

Lesson 3 Знакомство со школой / My new school

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



Знакомство со школой

Когда мы вышли из автобуса, мы сразу увидели большое четырехэтажное здание с большой спортивной площадкой и стадионом во дворе. Это была Дашина школа. В этой школе учатся ученики с первого по одиннадцатый **класс**⁵ в одном здании. Интересно, что школьники учатся все вместе **в одном классе**⁶ с первого по десятый класс. . Каждый год эти же ученики переходят из класса в класс³, у них **одинаковое** расписание уроков. Они учатся вместе десять лет каждый день. Здесь можно изучать биологию и физику, историю России и географию в одном семестре.

В российской школе ученики пишут ручкой, а не карандашом. Также у меня в рюкзаке было несколько общих тетрадей, папка и дневник. Ученики записывают в дневник домашнее задание и **расписание уроков**. Учителя ставят оценки и пишут **замечания**, а родители **подписывают** дневник каждую неделю. **Старшеклассники**, ученики девярых, десятых и одиннадцатых классов, активно используют **технические средства**: мобильные телефоны и **планшеты**, они удобны и мобильны. Создаются онлайн группы и **сообщества**, в которых быстро и без проблем можно узнать домашнее задание. А для контакта с родителями учителя используют электронную почту или телефон. Да, **личным** телефоном на уроке пользоваться нельзя, как и у нас. Также. нельзя сидеть на полу в школе, не принято. А в целом, **правила поведения** в школе очень похожи.

Мне понравилась школа, здесь большие и светлые **классы**⁴. Между уроками **перемены** по десять - пятнадцать минут. Ученики могут выйти из класса **пообщаться** друг с другом или **перекусить**. На перемене можно отдохнуть, сходить в столовую или в туалет, а также подготовиться к следующему уроку.

В школе два компьютерных класса, спортивный и **актовый зал**, библиотека и музей истории школы.

*классы*⁴ - это комната в школе

*класс*⁵ - это год обучения в школе (девятый, десятый, одиннадцатый)

*классе*⁶ - это ещё группа учеников

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Comprehension Checks

Упражнение 1

Vocabulary Game

Directions: First make a list of any words and expressions having to do with school that are new to you in the text. Then work with a partner to sort the vocabulary into groups of words that seem to belong together (eg:, rooms, people, objects, etc.). Finally, label each group of words and share your categories with the rest of the class. Include the word “класс” in more than one category!

Упражнение 2

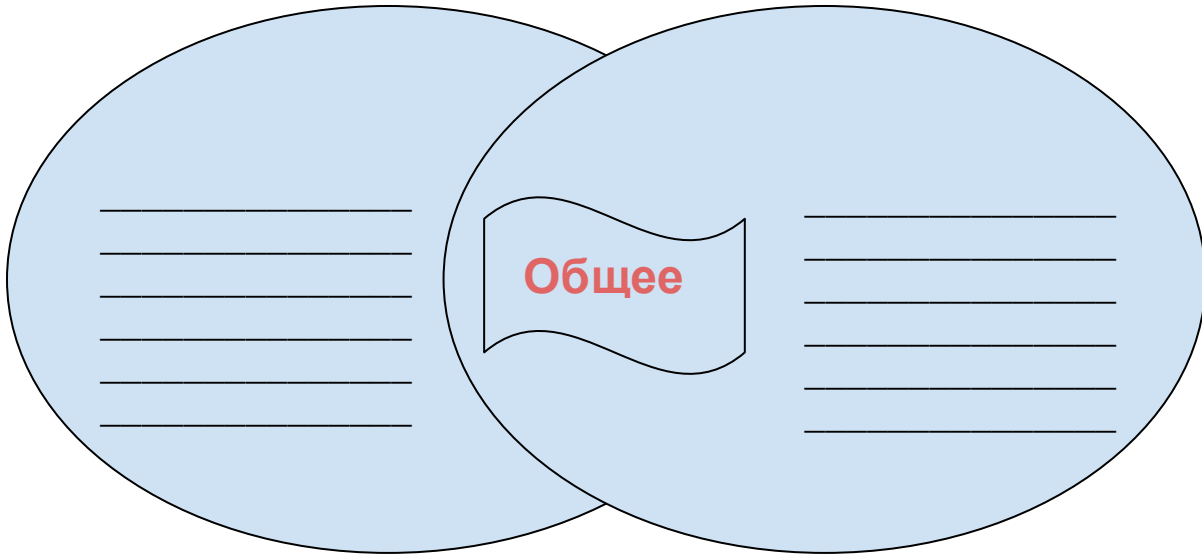
Two Minute Summary

Directions: Read the message about the first day of school for the exchange student. Write one or two sentences in Russian about information you find interesting about the school. Work for no more than two minutes to compose your sentences.

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Упражнение 3 School Venn Diagram

Directions: Based on what the exchange student reports about the first day in Dasha’s school, make a Venn diagram about what is the same and what is different in her school from what is true of the school you attend.



Упражнение 4 In My School

Directions: You have been asked to tell Dasha’s classmates about your school in the U.S. Tell as much as you can about your school, describing the building and classrooms, the number of grades in the school, the materials you use, some of the rules, breaks between classes, technology...or any other features of your school that you want to mention. Record yourself speaking about this topic, should not be more than 2 minutes.

STUDENT PROGRAM LEARNING PLAN

Module 3 Learning Plan #3

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 participate in a number of conversations on a number of familiar topics using simple sentences. (IS)
 I can talk with someone about school. (IS)
 I can understand a simple posting on an e-blog site. (IR)
 I can participate in a number of conversations on a number of familiar topics using simple sentences. (IS)
 I can describe a school (PS)

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

Culture	Content	Language
Russian school	Learning and conduct rules in Russian schools	Расписание уроков, правила поведения, дневник
Technology	Technology means and devices used in Russian school	Планшет, технические средства, интернет, онлайн сообщества и группы

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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 <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 school. (IS)	Learners will converse with each other on making a list of useful words and expressions from the text.
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i>	
<p>First learners will make a list of any words and expressions having to do with school that are new to them in the text. Then they will work with a partner to sort the vocabulary into groups of words that seem to belong together (eg:, rooms, people, objects, etc.). Finally, they will label each group of words and share their categories with the rest of the class. Include the word “класс” in more than one category!</p>	
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 a simple posting on an e-blog site.(IR)	Learners will read the text and use two minutes to write sentences about the main idea of the text.
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> <p>Learners will read the message about the first day of school for the exchange student. Write one or two sentences in Russian about information they find interesting about the school. Work for no more than two minutes to compose their sentences.</p>	
Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i>	

EPISODE # 3Number 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 participate in a number of conversations on a number of familiar topics using simple sentences. (IS)</p>	<p>Learners will talk about the student's first day in Russian school and complete School Venn Diagram on similarities and differences.</p>
<p>STAGE 3 Enabling Activities Tasks that lead learners to demonstrate what they can do with what they know.</p>	
<p>Based on what the exchange student reports about the first day in Dasha's school, learners will complete a Venn diagram about what is the same and what is different in her school from what is true of the school they attend.</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

<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 describe a school. (PS)</p>	<p>Learners will make a presentation about their own school as if they are asked by Dasha's classmates. Learners will record themselves.</p>
<p>STAGE 3 Enabling Activities Tasks that lead learners to demonstrate what they can do with what they know.</p>	
<p>Learners will be asked to tell Dasha's classmates about their school in the US. They will tell as much as they can about their school, describing the building and classrooms, the number of grades in the school, the materials they use, some of the rules, breaks between classes, technology...or any other features of their school that the learners want to mention.</p> <p>Learners will record themselves speaking about this topic, should not be more than 2 minutes.</p>	
<p>Differentiation Strategies Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</p>	

Add additional learning episodes as needed by copying a learning episode box.

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