



Read the email from a Russian friend and listen to the audio prompt.

Привет!

Я была рада получить твоё письмо с фотографиями семьи и твоей любимой собаки. Ты хотел узнать о школе. Я расскажу тебе, какие предметы ты будешь изучать. Я знаю, что ты будешь вместе со мной на уроках физики и математики. Кстати, у нас очень весёлый учитель физики, он тебе понравится. Для тех, кто учит русский язык как иностранный, будут специальные уроки. У тебя этот урок будет в понедельник, в среду и в пятницу. Наши учителя хотят, чтобы ты помогал ученикам на уроках английского языка, разговаривал с ними по-английски и рассказывал о жизни в Америке.

Ты писал, что почти все ученики твоей школы после уроков занимаются спортом. В России ученики, которые серьёзно занимаются спортом и много тренируются, учатся в специализированных спортивных школах. В нашей школе много разных кружков и дополнительных занятий по разным предметам. Я уже два года после уроков изучаю английский язык в Оксфордской программе. Прошлым летом мы ездили в Англию и учились в специальной школе при университете.

В гимназии, где преподает моя мама, есть пресс-клуб, который выпускает школьную электронную газету. Члены клуба хотят взять у тебя интервью и просят ответить на несколько вопросов до твоего приезда. Я напишу их в следующем письме. Ты не против?

Пока!

Даша



Comprehension Checks

Упражнение 1

Direction: Read the message from Dasha (Text. Lesson 4) and answer the following questions about it.

1. What is the purpose of the first part of Dasha's message?
 - a. To describe her daily school schedule
 - b. To tell you a bit about your classes
 - c. To explain how she learns English
 - d. To ask about your favorite subject

2. What does Dasha explain about extra-curricular activities?
 - a. Her school offers special training for athletes.
 - b. Her school puts out a newspaper for students.
 - c. Students in her school can join various clubs.
 - d. Students in her school have an English club.

3. What does she hope you will do?
 - a. Agree to take part in an online conversation
 - b. Decide to join her school's newspaper club
 - c. Take advantage of extra classes after school
 - d. Help her with her English language lessons

Упражнение 2

Work in a small group or with a partner (or journal to self if working independently) to brainstorm all the Russian vocabulary you can think of about the topic of “school life.” minimum 30 words or phrases. Refer to the text for ideas.

Write down the vocabulary as a list. Then work to sort the words into categories such as “Activities,” “Classroom objects,” “Courses” or others. Finally, label each category.

| Что делаем в школе? / Activities | Предметы в классе / Classroom objects | Предметы в школе / Courses |
|-------------------------------------|--|-------------------------------|
| | | |

Упражнение 4

You receive a set of interview questions from the gymnasium press club in Moscow. Answer the questions with information about your school life.

1. Какие предметы ты изучаешь?

2. Какой предмет тебе особенно нравится? Почему?

3. Ученики в твоей школе занимаются спортом? А ты?

4. У вас в школе есть кружки? Какой кружок тебе нравится ?

5. У вас в школе есть клуб, который выпускает газету? Как называется газета? Это – электронная газета?

Additional Language Control Exercise (optional)

Complete the spaces in the paragraph with the correct forms of the Russian words.

Даша живёт в _____, где она учится в _____.
(Москва) (школа)

Она тоже изучает иностранный язык в _____ её мама преподаёт в _____.
(Гимназия) (одна программа)

Я учусь в _____ и хочу рассказать о своей _____.
(Америка) (школа)

У нас можно изучать русский язык . В этом _____ есть портреты русских
(класс)

писателей на _____. На _____ мы иногда читаем тексты
(стена) (урок)

в _____ или на _____. Мы пишем письма
(учебник) (Интернет)

на _____ или сперва в _____. На _____
(компьютер) (тетрадь) (стол)

учителя лежит большой словарь. В _____ можно искать нужные
(словарь)

слова.

STUDENT PROGRAM LEARNING PLAN



For step-by-step help in completing this document, please see the accompanying annotated learning plan and sample learning plan.

| | | | |
|---------------------------------|-------|------------------------------------|----------------------|
| Date: | | Grade Range of Learners: | Pre-College students |
| Total Number of Minutes: | 60min | Targeted Performance Level: | Intermediate Mid |

LEARNING GOALS

What Can-Do statement(s) from the curriculum template does this lesson address?

- I can talk with someone about school. (IS)
- I can write what I have learned about school life in Russia. (PW)
- I can understand the main idea of a message on a familiar topic (school). (IR)
- I can post messages on a shared blog page for the Russian hosts.

OPENING ACTIVITY

How will you capture the students' energy and commitment for this lesson?

An American student receives a reply from Dasha about her school.

STAGE 1

What will learners be able to do with what they know by the end of this episode?

STAGE 2

How will learners demonstrate what they can do with what they know by the end of this episode?

EPISODE 1

| Learning Targets <i>What specific can-do addresses this episode?</i> | Culture, Content & Language <i>What do learners need to know to meet the can-do?</i> | Checking for Learning <i>How will you know that learners have met the learning target for this episode?</i> |
|--|--|--|
| I can understand the main idea of a message on a familiar topic (school). (IR) | Ты хотел узнать о школе. Я расскажу тебе, какие предметы ты будешь изучать. | Learners read the text and listen to the audio prompt. Learners answer multiple choice questions. <i>(Note to Teacher: select both listening and reading or either one)</i> |

EPISODE 2

| Learning Targets | Culture, Content & Language | Checking for Learning |
|---|---|---|
| <i>What specific can-do addresses this episode?</i> | <i>What do learners need to know to meet the can-do?</i> | <i>How will you know that learners have met the learning target for this episode?</i> |
| <p>I can talk with someone about school. (IS)</p> <p>I can write about something I have learned. (PW)</p> | <p>Objects, subjects, places, classes, grading system in schools.</p> | <p>Learners say and write down the school vocabulary as a list, minimum 30 words or phrases. Then work to sort the words into categories such as “Activities,” “Classroom objects,” “Courses” or others. Refer to the text for ideas. Finally, label each category.</p> |

EPISODE 3

| Learning Targets | Culture, Content & Language | Checking for Learning |
|---|---|--|
| <i>What specific can-do addresses this episode?</i> | <i>What do learners need to know to meet the can-do?</i> | <i>How will you know that learners have met the learning target for this episode?</i> |
| <p>I can ask and answer questions related to subjects such as geography, history, music, science, language, or literature. (IS)</p> <p>I can post messages on a shared blog page for the Russian hosts.</p> <p>I can present about a topic from an academic subject, such as science, math, art, etc.</p> | <p>In a Russian school...</p> <p>In an American school...</p> <p>Kinds of sports</p> <p>Review of Prepositional case</p> <p>‘In school’, ‘in class’, ‘in the gym’ etc.</p> <p>Learners complete a writing exercise by filling in the nouns in appropriate form.</p> | <p>Learners write 3-5 sentences about what they have learned about subjects and sport life in Russian school.</p> <p>Learners write a blog entry later.</p> <p>Classroom: Learners converse on these topics.</p> <p>If Independent learner: Learners will talk about it.</p> |

EPISODE 4

| Learning Targets <i>What specific can-do addresses this episode?</i> | Culture, Content & Language <i>What do learners need to know to meet the can-do?</i> | Checking for Learning <i>How will you know that learners have met the learning target for this episode?</i> |
|---|--|---|
| I can present about a topic from an academic subject, such as science, math, art, etc. (PS) | Члены клуба хотят взять у тебя интервью и просят ответить на несколько вопросов до твоего приезда. | Learners answer the questions with information about their school life. Learners can record themselves. |

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?

Text

Audio samples

Additional Language Control Exercise (optional)

REFLECTION/NOTES TO SELF

Did all learners meet the learning goals of the lesson? What will you do to adapt for those who are not learning? What might you do in subsequent lessons?

While only Stage 1 and Stage 2 are required for STARTALK purposes, programs are encouraged to use Stage 3 as a planning tool in ways that best meet the needs of their instructors.

STAGE 3

What will prepare learners to demonstrate what they can do with what they know?

Do the learning activities allow students to move from input to shared/guided practice and then to independent application of new learning? Do all activities make the best use of instructional time to maximize student learning and take an appropriate amount of time considering the age of the learner? Do the learning activities provide variety to enable a lively pace for the lesson?

LEARNING ACTIVITIES FOR EPISODE 1

What activities will be used to ensure learners accomplish the learning targets from Episode 1?

Learners read a reply from Dasha about her school routine and subjects. Learners answer multiple choice questions after the text.

TIME: 15

LEARNING ACTIVITIES FOR EPISODE 2

What activities will be used to ensure learners accomplish the learning targets from Episode 2?

If in Class: Learners play “List. Group. Label.” Learners work in small groups and find as many words about school from Dasha’s reply about school. They may add more words and phrases about school that they know. Then work to sort the words into categories such as “Activities,” “Classroom objects,” “Courses” or others. Finally, learners label each category.

Independent Learners: If working independently learners create the categories of school vocabulary and list the words independently.

TIME: 15

LEARNING ACTIVITIES FOR EPISODE 3

What activities will be used to ensure learners accomplish the learning targets from Episode 3?

Classroom: If working in class learners can practice Interpersonal Speaking on the topics below and write sentences later.

Learners write 3-5 sentences about what they have learned about subjects and sport life in Russian school. Learners write a blog entry later. Learners write 3-5 sentences that reflect on their curiosity about other Russian products and practices in cities? In school life?

TIME: 15

LEARNING ACTIVITIES FOR EPISODE 4

What activities will be used to ensure learners accomplish the learning targets from Episode 4?

Learners hear a series of questions from the gymnasium press club in Moscow.
Learners then answer the questions with information about their own school life.

TIME: 15

Add additional learning activities for each episode as needed.