

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



Школьный день

Уроки начинаются в восемь утра. Как и у всех других учеников в школе у нас тоже семь уроков в день. Каждый урок идёт сорок пять минут, а потом перемена.

У нас, иностранных учеников, своя **программа**, свои учебники и индивидуальные задания. Русский язык и литература - это два **отдельных** предмета. По понедельникам, средам и пятницам литература, а по вторникам и четвергам русский язык. Общие предметы, такие как физкультура, химия, география и **информатика**, вместе с русскими ребятами. Мне очень нравятся такие занятия вместе, я много понимаю по-русски, хотя нам и не ставят оценки.

У каждого класса есть **классный руководитель**. Это преподаватель, который работает с теми же учениками с первого по одиннадцатый класс. У нас тоже есть классный руководитель, она же наш учитель по русскому языку, её зовут Наталья Петровна. Она **проверяет** наше расписание и отвечает на все наши вопросы по поводу школы. Наталья Петровна симпатичная и **улыбчивая**, хотя русские нечасто улыбаются. Наталья Петровна нам рассказала, что это культурная **особенность** у русских - выглядеть серьезно и профессионально на работе и в школе. Русским больше нравится выглядеть серьезными. Когда узнаешь людей ближе, они, конечно, улыбаются тебе больше и у многих **хорошее чувство юмора**. Многие учителя в школе серьезные и **строгие**.

Для нас, иностранных учеников, в школе **выделили** отдельный класс на втором этаже. После четырех уроков во время большой перемены у нас обед. Больше всего мне понравилась столовая. Обеды в школе для нас бесплатные и для всех одинаковые. Например, на первое всегда суп, но нам американцам **непривычно** есть суп каждый день. Еще есть кафе. Мне очень нравятся пирожки и булочки в кафе, но за них нужно **дополнительно** платить. Один пирожок стоит всего 10 центов в переводе на доллары.

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

Directions: Listen to the audio about the role of the “классный руководитель” in a Russian school. Write one or two sentences in Russian about what you consider essential information from the audio. You should spend no more than two minutes writing your sentences.

Упражнение 2

Directions: Read the text about Dasha’s school. Write one or two sentences each in Russian about what the exchange student reports on each of the following topics:

1) Ученики из других стран в российской школе

2) Классный руководитель в российской школе

3) Обед в школе

Lesson 4 Школьный день / School day**Упражнение 3**

Directions: You have agreed to be interviewed by a representative of the Russian press on the topic of school life. In preparation, work with a partner to answer the following questions, which you suspect you might be asked. One partner should ask the first 6 questions and the second partner should ask the second 6.

1. Во сколько начинаются уроки в американской школе?
2. Сколько времени идёт урок у вас в школе?
3. А у вас в школе есть перемены? Что можно делать во время перемены?
4. Проводятся ли специальные уроки для учеников из других стран?
5. Какие предметы тебе больше всего нравятся? Почему?
6. У вас в школе есть классный руководитель?
7. Классный руководитель работает с одним классом 11 лет?
8. Учителя в американской школе обычно строгие и серьезные?
9. Опишите, пожалуйста, столовую вашей школы.
10. Сколько стоит обед в вашей школе?
11. Вы можете выбирать еду в столовой?
12. Что тебе нравится есть на обед в школе?

Упражнение 4 What do I want to find out?

Directions: Think about what more you would be interested in knowing about Russian schools and about being a student in a Moscow school, based on what you have read and heard so far. Write down in Russian 4-5 questions or statements about what else you would like to know. You may use words from the e-blog text or ask about other aspects of school life.

You might ask about some of the following, or other aspects of school: courses, homework, teachers, testing(тестирование), clubs(кружки) and other extra-curricular activities like sports or music.

Some phrases you might use, especially if you write statements:

Я бы хотел(а) узнать ...

Побольше...

Больше информации о...

Расскажите, пожалуйста...

STUDENT PROGRAM LEARNING PLAN



Module 3 Learning Plan #4

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

<p>Lesson Can-Do Statements</p> <p><i>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 <u>this</u> learning plan.</i></p> <p>I can understand simple statements about school. (IL)</p> <p>I can understand a posting on a blog about school. (IR)</p> <p>I can talk with someone about school. (IS)</p> <p>I can write questions to obtain information about school. (PW)</p>
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Indicate what learners need to know and understand to meet the Lesson Can-Do statements above.

Culture	Content	Language
School Structure in Russian school	Teacher's responsibilities	классный руководитель, оценки, российская школа

Lesson 4 Школьный день / School day

EPISODE # 1

Number of minutes
for this episode: 30

<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 understand simple statements about school. (IL)</p>	<p>Learners will listen to the audio and will write 1 or 2 sentences within 2 minutes about what is “классный руководитель” in Russian 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 listen to the audio about the role of the “классный руководитель” in a Russian school. Write one or two sentences in Russian about what you consider essential information from the audio. You should spend no more than two minutes writing your sentences.</p>	
<p>Differentiation Strategies Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</p>	

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 a posting on a blog about school. (IR)	After reading the text about Russian school learners will write 1-2 sentences on each of the three topics from the task.
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 about Dasha's school. After reading the text the learners will write one or two sentences each in Russian about what the exchange student reports on each of the following topics: <ul style="list-style-type: none"> - Ученики из других стран в российской школе... - Обед в школе... - Классный руководитель в российской школе... 	
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

<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 work in pairs and will practice answering question for an interview.</p>
<p>STAGE 3 Enabling Activities Tasks that lead learners to demonstrate what they can do with what they know.</p> <p>Learners will role play a situation when they are agreed to be interviewed by a representative of the Russian press on the topic of school life. In preparation, they will work with a partner to answer the following questions, which they suspect they might be asked. One partner should ask the first 6 questions and the second partner should ask the second 6.</p>	
<p>Differentiation Strategies Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</p>	

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 questions to obtain information about school. (PW)	By using suggested statements, learners are asked to write 4-5 questions or statements about what else they would like to know about Russian schools.
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Learners are asked to think about what more they would be interested in knowing about Russian schools and about being a student in a Moscow school, based on what they have read and heard so far. Write down in Russian 4-5 questions or statements about what else you would like to know. You may use words from the e-blog text or ask about other aspects of school life. The learners might ask about some of the following, or other aspects of school: courses, homework, teachers, testing(тестирование), clubs(кружки) and other extracurricular activities like sports or music. Some phrases you might use, especially if you write statements suggested in the task.	
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?