



2014 Student Program Linguistic Project Lesson 5 Plan

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

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| Date: | July 29, 2014 | Class: | Dictionary as a research tool. Field trip to the WU library |
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Definition and Guiding Question

| LESSON | LEARNING EPISODE |
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| 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> |
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| <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 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> |

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| <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> |
| <p>Connections</p> <ul style="list-style-type: none"> • Develop knowledge of linguistic topics, such as loans/ borrowings; | |

- 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?

The students read and analyze different kinds of vocabularies to figure out the purpose each dictionary was written for. After that, they go to UW library to find meanings of their research topic words in Russian and English vocabularies. They find, analyze and compare the words meanings and take notes. Then every student presents his/her findings to the rest of the group. The students add new information into their presentations using computers in the library.

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

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| <p><i>How can you capture the students energy and commitment for today's lesson?</i></p> <p>Questions to discuss:</p> <p>What kind of dictionaries do you know? What is the difference between them? Why do we need so many kinds of dictionaries?</p> | <p>Time: 5 min.</p> |
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Learning Episode

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| <p>Teacher asks students to take one of the Russian dictionaries, open it and explore introduction and some articles to answer the following questions:</p> <p>What is the title of the book?</p> <p>What kind of information can we find in this dictionary?</p> <p>For what purposes were these dictionary written?</p> <p>Then every student present his/her findings to the rest of the group.</p> | <p>Time: 18 min.</p> |
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Learning Episode

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| <p>The teacher asks the students to discuss and explain what kind of English dictionaries may contain words which came from Russian into English. The students go to the UW library to get these vocabularies.</p> | <p>Time: 7 min.</p> |
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Learning Episode

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| <p>Field trip to UW Library. The teacher introduces the UW library to the students.</p> | <p>Time: 10 min.</p> |
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Learning Episode

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| <p>The students go to the UW library to find meanings of their research topics words in Russian and English dictionaries. They find, analyze and compare word meanings and take some notes. Then every student presents his/her findings to the rest of the group.</p> | <p>Time: 30 min.</p> |
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Learning Episode

Library computer lab. The teacher explains how to use library computers and scanners to add information from the dictionaries the into students PowerPoint presentations on UW Moodle. The students listen to and understand teacher's instruction and try to add new information into their presentations.

Time: 20 min.

Add additional learning episodes if necessary.

Materials needed for this lesson

Russian Authentic Books and Dictionaries:

1. Bokshoi tolkovyi slovar' russkogo yazyka. – SPb: Norint, 1998.
2. Levontina A.B. Russkii so slovarom. -- Moskva: Azbukovnik, 2010.
3. Orfograficheskiy slovar' russkogo yazyka. – Moskva: Russkiy yazyk, 1989.
4. Sovremennyi slovar' inostrannyh slov. – Moskva: Russkiy yazyk, 1992.

English Dictionaries:

1. *The American Heritage Dictionary* (2006) Fourth edition, published by Houghton Mifflin
2. *Merriam Webster's Collegiate Dictionary* (1995) Tenth edition, published by Merriam-Webster
3. *The New Oxford American Dictionary* (2005) Second edition, published by Oxford University Press
4. *Webster's New World College Dictionary* (1997) Third edition, published by Macmillan
5. Speake, Jennifer (ed.) (1997). *The Oxford Dictionary of Foreign Words and Phrases*. Oxford University Press

Reflection/Notes to Self

