

Lesson 2 Дорога в школу / On the way to school

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



Дорога в школу

Когда мы вышли из дома, то сразу **начался** дождь. Это **не входило** в наши планы. Приехать в Москву и прийти первый раз в школу **мокрыми**, не очень весело. До Дашиной школы можно дойти пешком, но из-за дождя мы решили проехать на городском автобусе две остановки. Меня **удивило**, что в Москве нет школьных автобусов.

С первого класса ученики идут в школу пешком. Сначала с родителями, а потом они добираются до школы самостоятельно. **Вот это да!** В Америке до девятого класса все ученики приезжают в школу на специальных жёлтых школьных автобусах.

Интересно, что в Москве очень много людей на улицах. Мы вышли из дома в семь часов тридцать минут, так как первый урок начинался в восемь утра. Мы **надеялись**, что приедем в школу даже раньше, но когда мы **добежали** до автобусной остановки, то увидели там много людей. Они все ждали автобус. Утром и вечером в часы пик этим видом транспорта пользуются много москвичей.

У нас уже была карта для проезда, её можно **использовать на всех видах** транспорта. Наконец подошел автобус № 25. Даша сказала, что он идёт до школы и мы можем на нём поехать. **Но что тут началось!** Водитель открыл дверь и все люди начали очень быстро входить в автобус. Никто никого **не пропускал**. Для меня это всё было **необычно**, не так как в Америке. Когда мы зашли в автобус, дверь сразу же закрылась. Мне было очень трудно **удержаться** на ногах, чтобы не **упасть**, когда автобус **тронулся**.

В автобусе было слишком много пассажиров, все стояли очень близко друг к другу. Мы проехали пять минут, на нашей остановке я быстро вышел и помог Даше выйти из автобуса. Это была очень **странная** поездка. Мне не хочется больше ездить на автобусах.

Дождь закончился, школа была совсем рядом.

Lesson 2 Дорога в школу / On the way to school**Comprehension Checks****Упражнение 1**

Instruction: Based on the text from the American student, check the box for **да** or **нет**.

- | | |
|--|----------------|
| 1. Погода была хорошая в это утро. | Да ___ Нет ___ |
| 2. Они решили идти в школу пешком. | Да ___ Нет ___ |
| 3. В Москве можно ехать в школу на автобусе. | Да ___ Нет ___ |
| 4. Они хотели приехать в школу до восьми часов. | Да ___ Нет ___ |
| 5. Надо было купить карту для проезда. | Да ___ Нет ___ |
| 6. Им было трудно войти в автобус. | Да ___ Нет ___ |
| 7. Даша упала, когда автобус тронулся. | Да ___ Нет ___ |
| 8. В автобусе было очень много людей. | Да ___ Нет ___ |
| 9. Они приехали в школу поздно, в 8:05. | Да ___ Нет ___ |
| 10. Американскому студенту не понравилась поездка на автобусе. | Да ___ Нет ___ |

Упражнение 2 Getting to School

Directions: Listen to the report about the exchange student and Dasha. Write one sentence in Russian about what the exchange student reports. You might want to include information that answers basic questions such as: Кто? Что? Когда? Как? Куда?

Упражнение 3 In Moscow / In My Town

Directions: Work with a partner or in a small group. From the text about the exchange student's first day of school, find as many places as you can where the student noticed differences between Moscow and the US. Write questions in Russian about those differences, using the model phrase:

В Москве..... А как у Вас в городе? (eg; В Москве можно ехать в школу на городском автобусе. А как можно ехать в школу в вашем городе?)

When you have finished writing questions, take turns asking and answering questions to compare getting to school in Moscow and in your town.

Lesson 2 **Дорога в школу / On the way to school**

Упражнение 4 What went wrong?

Directions: It seems that the first trip to school did not go completely smoothly. Find 2 or 3 examples in the text about what did not go exactly as planned and caused a problem for the two students. Write those three examples.

1. _____

2. _____

3. _____

STUDENT PROGRAM LEARNING PLAN



Module 3 Learning Plan #2

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 talk with someone about school. (IS)
- I can understand a simple posting(message) about a familiar topic. (IR)
- I can understand statements on ordinary topics. (IL)
- I can talk with someone about school. (IS)
- I can understand a posting on an e-blog. (IR)

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

Culture	Content	Language
School transportation	How Russian students get to school	Школьный автобус, ходить пешком, приехать в школу на автобусе, автобусная остановка
Russian transportation	Habits of using a local transportation in Moscow	Меня удивило, Вот это да! необычно, удержаться на ногах, час пик

Lesson 2 Дорога в школу / On the way to school

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 a simple posting(message) about a familiar topic. (IR)	Based on the text from the American student, check the box for да or нет .
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i>	
Learners will read the text and read the statements. Based on the text from the American student, check the box for YES or NO .	
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: 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 understand statements on ordinary topics. (IL)	Learners will write a summary sentence upon listening to the audio prompt.
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i>	
Learners will listen to the report about the exchange student and Dasha. Then they will write one sentence in Russian about what the exchange student reports. They might want to include information that answers basic questions such as: Кто? Что? Когда? Как? Куда?	
Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i>	

Lesson 2 Дорога в школу / On the way to school

EPISODE # 3

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 Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).</p>
<p>I can talk with someone about school.(IS)</p>	<p>Learners will converse with each other about differences and similarities for schools in Moscow and their own school.</p>
<p>STAGE 3 Enabling Activities Tasks that lead learners to demonstrate what they can do with what they know.</p> <p>Learners will work with a partner or in a small group. From the text about the exchange student's first day of school, find as many places as you can where the student noticed differences between Moscow and the US. Write questions in Russian about those differences, using the model phrase from the text.</p> <p>When they finish writing questions, learners will take turns asking and answering questions to compare getting to school in Moscow and in their town.</p>	
<p>Differentiation Strategies Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</p>	

Lesson 2 Дорога в школу / On the way to school

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 understand a posting on an e-blog. (IR)	Learners will study the text and find 2-3 examples of problems during that day.
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> It seems that the first trip to school did not go completely smoothly. Find 2 or 3 examples in the text about what did not go exactly as planned and caused a problem for the two students. Write those three examples.	
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 <i>What supplies and materials will you need to successfully implement this learning plan?</i>

PERSONAL REFLECTION <i>How did this lesson go? What could you do to improve this learning plan if you do these activities again?</i>
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