expressions reflect aspects of culture.  |   |

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| **Lessons** | **Resources**  |
| **Lesson 1: Organisation For the PBL** *Learning Intention:* I am learning to transfer my knowledge of the Hindi language to the speakers of other languages through language resources.  | *Success Criteria:* * I am able to identify, what makes a language product “good”.
* I can create an aesthetically appealing, portable and compact language resource
 |   |
| * Inform students about the Language expo happening in Term 4  Brainstorm “What makes a **good** language learning product”.
* Possible answers…User friendly, durable, easy to understand.
* Students make a mind map in the PBL booklet.
* Students form groups and assign a captain.
* Students sign a contract for their PBL for accountability.
 | PBL booklet Mind map   |
| Make a list of suggested products that can be created to teach a new learner. This will vary depending on students’ interest.  |  |
| **Lesson 2: Word Games using HFW** *Learning Intention:* I am learning to transfer my knowledge of the Hindi language to the speakers of other languages through language resources.   | *Success Criteria:*  * I can adapt learning resources from English to create learning resources for the Hindi language.
* I can work according to the strengths of the group members.
* I am able to identify similarities between languages.
* I am able to create an aesthetically appealing, portable and a compact language resource using the HFW.
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| * Brainstorm the high frequency words.
* Students are given a handout of High Frequency Words in Hindi and English.
* Discuss the following key questions:

Why and in what contexts is it important to know and use high frequency words? What are the best ways to remember the most commonly used words? * The students should refer back to these key questions when designing a game.
* Students create a draft of games where they have to put words into sentences, thereby, showing the progression from using single words to sentence level construction.
 |  High frequency words sheet   |
| **Lesson 3 and 4: Board games** *Learning Intention:* To be able to converse what makes a good language game | *Success Criteria:* * List pros and cons of a good game
* Verbalise how to teach language through game
* Create a game to teach a language
 |   |
| * Examine various popular board games – quality of make, professional branding (packaging), purpose of the game
* Discuss how games can be adapted to a language resource.
* Example of games that can be adapted – monopoly, card games, puzzles, snakes and ladders, Ludo.
* Students complete worksheet on games – pros, cons, features, notes in their PBL booklet.
* Students create a draft board game using their researching skills
 | Various board games for students to have a look at  PBL booklet  |
| **Lesson 5 & 6:** Creating reading/story books for beginners. *Learning Intention:* * I am learning to write a book bilingually
 |   *Success Criteria:* * I can understand how the structure of a sentence changes for

 Hindi language ( Subject-Object-Verb) * I can write a sentence in present tense.
 |   |
| Students analyse L1 and L2 reading books for kindergarten. In groups, students discuss the * features of the books
* what a good reading book should look like
* how it is put together
* look at the cover of the book and pictures used in the book  author, illustrator, etc.

The students make a list of all the discussed things in their books for future reference. * Brainstorm different topics that students could use. Students can either translate already existing book in Hindi or create a new book altogether.
* The possible topics could be: clothes, food, beach, festivals, school, numerals, shopping, healthy eating, telling the time.
* Students attempt to create a draft of their books using topics of their choice.
 |  PM readers for kindergarten      Research skills - ipads/ laptops  Prior knowledge  |
| **Lesson 7 and 8:** **Creating a pop-up restaurant (menu and recipe card)** *Learning Intention:* * To be able to converse what makes a good menu and recipe card
 |    *Success Criteria:* * Research popular food dishes around the world.
* Verbalise how to teach language through recipe card
* List pros and cons of a good recipe card
 |   |
| * Brainstorm “POP-UP RESTAURANT” and the different types of food items that students may have enjoyed at a pop-up restaurant.
* Discuss- pricing, quick and tasty recipe, easy to eat dishes
* To make a pop up restaurant, students think about their target audience- kids or adults.
* Menu to include **2 items for entrée, 2 mains, 2 desserts, item description and price.**
* The students to choose any one of the item from their menu to write a recipe- **“Dish of the Day”**.
 | Samples of recipe cards and menu cards  |
| **Recipe Card** * Students to look at different recipe cards.
 |   |
| * Students study the layout of different recipe cards. (descriptive and pictorial representation)
* Students learn the structure and language required to write a recipe (verbs, commands, quantities)
* Discuss how the recipe card can be translated to a language resource.
* Students draft a sample recipe card in their book in groups.
 |  |
| **Lesson 9 and 10: Working on their Project**  |   |   |
| * Students to choose any one of their draft from previous weeks to create a final project for the Language Expo.
* Students work on their project collaboratively, referring back to the agreement they signed on for roles and responsibilities
* Teacher to be a facilitator during this time
* Students to trial their products with their cohort first to receive constructive feedback and make necessary amendments.
 |   |
| **Presentation, performance of goal task:** Year 4 students to showcase their PBL by displaying the products they have made to the whole school (K-6), parents and special guests. They get an opportunity to trial their products across the whole school and receive feedback. By doing this, they would be able to gauge the success of their product and make the amendments if needed.  |
| **Evaluation:** Students to complete a peer evaluation for group work. Students to complete peer evaluation for each class presentation. |

**Peer Evaluation for Group Work - Teammates’ contribution**

Your name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reflecting on your teammates’ participation within the group project, rate each teammate using the following rubric. Add your teammates’ names at the bottom of the rubric and corresponding points you award them.

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| **Evaluation Criteria**  | **1**  | **2**  | **3**  | **4**  | **5**  |
| **Participation**  | The teammate ***never*** contributed to the project  | The teammate ***spent very little time*** contributing to the project.  | The teammate ***sometimes*** contributed to the project  | The teammate contributed to the project ***most*** of the time.  | The teammate ***always*** contributed to the project.  |
| **Demonstrates a cooperative and supportive attitude.**  | The teammate ***never*** encouraged and supported the ideas and efforts of others.  | The teammate contributed ***only a few times.***  | The teammate ***sometimes*** encouraged and supported the ideas and efforts of others ***sometimes.***  | The teammate ***mostly*** encouraged and supported the ideas and efforts of others ***most*** of the time.  | The teammate ***always*** encouraged and supported the ideas and efforts of others.  |

Group member: Group member: Group member:

**Grading Rubric for Language Games**

**Driving Question: How can we design language games for new language learners in Hindi?**

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| --- | --- | --- | --- | --- | --- |
| **Category**  | **1**  | **2**  | **3**  | **4**  | **5**  |
| Rules    | The rules were not written.  | Rules were written, but there is some difficulty figuring out the game.  | Rules were written, but two parts of the game needed more explanation.  | Rules were written, but one part of the game needed more explanation.  | Rules were written clearly enough that anyone could easily play the game.  |
| Accuracy    | Answer key is inaccurate and incomplete. No required game pieces are included.  | Answer key is somewhat accurate and maybe incomplete. Few game pieces are included.  | Answer key is mostly accurate and complete. Most game pieces are included.  | Answer key is accurate and complete. Some required game pieces are included.  | Answer key is accurate and complete. All required game pieces are included.  |
| Design and Creativity    | The game board was not complete.  | Most of the directions were not followed and the game board is sloppy.  | Game board is complete but 1 or 2 elements are missing and it could be neater.  | Game board is excellent but some parts are not as neat.  | Game board is neatly created and the directions were followed completely.  |
| Peer Assessment  | Refer to Peer assessment  | Refer to Peer assessment  | Refer to Peer assessment  | Refer to Peer assessment  | Refer to Peer assessment  |
| Contribution to the team    | Refer to : Peer Evaluation Form for Group Work- Teammates’ contribution  | Refer to :Peer Evaluation Form for Group Work- Teammates’ contribution  | Refer to :Peer Evaluation Form for Group Work- Teammates’ contribution  | Refer to :Peer Evaluation Form for Group Work- Teammates’ contribution  | Refer to :Peer Evaluation Form for Group Work- Teammates’ contribution  |

**Peer assessment**

Name of the game: …………………………………….. Who played the game: …………………………………………………………………….…………….

**Please tick the most appropriate category and give your reasons.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|   |   | **Unsatisfactory** **1**  | **Satisfactory** **2**  | **Good** **3**  | **Very good** **4**  | **Excellent** **5**  | **Notes, feedback, advice and comments**  |
| Rules  | Were the rules clearly outlined?  |   |    |   |   |   |   |
| Interesting  | Was the game interesting and fun to play?  |   |   |   |   |   |   |
| Answer  | Was the answer key provided? Was it complete and accurate?  |   |   |   |   |   |   |
| Creativity  | Was the game adapted from a known game? If yes, how well was it adapted?  |   |   |   |   |   |   |
| Presentation  | How good was your classmates’ presentation of their work?  |   |   |   |   |   |   |
| Learning a language  | To what extent do you feel that the game will help you learn some high frequency words?  |   |   |   |   |   |   |
| Give one suggestion as to how the game can be improved?  |  |  |

 **Grading Rubric for the Children’s Picture /Storybook**

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|  | **1**  | **2**  | **3**  |
| Cover  | Title and illustration are poorly done or do not relate to the story.  | Title and illustration clearly relate to the story.  | Title and illustration clearly relate to the story and entice readers to pick up the book.  |
| Text  | The font and legibility of the text interfere with and disrupt the communication of ideas to the reader.  | The font and legibility of the text interfere with but do not disrupt the communication of ideas to the reader.  | The font and legibility of the text do not interfere with or disrupt communication of ideas to the reader in any area of the work.  |
| Grammar and Spelling  | Three or more grammar or spelling errors occur in the work.  | One or two grammar or spelling errors occur in the work.  | There are no grammar or spelling errors anywhere in the work.  |
| The Illustrations’ Support of the Plot  | The illustrations help present the plot in only a minority of areas throughout the work.  | The illustrations help present the plot in a majority of areas throughout the work.  | The illustrations help present the plot throughout all areas in the work.  |
| Execution of Illustrations  | Illustrations need more details and attention to visual appearance.  | Illustrations are neat and visually pleasing throughout a majority of the work.  | Illustrations are neat and visually pleasing throughout the entire work.  |

**Peer assessment for the Children’s Picture /Storybook**

Name of the book: …………………………………….. Who created the book: ……………………………….

**Please tick the most appropriate category and give your reasons.**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Unsatisfactory 1**  | **Satisfactory 2**  | **Good** **3**  | **Very good 4**  | **Excellent 5**  | **Notes, feedback, advice and comments**  |
| Cover  | Was the cover page appealing?  |   |   |   |   |   |   |
| Text  | Was the text clear and appropriate for the reader?  |   |   |   |   |   |   |
| Illustration  | Was the illustration relevant to the text?  |   |   |   |   |   |   |
| Presentation  | How good was your classmates’ presentation of their work?  |   |   |   |   |   |   |
| Learning a language  | To what extent do you feel that the book will help you learn some high frequency words?  |   |   |   |   |   |   |
| Give one suggestion as to how the book can be improved?  |  |  |  |  |  |  |

**Grading Rubric for Pop up restaurant menu and recipe card**

**Driving Question: How can we design an Indian cuisine menu for a pop up restaurant?**

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| --- | --- | --- | --- | --- |
| Category  | **1**  | **2**  | **3**  | **4**  |
| Format   | Unattractive and no colour was used and very confusing. Proper menu format is not evident and the sections are not separated.  | Basic without much colour and not very appealing to the eye. Proper menu format is confusing but sections are evident.  | Attractive with lots of colour and proper menu format is somewhat evident. One is able to open the menu and view some sections.  | Attractive with lots of colour and proper menu format is evident. One is able to open the menu and view the sections.  |
| Labels   | One or less sections are labelled correctly and there are 6-10 spelling errors.  | Some sections are labelled correctly and there are 3-5 spelling errors.  | All sections are labelled correctly and there are 1-2 spelling errors.  | All sections are correctly labelled and there are no spelling errors.  |
| Prices   | No foods are listed with prices in dollars.  | Most foods are listed with prices in dollars and are not very realistic.  | Most foods are listed with prices in dollars and are fairly realistic.  | All foods are listed with prices and are realistic.  |
| Graphics and pictures    | Graphics do not go well with the accompanying text or appear to be randomly chosen.  | Graphics go well with the text, but there are too few and the menu looks text heavy.  | Graphics go well with the text, but there are so many that they distract from the text.  | Graphics go well with the text and there is a good mix of text and graphics.  |
| Peer Assessment  | Refer to Peer assessment  | Refer to Peer assessment  | Refer to Peer assessment  | Refer to Peer assessment  |
|  Contribution to the team  | Refer to : Peer Evaluation Form for Group Work- Teammates’ contribution  | Refer to : Peer Evaluation Form for Group Work- Teammates’ contribution  | Refer to : Peer Evaluation Form for Group Work- Teammates’ contribution  | Refer to : Peer Evaluation Form for Group Work- Teammates’ contribution  |

**Peer assessment - Menu and recipe card**

**Please tick the most appropriate category and give your reasons.**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|   |   | **Unsatisfactory** **1**  | **Satisfactory** **2**  | **Good** **3**  | **Very good** **4**  | **Excellent** **5**  | **Notes, feedback, advice and comments**  |
| Format  | Was the menu and recipe card clear and concise?  |   |    |   |   |   |   |
| Prices  | Were the prices reasonable for a pop up restaurant?  |   |   |   |   |   |   |
| Graphics and pictures   | Did the pictures in the recipe card match the steps?  |   |   |   |   |   |   |
| Presentation  | How good was your classmates’ presentation of their work?  |   |   |   |   |   |   |
| Learning the culture  | To what extent do you feel that the menu and recipe card will help you learn about Indian culture?  |   |   |   |   |   |   |
| Give one suggestion as to how the menu and recipe card can be improved?  |  |  |  |  |

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| --- | --- | --- |
| look  | dekho  | िेखय  |
| made  | banaya  | बनाया  |
| make  | banao  | बनाओ  |
| me  | mujhe  | मुझे  |
| Mr  | shrimaan  | श्रीमान  |
| Mrs  | shrimati  | श्रीमती  |
| mum  | maa  | मााँ  |
| my  | mera  | मेरा  |
| no  | nahi  | नही  |
| now  | abhi  | अभी  |
| of  | ka/ke/ki  | का/के/ की  |
| off  | band  | बोंि  |
| on  | upar  | ऊपर  |
| one  | ek  | एक  |
| out  | baahar  | बाहर  |
| people  | log  | लयग  |
| put  | daalna  | डालना  |
| said  | kaha  | कहा  |
| she  | veh/yeh  | वह  |
| some  | thoda/kum  | थयड़ा /कम  |
| so  | isliye  | इसकलए  |
| same  | samaan  | समान  |
| that  | vo  | वय  |
| the  | veh/yeh  | वह/ यह  |
| their  | unka (m) /unki (f)  | उनका /उनकी  |
| them  | unhe  | उन्हें  |
| then  | tab  | तब  |
| there  | udhar  | उधर  |
| they  | ve  | वे  |
| this  | is/yeh  | इस/ यह  |
| time  | samay  | समय  |
| too  | bhi  | भी  |
| up  | upar  | ऊपर  |
| very  | bahut  | बहुत  |
| was  | tha (m) /thi (f)  | था /थी  |
| we  | hum  | हम  |
| went  | jaana  | जाना  |
| what  | kya  | क्ा  |
| when  | kab  | कब  |
| where  | kahan  | कहााँ  |
| will  | ichha  | इच्छा  |
| you  | tum  | तुम  |

|  |  |  |
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| **English**  | **Hinglish**  | **Hindi**  |
| a  | ek  | एक  |
| about  | baare mei  | बारे  |
| all  | sabhi/sab  | सभी/सब  |
| are  | hai  | है  |
| and  | aur  | और  |
| as  | ki/ tarah  | की / तरह  |
| asked  | poochna  | पूछा  |
| back  | peeche  | पीछे  |
| big  | bada  | बड़ा  |
| but  | lekin  | लेककन  |
| because  | kyoki  | क्यकों क  |
| called  | bulana  | बुलाना  |
| came  | aana  | आना  |
| children  | bachhe  | बच्चें  |
| come  | aao  | आओ  |
| could  | kar sakna  | कर सकना  |
| dad  | papa  | पापा  |
| day  | din  | किन  |
| do  | karo  | करय  |
| don’t  | mat  | मत  |
| down  | neeche  | नीचे  |
| from  | se  | से  |
| get  | laana  | लाना  |
| go  | jaana  | जाना  |
| had  | tha  | था  |
| have  | hai  | है  |
| He  | veh  | वह  |
| help  | maddad  | मिि  |
| her  | uski  | उसकी  |
| here  | yahan  | यहााँ  |
| him  | use/ise  | उसे/इसे  |
| house  | ghar  | घर  |
| I  | mai  | मैं  |
| If  | agar  | अगर  |
| in  | andar  | अोंिर  |
| into  | bheetar  | भीतर  |
| is  | hai  | है  |
| it  | veh  | वह  |
| just  | keval  | के वल  |
| like  | achha/ pasand  | अच्छा /पसोंि  |
| little  | chota  | छयटा  |

