



**Teacher Training Videos
Written Documentation Template**

I. Credits

- **Official Name of Organization: Foreign Language Academy,
Kent State University**
- **Unit Theme: Our Family**

Name of Each Adult/Teacher Involved in Production of Video	Role	Affiliation
Uma Krishnan	Teacher	Kent State University



II. Program Logistics

Age of Learners	10th-12th grades
Number of Students in Class	10
Targeted Proficiency Level(s)	Novice
Approximate Hours in Program	First Semester in Hindi I
Indication of Where Lesson Occurs within Unit	Introduction to family members -Week 2- first day
Goals of Lesson in terms of what students will be able to do	<ul style="list-style-type: none"> • Students will be able to identify their family members, express relationships, request and provide information about family • Students will be able to compare American and Indian families in terms of size, greetings and pets.
Indication of how students will be assessed on lesson goals either during lesson or at a later date	<ul style="list-style-type: none"> • Students will watch a video clip of an Indian movie about a family gathering and individually complete a comprehension check of family vocabulary (Interpretive). • Students will listen to a PowerPoint presentation about the Nehru Dynasty. Then they will complete a family tree of the Nehru Dynasty (additional cultural input). • Next, students will create their family tree in a word document. Then, working in pairs, students will use the family tree as well as photos in order to describe their family to each other (Interpersonal). • Students will create a photo movie of their family and upload it to their website for comments from their peers and



	others.(Presentational)
Additional Details (if necessary):	



III. Lesson Plan – general outline of what viewers will see in the lesson

In narrative form, please describe the lesson plan for the filmed segment. Please address the following:

<p>How will the teacher capture the attention of the students?</p>	<p>Students will watch a video clip about an Indian family and how they greet each other.</p>
<p>How will the teacher connect the new learning to what has already been learned?</p>	<p>Students were exposed the previous week about greetings, numbers, ages, and introducing themselves.</p> <p>They were also exposed to the Bollywood movie “Lagaan,” where they heard some of the family members being identified by the terms they are going to be introduced in this lesson.</p>
<p>How will new material be introduced? What props, realia, will be used?</p>	<p>The video and the PowerPoint presentation will model the new vocabulary in a cultural context and will help students to identify ways of introducing their own family members to others.</p>
<p>If applicable, how will technology be used in the lesson?</p>	<p>A video will allow students to visualize what an Indian family gathering looks like.</p> <p>A PowerPoint of the Nehru Dynasty will be shown which will allow students to capture multigenerational family relationships and.</p>
<p>What will students do?</p>	<p>Students will identify family vocabulary from the video individually, identify the members of the Nehru family in pairs and also in groups, and then create their family tree and use it to describe their family to their partner.</p>
<p>How will the teacher check for understanding throughout the lesson?</p>	<p>Students will work with a partner to create a family tree of the Nehru family.</p> <p>They will pair to ask questions about their families, and they will compare as a class American and Indian families.</p>



<p>What will students do to apply new learning? How will this be captured on film?</p>	<p>Students will work with a partner to check the information from the YouTube and PowerPoint presentation. Students will work in groups to describe their family members. Students will discuss as a class the differences between American and Indian families.</p>
<p>How will the teacher bring closure to the lesson?</p>	<p>Teacher completes a chart comparing American and Indian families as students supply answers.</p> <p>Teacher writes allowing her to recast all answers in correct Hindi.</p>

IV. Best Practices – Which of the following best practices will be apparent in this lesson? Please check all that apply.

Y= Yes

- Y 1. Use target language for instruction
- Y 2. Facilitate a student-centered classroom
- Y 3. Ensure meaningful interaction in the target language
- Y 4. Integrate language, culture and content
- Y 5. Adapt and use authentic materials
- Y 6. Differentiate instruction based on student need

V. Video Footage

Is there any quality video footage from the summer program that could be used in the final video product? If yes, what has been captured on video? Please provide that footage as soon as possible.

The students put up their family chart on the NIing...



VI. Reflection

Please formulate 3-4 questions that will serve to focus the attention of the viewer or call attention to significant parts of the lesson.

- What instructional advantages does the video clip offer?
- What tools and strategies does Ms. Krishnan use to elucidate family relations?
- How does Ms. Krishnan verify that students comprehend family relations?
- How does Ms. Krishnan introduce a grammatical concept without detracting from the exchange of personal information?
- How does Ms. Krishnan introduce culture into the lesson?