

Imagine that you are reading blog postings from an exchange student who is in Russia.



Сегодня был такой интересный день! Суббота! Не надо идти в школу. Мы проснулись в десять часов утра. На завтрак Дашина мама приготовила **яичницу** и сделала **грэнки**. За завтраком родители Даши сказали, что сегодня мы поедем на речную прогулку по Москве-реке.

Я уже видел реку из окна машины, когда мы ехали из аэропорта “Шереметьево 2”. Однажды, когда мы ехали на метро, чтобы посмотреть Московский Государственный Университет, поезд метро остановился на станции “Воробьёвы горы”. Эта станция находится прямо на мосту через реку. Там очень красивый вид на город.

В субботу мы все вместе вышли из дома и пошли к метро. Нам надо было доехать до станции “Пролетарская”, а потом пройти пешком до **причала**, с которого отходят туристические **теплоходы**. В Москве они называются **речные трамваи**. Наш теплоход назывался “Москва-46”. Никто не смог объяснить мне это название. Почему 46? В статье в интернете написано, что раньше речные трамваи были одним из видов **общественного** транспорта, но с 2006 года они стали только экскурсионными.

Наша поездка на теплоходе продолжалась два часа. Мы **проплывали** мимо Кремля, Храма Христа Спасителя, Центрального парка имени Горького. С теплохода здание Московского Университета **выглядит** по-другому, очень большим. Мне также понравился вид на **старинный** Новодевичий монастырь. Мы с Дашей договорились туда поехать в **следующие** выходные .

Мы вышли на причале у Крымского моста и гуляли **по набережной**. Мне очень понравилась поездка на **речном трамвае**.

**Comprehension Checks****Упражнение 1** One sentence summary Что они делали в этот день?

Directions: Listen to the narrator talk about one day's events. In one or two sentences spoken in Russian about the message, relate the main topic of the presentation.

Your sentence or sentences should answer the basic question: Что они делали в этот день?

You may want to give information that you have understood about the day that includes: Кто? Когда? Где? Что? Почему?

Упражнение 2 Saturday Ping Pong conversation

Directions: Work with a partner or in a group to exchange information about what you and your partner do on Saturdays. Keep the conversation going as long as you can, with as many exchanges of comments as possible.

Some information to exchange might include:

Почему тебе нравится суббота?

Когда ты просыпаешься?

Кто готовит завтрак/Что ты любишь есть на завтрак?

Как ты планируешь, что ты будешь делать сегодня днём?

Что ты любишь делать в субботу? Куда ты едешь?

Что ты делаешь вечером?

Lesson 5 **Экскурсия по Москве-реке / Moscow river cruise****Упражнение 3** River Tram description

Directions: Tell your Russian classmates as much as you can about what a river tram is, how and where it is used. Include information about whether your town or city has a similar means of transportation and if so, what it is called. If not, tell what means of transportation there are in your town or city.

You may want to include some of the following words and phrases:

вид(виды) транспорта, речной трамвай, плавать, теплоход, У нас в городе есть\нет.

Упражнение 4 Thank you message

Directions: The family of one of your Russian classmates invited you to join them on an excursion. You need to thank them for the outing. Write an email of 4 or 5 sentences in Russian to them at НарышкинИА@yandex.ru . In your email you should include some particular details of the excursion, such as the day of the week, where you went, what you saw or did, what you liked, what surprised you, what you learned.

The following expressions may be of use to you:

Спасибо за...

Мне понравился/понравилось...

Меня удивило, что...

Я узнал(а)...

STUDENT PROGRAM LEARNING PLAN



Module 2 Learning Plan #5

Date:	Grade Range of Learners:	Pre-college students	Targeted Performance Level:	IM
Time Allotted for This Learning Plan:		90 min		

Lesson Can-Do Statements

Identify specific Lesson Can-Do statement(s) from the Program Can-Do statements in the Curriculum Template (column 2) that are appropriate for and specific to this learning plan.

- I can understand when and where an event took place. (IL)
- I can talk about my routine on a particular day of the week. (IS)
- I can describe a means of transportation (PS)
- I can write about a place I have visited. (PW)

Indicate what learners need to know and understand to meet the Lesson Can-Do statements above.

Culture	Content	Language
Russian breakfast traditions and products	Russian ideas about breakfast as a very important part of the day Breakfast foods that Russians eat	яичница, гречка, чай речные трамвайчики, набережная, теплоход, общественный транспорт, причал
River transportation	City River cruise, River trams, boats	

EPISODE # 1

Number of minutes
for this episode: 30

STAGE 1 Lesson Can-Do Statement(s) Addressed: See box above	STAGE 2 Check for Learning <i>Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).</i>
I can understand when and where an event took place. (IL) I can talk about daily activities. (PS)	Learners will listen to the narrator and talk about one day's events.
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Learners will talk in one or two sentences about the message. They will state the main topic of the presentation. The sentence or sentences should answer the basic question: Как они проводили день? Learners may want to give information that you have understood about the day that includes: Кто? Когда? Где? Что? Почему?	
Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i>	

EPISODE # 2

Number of minutes
for this episode:

STAGE 1 Lesson Can-Do Statement(s) Addressed: See box above	STAGE 2 Check for Learning <i>Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).</i>
I can talk about my routine on a particular day of the week. (IS)	In a small group or pairs learners will talk about what they do on Saturdays.
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Work with a partner or in a group to exchange information about what you and your partner do on Saturdays. Keep the conversation going as long as you can, with as many exchanges of comments as possible.	
Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i>	

EPISODE # 3

Number of minutes
for this episode: 20

STAGE 1 Lesson Can-Do Statement(s) Addressed: See box above	STAGE 2 Check for Learning <i>Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).</i>
I can describe a means of transportation. (PS)	Based on the text learners will talk about river trams or similar transportation in their cities.
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Learners will tell imaginary Russian classmates as much as they can about what a river tram is, how and where it is used. They will include information about whether their town or city has a similar means of transportation and if so, what it is called. If not, tell what means of transportation there are in their town or city. Learners may want to include some of the following words and phrases: вид(виды) транспорта, речной трамвай, плавать, теплоход, У нас в городе есть\нет. Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i>	

EPISODE # 4

Number of minutes
for this episode: 20

STAGE 1 Lesson Can-Do Statement(s) Addressed: See box above	STAGE 2 Check for Learning <i>Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).</i>
I can write about a place I have visited. (PW)	Learners will write a thank you email to a Russian family.
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Learners will role play the situation when the family of one of their Russian classmates invited the learner to join them on an excursion. The learner will need to thank them for the outing and will write an email of 4 or 5 sentences in Russian to them at НарышкинИА@yandex.ru. In your email you should include some particular details of the excursion. Learners will use the offered expressions. Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i>	

Add additional learning episodes as needed by copying a learning episode box.

MATERIALS NEEDED

What supplies and materials will you need to successfully implement this learning plan?

PERSONAL REFLECTION

How did this lesson go? What could you do to improve this learning plan if you do these activities again?