

OLP 2024 - Hands on Activities for Badge/CEU Credit – Tatyana Iverson

Activity 1: Using Resources to Teach Russian Online

We have explored a wide range of resources and discussed best practices to find and integrate resources into the online Russian classroom. In the first part of creating our lesson, we will explore resources that we can use to help our students master the lesson content.

You are free to explore resources that were shared during our workshop, or you can explore the internet and find resources that best meet your needs and the needs of your students using the strategies you have learned during today's webinar.

You can also create your own online resources if you are not finding the right ones for your lesson and target audience. Feel free to create your own resources or create scaffolding to help students use resources that may be helpful, but at a higher level of language proficiency than your target audience.

By the end of this activity, you will have identified and/or created resources and strategies for how these resources can be used that will help your students master the content you plan to teach in your lesson.

Be sure to share these resources in the word or google document you will submit with your JotForm entry at the end of our workshop.

Activity 1 – T. Iverson:

Topic of the lesson: School subjects, schedule

Vocabulary: school subjects, days of the week, time

My students are always interested in their peers' school schedule in Russia. I think it would be great to use some of Russian schools' online schedule to teach the topic of school subjects and practicing using days of the weeks in both nominative and accusative cases.

There are numerous schools in Russia that publish their school schedule online. For the lesson, I am going to use the schedule of the 9th grade at the private school in St. Petersburg:

<https://tauras-school.ru/raspisanie-urokov-po-klassam>

Расписание уроков 2023-2024



9 КЛАСС

	понедельник	вторник	среда	четверг	пятница
9:00-9:40	1 9:00-9:40 Вероятность и статистика	9:00-9:40 Литература	9:00-9:40 Английский язык	9:00-9:40 Русский язык	9:00-9:40 Литература
9:40-10:00	9:40-10:00 ЗАВТРАК	9:40-10:00 ЗАВТРАК	9:40-10:00 ЗАВТРАК	9:40-10:00 ЗАВТРАК	9:40-10:00 ЗАВТРАК
10:00-10:40	2 10:00-10:40 Русский язык	10:00-10:40 Русский язык	10:00-10:40 Алгебра	10:00-10:40 История	10:00-10:40 Алгебра
10:50-11:30	3 10:50-11:30 Геометрия	10:50-11:30 Химия	10:50-11:30 Биология	10:50-11:30 Химия	10:50-11:30 Английский язык
11:40-12:20	4 11:40-12:20 История	11:40-12:20 История	11:40-12:20 Физическая культура	11:40-12:20 Геометрия	11:40-12:20 Английский язык
12:30-13:10	5 12:30-13:10 Физика	12:30-13:10 Алгебра	12:30-13:10 Физика	12:30-13:10 География	12:30-13:10 Обществознание
13:10-13:50	13:10-13:50 ОБЕД	13:10-13:50 ОБЕД	13:10-13:50 ОБЕД	13:10-13:50 ОБЕД	13:10-13:50 ОБЕД
14:00-14:40	6 14:00-14:40 Биология	14:00-14:40 География	14:00-14:40 Литература	14:00-14:40 Физика	14:00-14:40 Информатика
14:50-15:30	7 14:50-15:30 Физическая культура	14:50-15:30 Английский язык	14:50-15:30 Технология	14:50-15:30 Подготовка к ОГЭ-математика	14:50-15:30 ОБЖ
15:30-15:40	15:30-15:40 ПОЛДНИК	15:30-15:40 ПОЛДНИК	15:30-15:40 ПОЛДНИК	15:30-15:40 ПОЛДНИК	15:30-15:40 ПОЛДНИК
15:40-16:20	8 15:40-16:20 Подготовка к ОГЭ-Р	15:40-16:20 Английский язык	15:40-16:20 Самоподготовка	15:40-16:20 Испанский язык	15:40-16:20 Подготовка к ОГЭ-общ/физика
16:30-17:10	9 16:30-17:10 ПРОГУЛКА	16:30-17:10 ПРОГУЛКА	16:30-17:10 ПРОГУЛКА	16:30-17:10 ПРОГУЛКА	16:30-17:10 ПРОГУЛКА
17:15-17:55	10 17:15-17:55 Испанский язык	17:15-17:55 Самоподготовка (русский)	17:15-17:55 Психология	17:15-17:55 Самоподготовка (информатика)	17:15-17:55 Классный час

As a preparation to the activity, we will review vocabulary of school subjects, and I will introduce a new vocabulary that is specific for this Russian schedule. We will also study how to use days of the week in Accusative Case in Russian. Students will need this grammar point to talk about timing of different school subject.

Step 1: Students will read names of school subjects day by day

Step 2: Teacher will ask students different questions about the schedule. For example, “What subject is on Monday at 10am?” “What subject is on Friday at 12:30pm?” or “When/What day of the week is History?” or “When/What day of the week is Literature at 14:00?”

Step 3: Students need to prepare minimum 5 questions of their own to ask about the schedule utilizing different question patters.

Step 4: Students will work in break-out rooms to ask each other these questions.

Step 5: After break-out rooms, students will ask each other the similar questions about their own schedules.

Step 6: Assignment – students need to prepare a Venn diagram: Students need to choose a day of the week and compare their own school schedule on that day with the school schedule of their Russian peer.



Activity 2: Improving Reading and Writing Skills from Online Content

We discussed strategies and best practices to assist students with reading and writing in the online Russian classroom. In the next part of creating our lesson, we will create an assignment or resource to help our students improve their reading and writing skills.

When designing the content, consider the needs of your students and how they best interact with online resources and materials.

If possible, try to implement a real-world connection to the content to help students see the importance of having solid reading and writing skills in Russian.

You can use outside resources or technology tools (including AI) to help you create the content. As you design your content, consider the guiding questions at the top of this document and the needs of your students.

By the end of this activity, you will have designed an assignment, assessment or another type of activity that will help your students improve their reading and writing skills.

Be sure to share these resources in the word or google document you will submit with your JotForm entry at the end of our workshop.

Activity 2 – T. Iverson:

Topic of the lesson: Russian poets

I believe poetry is a great way to improve students reading skills. It also allows students to connect more to the Russian culture. This new school year we are planning to study Russian art, including Russian writers and poets. Alexander Pushkin is one of the greatest Russian poets, and I think learning his work would help students not only immerse themselves in the Russian culture but improve their reading skills.

I would like students to work with Pushkin’s poem “I loved you...”

А. С. Пушкин

“Я вас любил ...”

Я вас любил: любовь ещё, быть может,

В душе моей угасла не совсем;

Но пусть она вас больше не тревожит;

Я не хочу печалить вас ничем.

Я вас любил безмолвно, безнадежно,

То робостью, то ревностью томим;

Я вас любил так искренно, так нежно,

Как дай вам бог любимой быть другим.

Step 1: The teacher will ask student’s opinion about the content of the poem based on the title, without reading it.

Step 2: Students will read the poem silently while listening to the recording, following the text. (There are many recordings of this poem online, for example:

<https://www.youtube.com/watch?v=XLUeQCNi34k&t=6s>)

Step 3: Teacher will ask students which words are not familiar for them (depending on the level of the proficiency). Teacher and students will work on the new vocabulary together.

Step 4: Students will read the poem line by line repeating after the teacher.

Step 5: Students will practice reading the poem, working in pairs in the break-out rooms.

Step 6: Some students will volunteer to read the poem to the whole class.

Step 7: Students could do one or several of the following tasks: find nouns (or write down nouns classifying it by their gender), identify adjectives, words with the same root, or arrange nouns in the alphabetical order.

Step 8: Homework assignment could be to memorize the poem. As an incentive, the teaching could state that after everyone in the class recites it, there will be a vote, and the top three students will get extra points.

Reading poetry and memorizing poetry is an effective tool for improving of the reading skills. Reading authentic materials is especially beneficial.

Activity 3: Creating an Interactive Experience in the Online Environment

We discussed strategies and best practices to implement interactive experiences into the online Russian classroom. In the next part of creating our lesson, we will create an interactive exercise to help our students master the lesson content.

The goal of this activity is to create some type of interactive experience so that students are using their knowledge of Russian in some type of interactive situation. This interaction can occur between students, between students and teachers, or between students and other speakers of Russian. Synchronous interaction with real time feedback is beneficial, but not all online classrooms have the flexibility to have this type of interaction. An asynchronous interactive activity is acceptable if your classroom does not have the flexibility to have a synchronous interactive activity.

You can use outside resources or tech tools to facilitate the interaction. As you design your activity, consider the guiding questions at the top of this document and the needs of your students.

By the end of this activity, you will have designed an interactive activity that will help your students master the content you plan to teach in your lesson.

Be sure to share these resources in the word or google document you will submit with your JotForm entry at the end of our workshop.

Activity 3 – T. Iverson:

Topic of the lesson: Russian painters, paintings

Vocabulary: review of the previously learned words, especially appearance, traits of character, likes/dislikes

During the lessons, students will have a chance to get acquainted with one of the biggest Russian museums - Hermitage, St. Petersburg:

<https://www.hermitagemuseum.org/wps/portal/hermitage?lng=ru>

Step 1: The teacher will do an overview of Hermitage and will ask students about their likings about different types of art.

Step 2: The teacher will place students into breakout rooms and will assign each group one type of art (depending on their likings): painting, drawing, miniature or engraving providing the link:

<https://www.hermitagemuseum.org/wps/portal/hermitage/explore/artworks?lng=ru>

Group 1 will look at the first 10 works of paintings

Group 2 will look at the first 10 works of drawings

Group 1 will look at the first 10 works of miniatures

Group 1 will look at the first 10 works of engravings

Step 3: Each student in the group will choose one work of his liking under their category and will describe it to his/her partner. Partners are encouraged to ask each other some questions, including why he/she chose a particular work.

Step 4: After students' interaction is done, students will return to the main class. The teacher will ask one volunteer from a group to present his/her work to the rest of the class, without naming the title. The rest of the class will be able to see the screen with 10 pieces of art. They are welcome to ask the presenting student questions about details. In the end, they need to guess what piece of art was presented. If it is necessary to increase the engagement of the class, the teacher might introduce a system of scoring calculating which of the students guessed correctly the most or asked the most questions.