



Table 7.6 Lesson Plan

Teacher: Ekaterina Kalmanson	Proficiency Target: Novice High	Unit Theme: National Identity
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Central Focus: The central focus of this lesson is to introduce students to *smekalka* and to engage them in simple conversation about themselves and to share their experiences and reflections about *smekalka* using the three modes of communication and language forms to convey meaning.

Enduring Understanding (s):

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

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

Essential Question (s):

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

How can we think outside the box?

Is ability to think outside the box intercultural?

Standards Addressed: (National Standards Collaborative Board, 2015)

Cultures:

Students can reflect on an idea that *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 *smekalka* is and

its intercultural nature.

Communication Standard	Informal/Formal Assessments	Comparisons- Connections- Communities
<p>Interpretive:</p> <p>Students will infer meaning from the memes about <i>smekalka</i>.</p>		<p>Comparisons:</p> <p>Students make comparisons of their personal experiences of thinking outside the box with the meme's content and the moral of the story.</p>
<p>Interpersonal:</p> <p>Students ask each other's opinions about memes.</p>		<p>Connections:</p> <p>Students use their knowledge of people's ability to think outside the box to infer meaning from the Axe Porridge story and Russian memes.</p>
<p>Presentational:</p> <p>Students will create and present new memes about <i>smekalka</i> proving that this is an intercultural trait.</p>		<p>Communities:</p> <p>Students use their knowledge and skills developed in this unit to express their reflections about the interculturality of the ability to think outside the box.</p>

<p>I can distinguish what <i>smekalka</i> is.</p>	<p>I can ask questions about <i>smekalka</i></p>	<p>I can present examples of my ability to think out of the box.</p>
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Step by step delivery of lesson

Warm Up: To enter the room students need to whisper to the teacher six axe porridge ingredients.

Focus Question (s): What is *smekalka*? Who has *smekalka*, the Old Lady or the Soldier? Do only Russian people have *smekalka*?

Motivation:

Teacher announces that today detectives will investigate *smekalka*. Students need to indicate who has *smekalka*, The Old Lady or the Soldier?

Interpretive Mode Tasks:

The teacher presents memes about *smekalka*. When there is text in a meme, the teacher reads it out loud and scaffolds comprehension using synonyms, TPR and visuals.

Students inspect Russian memes about *smekalka* and rank them from the most favorite to the least favorite, using Poll Everywhere.

Additional Mode Tasks/Activities:

The teacher models communicative situations by declaring her preferences and using ordinal numbers. Some students share their preferences using ordinal numbers. Students vote for each meme finding the most popular and the least popular memes. The teacher displays the ranking results.

The teacher models questions, asking one of the students if she/he has *smekalka* and can prove it with a picture. Then the teacher asks two students to exchange questions and answers. Then all the students go around the class and ask their classmates if they have *smekalka* or personally know people who have it. Can they prove it with pictures? Students need to count positive answers and report it to the class.

Homework: Create and present your own meme about *smekalka*. Post it on the Google Classroom *Smekalka* Discussion Board.

Summary and Closure: Do only Russians have *smekalka*? (no)

Learning Objectives/Forms/Functions

Students will infer meaning from the story and memes, ask questions, discuss *smekalka*, create their own memes about *smekalka*, express likes and dislikes, apply appropriate cultural responses for situations, exchange information while creating axe porridge infographics and present them to the group using appropriate sentence structure, ordinal numbers and expressions to exchange information.

Learning experiences and Instructional Strategies:

Differentiation: I provide strong comprehensible input using a lot of visuals, props and TPR. Furthermore, I will use flexible grouping.

Presentation and modelling: The teacher presents new material using visuals and TPR, also the teacher models questions and answers.

Guided and independent practice: Teacher gradually releases responsibilities, models questions and answers, scaffolds understanding using a lot of props and visuals.

Addressing misconceptions: Explain how common misconceptions are addressed for example, include common misconceptions (in language, culture or form) and how you will address those errors or misconceptions. A common misconception is that Russian people cannot think outside the box to get what they want using the means handy, an ingenious mind, and are not able to cope with a difficult situation or crisis and act effectively.

Materials:

Authentic texts Axe Porridge cartoon and Memes

Materials/supplies needed: Smart Board

Instructional resources: Axe porridge cartoon, *smekalka* memes, the anonymous letter
 Technology platforms/apps Google Drawings/meme generator

Research in Practice Alignment

Researcher/Practitioner	Concept, theory or practice	Specific example in my planning, assessment, or instruction
Eddy, J. From Coverage Without Pity to Performance: World Language Curriculum and Assessment Exposed in the Light of Backward Design. NYSAFLT Journal	Eddy believes that performance assessment design engages the learner in transfer tasks with less reliance on supports and repeated drills. They teach the learner to expect variation.	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. Using memes at this early level, they can mediate and explain this cultural concept with examples to someone unfamiliar with the word. In this unit students grow an ability to be tolerant of new circumstances and to be able to apply critical thinking to solve problems with almost no cues.
Sandrock, P. (2014). Keys to Assessment. Alexandria, VA: ACTFL.	Sandrock believes that performance assessments focus the instructional activities toward a clear communicative purpose. If students skim material in the interpretive task in order to pull out the main idea and key details, then the teacher also models this process while leading students through an example.	In this lesson, I incorporated the idea of <i>smekalka</i> throughout all three communicative modes to prepare students for the summative assessment where they need to be able to not only understand that <i>smekalka</i> is an ability to think outside the box and the ability to get what you want using the means handy and an ingenious mind, but to differentiate between <i>smekalka</i> and artifice and to clarify <i>smekalka</i> as a great intercultural trait.

<p>VanPatten, B. (2017). While We're on the Topic: BVP on Language, Acquisition, and Classroom Practice. Alexandria, VA: ACTFL.</p>	<p>Van Patten believes that if we teach communicatively but test the same old stuff, we are doomed to failure.</p>	<p>In this lesson students discover the idea of <i>smekalka</i> and I assess their understanding by assessing students' ability to apply new knowledge in real life and to create a meme about <i>smekalka</i>.</p>
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