



Appendix II: Axe Lesson Plans

Lesson Plan 1

Teacher: Ekaterina Kalmanson	Proficiency Target: Novice High	Unit Theme: National Identity	Lesson Duration: 45 mins
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Central Focus: The central focus of this lesson is to introduce students to the Axe Porridge story and to engage them in simple conversation about themselves and about the Axe Porridge story ideas using the three modes of communication, expressions needed to discuss concepts and appropriate sentence structure.

Enduring Understanding (s):

The ability to think outside the box is highly valued in Russian culture.

Essential Question (s):

How do we emerge from a difficult situation with no support or resources?

Standards Addressed: (National Standards Collaborative Board, 2015)

Cultures:

Smekalka is not only an ability to think outside the box to get what we want using the means handy and an ingenious mind, but also the ability to cope with a difficult situation or crisis and act effectively.

Students can identify what axe porridge is. Students can categorize axe porridge ingredients.

Communication Standard	Informal/Formal Assessments	Comparisons- Connections- Communities
Interpretive: Students ask each other questions based on the story.		Comparisons: Students make comparisons of their personal beliefs and the moral of the story.
Interpersonal: Students watch a video and demonstrate recognition of new vocabulary.		Connections: Students use their knowledge of porridge ingredients to infer meaning from the Axe Porridge story.
Presentational: Students present infographics of the Axe Porridge recipe.		Communities: Students use their knowledge and skills developed in this unit to express their needs.

I can fill in a library card.	I can name the main Axe Porridge ingredients.	I can make an infographic recipe.
I can infer meaning from the Axe porridge story.		

Step by step delivery of lesson
Warm Up: To enter the classroom students need to say the password 'kasha' that they received by email before class. In this email students were also asked to come to the class in disguise. The teacher meets students wearing a detective hat and her face half covered with a scarf.
Focus Question (s): What is axe porridge? What are the axe porridge ingredients?
Motivation: Teacher announces that the class received an anonymous letter.
Interpretive Mode Tasks: Teacher displays the letter on Smart Board using Poll Everywhere Clickable Image activity and reads the letter out loud. Students working individually click on the familiar words. (5 min).

The teacher announces that everyone understands the word kasha, but no one knows what из топора (axe) means. Teacher advises students to go to the library to check the recipes. To get to the library, students need to fill out the library card application. (5 min)

Additional Mode Tasks/Activities:

Teacher and one of the students model the visit to the library (greetings, what is your name, school number and what they need?) Working in groups of 6, students take turns and pretend to be a student and a librarian. Teacher announces that there is no axe porridge recipe in the library but as a Russian language and culture expert, she can recommend a video to watch. (5 min)

Using props and TPR, the teacher introduces new vocabulary, pulling props out of the “Secret Safe”. (Interpretive) (5 min)

The teacher asks students to watch the cartoon and to take notes and list the ingredients needed for the axe porridge. (Interpretive) 5 min

Students work in groups of five, discussing what ingredients are needed to make an axe porridge, and make an infographic recipe to display. (Interpersonal and Presentational) (10 min)

Teacher announces that there is one more secret ingredient. This secret ingredient is listed in the anonymous letter. Students, using their detective skills, need to guess what this ingredient is. The teacher displays the letter on the board and students need to guess that the answer is *smekalka*. The first team to guess gets additional 5 points. All the students add the last, sixth ingredient, to the infographic recipe. (5 min)

Homework: Using Nearpod, watch the cartoon and answer the questions:

Summary and Closure: Exit ticket: name at least 5 ingredients of the axe porridge.

Learning Objectives/Forms/Functions

Learning experiences and Instructional Strategies:

- learn appropriate cultural responses for situations related to this topic.
- express their needs.
- exchange information in the culturally appropriate manner while creating axe porridge infographics.

Меня зовут...

Мое имя

Моя фамилия

Мое отчество

Мне/нам нужен.., нужна..., нужно..., нужны...

Топор, вода, крупа, соль, масло, сметанка

Differentiation: The teacher provides strong comprehensible input using a lot of visuals, props and TPR. Furthermore, the teacher will use flexible grouping and gradual release of responsibilities.

Presentation and modelling: The teacher scaffolds comprehension by using a lot of props, visuals and TPR. Moreover, the teacher models questions and answers, goes around the class and supports students by providing individual guidance.

Guided and independent practice: Teacher gradually releases responsibilities, models questions and answers, scaffolding understanding using a lot of props and visuals. I will monitor group communications at the library. Watching the video, students will make list of ingredients needed to make an axe porridge. Moreover, I will monitor discussion and group work on the infographic recipe Also students will present an infographic recipe that will be a product of the group collaboration. Students will be assessed according to a rubric.

Addressing misconceptions: A common misconception is that Russian people cannot think outside the box and are not able to cope with a difficult situation or crisis and act effectively.

Materials:

Authentic texts: *Axe Porridge cartoon*

Blank library card

Materials/supplies needed, Axe porridge cartoon, *smekalka* meme, Nearpod activity, Poll Everywhere activity

Instructional resources: anonymous letter, Old lady and a Soldier puppet, an axe, grains, salt, spoon, butter, water, pot.

Technology platforms/apps Nearpod, Poll Everywhere

Research in Practice Alignment

Researcher/Practitioner	Concept, theory or practice	Specific example in my planning, assessment, or instruction
Vygotsky, L. S. (1986). Thought and Language. Cambridge, MA: MIT Press.	Scaffolding is a method developed from Vygotsky's concept of the Zone of Proximal Development. It includes structuring a task in a way that helps learners gradually advance through the process.	The AATs are designed to prepare students to use Russian language outside the classroom and to engage cultural transfer by introducing students to the <i>smekalka</i> concept by unfolding it gradually across levels. In this lesson, I use a lot of visuals and provided flexible grouping opportunities.
Frey, N., & Fisher, D. (2006). Language arts workshop: Purposeful reading and writing instruction. Upper Saddle	Gradual Release of Responsibility: I do, we do, they do. First the teacher models, the learners do it with the teacher, then they do it independently.	In this lesson, I used gradual release of responsibility strategies and circulated around the room to assist when needed.

River, NJ: Merrill Education.		
VanPatten, B. (2017). While We're on the Topic: BVP on Language, Acquisition, and Classroom Practice. Alexandria, VA: ACTFL.	Bill Van Patten believes classrooms cannot be partially communicative. The lesson, the assignment, the classroom is 100% communicative, or not communicative at all.	In this lesson students have meaningful conversations in the library or discussing axe porridge ingredients. The tasks are communicative and the lesson is 100% communicative.

Lesson Plan 2: see Table 7.6

Lesson Plan 3

Teacher: Ekaterina Kalmanson	Proficiency Target: Novice High	Unit Theme: National Identity	Lesson Duration: 45 mins
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Central Focus: The central focus of this lesson is to analyze visual examples of authentic cultural situations showing social behavior. Students will engage in simple conversation about themselves and share preferences on visiting or hosting using the three modes of communication.

Enduring Understanding (s): There are differences and similarities between people of different cultures in their values, beliefs, and ways to show hospitality.

Essential Question (s):

What are common traits of Russian character?

What are Russian values, beliefs, and hospitality traditions?

Standards Addressed: (National Standards Collaborative Board, 2015)

Cultures:

Learners will infer meaning from the survey, analyse visual examples of authentic cultural situations showing social behaviour and reflect on differences and similarities between Russian and American people.

Learners will share their preferences of visiting or hosting using the three modes of communication and language forms to convey meaning.

Communication Standard	Informal/Formal Assessments	Comparisons- Connections- Communities
Interpretive: Students will infer meaning from the survey and its results.		Comparisons: Students make comparisons of American and Russian people in terms of their preferences to visit or to host.
Interpersonal: Students ask each other about preferences to visit or to host.		Connections: Students use their knowledge to reflect on their preferences in terms of visiting or hosting.
Presentational: Students will create infographics illustrating differences and similarities between Russian and American people in terms of their preferences to visit or to host.		Communities: Students use their knowledge and skills developed in this unit to express their reflections people’s preferences to visit or to host.

I can respond to questions about whether and why someone prefers to visit or to host.	I can discuss whether and why someone prefers to visit or host.	I can present comparison data: whether and why someone prefers to visit or to host.
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Step by step delivery of lesson
Warm Up: To enter the room students need to present a password: their meme about <i>smekalka</i> .
Focus Question (s): What do Russian people like the most: to visit or to host? What do American people like the most: to visit or to host?
Motivation: What do you like more, to visit or to host?
Interpretive Mode Tasks:

The teacher displays the survey questions, reads the questions using props and visuals to make the comprehensive input. The teacher takes the survey herself. The teacher interprets survey results and points out how to use cardinal numbers in Russian. (10 min)

Students answer the survey questions, record their responses, and analyze the survey results from Russia finding out if they have something in common with Russian people in terms of their preferences to visit or to host. (5 min)

Additional Mode Tasks/Activities:

Students survey other students and record their responses. Interpersonal (10 min)

Working in a group of four, students process the data and create infographics comparing answers of Russian and American people.

Students present their infographics. Presentational (15 min)

Homework: Survey at least three family members translating survey questions into English. Using Russian, write down their answers. Point out the similarities and differences between yourself and the family members you surveyed.

Summary and Closure: Using Poll Everywhere, students will self-evaluate students' Can-Do statements of the lesson using 5-point scale (strongly disagree - disagree - not sure – agree – strongly disagree)

Learning Objectives/Forms/Functions

- infer meaning from the survey that Russian people like to visit and to host almost equally.
- identify the differences between Russian and American people in terms of their preferences whether to visit or receive guests.
- discuss hospitality in the culturally appropriate manner.
- know appropriate sentence structure.
- use cardinal numbers.

Learning experiences and Instructional Strategies:

Differentiation: I provide strong comprehensible input using a lot of visuals, props and TPR. Using GRR, I first take the survey and voice out negative and positive answers. Furthermore, I will use flexible grouping and students will be given an opportunity to collaborate to create the final product.

Presentation and modelling: The teacher explains new material using visuals, props and TPR and models the answers to survey.

- use appropriate cultural responses for situations related to this topic.
- express their thoughts on Russian and American people preferences in terms of visiting or hosting
- exchange information in the culturally appropriate manner while creating infographics.

Я люблю/ не люблю +Infinitive (S)

Я+ noun (S)

Present Tense (R)

Sentences with HO (BUT) (R)

Cardinal numbers +Genitive case (N)

New vocabulary: расходы (expenses), домосед -ка (homebody),

ничего не имею против (I do not mind) Ходить в гости VS

принимать гостей

Guided and independent practice: The teacher uses GRR, models questions and answers, scaffolds understanding using a lot of props and visuals. I closely monitor in group discussions between groups, checking students' performances. The students' ability to apply new meanings to real-life situations and to express their preferences, to negotiate new meanings with their classmates, and to create a new product will serve as formative assessment. Students will also self-evaluate themselves using Can-Do statements.

Addressing misconceptions: A common misconception is that Russian and American people are too different to understand each other. Students will discover a lot of similarities with Russian people and will address cross-cultural "conflict situations."

Materials:

Authentic text: **The survey- If You Like To Visit**

Materials/supplies needed: Smart Board, Internet

Instructional resources: cardinal numbers + Gen. case table

Technology platforms/apps: Google Chrome, Poll Everywhere

Research in Practice Alignment

Researcher/Practitioner	Concept, theory or practice	Specific example in my planning, assessment, or instruction
Sandrock, P. (2014). <i>Keys to Assessment</i> . Alexandria, VA: ACTFL.	Sandrock believes that culture is learned through experiences with cultural materials and practices.	In this lesson, students explore the differences and similarities between people of different cultures in their values, beliefs, and ways to show hospitality analyzing authentic text and making cultural transfer comparing Russian and American people throughout all three communicative modes.
VanPatten, B. (2017). <i>While We're on the Topic: BVP on Language, Acquisition, and Classroom Practice</i> . Alexandria, VA: ACTFL.	Bill Van Patten believes that input is language that learners hear or see in the communicative context and try to comprehend for the message contained in it.	During this lesson students interpret, negotiate, and apply to real-life situations the meaning they inferred from the survey. The target language is embedded in the communicative context of the survey the learners participate in. They are not taught about the words. They hear these words directed to them in the questions of the survey, and students do not only interpret these questions and answer them, but they also redirect these questions to the classmates, interpret their answers, apply the new knowledge to their real life comparing American and Russian people, and create a new product using the meanings they inferred from the lesson. Moreover, thanks to true communicative context, students can make a cultural transfer comprehending and interpreting “submerged” cultural messages.

Lesson Plan 4

Teacher: Ekaterina Kalmanson	Proficiency Target: Novice High	Unit Theme: National Identity	Lesson Duration: 45 mins
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Central Focus: The central focus of this lesson is to introduce students to Russian hospitality traditions. They will analyze visual examples of authentic cultural situations showing social behavior and engage in simple conversation about Russian hospitality, beliefs and values using the three modes of communication.

Enduring Understanding (s):

There are differences and similarities between people of different cultures in their values, beliefs, and ways to show hospitality.

Essential Question (s):

What are common traits of Russian character?
 What are Russian values, beliefs, and hospitality traditions?

Standards Addressed: (National Standards Collaborative Board, 2015)

Cultures:

Learners will infer meaning from the survey, analyze visual examples of authentic cultural situations showing social behavior and reflect on differences and similarities between Russian and American people.

Learners will use Russian to have a simple conversation about themselves, Russian hospitality traditions and to compare Russian and American values, beliefs and ways to show hospitality using the three modes of communication and language forms to convey meaning.

Communication Standard	Informal/Formal Assessments	Comparisons- Connections- Communities
Interpretive: Students will infer meaning from the article.		Comparisons: Students compare Russian and American values, beliefs and ways to show hospitality using the three modes of communication and language forms to convey meaning.
Interpersonal:		Connections:

Students compare ways Russian and American people show their hospitality.	Students connect their experiences, beliefs, values and ways to show hospitality to the new meanings and experiences while learning about Russian hospitality traditions.
Presentational: Students will create mini performances illustrating differences and similarities between Russian and American people' believes, values and ways to show hospitality.	Communities: Students use their knowledge and skills developed in this unit to express their reflections about Russian people values, beliefs, and ways to show hospitality.

I can define ways Russian people show hospitality. I can infer meaning from the Russian proverbs about hospitality.	I can compare the similarities and differences in Russian and American hospitality traditions.	I can present common ways to show hospitality in Russia.
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Step by step delivery of lesson
Warm Up: The anonymous letter states that Russian people are hospitable. Are they?
Focus Question (s): What are Russian hospitality traditions?
Motivation: The teacher presents a round bread, salt, a pie, a tablecloth, visuals of the “red corner” and bench, and asks how these objects are connected to Russian hospitality.
Interpretive Mode Tasks: Oh, no! Someone tried to shred the article about Russian hospitality! Working in groups of five, students need to restore the article by putting sentences in correct order. The teacher assigns one of five props to each group and asks students to find explanation how this object is connected to Russian hospitality. The teacher puts students’ conclusions on a board (Love guests and ‘hleboslony’; give guests the best seats in the house; serve a lot of food; guests are welcome to stay overnight; when it is time to leave, guests need to sit in silence for a bit and will be given food to go. (15 min)
Additional Mode Tasks/Activities: Working in group of three, students contrast and compare Russian and American hospitality. (10 min.) Interpersonal

Good agents are always up for any adventure! Two groups prepare and perform the scene of guests' arrival to a Russian house, and two – to an American house. Students need to incorporate at least 3 proverbs or expressions from the article. Presentational (15 min)

Homework: Create a psychological portrait of one of the Axe Porridge main characters describing her/his main character traits.

Summary and Closure: What are Russian people's main character traits? (смекалистые и хлебосольные have smekalka and hospitable). Is the Old Lady from the story hospitable? (no, which makes her a negative character)

Learning Objectives/Forms/Functions

- infer meaning from the article
- discuss Russian hospitality traditions
- compare Russian and American people to show hospitality
- show appropriate social behavior while presenting their mini scenes.
- use appropriate sentence structure.
- explain the meaning of Russian proverbs.
- define ways Russian people show hospitality.
- compare Russian and American ways to show hospitality.
- apply appropriate cultural responses for situations related to this topic.

Present Tense (S)

Past Tense (R)

Russian proverbs about hospitality (N)

Learning experiences and Instructional Strategies:

Differentiation: I provide strong comprehensible input using a lot of visuals, props and TPR. I use GRR as I first take the survey and voice out negative and positive answers. Furthermore, I will use flexible grouping and students will be given an opportunity to collaborate to create the final product.

Presentation and modelling: The teacher explains new material using visuals, props and TPR and models the answers to survey.

Guided and independent practice: Teacher uses GRR strategies, models questions and answers, and scaffolds understanding props and visuals. The students apply new meanings to real-life situations and express their preferences, negotiate meaning with their classmates and create a new product as formative assessment.

Addressing misconceptions: A common misconception is that Russian and American people are too different to understand each other. Students will discover a lot of similarities with Russian people and will address cross-cultural "conflict situations."

Materials:

Authentic texts: ***Axe Porridge cartoon-Hospitality traditions***

Smart Board, Internet, Technology platforms/apps

Instructional resources: article printouts (precut)

Research in Practice Alignment

Researcher/Practitioner	Concept, theory or practice	Specific example in my planning, assessment, or instruction
Sandrock, P. (2014). <i>Keys to Assessment</i> . Alexandria, VA: ACTFL.	Sandrock believes that culture is learned through experiences with cultural materials and practices.	In this lesson, students explore the differences and similarities between people of different cultures in their values, beliefs, and ways to show hospitality analyzing authentic text and making cultural transfer comparing Russian and American people throughout all three communicative modes.
Frey, N., & Fisher, D. (2006). <i>Language arts workshop: Purposeful reading and writing instruction</i> . Upper Saddle River, NJ: Merrill Education.	Gradual Release of Responsibility: I do, we do, they do. First the teacher models, the learners do it with the teacher, then they do it independently.	In this lesson, I provided gradual release of responsibility strategies and circulated around the room to assist when needed.
VanPatten, B. (2017). <i>While We're on the Topic: BVP on Language, Acquisition, and Classroom Practice</i> . Alexandria, VA: ACTFL.	Bill Van Patten believes that input is language learners hear or see in the communicative context and comprehend for the message contained in it.	During this lesson students interpret, negotiate, and apply to real-life situations the meaning they inferred from the survey. The target language is embedded in the communicative context of the survey the learners participate in. They are not taught about the words. They hear these words directed to them in the questions of the survey, and students do not only interpret these and answer them, but redirect these questions to the classmates, interpret their answers, apply the new knowledge to their real life comparing American and Russian people, and create a new product using the meanings they inferred from the lesson. Moreover, thanks to true communicative context, students can make a cultural transfer comprehending and interpreting "submerged" cultural messages.

Lesson Plan 5

Teacher: Ekaterina Kalmanson	Proficiency Target: Novice High	Unit Theme: National Identity	Lesson Duration: 45 mins
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Central Focus:

The central focus of this lesson is on Russian cultural perspectives of *smekalka* and hospitality. Students will investigate the interculturality of *smekalka*, discover Russian hospitality traditions, and recognize that these perspectives are deeply ingrained in folklore, behaviors, practices, and artifacts using the three modes of communication and language forms to convey meaning. This lesson is a summative assessment of the National Identity Unit.

Enduring Understanding (s):

There are differences and similarities between people of different cultures in their values, beliefs, and ways to show hospitality. Thinking outside the box is intercultural.

Essential Question (s):

How do we emerge from a difficult situation with no support or resources?
Are there differences and similarities between people of different cultures in their ways to think outside the box?

Standards Addressed: (National Standards Collaborative Board, 2015)

Cultures:

Learners will infer meaning from the website to analyze visual examples of authentic cultural situations showing social behavior and to reflect on Russian *smekalka* and hospitality.

Learners will have a simple conversation about themselves, Russian values, beliefs and ways to show hospitality using the three modes of communication.

Communication Standard	Informal/Formal Assessments	Comparisons- Connections- Communities
Interpretive: Students will infer information from the website.		Comparisons:

	Students compare their opinions about Russian people values, beliefs and ways to show hospitality using the three modes of communication and language forms to convey meaning.
Interpersonal: Students discuss their opinions about <i>smekalka</i> , Russian hospitality, and Russian people.	Connections: Students connect their experiences and knowledge about the Axe porridge story, <i>smekalka</i> , Russian people, their beliefs, values and ways to show hospitality to the new meanings and experiences while exploring the museum's website.
Presentational: Students will create flyers about Artifice and Smekalka museum, or Russian hospitality traditions, or axe porridge recipe.	Communities: Students use their knowledge and skills developed in this unit to express their reflections about Russian people, their values, beliefs, and ways to show hospitality.

I can identify the signs of Russian <i>smekalka</i> with visuals. I can find information about a Russian museum. I can differentiate between <i>smekalka</i> and artifice.	I can exchange information on museum exhibits. I can exchange opinions about Russian hospitality and <i>smekalka</i> . I can exchange some information about Russian people's beliefs and values.	I can recreate an Axe Porridge recipe. I can design a flyer about Russian Artifice and Smekalka museum Russian hospitality traditions. I can recreate Russian hospitality traditions.
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Step by step delivery of lesson
Warm Up: The teacher demonstrates two pictures to the class and asks students what helped Russian people to create these artifice examples.
Focus Question (s): What do Russian people like the most: to visit or to host? What do American people like the most: to visit or to host?
Motivation: We are going to explore the Artifice and Smekalka museum!
Interpretive Mode Tasks: Axe porridge is a symbol of Russian <i>smekalka</i> . Virtually investigate the Russian Artifice and Smekalka museum and find evidence of Russian <i>smekalka</i> and hospitality. Write down the information we need to know about this museum (address, hours, rules and regulations) If you like what you see mark it with +, if you do not like it, mark it with -. Remember, our detective school values each student's opinion. Interpretive (10 min)

Additional Mode Tasks/Activities:

Discuss with your classmates your findings and opinions. As you find any matching information, or opinion, check mark it. What is your conclusion? Do only Russians have *smekalka*? Are they hospitable? Interpersonal (15 min)

To celebrate the fact that *smekalka* is a universal quality, students organize a Smekalka Fair next week. To honor the axe porridge country of origin, the Fair will follow Russian hospitality traditions. Working independently, students need to create a draft of a flyer about the Russian Artifice and Smekalka museum, or about Russian hospitality traditions, or an Axe Porridge infographic recipe to hand out at the Fair. Presentational (15 min)

Homework:

Finish your flyer. Be ready to present it next class.

Summary and Closure:

What are the main Russian hospitality traditions? What are the axe porridge ingredients? Do Russian people have *smekalka*?

Learning Objectives/Forms/Functions

- explore the museum site
- form opinions and conclusions
- discuss their findings
- produce a flyer about Artifice and Smekalka museum, or Russian Hospitality, or Axe Porridge recipe
- recognize, observe, and describe Russian cultural events, norms and values (noticing)
- compare, classify, and explain the differences between Russian and American cultures (analysis)
- assess, value, and understand Russian cultural beliefs, attitudes and perspectives (evaluation)
- use appropriate sentence structure.
- demonstrate the understanding of the *smekalka* concept.
- define ways Russian people show hospitality.

Learning experiences and Instructional Strategies:

Differentiation: I will use flexible grouping, and students will be given an opportunity to collaborate to create the final product.

Presentation and modelling: The teacher explains new material using visuals.

Guided and independent practice: Teacher uses GRR, models questions and answers, scaffolds understanding using props and visuals. I closely monitor in-group discussions between groups and checking students' performances. The students apply new meanings to real-life situations, express their preferences, negotiate with their classmates, and create new products as formative assessments.

Addressing misconceptions:

<ul style="list-style-type: none"> • apply appropriate cultural responses for situations related to this topic. 	<p>Russian culture is much more than Russian ballet, balalaika and borscht. Students will be introduced to the <i>smekalka</i> concept, explore Russian hospitality traditions and find cultural parallels between themselves and Russian people.</p>
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Materials:

Authentic texts: ***Axe Porridge cartoon, Hospitality traditions***

Artifice and Smekalka Museum

- Materials/supplies needed: Smart Board, Internet, iPads, pictures.
- Instructional resources: ACTFL IPA rubric
- Technology platforms/apps: Google Draw

Research in Practice Alignment

Researcher/Practitioner	Concept, theory or practice	Specific example in my planning, assessment, or instruction
<p>Eddy, J (2007) From Coverage Without Pity to Performance: World Language Curriculum and Assessment Exposed in the Light of Backward Design. NYSAFLT Journal.</p>	<p>Dr Eddy believes that Performance Assessment Design engages the learner in transfer tasks with less reliance on cues or repeated drills. They teach the learner to expect variation. Using a language appropriately in a given culture requires high adaptability, tolerance of new situations, dealing with incomplete information, and problem solving with minimal or no cues. Tasks that echo these challenges will best prepare students for what people face using language outside the classroom.</p>	<p>In this unit students are dealing with informational gaps, and as they are constantly facing new communicative situations, they grow an ability to be tolerant of new circumstances, and to be able to apply critical thinking to solve problems with almost no cues. The IPAs are designed to prepare students to use Russian language outside the classroom and to trigger the cultural transfer by introducing students to the <i>smekalka</i> concept.</p>
<p>Frey, N., & Fisher, D. (2006). Language arts</p>	<p>Gradual Release of Responsibility: I do, we do, they do. First the teacher models, the</p>	<p>In this lesson, I provided gradual release of responsibility strategies and circulated around the room to assist when needed.</p>

workshop: Purposeful reading and writing instruction. Upper Saddle River, NJ: Merrill Education.	learners do it with the teacher, then they do it independently.	
VanPatten, B. (2017). <i>While We're on the Topic: BVP on Language, Acquisition, and Classroom Practice</i> . Alexandria, VA: ACTFL.	Bill Van Patten believes that Tasks are quintessential event in contemporary language teaching. Tasks have a communicative purpose and are real-life oriented.	In this lesson I used IPAs to assess students' performance and I find such assessments tremendously accurate for it shows us what students can do with the language. Moreover, it shows how effective my instruction was. Such assessments are performance-based, developmental in nature and integrative.

Axe Porridge
Novice High Presentational Task Rubric

Student Name: _____ Assignment: _____ Date: _____

Students will create a flyer about ‘Russian Artifice and Smekalka museum’ or Russian hospitality traditions.

	Exceeds expectations 4pts	Meets expectations 3pts	Approaches expectations 2pts	Below expectations 1pt
Task	<ul style="list-style-type: none"> • I complete the task with learned and recombined phrases. • My main ideas are supported with relevant examples and elaboration to extend communication. 	<ul style="list-style-type: none"> • I complete the task with basic words and some memorized phrases. • My main ideas are supported with some relevant examples for complete communication. 	<ul style="list-style-type: none"> • I complete the task with some isolated words. • My main ideas are partially supported with a few related examples for incomplete communication. 	<ul style="list-style-type: none"> • I complete the task with a few isolated words. • My main ideas are minimally supported with no examples for limited to no communication.
Intercultural Competence	<ul style="list-style-type: none"> • My flyer fully and appropriately identifies, compares, and represents all <i>smekalka</i>/Russian hospitality traditions. 	<ul style="list-style-type: none"> • My flyer adequately identifies, compares, and represents some <i>smekalka</i>/Russian hospitality traditions: perspectives, practices, and products. 	<ul style="list-style-type: none"> • There is some evidence of the <i>smekalka</i>/Russian hospitality traditions in my flyer. 	<ul style="list-style-type: none"> • There is no evidence of <i>smekalka</i>/Russian hospitality traditions in my flyer.
Comprehensibility	<ul style="list-style-type: none"> • I am easily understood. • The message is clear. 	<ul style="list-style-type: none"> • I am generally understood. • The message is mostly clear. 	<ul style="list-style-type: none"> • I am partially understood with some difficulty. • The message is partially clear. 	<ul style="list-style-type: none"> • I am minimally understood only with great effort. • The message is not clear.

Vocabulary	<ul style="list-style-type: none"> • My presentation consistently uses extensive vocabulary to complete the task. 	<ul style="list-style-type: none"> • My presentation uses adequate vocabulary to complete the task. 	<ul style="list-style-type: none"> • My presentation uses somewhat limited and/or repetitive vocabulary. 	<ul style="list-style-type: none"> • My presentation uses extremely limited and/or repetitive vocabulary.
Language Control	<ul style="list-style-type: none"> • I correctly use grammatical structures appropriate to the task most of the time. • Few errors do not interfere. 	<ul style="list-style-type: none"> • I correctly use grammatical structures appropriate to the task some of the time. • Some errors occasionally interfere. 	<ul style="list-style-type: none"> • I rarely use grammatical structures appropriate to the task. • Errors may require interpretation and frequently interfere. 	<ul style="list-style-type: none"> • I do not use grammatical structures appropriate to the task. • Errors often impede and interfere with communication.
Design	<ul style="list-style-type: none"> • My flyer is visually organized and complete. 	<ul style="list-style-type: none"> • My flyer is somewhat visually organized and complete using technology and visual content. 	<ul style="list-style-type: none"> • My flyer is complete, but not visually organized and lacking technology and visual content. 	<ul style="list-style-type: none"> • My flyer is visually disorganized or with incomplete technology and visual content.
Additional Feedback				