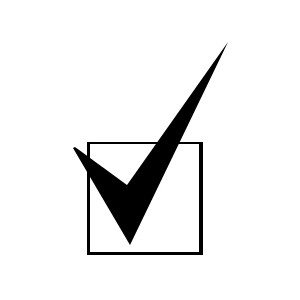
***Imagine that you are reading blog postings from an exchange student who is in Russia.***

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| 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 специальныхжёлтых 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. |

**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?

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**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.

**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. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**STUDENT PROGRAM LEARNING PLAN** 

*Module 3 Learning Plan #2*

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

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| **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.*

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

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| **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**  *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).* | | |
| 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**  *Tasks that lead learners to demonstrate what they can do with what they know.* | | | |
| 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**  *Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.* | | | |
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| **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**  *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).* | | |
| I can understand statements on ordinary topics. (IL) | **Learners will write a summary sentence upon listening to the audio prompt.** | | |
| **STAGE 3**  **Enabling Activities**  *Tasks that lead learners to demonstrate what they can do with what they know.* | | | |
| 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**  *Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.* | | | |
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| **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**  *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).* | | |
| I can talk with someone about school.(IS) | Learners will converse with each other about differences and similarities for schools in Moscow and their own school. | | |
| **STAGE 3**  **Enabling Activities**  *Tasks that lead learners to demonstrate what they can do with what they know.* | | | |
| 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.  When they finish writing questions, learners will take turns asking and answering questions to compare getting to school in Moscow and in their town. | | | |
| **Differentiation Strategies**  *Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.* | | | |
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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**  *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).* | | |
| 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**  *Tasks that lead learners to demonstrate what they can do with what they know.* | | | |
| 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**  *Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.* | | | |
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**Add additional learning episodes as needed by copying a learning episode box.**

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| **MATERIALS NEEDED**  *What supplies and materials will you need to successfully implement this learning plan?* |
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| **PERSONAL REFLECTION**  *How did this lesson go? What could you do to improve this learning plan if you do these activities again?* |
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