

VICTORIAN CURRICULUM: LANGUAGES UNIT PLANNER

MALVERN RUSSIAN COMMUNITY SCHOOL INC. 2022

LANGUAGE:	Russian	YEAR LEVEL:	3	TERM:	1	DURATION:	4 WEEKS X 180 MIN LESSONS	NUMBER OF LESSONS IN UNIT:	4
UNIT TITLE:	Holidays								
ESSENTIAL QUESTION:	<p>What do I know about Holidays in Russia? What vocabulary do I need to use about holidays?</p>								
UNIT OVERVIEW:	<p>The unit is designed to create opportunities for students to learn about new words and phrases in Russian e.g., Greetings, Russian cultural traditions, Students consolidate previously learnt language and extend their personal vocabulary and knowledge of language structures. They discern patterns and make connections between the Russian language and English (and possibly other languages) and understand that there are rules, some of which are common across languages and some that are not. The topic “Holidays” introduces Russian culture and extends the vocabulary students can use e.g., food, countries, seasons, traditions, personals hobby and interest.</p>								
UNIT GOALS:	<p>Through this unit, students will be working towards being able to:</p> <p>Interact with teachers and peers through action-related talk and play. (Achievement standard 1)</p> <p>Introduce themselves, exchange greetings and farewells, for example, Добрый день. Как пройти к ...? Как вам понравился город? Спасибо. Рад был с вами встретиться. Participate collaboratively in shared class experiences, which involve planning and simple transactional exchanges. (Achievement standard 2)</p>								

	<p>Convey information about self, others, holidays, season, food using simple statements and support materials such as photos, maps, or charts (achievement standard 3)</p> <p>Translate and interpret words, phrases and sentences used in familiar environments such as holidays, traditions and recognising how they may have similar or different meanings to words in English or other known languages (achievement standard 9)</p> <p>Identify, pronounce, and write the alphabet letters, recognising sound–letter relationships in the language studied (achievement standard 11)</p> <p>Identify specific words and information, such as names of people, places or objects, greetings in simple shared texts related to personal worlds. (Achievement standard 12)</p> <p>Identify vocabulary, behaviours and expressions which reflect cultural values, beliefs, and traditions to make connections between cultural practices and language use (achievement standard 15)</p>	
<p>Victorian Curriculum: Languages</p> <p>STRANDS AND CONTENT DESCRIPTIONS included in this unit</p>	<p>COMMUNICATING</p> <ul style="list-style-type: none"> ● Interact with peers and teacher to exchange personal information about everyday routines involving school and home environment (VCNRC018) ● Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges (VCNRC019) ● Participate in everyday classroom activities, such as asking for permission, requesting help, asking how to say or write something, and praising or encouraging peers (VCNRC020) ● Participate in shared imaginative activities and respond by acting out events, identifying 	<p>UNDERSTANDING</p> <ul style="list-style-type: none"> ● Identify, pronounce and write the alphabet letters, recognising sound–letter relationships in the language being studied (VCNRU029) ● Recognise and use elements of the language's grammar, such as word order, gender and singular/plural forms, to describe people, objects or events (VCNRU030) ● Recognise the linguistic features and structures of different texts used in familiar contexts (VCNRU031) ● Identify vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions to make connections between cultural practices and language use (VCNRU034)

	favourite elements, and making simple statements about characters (VCNRC023)	
KEY LANGUAGE INTRODUCED (KEY WORDS & PHRASES)	<p>Greetings & farewells (e.g., Добрый день/вечер/утро. До свидания. Пока! До скорой встречи.)</p> <p>Expressing feelings, likes, dislikes (e.g., Как рад был Вас встретить. Приятно познакомиться. К сожалению...)</p> <p>Directions (на право, на лево, за углом, сразу за углом.)</p> <p>Weather (Spring, summer, winter autumn); food (пирожки, пельмени, борщ, каша, блины)</p> <p>Traditions (Масленица, Красная горка, Колядки...)</p> <p>Type of holidays (катание на коньках, на лыжах, поход, собиране грибов, ягод, купание – в озерах, реках, морях.)</p>	

UNIT OUTLINE					
LESSON :	LEARNING INTENTIONS:	LEARNING ACTIVITIES:	KEY ASSESSMENT TASKS:	KEY LANGUAGE:	RESOURCES:
1	<p>We are learning to:</p> <ul style="list-style-type: none"> ● to practice greetings in Russian ● to use questions for directions ● to express our feelings ● Russian words for type of holidays ● Practice Past and Future tense of verbs ● Personal Pronounce 	<p>Morning warm up time – encourage students to repeat modelled TL language: Students share a highlight of their week (if possible, in TL, in English if necessary) – teacher translates, and students repeat in Russian.</p> <p>Learning Experiences</p> <p>Teacher discusses where children go on holidays / what they do at home during holidays.</p> <p>Make up 4 questions for children to answer about the most recent holiday they had.</p> <p>Explicit teaching and modelling by using pictures, books, gestures etc. Video sounds</p>	<p>Respond to and/or repeat modelled language by using key phrases.</p> <p>Write simple sentences based on modelled examples</p> <p>listen to short, simple texts and show understanding</p>	<p>Слова приветствия: Доброе утро, Рад с вами познакомиться. До свидания. До скорой встречи. Пока. Увидимся Направления: как пройти в...? Где находится...? Направо, налево и т. д. Название городов и праздников в России. <i>Катание</i> на коньках, лыжах</p>	<p>Text book: Учебник по русскому языку Рамзаева 3 кл. Рабочая тетрадь</p> <p>Reading book: Учебник по чтению 3 кл. * “Magic Words” p.131 Video</p> <p>Teacher’s distributions</p>

		<p>Introduce new vocabulary for topic.</p> <p>Teacher explicitly models use of Past and Future time of verbs (e.g., Я был, Я поеду) and concentrate on using pronounce (Я-мы. Ты-Вы. Он, она, оно – они.)</p> <p>Independent learning activity:</p> <p>Students create 4 their own sentence in Past and Future tenses using pronounce.</p> <p>Presentation of students work:</p> <p>Sharing work by speaking/repeating modelled sentence /students listening and asking the questions.</p> <p>Short break.</p> <p>Back in class:</p> <p>Watching a film about celebrations in Russia and cities.</p> <p>Teacher stops clip when necessary & leads class discussion about the words (food, traditions, places) students can identify in the video.)</p> <p>Discussions what they learn from the film.</p> <ul style="list-style-type: none"> • Word building activities. 		<p><i>Сбор ягод...</i> <i>Плавание</i></p>	<p>materials relating to Topic</p>
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		<p>Teacher models labelling informal sharing /individual speaking about likes/dislikes in TL with peers - sharing work in circle by speaking/repeating modelled sentence.</p> <p>Lunch time.</p> <p>Back to class- practice in using new vocabulary</p> <p>Crossword “Russian Cities”</p> <p>Team work</p> <p>Project: Creation of Class book (during the units’ children will create a Class book.</p> <p>Reflection time:</p> <p>What did we learn today?</p> <p>Teacher models key vocab/sentences</p> <p>Home work</p> <p>Bring photos of their holidays</p> <p>Prepare short story about your holiday.</p> <p>Bring a photo for class book</p>			
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2	<p>We are learning</p> <p>Russian traditional food</p>	<p>Morning warm up time – encourage students to repeat modelled TL language: Students share a highlight of their week (if possible, in TL, in English if necessary) – teacher translates, and students repeat in Russian</p> <p>Brainstorm Russian traditional dishes – make a list –word search. *Play word chain games using any food word. *Label sections of a Supermarket store.</p> <p>Writing: Writing recipe’s Read a recipe for selected dishes 3. Read dialogue e.g., at a Restaurant. *Role-play – order food at a Restaurant. *Buy products in a Supermarket.</p> <p>Write a detailed recipe of a favourite dish. Rewrite a recipe - reordering steps. *Write an invitation to a party. *Write a letter to a pen pal about Russian food/food in Australia.</p> <p>Descriptions of what children usually eat for breakfast, lunch, and dinner.</p> <p>Team work</p>	<p>construct questions themselves using information from the answers they receive in structured situations/ write simple sentences based on modelled examples/ appropriately integrate many culturally specific gestures into their oral communication</p>	<p>Рецепт, Ингредиенты. Название овощей, блюд русской кухни – блины, борщ, пироги, пельмени, каша</p>	<p>Video Teacher’s distribution materials relating to Topic Craft</p>
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		<p>Project: Creation of Class book (during the units' children will create a Class book.</p> <p>Reflection time: What did we learn today? Teacher models key vocab/sentences</p> <p>Home work Write and bring family recipe for Class book</p>			
3	We are revise months of the year, days of the week. Learn to reply to questions in full sentences. Learn to talk about the weather. Listen to statements and indicate if they are true/false.	<p>Morning warm up time – encourage students to repeat modelled TL language: Students share a highlight of their week (if possible, in TL, in English if necessary) – teacher translates, and students repeat in Russian</p> <p>Class splits in groups to prepare presentation of home work</p> <p>Oral presentation: Groups present finished work e.g., the best family recipes</p>	<ul style="list-style-type: none"> •write simple sentences based on modelled examples •listen to short, simple texts and show understanding •use a dictionary in guided situations to find the 	Осень, зима, лето, весна. Шторм, ураган, метелица Замерзнуть, Занести снегом, снежинка, оттепель	Video Teacher's distribution s materials relating to Topic

		<p>Groups present to peers in class using modelled TL If possible: students invite parents or grandparents to do a presentation as well (e.g., pan-cakes and make them in class for lunch break)</p> <p>Revising: Check what children know about seasons of the year – oral quiz. List and revise all the months of the year. Discuss what months fall into what seasons in Australia / Russia. *. Watch a video '12 Months'</p> <p>Class and individual activities: Discuss and compare seasons based on an illustration. *Draw up a chart of favourite activities for each season and individually illustrate each season. *Make up sentences using information gathered from discussion and write up the sentences on w/b. *Children. read then copy the sentences filling the gap/completing them with chosen alternatives. Learn to recite a poem e.g. 'Autumn Has Come' Roleplay then make up own dialogues.</p>	<p>meaning of simple words and to expand their vocabulary resources</p>		
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		<p>Reading Read selected texts for each season – ‘Four Wishes’ –Study relevant vocab. *Answer questions (written/oral). Fill the gap. *Write dialogue/description of a chosen season using a given model.</p> <p>Team work Write a class letter together then individually reply to it answering questions (50 words)</p> <p>Project: Creation of Class book (during the units’ children will create a Class book.</p> <p>Reflection time: What did we learn today? Teacher models key vocab/sentences What new do the children learn about seasons today? What is the main difference between seasons in Russia and Australia?</p> <p>Home work Learn a poem ‘Autumn Has Come’</p>			
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4	<p>We are learning to:</p> <p>Demonstrate comprehension of information gained through listening activities by selecting appropriate pictures, completing sentences, selecting alternatives, illustrating, completing a table etc. *In pairs make statements and ask questions about holidays *</p> <p>We are learning to share our work in Russian (TL)</p>	<p>Morning warm up time – encourage students to repeat modelled TL language: Students share a highlight of their week (if possible, in TL, in English if necessary) – teacher translates, and students repeat in Russian</p> <p>Reading: Shot videos about Russian and Australian satires. Read short stories of descriptions about major cities of Russia and Australia. Compare facts about cities in 2 countries/2 cities.</p> <p>Working in a group: Convey the information read in the form of an oral or written report. (Examples) Oral presentation: Children read what they did.</p> <p>Writing: Reply to a letter from a pen pal in Russia, answering questions about Melbourne and Australia.</p> <p>Reflection time: Team work Project: Creation of Class book. Finalised Class book “Holidays” There are 4 parts in a book.</p>	<ul style="list-style-type: none"> •compare like events in cultures which use different languages •explore a topic of interest through the language 	(Revising all) Повторение	Video Teacher’s distribution s materials relating to Topic Craft
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		Children are divided for 4 groups. All groups represent each part (reading, presentation, reflection).			
		Home work Ex; writing p.45 Ramsaeva Reading			

VICTORIAN CURRICULUM: **RUSSIAN** ACHIEVEMENT STANDARD

By the end of Level 4, students: <i>(Standards covered in this unit are underlined and numbered in brackets below as well as above)</i>	Activities from this unit which contribute to longer term assessment and reporting against elements of the Achievement Standards
<u>Interact with the teacher and peers to share simple information about aspects of their lives, such as school, home, and everyday routines</u> (Achievement standard 1)	Morning warm up Reflection time Class book
<u>They use formulaic expressions when participating in classroom routines, collaborative activities, and simple transactional exchanges, such as praising and encouraging others, asking for assistance, seeking clarification, requesting permission.</u> (Achievement standard 2)	Roleplay, discussion Brainstorm List Word chain game

<p><u>They use features of pronunciation when asking questions and making statements and exclamation, including use of the accent mark if applicable.</u></p> <p>(Achievement standard 3)</p>	Dialogue, Roleplay
<p>Students locate information related to everyday contexts and routines and use simple statements and support materials to present information about themselves, others, home, and school.</p> <p>(Achievement standard 4)</p>	
<p><u>They respond to imaginative texts by talking about favourite elements, acting out events and making simple statements about characters.</u></p> <p>(Achievement standard 5)</p>	Roleplay, discussion
<p>They perform and create short imaginative texts, using formulaic expressions and modelled language.</p> <p>(Achievement standard 6)</p>	
<p>Students use vocabulary related to school, home and everyday routines and describe people, objects or events using adjectives and adverbs.</p> <p>(Achievement standard 7)</p>	
<p><u>They use appropriate grammar and syntax in simple spoken and written texts.</u></p> <p>(Achievement standard 8)</p>	writing Invitation and Recipe, discussion
<p><u>They translate and interpret common words and frequently used language relating to familiar environments</u></p> <p>(Achievement standard 9)</p>	build new Vocabulary-list, Word chain game
<p><u>They create simple bilingual resources for the classroom, such as picture dictionaries and captions.</u></p> <p>(Achievement standard 10)</p>	Writing, craft - class book, convey, team work

<p><u>Students identify and write letters of the alphabet of the language being studied and recognise sound-letter relationships.</u></p> <p>(Achievement standard 11)</p>	Writing Invitation
<p><u>They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes, and conversations.</u></p> <p>(Achievement standard 12)</p>	Recipe, writing Invitation,
<p>They provide examples of how language use varies according to the context and the purpose of the exchange.</p> <p>(Achievement standard 13)</p>	
<p>They recognise that languages change over time, and that languages influence each other, providing examples of words in the language being studied that are borrowed from other languages.</p> <p>(Achievement standard 14)</p>	
<p><u>They compare the language being studied and English, identifying similarities and differences, particularly in vocabulary, behaviours and expressions related to cultural practices such as special occasions.</u></p> <p>(Achievement standard 15)</p>	team work, Recipe, writing Invitation,

A list of Achievement Standards

By the end of Level 4, that is over the two-year period of Year 3 and Year 4, students performed:

1. Interact with the teacher and peers to share simple information about aspects of their lives, such as school, home, and everyday routines.
2. They use formulaic expressions when participating in classroom routines, collaborative activities, and simple transactional exchanges, such as praising and encouraging others, asking for assistance, seeking clarification, requesting permission.
3. They use features of pronunciation when asking questions and making statements and exclamation, including use of the accent mark if applicable.
4. Students locate information related to everyday contexts and routines and use simple statements and support materials to present information about themselves, others, home, and school.
5. They respond to imaginative texts by talking about favourite elements, acting out events and making simple statements about characters.
6. They perform and create short imaginative texts, using formulaic expressions and modelled language.
7. Students use vocabulary related to school, home and everyday routines and describe people, objects or events using adjectives and adverbs.
8. They use appropriate grammar and syntax in simple spoken and written texts.
9. They translate and interpret common words and frequently used language relating to familiar environments a
10. They create simple bilingual resources for the classroom, such as picture dictionaries and captions.
11. Students identify and write letters of the alphabet of the language being studied and recognise sound-letter relationships.
12. They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes, and conversations.
13. They provide examples of how language use varies according to the context and the purpose of the exchange.
14. They recognise that languages change over time, and that languages influence each other, providing examples of words in the language being studied that are borrowed from other languages.
15. They compare the language being studied and English, identifying similarities and differences, particularly in vocabulary, behaviours and expressions related to cultural practices such as special occasions.