

Comprehension Checks



"Каким должен быть классный руководитель? Кем для вас является классный руководитель?"

Directions: A Russian school conducted a survey on the question of what makes a good class teacher (классный руководитель).

Here are some of the qualities that students mentioned, beginning with the most important. Read the list before you listen to the audio.

Упражнение 1

Good Class Teacher

Interpretive Listening Summary Assessment

Descriptions of a teacher	"Check"
1. Хороший учитель	_____
2. Помогает решать проблемы	_____
3. Вторая мама	_____
4. Друг	_____
5. Хороший, добрый человек	_____
6. Организатор классных дел	_____
7. Отвечает за свой класс, заботится	_____
8. Готовит ко взрослой жизни	_____
9. Проверяет дневники	_____
10. Учит быть хорошими	_____
11. Главный в классе	_____
12. Красивый и молодой	_____
13. Умный	_____

Lesson 6

Directions: Now listen to one student describe his/her class teacher (классный руководитель). Check all the qualities listed above in the survey that the student mentions when he/she talks about Olga Ivanovna.

Для меня классный руководитель Питерских Ольга Ивановна является не только отличным учителем, но и настоящим другом, почти как второй мамой. У нее такой характер – она хочет, чтобы мы все очень хорошо учились, чтобы мы все стали отличниками. Она добрая и у нее хорошее чувство юмора.

Прежде всего, классный руководитель для нас - глава класса. Она помогает нам решать сложные проблемы. Отвечает за нас, следит не только за нашими оценками и поведением, но и за нашей одеждой и здоровьем.

Классный руководитель должен быть чутким и отзывчивым человеком. Он/Она поддерживает своих учеников в трудные моменты. Настраивает каждого на хорошую учебу. Она часто устраивает в классе праздники и делает каждый день красочным и интересным. Классный руководитель - это очень важный человек для нас в школе.

2. Second post-listening activity

Directions: Listen again and take notes on what you hear. What does the student say about Olga Ivanovna? What kind of person is she? What are her responsibilities in the classroom?

Notes on классный руководитель - Какая она?

Ольга Ивановна как человек	
Ольга Ивановна как глава класса	
Другие обязанности Ольги Ивановны (кроме успешной учебы учеников)	
Ольга Ивановна как друг для учеников	

3. Third activity:

Directions: Based on your notes, write 1 or 2 sentences in Russian that answer the following questions.

1. Почему он/она считает, что Ольга Ивановна хороший классный руководитель? Какой у неё характер?

2. Как она помогает своим ученикам в учебе?

3. Чем она занимается кроме учебной работы в классе?

Упражнение 2 Summative Assessment

«Здесь почти всё по-другому»

Presentational Speaking

Directions: You have been invited to speak to a group of school administrators in Moscow. They are interested to hear your views on what you know about schools in Russia after reading the blog entries. They are curious about your school experience in the US. Prepare and record a talk of approximately 2-3 minutes. Base your comments on the following quote from what the exchange student wrote: «Здесь почти всё по-другому» Explain what you learned about practices in the Moscow school that are different from what happens in your school. Give your opinion, if you like, about what sounds appealing about the Russian practices. Also explain what aspects of school life in Moscow are similar to your school in the US.

Some helpful terms and expressions:

Меня удивило

Интересно

Здорово

Меня поразило

Похож, похожа на

Отличается от

Упражнение 3 Plan a school project

Directions: Your teacher has asked your class to present a project on a feature of life in Moscow. Work with a partner to plan your project. Your topic might involve school life, transportation, after-school activities, excursions, food, or any other topic that you decide to choose. Each partner should contribute at least five or six statements, opinions, or questions to the conversation about planning the project.

Some expressions you may want to use are:

Планировать проект

Тема проекта

Готовить/Подготовить проект

Общаться друг с другом

Спрашивать/спросить кого-то

Находить/найти информацию

Писать/написать

Находить/найти иллюстрации

Сделать презентацию

Пользоватьсячем?

STUDENT PROGRAM LEARNING PLAN



Module 3 Learning Plan #6

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 statements about school. (IL) I can present my ideas about what I have learned about Russian schools. (PS) I can talk about a project on life in Moscow. (IS)</p>

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

Culture	Content	Language
School practices	Products and practices in Russian schools Classroom lead teacher role Secondary School in Russia and in US Planning a project	Классный руководитель, добрый, отзывчивый человек Меня удивило / поразило Здесь почти всё по-другому Планировать, находить информацию, сделать презентацию

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 statements about school. (IL)	Learners will listen to the audio prompt and check the appropriate descriptions of a teacher; they will take notes on what they hear and answer the questions in 1-2 sentences about how they understood the prompt about the lead teacher.
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i>	
Learners are asked to listen to an audio prompt recorded by a Russian student about her lead teacher in school. The learners are offered a list of possible characteristics of a teacher and while listening they will check the ones that they hear. Later, they will take notes to describe the teacher and finally, will write 1-2 sentences to answer the questions.	
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: 30

<p>STAGE 1 Lesson Can-Do Statement(s) Addressed: See box above</p>	<p>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></p>
<p>I can present my ideas about what I have learned about Russian schools. (PS)</p>	<p>Learners will record their talk of 2-3 minutes about what they learned about schools in Russia and compare to their own experience, using the expressions in the task.</p>
<p>STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i></p> <p>The learners imagine they are invited to speak to a group of school administrators in Moscow. The administrators are interested to hear their views on what they know about schools in Russia after reading the blog entries. They are curious about their school experience in the US. Learners will prepare and record a talk of approximately 2-3 minutes. Learners will base their comments on the following quote from what the exchange student wrote: «Здесь почти всё по-другому», they will explain what they learned about practices in the Moscow school that are different from what happens in their own school.</p>	
<p>Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i></p>	

EPISODE # 3

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 about a project on life in Moscow. (IS)	Learners will work in pairs. Each learner will produce at least 5 sentences on a project on a feature of life in Moscow they have learned.
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> The teacher has asked the class to present a project on a feature of life in Moscow. Learners will work with a partner to plan their project. Their topic might involve school life, transportation, after-school activities, excursions, food, or any other topic that they decide to choose. Each partner should contribute at least five or six statements, opinions, or questions to the conversation about planning the project.	
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>
