2014 Student Program Linguistic Project Lesson 6 Plan

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

Date:	July 30, 2014	Class:	National Corpora of Russian Language as a linguistic tool

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?

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 • Discuss topics related to linguistics, begin to use linguistic terms such as loans, calques, meanings, context, discourse etc. **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 думаю, полагаю, считаю; мне кажется, с моей точки зрения;* Linguistic terms: *заимствования, значение, определение, употребление, многозначное слово, контекст, дискурс;*
Interpretive Listening • Understand the details when a teacher or peer gives technical instructions in computer labs. **Adv.M.**	Technical instructions including imperative verbs: Terms releted to computer science: *открыть файл, загрузить, отформатировать;*
• Identify the main idea and some details from on topics related to linguistics presented by teacher **Int. H.**;	Linguistic terms: *заимствования, значение, определение, употребление, многозначное слово, контекст, часть речи, существительное, прилагательное, наречие,* глагол, грамматическая форма, единственное и множественное число, падеж;
Interpretive Reading • Read and understand authentic texts: excerpts from different kind of Russian texts found in NCRL **Int. H.**;	Linguistic terms: *заимствования, значение, определение, употребление, многозначное слово, контекст, часть речи, существительное, прилагательное, наречие,* глагол, грамматическая форма, единственное и множественное число, падеж;

Presentational Speaking • Present findings from research projects **Adv.L.;**	Logical structure of academic style presentation: introduction, body, and conclusion; 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;* Academic style lexical resources and grammar forms; Linguistic terms: *заимствования, значение, определение, употребление, многозначное слово, контекст, часть речи, существительное, прилагательное, наречие,* глагол, грамматическая форма, единственное и множественное число, падеж; Compare objects and express differences between them: Lexical resources (adjectives and adverbal expressions); Grammar forms (adjectives in comparative and superlatives);
Presentational Writing • Develop brief written notes, and rough draft for a *PowerPoint* presentation **Int. H.**	Logical structure of academic style presentation: introduction, body, and conclusion; Academic style lexical resources and grammar forms; Terms related to project topics.Linguistic terms: *заимствования, значение, определение, употребление, многозначное слово, контекст, часть речи, существительное, прилагательное, наречие,* глагол, грамматическая форма, единственное и множественное число, падеж;
Connections • 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 learn what National Corpora of Russian Language is as a linguistic tool. After introduction and demonstration, they start to search examples of usage and analyze contexts of their project topic words. Then they add new information and examples into the PowerPoint presentations on UW 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: What tools do you need to build both knowledge and usage of the language? (A vocabulary and a "library" of all kinds of texts written on the language – corpora)	Time: 5 min.

Learning Episode

The teacher introduces National Corpora of Russian Language as a linguistic tool http://ruscorpora.ru/search-main.html and asks the students to explore the site and answer following questions: What kind of information can we find in this corpus? For what purposes can this linguistic tool be used? Then every student present his/her findings to the rest of the group.	Time: 15 min.

Learning Episode

The eacher demonstrates additional options of NCRL (creating subcorpus, advanced search, building graphs) working with the words *troika* and *tovarisch*. The students watch the demonstration, listen to and understand teacher's instructions.	Time: 15 min.

Learning Episode

Volunteer students try to demonstrate their experience with NCRL creating subcorpus, doing advanced search, and building graphs of several Russian words.	Time: 15 min.

Learning Episode

The teacher explains how to choose examples of word usage with "enreaching" context. The students analyze contexts of word *matryoshka* usage and choose contexts which help to understand the word meaning.	Time: 10 min.

Learning Episode

The students work independently with the National Corpora of Russian Language (the teacher helps if needed) searching examples of usage and contexts of their project topic words. Then they add new information and examples into PowerPoint presentations on UW Moodle.	Time: 30 min.

Add additional learning episodes if necessary.

Materials needed for this lesson

National Corpora of Russian Language http://ruscorpora.ru/search-main.html

Students' PowerPoint Presentations in UW Moodle

Reflection/Notes to Self