

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



Мне очень понравилась школа. Здесь почти всё **по-другому**, хотя предметы те же самые. Уроки **заканчиваются** в два часа тридцать минут. Домашнего задания немного, и у меня есть время учить новые русские слова и **выражения**.

Мне было очень интересно, чем московские школьники занимаются после уроков. Во время обеда Дашины друзья рассказали мне об этом. **Оказалось**, что в **государственных** средних школах почти нет спортивных тренировок после уроков, нет спортивных школьных **команд**, как в Америке. В некоторых школах, особенно тех, что находятся в центральной **части** Москвы, **вообще** нет спортивных площадок. Конечно, во всех школах есть большие спортивные залы для уроков физкультуры. Если ученики хотят серьёзно заниматься спортом, то после занятий в средней школе, они едут на **тренировку** в спортивный комплекс. Подруга Даши Ира, рассказала, что её брат Иван учится в спортивной школе. С утра у них тренировки, а потом начинаются обычные уроки, он **занят** весь день и приезжает домой поздно вечером.

Даша, как и многие её одноклассники, после уроков занимается английским языком. **С четырёх часов до шести** часов идут занятия **в рамках** Оксфордской программы. Летом некоторые ребята ездили в Англию, чтобы продолжить занятия английским в Лондоне. Если Даша хорошо **сдаст экзамен**, то получит сертификат.

Мне понравилось, что в Дашиной школе много **кружков**: химический, биологический, театральный и шахматный. Ребята **продолжают углубленно** изучать школьные предметы, даже после уроков.

Пока Даша занималась английским, её друзья **пригласили** меня **побывать** на занятиях разных кружков. Мне особенно понравился математический кружок, там ученики готовились к Московской городской олимпиаде по математике. Потом мы все вместе пошли в кафе “Теремок”. Там мы ели очень вкусные блины с шоколадом и бананами. Мне очень нравится в Москве!

Lesson 5 После уроков / After school**Comprehension Checks****Упражнение 1** Yes/No Formative Assessment

Which activities are available after school for Dasha and her friends? Check the ones that are available. Then double check the ones that are also available to you and your friends in the US.

Даша	У нас	
		Домашнее задание
		Спортивная команда
		Спортивная тренировка
		Спортивная школа
		Курсы иностранных языков
		Уроки музыки
		Математический кружок
		Литературный кружок
		Научный кружок
		Бизнес клуб
		Танцевальный кружок
		Театральный кружок
		Олимпиада по русскому языку
		Олимпиада по математике

Lesson 5 После уроков / After school**Упражнение 2** Questions Formative Assessment

Directions: Read the blog message and then write answers to the following questions, in Russian.

1. Когда заканчиваются уроки в школе, где учится Даша?
2. Какие спортивные команды есть в школе Даши?
3. Что делают ученики в спортивном зале в школе?
4. Кто учится в спортивной школе? Почему?
5. Чем Даша и её друзья занимаются два часа после уроков в школе?
6. Что значит «сдать экзамен»?
7. Что делал(а) американский(ая) ученик/ученица, когда Даша была на занятиях?
8. Что ему(ей) понравилось в кафе?

Упражнение 3 Four Corners Activity: Opinions on sports in everyday life.

Directions: One of your classmates tells your class that sports are very important in her everyday life. (Спорт играет большую роль в моей жизни). Form four groups in four corners of your classroom. Depending on your reaction to the statement about sports, move into the corner that says: Совершенно согласны, согласны, не совсем согласны, совершенно несогласны. When the groups have formed, discuss your reasons for agreeing or disagreeing and defend your point of view.

Lesson 5 После уроков / After school**Упражнение 4** Sports in My School

Directions: You have been asked by a member of the Russian press to talk about sports in your school. Practice your talk, which should include at least 6 sentences about sports. You might want to talk about the following: Physical Education class, school sports facilities, teams, practice times, games (матчи), most popular sport, opportunities for girls and boys. You might mention your own participation or lack of participation and whether you attend school sports events.

Some helpful vocabulary in addition to words from the blog:

Заниматься

Виды спорта

Играть в...

Смотреть матч

Игрок

Чемпион, чемпионат

Выиграть

Проиграть

Тренировать (тренирую, тренируют)

После уроков мы/я ...

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>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.</p> <p>I can understand the main idea of short and simple texts when the topic is familiar. (IR)</p> <p>I can understand a posting on a blog. (IR)</p> <p>I can talk with someone about sports.(IS)</p> <p>I can describe my school (PS)</p>
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Indicate what learners need to know and understand to meet the Lesson Can-Do statements above.

Culture	Content	Language
<p>Sport activities of Russian teenagers</p> <p>After-school life of Russian students</p>	<p>Athletics in school and after-school educational activities</p>	<p>Команда, тренировка, заканчиваться, с четырех до шести</p> <p>Серьезно заниматься, изучать углубленно</p>

Lesson 5 После уроков / After school

EPISODE # 1

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 the main idea of short and simple texts when the topic is familiar. (IR)	Learners are asked to check on the graphic organizer which activities are available after school for Dasha and her friends
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Learners will complete a Yes/No Formative Assessment. They will check the activities that are available. Then double check the ones that are also available to you and your friends in the US.	
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 posting on a blog. (IR)	Learners will read the American student's blog one more time and will answer the questions.
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Learners will take time to read the text and answer the questions outlined in the task. They will answer the questions in writing in Russian as one full sentence.	
Differentiation Strategies <i>Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</i>	

Lesson 5 После уроков / After school

EPISODE # 3

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 talk with someone about sports.(IS)</p>	<p>Learners will play “Four Corners” activity to converse with their peers about reasons of their choice.</p>
<p>STAGE 3 Enabling Activities Tasks that lead learners to demonstrate what they can do with what they know.</p> <p>Learners will imagine that one of their classmates tells their class that sports are very important in her everyday life. (Спорт играет большую роль в моей жизни). Learners will form four groups in four corners of the classroom. Depending on their reaction to the statement about sports, they will move into the corner that says: Совершенно согласны, согласны, не совсем согласны, совершенно несогласны. When the groups have formed, they will discuss their reasons for agreeing or disagreeing and defend their point of view.</p>	
<p>Differentiation Strategies Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.</p>	

Lesson 5 После уроков / After school

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 describe my school (PS)	Learners will talk about their sport experience in school in at least 6 full sentences.
STAGE 3 Enabling Activities <i>Tasks that lead learners to demonstrate what they can do with what they know.</i> Learners will role-play that they have been asked by a member of the Russian press to talk about sports in their school. They will practice their presentation, which should include at least 6 sentences about sports. Learners might want to talk about the following: Physical Education class, school sports facilities, teams, practice times, games (матчи), most popular sport, opportunities for girls and boys. Some helpful vocabulary in addition to words from the blog is offered 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?

