



2014 Student Program Linguistic Project Lesson 4 Plan

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

Date:	July 28, 2014	Class:	Dictionaries as a research tool: Russian and English online dictionaries. Using Russian dictionaries for finding, analyzing and comparing word meanings (123+ computer lab).
--------------	---------------	---------------	--

Definition and Guiding Question

LESSON	LEARNING EPISODE
For the purpose of this STARTALK template a <i>lesson</i> 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 <i>learning episode</i> 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 before 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 all 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?

<p style="text-align: center;">DO</p> <p style="text-align: center;"><i>What are the learning targets for this lesson?</i></p>	<p style="text-align: center;">KNOW</p> <p style="text-align: center;"><i>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</i></p>
<p>Interpersonal Communication</p> <ul style="list-style-type: none"> Discuss topics related to linguistics, begin to use linguistic terms such as loans, calques, meanings, context, discourse etc. Int. H.; 	<p>Lexical and morpho-syntactic means to say ‘think/consider/believe/it seems to me/ from my point of view/from the perspective of’: <i>я думаю, полагаю, считаю; мне кажется, с моей точки зрения;</i></p> <p>Linguistic terms: <i>заимствования, значение, определение, употребление, многозначное слово, контекст, дискурс;</i></p>
<p>Interpretive Listening</p> <ul style="list-style-type: none"> Understand the details when a teacher or peer gives me technical instructions in computer labs. Adv.M. 	<p>Technical instructions including imperative verbs:</p> <p>Terms related to computer science: <i>открыть файл, загрузить, отформатировать;</i></p>
<ul style="list-style-type: none"> Identify the main idea and some details from on topics related to linguistics presented by teacher Int. H.; 	<p>Linguistic terms: <i>заимствования, значение, определение, употребление, многозначное слово, контекст, часть речи, существительное, прилагательное, наречие, глагол, грамматическая форма, единственное и множественное число, падеж;</i></p>

<p>Interpretive Reading</p> <ul style="list-style-type: none"> • Read and understand authentic texts: Russian dictionaries Int. H.; 	<p>Linguistic terms: <i>заимствования, значение, определение, употребление, многозначное слово, контекст, часть речи, существительное, прилагательное, наречие, глагол, грамматическая форма, единственное и множественное число, падеж</i>;</p>
<p>Presentational Speaking</p> <ul style="list-style-type: none"> • Present findings from research projects Adv.L.; 	<p>Logical structure of academic style presentation: introduction, body, and conclusion;</p> <p>Lexical and morpho-syntactic means to say ‘think/consider/believe/it seems to me/ from my point of view/from the perspective of’: <i>я думаю, полагаю, считаю; мне кажется, с моей точки зрения</i>;</p> <p>Academic style conjunctions: <i>во-первых, во-вторых, далее, итак, таким образом, следовательно, подводя итоги, делая выводы, как уже было сказано</i>;</p> <p>Academic style lexical resources and grammar forms;</p> <p>Linguistic terms: <i>заимствования, значение, определение, употребление, многозначное слово, контекст, часть речи, существительное, прилагательное, наречие, глагол, грамматическая форма, единственное и множественное число, падеж</i>;</p> <p>Compare objects and express differences between them: Lexical resources (adjectives and adverbial expressions); Grammar forms (adjectives in comparative and superlatives);</p>
<p>Presentational Writing</p> <ul style="list-style-type: none"> • Develop brief written notes, and rough draft for a <i>PowerPoint</i> presentation Int. H. 	<p>Logical structure of academic style presentation: introduction, body, and conclusion;</p> <p>Academic style lexical resources and grammar forms;</p> <p>Terms related to project topics. Linguistic terms: <i>заимствования, значение, определение, употребление, многозначное слово, контекст, часть речи, существительное, прилагательное, наречие, глагол, грамматическая форма, единственное и множественное число, падеж</i>;</p>

<ul style="list-style-type: none"> Write about my linguistic research topic preferences based on my interests. Int.H. 	Express attitude/point of view: verbs <i>нравиться vs. люблю</i> and structures associated with them (Nom. vs. Acc. cases);
<p>Connections</p> <ul style="list-style-type: none"> Develop knowledge of linguistic topics, such as loans/ borrowings; 	
<ul style="list-style-type: none"> Use linguistic tools, such as vocabularies and National Corpus of Russian Language; 	

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 engaging conversation about dictionaries, students watch and understand the teacher's demonstration on how to work with online dictionaries. Then the students have a chance to apply the strategies provided by finding, analyzing, and comparing the words meanings from Russian and English dictionaries and share their findings with the teacher and peers.

During the final part of the lesson, the teacher introduces Linguistic Project page in UW Moodle and explains what materials students can find on the web site and how to upload PowerPoint presentation on UW Moodle. The students try to create several slides of PowerPoint presentation about their words, include words meaning from Russian and English vocabularies and download them in Moodle.

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?

Questions to discuss:

Why do we need dictionaries? What kind information do we expect to find in dictionaries?

Time: 10 min.

Learning Episode

The teacher demonstrates how to work with Russian and English online dictionaries, then asks the students to compare the same word's meaning, such as pirozhki, babushka etc. in Russian and in English dictionaries.

Time: 20 min.

Learning Episode

The teacher asks the students to find and compare meanings of their chosen words from Russian and English online vocabularies. Then every student presents his/her findings to the rest of the group.

Time: 30 min.

Learning Episode

Computer lab. The teacher introduces Linguistic Project page in UW Moodle and explains what materials the students can find on the web site and how to upload PowerPoint presentation on UW Moodle. The students try to create several slides of PP Presentations about their words, include words meaning from Russian and English vocabularies and download them in the Moodle.

Time: 30 min.

Add additional learning episodes if necessary.

Materials needed for this lesson

- 1 Russian online dictionaries -- <http://www.gramota.ru/slovari/dic>
- 2 Russian online dictionaries -- <http://slovari.yandex.ru>
- 3 Russian online dictionaries -- <http://www.slovari.ru/default.aspx?p=221>
- 4 Merriam Webster Online Dictionary and Thesaurus <http://www.merriam-webster.com/>
- 5 Longman Online Dictionary of Contemporary English <http://www.ldoceonline.com>
- 6 Online multimedia MOODLE tutorials, organized around thematic, grammatical, and communicatives topics

Reflection/Notes to Self