

Lesson 1 Утро / Morning

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



Утро

Сегодня понедельник, началась обычная школьная неделя. Я никак не могу **перейти** на московское время. Рано просыпаюсь, все спят, поэтому иду сразу умываться, чистить зубы и **одеваюсь** до того как все в Дашиной семье **просыпаются**. Конечно, мне не очень **привычно**, что в квартире живут четыре человека, а здесь только одна, хотя и большая ванная комната. Ещё хорошо, что два туалета! Хотя в Америке тоже так бывает.

Главное, утром я **успеваю** просмотреть свою электронную почту и отправить письмо домой. Хорошо бы поговорить по скайпу со школьными друзьями, но разница во времени **мешает**.

Дашина мама, как всегда, приготовила нам завтрак. Сегодня мы ели гречневую кашу, для меня это новое блюдо, но ничего, **есть можно!** К чаю Ирина Владимировна сделала гренки. Мне очень нравится московский чай, очень ароматный. У нас совсем другой, **никакой**. Даша сказала, что мы пообедаем в школе. Мне было интересно какая еда в школьной столовой в Москве. Даша говорила, что на обед бывает пицца, салат или котлета с картошкой.

Мы ещё **вечером** приготовили тетради, ручки и карандаши. Очень хотелось взять с собой компьютер, но, наверное, в первый день **не стоит** его брать. Я ещё не знаю, будет ли он мне **нужен** в школе.

Когда мы **собрались** выходить из квартиры, Ирина Владимировна **напомнила**, что сегодня по прогнозу будет дождь, и нам **нужно** взять зонтики. Да, погода весной в Москве не очень теплая. Хорошо, что у меня есть тёплая шапка, длинный шарф и хорошие перчатки. Они мне очень **нужны** в Москве.

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**Comprehension Checks****Упражнение 1**

Morning Vocabulary Scramble

Что ты делаешь утром?

Directions: Write down as many Russian words as you can about what people do in the morning. You may use words from the text or other words that you know. Work for two minutes to list as many words as you can. Compare your list with a partner if you are working in pairs.

Мои слова...

Упражнение 2

Directions: Work in a group or with a partner to share your views on the following question:

Как вы думаете – почему надо завтракать каждое утро?

You may want to use some of the following expressions:

Мне кажется, что....

По-моему...

Завтрак считается важным, потому что...

Надо обязательно завтракать, потому что...

Говорят, что надо завтракать...

Я согласен(согласна)...

Ты прав(права)...

Это правда

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Упражнение 3

Directions: You have been asked to address a group of Russian students who are curious about your life in the U.S. Give a presentation in Russian on the topic of «Что ты делаешь утром» . Your presentation should be two or three minutes long. You might want to tell about what time you wake up on school days, what you do before you go to school, what you take with you, what you eat and drink for breakfast, what time you leave the house. You may want to use vocabulary from the e-blog text as well as other vocabulary about what you do in the morning.

Упражнение 4 How similar is your morning routine?

Directions: Work with a partner to talk about morning routines. Based on what the exchange student has written, find out what you and your partner have in common about your routine on school days. Take turns asking and answering the questions.

1. Ты просыпаешься рано? В котором часу?
2. Ты сразу умываешься? Ты принимаешь душ?
3. Ты чистишь зубы?
4. Ты смотришь электронную почту?
5. Ты общаешься с друзьями утром? Как?
6. Ты завтракаешь? Ты ешь кашу?
7. Ты обедаешь в школьной столовой? Ты покупаешь там еду?
8. Ты ешь пиццу или салат на обед?
9. Ты готовишься к школе вечером? Как?
10. Ты берёшь компьютер в школу?

STUDENT PROGRAM LEARNING PLAN



Module 3 Learning Plan #1

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 a simple posting on a blog. (IR)
- I can talk with someone about food. (IS)
- I can talk with someone about my day. (IS)
- I can talk about what I do each day. (PS)

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

Culture	Content	Language
Morning Russian traditions	Typical Russian breakfast	Завтрак, Дашина мама, гречневая каша, гренки, чай.
Time difference	Jetlag, adjusting to the local time	Перейти на московское время, разница во времени

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EPISODE # 1

**Number of
minutes for
this episode: 20**

<p>STAGE 1 Lesson Can-Do Statement(s) Addressed: See box above</p>	<p>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></p>
<p>I can understand a simple posting on a blog. (IR)</p>	<p>For two minutes learners will write down words from the text about morning routine and compare with their partners.</p>
<p>STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i></p> <p>Learners will write down as many Russian words as they can about what people do in the morning. They may use words from the text or add other words that they know. Work for two minutes to list as many words as you can. Compare your list with a partner if you are working in pairs.</p>	
<p>Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i></p>	

EPISODE # 2

**Number of minutes
for this episode: 20**

<p>STAGE 1 Lesson Can-Do Statement(s) Addressed: See box above</p>	<p>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></p>
<p>I can talk with someone about food. (IS)</p>	<p>Learners will converse with a partner or in a small group about the necessity of having breakfast.</p>
<p>STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i></p> <p>Learners will work in a group or with a partner to share their views on the following question: Как вы думаете – почему надо завтракать каждое утро?</p> <p>They may also want to use many of the following expressions from the task to begin their answers with.</p>	
<p>Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i></p>	

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EPISODE # 3

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 talk with someone about my day. (IS)	Learners will converse on the topic how similar their morning routines are by asking and answering questions provided in the task.
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Learners will work with a partner to talk about morning routines. Based on what the exchange student has written, the learners will find out what they and their partner have in common about their routine on school days. Learners will take turns asking and answering the questions listed in the task.	
Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i>	

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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 talk about what I do each day.(PS)	Learners will talk about their morning routine for two or three minutes.
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> The learners have been asked to address a group of Russian students who are curious about their life in the US. They will give a presentation in Russian on the topic of “What do you do in the morning?” / «Что ты делаешь утром» . The presentation should be two or three minutes long. The learners might want to tell about what time they wake up on school days, what they do before they go to school, what they take with you, what they eat and drink for breakfast, what time they leave the house. They may want to use vocabulary from the e-blog text as well as other vocabulary about what they do in the morning.	
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?