# STARTALK: Preparing Russian Teachers for the 21st Century

Day 3

STARTALK
*Start Talking!*

## Essential Questions from Day 2

- How do I plan a lesson around the notion of backward design?
- How can I connect Russian language learning to content areas of STEM (Science, Technology, Engineering, and Math) in my lessons?
- How can I begin to think of lesson planning following the STARTALK lesson templates?

## Review-Reflect

- Comments or questions on yesterday's experiences?
- Anything you would like us to work on / answer today?

## Objectives for Today

By the end of today's work together, participants will be able to . . .

- Understand, identify, and begin to implement STARTALK-endorsed principles of standards-based curriculum instruction.
- Identify learners' diverse needs—age, proficiency level, learning styles, linguistic and cultural background (heritage vs. non-heritage), and special needs.
- Reflect on ways to create a lesson plan and use varied activities that meet learners' needs.
- Use and integrate authentic resources and develop tasks appropriate to the proficiency of the students

## Essential Questions

- What are the STARTALK-endorsed principles for effective teaching and learning?
- What are characteristics of effective language lessons?
- http://startalk.umd.edu/principles/

## The 5 C's = Standards

Goal 1: Communication
Goal 2: Cultures
Goal 3: Connections
Goal 4: Comparisons
Goal 5: Communities
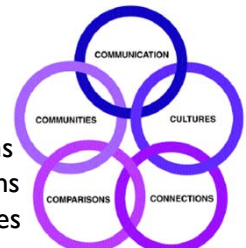
## Adapting and Using Age-Appropriate Authentic Materials

- The teacher uses authentic materials and <u>designs tasks appropriate</u> to the language proficiency and age level of the learners.
- The teacher uses a range of authentic print and non-print materials in a variety of technological formats.

## Authentic Materials

- Texts, photos, videos, and other resources that were not specially prepared for pedagogical purposes.
- These expose students to real language in real contexts.
- In other words, YOU do not have to prepare the resources, but rather the ACTIVITIES you and students will do with the resources.
- Examples?

## Authentic Materials

- Anything you as a native speaker read, watch, listen to!
- http://www.pravda.ru/
- http://www.eurofoodseattle.com/catering-menus-cyrillic.htm
- http://www.merlot.org/merlot/materials.htm?category=2440
- http://www.lmp.ucla.edu/Lessons.aspx?menu=003
- What kinds of resources relate to the theme you brainstormed yesterday?

## Heritage students

- Think, pair, share
  - Think about your understanding / definition of heritage speaker
  - Pair with a partner and share
  - Share with with the class

## Self-study resources for working with heritage students

- http://startalk.nhlrc.ucla.edu/default_startalk.aspx
- Lesson 3
- Lesson 5

## Same Text, Different Tasks

- Take one authentic text
- Differentiate the tasks
  - What would a novice level (beginning) student do with the text?
  - What would an intermediate student do with the text?
  - What would a heritage speaker do with the text?

## Lesson planning

- Use backward planning and the STARTALK template
- Think of a theme
  - can be STEM, but doesn't have to be
  - Can be for any level of students (beginning, heritage, etc.)
  - You can work in groups on your first lesson, to support each other in your learning
- Think of can-do statements for the objectives of a one-class period lesson

## Lesson planning continued

- Think of authentic resources that will support your theme and your can-do objectives
  - How will you find these resources?
- What kinds of communicative activities could your students do around these resources?
  - Interpersonal, interpretive, presentational