



**University of
 Washington
 STARTALK 2012
 Russian Teacher and
 Student Program**

Teacher Name:	Olga Leontea
Grade or Level:	High school to early college
Language(s):	Russian
Target Proficiency Level:	Heritage Speakers (Intermediate or Higher in Interpersonal Communication, Presentational Speaking and Interpretive Listening; Novice Mid to Intermediate Mid in Writing and Reading)
Age of students:	15 – 18

Theme

This is the umbrella theme that frames the lesson and provides context for language and culture learning.

Unit theme/ title: Russian in the Sky and in Outer Space Lesson theme / title: Apollo – Soyuz. Союз - Аполлон
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Enduring Understandings and Essential Questions for your Theme

<p>Students will understand that in spite of political and cultural differences, astronauts and cosmonauts have been able to work productively while aiming at their common goal of investigations and experiments concerning rescue operations in cosmos</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1) Biographical facts from lives of cosmonauts and astronauts 2) Goals, achievements and difficulties of Apollo-Soyuz’s crew work 3) Cosmic menu: differences and similarities between American and Russian cosmic food products
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Standards and Expected Outcomes—Can-Do Statements

What will students know and be able to do in the target language and culture? Identify what students will do in terms of the standards. Ideally, all standards will be addressed, but there may be exceptions depending on the type of program that is being offered.

Standards Targeted	Students Can
Communication - Interpretive	<ul style="list-style-type: none"> • Read and comprehend short reading passages (biographical facts, cosmic menu, chronological chart) • Match information in the reading passages in order to complete a chart • Listen and comprehend the instructor's directions and explanations
Communication - Interpersonal	<ul style="list-style-type: none"> • Discuss with the partner information from the reading passages in order to make correct choices when completing a chart and matching cosmonauts/astronauts' names and facts from their lives • Use topical terminology (food names: икра, судак, печенье, etc.; technical terms: состыковка, атмосфера, герметизация) when answering instructor's questions
Cultures	2.2 Understand food cultural traditions (types of American and Russian cosmic food)
Connections	Astronomy, History, Culture
Comparisons	4.2 Compare American and Russian cultural traditions through examining their food
Community	5.1. Students are encouraged to implement their knowledge and new topical vocabulary in the after-class discussion with the teacher (native Russian speaker), friends and relatives
Others: (such as STEM, Common Core)	Develop knowledge of and skills in STEM topics: cosmic ships, cosmic food, chronology of Apollo-Soyuz flight

Materials & Other Resources

Describe the primary resources that you plan to use for the lesson.

Resources	Description
Title of textbook, if applicable	N/A
Realia / Authentic material	Posters; photos of cosmonauts and astronauts; samples of cosmic food

Multimedia / Technology	Internet links about cosmonauts and cosmic food: Хроника совместного полета. Retrieved from: http://new.tsniimash.ru/main.php?id=100 Интересное о еде космонавтов. Retrieved from: http://www.liveinternet.ru/users/erofeeva-alla/post205206195
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Detailed Lesson plan (one class/period)

Time	Teacher Activity	Student Activity	Rationale	Assessment (how will you know students are learning?)
2 min	Teacher leads a quiz demonstrating photos	Students answer the teacher's questions	The quiz is designed to activate students' prior knowledge of the subject and introduce new facts	Students' adequate responses, willingness to participate in the quiz
3 min	Teacher asks students to match photos of cosmonauts and facts from their lives (Appendix 1)	Students match information presented with the photos	To enhance students' reading skills; ability to scan the text for the gist information; and speaking skills	Students logically explain why they have matched information with photos
*4 min	Teacher asks students to match events and dates in a chronological chart (Appendix 2)	Students discuss short reading passages and match the information in them with the dates in the chart	To introduce topical vocabulary in different contexts, and deepen students' knowledge of the topic	Students complete the chart correctly
3 min	Teacher shows the stand to the students, and engages them into discussion	Students discuss differences and similarities between and advantages/disadvantages of American and Russian food	To introduce new topical vocabulary. To develop students' skills of debating in Russian	Students' willingness to answer questions, fluency

Time	Teacher Activity	Student Activity	Rationale	Assessment (how will you know students are learning?)
3 min	Teacher engages students into after-discussion quiz (Appendix 3)	Students divide food into prohibited and allowed items in cosmos	To practice topical vocabulary and interpersonal communication	Students correctly fill in the quiz chart and explain their choices

* denotes that this activity has been used with advanced students only

Reflect, in a paragraph or two, how your lesson follows the STARTALK-endorsed principles for effective teaching and learning.

This lesson is general ACTFL standards-oriented because it embeds such significant components as two modes of communication (Interpersonal – students engage in discussion while matching pictures and words and completing chronological chart; and Interpretive – students read short text fragments and have to deduce meaning of the passages in order to complete the activities); Cultures and Comparisons (students compare American and Russian food culture and rules of hospitality when discussing dinner at Apollo-Soyuz); Connections (students find out new things about astronomy, history of cosmic flights and cosmic menu principles while practicing their language); and communities (students are encouraged to use their knowledge in practice of communication with each other and instructors). The lesson is designed for Intermediate through Advanced Mid student proficiency levels. However, activities can be varied and adapted depending on students’ language skills.

While elaborating the tasks, I have tried to follow the criteria of Teacher Self-Assessment. I have made activities engaging and visually supported in order to motivate students’ learning. I have created culturally rich atmosphere when discussing cosmic food types. I have planned smooth transitions between activities (e.g., introduction activating background knowledge, discussion prior to and after introducing new topical material). Therefore, tasks are related to prior learning (Svetlana Abramova’s lesson “Space Race”), highly-contextualized and culturally-enriched. I have tried to plan activities so that to engage students of different proficiency levels and give them possibility to further explore the subject.