2014 Student Program Lesson Plan

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

Date:	July 29, 2014	Class:	Communication warm up: How to read a graph

Definition and Guiding Question

LESSON	LEARNING EPISODE
For the purpose of this STARTALK template a *lesson* is defined as a single learning experience lasting no more than ninety minutes. Learning experiences occur both in the classroom and/or in other settings. Longer blocks of time will involve several learning episodes and lesson plans.	For the purpose of this STARTALK template a *learning episode* is defined as a learning experience that addresses a specific aspect of a learning target or can-do statement. Learning episodes typically provide a limited amount of input with time allowed for guided and independent practice. The amount of time allotted for a learning episode is approximately equivalent to the age of the learner and will rarely be more than twenty minutes.

Questions to Consider Before and During Lesson Planning

Do the activities in the lesson

- provide sufficient opportunities for understanding new words <u>before</u> expecting production?
- provide multiple, varied opportunities for students to hear new words/expressions used in highly visualized contexts that make meaning transparent?
- provide students with an authentic purpose for using words and phrases?
- engage <u>all</u> students (as opposed to just one or two students at a time)?
- give students a reason for needing to/wanting to pay attention and be on task?
- vary in the level of intensity and the amount of physical movement required?
- take an appropriate amount of time considering the age of the learner?
- make the learner, not the teacher, the active participant?

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO *What are the learning targets for this lesson?*	KNOW *What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?*
Interpersonal Communication I can ask for, follow, and give directions in some complicated situations during math problem solving **Int. H.**	Math terms: *Система координат, координатные оси (абсцисса и ордината), точка начала отсчета, двухмерная (трехмерная) система, отрицательная область, значение уменьшается/увеличивается, параметры зависят друг от друга, прямая/обратная зависимость;* Understanding the structure of a math problem genre ("body"-narration and a question): *Определите расстояние; нанесите полученные данные на график, постройте график зависимости, составьте систему уравнений и решите ее, найдите отношение (наклон, угол);*
I can express my ideas and opinions when engaged in a lengthy discussion about "Money and Happiness" **Adv.L.**	Lexical and morpho-syntactic means to say 'think/consider/believe/it seems to me/ from my point of view/from the perspective of': *я думаю, полагаю, считаю; мне кажется, с моей точки зрения;* Terms related to sociology: *население страны/планеты, качество/продолжительность жизни, демографическая ситуация, удовлетворение жизненных потребностей;*
Interpretive Listening I can understand other students' presentations and take some critical notes **Int. H.**	Lexical and morpho-syntactic means to say 'think/consider/believe/it seems to me/ from my point of view/from the perspective of': *я согласен/ не согласен, я думаю, полагаю, считаю; мне кажется, с моей точки зрения.*

Interpretive Reading I can read and understand articles in nonliterary texts on sociology topics **Adv.L.**	Terms related to sociology topics and some specific academic language style, such as express the idea that something exists; Correctly use verbs of existence *быть, существовать* as well as zero form of the verb 'to be' in present tense: *существуют* графики разных типов; Give definition of objects, constructions etc: good repertoire for the verb 'to be': объект *представляет* собой автомобиль; социальная группа – *это*группа людей; Terms related to sociology: *население страны/планеты, качество/продолжительность жизни, демографическая ситуация, удовлетворение жизненных потребностей;*
Presentational Speaking I can present findings from research and math problem solving **Adv.L.**	Lexical and morpho-syntactic means to say 'think/consider/believe/it seems to me/ from my point of view/from the perspective of': *я думаю, полагаю, считаю; мне кажется, с моей точки зрения;* Academic style conjunctions: *во-первых, во-вторых, далее, итак, таким образом, следовательно, подводя итоги, делая выводы, как уже было сказано*

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

After the students learn and understand the new words and expressions to use when reading graphs, they practice to identifying simple graphs with graph descriptions and draw the missing graphs.

The main learning task is to discuss in groups of 5-6 how happiness depends on money and to make their decision. After a brief discussion, two students in a group are given a short article containing research findings (one by one, three total) about the topic and are asked to read and explain the new idea to the rest of the group to continue discussion. At the end of the discussion, they draw a graph, then present it orally to the rest of the class.

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning?
What activities will be used to ensure learners accomplish the lesson can do? What will the teacher be doing? What will the students be doing?

Opening Activity

How can you capture the students' energy and commitment for today's lesson? A teacher sets the main goals of the lesson and asks the students where and when they have to read graphs and why it is so important to understand them.	Time: 3 min.

Learning Episode

The teacher asks a volunteer student to follow simple directions and show the main parts of a graph on the class board. The students listen to and understand the new words and expressions to use them reading graphs.	Time: 5 min.

Learning Episode

The teacher gives the students a set of graphs and asks them to work in pairs to match simple graphs with graph descriptions. Then the students draw the missing graphs and present them to the rest of the class.	Time: 10 min.

Learning Episode

The teacher asks the students to discuss how happiness depends on money in groups of 5-6 and draw a graph showing the relationship of happiness and money. After a brief discussion, two students in each group are given a short article depending on their reading skills. Each article (given to students one by one, three total) contains research findings about the topic. The studens are asked to read and explain new ideas to the rest of the group to continue the discussion.	Time: 12 min.

Learning Episode

In each group, the students have to reach a decision and draw a graph, then draw it on the whiteboard and present it orally to the rest of the class.	Time: 10 min.

Add additional learning episodes if necessary.

Materials needed for this lesson
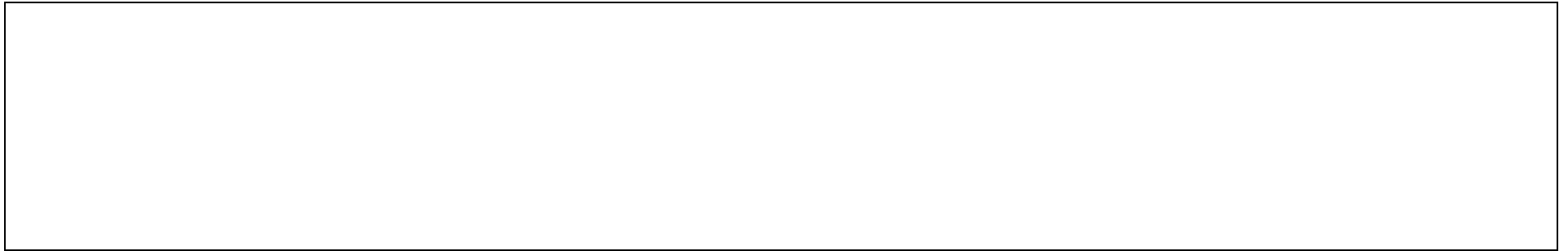
1. PowerPoint Presentation
2. Handouts with simple graphs and graph descriptions
3. Russian authentic articles:

http://lenta.ru/news/2008/03/21/money/
http://www.jv.ru/news/item/id/17815
http://www.adme.ru/research/rossiyane-otvetili-chego-ne-hvataet-dlya-schastya-277305/

Reflection/Notes to Self