

**9** -YEAR PROGRAM  
*Guide to Implementation*

# Ukrainian

**LANGUAGE and CULTURE**

[ GRADES ] **4** **5** **6**

2008

**Alberta**  
EDUCATION





**9**-YEAR PROGRAM  
*Guide to Implementation*

# Ukrainian

**LANGUAGE and CULTURE**

Grades 4–5–6

2008

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# Chapter 1

## Introduction

### Chapter Summary

Purpose of This Guide  
Understanding the Learner  
Multiple Intelligences and Second Language Learning  
Brain Research and Second Language Learning  
Bloom's Taxonomy  
Benefits of Second Language Learning

### Purpose of This Guide

This guide to implementation is intended to support the Grade 4 to Grade 6 portion of the Ukrainian Language and Culture Nine-year Program (the program of studies). It was developed primarily for teachers, yet it includes information that may be useful for administrators and other stakeholders in their efforts to plan for and implement the new Ukrainian program of studies.

Familiarity with the program of studies is essential as teachers plan and implement language courses in their classrooms. The program of studies provides a brief discussion of the value of learning a second language and lays out learning outcomes for each grade level. It defines what students are expected to achieve and, hence, what teachers are expected to teach. To obtain the current version of the program of studies, visit the Alberta Education Web site at <http://education.alberta.ca/teachers/com/interlang/ukrainian.aspx>.

#### **This guide to implementation will assist educators as they:**

- develop further understanding of the program of studies
- plan for meeting the needs of diverse learners
- plan for the use of technology in the delivery of the new program
- communicate with stakeholders, such as parents and community members

- plan for instruction and assessment that support student achievement of the learning outcomes
- monitor student progress in achieving the learning outcomes
- select learning resources to support their own professional development
- select student learning resources to enhance instruction and assessment.

Research of second language learning and acquisition has identified several general principles of effective language learning. These principles guided the development of the conceptual model used in the program of studies. A clear understanding of these principles will provide a strong foundation for teachers as they develop and select teaching and learning strategies for classroom implementation.

## Engaging Students in Meaningful Tasks

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Language learning is more effective when classes are structured around meaningful tasks rather than elements of the language itself, such as grammatical structures, vocabulary themes or language functions. The principal focus of classroom activities is on communication while learning about a content area (e.g., wolves and their habitat) or while carrying out a project (e.g., creating a family album). Specific language skills are taught when students realize they need specific vocabulary, structures or functions to carry out the task they have chosen to do. When language learning has purpose, students tend to be more motivated to learn.

## Maximizing Student Interaction

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Students learn languages more effectively when they have ample opportunities to work in small groups on tasks that they have had a hand in choosing and that require them to negotiate meaning; i.e., make themselves understood and work to understand others. In classrooms structured with a maximum amount of student interaction, students have more practice time, they work on tasks that reflect their interests, and they use the language in situations that more closely resemble those outside of the classroom.

## Ensuring Student Awareness and Use of Thinking and Learning Strategies

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➔ For more information ...

Ukrainian Language and Culture Nine-year Program, Grades 4–5–6

Successful language learners use a number of cognitive, metacognitive and social/affective strategies that help make their learning more effective. Communication and language use strategies are important to the development of communicative competence and are clearly laid out in the “Strategies” section of the program of studies.

Many students benefit from explicit classroom instruction regarding language learning and language use strategies. Once students are aware of the various strategies and have practised them, they can select the most effective ones for a particular task. By using strategies they have selected, students see the link between their own actions and their learning and become more motivated and more effective language learners.

## **Building on Prior Knowledge**

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The constructivist theory of learning suggests that people learn by integrating new information or experiences into what they already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the students' areas of experience. For example, if students are involved and interested in a particular sport, a task can be chosen that links with this interest. The learning activities will build on the students' knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students come to their language learning experiences with unique sets of prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that provide choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

## **Transferring First Language Knowledge**

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Students come to their language and culture classes with large bodies of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages to their learning of a new language. They may also transfer language learning and language use strategies from one language context to another. Initially, the first language may also be a source of interference as students try to apply generalizations valid for their dominant language to the language they are learning. Students benefit from an awareness of both similarities and differences between their first language and the language being learned in terms of all components of language; e.g., sound system, grammar structures, vocabulary and discourse features.

## **Understanding the Culture**

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Intercultural competence is an essential element of any language-learning endeavour. Knowledge of the target culture must take into account that cultures evolve over time and minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand for themselves and relate to any culture they come in contact with, they will be prepared for encounters with cultural practices that have not been dealt with in class.

# Understanding the Learner

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## The Nature of Grade 4 to Grade 6 Learners

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The Ukrainian Language and Culture Nine-year Program, Grade 4 to Grade 12, is a student-centred curriculum designed to support the language learning of students in Alberta. The unique characteristics and needs of these students formed the basis for curriculum development.

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates and in different ways throughout a learner's stages of growth, developing progressively according to individual characteristics and criteria. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts with ever-increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding.

Language and literacy development begins with a child's earliest experiences with language. The development of listening, speaking, reading, writing, viewing and representing skills is an interrelated process. Young learners actively engage in acquiring language and constructing their own understandings of how oral and written language works. Language learning in the early years is fostered through experience in meaningful contexts. Social interaction is also a vital part of the students' social, emotional, intellectual and linguistic development.

Students need to feel accepted and confident that they will be supported by others in their risk taking, learning and growing. Self-concept plays an important role in students' learning and in their willingness to try challenging tasks. In their early years, learners are eager to make sense of the world and are developmentally ready to explore, take risks, construct things and take things apart. They are also acquiring attitudes toward learning that they will carry with them throughout their school years and beyond.

Language and literacy learning at the Grade 4 to Grade 6 level requires a unique classroom culture and climate that is different from those required for younger and older students. These students are distinguished by special intellectual, moral, physical, emotional, psychological and social characteristics that shape the way they learn. The methods, contexts, resources and supports chosen by teachers should be influenced by the needs, characteristics and interests of their individual students, and so the teachers' styles, attitudes and pacing may vary from classroom to classroom.

Students in grades 4 to 6 bring a wide range of abilities and characteristics with them to the classroom. As well, these learners are experiencing a period of change and developmental growth. Self-concept and self-esteem play important roles in their learning. Positive reinforcement, recognition, acceptance by adults and peers, and support of developing personal independence all play significant roles in promoting the students' learning.

Learners in grades 4 to 6 typically prefer active learning and interaction with their peers during learning experiences. They also respond positively to real-life contexts and situations. It is during grades 4 to 6 that learners demonstrate a wide range of development in the transition between concrete and abstract thinking.

## **The Second Language Learner**

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The program of studies meets the needs of a wide range of learners. Currently, most students enter this program in Grade 4 with little or no previous exposure to the Ukrainian language. Most of these students speak English as a first language within an English language majority environment; however, students also enter this program with a variety of language skills and experiences. For example, some students enter this program with some Ukrainian language experience, while others enter with strong proficiency in Ukrainian or other related languages. Occasionally, students will enter this program with little or no English language proficiency. Therefore, a diverse range of student language abilities exists in Ukrainian language and culture classrooms.

The Ukrainian Language and Culture Nine-year Program was developed with the assumption that the majority of students entering the program at the Grade 4 level would have little or no previous exposure to the Ukrainian language. Therefore, the majority of students must be considered second language learners. This requires that when planning and delivering instructions, teachers need to consider the unique needs, characteristics and influences that affect their students as second language learners.

Second language learning is influenced by many factors that can be broadly categorized into three main areas:

### **Outside Influences**

These include social, economic and political influences. For example, the importance placed by the family and the community on the language being learned, as well as the availability of opportunities to use the language meaningfully outside the classroom, are both factors that can impact the acquisition of a second language.

### **Classroom Factors**

Important classroom-based factors that impact second language learning include instructional organization, such as the amount of time spent conversing in the second language, the quality of the language input and class size. Teaching styles, methodologies and approaches are also key classroom factors.

### **Personal Characteristics**

Personal characteristics include individual differences that can impact the rate and quality of an individual's second language acquisition. Elements such as previous knowledge and experiences with the first language, Ukrainian or other languages can have significant impacts on a student's future learning of a new language. Personal characteristics such as the age at which the student began learning the second language, the student's aptitude for learning languages, as well as the student's motivation, attitude toward learning the language and learning

preferences are also contributing factors. Other personality variables, such as anxiety levels, self-esteem, self-concept and social skills, have also been thought to influence second language acquisition.

## Learning the Ukrainian Language

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There are significant differences between the English language and the Ukrainian language, and educators and parents should be aware of the challenges that students face when learning Ukrainian.

The Ukrainian language is printed and written in the Cyrillic alphabet. The Ukrainian alphabet consists of 33 Cyrillic letters rather than the 26 Latin letters used in the English alphabet. A few Cyrillic letters are similar to certain Latin letters both in appearance and in the sounds the letters represent; however, there are some Cyrillic letters that look like Latin letters, but stand for sounds quite different from those represented by the Latin letters. As a result, many younger students confuse the Latin and Cyrillic letters and transfer incorrectly between languages.

Ukrainian is a language with a highly consistent sound–symbol correspondence, and each letter, with few exceptions, represents only one sound. Most students who study the Ukrainian language find this to be an advantage. There are 11 vowels and 22 basic consonants in Ukrainian. The vowels are either simple or iotized. All Ukrainian vowels are plain; there are no diphthongs, and all but the Ukrainian *o* are pronounced approximately as in English. Ukrainian consonants can be distinguished from English consonants in that there exist two sets, hard and soft (nonpalatalized and palatalized). The softening sign may also change the sound of certain consonants. Of the hard consonants, some are pronounced differently in Ukrainian than in English; e.g., т, д, л, н.

Although stresses are usually not indicated or included in Ukrainian print materials in words with more than one vowel, only one of the vowels in a word is stressed. There is no general rule to follow; therefore, students must learn which vowel is stressed when they are introduced to new Ukrainian words. It is important for teachers to provide students with oral models of these stressed vowels.

In terms of grammar, Ukrainian has a complex morphology. Ukrainian, like German and Latin, is an inflected language. This means that nouns, adjectives and pronouns must have case endings to indicate their function (subject, object or indirect object) in a sentence. English is not an inflected language; therefore, students of Ukrainian require considerable time and practice to acquire grammatical understanding in **modelled**, **structured** and **unstructured** situations.

In Ukrainian, verbs are conjugated to denote person, number, voice, tense and mood. This is more complex than in English; therefore, more attention will need to be devoted to teaching and practising Ukrainian conjugation patterns.

On the whole, Ukrainian and English do not share many cognates. Cognates are words in one language that are similar in form and meaning to words in another

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Sources for the information in Learning the Ukrainian Language: Assya Humesky, *Modern Ukrainian* (Edmonton, AB: Canadian Institute of Ukrainian Studies, 1980) and George Duravetz, *Conversational and Grammatical Ukrainian, Level I* (Revised Edition) (Toronto, ON: Ontario Modern Language Teachers Association, 1977).

language. French and English, for example, share many cognates. Many of the cognates that do exist in Ukrainian are words that have been borrowed from other languages. With advances in technology, for example, many more words are being accepted into the Ukrainian language that are cognates and may be recognizable to students.

It is important to understand that additional time is required for students with English as a first language to develop fluency in Ukrainian because of the complexity and unique characteristics of the Ukrainian language. The American Council on the Teaching of Foreign Languages classifies Ukrainian as a Group 3 language—one that requires more instructional time to achieve professional working proficiency. It is important for educators, administrators and parents not to be too hasty in comparing the language proficiency of Ukrainian language and culture students with the proficiency of students in other language and culture programs.

## Factors That Influence Multilingual Development

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There are a number of individual factors that impact students and their capacity to learn an additional language. These factors are beyond the control of the teacher or school, but they are important to consider as they help explain why students acquire language at different rates. Tracey Tokuhama-Espinosa (2001) identifies 10 key factors that impact individual learners. The following are nine of these factors that are most relevant for language learners in elementary school settings:

### Aptitude

Every student is born with an inherent aptitude for different kinds of learning. While teachers cannot influence how much aptitude a student has, they can use the other eight factors to optimize whatever aptitude exists.

### Timing

There is a window of opportunity in a person's life when second language learning is facilitated by various factors. Research has shown that the preschool years and the period up to approximately age 12 are particularly important in children's linguistic development. The debate over whether it is better to begin second language learning at an early age or to wait until students are more mature has not been resolved. Some evidence supports starting second language learning early, as there are differences in the brain processes between learning a second language as a young learner and learning the language as an older learner. Students who begin learning at an earlier age also would have greater exposure to the language over time.

### Motivation

Students' readiness to learn another language is partially dependent on their motivation and on internal and external factors, such as how a student feels about the language being learned and the attitude of other significant persons; e.g., parents and peers. Positive experiences with, and positive perceptions of, the second language serve to increase motivation.

### Planning

In her research, Tokuhama-Espinosa found that families that had a well-developed plan to provide good language learning opportunities were more successful in developing bilingual language skills. In a school setting, it is equally important that an effective instructional plan is in place to implement a language and culture program.

### Consistency

Second language students exposed to language learning opportunities in a consistent and continuous fashion are more successful. In schools, it is important to schedule language and culture programs in a way that provides for well-sequenced and consistent language learning opportunities.

### Opportunity

A student may have great motivation, but without the opportunity to practise a second language in meaningful situations, he or she never becomes truly proficient. It is important that sufficient time be allocated for language and culture programs during the school day. Students and parents can supplement and enhance classroom language learning by seeking out or building opportunities for language learning in the home and in the community, as well as by participating in relevant extracurricular activities.

### Linguistic Relationship among Languages

The target language and those that the students are already fluent in may share a common historical root. For example, Spanish and English share roots, as do the Romance or Latin languages of Italian, French, Portuguese and Romanian. If the student's first language shares roots with the second language, the second language is easier to learn due to similarities in grammar, vocabulary and sound systems and the ease of transfer of their first language skills. Teacher awareness of the linguistic diversity present in the classroom enables more effective responses to learner needs and assists in assessing student learning.

### Gender

There is evidence that women and men use different parts of the brain when engaged in language learning. When planning learning activities, teachers need to consider gender differences and ensure that a variety of instructional approaches are used to address diverse student characteristics.

### Hand Use

Most people have their main language area of the brain in the left frontal and parietal lobes, but, inexplicably, 30 percent of those who write with their left hand and 5 percent of those who write with their right hand may actually have language spread out over a greater area. This is not to say that these individuals are better at second language learning than others, but rather that they may favour different teaching methods.

## Multiple Intelligences and Second Language Learning

Harvard psychologist Howard Gardner (1983, 1998) has spent many years analyzing the human brain and its impact on education, including language learning. According to his research, an individual possesses multiple intelligences, but these intelligences are developed to different degrees.

### Gardner's Types of Intelligence

**Linguistic Intelligence:** The ability to read, write and communicate with words.

**Logical-mathematical Intelligence:** The ability to reason and calculate.



**Visual-spatial Intelligence:** The ability to master position in space. This intelligence is used by architects, painters and pilots.

**Kinesthetic Intelligence:** The physical intelligence used by dancers and athletes.

**Musical Intelligence:** The musical ability highly developed by composers and top musicians.

**Interpersonal Intelligence:** The ability to relate to others, used by salespeople and psychologists.





**Intrapersonal Intelligence:** The ability to know one's inner feelings, wants and needs.

**Natural Intelligence:** The ability to learn by exploring nature.





## The Implications of Multiple Intelligence Theory on Second Language Teaching

- **Learning is experiential:** Students learn by engaging in real hands-on activities and tasks.
- **Learning uses all senses:** Teachers can reinforce learning with pictures and sounds, and students can learn by touching, tasting and smelling (Dryden and Rose 1995).
- **Learning should be fun:** The more fun it is to learn a language, the more one will want to continue. Learning while playing is an effective way to learn as it creates emotional attachments, and emotion is a door to learning (Jensen 1994, Dryden and Vos 1997, Dryden and Rose 1995).
- **Learning is best in a relaxed but challenging environment.**
- **Learning is enhanced through music and rhythm:** Often one can remember the songs learned in early childhood because words combined with music are easier to learn (Lozanov 1978, Campbell 1997, Brewer and Campbell 1998).
- **Learning is enhanced through action:** While traditionally students were encouraged to sit all day long, we now know that students learn more when they move as they learn. Teachers can use learning strategies that include physical interaction and can encourage students to dance and move to the rhythm when learning a language (Gardner 1983, Doman 1984, Dryden and Vos 1997).
- **Learning is enhanced by engaging with others:** Having students practise a language by talking to each other socially (e.g., over a meal) is a great way to learn (Gardner 1983, Dryden and Vos 1997).

## Gardner's Multiple Intelligences

Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
<b>Linguistic</b> 	verbalizing, hearing and seeing words	How can I use the spoken or written word?	<ul style="list-style-type: none"> <li>• creative writing</li> <li>• formal speech</li> <li>• humour or telling jokes</li> <li>• impromptu speaking</li> <li>• journal or diary keeping</li> <li>• oral debate</li> <li>• poetry</li> <li>• storytelling</li> </ul>
<b>Logical-mathematical</b> 	conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logic, classifications or critical-thinking skills?	<ul style="list-style-type: none"> <li>• puzzles</li> <li>• logic games</li> <li>• abstract symbols and formulas</li> <li>• calculation</li> <li>• counting</li> <li>• deciphering codes</li> <li>• finding patterns</li> <li>• graphic organizers</li> <li>• number sequences</li> <li>• outlining</li> <li>• problem solving</li> </ul>
<b>Visual-spatial</b> 	drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	<ul style="list-style-type: none"> <li>• drawing</li> <li>• creating videos</li> <li>• active imagination</li> <li>• colour schemes</li> <li>• designs and patterns</li> <li>• drawing guided imagery</li> <li>• mind mapping</li> <li>• painting pictures</li> <li>• sculpture/model</li> </ul>
<b>Kinesthetic</b> 	dancing, building models and engaging in hands-on activities	How can I involve the whole body or use hands-on experience?	<ul style="list-style-type: none"> <li>• physical games</li> <li>• body language</li> <li>• dancing—folk or creative</li> <li>• drama/acting</li> <li>• inventing</li> <li>• martial arts</li> <li>• mime</li> <li>• physical gestures</li> <li>• physical exercises</li> <li>• playing sports and games</li> <li>• role-playing</li> </ul>

Gardner's Multiple Intelligences Chart: Adapted with permission from the Nebraska Department of Education, *Nebraska K-12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), pp. 266-267.

Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
<p><b>Musical</b></p> 	<p>singing, chanting and playing background music while learning</p>	<p>How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?</p>	<ul style="list-style-type: none"> <li>• chanting</li> <li>• humming</li> <li>• rapping</li> <li>• listening to music</li> <li>• music performance</li> <li>• music creation</li> <li>• rhythmic patterns</li> <li>• singing</li> <li>• tonal patterns</li> <li>• vocal sounds and tones</li> </ul>
<p><b>Interpersonal</b></p> 	<p>working with another person or a group of people</p>	<p>How can I engage students in peer sharing, cooperative learning or large group simulation?</p>	<ul style="list-style-type: none"> <li>• peer assessment</li> <li>• collaboration skills</li> <li>• cooperative learning</li> <li>• empathy practices</li> <li>• group projects</li> <li>• intuiting others' feelings</li> <li>• listening</li> <li>• person-to-person communication</li> <li>• teamwork/division of labour</li> </ul>
<p><b>Intrapersonal</b></p> 	<p>relating to a personal feeling or an inner experience</p>	<p>How can I evoke personal feelings or memories or give students choices?</p>	<ul style="list-style-type: none"> <li>• self-assessment</li> <li>• reflective writing</li> <li>• guided imagery</li> <li>• focusing/concentration skills</li> <li>• higher-order reasoning</li> <li>• metacognition techniques</li> <li>• silent reflection methods</li> <li>• telling about feelings</li> <li>• telling about thinking</li> <li>• thinking strategies</li> </ul>
<p><b>Natural</b></p> 	<p>observing, classifying and appreciating</p>	<p>How can I relate the students' learning to the physical world?</p>	<ul style="list-style-type: none"> <li>• discovering, uncovering</li> <li>• observing, watching</li> <li>• forecasting, predicting</li> <li>• planting</li> <li>• comparing</li> <li>• displaying</li> <li>• sorting and classifying</li> <li>• photographing</li> <li>• building environments</li> </ul>

## Brain Research and Second Language Learning

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Diane Larsen-Freeman (2000) observes that “the issue for teachers who wish to honour the diversity of intelligences among their students is how to represent the other intelligences and enable each student to reach their full potential, while not losing sight that their purpose is to teach language” (p. 172).

The following are implications of brain research for second language learning:

1. **Build in reflection:** It is important to let children take time to “simmer.” There is a silent stage to language learning. First children absorb the language. Later they begin to speak (Krashen 1992).
2. **Link learning:** “The more you link, the more you learn” (Dryden and Vos 1999, p. 315). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden and Vos 1997). For example, link numbers and words in a playful way (Dryden and Rose 1995). Reciting the numbers from one to ten in the target language in rhythm is a fun way to begin language learning.
3. **Use the whole world as the classroom:** Real-life experiences and situations engage learners and bring meaning and context to the learning process (Dryden and Vos 1997).

## Brain-based Learning Theory

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Brain-based learning theory asserts that all humans are born with the ability to learn. “Although all learning is brain based in some sense ... brain-based learning involves acknowledging the brain’s rules for meaningful learning and organizing teaching with those rules in mind” (Caine and Caine 1994, p. 4).

Caine and Caine (1991, 1994, 2005) outline 12 principles to provide a theoretical foundation for brain-based learning:

1. **Learning involves the entire physiology:** Everything that happens to us, whether it is physical, emotional or cognitive, has an effect on learning.
2. **The brain is social:** We always search for ways to belong to a community and seek interaction with others.
3. **The search for meaning is innate:** We strive to make sense of our experiences.
4. **The search for meaning occurs through patterning:** We categorize our experiences so we can establish patterns and bring order to our world.
5. **The brain is a parallel processor:** It can perform several different activities at the same time.
6. **Emotions are critical to patterning:** Emotion and cognition are strongly tied. It is emotionally difficult to change patterns such as assumptions and beliefs.
7. **The brain processes parts and wholes simultaneously:** The brain is designed to perceive experiences as both separate and interconnected.

8. **Learning involves both focused attention and peripheral perception:** Even when we are paying attention to one task, we are also absorbing information reaching us from the environment outside our immediate focus.
9. **Learning always involves conscious and unconscious processes:** Unconscious processing is ongoing and contributes significantly to understanding.
10. **There are at least two different types of memory:** Systems for rote learning and spatial memory coexist in the brain. Memory is not only what we “store and retrieve”; it is based on what we encounter in our natural, daily experiences.
11. **Learning is enhanced by challenge and inhibited by threat:** Feelings of self-worth and accomplishment allow us to learn. Feelings of fear brought on by fatigue, helplessness or overstimulation cause our brains to “downshift.”
12. **Each brain is unique:** Although our brains share physical characteristics, we each perceive and react to the world differently.

### Sample Strategies to Support Brain-based Learning:

- Develop an understanding of the impact of nutrition, exercise and stress on learning.
- Facilitate cooperative learning and provide students with opportunities to interact.
- Use various methods and approaches that have been proven effective.
- Acknowledge that students mature at different rates. Because of these natural differences, “equality” in student performance is not expected.
- Provide a learning environment that employs routines and behavioural guidelines, while offering activities that challenge and excite students.
- Model enthusiasm for communicating in the second language.
- Provide a classroom environment that features changing displays of vocabulary and culturally rich materials.
- Facilitate language and culture immersion activities, such as field trips, projects, stories, performances and drama.
- Provide opportunities for students to actively process what and how they have learned through reflection and metacognition.
- Foster a classroom atmosphere where students take learning risks yet feel safe and relaxed.
- Account for individual learning preferences.

## Bloom’s Taxonomy

Bloom’s Taxonomy is a model that focuses on six levels of complexity in the thinking processes. Knowledge and Comprehension are the lower or more concrete levels of thinking. Analysis, Synthesis and Evaluation represent higher or more complex levels of thinking. The Application level, which falls between the lower and higher levels, can be less or more complex depending on the task.

## Sample Activities Organized in the Bloom's Taxonomy Model

Level	Sample Activities in the Second Language Classroom
<p><b>Knowledge/Comprehension</b></p> <p>Students recall information and restate the information in their own words.</p>	<ul style="list-style-type: none"> <li>• Arrange lines of dialogue</li> <li>• Fill out authentic forms in Ukrainian</li> <li>• Listen for sequence</li> <li>• Explain the "What? Who? Where? When? How? Why?"</li> <li>• Describe scenes from a video presentation</li> <li>• Describe pictures from Ukrainian culture</li> <li>• Define words</li> <li>• Listen to and paraphrase in English a conversation heard in Ukrainian</li> <li>• Draw pictures from verbal descriptions of a Ukrainian cultural scene or object</li> <li>• Understand text written in Ukrainian</li> </ul>
<p><b>Application</b></p> <p>Students apply the information in one or more contexts.</p>	<ul style="list-style-type: none"> <li>• Dub cartoons or television shows</li> <li>• Instruct others to prepare a typical cultural dish step-by-step</li> <li>• Produce questions with correct pronunciation</li> <li>• Apply a cultural custom to a real-life situation</li> <li>• Interview classmates on their daily activities</li> <li>• Plan a menu for occasions typical of Ukrainian culture</li> <li>• Make shopping lists for various Ukrainian cultural or social events</li> <li>• Apply rules of cultural protocol for dining in Ukraine</li> <li>• Apply gestures learned to an authentic situation</li> <li>• Apply reading strategies to understand authentic texts</li> </ul>
<p><b>Analysis</b></p> <p>Students understand component parts and recognize patterns so they can compare and contrast or categorize information.</p>	<ul style="list-style-type: none"> <li>• Identify elements of a particular literary form</li> <li>• Analyze the lyrics of popular songs to compare two cultures' perspectives</li> <li>• Compare points of view found in two editorials</li> <li>• Analyze a story, poem and other authentic material</li> <li>• Analyze a scene from Ukrainian culture</li> <li>• Find evidence to support opinion</li> <li>• Compare own customs with Ukrainian customs</li> <li>• Conduct a survey and analyze the results</li> <li>• Analyze typical foods of Ukrainian culture for nutritional value</li> <li>• Identify the best route to a historic site important to Ukrainian culture</li> <li>• Play the role of a tourist who bargains in Ukrainian for merchandise</li> </ul>
<p><b>Synthesis</b></p> <p>Students make predictions and create new ideas based on their knowledge of component parts.</p>	<ul style="list-style-type: none"> <li>• Write an alternative ending to a story</li> <li>• Predict consequences if historical events were altered</li> <li>• Write titles for a play, story or article</li> <li>• Write headlines in newspaper style on current issues in Ukraine</li> <li>• Predict future events</li> <li>• Write a diary for an imaginary trip</li> <li>• Extend a story</li> <li>• Hypothesize reactions to different situations based on cultural beliefs</li> <li>• Compose a poem, skit, role-play or advertisement</li> <li>• Create hypothetical real-world situations in Ukrainian culture</li> <li>• Create an infomercial</li> </ul>
<p><b>Evaluation</b></p> <p>Students judge what they have analyzed and support their opinions.</p>	<ul style="list-style-type: none"> <li>• Evaluate solutions to cultural dilemmas</li> <li>• Express and justify opinions on creative products of Ukrainian culture</li> <li>• Give and support opinions about issues</li> <li>• Evaluate television shows, movies or cartoons</li> <li>• Write an editorial, giving and supporting own opinion</li> <li>• Express the pros and cons of policies</li> <li>• Give and support the decision in a mock trial</li> <li>• Write an ambassador with suggestions for the resolution of a real-world problem</li> <li>• Justify, in Ukrainian, decisions of what sites to visit</li> <li>• Read an editorial in a newspaper, respond, and send the response</li> <li>• Evaluate Web pages as sources of information in Ukrainian</li> </ul>

Sample Activities Organized in the Bloom's Taxonomy Model: Adapted with permission from the Nebraska Department of Education, *Nebraska K-12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), p. 307.

## Benefits of Second Language Learning

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In North America, the 1990s was a decade of renewed interest in language learning. There is a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is a greater understanding of the academic and cognitive benefits of learning other languages. The last decade has seen an emerging global interest in international languages and second language education. This has led researchers, policymakers, educators, employers, parents and the media to re-examine the advantages of learning additional languages.

Increased research on brain development has focused attention on learning processes and developmental issues. Some of this research has analyzed the effects of language acquisition on the brain. The results of these studies have generated interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial. A summary of the many benefits of learning a second language follows.

### A Means of Communication

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Ukrainian is spoken by more than 50 million people in the world living in places such as Ukraine, Russia, Poland, Argentina, Brazil, Canada, the United Kingdom and the United States of America. Ukrainian is closely related to other Slavic languages, and since there are almost 300 million people in the world who speak a Slavic language, Ukrainian can be an important key to communication in many parts of the world. Speakers of Ukrainian can communicate in many countries in Europe; i.e., Belarus, Bosnia, Bulgaria, Croatia, Czech Republic, Macedonia, Poland, Russia, Serbia, Slovakia and Slovenia. Learning Ukrainian, therefore, opens many doors for communicating with others around the world.

### Personal Benefits

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An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people and read more literature, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of the human experience by fostering an appreciation for the customs and achievements of people beyond their own frames of reference. In many cases, the learning of a second language can strengthen the personal connection to the language and culture of one's own heritage. Knowledge of a second language can also give people a competitive advantage in the work force by opening up additional job opportunities (Villano 1996).

For many people, there's something inherently enjoyable about successfully communicating in another language. Learning a new language can be an intensely challenging and rewarding experience.

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Benefits of Second Language Learning: Adapted from Kathleen M. Marcos, "Second Language Learning: Everyone Can Benefit," *The ERIC Review* 6, 1 (Fall 1998), pp. 2, 3.

## Cognitive Benefits

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Some researchers suggest that students who receive second language instruction are more creative and better at solving complex problems than those who do not (Bamford and Mizokawa 1991). Other studies suggest that bilingual individuals outperform similar monolinguals on both verbal and nonverbal tests of intelligence, which raises the question of whether ability in more than one language enables individuals to achieve greater intellectual flexibility (Bruck, Lambert and Tucker 1974; Hakuta 1986; Weatherford 1986).

## Academic Benefits

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Parents and educators sometimes express concern that learning a second language will have a detrimental effect on students' reading and verbal abilities in English; however, several studies suggest the opposite. Knowing a second language, according to the latest research on reading, can help children comprehend written languages faster and possibly learn to read more easily, provided that they are exposed to stories and literacy in both languages (Bialystok 1997). By age four, bilingual children have progressed more than monolingual children in understanding the symbolic function of written language. By five, they are more advanced than those who have learned only one writing system.

The positive effects of bilingualism were also documented in an American study analyzing achievement test data of students who had participated five years or more in immersion-type international language programs in Fairfax County, Virginia. The study concluded that students scored as well as or better than all comparison groups and continued to be high academic achievers throughout their school years (Thomas, Collier and Abbott 1993). Numerous other studies have also shown a positive relationship between foreign language study and achievement in English language arts (Barik and Swain 1975, Genesee 1987, Swain 1981).

## Societal Benefits

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Bilingualism and multilingualism have many benefits for society. Albertans who are fluent in more than one language can enhance Alberta's and Canada's economic competitiveness abroad, maintain Alberta's and Canada's political interests and work to promote an understanding of cultural diversity within the nation. For example, international trade specialists, overseas media correspondents, diplomats, airline employees and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, health care providers, customer service representatives and law enforcement personnel also serve their communities more effectively when they can communicate with people of diverse languages and cultures. Developing the language abilities of students will improve the effectiveness of the work force and strengthen communities for years to come.





# Chapter 2

## Planning

### Chapter Summary

Introduction  
Program of Studies  
Planning Considerations  
Planning Approaches  
Year Plans  
Unit Plans  
Lesson Plans

## Introduction

Planning models require careful consideration of the curriculum they are intended to support. Effective planning ensures that all elements are consistent with the general and specific outcomes of a program of studies.

## Program of Studies

The program of studies prescribes what students are expected to learn and be able to do at each grade level. It is the **primary reference** for teachers as they plan for student learning.

➔ For more information ...

Appendix A  
Specific Outcomes  
Chart

Teachers determine what should be taught to accomplish the general and specific outcomes in the program of studies and continually refer to the program outcomes during the planning process. The Specific Outcomes Chart in Appendix A provides a summary of all program outcomes and is useful for planning and tracking outcome coverage throughout the year.

## Alignment

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Many school districts are approaching instructional improvement through planning processes that emphasize the need to align learning outcomes with assessment practices. This alignment helps teachers articulate what students should be able to learn, know and do. Alignment encourages teachers to focus first on the learning outcomes and clearly communicate learning expectations to support and measure student achievement. Alignment can also provide a focus for a teacher's professional development plan that centres on curriculum and instruction.

## Implementing the Program of Studies

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The *Ukrainian Language and Culture Nine-year Program Guide to Implementation, Grades 4–5–6* is designed to assist teachers as they plan for and implement the Ukrainian Language and Culture Nine-year Program, Grades 4–5–6 (the program of studies). The teaching and learning activities, assessment strategies, unit plans and lesson plans presented in this guide are **suggestions only**. They are provided to stimulate ideas and to help teachers envision and plan an effective Ukrainian classroom program.

The Grade Level Samples in Chapter 8 include teaching and learning activities and assessment strategies for each specific outcome from Grade 4 to Grade 6. These are samples only, providing teachers with possibilities to consider as they plan and implement the program.

## Considerations for Effective Implementation

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Ukrainian language and culture programs should strive to provide a rich language learning environment, stressing communicative competence and enriched cultural experiences that maximize student opportunities for learning.

### Effective learning environments are those in which:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning preferences and needs are accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the language studied is emphasized
- quality multimedia, print, human and other resources are available and applied in a supportive, meaningful and purposeful manner.

## Instructional Time

Language and culture programs of study are developed based on 95 hours of instruction time per grade level, or approximately 150 minutes per week. This is 10 percent of the total instructional time.

When planning for instructional time in the Ukrainian language and culture program, administrators and teachers should carefully consider the impact of time scheduling on the linguistic development of the students. It is strongly recommended that Ukrainian language and culture courses be scheduled to ensure maximum exposure to the language throughout the school year. If students lose contact with the language for long periods of time, additional time must be taken to review previously learned material that may have been forgotten. Students benefit from using the language on a daily basis.

## Class Groupings

In some situations, students from two grades may have to be combined into one class. As well, many classrooms will contain students at the same grade level with varying proficiency levels. By using a range of instructional and planning strategies, students of different ages and different levels of ability can be accommodated in a single classroom.

## Ukrainian Program Collaboration

Effective Ukrainian language and culture programs depend heavily on collaboration among a range of stakeholders. Students, parents and parental organizations, teachers, school administrators, central administration, government, community members, members of Ukrainian-speaking communities, post-secondary institutions, cultural institutions, and other stakeholders all play crucial roles in supporting language and culture programs. Teachers should ensure that opportunities for collaboration are maximized.

## Materials

Students should work with all kinds of authentic audio, video, print and multimedia resources, including documents and texts designed for Ukrainian speakers as well as materials prepared for second language learners. These resources should also be appropriate for the age, developmental levels and linguistic levels of the students.

### Tips for Choosing Appropriate Instructional Materials

1. Materials should be flexible enough to accommodate the diversity found in schools and should address a variety of learning preferences, interests, abilities, attention spans and backgrounds.
2. Materials should reinforce positive aspects of the students' self-images.
3. Materials should be relevant to students' interests.

## Planning for Professional Development

Teaching in the Ukrainian language and culture program demands a broad range of knowledge and skills, both in the Ukrainian language and in second language pedagogy. Teachers should continue to engage in professional development to maintain or improve their proficiency in the Ukrainian language and to continuously improve their teaching skills.

Ukrainian language and culture teachers will benefit from professional development opportunities to speak the language, to increase understanding of Ukrainian culture and to build their understanding of second language teaching methodologies. In addition, teachers will benefit from professional development that focuses on:

- responding to diversity in the classroom and using multilevel groupings
- cooperative learning and student-centred learning
- multimedia and computer-assisted learning
- resource-based language learning.

## Student Motivation

When students value their learning, believe they can succeed and feel in control of the learning process, they develop motivation and a desire to learn. Teachers can foster students' motivation to learn by:

- instilling in each student a belief that he or she can learn
- making students aware that they can learn by using a variety of learning strategies
- helping students become aware of their own learning processes and teaching them strategies for monitoring these processes
- assigning tasks and materials of appropriate difficulty and making sure that students receive the necessary instruction, modelling and guided practice to be successful
- communicating assessment processes clearly so that students understand the criteria by which progress and achievement are measured
- helping students set realistic goals to enhance their learning
- helping students celebrate their own and their classmates' learning progress and achievements within the school community and the broader community
- ensuring that instruction is embedded in meaningful learning events and experiences
- modelling personal enjoyment of Ukrainian language learning and communicating the value of learning another language for success in the world beyond the classroom
- involving students in the selection of themes, topics, resources and activities around which learning experiences will take place
- creating inclusive, risk-free classroom communities where curiosity is fostered and active involvement in the learning process is valued and shared
- providing uninterrupted time for sustained engagement with appropriate Ukrainian print and nonprint resources

- providing collaborative learning experiences that enable students to exchange ideas and perspectives, develop a sense of purpose and build a sense of community
- using contextualized vocabulary presentations and visuals such as pictured vocabulary, videos and charts
- emphasizing the development of understanding rather than the decontextualized memorization of vocabulary lists and grammar rules
- scaffolding complex tasks to facilitate learning of abstract concepts.

## Planning Considerations

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### Prior Knowledge

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The Ukrainian Language and Culture Nine-year Program, Grades 4–5–6 assumes that students will have limited or no previous knowledge of the Ukrainian language upon entry. In situations where the majority of students do have previous knowledge of the Ukrainian language, schools may offer an accelerated program or may assess students and plan courses to suit students' individual needs. In all cases, students' language levels should be assessed and programs adapted, when necessary, to meet individual language learning needs. Students who already have a second language, particularly one that is related to the Ukrainian language, will often learn additional languages more quickly and more easily than those beginning their study of a second language.

### Student and Parent Awareness

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Students and parents need to be aware of learning outcomes and how they are assessed or evaluated. When students and parents understand learning outcomes and learning outcome assessment or evaluation criteria, they are encouraged to participate in the learning process.

### Language of Instruction

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As the ultimate goal of the Ukrainian Language and Culture Nine-year Program, Grade 4 to Grade 12, is to have students use Ukrainian for a variety of purposes in a variety of situations, Ukrainian should be modelled and used in class as frequently as possible. English will likely be used to some extent in the beginning stages but can gradually be phased out. It may be decided that certain activities be done in English, such as students' reflective writings and learning logs or the delivery of relatively complex instructions or explanations.

## Choice of Topics and Tasks

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➔ For more information ...

Appendix C  
Sample Text Forms

The choice of learning topics and tasks should be guided by the needs, interests and daily experiences of the students and by the elements outlined in the four components of the program of studies.

## Opportunities for Ukrainian Language Use and Real-life Applications

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Proficiency-based instruction that focuses on what students can do with what they know is critical. Classroom activities that engage students in meaningful and purposeful language use should predominate.

Students will be more successful Ukrainian language learners if they have opportunities to use the language for authentic and meaningful communication in a broad range of contexts. In addition, the curriculum supports and encourages the real-life application of Ukrainian language learning through meaningful contact with fluent speakers of the Ukrainian language and authentic texts, such as Ukrainian language newspapers, magazines, electronic communications and multimedia resources.

It is important to have a rich Ukrainian language environment in the classroom, but it is also very beneficial to provide cocurricular and extracurricular activities during which students have opportunities to use and develop their Ukrainian language skills. Such school-sponsored activities as Ukrainian language camps, visits to cultural facilities, pen pals, plays and performances, language clubs, school visits and exchanges are important. It is also important to encourage students to continue their development of Ukrainian language skills by using the language for personal enjoyment, listening to music, attending cultural events and performances, and accessing and using self-study resources.

## Knowing the Students

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➔ For more information ...

Chapters 3, 4, 5  
and 6

Teachers should identify student needs, background knowledge and experience. They should select learning activities that are appropriate for the age and interests of the students and that complement the lexical fields outlined in the program of studies. Instructional plans can be differentiated to meet the needs of all students in the class. Planning is continual and is informed by needs that become evident through classroom assessment.

## Diversity of Needs

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➔ For more information ...

Chapters 4, 5 and 6

All classes consist of students with a variety of needs. Some students may have special education needs, while others may be gifted and require greater challenges. Some students may speak English as a second language and require ESL-specific support and accommodations. It is therefore important to always consider the diverse needs of students when planning a language and culture program.

## Plan with an Applications Focus

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The program of studies specifies four components for the development of communicative competence. The Applications component outcomes provide meaningful contexts for students' language and culture learning. Language Competence, Global Citizenship and Strategies component outcomes can be integrated with Applications outcomes. An initial focus on an Applications outcome(s) can serve to motivate and engage students by providing a goal or a reason for their Ukrainian language and culture learning. When planning, keep a strong focus on Applications in mind and think of ways to integrate learning outcomes from Language Competence, Global Citizenship and/or Strategies with outcomes from Applications.

### Getting to the Destination

Think of the program of studies as a car with four passengers headed to a specific destination. In this scenario, all four occupants contribute to the car reaching its destination—to the achievement of the program learning outcomes.



**Applications** is the **driver**, making sure the car moves toward the planned destination. If the car is to reach its destination, Applications must be in the driver's seat.



**Language Competence** is the **passenger** who sits beside Applications, ensuring that the driving is done accurately and competently. Language Competence ensures that the **rules of the road** are adhered to and interprets various road signs for Applications.



**Global Citizenship** considers what the **outside world** is like and how it relates to all passengers. Global Citizenship provides information about the various places the passengers will be driving to and what they can expect when they get there.



**Strategies** is the **troubleshooter**. Strategies speaks up when questions or problems arise, offering advice about how all passengers can work effectively to make the trip a positive experience. When passengers encounter problems, Strategies shares ideas on how to find solutions. Strategies asks the right questions at the right time, making sure everyone in the car knows what they are doing and why they are doing it.

All four components are essential to get the car to its destination:  
**Applications** to drive the car forward  
**Language Competence** to pay attention to accuracy and details  
**Global Citizenship** to add colour, life, acceptance and possibilities  
**Strategies** to provide important problem-solving skills.

To further the metaphor, if the program of studies is a car on a journey, teachers are the navigators. Teachers plan the route and determine when the car has reached its destination.

## Plan for Strategic Learning

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➔ For more information ...

Chapter 3

Plan for students to learn and independently select and use cognitive, metacognitive and social/affective strategies. Strategies outcomes for Language Learning, Language Use and General Learning are explicitly taught to students. As students become more aware of how to use strategies to enhance their learning, they will be able to choose strategies that work most effectively for them.

## Integrate Outcomes

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Most learning activities, even simple ones, involve multiple specific and general outcomes. For example, singing a Ukrainian song involves outcomes from the Applications, Language Competence, Strategies and Global Citizenship components of the program of studies. The challenge is for teachers to be familiar with the outcomes and to select outcomes for the focus of a lesson (or unit). The teacher plans lessons to ensure that all outcomes receive focused attention periodically throughout the school year.

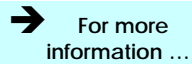
### Outcome Integration: A Sample (Grade 4)

<b>Activity</b>	Divide students into groups and have them choose a region of Ukraine. Students gather information about the culture of that region and organize it in a KWL chart (see Appendix D: Graphic Organizers). Students then reorganize the information into subtopics and create a poster that illustrates the key information and includes several sentences in Ukrainian that describe the people of that region.
<b>Applications</b>	A–5.2 <i>gather and organize information</i> a. gather simple information b. organize items in different ways
<b>Language Competence</b>	LC–3.2 <i>written production</i> a. produce simple written words and phrases in guided situations
<b>Global Citizenship</b>	GC–1.4 <i>diversity within Ukrainian culture</i> a. experience diverse elements of Ukrainian culture
<b>Strategies</b>	S–3.1 <i>cognitive</i> a. use simple cognitive strategies, with guidance, to enhance general learning



## Identify Instructional Strategies

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For more  
information ...

Chapter 3

To achieve the selected outcomes and best meet the needs of students, plan to address specific instructional strategies. Choose a style of planning that suits your needs: thematic, task- or project-based or a combination. Ensure that the activities fit with the selected teaching strategies and the specific outcomes targeted.

## Identify Assessment Tools

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For more  
information ...

Chapter 7

A variety of assessment tools ranging from informal observation to formal tests are planned for individual teaching and learning activities, for report card periods and for teaching units, projects and portfolios. All assessments focus on active involvement of the student in the process, determining if learning outcomes have been achieved, and on how such assessment information can be used to optimize student learning.

## Planning Approaches

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Two of the most effective planning approaches for language learning are the thematic approach and the task- or project-based approach. Either of these approaches (or a combination of the two) can be applied to the development of the year, unit or lesson plans for the Ukrainian language and culture program.

### Thematic Approach

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Thematic approaches focus on a specific topic or central idea as the basis for the unit or the lesson plan. The theme chosen serves as the organizer for the instructional activities. Themes should be Applications-based; e.g., sharing basic information, getting to know people or making yourself understood. Themes need to be big ideas that can provide a framework for exploring and applying new skills and concepts.

Thematic planning can be helpful to teachers of multiage and combined class groupings. When teachers plan for a wide range of abilities, thematic teaching creates a shared experience that all students can use to build knowledge, skills and attitudes and to experience success at their own level within a collaborative whole-class environment.

## Task- or Project-based Approach

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A task- or project-based approach to learning is designed to have students develop language competence and communicative skills by actively engaging in using the language with purpose. The teacher uses tasks and projects to create situations in which students must use the language for a definite purpose. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning, purpose and context to all language activities.

The task provides an organizational framework for the specific outcomes to be achieved. All content, activities and evaluation in the unit grow out of the task. Specific language content is determined once the task has been identified. Explicit teaching of grammar rules, exercises on form and practise of specific strategies have their place in the classroom, but they are done because students need to know those elements of the Ukrainian language to accomplish the task.

The choice of tasks can be based on the interests of students while covering as broad a range of experiences as possible. Each task should be flexible enough to allow for some differentiation so students with different levels of proficiency, interests and backgrounds can work together and learn from one another.

### Effective tasks and projects:

- provide opportunities to address a variety of specific outcomes
- match the interests of the students
- focus students on meaning and purpose
- maximize language use and provide opportunities for language practice
- allow for flexible approaches and solutions
- are challenging, but not threatening
- promote sharing of information and expertise
- involve students in assessing/evaluating the product and the process
- provide opportunities for students to discuss and reflect upon communication (metacommunication) and learning (metacognition)
- provide for monitoring and feedback.

By examining tasks in relation to the factors shown in the following table, appropriate tasks for each student can be chosen. Sometimes a task may appear too difficult, but it could be done, if it is of great interest to students, by adjusting some of the variables. In the same way, a task can be made more or less difficult to suit different groups of students in a mixed-level class group.

	less difficult	—————→	more difficult
<b>cognitive complexity</b>	describing	sequencing	choosing
	classifying	identifying principles	assessing/evaluating
<b>listening</b>	one speaker	two speakers	three speakers
	four or more speakers	familiar topic	unfamiliar topic
<b>speaking</b>	taking short turns	taking long turns	
	familiar, sympathetic conversation partner	unfamiliar, uninvolved individual or group	
	familiar topic, well organized	new topic or experience, not well organized	
<b>text type</b>	description	instructions	storytelling
	providing and justifying opinions	few elements, properties, relationships, characters, factors	many elements, properties, relationships, characters, factors
	ample contextual support (e.g., titles and subtitles, pictures or diagrams)	little contextual support	
<b>language</b>	simple	complex	
	less interpretation required (information is explicit)	more interpretation required (information is implicit)	
	more redundant (information is repeated in different ways)	more dense (information is given only once)	
<b>task type</b>	one-way transfer of information	two-way exchange of information	
	convergent	divergent	
	concrete, “here and now”	abstract, different time or place	
<b>support</b>	more	less	

## Year Plans

➔ For a blank template ...

Appendix C  
Year Plan

A course or program plan typically encompasses a school year. It can be focused on one subject or integrate multiple subjects. A year plan supports instructional goals and outcomes across an entire program of studies and provides opportunities to plan for implementation in a school or district setting as well as in an individual classroom.

A year plan can consist of multiple units, organized coherently across the school year. Year plans should address all outcomes of a program of studies in a meaningful and appropriate sequence that is determined by essential learnings and the learning needs of students. A year plan does not necessarily have to follow the sequence of the outcomes in a program of studies. A year plan can be constructed and represented in a teacher resource by using a curriculum mapping process that includes:

- a sequence of outcomes and essential learnings that indicates when they will be taught
- how outcomes will be grouped or clustered to create units
- expectations of student learning
- instructional activities that support student learning.

There are a number of formats for developing a year plan. Generally, it should be one or two pages that clearly and concisely outline topics and skills on a time line. Year plans should also address integrated units of instruction and combined grade teaching.

## Unit Plans

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Appendix C  
Unit Plan Overview,  
Unit Plan A,  
Unit Plan B,  
Unit Plan C

Unit plans provide a sequence of instruction that usually takes place over a number of weeks. Unit plans provide a clear and coherent structure that addresses outcomes, assessment and instructional activities and allows for choice and different learning needs.

Unit plans are more detailed outlines of the broad pieces of learning that make up a year plan. Teachers need to know their students and use professional judgement and creativity to develop a unit plan that is focused, meaningful and relevant. In a unit plan, teachers specify what needs to be in place for the unit to be a successful learning experience; e.g., teachers consider resources, allocate time, prepare information, identify vocabulary, identify instructional strategies, decide on provisions for students with special education needs and include home, school and community connections. Teachers start with the end in mind, and build in a range of assessment activities throughout the unit. When possible, teachers collaborate with colleagues to develop and share units. Teachers also plan ways to extend learning for students who demonstrate higher level skills and to support those who need additional guided practice or reinforcement.

To assess the instructional effectiveness of a unit of study, Politano and Paquin (2000) suggest that teachers ask themselves:

- “What am I doing that is working well?”
- What do I want to reconsider or stop doing?
- What do I want to do more of?” (p. 128).

## Developing a Unit Plan

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There are three basic decisions involved in unit planning that should be made by considering the curriculum and the classroom.

	WHAT I WILL USE	PLANNING TASKS
What are students expected to learn?	Program of studies outcomes	Identify the desired results
What evidence will I accept of that learning?	Achievement goals, indicators, exemplars	Determine acceptable evidence
How will I design instruction for effective learning by all students?	Teaching and learning strategies, resources	Plan learning experiences and instruction

A planning technique that is especially useful in unit planning is clustering. Clustering is a process that can be used to group outcomes around the essential learnings of a program of studies. Clusters use common concepts, ideas and processes to group similar or related outcomes together. Clusters can be used to create groups of outcomes that students should attain at the completion of a learning sequence in a unit. They can be a first step in establishing a learning sequence for the unit.

Clusters can also help identify the essential learnings and essential questions. Each cluster can represent an enduring or overarching understanding—or a cluster of essential learning statements and questions. Enduring and overarching understandings go beyond facts and skills to focus on larger concepts, principles or processes.

An effective unit plan is a meaningful sequence of learning opportunities that starts with learning outcomes, clustered together in contexts that are aligned with essential learnings, assessment approaches, resources and teaching and learning strategies. This alignment is critical to a purposeful planning process.

Questions can also provide a meaningful context that encourages the development of critical thinking and inquiry-based skills. Questions can provide a focus for assessment when built around essential learnings and criteria for the students' demonstration of learning. General questions can provide an overarching focus for the entire unit, while specific questions can help students uncover the essential learning and guide the sequence of the unit.

### The differences between general unit questions and specific unit questions

General unit questions provide a context for meaningful learning and the development of deep understandings. General unit questions are ongoing and, in one form or another, often recur throughout life.

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Developing a Unit Plan: Adapted with permission from Patricia Shields-Ramsay and Doug Ramsay, *Purposeful Planning Guidebook* (Edmonton, AB: InPraxis Learning Systems, 2006), pp. 4, 5, 12–13, 16.

Specific unit questions, on the other hand, can help students explore general unit questions. They can focus on building vocabulary, developing understanding of the terms and concepts within a general question, and guiding research.

Specific unit questions can:

- be written to “uncover” the general questions of the unit
- guide the inquiry of the unit
- be sequenced to provide the “flow” of the unit.

For example, specific unit questions such as the following could support the general unit question, “How do patterns, inconsistencies and misunderstandings inform our understandings?”:

- How is our information collected and represented?
- How do patterns and connections in information help solve problems?
- How can misunderstandings be uncovered?

➔ For more information ...

Appendix C  
Instructional  
Planning Guide

When developing a unit plan, teachers should consider the specific needs of their students and select strategies and specific learning activities designed to achieve several learning outcomes.

Unit planning using a thematic approach or a task- or project-based approach to second language learning begins with a theme, topic, task or project. The language content grows out of the theme, topic, task or project and the resources used.

### Tips for Developing a Unit Plan

1. Choose a theme, topic, task or project that is of interest to the students, offers possibilities for developing the students’ communicative competence in Ukrainian and allows for some general learning as well. Students can participate in this step of the planning process.
2. Determine the specific outcomes that could be met, keeping in mind all general outcomes.
3. Analyze the task or project to determine what the students will need to know and learn to carry it out. Think about the product the students will produce, but also about the process they will go through in producing the product; e.g., working in groups, doing research, interviewing people. Consider language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge and so on.
4. Think about aspects of the unit that could be adapted to accommodate the needs, interests and aptitudes of different students. Be prepared to be as flexible as possible without compromising the objectives of the unit.
5. Look for resources that will be useful to students. Resources should be attractive and rich in visual supports, such as charts, pictures and diagrams.
6. Outline a series of steps directly related to the unit task or project to help the students learn and practise the language they will need to carry out that task.
7. Plan student assessment and evaluation. Integrate assessment throughout the unit.
8. At the end of the unit, invite students to reflect on what they learned, the strategies they used and how their attitudes may have changed. This step is important for developing metacognitive strategies and independent learning.

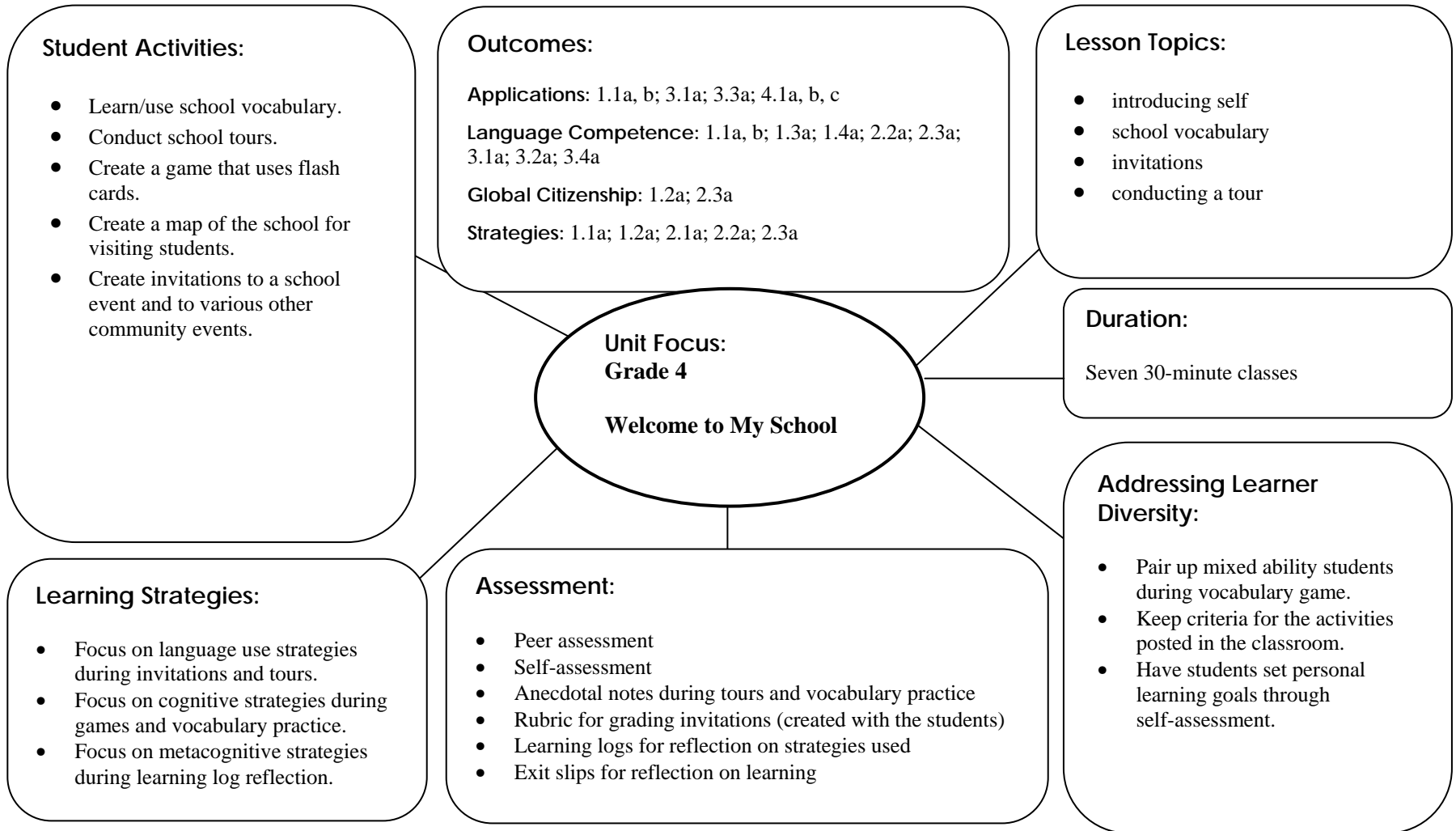
## Unit Planning Checklist

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### Have I ...

- selected the specific outcomes I wish to focus on in this unit?
- provided a rationale for the unit?
- planned for appropriate *assessment for learning* and *assessment of learning* techniques?
- considered individual student needs, interests and abilities?
- considered the relevance of this unit to students' lives outside school, their language and learning experiences in other subjects and their continued language development?
- identified the historical and contemporary elements of culture present in the global citizenship content of the unit?
- selected interesting, useful and varied resources to support this unit?
- included a variety of instructional strategies, language experiences and activities?
- provided opportunities for students to listen, speak, read, write, view and represent in different contexts?
- allowed for flexibility and adaptation of the plan in response to student needs?
- provided opportunities for student input and collaborative decision making?
- considered possible unit extensions and applications?

# Sample Unit Plan





## Lesson Plans

→ For a blank template ...

Appendix C  
Instructional  
Planning Guide,  
Lesson Plan A,  
Lesson Plan B

While unit plans define the broad details of instruction and student learning within a given context, lesson plans outline how to teach a particular concept. Lessons often include the whole class and provide a basis from which other lessons can evolve. Follow-up lessons could include individual sessions with students who have specific needs, small groups focusing on specific skill development or large discussion groups. Lesson plans should address:

- information about students' prior experience, understandings and needs
- clustered curriculum outcomes
- assessment criteria
- instructional activities
- resources
- time and materials.

Consider the following questions when planning a lesson:

- What is the purpose or curricular outcome of the lesson?
- What teaching and learning strategies will be most effective?
- What will students be doing? When? Where?
- What specific skills do students need to develop or improve to be successful?
- What resources will be most appropriate for various groups in the class?
- How much differentiation is feasible and appropriate?
- How will the success of the lesson be evaluated?
- How does this lesson connect to other curriculum areas or units of study?
- How does this lesson connect to home and the community?

## Lesson Planning Checklist

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### Does my lesson plan ...

- identify and address specific learning outcomes?
- ensure student awareness of learning outcomes?
- involve students in learning activities with meaningful contexts, demonstrating a strong Applications outcomes focus and integration of outcomes from Language Competence, Global Citizenship and Strategies?
- include outcome-based assessment criteria to be shared with students before any assessed learning activity begins?
- engage students in using assessment information to improve their learning?
- maximize student use of Ukrainian through meaningful student-to-student communication?
- include differentiated instructional strategies to meet the needs of all learners?
- ensure student awareness of, and engagement in, strategic learning; i.e., students identify thinking and learning strategies that work best for them, set goals for strategy use and work to achieve those goals?
- provide opportunities for revision?

The following is a sample lesson plan that addresses multiple learning outcomes from the program of studies.

## Sample Lesson Plan

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### Lesson Title: Greetings – Welcome to My School

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Date and Class: January 10, 2008, Class 4B

#### Outcomes Addressed:

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Applications: 1.1a, 4.1a, 4.1c

Language Competence: 1.1a, 2.3a, 3.4a

Global Citizenship: N/A

Strategies: 2.1a, 2.3a

Possible Student Learning Strategies: interpret and use a variety of nonverbal cues to communicate; ask for confirmation that a form used is correct; use words that are visible in the immediate environment

#### Materials Required:

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Video recording and viewing equipment (for students who are gifted)

#### Teaching and Learning Activities:

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With students, brainstorm various verbal and nonverbal greeting and farewell expressions; e.g., привіт, добридень, smiling, kissing the partner's cheek.

Students circulate and greet one another in Ukrainian. Encourage students to remember nonverbal communication associated with greetings.

After a few minutes, ask students to offer their names and ask their partners' names. Добридень! Я називаюся Петро. Як ти називаєшся?

Once students have had sufficient time to practise these two activities, consider allowing different student groups to present their conversations to the class. Extend this activity to include farewells.

#### Differentiation of Instruction:

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Encourage students with special education needs to refer to the expressions on the word wall during their conversations.

Have students who are gifted create a mini video that shows the greetings of various people in different situations.

#### Opportunity for Assessment:

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Use an outcome-based checklist to determine if students have attained outcomes A-1.1a, A-4.1a and A-4.1c during their conversations.





# Chapter 3

## Learning and Instructional Strategies

### Chapter Summary

Learning Strategies  
Instructional Strategies  
Using Technology in the Classroom

### Learning Strategies

Strategies are systematic and conscious plans, actions and thoughts that learners select and adapt to each task. They are often described as knowing what to do, how to do it, when to do it and why it is useful.

Students use various strategies to maximize the effectiveness of their learning and communication. Strategic competence has long been recognized as an important component of communicative competence.

To become successful strategic learners, students need:

- step-by-step strategy instruction
- a wide array of instructional approaches and learning materials
- modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- to develop the ability to make meaningful connections between skills and ideas and real-life situations
- opportunities to be independent and to show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing their own learning.

Students need to develop proficiency using a strategy before new strategies are introduced. Over time, students will develop a number of strategies to facilitate their learning.

Some learning strategies are appropriate for early, middle and senior years, while other strategies may be appropriate only for a specific level. Students need:

- to know how they will benefit from the use of a strategy in order to become motivated and engaged in learning and to develop the will to apply the strategy
- to know what steps are involved in the strategy's procedure
- to know when the strategy should be used so that they can ensure transfer to other scenarios
- to know how to adjust the strategy to fit their particular purposes so that they become flexible in applying the strategy in a variety of relevant contexts
- to practise the strategy over time to develop proficiency.

The strategies that students choose depend on the task they are engaged in as well as on other factors such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation.

➔ For more information ...

Appendix C  
Sample List of  
Learning Strategies

Possible student learning strategies are listed for each of the activities in the instructional strategies section of this chapter to illustrate the types of strategies students might use. These lists are not meant to be prescriptive. For a more extensive list of learning strategies, consult the Strategies section of the program of studies.

To ensure that students develop effective, independent, lifelong learning skills, it is essential to foster strategic learning in the Ukrainian language and culture classroom. To develop advanced language skills, including literacy, students need instruction on the strategies that skillful learners use in completing language tasks. Students need to be taught learning strategies in all language arts through demonstration, explicit instruction, guided practice and independent practice with feedback and support. Students are encouraged to acquire and apply a wide range of strategies, including first and second language learning strategies and general learning strategies, to enhance their learning.

➔ For more information ...

Ukrainian  
Language and  
Culture Nine-year  
Program,  
Grades 4–5–6

The program of studies includes clusters of specific outcomes designed to develop three types of strategies in the Ukrainian language and culture classroom: language learning strategies, language use strategies and general learning strategies.

## Language Learning Strategies

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Language learning strategies refer to actions taken by learners to enhance their own language learning. These strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**.

**Cognitive language learning strategies** include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously-learned rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously-learned language.

**Metacognitive language learning strategies** are higher order thinking skills that students use to manage their own language learning. These strategies include planning for language learning, monitoring language learning and evaluating success in language learning.

**Social/affective language learning strategies** are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitudes to help them learn the language.

## Language Use Strategies

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Language use strategies are actions taken to enhance communication. These strategies are often used with no intention of trying to acquire language, but instead with the intention of improving communication. The language use strategies in the program of studies are organized according to the three communicative modes: **interactive, interpretive and productive**.

**Interactive language use strategies** assist the learner or speaker in maintaining communication with another speaker of the language. These strategies include using circumlocution to compensate for one's lack of vocabulary, using nonverbal cues to communicate and summarizing the point reached in a discussion.

**Interpretive language use strategies** aid in comprehension of the language. These strategies include using visual supports to assist in comprehension, listening or looking for key words or elements and using discourse markers to follow extended texts.

**Productive language use strategies** aid in the production of language. These strategies include using resources to increase vocabulary or improve texts, compensating for avoiding difficult structures by rephrasing and using knowledge of sentence patterns to create new sentences.

## General Learning Strategies

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General learning strategies refer to actions taken by learners to enhance their own general learning. As with language learning strategies, general learning strategies are divided into three categories: **cognitive, metacognitive and social/affective**. There is a distinct similarity between language learning strategies and general learning strategies; however, the determining difference is whether the purpose of the specific strategy is the learning of the language or of other concepts. Often, other concepts include subject-area concepts, such as social studies or health concepts, learned through the Ukrainian language.

**Cognitive general learning strategies** are direct strategies that students use to assist themselves in learning. These strategies include concept mapping, memorizing facts and brainstorming.

**Metacognitive general learning strategies** are higher order skills that students use to manage their own learning. These strategies include planning for their own learning (e.g., choosing a way to memorize social studies facts in Ukrainian) and assessing their own learning.

**Social/affective general learning strategies** are actions learners take during or related to interactions with others to assist or enhance their own general learning. These strategies include methods students use to regulate their emotions, motivations and attitudes to help them learn concepts.

## Teaching Learning Strategies

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Strategies should be introduced as they are needed. When strategies are introduced and explained in terms of their value to the learner and are demonstrated and practised over time, they can produce long-lasting, significant improvements in the students' abilities to construct meaning, acquire language and achieve the Ukrainian language and culture outcomes. All students benefit from strategy instruction, but individual students need varying degrees of support in learning and using strategies.

### Tips for Teaching a New Learning Strategy

1. Explain the strategy, discussing its purpose and the tasks for which it is most useful.
2. Model the strategy, "thinking aloud" so that students can observe the process. This means expressing both the overt purpose of the strategy and the metacognitive processes and self-correction used in any problem-solving method. Avoid mental leaps.
3. Teach the steps of the strategy, explaining the reasons for each step so that student learning will be based on understanding rather than on rote memorization.
4. Provide an immediate opportunity for students to use the strategy in the context of their own work. As students use the strategy, offer constructive feedback, monitor and prompt when necessary.
5. Review the strategy by modelling it again, this time with students monitoring and prompting.
6. In subsequent lessons, ask students to practise using the strategy, explaining what the strategy is designed to do, the steps that must be followed and the importance of each step.
7. Follow up with other opportunities for students to use the strategy and to reflect on their use of it as they move toward mastery. Monitor each student to determine what personal meaning he or she has made related to the strategy.
8. Discuss with students how the strategy can be used beyond the language and culture classroom.



## Instructional Strategies

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Instructional strategies are the techniques and activities teachers use to help students become independent learners and develop and experiment with learning strategies.

Students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences. Teachers are encouraged to provide a variety of instructional strategies to ensure that all student needs are being met.

The following instructional strategies can be used across grade levels.

## Alphabet Activities

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Alphabet activities teach students to identify the names and sounds of the letters in the alphabet and should be done as part of other language learning. Alphabet knowledge should not be considered a prerequisite for participating in other activities. It is important to acknowledge the sound each letter makes, but it is also important to do so within meaningful contexts as early as possible; e.g., sounds as part of words as soon as some words are known.

### Possible Student Learning Strategies:

#### Cognitive

- Listen attentively
- Identify similarities and differences between aspects of Ukrainian and your own language(s)

#### Interpretive

- Listen selectively based on purpose

### ☉ Letter Sorts

Collect plastic letters or print letters on squares of paper and have students identify each of the letters in the alphabet by naming them or by pointing to them when prompted.

## Auditory Discrimination Activities

---

Auditory discrimination activities require students to consider and identify sounds in words. These activities can be used to introduce oral language.

### Possible Student Learning Strategies:

#### Cognitive

- Use mental images to remember new information
- Look for patterns and relationships

#### Interpretive

- Listen selectively based on purpose
- Determine the purpose of listening

## ◎ Find the Right Sound

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen for a particular sound as you read each word. Have students collect only those cards with the words that contain the right sound; e.g., all the cards with words containing “ж”. The students then hand in the cards, repeating the words as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own and move on.

## ◎ Sort the Sounds

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen to the words as you read them and decide which “sound category” (e.g., “ш” or “щ”) they belong to. The students should take each card and put it in the correct pile, repeating the word as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own, then place the card in the correct pile.

## Categorizing

---

Categorizing involves grouping objects or ideas that have common features or relationships. It enables students to see patterns and connections and develops their abilities to manage and organize information. Categorizing is often used to organize information produced during a brainstorming activity.

### Possible Student Learning Strategies:

#### Cognitive

- Group sets of things together—vocabulary, structures—with similar characteristics
- Look for patterns and relationships

## Cloze Activities

---

In cloze activities, words, phrases or letters are omitted from printed text. Students employ language cueing systems to insert words or letters that complete the text in a meaningful way. Cloze activities promote sense-making skills and reflection on the rules of language (e.g., “I know the word and to fill in the missing sound I need to add the letter ‘a.’” “This sentence doesn’t make sense unless I put the word ‘and’ in it.”). Avoid having too many blanks initially, and begin by blanking-out the same type of letter or word consistently (e.g., the long vowel sounds, the adjectives).

### Possible Student Learning Strategies:

#### Social/Affective

- Seek the assistance of a friend to interpret a text

#### Interpretive

- Listen or look for key words
- Infer probable meanings of unknown words or expressions from contextual clues

## ⦿ Letter-level Cloze

Select high frequency words from students' oral vocabulary, from classroom word walls or from reading, and reproduce them with key letters missing. Begin by following a consistent pattern; e.g., remove the first letter, remove the last letter. Students should know what word they are trying to make either because it has been vocalized or because it is within a familiar context; e.g., a sentence from a story. As students become more adept, focus on words that are easily confused. This works really well as part of a mystery message written on the board each morning as a "do now" activity.

## ⦿ Word-level Cloze

Select sentences from students' reading or language-experience stories (short pieces of writing dictated by the student) and reproduce them with key words missing. Begin by following a consistent pattern; e.g., remove adjectives. Students should be able to use the context of the sentence to figure out a word that makes sense. Early on, it is advisable to provide students with a bank of possible words to choose from.

### Tips for Cloze Activities

1. Introduce students to cloze procedures with oral activities. Read a passage aloud, pausing occasionally to encourage students to complete lines or phrases with appropriate and meaningful words.
2. Choose or write a text appropriate to the students' level of understanding. Leave the first sentence untouched. Delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways to decide possible words to delete; e.g., key words related to the topic of the sentence or words that have a particular grammatical function, such as all the adjectives or pronouns.
3. Replace the words with blanks of equal length so there is no clue as to the length of the deleted words.
4. Advise students to use any clues they can find in the text or any knowledge they have of the topic or language to try to discover what the missing words are.
5. Ask students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, students can discuss reasons for each choice and decide which suggestion is best. The sharing of ideas and of interpretation strategies is an important aspect of this instructional method.

## Graphic Organizer Activities

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➔ For more information and blank templates ...

Appendix D

Graphic organizers can help students understand a concept and reduce the load on their short-term memories. Displaying a concept visually enables students to focus their attention on language development. Graphic organizers link the language and content, often forming a bridge to knowledge that the student may already have in his or her first language.

Using a graphic organizer to teach new concepts is an effective way to engage students in discussion and have them learn essential vocabulary in a meaningful context.

Initial teaching about the use of graphic organizers should always include teacher modelling and discussion about the role of graphic organizers in helping students organize their thinking and in providing a base of information. For example, when showing students the process for using a genre map to analyze a mystery, read a mystery to the class and help students identify on a large genre map at the front of the class the mystery, the events, the main suspects and the reasons for the suspicion. Discuss the key elements of a mystery and how relationships in a mystery might be represented. Students could then read a short mystery and complete their own maps. Further scaffolding might be accomplished by giving students a partially completed map or by providing support in picking out and placing information on the map.

After classroom practice with a variety of graphic organizers, students should be able to choose appropriate organizers related to their purpose, to explain their choices and to use organizers effectively; e.g.,

- use webbing during a brainstorming activity to record thoughts in preparation for narrowing the topic
- use a compare and contrast map, such as a Venn diagram, for comparing climates or when comparing two versions of a story.

#### Possible Student Learning Strategies:

##### Cognitive

- Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- Look for patterns and relationships
- Use available technological aids to support language learning

##### Social/Affective

- Participate actively in brainstorming and conferencing as prewriting and postwriting exercises

## ☉ Brainstorming Webs

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Appendix D

Brainstorming is effective for generating lists of ideas and creating interest and enthusiasm for new concepts or topics. Students can also use brainstorming to organize their knowledge and ideas. Information gathered during brainstorming can serve as a starting point for more complex tasks, such as projects, outlines, mind maps or decision making.

### Tips for Brainstorming

1. Accept all statements. Emphasize quantity rather than quality.
2. Prohibit criticism—all ideas are accepted no matter how outrageous or far-fetched.
3. Do not allow discussion except for clarification.
4. Encourage participants to build on others' ideas.
5. Set a time limit.
6. First generate ideas and then combine and order them.
7. Brainstorming in Ukrainian may not be possible until students develop a level of proficiency that allows them to express their ideas.

## ☉ Concept Map

Concept mapping can help students visualize how ideas are connected and lead to understanding of linguistic relationships and how knowledge is organized. The concept mapping process can improve students' oral communication, comprehension and problem-solving skills. Concept maps identify key ideas to be learned and can be used to facilitate the learning of these key ideas, to review subject matter or to summarize a unit or a lesson. When developing a concept map, the teacher and students identify a set of concepts associated with a selected topic. Concepts are ranked in related groups from general to specific. Related concepts are connected and the links can then be clarified with pictures, visuals or with Ukrainian words, phrases or sentences.

## ☉ Decision Making (PMI Chart)

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Appendix D

Students can use Plus, Minus and Interesting information (PMI charts) to compare and contrast situations, ideas or positions. PMI charts give students a format for organizing information and evaluating their knowledge and ideas. For more information, see the PMI chart instructions in Appendix D.

## ☉ Decision Making (What I Have, What I Need)

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Appendix D

A decision-making model such as What I Have, What I Need offers a step-by-step process that encourages students to look for more than one solution, choose the best alternative and develop an action plan for implementing their decision. By breaking down decision making into specific steps and taking the time to generate a variety of possible decisions, students at any grade level can become better, more creative decision makers.

## ☉ Flowchart

Flowcharts graphically depict a sequence of events, actions, roles or decisions. They foster the development of logical and sequential thinking and promote the development of organizational and planning skills. Flowcharts can provide a useful outline for writing.

## ☉ Idea Builders

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Appendix D

Idea Builders create a context for introducing or clarifying new concepts, such as developing an understanding of a particular value. They are especially helpful for English as a second language students or students with special needs who require support in understanding new concepts. Idea builders encourage students to:

- make connections between what they know and what they will be learning
- gather information related to a concept by identifying essential and nonessential characteristics, or examples
- examine concepts from multiple perspectives
- develop inductive and divergent thinking
- focus their attention on relevant details.

## 🕒 KWL Charts

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Appendix D

KWL is a brainstorming strategy that encourages students to be active learners. Students begin by creating a chart with three columns. In the first column, students record the information they already **K**now about the topic. In the second column, students write a list of questions they **W**ant to answer about the topic (these questions provide the focus for reading). In the third column, students record the information they have **L**earned about the topic.

### Tips for Using KWL Charts

1. Students read or listen to a text or watch a visual presentation. List on the board, under “what we Know,” information students know or think they know about a selected topic. Next list questions students want to answer about the topic under “what we Want to know.”
2. While researching, participating in a field trip or otherwise investigating a topic, students are asked to keep in mind the information listed under “what we Want to know.”
3. After the investigation, students identify what they learned, and that information is listed under “what we Learned.” Students complete the activity by contrasting the information listed under “what we Learned” with that listed under “what we Want to know.”
4. Information gathered in a KWL chart can facilitate learning log reflections and goal setting for students.

## 🕒 Mind Maps

➔ For more information ...

Appendix D

Mind maps are an easy way to represent ideas by using key words, colours and imagery. Their nonlinear format helps students generate, organize and see connections among ideas. Mind maps integrate logical and imaginative thinking and create an overview of what students know and think about a topic. Webs are simple mind maps. Adding pictures, colours and key words transforms them into more powerful tools for learning, for remembering and for generating ideas.

## 🕒 Story Maps

Story maps are graphic representations of key story elements: character, plot, problem or goal, mood, setting, theme and resolution. They provide visual outlines that help students to understand story elements and plot development and to remember story content.

### Tips for Story Map Activities

1. Review the key story elements: plot, character, mood, setting, conflict, theme and resolution. These elements can be recorded on an overhead or a chalkboard in chart form or in the form of a story map.
2. Students listen to or read a story or view a movie. Provide students with a template for a story map. Students fill in the key information as you model the process. Remind students that only the major events are to be recorded.
3. Model with older students how to use the key information to determine the theme. Have students record the theme in the appropriate space on the story map. Once students are familiar with story maps, they will be ready to use them on their own to analyze stories they read or movies they view.

### ☉ Triple T-chart

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Appendix D

T-charts can be used to help students organize their knowledge and ideas and see relationships between pieces of information. T-charts can have two, three or more columns. As students explore core values, T-charts can be used to create visual pictures of what those values look, sound and feel like. T-charts can also be used to explore social issues, compare and contrast different situations, or investigate two or more aspects of any character and citizenship topic.

### ☉ Venn Diagram

➔ For a blank template ...

Appendix D

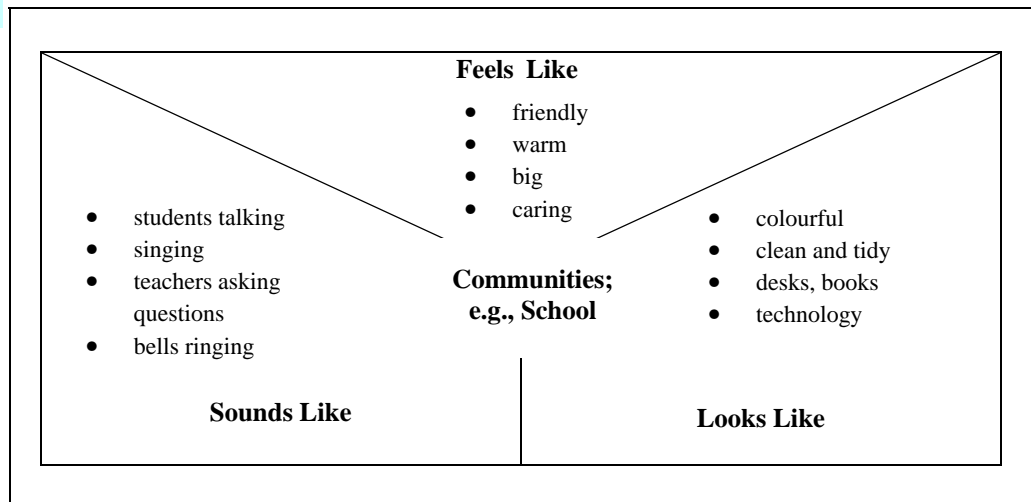
A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in Appendix D.

### ☉ Y-charts

➔ For a blank template ...

Appendix D

Y-charts are graphic organizers that serve to organize ideas about what a particular topic sounds like, feels like and looks like. For example:



## Cooperative Learning Activities

➔ For more information ...

Chapter 4  
Using Collaborative Learning

Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes. Success is based on the performance of the group rather than on the performance of individual students.

Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners.

Cooperative learning activities play an important role in increasing students' respect for, and understanding of, one another's abilities, interests and needs. These activities promote risk taking and team building and develop group responsibility and social skills. Cooperative group work provides opportunities for students to take an active role in the language acquisition process, while allowing the teacher to be a "guide on the side."

### Possible Student Learning Strategies:

#### Social/Affective

- Initiate and maintain interaction with others
- Work cooperatively with peers in small groups
- Work with others to solve problems and get feedback

#### Interactive

- Interpret and use a variety of nonverbal cues to communicate
- Repeat part of what someone has said to confirm mutual understanding

### Tips for Cooperative Learning Activities

1. Create small, diverse groups to allow students to learn from one another's strengths and abilities.
2. Structure groups so success depends on each group member being responsible for some part of the task. Assign roles within each group. Rotate roles so that all students have the opportunity to experience each role.
3. Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help, reaching consensus and completing a task within the allotted time. Provide opportunities for students to practise these skills and to receive feedback and reinforcement.
4. Allow students time to evaluate the cooperative learning process, both individually and as a group.

### 🕒 Brainstorm Carousel

Brainstorming allows students to share their ideas in a collective manner. Ideas flow and build on one another as the group generates many ideas on a specific topic. The brainstorming process develops student vocabulary and creates an environment that encourages respect for others, as judgement is suspended on all the ideas presented.



In the “carousel” approach to brainstorming, students are divided into groups of four to six, depending on the number of subtopics. Each group is provided with one sheet of chart paper and a different coloured marker so group contributions can be tracked by colour. Each group writes down as many ideas as possible within the designated time. Students then pass their chart paper to the next group. The groups review the ideas of the previous group and add their own. The chart paper circulates through all groups until it returns to its original group.

## ☉ Corners

In a corners activity, students express opinions and listen to the different points of view of their classmates. This helps to promote understanding of, and respect for, others.

To begin, announce what each corner of the room will represent. Actual objects or pictures can be placed in each corner to facilitate recognition. Ask a question and have students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and discuss their answers with the other students who chose that corner. A spokesperson from each corner is chosen to summarize and present the ideas discussed.

### Example

When discussing holidays and celebrations, place a symbol representing a different celebration in each corner of the room—a Christmas ornament, a picture of a birthday cake, an Easter basket and Family Day circled on a calendar page. Ask a question such as: *Which is the most important celebration/holiday for you and why?*

Students move to the holiday/celebration corner they feel is most important. The students in each corner discuss their ideas, then listen to and paraphrase ideas from all the other corners.

## ☉ Debate

A debate is a discussion in which arguments are presented for and against a statement or resolution. Debates can take place between two people or two teams, or can involve an entire class. One side defends the resolution by taking the affirmative view, while the other side (the opposition) argues against the resolution.

## ☉ Eight Square

This instructional strategy is useful for accessing and reviewing background knowledge and is particularly beneficial for students experiencing difficulty, as they are exposed to the information over and over again.

Eight square activities function like a scavenger hunt. Students are given a piece of paper divided into eight squares, each of which identifies a specific piece of information to look for. The eight squares can reflect questions about language, food, arts or any topic of relevance. Students must then circulate around the room, seeking out classmates who can provide the information requested and sign the appropriate square. Finally, the teacher calls on a student to share the name and information from one square of his or her paper with the class. The person whose name appears in the square will be the next to share with the class. Individual students can be called on only once.

Example:

Find someone who can:			
name the letters of the Ukrainian alphabet	name three body parts in Ukrainian	name four family members in Ukrainian	sing you a simple song in Ukrainian
identify a difference between his or her first language and Ukrainian	name two modes of transportation in Ukrainian	name three items of clothing in Ukrainian	name a strategy for remembering new vocabulary

### ☉ Focus Trio

Focus trio is used with oral comprehension (audio or video segments, guest speakers) or with written comprehension activities. It allows students to anticipate or predict the content of a presentation or text based on their previous knowledge. This strategy helps to build confidence and risk-taking behaviour.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or questions that they think will be answered. When they hear or read the text, students verify their predictions and write down any new information they find interesting. After the presentation, they discuss predictions and new information. A class discussion may follow.

### ☉ Informal Groups

Pairs or small groups are quickly formed to do a specific task in a short period of time. Students could brainstorm lists of words or ideas; express personal opinions on a film, a song or a current event; or give a brief report on learning strategies they have recently tried. They could share Ukrainian culture-related Internet sites they found useful and interesting.

### ☉ Inside-outside Circle

In this activity, students form two concentric circles with the two groups facing each other. Each student works with the person facing him or her to discuss, describe or practise. Students then rotate to the right or left around their circle and repeat the activity until everyone has shared several times with different partners. The same procedure can be used for students to develop and pose their own questions. This instructional strategy is an effective way to encourage every student to participate while teaching skills and concepts that may require varying degrees of repetition for mastery, such as vocabulary acquisition and grammar.

### Example

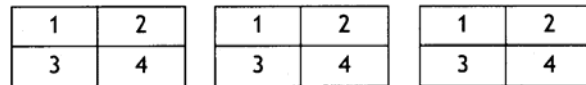
Each student is given a picture card with an illustration of an item from a lexical field such as family, body parts, animals or holidays. On a cue from the teacher, students rotate several places to the left or right and present their picture cards to their partners. Each student attempts to name the item depicted on the other's card. If a student is unable to answer, his or her partner provides the answer.

To allow for varying developmental levels, include the text on the back of the card and provide each student with a developmentally appropriate vocabulary to ensure that all students have learned at least one new vocabulary item.

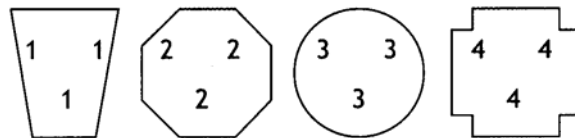
### ⊙ Jigsaw

Jigsaw is a strategy for organizing cooperative learning groups to share the workload on larger projects.

Divide students into groups of four. These groups will be the students' home groups. Explain the project, outline student responsibilities, explain the skills that are to be developed and clearly explain how students will be assessed. Within the home groups, each student agrees to a particular role and becomes the "expert" on that role for the group.



The experts on the same topic for each home group then come together to form expert groups. In their expert groups, they work on their particular aspect of the project and decide how to present or teach this to the other members of their home groups.



Once students finish in their expert groups, they return to their home groups. They use what they have learned and teach it to the other group members, remaining the expert on that role for their groups.

Jigsaw activities can help students explore program outcomes that relate to historical and contemporary elements of the culture and outcomes that focus on using strategies to maximize the effectiveness of their learning.

### Tip for Jigsaw Activities

As groups work, observe student progress, record your observations for feedback and intervene to assist if needed. Encourage the group members to solve any problems collaboratively.

### ☉ Numbered Heads

This strategy is effective for reviewing material, checking for knowledge and comprehension, and tutoring. It develops team-building skills and provides a safe risk-taking environment, since the group is challenged to arrive at a consensus. This activity can be less threatening for students who are shy or have weaker oral skills.

Students are organized into groups of four, and the group members number off from one to four. Students are asked a question and are given time to collaboratively come up with an answer. Call out a number from one to four. The person assigned that number in each group raises his or her hand or stands up. Randomly select one of these students to answer. If the answer is incorrect, call on another of the selected students to give an answer.

### ☉ Round Robin

Students are divided into groups of four. When the signal to begin is given, each student, in turn, contributes an idea orally—a word, phrase or sentence.

#### Example

Students are grouped into fours and asked to name the twelve months of the year. The first student starts by saying січень (January). The next student would follow by saying лютий (February) and so on until all twelve months have been named. Each student could then be asked to identify his or her favourite month.

### ☉ Talking Chips

Talking chips is a cooperative learning strategy that can be used effectively during group discussion. It is appropriate for use with elementary and junior high school students. Each student is given one marker. When a student wishes to speak, he or she puts his or her marker in the centre of the group's circle. A student cannot speak again until everyone in the group has placed his or her marker in the centre. When each student has had the chance to speak, the markers are retrieved and anyone can speak again by repeating the process. This strategy ensures that everyone has an equal opportunity to speak.

### ☉ Think–Pair–Share

In a think–pair–share activity, students think individually, turn to a partner and discuss in pairs (or trios) and then share responses with the large group. This type of sharing allows for flexibility and can easily be used throughout learning activities. Think–pair–share activities usually ask students to summarize, question or clarify ideas. All students are accountable for listening actively and contributing to the group and/or the class, making this strategy valuable for students who rarely participate or for those who find active listening difficult. Also, as they share in pairs or in trios, students are exposed to peer models of language response and social behaviour.

### ☉ Three-step Interview

This strategy maximizes student participation and is useful for predicting, hypothesizing, providing personal reactions, reinforcing content and summarizing learning.

Divide students into groups of four and then into pairs. Partner A interviews Partner B. Then the students reverse roles. Each student, in turn, shares with the group what he or she has learned in the interview.

### ☉ Three-to-one Technique

In the three-to-one technique, the teacher poses questions that allow at least three possible answers. In trios, each student gives one possible answer and a recorder for the group writes down the responses. Students with learning difficulties might respond with only one word but are still able to contribute to the group. The teacher then asks a follow-up question that challenges the students to agree on one best answer by discussing and possibly combining ideas. Each member must agree on the selected answer and be able to justify the answer to the class (Bellanca and Fogarty 1990).

## Demonstration

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Discuss and model particular skills or processes that help students acquire procedural knowledge; e.g., taking students step-by-step through the writing process or a particular learning strategy.

#### Possible Student Learning Strategies:

##### Interpretive

- Determine the purpose of listening
- Listen or look for key words
- Infer probable meanings of unknown words or expressions from contextual clues

#### Example

Demonstrate how to make pysanky, how to play a traditional game, how to introduce a student to the class and so on.

## Didactic Questions

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Didactic questions ask for facts that focus on one topic. Effective didactic questions check for learning, tap into previous learning and encourage creative thinking. They often begin with *who*, *what*, *where*, *when* or *how*.

#### Possible Student Learning Strategies:

##### Interpretive

- Make connections between texts on the one hand and prior knowledge and personal experience on the other
- Summarize information gathered

## Forming Learning Groups

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Depending on the nature of the task or the activity, the class can be divided into pairs, trios, quads and so on. The pairs or groups can be formed at random or can be predetermined. Once in pairs or groups, various group roles can be assigned, again at random or predetermined before the activity or task begins.

### ☉ Chalkboard List

This is a good strategy to use when students are finishing their work at different times. As students complete one assignment, they write their names on the chalkboard. When three names accumulate, they form a new group and move on to the next activity.

1. Lee	1. Eric	1.	1.
2. Sam	2. Haijia	2.	2.
3. Rain	3.	3.	3.

### ☉ Pairing Up Partners

Partners can find each other by following a matching process. Use sets of cards with categories such as:

- opposites
- synonyms
- word associations
- first and last names
- one half of a shape or a picture.

### ☉ Random Groups

Students number off or they draw names, shapes, puzzle pieces or toothpicks out of a bag or hat. The matching process can also be used with categories such as:

- one's birthday month
- cities
- provinces
- seasons
- weather expressions
- various forms of a conjugated verb
- clothing
- playing cards.

## Gallery Walk

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Gallery walk (Brownlie and Close 1992) is a process by which students use observation skills to gather data and draw conclusions about a topic. Gallery walk is frequently used with other learning strategies to allow students to view others' work, including representations, and process the content in preparation for further discussion or consensus building.

### Tips for Gallery Walk Activities

1. The teacher or students construct displays representing various aspects of a topic. Displays may also be the result of individual student or small-group inquiries on a topic. One person serves as the curator and remains to explain the display.
2. Students are paired and directed to visit displays located around the room. Students are to observe the displays carefully, talking with their partners and recording their observations and the important points of their discussion. They then move on to the next display and repeat the procedure.
3. Students review their observation notes and then make individual lists of what they think are the most important observations.
4. Each student shares his or her individual list with someone other than the original partner and negotiates with a new partner to create a common list.
5. Each pair of students finds another pair of students and negotiates a common list for that group.
6. Follow-up might include written summaries, whole-class consensus or short oral feedback sessions.

### Games

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➔ For more information ...

Danesi, Marcel.  
*A Guide to Puzzles and Games in Second Language Pedagogy*. Toronto, ON: OISE Press, 1985.

Once students have developed a level of comfort with the new language and environment, games can be an effective means of learning new vocabulary, reinforcing concepts and assessing literacy skills. It is important to develop a variety of games, for storage in learning centres, that involve the whole class, small groups, partners, individuals, teacher direction and independent use. Games are often:

- interactive
- cooperative
- competitive
- fun
- clearly defined by rules
- over at a predetermined point.

Some examples of games frequently played by second language teachers are Simon Says, Around the World, Hangman, Go Fish and Twenty Questions.

#### Possible Student Learning Strategies:

##### Social/Affective

- Understand that making mistakes is a natural part of language learning
- Be willing to take risks and to try unfamiliar tasks and approaches
- Work cooperatively with peers in small groups

### Tips for Games Activities

1. Target a particular language concept, such as a lexical field, a grammatical structure or a specific application, as the academic focus of the game.
2. Focus as much as possible on student-to-student interaction.
3. Allow for errors and lots of practice.
4. Use games to support what is being taught in class.

### Gouin Series (Echo-acting)

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For this strategy, prepare a series of six to eight short statements describing a logical sequence of actions that takes place in a specific context; e.g., getting up in the morning, cooking a meal, using the library, making a telephone call. These statements should all include action verbs and use the same tense and the same person throughout. Present the statements to the class orally, accompanying them with pantomime of the actions involved. The class responds first through mimicking the actions involved and later by imitating the statements while doing the actions. For example:

- I get up in the morning.
- I stretch.
- I walk to the bathroom.
- I brush my teeth.
- I comb my hair.
- I walk into the bedroom.
- I make my bed.
- I get dressed.

In preparing a Gouin series, it is useful to have simple props and visuals for at least some of the activities.

### Group Roles

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➔ For a blackline master ...  
Appendix C  
Group Roles Organizer

The roles in a cooperative learning group depend on the task. Before assigning roles, review the task and determine what roles are necessary for the group to be successful. Roles could include the following:

<b>Checker</b>	Ensures that everyone understands the work in progress.
<b>Encourager</b>	Encourages everyone in the group to contribute, and offers positive feedback on ideas.
<b>Materials Manager</b>	Gathers the materials necessary to complete the task. At the end of the task, the materials manager returns the materials and turns in the group's work.
<b>Observer</b>	Completes a checklist of skills and strategies used for the group.
<b>Questioner</b>	Seeks information and opinions from other members of the group.
<b>Recorder</b>	Keeps a written record of the work completed.
<b>Reporter</b>	Reports on the group's work to the rest of the class.



## Timekeeper

Watches the clock and makes sure the group finishes the task within the time allotted.

When introducing roles to the class, explain and model them. Give students opportunities to practise them. Emphasize that all roles are equally important and contribute to the success of the group.

Cooperative learning creates opportunities for students to learn and apply important social and communication skills. It enhances perspective, encourages higher-level reasoning, creates social support and provides opportunities for students to participate in meaningful, thoughtful activity.

## ⊙ Random Roles

Pass out role cards to each group member or distribute coloured candy, shapes, buttons, beans or any collection of objects, where each object represents a particular role.

## ⊙ Group Assessment

→ For more information ...

Chapter 7

There is some debate regarding the assignment of a group mark for cooperative learning activities. Spencer Kagan argues against using a group achievement mark for the following reasons.

- If grades are partially a function of forces out of students' control, such as who happens to be in their group, that sends students the wrong message.
- Group marks violate individual accountability if individual students find ways to manipulate situations to their advantage.
- Group achievement marks are responsible for parent, teacher and student resistance to cooperative learning.

Rather than awarding group achievement marks, Kagan suggests providing feedback in written form on students' cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. He also suggests asking students to set their own goals and use self-assessment to promote learning and improve social skills.

## Independent Study

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→ For more information ...

Chapter 5  
Independent Study

Independent study can develop skills that enable students to become lifelong learners. The student or the teacher may initiate independent study activities that develop sound independent study habits. Students may work with a partner as part of a small group or alone. Independent study activities can be used as a major instructional strategy with the whole class, or in combination with other strategies. Such activities can be used with one or more individuals while the rest of the class is involved in another strategy.

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Group Assessment: Adapted from Spencer Kagan, "Group Grades Miss the Mark," *Educational Leadership* 52, 8 (May 1995), pp. 70, 71. Used with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at [www.ascd.org](http://www.ascd.org).

### Possible Student Learning Strategies:

#### Cognitive

- Find information, using reference materials such as dictionaries or textbooks

#### Metacognitive

- Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly
- Keep a learning log
- Make choices about how you learn

### Tip for Independent Study

Assessment of the abilities students already possess is important before independent study begins. Specific challenges can be incorporated into independent study assignments to build upon and further develop individual capabilities.

## Information Gap Activities

In information gap activities, students exchange information to solve a problem, gather information or make decisions. These activities can be done in pairs, be teacher-led or involve groups of students. They may be highly structured or fairly open-ended and are often used to reinforce previously learned vocabulary and structures.

Ideally, information gap activities are as close to real life as possible, using questions and answers the same as or similar to those found in real-life situations. Students will then have a purpose for exchanging information; e.g., a task to complete, a puzzle to solve or a decision to make.

### Possible Student Learning Strategies:

#### Social/Affective

- Work with others to solve problems and get feedback on tasks

#### Interactive

- Indicate lack of understanding verbally or nonverbally

### Information Gap Activity Example

1. Organize students in pairs, and identify and review vocabulary and structures that are needed to complete the activity. For example, the activity could use a basic question structure and the vocabulary associated with the objects found in a classroom.
2. Provide Student A with a picture depicting a familiar scene, such as the inside of a classroom. Provide Student B with a picture of the same scene with some alterations; e.g., objects added or missing. Students ask each other questions in Ukrainian to determine which objects are missing from their own picture. Students sketch in objects they discover are missing from their own picture. Once complete, students assess the accuracy of their communication by comparing their pictures.
3. Circulate through the classroom while the activity is in process. Record anecdotal notes of how each individual is demonstrating the development of skills in relation to the defined learning outcome(s). Notes should be ongoing through several classes to allow for tracking of skill development and identification of any challenges a student might encounter.

## Interviews and Surveys

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Interviews and surveys can be conducted on almost any topic and aim to facilitate the development of the language through application. They can be used to collect information from a defined sample of people to determine and report the frequency of particular responses to specific questions. Information collected may be strictly factual (e.g., month and year of birth, number of people in the family) or it could be more subjective (e.g., likes and dislikes, opinions on a specific topic). Simple factual surveys are recommended for beginners.

### Possible Student Learning Strategies:

#### Interactive

- Interpret and use a variety of nonverbal cues to communicate
- Ask for clarification or repetition if you do not understand

### Tips for Interviews and Surveys

1. **Prepare:** Review the procedure with the class. Explicit teaching or review of structures for asking questions may be needed.
2. **Plan:** Collaboratively decide the purpose of the interview or survey and if questions will be oral or written. Formulate questions to ask, choose the sample of people to survey and divide the work among the students.
3. **Collect Data:** The interview/survey is conducted in the manner agreed upon; e.g., in-person interviews (preferable for beginners), surveys by phone or e-mail, surveys on paper.
4. **Organize and Display Data:** Once data has been collected, it should be compiled and displayed. Results are often displayed by using a graph. The type of graph used will vary with the age and mathematical understanding of the students. With advanced planning, an interview/survey activity can be integrated with a topic from mathematics class.
5. **Summarize, Analyze and Interpret Data:** For simple factual interview/survey results, these steps are relatively easy. If information about opinions or values has been gathered, there is more opportunity for discussion and differing interpretations. Students may present their interpretations orally or in writing.

## Language Ladders

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Creating language ladders is an effective strategy for teaching essential classroom language. Essential language phrases are directly taught, usually at a rate of one each day. These phrases usually represent a series of different ways to express a similar idea or need, often in different registers, degrees of politeness or social context; e.g., different ways of greeting people or giving praise or encouragement to group members. Language ladders are posted on the wall with accompanying visual cues, and language phrases are always grouped (like the rungs of a ladder) to show their relationships and to assist students in remembering their meanings.

### Example A: Help Expressions

Excuse me, teacher! Can you help me, please?  
Excuse me, can anybody help me?  
Hello! I need help, please.  
Hey you! Help me.  
Help!

### Example B: Classroom Permission

May I go to the washroom, please?  
May I get some water, please?  
May I go to the library, please?  
May I go to the office, please?  
May I go to the playground, please?

#### Possible Student Learning Strategies:

##### Cognitive

- Group sets of things together; e.g., vocabulary, structures with similar characteristics
- Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

##### Productive

- Use words visible in the immediate environment

## Learning Logs

➔ For more information ...

Chapter 7  
Learning Logs

A learning log is usually a single notebook with various sections that provide places for students to journal (reflect) and log (record with purpose).

Students record their personal reflections, questions, ideas, words or expressions to remember, or the feelings they have about experiences in class. Ideally, such reflective thinking and writing is done on a regular basis and the teacher responds with oral or written advice, comments and observations.

Learning logs are usually more objective, providing a place to record observations on learning activities, lists of books read or films watched, or notes on learning strategies.

Until students develop an appropriate level of proficiency in Ukrainian and in reflective thinking and writing, they will need teacher guidance and will likely reflect in English. The transition to using more Ukrainian and more independent reflection is made over time. Once the transition is made, reflecting becomes a strong and meaningful context for students' Ukrainian use.

If students have little experience in reflective writing, it is a good idea to model the process by doing a collective journal on large chart paper. Begin by discussing the reasons for keeping a journal and ways that the journal can be used, so students understand the process and the purpose.

### Tips for Learning Logs

1. Ask specific questions to guide students. Provide suggestions for topics.
2. Provide regular opportunities for students to write in their learning logs (reflective section)—perhaps a few minutes before or after an activity or at the end of each week.
3. Students choose whether or not to share their journal entries with the teacher or their fellow students. If students decide to share part or all of their journals, teachers can respond individually with questions or comments to extend thinking. **Since the primary purpose of a journal is not to practise writing, teachers should not correct the grammar, spelling or punctuation in student journals.**
4. Encourage students to regularly reread what they have written in their journals and reflect on what they have written.
5. If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express meaning.

Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps students develop the language they need to write effectively about their learning.

Encourage students to retell, relate and reflect by looking back, looking in and looking forward.

#### Looking back (Retell)

What activities did we do?

What did I learn?

What strategies did I use during the activity?

#### Looking in (Relate)

What did I like or dislike about the learning experience?

How does what I learned relate to what I already knew?

What questions or concerns do I have about what I learned?

#### Looking forward (Reflect)

What would I like to learn more about?

What goals could I set for myself?

How might what I learned help me in the future?

#### Possible Student Learning Strategies:

##### Metacognitive

- Reflect on learning tasks with the guidance of the teacher
- Reflect on the listening, speaking, reading and writing process
- Keep a learning log
- Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

## Mini-lessons

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Short lessons can efficiently deliver small amounts of information to students, such as aspects of culture or a grammatical structure. Mini-lessons are effective when they are limited to 10–15 minutes. Incorporate group discussion and/or demonstrations and feature visual aids such as overhead transparencies or posters.

### Possible Student Learning Strategies:

#### Cognitive

- Listen attentively

#### Metacognitive

- Listen or read for key words
- Be aware of the potential of learning through direct exposure to the language

### ☉ Turn and Talk

Have students turn to a neighbouring student and discuss the mini-lesson they have just heard. Have them summarize the content of the lesson, using a graphic organizer such as a concept map, a Venn diagram or a flow chart. Specify the organizer that best suits the topic or the content of the lesson, or discuss with students which graphic organizer they think would work best and why. Discuss the resulting summaries as a class, and collaboratively develop a master organizer summary on the board.

## Reading Instructional Strategies

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### ☉ Author's Chair

During author's chair activities, students read aloud their written drafts or compositions to their classmates. Listeners provide positive comments and constructive feedback to the author to assist future writing efforts. Writing is usually shared with the entire class, but occasionally authors read to small groups. A special chair or area of the classroom may be designated for this activity.

#### Tips for Author's Chair

1. Have the author face the audience and read a draft or completed composition. Have the author share accompanying illustrations and explanations with the audience. The audience uses active listening skills to convey respect for, and acceptance of, the author's efforts.
2. Have the author request comments or feedback about the piece from the audience. Encourage audience members to make positive comments related to the events, characters or specific language used in the writing. Encourage the author to ask questions about the clarity and effectiveness of the writing as well as the use of language. Have the audience offer suggestions for revision or considerations for future work.

### ☉ Comprehension

Students learn comprehension skills and strategies in a variety of situations while accessing different levels of text and different text types. The focus of guided comprehension is on direction, instruction, application and reflection.

To assist with student comprehension, provide focused instruction of comprehension skills and strategies such as:

- previewing
- self-questioning
- making links to self, text and others
- visualizing

- using graphophonic, syntactic and semantic cueing systems
- monitoring, summarizing and evaluating.

### ⊙ Read-aloud

During read-alouds, read to the whole class or to a small group, using material that is at the listening comprehension level of the students. The content of the reading may focus on a topic related to a curriculum outcome in another subject area, such as mathematics, science or social studies.

Reading aloud to students helps them develop a love of good literature, motivation to pursue reading on their own and familiarity with a variety of genres, including nonfiction. It provides them with new vocabulary and contributes to their oral and written language development. Reading aloud should occur frequently to stimulate the students' interest in books and reading.

### ⊙ Readers' Theatre

Readers' theatre activities encourage students to work cooperatively by taking turns. These activities also support the development and practice of oral language skills by promoting pronunciation, intonation and oral language fluency. In readers' theatre, students read aloud from scripts. They do not require special costumes, sets, props or music. Readers' theatre can be done as a whole class, in small groups or with partners.

#### Tips for Readers' Theatre Activities

1. Choose an appropriate story or script. Look for lively dialogue, clear prose, balance of parts and an appealing theme. After some practice with scripts, students can adapt a story or poem of their choice.
2. Read the story or script to young students. Older students can take turns reading aloud.
3. Discuss and reflect on the story, characters and author's intent or theme. For example: What did you think about the story? Why? How do you think the characters felt? How do you know what they were feeling? Why do you think they acted the way they did? How do you know? Can you give examples from the story?
4. Assign parts, or have students volunteer, and distribute scripts. Let many students play each part in turn. Write scripts on chart paper or on an overhead projector so students can be free to use hand movements and mime. Colour-code parts so that students can find them easily.
5. Read through the script. Allow students to ask questions, make comments or react to the story. Discuss voice projection, intonation, good vocal expression, facial expression and gestures.
6. Have students practise the script as a whole group or in pairs. In readers' theatre, narrators often stand and characters sit.
7. Share the readers' theatre with others.

### ⊙ Shared Reading

In shared reading, guide the whole class or a small group in reading enlarged text that all the students can see; e.g., a big book, an overhead, a chart or a poster. The text can be read several times, first for the students and then with the students joining in. Shared reading involves active participation and considerable interaction on the part of students and teachers.

Shared reading provides an opportunity to model effective reading, promote listening comprehension, teach vocabulary, reinforce letter-sound relationships and concepts about books and print, and build background knowledge on a range of subjects.

## ☉ Storytelling

Storytelling activities provide opportunities for students to tell stories by using their own language rather than reading from a text. Students may retell familiar stories, or they may choose to tell stories they have read or written.

## ☉ Total Physical Response Storytelling

In total physical response (TPR) storytelling, students use the vocabulary they have recently learned in the context of entertaining, content-rich stories.

### Possible Student Learning Strategies:

#### Interpretive

- Use gestures, intonation and visual supports to aid comprehension
- Listen or look for key words

#### Productive

- Use nonverbal means to communicate

### Tips for TPR Storytelling

1. **Practise and Teach Vocabulary:** Have students learn a selected group of vocabulary words through association with particular actions. Practise these actions with the students.
2. **Produce and Practise Vocabulary:** Once students know the vocabulary, have them pair up. One student reads the word and the other provides the corresponding gesture. Partners reverse roles and repeat.
3. **Perform a Story:** Narrate, aloud, a story that uses the various vocabulary words. As you narrate the story, students will listen and perform the actions to the vocabulary words when they hear them.
4. **Review the Story:** Ask students for their interpretations of the story they have just performed.
5. **Retell and Revise (Advanced):** Students build upon the story, using their existing language skills to embellish the plot, personalize the characters and create revisions.
6. **Create Original Stories (Advanced):** Students prepare and act out original stories, using the selected vocabulary.

## Reflective Discussions

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Reflective discussions encourage students to think and talk about what they have observed, heard or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, stories or illustrations. As students discuss information and events, they clarify their thoughts and feelings. The questions posed should encourage students to relate text content to life experiences and to other texts. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.



## Research Projects

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Students may be involved in research projects individually, as partners or as members of small groups. Research projects are effective in developing and extending language skills. While doing research, students practise reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others.

Research projects can motivate students through active participation, greatly increasing understanding and retention. Students teach one another by describing what they are doing. These projects ask students to use inductive reasoning. Students can also reflect on their experiences and apply what they have learned to other contexts.

A research model can be used to provide students with a framework for organizing information about a topic.

### Possible Student Learning Strategies:

#### Cognitive

- Use previously acquired knowledge to facilitate a learning task
- Use available technological aids to support language learning
- Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember

#### Interpretive

- Prepare questions or a guide to note information found in a text

## Role-play

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Children naturally use make-believe to explore roles and situations that they cannot experience directly. Role-play and simulation use this natural learning strategy to explore different aspects of various topics. In role-play, students assume a role (a character, a real-life or imaginary person, or an animal) and are placed in a situation or context. They act as if they were someone or something else. They experiment with what it feels like to be in someone else's shoes and, ideally, develop empathy for that character.

Some props may be used, but generally there are no sets, costumes or makeup. Role-play may or may not involve writing a skit and then reading it or memorizing it for presentation. As students gain experience in role-play, they can take a more active role in planning and guiding the role-play activity.

Role-play is best used at the reinforcement or review stage of learning when students have a fairly good command of the vocabulary and structures but need some practice using them in relatively unstructured situations.

### Possible Student Learning Strategies:

#### Metacognitive

- Rehearse or role-play language

#### Productive

- Use knowledge of sentence patterns to form new sentences

### Tips for Role-play

1. **Outline the Situation:** Start by describing a problem to be solved, a conflict to be resolved or a situation involving an unforeseen element. An element of tension can draw students in and impel them to respond and take action. Begin by using fairly routine situations; e.g., asking for directions, ordering a meal in a restaurant or buying something in a store.
2. **Provide Time:** Give students time to explore/research their characters' backgrounds, beliefs, habits and opinions before they actually perform the role-play.
3. **Teacher Involvement:** Assume roles such as chairperson or spokesperson, guide the role-play and encourage students to participate.
4. **Reflection:** Provide a period of reflection following the role-play. Students describe what they experienced and how they felt. Guide the discussion by asking questions and making comments, encouraging the students to think about their experiences. Students may also respond by drawing pictures to express their reactions.

### Rules of Sound Activities

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Plan activities in which students learn the rules that govern the sounds that letters and letter strings make or do not make. Introduce rules directly (consider dedicating a bulletin board to this) and walk students through reading and spelling examples. Then have students apply what they have learned. These rules can help students with reading and speaking, but it is important to introduce rules slowly and strategically; e.g., introduce each rule only when it is relevant to other learning. Also, consider having students identify similarities and differences in “sound rules” between their first and second languages.

#### Possible Student Learning Strategies:

- |                     |   |
|---------------------|---|
| <b>Productive</b>   | • Mimic what the teacher says   |
| <b>Interpretive</b> | • Use knowledge of the sound-symbol system to aid reading comprehension |

### Sharing Circle

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In sharing circle activities, the teacher and students sit in a circle and share their thoughts on events and experiences. Sharing circles encourage students' participation as they develop oral language and gain confidence through the sharing of personal responses and ideas.

It is important that the rules for sharing circles are discussed prior to the first sharing circle, such as “sit in a circle,” “do not touch anyone,” “one person speaks at a time.”

#### Tips for Sharing Circle Activities

1. Sit comfortably in a circle with students so that everyone can see and participate.
2. Model the expectations and procedures before individual students begin to share their feelings about an event or experience. Validate all student responses.
3. It is acceptable for students to pass rather than give a response. Students take turns until all the students who wish to speak have spoken.

## Sketch to Stretch

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Sketch to stretch (Short, Harste and Burke 1996) is a strategy that allows students to represent through drawing what they learned during reading, viewing or listening. Students who are not risk-takers often experience success with this strategy, and the strategy provides an opportunity for students with different learning styles to respond in different ways. Students see that others have different interpretations of a selection, and new meanings and insights are gained.

### Tips for Sketch to Stretch

1. Students read, view or listen to a selection, either in a small group or as a class.
2. Explain to students that they can represent meaning in a variety of ways and experiment with different ways to represent meaning. Students think about what the story or video meant to them and draw a sketch.
3. Students share their sketches with their classmates. Give the students an opportunity to discuss the sketches and ask questions.

## Slim Jims

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Slim Jims are long, narrow pieces of paper that students use to record notes. Categories or headings relating to the topic are chosen and written on the paper. Details are recorded in point form as single words or simple phrases under the appropriate heading. This decreases the likelihood that students will copy whole sentences from reference material. The notes can then be used to write such things as reports, summaries and oral presentations.

## Visual Imaging

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The practice of imaging or mentally visualizing objects, events or situations is a powerful skill that assists students to construct meaning as they listen and read. As students read and listen to others, they incorporate their knowledge and previous experiences to form images of situations, settings, characters and events. These images extend students' comprehension, enrich their personal interpretations and stimulate unique ideas for oral expression and/or writing.

Imaging provides an opportunity for students to vicariously experience what they hear, read and write.

## Word Building Activities

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Word building activities should be based on relevant vocabulary collected from reading, environmental print or lexical fields. A simple word building activity involves taking the letters from a longer word and scrambling them. Students then rearrange the letters to create smaller words that they record as they try to figure out the big word. Once a number of words have been generated and the big word has been unscrambled, students can use the words they have generated in word analysis activities.

## 🕒 Flash Cards

➔ For more information ...

Appendix B  
Vocabulary and  
Classroom  
Expressions

Most vocabulary words are learned through meaningful experiences (e.g., reading, environmental print), but it is still useful to spend some time working with words on flash cards. Initially, flash cards should display the words and associated pictures side-by-side, but later the flash cards can have pictures on the backs and then have no pictures at all. Students could also match word cards with picture cards. Flash cards are often used to teach nouns but can also be used for teaching verbs and adjectives. They should not be used to teach high-frequency words in isolation, as meaningful context is essential.

### Possible Student Learning Strategies:

#### Cognitive

- Use mental images to remember new information
- Memorize new words by repeating them silently or aloud
- Place new words or expressions in a context to make them easier to remember

## 🕒 Making Words

Collect plastic letters or print letters on squares of paper to spell basic three- or four-letter words, and collect or create accompanying picture cards; e.g., have the letters “п,” “е” and “с” for пєс along with a picture of a dog to associate meaning with sound. In order, point to each letter, make its sound and slide it into place until the word is formed. Repeat this action a couple of times, speeding up each time until the sounds run together and you are practically saying the word normally. Have students repeat your actions.

### Possible Student Learning Strategies:

#### Metacognitive

- Make a plan in advance about how to approach a learning task
- Evaluate your performance or comprehension at the end of a task

#### Cognitive

- Look for patterns and relationships

## 🕒 Personal Dictionaries

Personal dictionaries consist of words that are familiar and significant to individual students. Word sources include dictated stories and captions, journals and other writing efforts, as well as the students’ own oral vocabulary. For language learning, personal word banks or collections of key words are valuable resources for expanding students’ reading and writing vocabularies. A personal dictionary could be developed throughout the year and kept in a section of the students’ learning logs.

Personal dictionaries should be organized alphabetically or by lexical field. Each entry in a personal dictionary should include a translation in the first language, along with examples of its correct usage or a picture.

### Possible Student Learning Strategies:

#### Cognitive

- Make personal dictionaries
- Place new words or expressions in a context to make them easier to remember

#### Metacognitive

- Check copied writing for accuracy

## ◎ Word Walls

To create an environment rich in language, create a word wall that reflects new and familiar vocabulary. Post the words in a way that allows them to be removed for reference or reorganization; e.g., sticky notes. Use the word wall as part of regular language learning activities. For example, add a word whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself. Organize and reorganize the wall based on the instructional focus; e.g., organize by spelling pattern, lexical field, meaning, usage.

### Possible Student Learning Strategies:

#### Cognitive

- Group sets of things together (e.g., vocabulary or structures) with similar characteristics

#### Productive

- Use words that are visible in the immediate environment

## Using Technology in the Classroom

Information and communication technologies (ICT) are processes, tools and techniques that affect the way we can communicate, inquire, make decisions and solve problems. Information and communication technologies are used for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting.

Skills and processes involved in information and communication technologies can be related to learning strategies included in the Ukrainian Language and Culture Nine-year Program, Grades 4–5–6, in particular the cognitive strategies. For example:

ICT Skills and Processes	Cognitive Learning Strategy Examples
<ul style="list-style-type: none"><li>• gathering and identifying information</li></ul>	<ul style="list-style-type: none"><li>• find information, using reference materials</li></ul>
<ul style="list-style-type: none"><li>• classifying and organizing</li></ul>	<ul style="list-style-type: none"><li>• group sets of things, e.g., vocabulary or structures, with similar characteristics</li></ul>
<ul style="list-style-type: none"><li>• summarizing and synthesizing</li></ul>	<ul style="list-style-type: none"><li>• use word maps, mind maps, diagrams, charts and other graphic representations to make information easier to understand and remember</li></ul>

Using technological aids to support language learning is also a cognitive language learning strategy suggested in the program of studies.

## ICT Curriculum in Ukrainian Language and Culture Classrooms

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Ukrainian language and culture students meet communication outcomes from the ICT curriculum as they access information in Ukrainian through the Internet and as they exchange information and seek support and validation of their ideas through e-mails, chat rooms and discussion forums.

Under the guidance and direction of their teachers, Ukrainian language and culture students meet foundational knowledge and operations outcomes by using ICT tools in appropriate ways and by understanding what tools can be best used for a specific task. For example, by using digital slide show software with multimedia features to present a project, students demonstrate knowledge of specific technology and use it in an effective way. Information and communication technologies not only allow teachers and students to use tools to enhance and/or support the learning of Ukrainian, they also provide opportunities to expand communication horizons that bring cultures and worlds together.

### Teacher- and Student-oriented ICT Integration

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Teachers are encouraged to consider different methods of integrating ICT in their planning and teaching; i.e., teacher-oriented integration and student-oriented integration.

#### Teacher-oriented Integration

As teachers face the challenges of meeting students' diverse needs and creating the best possible learning experiences for them, ICT tools and devices can be a useful support. ICT tools, such as databases and spreadsheets, allow teachers to plan and track student progress. Communicating with students is facilitated through e-mail, chat rooms and discussion forums. Electronically generated content can also be easily modified to meet the needs of individual students. Technology offers a wide range of possibilities for creating presentations with visual and audio components, and multimedia interactivity can be used to facilitate student practice and learning.

#### Student-oriented Integration

ICT can contribute to students' active participation in learning tasks. Online journals, blogs, personal Web sites and shared content through digital devices are examples of how students can use technology for learning. Ukrainian-based keyboard devices are also available on the Internet and can be installed to access characters and fonts specific to the language.

## Suggestions for Using Technology in the Classroom

The following chart illustrates how various technologies can be used to teach specific outcomes in the classroom.

Technology	Specific Outcomes (Grade 4)	Suggestions for Using Technology in the Classroom
<b>word processing</b>	LC-1.3a. use a range of words and phrases with in a variety of lexical fields S-2.3a. use simple productive strategies, with guidance, to enhance language use	<ul style="list-style-type: none"> <li>Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning.</li> </ul>
<b>spreadsheets</b>	A-2.1a. express simple preferences	<ul style="list-style-type: none"> <li>Students ask one another about their food preferences and create a spreadsheet to display the information.</li> </ul>
<b>draw/paint/ graphic applications</b>	A-6.2a. use Ukrainian creatively S-2.3a. use simple productive strategies, with guidance, to enhance language use	<ul style="list-style-type: none"> <li>Students create collages and other artwork, using electronic graphics and text.</li> </ul>
<b>Internet</b>	GC-2.3a. explore similarities between their own culture and other cultures S-1.1a. use simple cognitive strategies, with guidance, to enhance language learning	<ul style="list-style-type: none"> <li>Students search the Internet for information on the culture of Ukrainians worldwide, then share the information in group presentations.</li> </ul>
<b>e-mail</b>	A-4.1a. exchange greetings and farewells; b. address a new acquaintance and introduce themselves; c. exchange some basic personal information	<ul style="list-style-type: none"> <li>Students exchange e-mails with students from another Ukrainian language and culture class in Canada.</li> </ul>
<b>multimedia applications</b>	LC-1.3a. use a range of words and phrases with in a variety of lexical fields	<ul style="list-style-type: none"> <li>Students use a CD-ROM Ukrainian/ English dictionary to look up words.</li> </ul>
<b>clip art/media clips</b>	LC-3.3a. derive meaning from visuals and other forms of nonverbal communication in guided situations	<ul style="list-style-type: none"> <li>Students examine a variety of Ukrainian media clips.</li> </ul>
<b>audio equipment</b>	LC-4.3a. experience a variety of voices; i.e., male, female, young, old	<ul style="list-style-type: none"> <li>Students listen to a variety of audio clips of Ukrainian speakers from music, movies, television and so on.</li> </ul>
<b>video equipment</b>	LC-4.5a. understand the meaning of, and imitate, some common nonverbal behaviours used in Ukrainian culture S-2.3a. use simple productive strategies, with guidance, to enhance language use	<ul style="list-style-type: none"> <li>Students view videos in which Ukrainian speakers use nonverbal behaviours; then students video-record themselves miming the behaviours.</li> </ul>

Technology	Specific Outcomes (Grade 4)	Suggestions for Using Technology in the Classroom
<b>digital cameras</b>	LC-1.3a. use a range of words and phrases with in a variety of lexical fields S-2.3a. use simple productive strategies, with guidance, to enhance language use	<ul style="list-style-type: none"> <li>Students create booklets that include digital photographs of classmates and of various objects found in the classroom; e.g., desks, displays, books.</li> </ul>

These technology devices and tools can be used to enhance existing lesson plans and can also be used as a basis for lesson plans. The sample lesson plan on the following page shows a lesson that integrates ICT outcomes.



## Sample Lesson Plan with ICT Integration

Lesson Title: Our Class Booklets

Date: October 9 Class: 4-G

### **Outcomes**

✦ **Applications**

A-1.1a. share basic information

✦ **Language Competence**

LC-3.2a. produce simple written words and phrases in guided situations

✦ **Global Citizenship**

✦ **Strategies**

S-2.3a. use simple productive strategies, with guidance, to enhance language use

**Possible Student Learning Strategies:**

Use words that are visible in the immediate environment

### **Lesson Description**

Using a digital camera, take a photo of each student in the class. Give students a template to complete with personal information; e.g.:

Ім'я (Name):

Дата народження (Date of birth):

Я говорю \_\_\_\_\_ мовою/мовами (Languages I can speak):

Мої друзі називаються (My friends are):

У моїй родині є (The people in my family are):

Students import the picture to a Word document and type the information in the template. Documents are printed and displayed or bound in a book for students to read.

### **Differentiation of Instruction**

yes  not necessary

If yes, description:

### **Assessment**

Create a checklist with the students that they can use to assess their entries.

Have students respond to the activity in their learning logs.

### **Materials**

digital camera  
computers  
printer  
paper

## Web Links

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### LearnAlberta.ca

Many of the resources at LearnAlberta.ca are available to guest users, but visitors will need a user ID and password to access all of the resources on the Web site. To obtain login information, teachers should contact their local school administrator or a member of their school jurisdiction technology staff. Alternatively, teachers can contact LearnAlberta.ca via e-mail at [LearnAlberta.Contact@edc.gov.ab.ca](mailto:LearnAlberta.Contact@edc.gov.ab.ca).

The following Internet site listing is provided as an added source of information to users on an “as is” basis without warranty of any kind. Alberta Education is not responsible for maintaining these links or the content on these external sites, nor do URL listings in this resource constitute or imply endorsement of the sites’ content. It is strongly recommended that teachers preview the following external Web sites before using them and that teachers exercise their professional judgement.

- <http://www.hotpot.uvic.ca>
- <http://www.paperella.net>
- <http://www.skype.com>
- <http://www.quizstar.com>
- <http://www.abcteach.com>
- <http://www.puzzlemaker.com>
- <http://teach-nology.com>
- <http://rubistar.4teachers.org>
- <http://www.teachervision.com>
- <http://www.teachnet.com>
- <http://www.brainpop.com/>
- <http://www.vcalberta.ca>
- <http://www.infoukes.com>
- <http://www.ucc.ca>
- <http://www.oomroom.ca>
- <http://brama.com>
- <http://www.arts.ualberta.ca/uvp>



# Chapter 4

## Students with Special Education Needs

### Chapter Summary

Characteristics of Students with Special Education Needs  
Differentiated Instruction  
Using Collaborative Learning  
Strategies for Students with Attention Difficulties  
Strategies for Students with Memory Difficulties  
Strategies for Students with Listening Difficulties  
Strategies for Students with Reading Difficulties  
Cognitive Strategy Instruction  
The Importance of Motivation

### Characteristics of Students with Special Education Needs

Each student with special education needs has an individual profile of abilities, needs, interests and learning preferences. Some students with special education needs are able to master the grade-level programs of study with differentiated instruction and support strategies. Other students have more complex learning needs that require significant changes to the learning outcomes in the grade-level program of studies.

Students' special education needs can affect language learning in a variety of ways and have a variety of implications for classroom planning and instruction. For example, students may be less likely to participate in classroom discussion, may have difficulty formulating and expressing ideas, and may find the task of writing difficult and stressful. On the other hand, these students may have strengths in the visual domain and often benefit from the use of graphic organizers, charts and visual cues.

## Individualized Program Plans (IPPs)

### ➔ For more information ...

Alberta Education.  
*Individualized Program Planning (IPP): ECS to Grade 12.*  
Edmonton, AB:  
Alberta Education, 2006.

Alberta Learning.  
*Teaching Students with Autism Spectrum Disorders.*  
Edmonton, AB:  
Alberta Learning, 2003.

Alberta Learning.  
*Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope.*  
Edmonton, AB:  
Alberta Learning, 2004.

Every student who is identified as having special education needs must have an Individualized Program Plan (IPP). This plan, usually coordinated by the student's classroom teacher, will contain information about the student's strengths and needs, relevant medical history, services that might be needed, educational goals and objectives for the year, required accommodations and strategies, and plans for transitions. The language and culture teacher is a member of the student's learning team and should participate in the IPP process by providing feedback on the student's individual needs, strengths and progress and by discussing how target goals can be addressed in the second language classroom.

A student's IPP can provide helpful information for planning and adapting instruction in the language and culture classroom. Any significant modifications of curriculum will be documented in the IPP. For example, a student with severe communication difficulties may have long-term goals such as establishing eye contact or initiating peer and adult interactions, and would focus on social outcomes to achieve these goals. On the other hand, a student with reading difficulties may be able to achieve most outcomes from the grade-level program of studies, but other outcomes, such as those related to reading in a second language, may be modified.

The IPP will also contain required accommodations and instructional strategies. An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities.

Accommodations remove, or at least lessen, the impact of a student's special education needs and give him or her the same opportunity to succeed as other students. Once a student has been identified as having special education needs, accommodations should be considered to ensure that the student can access the curriculum and learn and demonstrate new knowledge to the best of his or her ability.

### The following accommodations are frequently used to support students with special education needs in grades 4 to 6.

- Arrange alternative seating; e.g., near teacher, facing teacher, at front of class, away from distractions.
- Allow more time for tasks or assignments.
- Reduce the volume of tasks required; e.g., fewer sentences to read, fewer vocabulary words.
- Reduce the demand for copying.
- Present fewer questions on a page, and provide more space for answers.
- Provide visual cues; e.g., draw arrows and stop signs on the student's paper to indicate what to do next or where to stop.
- Encourage the use of place markers, cue cards and writing templates.
- Encourage the use of a variety of writing instruments (e.g., pencil grips) and paper (e.g., graph paper, paper with lines, paper with raised lines).
- Allow the use of personal word lists or other print references.
- Provide checklists and/or picture cues of steps for longer tasks.
- Break tasks into small steps.

## Differentiated Instruction

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→ For more information ...

Appendix C  
Examples of  
General  
Accommodations,  
Examples of  
Instructional  
Accommodations

Individual students with special education needs may require specific accommodations in the language and culture classroom, but teachers can support the learning of all students—particularly those with learning difficulties—by incorporating elements of differentiated instruction. Many of these sample strategies will be beneficial for a number of students, not only students with special education needs.

The term “differentiation” embraces a variety of instructional strategies that recognize and support individual differences in student learning. Differentiated instruction maximizes learning by considering students’ individual and cultural learning styles, recognizing that some students will require adjusted expectations and offering a variety of ways for students to explore curriculum content and demonstrate learning (as well as accepting that these different methods are of equal value). With differentiated instruction, the teacher creates learning situations that match students’ current abilities and learning preferences but also stretch their abilities and encourage them to try new ways of learning. Differentiation can occur in the content, process and/or products of classroom instruction.

## Differentiating Content

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Content consists of the knowledge, skills and attitudes that students learn, as reflected in the general outcomes of the program of studies. These outcomes identify what students are expected to achieve in the course of their language learning; however, individual students may vary in their language competence, their ability to apply the language in various situations and their use of effective strategies.

Differentiation of content recognizes that, while all students are focusing on a general outcome, specific outcomes may differ for some students. For example, while all students are “using Ukrainian in a variety of situations and for a variety of purposes,” there will be students whose specific outcome may be to “identify people, places, things” and those who will be able to “describe people, places and things competently.” Differentiating content allows students to learn developmentally appropriate concepts while working with developmentally appropriate materials.

There are three basic ways to differentiate content: parallel instruction, overlapping instruction and additional or remedial instruction.

## 1. Parallel Instruction

In parallel instruction, all students work toward the same general outcomes, but some students work on specific outcomes from different grade levels. This instruction often requires flexible grouping within the classroom. For example, all students in a class could be engaged in using Ukrainian effectively and competently (LC-1); however, while most students are working on subject pronouns for first, second and third person singular, some students could work with the teacher on reviewing all subject pronouns, while other students could be paired to review present tense verbs.

## 2. Overlapping Instruction

In overlapping instruction, some or all of a student's outcomes for the instructional activity are drawn from sources other than the standard subject area program of studies and are based on goals identified in that student's IPP. For example, a student with a moderate or severe cognitive disability may work on his or her goal of using pictorial symbols to express basic requests within the classroom, while the other students use Ukrainian vocabulary to do the same task.

## 3. Additional Instruction

Additional instruction occurs when a student has unique learning needs that necessitate instruction in an area not required by other students, sometimes with direction from a specialist. For example, a student with learning disabilities may need additional instruction regarding phonemic awareness, decoding or effective use of learning strategies.

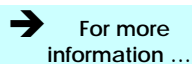
## Differentiating Process

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Differentiating the process means varying learning activities or instructional strategies to provide appropriate opportunities for all students to explore new concepts. This may require developing a number of different ways that students can participate or providing adapted equipment or materials. Collaborative learning activities, learning centres, learning logs, individual goal setting, changing the pace and/or delivery of instruction, and using visual and verbal cueing are examples of differentiating process so that all students can be more active participants in the classroom.

## Differentiating Products

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Appendix C  
Sample Text Forms

Differentiating products means varying the type and complexity of the products that students create to demonstrate their learning. Students working below grade level may have different or reduced performance expectations from their grade-level peers. For example, they may answer a question with a drawing instead of a written sentence. Allowing students choices for demonstrating their knowledge can also accommodate differing student abilities, interests and learning preferences.

## Program Planning for Differentiation

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➔ For more information ...

Appendix C  
Instructional  
Planning Guide

Teachers can use a framework, such as the one described in the following steps, to plan for differentiation in the language and culture classroom.

### 1. Identify underlying concepts.

Teachers identify the concepts all students in the class should understand by the end of the lesson or unit. It is important to separate the concepts from the content used to develop these concepts. Different content may be necessary for students with different levels of skill; however, at the end of the learning activity all students should have a similar understanding of the concept, taking into consideration the level at which they are working.

### 2. Choose instructional strategies.

Present the concepts in such a way that all students are able to gain an appropriate degree of knowledge. Consider the following strategies for differentiating instruction.

- Present new material in short periods of time through varied activities.
- Use materials at a variety of difficulty levels for the whole group.
- Begin instruction at the individual student's current level of functioning.
- Stand close to students who need extra help.
- Modify the pace of instruction.
- Simplify instructions.
- Write instructions on the board.
- Ask students to repeat instructions or paraphrase what has been presented.
- Demonstrate, model or act out instructions.
- Complete the first example with students.
- Use a multisensory approach.
- Present concepts in as concrete a way as possible.
- Use pictures and concrete materials.
- Use different coloured chalk and pens.
- Break information into steps.
- Provide additional time to preview materials and/or complete tasks.
- Adapt the level of questioning.
- Use your advance planning organizers.

### 3. Choose strategies for student practice.

Use a variety of practice activities and, whenever possible, provide students with choices for their mode of practice. This may require adapting how students participate, providing adapted materials or adapting goals for individual students. Each student should have the opportunity to participate meaningfully according to his or her skill level.

The following chart shows examples of different modes of student practice.

Verbalize	Write	Create	Perform	Solve
<ul style="list-style-type: none"> <li>oral report</li> <li>panel discussion</li> <li>debate</li> <li>games</li> <li>brainstorming</li> <li>oral questions and answers</li> <li>interviews</li> </ul>	<ul style="list-style-type: none"> <li>research papers</li> <li>poems</li> <li>essays</li> <li>stories</li> <li>diaries</li> <li>plays</li> <li>cookbooks</li> </ul>	<ul style="list-style-type: none"> <li>diorama</li> <li>collage</li> <li>painting</li> <li>model</li> <li>pictograph</li> <li>mural</li> <li>bulletin board</li> <li>games</li> <li>inventions</li> </ul>	<ul style="list-style-type: none"> <li>simulation</li> <li>role-play</li> <li>drama</li> <li>pantomime</li> <li>puppet show</li> <li>radio commercials</li> </ul>	<ul style="list-style-type: none"> <li>puzzles</li> <li>problems</li> <li>riddles</li> <li>games</li> <li>brainteasers</li> <li>charades</li> </ul>

#### 4. Choose strategies for assessment and evaluation.

➔ For more information ...

Chapter 7

Identify a variety of ways that students can demonstrate their mastery of the objectives and their understanding of the concepts. The criteria for evaluation should take into account the students' needs and abilities.

## Using Collaborative Learning

➔ For more information ...

Chapter 3  
Cooperative  
Learning Activities

Collaborative learning is a natural approach to differentiating instruction that can benefit both students with special education needs and their classmates. It can help to build positive peer relationships, increase students' feelings of responsibility for classmates and encourage strategic learning by capitalizing on students' natural desires to interact. This approach gives students opportunities to learn new information in a supportive environment and to benefit from the experience and thinking of others. Often, students accomplish together what they could not have accomplished alone. Collaborative tasks provide opportunities for language and culture learning specifically because students:

- participate actively in authentic situations
- externalize their knowledge, allowing them to reflect on, revise and apply it
- notice gaps in their linguistic knowledge as they try to express themselves
- learn from the behaviour, strategies and knowledge of more successful students (Swain 2001).

Teachers might consider using the following strategies to make collaborative learning as beneficial as possible.

### Reflection

Create structured, reflective group activities in which students examine their own thought processes and explain how they reach a conclusion or arrive at an answer. Research suggests that students with learning difficulties are successful in collaborative settings only when this reflective element is incorporated (Scheid 1993). Furthermore, this kind of reflection and sharing during group discussions helps all students build higher-order thinking skills that are essential for language learning.



**Social Skills**

Teach and practise social skills within group contexts. To be successful, group members must get to know and trust one another, communicate accurately, accept and support each other, and resolve conflicts constructively (Johnson and Johnson 1994).

**Accountability**

Create situations in which each group member is accountable for his or her learning and group accountability is based on the achievement of group members. Research suggests that this accountability results in greater academic improvement for students with special education needs (Stevens and Slavin 1991).

**Variety**

Use a variety of different groupings and activities. See Chapter 3 “Cooperative Learning Activities” for some sample collaborative groupings and activities.

## Strategies for Students with Attention Difficulties

Attention is the ability to focus on and encode relevant information, to sustain focus and to carry out two or more tasks simultaneously. Attention also affects the regulation of mental energy and alertness.

Students experiencing difficulties with attention may:

- miss instructions
- respond with answers unrelated to the questions
- look attentive and focused but have trouble understanding and responding appropriately
- be easily distracted
- have difficulty inhibiting responses
- be impulsive
- move around or fidget
- have problems doing two tasks simultaneously; e.g., listening and taking notes.

Teachers might consider using the following sample strategies to support students who have attention difficulties.

### 1. Create structure to focus attention.

- Provide study carrels, earphones and desks located in a quiet part of the classroom, or provide other physical accommodations to reduce extraneous stimuli.
- Encourage students to use a bookmark, ruler or sheet of paper to cover the rest of the page when reading or reviewing directions.
- Limit materials on desks or in work spaces.
- Keep instructional group size as small as possible.
- Limit the number of oral instructions given at any one time, and follow up with printed instructions that include visual cues.

## 2. Give cues when students are to shift their attention.

- Keep tasks short and specific, and give only one instruction at a time. For example, say: “Read the first paragraph.” After it has been read, instruct: “Now answer question one.”
- Provide a list of tasks to be completed and have students check off each task as it is completed.
- Provide cues when there is a shift in activity. For example, when speaking to the class, stop and indicate information that students should write down.

## 3. Allow time for movement.

- Provide stretch or movement breaks as needed or make them part of the classroom routine. Arrange an area in the classroom where students can move around without distracting others. Give students the option of going to this area when they need a stretch break.
- Have students do regular errands in the classroom, such as passing out papers or putting materials away, so they can move in the classroom in appropriate, helpful ways.
- Arrange non-distracting ways for students to move while involved in desk work. For example, replace a student’s chair with a large ball and have him or her bounce gently at his or her desk while working. Small inflatable cushions also provide students with an opportunity to move in their seats without distracting others.

## 4. Encourage students to maintain focus and mental energy.

- Provide periodic verbal prompts or visual cues to remind students to stay on task. For example, set an alarm to go off at specific intervals as a reminder to focus, or use recorded audio messages to remind students to check their work.
- Create guidelines for good listening skills and review these guidelines frequently; e.g.: “Show me ‘listening.’ Eyes on speaker. Pencils down. Hands on desk.”
- Reinforce listening skills and behaviours for all students by commending students who demonstrate these skills and describing what they are doing as successful listeners.
- Place visual cues, such as stickers or check marks, at specific spots on worksheets as a signal for students to take a break.
- Use auditory cues, such as bells or timers, to indicate when to take a break or return to work.
- Place a time limit on homework. If elementary students are typically spending more than one hour a night on homework, this may be counterproductive and cause stress for the family. Encourage parents to contact the school if they have homework concerns.

## 5. Use low-key cues to correct inappropriate behaviour.

- Post reminders on students' desks. When possible, have students design and make reminder cards. Simply walk by and point to the reminder. This works for such skills as:
  - asking politely for help
  - focusing on work
  - taking turns.
- Collaborate with individual students to identify physical cues that indicate that a behaviour is interfering with learning. Cues should be unobtrusive and simple, such as a hand on the shoulder. This works for minor behaviours, such as interrupting or talking off topic.
- Use coloured file cards with key messages, such as “talk in a low voice” or “keep working.” If students need reminders, lay the cards on their desks, without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

## 6. Encourage students to attend to instructions.

- Enforce a “no pencils in sight” rule during class instruction and discussion times.
- Teach students to fold over their worksheets so only the directions show. This will physically slow down students and encourage them to attend to the instructions.
- Ask students to repeat instructions in their own words to a partner or the teacher.
- Ask students to work through a few questions and then check their work. For example, say: “Do the first five and then raise your hand and we’ll check them together to make sure you are on the right track.”
- Hand out worksheets one at a time, when possible.
- Make a graph and have students record the number of correct answers (versus the number of completed answers). This will benefit students who might be more focused on quantity than quality.

## Strategies for Students with Memory Difficulties

Memory is the ability to record new information, retain information for a short time, consolidate and use new knowledge and skills, and store information in long-term memory. Memory also involves retrieval and the efficient recall of stored ideas.

Students experiencing difficulties with memory may:

- be unable to remember colours and shapes despite repeated instruction
- be unable to recall information despite extensive studying
- frequently lose their belongings

- have problems remembering daily routines despite regular exposure
- have problems recalling facts and procedures, such as new vocabulary words or verb conjugations.

Teachers might consider using the following sample strategies to support students who have memory difficulties.

### **1. Use instructional techniques that support and enhance memory skills.**

- Provide one instruction at a time until students can remember and follow two consecutive instructions. Provide two instructions at a time until students can remember and follow three.
- Provide opportunities for students to see directions and other information. For example, take time each day to write and discuss the daily schedule on the board.
- Write down the main points on an overhead or on the board when giving verbal instructions.
- Present concepts concretely. Real-life examples add meaning and relevance that aid learning and recall. Concepts are easier to learn and retain when presented in familiar or authentic contexts.
- Assess student learning frequently and on shorter units of work. Use quick, short evaluations rather than formal, longer tests.
- Use language that is familiar.
- Provide cues that will help students recall details.

### **2. Integrate memory aids into each learning activity.**

- Provide regularly scheduled reviews of procedures and concepts. For example, start each day by reviewing previously learned skills and ideas. Then present new skills and ideas. Before students leave for home, review the new information.
- Teach students to make lists of reminders regularly and note dates and assignments on a calendar.
- Teach mnemonics to help students recall concepts or facts. For example, use an acronym to describe how verbs are conjugated.

### **3. Provide multisensory cues to make information and skills easier to remember.**

- Teach sound–symbol associations when introducing new vocabulary words. Say the name of the letter, its sound and a word that starts with that letter while looking at a picture of the word. Trace the letter on the desk, in the air or in a sand tray.
- Use visual cues, such as colour coding, photo and drawing sequences, charts and videos.
- Use auditory and kinesthetic cues in combination. Combine songs with movement and dance patterns. Music and physical routines linked to fact

learning can help students memorize faster and act as a cue for retrieving specific information.

- Incorporate hands-on learning experiences and demonstrations. Students learn and remember more effectively when they have opportunities to see and try out new information and skills in a variety of settings and contexts.

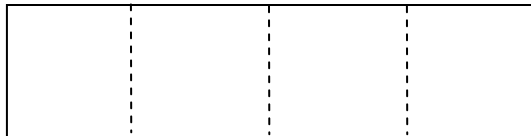
#### 4. Set up classroom organizational systems and routines for easier access of information and materials.

- Label class supplies and class work. Encourage students to use folders and binders with different colours or labels and with pictures to separate subject work or materials for each class. Ensure that students have their names prominently displayed on all personal supplies.
- Assist students with daily and weekly organization of their desks and work spaces by providing time to clean desks and organize homework at school.
- Build procedures into the day for recording information in day-timers or assignment books.
- Provide memory aids for frequently used information; e.g., key vocabulary words can be kept in a pocket on the sides of the students' desks. Schedules can be posted on the board or on the wall, and students can keep personal copies in their desks or notebooks.
- Tape simple cue cards of daily class routines on the students' desks.

#### 5. Teach students strategies for memorizing specific pieces of information.

To learn and practise specific vocabulary or verb conjugations, students can use a fold-over strategy.

1. Have students fold a paper to make four columns.



2. They copy target vocabulary words in English in the first column.
3. They write the Ukrainian words for each of the vocabulary words in the second column.
4. Students check their answers, correct mistakes and fill in missing words.
5. They fold back the first column so the English words are not visible, and practise translating the other way. Looking at each of the Ukrainian words they wrote in the second column, they write the English translation in the third column. Students check their answers against the original words in the first column.
6. Students repeat this process to translate the words back into Ukrainian in the fourth column. A complete practice page might look like this:

mother	мама✓	mother✓	мама✓
father	тато✓	father✓	тато✓
brother	<del>хлопець</del> брат	brother✓	брат✓

## Strategies for Students with Listening Difficulties

Listening plays a crucial role in language acquisition. Listening for specific information helps language and culture learners internalize the rules of language. Learners also need frequent opportunities to use language by taking on the role of both listener and speaker. Through social interaction, students can make and clarify or confirm meaning, test hypotheses about the language and receive feedback. Language and culture learning is best supported when regular classroom practice provides opportunities for interactive listening—listening that requires the student to take a more active role by requesting clarification or providing feedback.

Given the importance of listening in language and culture learning, all students will benefit from the development of effective listening strategies, but these strategies are particularly important for students who already have specific difficulties related to listening.

Teachers might consider using the following sample strategies to support students who have listening difficulties.

### 1. Provide students with appropriate expressions to clarify meaning and to confirm comprehension, such as:

- Прошу повторити. (Could you repeat that, please?)
- Я не розумію. (I don't understand.)
- Вибач. (Pardon?)
- Що \_\_\_\_\_ значить? (What does \_\_\_\_\_ mean?)
- Прошу знову повторити. (Could you say that again, please?)
- Що ти маєш на думці? (What do you mean?)

### 2. Present information in a “listener-friendly” way; for example:

→ For more information ...

Appendix C  
How “Listener-friendly” Is My Instruction?

- reduce distractions for students
- clearly communicate expectations
- provide students with some form of organizer at the beginning of class
- consistently review and encourage the recall of previously presented information
- use cue words and phrases to signal important information
- use transitional phrases to cue and signal the organization of information
- highlight important information
- vary volume, tone of voice and rate of speech to emphasize important ideas and concepts
- present information in many different ways
- repeat important ideas and concepts by rephrasing and using multiple examples
- write important ideas, key concepts and vocabulary on the board
- use visual aids and objects to support the concepts and information that is presented
- provide examples and non-examples of concepts

- frequently check for understanding
- provide students with opportunities to discuss concepts with a partner or in a small group
- provide students with opportunities to work with and practise new skills and concepts
- create time for reflection at the end of the class
- briefly review the important concepts at the end of the class, and preview what will be happening the next class.

### 3. Model and practise active listening strategies in class.

Active listening is the act of intentionally focusing on the speaker to engage oneself in the discussion or presentation. Encourage and cue students to show active listening by:

1. looking at the speaker
2. keeping quiet
3. keeping their hands and feet to themselves
4. keeping their bodies still
5. thinking about what the speaker is saying.

## Strategies for Students with Reading Difficulties

### ➔ For more information ...

Alberta Learning.  
*Unlocking Potential:  
Key Components of  
Programming for  
Students with  
Learning Disabilities.*  
Edmonton, AB:  
Alberta Learning,  
2002.

Research suggests that a student's first language is always present in his or her mind during second language learning; the second language knowledge that is created is connected in all sorts of ways with the first language knowledge. Mental reprocessing of second language words, phrases or sentences into first language forms is a common cognitive strategy for language learners (Kern 1994). First language understanding is also used in more complex ways to think about and process what is being read in the second language. This means that students who have difficulty reading in their first language may have difficulty reading in a second language. Many students with special education needs may be reading below grade-level expectations and will need accommodations in this area.

Recent research related to language and culture reading has focused on the use of reading strategies. In one study, students who experienced difficulty with language learning were found to rely extensively on phonetic decoding, while more successful students used strategies that called on general background knowledge; e.g., inferences, predictions and elaborations (Chamot and El-Dinary 1999). This research suggests that teachers can help students become more effective second language learners by helping them be more flexible with their first-language reading strategies and more effective at monitoring and adapting their strategies.

Teachers might consider using the following sample strategies to support students who have reading difficulties.

### 1. Create extra support for students with reading difficulties.

- Pair readers who are less able with competent readers and have them read and complete assignments together.
- Provide students with picture dictionaries to help them find and remember vocabulary.
- Photocopy reading material for students and use opaque tape to cover new or difficult words. Write simpler or previously learned vocabulary on the tape. This is also effective for reading materials that contain many idioms, metaphors or unfamiliar figures of speech.

### 2. Teach students specific reading strategies.

- Have students use text-content strategies such as making connections to previous knowledge or experiences, making predictions about what will happen in a text and asking questions about the text. Have students use these strategies before, during and after reading to identify, reflect on, understand and remember material they are reading.
- Have students use decoding strategies, such as highlighting different parts of a sentence in different colours (e.g., nouns in green, verbs in yellow), to break down and decode sentences.
- Have students use cognitive and metacognitive strategies to monitor comprehension, such as pausing after each sentence or paragraph and asking “Does this make sense to me?”
- Have students use strategies for dealing with unfamiliar vocabulary, such as the “Read Around” strategy:
  1. Skip the word and read to the end of the sentence.
  2. Go back and read the whole sentence again.
  3. Look at the beginning of the word for letter-sound clues.
  4. Think: “What word would fit here?”
  5. Try out a word in the sentence. Does this word sound right? Does this word make sense? Does this word match the letter clues?
  6. Look at the picture for a clue, if there is one.
  7. Ask someone.



## Cognitive Strategy Instruction

Research in the field of cognitive psychology suggests that the differences between students who are successful and students who struggle may be related in part to what students understand about the learning process. From this perspective, learning is a knowledge domain, similar to science or history. The more knowledge a student has about how to learn, the more efficient his or her learning is likely to be. This knowledge includes an understanding of when and how to use cognitive strategies—tactics that support learners as they develop and internalize procedures for performing higher-level tasks. Cognitive strategies encourage students to take ownership of their own learning. Teaching cognitive strategies can help students with learning difficulties become more active and purposeful learners, thinkers and problem solvers.

Strategy instruction is initially teacher-driven, with the teacher providing structured opportunities to learn, practise and develop strategies; however, students should be encouraged to become aware of and monitor their own strategic processes as much as possible. Students need to know the purpose and limitations of the strategies, as well as when and where to use different strategies, so that they can eventually learn to rely on themselves, rather than on the teacher.

### Consider the following guidelines for teaching cognitive learning strategies:

- Match strategies to the requirements of the learning task. For example, if the goal of the learning task involves retaining the main ideas in a piece of factual writing, the student might be directed to use a chunking strategy to increase the amount of information held in short-term memory. The strategy must be developmentally appropriate for the student.
- Provide strategy instruction consistent with the student's current knowledge and skill level.
- Provide opportunities for extensive practice in strategy use. Practice helps students to spontaneously produce the strategy and apply the strategy across a wide range of content areas and situations. Students benefit from both guided and independent practice.
- Prompt students to use specific strategies at appropriate times. Some students with learning difficulties may require explicit prompting to help develop their ability to transfer the strategy to different but related tasks (Gagne and Driscoll 1988).

## The Importance of Motivation

One of the most important factors in determining the rate and success of second language acquisition is motivation (Dornyei and Csizér 1998). Even with appropriate curricula, good teaching and inherent abilities, students cannot succeed without sufficient motivation. And, high motivation can make up for considerable difficulties in language aptitude.

Often closely related to motivation is the issue of second language performance anxiety, in which previous negative experiences in language and culture contexts create ongoing feelings of apprehension for students. Language learners who are overly anxious about their performance are often less motivated to perform in ways that bring attention to themselves in the classroom or in natural language-use settings. Language anxiety is associated with difficulties in listening comprehension, vocabulary acquisition and word production, and generally lower achievement in second language learning (Horwitz, Horwitz and Cope 1986; MacIntyre and Gardner 1991).

Teachers might consider using the following sample strategies for improving and maintaining the motivation of students in the language and culture classroom.

### **1. Include a sociocultural component in classroom instruction.**

- Show authentic films or video clips, and play culturally relevant music.
- Promote student contact with second language speakers by arranging meetings with individuals in the community, organizing field trips or exchange programs, or finding pen pals or e-mail friends for students.

### **2. Develop students' cross-cultural awareness.**

- Focus on cross-cultural similarities and not just differences, using analogies to make the unknown familiar.
- Use culturally rich teaching ideas and activities.
- Discuss the role that second language learning plays in the world and its potential usefulness both for the students and their community.

### **3. Develop students' self-confidence and decrease anxiety.**

- Provide regular encouragement and reinforcement. Highlight what students can do rather than what they cannot do.
- Create a supportive and accepting learning environment by encouraging the view that mistakes are a part of learning. Tell students about your own difficulties in language learning and share the strategies you have used to cope with these difficulties.
- Make sure that students regularly experience success and a sense of achievement. For example, break down tasks into smaller, more manageable units so that students experience success with each step. Balance students' experiences of frustration by providing easier activities, and complete confidence-building tasks before tackling more difficult tasks and concepts.
- Provide examples and descriptors of accomplishment. Point out the students' successes.

#### 4. Help students increase their success.

- Help students link past difficulties to controllable elements, such as confusion about what to do, insufficient effort or the use of inappropriate strategies, rather than to a lack of ability.
- Match the difficulty of tasks to students' abilities so that students can expect to succeed if they put in a reasonable effort.
- Encourage students to set their own goals that are achievable and specific; e.g., learning 10 new Ukrainian words every week.
- Teach students learning and communication strategies, as well as strategies for problem solving.

#### 5. Increase students' interest and involvement in tasks.

- Design or select varied and challenging activities. Adapt tasks to students' interests, making sure that something about each activity is new or different. Include game-like features, such as puzzles, problem solving, overcoming obstacles, elements of suspense or hidden information.
- Use imaginative elements that will engage students' emotions.
- Personalize tasks by encouraging students to engage in meaningful exchanges, such as sharing information, personal interests and experiences.
- Make peer interaction, e.g., pair work and group work, an important component of instructional organization.
- Break the routine by periodically changing the interaction pattern or seating plan.
- Use authentic, unusual or exotic texts, recordings and visual aids.

#### 6. Increase the students' sense of satisfaction.

- Create opportunities for students to produce finished products that they can perform or display. For example, make a wall chart of what the group has learned and use it to celebrate successes.
- Provide students with authentic choices about alternative ways to complete tasks. Invite students to design and prepare activities themselves, and promote peer teaching.
- Show students that you value second language learning as a meaningful experience in your own life, sharing stories about your personal interests and experiences with second language learning.
- Connect the task with things that students already find satisfying or valuable.

By providing students with learning experiences that create a sense of competence, enjoyment and belonging, teachers can increase the motivation and success of all students. When motivation is combined with appropriate accommodations and differentiated instruction, students with special education needs can gain valuable knowledge, skills and experiences in the language and culture classroom.





# Chapter 5

## Students Who Are Gifted

### Chapter Summary

Characteristics of Students Who Are Gifted  
Implications for Learning and Teaching  
Advanced Thinking Processes  
Mentorships  
Providing Additional Opportunities

### Characteristics of Students Who Are Gifted

Each child who is gifted has an individual profile of abilities, needs, interests and learning preferences; however, there are a number of general characteristics associated with giftedness that become apparent early in life. Some of these characteristics appear in students at all ability levels, but they are more prevalent in students who are gifted. For instance, many students demonstrate heightened sensitivity and perfectionism, but in students who are gifted these tendencies are more predominant and appear at more extreme levels.

## Common Intellectual Characteristics of Gifted Students

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Trait or Aptitude	Behavioural Examples
<b>Advanced Intellectual Achievement</b>	<ul style="list-style-type: none"><li>• Takes great pleasure in intellectual activity.</li><li>• Has high aspirations.</li><li>• Easily grasps new ideas and concepts and understands them more deeply than same-aged peers.</li><li>• Easily memorizes facts, lists, dates and names.</li><li>• Enjoys playing challenging games and making elaborate plans.</li><li>• Appears bored or impatient with activities or people.</li></ul>
<b>Motivation and Interest</b>	<ul style="list-style-type: none"><li>• Requires little external motivation to follow through on work that initially excites.</li><li>• Demonstrates persistence in pursuing or completing self-selected tasks in and out of school.</li><li>• Develops interests independently.</li><li>• Has unusual or advanced interests in a topic or an activity, but may move quickly from one activity or interest to another.</li><li>• Asks a lot of questions—one after another.</li><li>• Asks tough questions about abstract ideas like love, relationships and the universe.</li><li>• Has a great deal of energy and may need constant stimulation.</li></ul>
<b>Verbal Proficiency</b>	<ul style="list-style-type: none"><li>• Talks early and pronounces words correctly from the start.</li><li>• Develops a large and advanced vocabulary, and uses complex sentence structures.</li><li>• Makes up elaborate stories.</li><li>• Enjoys memorizing and reciting poems and rhymes.</li><li>• Teaches himself or herself to read.</li><li>• Easily and spontaneously describes new experiences, and explains ideas in complex and unusual ways.</li></ul>
<b>Problem-solving Ability</b>	<ul style="list-style-type: none"><li>• Thinks logically, given appropriate data.</li><li>• Uses effective, often inventive strategies for recognizing and solving problems.</li><li>• Devises or adopts a systematic strategy to solve problems, and changes the strategy if it is not working.</li><li>• Reasons by analogy, as in comparing an unknown and complex process or scenario to a familiar one; e.g., design and build a robotic arm to function as a human arm.</li><li>• Extends prior knowledge to solve problems in new situations or applications.</li><li>• Creates new designs and inventions.</li><li>• Shows rapid insight into cause-and-effect relationships.</li></ul>

Trait or Aptitude	Behavioural Examples
<b>Logical Thinking</b>	<ul style="list-style-type: none"> <li>• Enjoys counting, weighing, measuring and categorizing objects.</li> <li>• Loves maps, globes, charts, calendars and clocks.</li> <li>• Prefers his or her environment to be organized and orderly.</li> <li>• Gives (or demands) logical, reasonable explanations for events and occurrences.</li> <li>• Comes up with powerful, persuasive arguments for almost anything.</li> <li>• Complains loudly if he or she perceives something as unfair or illogical.</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>• Comes up with new ideas and concepts on his or her own, and applies them in creative and interesting ways.</li> <li>• Uses materials in new and unusual ways.</li> <li>• Has lots of ideas to share.</li> <li>• Creates complicated play and games, or adds new details and twists to stories, songs, movies and games.</li> <li>• Responds to questions with a list of possible answers.</li> <li>• Escapes into fantasy and appears to have trouble separating what's real from what's not.</li> <li>• Goes off in own direction rather than following instructions.</li> <li>• Spends a lot of time daydreaming or thinking, which may be perceived as wasting time.</li> <li>• Makes up elaborate excuses or finds loopholes to evade responsibility for own behaviours.</li> </ul>

## Common Affective Characteristics of Gifted Students

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Trait or Aptitude	Behavioural Examples
<b>Heightened Sensitivity</b>	<ul style="list-style-type: none"><li>• Experiences emotions strongly and may be emotionally reactive.</li><li>• Reacts strongly and personally to injustice, criticism, rejection or pain.</li><li>• Demonstrates, at an early age, an understanding and awareness of other people's feelings, thoughts and experiences, and can be upset by other people's strong emotions.</li><li>• Is easily excited or moved to tears.</li><li>• Appreciates aesthetics and is able to interpret complex works of art.</li><li>• Shares feelings and ideas through one or more of the arts.</li><li>• Is extremely observant and able to read nonverbal cues.</li><li>• Exhibits heightened sensory awareness (for example, is over-selective about food and clothing choices).</li><li>• May become fearful, anxious, sad and even depressed.</li><li>• Responds emotionally to photographs, art and music.</li></ul>
<b>Heightened Intensity</b>	<ul style="list-style-type: none"><li>• Is energetic and enthusiastic.</li><li>• Becomes intensely absorbed in various pursuits, sometimes ignoring school responsibilities as a result.</li><li>• Has strong attachments and commitments.</li><li>• Goes further than most students would to pursue an interest, solve a problem, find the answer to a question or reach a goal.</li><li>• Collects things.</li><li>• Is extremely persistent and focused when motivated, but has a limited attention span for things that are not of interest.</li><li>• Appears restless in mind and body.</li><li>• Gets easily frustrated and may act out.</li></ul>
<b>Perfectionism</b>	<ul style="list-style-type: none"><li>• Sets high (often unrealistic) expectations of self and others.</li><li>• Is persistent, perseverant and enthusiastically devoted to work.</li><li>• Gives up if own standards are not met or if a mistake is made.</li><li>• Is self-evaluative and self-judging.</li><li>• Experiences feelings of inadequacy and inferiority, and desires frequent praise and reassurance.</li><li>• Becomes extremely defensive of criticism.</li></ul>
<b>Introversion</b>	<ul style="list-style-type: none"><li>• Has deep feelings and a complex inner life.</li><li>• Is reflective and introspective.</li><li>• Focuses on inner growth through searching, questioning and exercising self-corrective judgement.</li><li>• Is knowledgeable about own emotions.</li><li>• Withdraws into self rather than acting aggressively toward others.</li></ul>



Trait or Aptitude	Behavioural Examples
<b>Moral Sensitivity and Integrity</b>	<ul style="list-style-type: none"> <li>• Is concerned about ethical issues at an early age.</li> <li>• Has strong moral convictions.</li> <li>• Is capable of advanced moral reasoning and judgement.</li> <li>• Places a strong value on consistency between values and actions in self and others.</li> <li>• Is extremely aware of the world.</li> <li>• Is altruistic and idealistic (desires to enhance caring and civility in the community and in society at large).</li> <li>• Assumes responsibility for others and self.</li> </ul>
<b>Sense of Humour</b>	<ul style="list-style-type: none"> <li>• Makes up riddles and jokes with double meanings.</li> <li>• Makes up puns and enjoys all kinds of wordplay.</li> <li>• Plays the class clown.</li> <li>• Can be disruptive or get frustrated when others don't "get it."</li> <li>• Does not understand or seem to appreciate the humour of other students.</li> </ul>

## Asynchronous Development

Asynchronous development can also be a characteristic of giftedness. Asynchrony means that the rates of intellectual, emotional and physical development are uneven. This means that students who are gifted may be significantly out of developmental step with their same-age peers.

Students with asynchronous development:

- may be more complex and intense than same-age peers
- may feel incompatible with other students their age and with learning and recreational activities designed for their age group
- appear to be different ages in different situations, which could result in difficulties adjusting emotionally and socially.

These tendencies increase with the child's degree of giftedness. Students who experience asynchronous development need a sensitive and flexible approach from teachers in order to develop to their full potential. The greatest need of these students is an environment where it is safe to be different.

## Implications for Learning and Teaching

➔ For more information ...

Alberta Learning.  
*Teaching Students Who Are Gifted and Talented.*  
Edmonton, AB:  
Alberta Learning,  
2000, p. 128.

For some children who are gifted, a combination of the characteristics mentioned above may lead to difficulties with peer relations, avoidance of risk-taking or excessive self-criticism.

To address these concerns, consider how students' individual characteristics are linked to specific learning needs. The following chart illustrates sample characteristics and the learning needs that may be associated with them.

Characteristic	Learning Need
<ul style="list-style-type: none"> <li>unusual retentiveness</li> <li>advanced comprehension</li> </ul>	<ul style="list-style-type: none"> <li>exposure to quantities of information</li> <li>access to challenging learning activities</li> </ul>
<ul style="list-style-type: none"> <li>varied interests</li> <li>high level of verbal skills</li> </ul>	<ul style="list-style-type: none"> <li>exposure to a wide range of topics</li> <li>opportunities for in-depth reflection and discussion</li> </ul>
<ul style="list-style-type: none"> <li>accelerated pace of thinking</li> <li>flexibility of thought processes</li> </ul>	<ul style="list-style-type: none"> <li>individually paced learning</li> <li>challenging and diverse problem-solving tasks</li> </ul>
<ul style="list-style-type: none"> <li>goal-directed behaviours</li> <li>independence in learning</li> <li>analytical thinking</li> <li>self-motivation</li> <li>emotional sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>longer time-spans for tasks</li> <li>more independent learning tasks</li> <li>opportunities for higher-level thinking</li> <li>active involvement in learning</li> <li>opportunities to explore and reflect on affective learning</li> </ul>
<ul style="list-style-type: none"> <li>interest in adult issues</li> <li>holistic thinking</li> <li>avid reader</li> </ul>	<ul style="list-style-type: none"> <li>exposure to real-world issues</li> <li>integrated approach to learning</li> <li>access to diverse materials</li> </ul>

## Individualized Program Plans (IPPs)

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All students who are identified as having special education needs, including students who are gifted and talented, require individualized program plans (IPPs).

A student's IPP will contain essential information about the student's strengths and needs, current level of performance, specialized assessment results, recommended supports and instructional strategies that will be most effective for the student. The student's learning team will also develop a number of long-term goals and measurable objectives (usually one to three per year for a student who is gifted). The second language teacher is an important member of the learning team. Participating in planning meetings and becoming familiar with information in the IPP will allow teachers to actively support a student's long-term goals and success across subject areas.

## Flexible Pacing

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Flexible pacing allows students to move through the curriculum at their own rate; it lowers repetition and potential boredom by reducing the amount of time students must spend on outcomes they have already mastered. Completing outcomes in a reduced time frame provides more time for students to participate in more challenging activities in the language and culture class.

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Characteristic/Learning Need Chart: This chart adapted from the Department of Education, State of Victoria, *Bright Futures Resource Book: Education of Gifted Students* (Melbourne, Australia: Department of Education, State of Victoria, 1996), p. 30. Copyright owned by the State of Victoria (Department of Education and Early Childhood Development). Used with permission.

## How to successfully implement flexible pacing:

1. Identify learning objectives for the whole class according to the program of studies.
2. Pretest the entire class to identify students who would benefit from an opportunity to work at a faster, more independent pace.
3. Plan appropriate alternative activities.
4. Eliminate unnecessary practice and review activities for those students who have mastered the material.
5. Keep accurate records of activities and assessments to ensure individual students have the opportunity to explore all learning outcomes.

Another form of flexible pacing is content acceleration. In this approach, students who have mastered the learning outcomes for their grade level may be moved to a higher grade to take instruction at a more challenging level. For example, a student who has mastered the concepts and skills in the Grade 4 program of studies could move to the Grade 5 or Grade 6 class for Ukrainian.

## Enrichment Strategies

The following section outlines sample enrichment strategies that teachers can use to differentiate the planning and delivery of language and culture instruction.

Grade/Curriculum Focus	Whole Group Activity	Suggestion for Differentiation
<b>Grade 4</b> <ul style="list-style-type: none"><li>• developing reading skills in Ukrainian</li></ul>	<ul style="list-style-type: none"><li>• Class reads grade-level story and discusses.</li></ul>	<ul style="list-style-type: none"><li>• Students read story written above grade level and develop graphic organizer to illustrate understanding.</li></ul>
<b>Grade 5</b> <ul style="list-style-type: none"><li>• exchanging basic personal information; e.g., name, age</li></ul>	<ul style="list-style-type: none"><li>• Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They share a reading of their script with the class.</li></ul>	<ul style="list-style-type: none"><li>• Students interview community members who speak Ukrainian, write about what they learned from the interview, and then introduce the community members to the class.</li></ul>
<b>Grade 6</b> <ul style="list-style-type: none"><li>• explore the use of language for imagination, humour and fun</li></ul>	<ul style="list-style-type: none"><li>• Students play a variety of traditional sports or games in Ukrainian.</li></ul>	<ul style="list-style-type: none"><li>• Based on their research and understanding of the language and culture, students develop a new game and teach it to the class in Ukrainian.</li></ul>

How to successfully implement flexible pacing: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 32) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

## Alternative Learning Activities/Units

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Alternative activities challenge students who have already mastered the learning outcomes in the grade-level program of studies. These activities can take many forms and should challenge the students' thinking abilities and push them to engage more deeply in the content area.

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Appendix C  
Alternative  
Learning Activities  
Menu

Alternative learning activities provide different types of learning tasks that may be more challenging and appropriate for students who are gifted. Some topics can be developed into a series of challenging learning activities organized in an alternative learning activities menu. Students can choose a number of activities from the menu to complete independently or with a partner during class instruction time. See the following sample menu.

## Alternative Learning Activities Menu

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials \_\_\_\_\_

I agree to complete all three activities by \_\_\_\_\_ (Date)

<p style="text-align: center;"><b>DEMONSTRATE</b></p> <p>In Ukrainian, demonstrate the preparation of a nutritious snack for the class and then share the results!</p>	<p style="text-align: center;"><b>PLAN</b></p> <p>Plan a menu for a class party.</p> <p>Write a grocery list in Ukrainian for your party supplies.</p>	<p style="text-align: center;"><b>INTERVIEW</b></p> <p>In Ukrainian, interview other students about their snacking habits. How do they try to make healthy choices?</p>
<p style="text-align: center;"><b>RESEARCH</b></p> <p>Research traditional foods enjoyed in Ukraine during major holidays.</p>	<p style="text-align: center;"><b>YOUR IDEA</b></p>	<p style="text-align: center;"><b>SURVEY</b></p> <p>In Ukrainian, develop a survey about students' favourite lunch foods. Ask your classmates to complete the survey.</p>
<p style="text-align: center;"><b>DISPLAY</b></p> <p>Design a display board that illustrates favourite foods of the class and that includes the Ukrainian words and phrases for each food.</p>	<p style="text-align: center;"><b>CREATE</b></p> <p>Create a replica of a small coffee shop in the corner of the classroom, complete with menus and signs in Ukrainian. Use this set for role-playing ordering in a restaurant, meeting new people or having a conversation in Ukrainian.</p>	<p style="text-align: center;"><b>EVALUATE</b></p> <p>In Ukrainian, create a rubric to evaluate your performance in one of the other activities on this menu.</p>

## Independent Study

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Many students who are gifted enjoy and benefit from opportunities to individually investigate course topics. Components of an independent study program include:

- identifying and developing a focus
- developing skills in creative and critical thinking
- using problem-solving and decision-making strategies
- learning research skills
- developing project-management strategies
- keeping learning logs
- reflecting on and evaluating the process and product
- sharing the product with an intended audience from beyond the classroom
- keeping a portfolio of results.

Independent studies help students move from being teacher-directed to being student-directed. With teacher support and coaching, the students learn how to decide on a focus, develop a plan of action, follow it through and monitor their process. Students take part in developing criteria for evaluation and work collaboratively with the teacher.

### **Possibilities for independent study include:**

- writing and recording a script
- creating a magazine or picture book on a topic of interest
- developing a slide show presentation on a topic of interest and presenting it to other students
- creating a display about a story read or country researched
- developing a puppet show on a related topic
- writing a new ending to a story or movie
- creating a story to share with others.

➔ For more information ...

Appendix C  
Sample  
Independent Study  
Agreement

Students need to be well prepared to work independently, and they need to be clear on the product, processes and behavioural expectations.

Students who are gifted will need instruction and ongoing support to manage and benefit from independently completing alternative learning activities. Some students may benefit from an independent study agreement that outlines learning and working conditions and lays out basic expectations.

# Advanced Thinking Processes

➔ For more information ...

Chapter 1  
Sample Activities  
Organized in the  
Bloom's Taxonomy  
Model

Bloom's Taxonomy (Bloom 1956) is a model frequently used as a guide when designing themes, units, learning activities and assignments that promote higher levels of thinking. Bloom proposes that at the most basic level people acquire knowledge and comprehension. At higher levels people learn how to apply principles and to analyze, evaluate and synthesize. Assuming that students have no background in a topic of investigation, they would move from knowledge and comprehension to application before working with the higher-order skills of analysis, evaluation and synthesis. The latter three levels are associated with critical thinking.

## Taxonomy of Thinking

1.  lower to higher ↓	<b>Category</b>	<b>Definition</b>	<b>Activities</b>	<b>Sample Products</b>
	<b>Knowledge</b>	Ability to remember previously learned facts and ideas.	tell • recite • list • memorize • remember • define • locate	workbook pages • quiz or test • skill work • vocabulary • facts in isolation
	<b>Illustrative Examples</b> <ul style="list-style-type: none"> <li>Recite the names of family members (e.g., mother, grandfather, sister) in Ukrainian.</li> <li>Draw a family tree and label the relationships between family members in Ukrainian.</li> </ul> <b>Caution</b> Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. Alternative activities may be necessary.			
2.  ↓	<b>Category</b>	<b>Definition</b>	<b>Activities</b>	<b>Sample Products</b>
	<b>Comprehension</b>	Understand concepts and information.	restate in own words • give examples • explain • summarize • translate • show symbols • edit	drawing • diagram • response to question • revision • translation
3.  ↓	<b>Category</b>	<b>Definition</b>	<b>Activities</b>	<b>Sample Products</b>
	<b>Application</b>	Transfer knowledge learned from one situation to another.	demonstrate • use guides, maps, charts, etc. • build • cook	recipe • model • artwork • demonstration • craft
<b>Illustrative Examples</b> <ul style="list-style-type: none"> <li>Interview a school volunteer who speaks Ukrainian.</li> <li>Listen to a partner describe an object in Ukrainian and draw what your partner describes.</li> </ul>				

Taxonomy of Thinking: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 133) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

## Taxonomy of Thinking (continued)

4.	<p><b>Category</b></p> <p><b>Analysis</b></p> <p><b>Illustrative Examples</b></p> <ul style="list-style-type: none"> <li>Choose an important vocabulary word in Ukrainian and create a web showing its meaning, origin, usage and related words.</li> <li>Create a Venn diagram comparing English and Ukrainian languages.</li> </ul>	<p><b>Definition</b></p> <p>Understand how parts relate to a whole. Understand structure and motive. Note fallacies.</p>	<p><b>Activities</b></p> <p>investigate • classify • categorize • compare • contrast • solve</p>	<p><b>Sample Products</b></p> <p>survey • questionnaire • plan • solution to a problem or mystery • report • prospectus</p>
5.	<p><b>Category</b></p> <p><b>Evaluation</b></p> <p><b>Illustrative Examples</b></p> <ul style="list-style-type: none"> <li>Listen to two short stories in Ukrainian and explain which one you prefer and why.</li> <li>Develop criteria for evaluating the effectiveness of an ad and then rate the effectiveness of three ads from a Ukrainian language magazine.</li> </ul>	<p><b>Definition</b></p> <p>Establish criteria and make judgements and decisions.</p>	<p><b>Activities</b></p> <p>judge • evaluate • give opinions • give viewpoint • prioritize • recommend • critique</p>	<p><b>Sample Products</b></p> <p>decision • rating • editorial • debate • critique • defence • verdict • judgement</p>
6.	<p><b>Category</b></p> <p><b>Synthesis</b></p> <p><b>Illustrative Examples</b></p> <ul style="list-style-type: none"> <li>Compose a song in Ukrainian.</li> <li>View a travel film for Ukraine and plan activities for a seven-day vacation with your family.</li> </ul>	<p><b>Definition</b></p> <p>Re-form individual parts to make a new whole.</p>	<p><b>Activities</b></p> <p>compose • design • invent • create • hypothesize • construct • forecast • rearrange parts • imagine</p>	<p><b>Sample Products</b></p> <p>lesson plan • song • poem • story • advertisement • invention • other creative products</p>

lower to  
higher



# Mentorships

➔ For more information ...

Alberta Learning.  
*Teaching Students Who Are Gifted and Talented.*  
Edmonton, AB:  
Alberta Learning,  
2000, pp. 179–183.

Mentorships give students opportunities to develop dynamic relationships with adult experts who share their passion for a specific area of interest. In a successful mentorship, the mentor and student will have complementary teaching and learning preferences and will engage in a mutual exchange of knowledge.

Mentorship is an ideal vehicle for facilitating the differentiated learning needs of students who are gifted. For language and culture programs, mentorships provide opportunities for students to engage with native language speakers for a variety of purposes, such as interviews, individual projects, conversation practice, connection to the local cultural community and exploring career options. Alternatively, students can share the language learning process with an adult learner who can encourage metacognitive development by exploring and discussing language learning strategies.

## Guidelines for mentorships:

1. Identify what (not whom) the students need.
2. Discuss with the students whether they would like to work with a mentor and if so, what they would like to gain from the relationship.
3. Identify appropriate mentor candidates. Explore contacts from the local community. Conduct the appropriate reference checks as directed by school jurisdiction policy.
4. Interview and screen the mentors. Be explicit about the students' goals and learning strategies and about potential benefits for both the students and the mentors. Provide training as required.
5. Match mentors with students.
6. Prepare students for the mentorship. Ensure that they understand its purpose, benefits, limitations and commitments. Write down the participants' roles and responsibilities.
7. Monitor the mentor relationship to ensure that it is achieving its goals. Renegotiate the relationship as needed, and seek new mentors if students are not benefiting.

## Providing Additional Opportunities

➔ For more information ...

Appendix C  
Sample Text Forms

Language learning can be enriched by giving students opportunities to use language for authentic purposes. This can include conversations with native speakers and others who speak the language fluently, such as parents, older students, community members, members of cultural associations and other classroom visitors. Students will benefit from listening and speaking with these resource people and from working on enrichment activities and projects with them. Another option is to link the class with a peer class in another country so that students can have ongoing writing exchanges and can engage in joint learning projects. For students who learn quickly, using Ukrainian to engage in communication for real purposes can lead to significant enrichment and satisfaction.

In addition, students who are gifted will often benefit from access to a wide variety of print and media resources. These students can often handle more challenging reading levels and may be eager to learn about more complex or specialized subject areas. Libraries, the Internet and cultural organizations are all good sources for supplemental resources.



# Chapter 6

## English as a Second Language Learners

### Chapter Summary

English as a Second Language (ESL) Learners  
Implications of Learning Multiple Languages Concurrently  
Second Language Acquisition  
Choosing Instructional Strategies  
Suggestions for Assessment

### English as a Second Language (ESL) Learners

English as a second language (ESL) learners are those students who first learned to speak, read and/or write a language other than English. ESL students may have recently immigrated to Canada or they may have been born in Canada and been living in homes in which the primary spoken language is not English.

Linguistic and cultural diversity is characteristic of schools and communities throughout the province. Children and their families immigrate to Alberta from every corner of the world. Canadian students of Aboriginal, Francophone and other cultural descents, whose families have lived in Alberta for many generations, may be learning to speak English as a second language.

## Canadian-born ESL Students

<b>First Nations, Métis and Inuit (FNMI) peoples</b>	<ul style="list-style-type: none"><li>• may speak English, French, an FNMI language or a combination of languages in their homes and communities</li><li>• can differ greatly from community to community</li><li>• have skill in their first language, which influences further language learning, that ranges from fluent to minimal</li><li>• may use culturally specific nonverbal communication and may have specific cultural values and beliefs regarding listening and speaking</li></ul>
<b>Francophone people</b>	<ul style="list-style-type: none"><li>• come from within the province and from other areas of Canada</li><li>• may enter English-speaking schools at any age or may be learning English as a second language in a Francophone school</li></ul>
<b>Hutterites, Mennonites or people of other religious groups</b>	<ul style="list-style-type: none"><li>• attend school within their communities and learn English to access the outcomes of the program of studies</li><li>• have religious and cultural concerns in their communities that strongly influence the selection of instructional strategies and teaching materials</li></ul>
<b>Canadian-born children of immigrants</b>	<ul style="list-style-type: none"><li>• have parents who may not speak English, limiting family support in schooling</li><li>• in some cases, are born in Canada and return to their parents' home country, only to return for schooling in Alberta at some later time</li></ul>

## Foreign-born ESL Students

<b>Recently arrived immigrants</b>	<ul style="list-style-type: none"><li>• make up a large group of ESL students in Alberta schools</li><li>• may arrive at any time in the school year, and could be at any grade level</li><li>• usually have attended school on a regular basis in their home country, and may have already studied English at school there, although this typically involves only a basic introduction to the language</li></ul>
<b>Refugees</b>	<ul style="list-style-type: none"><li>• have all the needs of regular immigrants, as well as issues relating to war, disaster, trauma and disorientation</li><li>• may not have wanted to leave their home countries</li><li>• may be worried about family members who have been left behind</li><li>• may have received little or no formal schooling and have complex needs that go beyond learning English as a second language</li><li>• may qualify for additional assistance from the federal government on arrival</li><li>• may require assistance from government, social and community agencies for several years</li></ul>

## Challenges for ESL Students

- Students may struggle with expressing their knowledge, gathering information and pursuing new concepts in an unfamiliar language.
- Students are in an environment where they are expected to acquire more sophisticated and complex knowledge and understanding of the world around them.
- Students often learn the full Alberta curriculum while learning English.
- Many students will experience value and cultural conflicts between their home language and culture and the English language and culture in which they are immersed.

## Cultural Considerations

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Each ESL student's cultural and life experiences will differ from those of other ESL students and those of their classmates. In preparing to welcome new students to the school, staff and teachers should find out as much as possible about the students' linguistic and cultural backgrounds. Many countries have a complex linguistic environment. For example, students from India may use two or three languages regularly.

In some cases, language is the basis for political strife between groups of people. For example, using the language of government or industry gives people exclusive access to power in some multilingual countries. In such cases, language can be a highly emotional issue.

Teachers should not assume that because two students come from the same general geographical area they have language and culture in common. They may have very different backgrounds, experiences and beliefs.

Sensitivity to political issues is also important. People who have been on opposing sides of political disputes in the past may now be living side-by-side in Canada. Usually, they leave their political differences behind them, but in some cases long-standing conflicts between groups of people can affect the way they regard and interact with one another.

Teachers should avoid stereotypical thinking about a student's background, abilities and preferences. Every country, culture and language group also has diversity within it. It is important to learn from students and their families about their previous experiences, goals, expectations and abilities. This inquiry and listening should be done with an open mind.

## The Role of Culture in Second Language Learning

Learning a second language often involves learning a new culture. By the time a child is five years old, the first culture is already deeply rooted. The first culture of ESL students influences their way of communicating in the second language. For example, many Asian and FNMI students may avoid direct eye contact when speaking with teachers out of respect, based on the teachings of their cultures.

Gestures and body movements convey different meanings in different cultures. Also, the physical distance between speaker and listener is an important factor in some cultures. Some students may stand very close when they speak to a teacher, whereas others may back off if they think the teacher is too close. As the significance of even a friendly or encouraging touch is open to different cultural interpretations, it should be used cautiously, if not avoided altogether.

Learning how to interpret body language, facial expressions, tone of voice and volume in a new language and culture takes time on the part of the learner and patience and understanding on the part of the teacher. It may take a while before students learn the cultural cues that help them communicate more effectively and appropriately in nonverbal ways.

Some ESL students may only feel comfortable with male or with female teachers, depending on their customs and experiences. ESL students may or may not have previously studied in a classroom or school with both male and female students. Prior knowledge of this and discussion with the parents or guardians and the student will help ESL students feel more comfortable in the school setting.

## Impact on Learning Preferences

Like all students, ESL students have differing personalities, cognitive abilities and educational and life experiences that influence their abilities and approaches to learning.

Some students take a systematic or analytical approach to second language learning. They want to know more about how the language works, such as rules governing grammar and spelling. These students may need longer conversational silences, as they wait to make sure that when they speak they will use language that is grammatically correct. These students tend to be shy or rigidly independent and have difficulty making mistakes or accepting or asking for assistance.

Other students are holistic in their orientation, focusing more on getting their message across than on its delivery. These students tend to be outgoing risk-takers who try to communicate from the start. They are typically comfortable with making mistakes, being corrected and asking for assistance; however, they may be satisfied with lower literacy levels and need to be motivated to work hard at developing greater accuracy in their language use.

## Other Learning Impacts

Class discussion and participation may be foreign concepts to students of other cultures; for them, volunteering answers and information may be a bold and immodest practice. ESL students may be shocked by the spontaneous and outspoken behaviours of their peers. They have to adjust to new teaching styles and turn-taking rules in the classroom. Students who have come from schools with populations far greater than those found in Alberta may have learned to disappear in a large group but now feel as if their every move stands out. It may take these students some time to become comfortable in this new learning environment.

ESL students may have to make a transition from rote memorization of facts to analytical problem solving or from total dependence to self-reliance. Discovery, trial and error, and a question–answer style of learning can be strange to students who have been taught to believe that the teacher is the sole source of information and that the learner must accept information and not question it or volunteer opinions. Experience-based instruction with field trips may not be taken seriously by students and parents or guardians who have different views of learning. Many parents or guardians of ESL students also expect their children to do a great deal of homework. Communication between the home and school is essential to ensure mutual understanding of expectations.

## Understanding Cultural Differences in Student Behaviour

Teachers working with ESL students should also be aware that these students may sometimes respond in unexpected ways to particular classroom situations or events, due to different experiences, cultural values and beliefs from those of other students. The following chart identifies possible cultural explanations for behaviours and attitudes that ESL students may exhibit.

Behaviour or Attitude	Possible Cultural Explanation
The student avoids eye contact.	Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.
The student tends to smile when disagreeing with what is being said or when being reprimanded.	A smile may be a gesture of respect that children are taught in order to avoid being offensive in difficult situations.
The student shrinks from, or responds poorly to, apparently inoffensive forms of physical contact or proximity.	There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
The student refuses to eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.
The student does not participate actively in group work or collaborate readily with peers on cooperative assignments.	In some cultures, cooperative group work is never used by teachers. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating.
The student displays uneasiness, expresses disapproval or even misbehaves in informal learning situations or situations involving open-ended learning processes; e.g., exploration.	Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, and teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and prefer activities that yield more tangible and evident results.

Understanding Cultural Differences in Student Behaviour: Adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 8, 9, 10. ©1999 Province of British Columbia. All rights reserved.

Behaviour or Attitude	Possible Cultural Explanation
The student refuses to participate in extracurricular activities or in various physical education activities; e.g., swimming, skating, track and field.	Extracurricular activities, along with some physical education activities, may not be considered a part of learning or may even be contrary to a student's religion or cultural outlook. Some students may also be working during after-school hours.
The student seems inattentive and does not display active learning behaviours.	In some cultures, the learning process involves observing and doing, or imitating, rather than listening and absorbing; e.g., through note taking.
Performance following instructions reveals that the student is not understanding the instructions, even though she or he exhibited active listening behaviours that suggested understanding and refrained from asking for help or further explanation.	In some cultures, expressing a lack of understanding or asking for help from the teacher is interpreted as a suggestion that the teacher has not been doing a good job and is considered impolite.
The student is unresponsive, uncooperative or even disrespectful in dealing with teachers of the opposite gender.	Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators may run contrary to some students' cultural experiences.
The student appears reluctant to engage in debate, speculation, argument or other processes that involve directly challenging the views and ideas of others.	In some cultures, it is considered inappropriate to openly challenge another's point-of-view, especially the teacher's. In some cases, there may be a value attached to being prepared, knowledgeable and correct when opening one's mouth.
The student exhibits discomfort or embarrassment at being singled out for special attention or praise.	To put oneself in the limelight for individual praise is not considered appropriate in some cultures in which the group is considered more important than the individual.
The student fails to observe the conventions of silent reading.	Some students may be culturally predisposed to see reading as essentially an oral activity and will read aloud automatically. For others, reading aloud is associated with memorization.

The sample situations described in the preceding chart indicate the need for teachers to be aware of their assumptions about the meaning of a student's behaviour and to adjust their own responses accordingly. Often the most effective response of teachers is to be clear and explicit about their own expectations or those prevalent in Canadian society.



As ESL students become part of the mainstream class, everyone in the class must be prepared to adapt and broaden their understanding. There are times when the adjustments made to address the needs of ESL students will affect and make demands of the other students in the class.

## Feedback on Pronunciation

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An ESL student may be a fluent speaker, but sometimes communication breaks down because the student has problems mastering the English sound system. The amount of difficulty or phonetic interference will depend to a large extent on the pronunciation patterns of the student's first language. For example, a student who speaks a first language that has few final consonants will tend to drop word-final consonants in English or other languages, resulting in utterances like the following:

**Jaw an Baw wa to da sto. (John and Bob walked to the store.)**

Many ESL students are unnecessarily referred to speech–language pathologists because of problems that are directly attributable to first language interference. It is important for teachers to be aware that it takes students time to actually learn to hear new sounds, pronounce them properly and use them in conversation and in learning to spell. However, if a student stutters or stammers, or has prolonged problems with pronouncing certain sounds, it may be necessary to find out if these problems are also evident in the student's first language.

To find out whether or not the student requires speech–language intervention, listen to the student speaking in his or her first language with a peer, ask the student's parents or guardians, or request an assessment in the student's first language.

## Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

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It is important for classroom teachers to understand the differences between functional, everyday language skills and the language skills required in an academic setting. Basic Interpersonal Communication Skills (BICS) typically develop within two years of arrival in an integrated classroom setting. BICS make students appear to have mastered many aspects of the language, as they are able to discuss, joke and socialize with classmates; however, there are considerable differences between BICS and the language required for academic purposes. Cognitive Academic Language Proficiency (CALP) takes five to eight years to acquire, and ESL learners need support and assistance with their language learning to achieve CALP. Therefore, in language and culture programs, it is important to remember that ESL learners may or may not have sufficient language or concepts on which to base their new language learning.

## Implications of Learning Multiple Languages Concurrently

The number of trilingual students in Canada is increasing, and most people are aware of the advantages of speaking three languages. Possessing skills in multiple languages leads to educational, economic and sociocultural benefits. Students for whom English is a second language, including those who are learning two languages as well as those who already have bilingual competencies in languages other than English, develop certain tendencies as trilingual speakers that may aid their language development. Limited instruction in a third language will not lead to trilingual proficiency, but it will enable these students to develop language learning skills.

Since the majority of trilinguals are bilinguals learning a third language, success in third language acquisition is based on proficiency in the first language, the recency of the second language acquisition, linguistic distance and interlanguage transfer. English as a second language (ESL) students may find it beneficial to learn a third language as it may improve their understanding of English.

## Second Language Acquisition

The term *second language* refers to a language that is learned after the first language is relatively well established. By the age of five, children have control over most of their first language grammar. Any language they learn after that is filtered through their previously learned language.

ESL learners are already learning a second language—typically English—in Alberta schools. Whatever their backgrounds, all ESL students will benefit from being included in the Ukrainian language and culture program. The most compelling reason is that it is typically during the Ukrainian language and culture program that all students in the classroom tend to be on a more level playing field. For example, when a teacher is speaking Ukrainian, it is possibly the one time during the day when the ESL student understands as much as his or her classmates and is not at a disadvantage, as with instruction in English. In fact, the ESL learner's own first language may provide an advantage. Also, the skills necessary to learn a new language are transferable to learning other languages. ESL students should be encouraged to be included in Ukrainian language and culture programs, despite their limited proficiency in English.

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Implications of Learning Multiple Languages Concurrently: Adapted from The Language Research Centre of the University of Calgary, *A Review of the Literature on Second Language Learning* (Edmonton, AB: Alberta Learning, 2004), pp. 57, 61.

## Tips for Teachers of ESL Students

- 1. Be conscious of the vocabulary you use.**  
Choose simple, straightforward words that are in everyday use.
- 2. Provide additional wait time when students are responding to questions.**
- 3. Simplify sentence structures and repeat sentences verbatim before trying to rephrase.**  
Short, affirmative sentences are easiest for new learners of English to understand. Complex sentences and passive verb constructions pose a greater challenge. For example, instead of "The homework must be completed and handed in by Friday," it would be better to say "You must finish the work and give it to me on Friday."
- 4. Recycle new words.**  
Reintroduce new words in a different context or use recently learned words to introduce or expand a concept.
- 5. Rephrase idioms or teach their meanings.**  
ESL students often translate idiomatic expressions literally. Post a list of idioms for students to see, talk about and use.
- 6. Clearly mark transitions during classroom activities.**  
To avoid confusion when changing topics or focus, explicitly signal the changes; e.g., "first we will ...", "now it's time for ...".
- 7. Give clear instructions.**  
Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.
- 8. Use many nonverbal cues.**  
Gestures, facial expressions and mime will help learners grasp the meaning of what you are saying. Be aware, however, that some gestures, e.g., pointing at people, may have negative meanings in some cultures.
- 9. Periodically check to ensure ESL students understand.**  
ESL students may be reluctant to ask for clarification or to admit that they don't understand something, if asked directly. To check for understanding, focus on the students' body language, watching for active listening behaviours or for expressions or postures that indicate confusion or frustration.
- 10. Write key words on the board, and use visual and other nonverbal cues, whenever possible, to present key ideas.**  
Concrete objects, charts, maps, pictures, photos, gestures, facial expressions and so on form an important complement to oral explanations for ESL students.
- 11. Provide written notes, summaries and instructions.**
- 12. Use the students' native languages to check comprehension and to clarify problems.**  
If you or some of your students speak the native language of your ESL student, use the first language to clarify instructions, provide translations of key words that are difficult to explain, and find out what the student knows but cannot express in English. Most ESL students will only need this additional support for a limited time or in rare situations.

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Tips for Teachers of ESL Students: Some tips adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 18, 19, 20. ©1999 Province of British Columbia. All rights reserved.

### 13. Communicate interest in students' linguistic development, and set expectations.

### 14. Respond to students' language errors.

When students produce incorrect grammar or pronunciation, rephrase their responses to model correct usage, without drawing specific attention to the error. In responding to students' written errors, try to focus on consistent errors of a specific type and concentrate on modelling or correcting only that error. If you target each and every error, the student may not grasp the specific rules that must be applied and may become confused and overwhelmed. Keep in mind that it is best to focus on content and understanding first.

## Considering the Student's Perspective

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As well as creating an effective learning environment for ESL students, it is important for teachers to consider the learning environment from the student's perspective.

### ESL students learn best when they:

- are involved in decision making
- become aware of available resources
- are actively involved in evaluation practices
- have opportunities to develop a sense of self-confidence and competence
- feel safe and secure to try things and to make mistakes
- are free to interact with materials, peers and adults
- have opportunities to make choices and decisions about what to do, what to use and who to work with
- become aware of the needs of others and show respect and a caring attitude toward others
- have opportunities for success
- influence their own experiences and the experiences of all others in the class
- continue to develop theories about the way the world works
- are both a learner and a teacher, an individual and a group member.

## Celebrating Cultural Differences

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There are many ways to celebrate cultural differences in the classroom and the school.

### Tips for Celebrating Cultural Differences

1. Begin by finding out as much as possible about the cultures represented in your room and in your community.
2. Ensure that the school is culturally inclusive visually. Displays around the school should represent various backgrounds, cultures, religions and lifestyles. Emphasize the everyday rather than the exotic.
3. Bilingual as well as first language books and dictionaries, and books written by a wide variety of authors from various cultures, can be part of the school library collection. The school library should be reviewed regularly to ensure that materials are culturally appropriate.

4. Seasonal, holiday and artistic displays in the classroom and school should reflect the cultural composition of the school. If cultural and faith celebrations are honoured within the school, they should be inclusive of all members of the school community.
5. School staff members should be encouraged to decorate their work spaces with items that reflect their cultural backgrounds.

## Differentiating Learning Activities for ESL Students

It may be necessary to differentiate learning activities for ESL students. Some examples of differentiation for ESL students are listed in the chart below.

	General Curriculum Focus	Whole Group Activity	Suggestions for Differentiation
<b>Grade 4</b>	Develop reading skills in Ukrainian.	Class reads grade-level story and discusses.	ESL learner will highlight words understood.  ESL learner will sit with a buddy and follow the text.
<b>Grade 5</b>	Exchange basic personal information.	Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They read the script together.	ESL learner will contribute some of the words for the script. He or she may mime parts of the script for the class.
<b>Grade 6</b>	Explore the use of language for imagination, humour and fun.	Students play a variety of traditional sports or games in Ukrainian.	ESL learner may display prior knowledge of a game and teach the game to classmates.

## Choosing Instructional Strategies

Instructional strategies that are effective in teaching second languages are often the same strategies that are effective with ESL students. In general, structured cooperative learning activities, group discussions and the use of educational technologies are effective instructional strategies for ESL students.

### Cooperative Learning

➔ For more information ...

Chapter 3

Cooperative learning activities that incorporate predictable routines and structures are integral to a supportive learning environment. Cooperative learning includes students working together in small groups toward a group goal or task completion, students sharing ideas and materials, and students celebrating success based on the performance of the group rather than on the performance of individuals.

The benefits of using cooperative learning with ESL students are that it allows them to interact with their peers, it models language and social interactions, it develops positive interdependence and self-confidence, and it allows for repetition of information as the group works together to solve problems. The challenges of using cooperative learning are that ESL students may find it to be a threatening experience, may not be used to expressing personal opinions and/or may not have enough language to interact with their peers.

When using cooperative learning as an instructional strategy, teachers should remember to keep groups small, group ESL students carefully, assign roles in each group and monitor group interactions.

## Group Discussion

Similar to cooperative learning, group discussions allow ESL students to articulate their views and respond to the opinions of others. Group discussions are essential for building background knowledge on specific issues, creating motivation and interest, and exploring new ideas. They also create a sense of belonging and lead to social interactions.

The challenges of group discussion for ESL students include insufficient listening comprehension skills, misinterpretation of body language and the expression of one's personal opinion, which may not have been encouraged in the ESL student's previous educational setting.

To foster effective group discussions, encourage an atmosphere of openness and acceptance, establish ground rules for discussions, choose topics for discussion carefully and give ESL students an opportunity to think before they respond.

## Technology

➔ For more information ...

Chapter 3

All students, including ESL students, should become familiar with different types of technology. Some students may have had extensive opportunities to use different technologies, while others may have had limited opportunities. In most cases, students are highly motivated to use any form of technology.

### Some suggested forms of technology are:

- electronic journals or diaries
- interactive projects with different schools or countries
- chat rooms, news groups, bulletin boards
- production of audio, video or multimedia assignments
- structured e-mail interactions
- submission of assignments via e-mail
- cross-cultural communication with e-pals
- writing conferences via e-mail.

Using technology benefits students by presenting information in a new way, providing oral presentation of written text (in some cases) and allowing students to work independently at their own pace. Interacting using technology may also be less threatening and intimidating for ESL students than interacting in person.

The challenges of using technology include providing instruction on how to use the technologies and monitoring the activity to ensure that students are on task. Assigning partners in the computer lab is a common and valuable strategy. ESL students may need to be introduced to the North American keyboard. There are many effective educational software programs available for teaching basic computer skills, keyboarding and even second languages.

## Suggestions for Assessment

➔ For more information ...

Chapter 7

Appendix E  
Assessment  
Blackline Masters

With ESL students, assessment includes finding out about their background knowledge and about any gaps in their prior education.

Accurate assessment of ESL students is difficult because of the limited ability of these students to express themselves. Some modification of assessment practices may be necessary.

## Modifying Assessment for ESL Students

**Novice Students**  
(up to six months in an English-speaking classroom with ESL support)

- Have student point to the picture of a correct answer (limit choices).
- Have student circle a correct answer (limit choices).
- Instruct student to draw a picture illustrating a concept.
- Instruct student to match items.
- Have student complete fill-in-the-blank exercises with the word list provided.
- Reduce choices on multiple choice tests.
- Test student orally in English or in the native language.

**Beginning Students**  
(up to two years in an English-speaking classroom with ESL support)

- Instruct student to match items.
- Have student complete fill-in-the-blank exercises with the word list provided.
- Give open-book tests.
- Ask student to retell/restate (orally and in writing).
- Instruct student to define/explain/summarize orally in English or in the native language.
- Use cloze procedures with outlines, charts, time lines and other graphic organizers.

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Modifying Assessment for ESL Students: Adapted from Pamela Wrigley, *The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners* (Oneonta, NY: ESCORT, 2001), p. 146. Adapted with permission from ESCORT.

## Intermediate Students

(up to five years in an English-speaking classroom with ESL support)

- Have student explain how an answer was achieved (orally and in writing).
- Have student complete fill-in-the-blank exercises.
- Ask student to retell/restate (orally and in writing).
- Have student define/explain/summarize (orally and in writing).
- Have student compare and contrast (orally and in writing).
- Use cloze procedures with outlines, charts, time lines and other graphic organizers.
- Have student analyze and explain data (orally and in writing).
- Instruct student to express opinions and judgements (orally and in writing).

## Reporting ESL Students' Progress

School jurisdictions may have specific policies regarding the reporting of the achievement of ESL students. Some jurisdictions will supply specifically designed ESL report cards. Other jurisdictions will modify the regular report card to reflect the program of the ESL student. Still other jurisdictions have developed report cards to reflect the needs of all students and have the capacity to include learner outcomes developed specifically for ESL students. No matter what format is used, it is important that accurate information is shared.

Whenever necessary, the services of an interpreter can be used to explain to parents how their children are doing. Teachers can check with local service agencies for lists of available interpreters or ask the family if they have someone they trust to interpret the information for them.





# Chapter 7

## Classroom Assessment

### Chapter Summary

Introduction  
Assessment  
Evaluation  
Assessment for Learning (Formative) and Assessment of Learning (Summative)  
Determining the Assessment Purpose  
Principles of Effective Classroom Assessment  
Assessment Accommodations for Students with Special Education Needs  
Student-directed Assessment  
Teacher-directed Assessment  
Assessment and Evaluation Resources

### Introduction

Assessment approaches and strategies provide evidence of understanding and are a critical part of the planning process. Assessment should be considered and planned before deciding on learning activities. Assessment approaches and tasks provide the context and direction for learning activities that will be used to build understanding and skills.

### Assessment

Assessment is the gathering and consideration of information about what a student knows, is able to do and is learning to do. It is integral to the teaching-learning process, facilitating student learning and improving instruction.

Teachers consider assessment during all stages of instruction and learning. The assessment process informs teachers as to what students know and what they are able to do in relation to learning outcomes. Informed by a well-designed and implemented assessment process, teachers are empowered to make sound pedagogical decisions to move students toward the achievement of learning outcomes.

### Teachers use assessment to:

- obtain information about what students know or are able to do
- modify instruction
- improve student performance.

### Assessment practices should:

- be part of an ongoing process rather than a set of isolated events
- focus on both process and product
- provide opportunities for students to revise their work in order to set goals and improve their learning
- provide a status report on how well students can demonstrate learning outcomes at a particular time
- be developmentally appropriate, age-appropriate and gender-balanced and consider students' cultural and special needs
- include multiple sources of evidence (formal and informal)
- provide opportunities for students to demonstrate what they know, understand and can do
- involve students in identifying and/or creating criteria
- communicate the criteria used to evaluate student work before students begin tasks so that they can plan for success
- be communicated to students so that they understand expectations related to learning outcomes.

### Also, assessment practices should help and encourage students to:

- be responsible for their own learning
- be involved in establishing criteria for evaluating their products or performances
- work together to learn and achieve outcomes
- feel competent and successful
- set goals for further improvements.

## Evaluation

Evaluation is often confused with assessment. Evaluation is a judgement regarding the quality, value or worth of a student's response, product or performance based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes.

With information from assessment and evaluation, teachers can make decisions about *what* to focus on in the curriculum and *when* to focus on it. Assessment and evaluation identify who needs extra support, who needs greater challenge, who needs extra practice and who is ready to move on. The primary goal of assessment and evaluation is to provide ongoing feedback to teachers, students and parents in order to enhance teaching and learning.

# Assessment for Learning (Formative) and Assessment of Learning (Summative)

Assessment is generally divided into two categories: assessment for learning (formative assessment) and assessment of learning (summative assessment). For professional discussion and understanding, it is helpful to be aware of these terms and their meanings.

## Assessment for Learning

➔ For more information ...

Appendix E

Assessment for learning is characterized by the ongoing exchange of information about learning between student and self, peer, teacher and parent. It provides information about student progress, allowing the teacher to make program adjustments to best meet the learning needs of a student or class. Assessment for learning provides detailed, descriptive feedback through comments. As a result of receiving feedback focused on the learning outcomes, students will have a clearer understanding of what they need to do to improve their future performance. If students are to become competent users of assessment information, they need to be included in the assessment process (Black et al. 2003).

### Examples of assessment for learning activities include the following:

- Students learn the names of family members and bring a photograph or drawing of their family to class. They take turns introducing their family members to their peers. Observe students for the demonstration of specific outcomes, such as how well they share basic information and if they communicate words and phrases comprehensibly. Observations are recorded using an outcome-based observation checklist. Such information effectively informs the planning process, leading to improvement of future student performance in relation to specific learning outcomes.

#### Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

- After hearing Ukrainian spoken clearly and correctly, students form small groups and read a short passage to one another. Each group selects a spokesperson to present the passage to the entire class. The teacher facilitates a discussion on the characteristics of good Ukrainian pronunciation. Students then summarize some of the characteristics of good pronunciation in their learning logs. This knowledge is used to improve students' oral interaction and production skills.

## Assessment of Learning

Assessment of learning most often occurs at the end of a period of instruction, such as a unit or term. It is designed to be summarized in a performance grade and shared with students, parents and others who have a right to know.

**Examples of assessment of learning activities include the following:**

- At the conclusion of a unit on “My Family,” students prepare a personal collage using pictures of themselves, families, extended families, friends, their favourite activities, foods, books, likes and dislikes. Each picture is labelled in Ukrainian. The collages are then presented orally in Ukrainian. An outcome-based rubric is used to evaluate how well students are able to share basic information and use pronunciation comprehensibly. The rubric is then translated into a grade that can be presented as part of a report card, portfolio or parent–student–teacher conference.

**Caution**

Teachers should be aware that some students may live in foster or group homes and/or may not have a typical family structure. An alternative activity may be necessary.

- At the end of a period of study in which students have had the opportunity to learn and use several relevant vocabulary words, students write a test in which they match a Ukrainian vocabulary word with the corresponding word in English. These tests are marked and contribute to an overall mark in a reporting period.

**Comparing Assessment for Learning and Assessment of Learning**

Assessment for Learning (Formative Assessment)	Assessment of Learning (Summative Assessment)
Checks learning to determine what to do next, then provides suggestions of what to do—teaching and learning are indistinguishable from assessment.	Checks what has been learned to date.
Is designed to assist educators and students in improving learning.	Is designed for the information of those not directly involved in daily learning and teaching (school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students.
Is used continually by providing descriptive feedback.	Is presented in a periodic report.
Usually uses detailed, specific and descriptive feedback—in a formal or informal report.	Usually compiles data into a single number, score or mark as part of a formal report.
Is not reported as part of an achievement grade.	Is reported as part of an achievement grade.
Usually focuses on improvement, compared with the student’s “previous best” (self-referenced, making learning more personal).	Usually compares the student’s learning either with other students’ learning (norm-referenced, making learning highly competitive) or with the standard for a grade level (criterion-referenced, making learning more collaborative and individually focused).

Comparing Assessment for Learning and Assessment of Learning: Adapted from Ruth Sutton, unpublished document, 2001. Used with permission from Ruth Sutton Ltd.

## Determining the Assessment Purpose

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Any assessment strategy can serve both formative and/or summative purposes, depending on how the results are used. In assessment of learning, tests are given to check learning at a given point and are included as part of the report card mark. When planning to administer a test, teachers can also use assessment for learning strategies. For example:

- Teachers can collaboratively develop test questions with students. Developing test questions gives an indication of what students know and can do. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively guide student review.
- Teachers can ask students to rate what has been learned on a scale from easy to difficult. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively help students review. Following a test, teachers can ask students to identify what questions they considered to be the most difficult—the ones they found most challenging, not necessarily the questions they got wrong. Teachers can then take this information and work with students to categorize learning outcomes that proved difficult and to facilitate student self-assessment and goal setting.
- Teachers can administer a nongraded pre-test prior to introducing a new activity. For example, if the instructional focus of a game to be played is to learn new vocabulary, students can be given a pre-test to check how well they know that vocabulary. After the learning experience, students can complete the same test and compare their performances. Based on this comparison, students can reflect on their learning in their learning logs.

It is possible to use the same test for both assessment of learning and assessment for learning. It is up to teachers to determine the purpose and use of the results of assessment strategies.

## Meaningful Assessment

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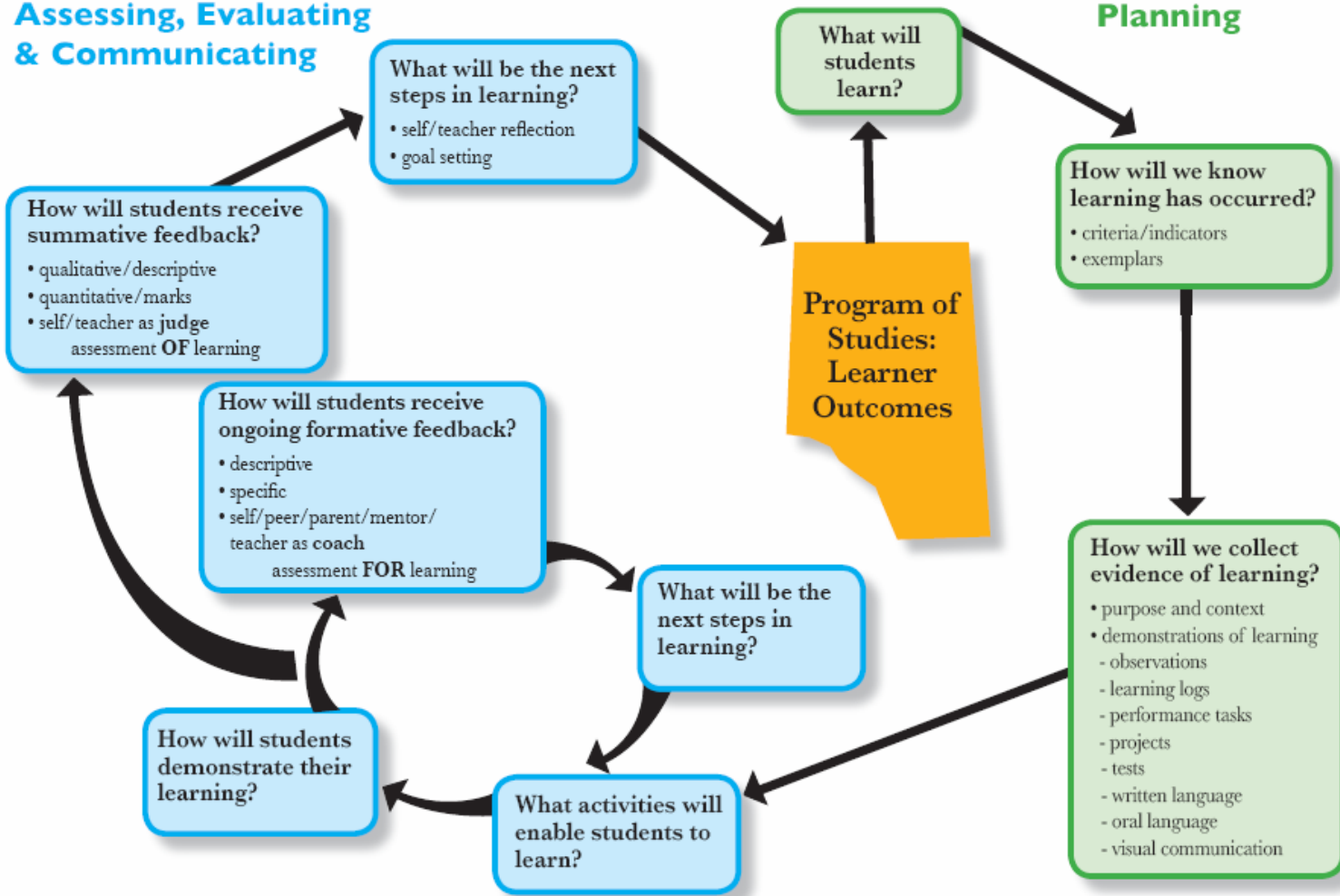
The quality of assessment largely determines the quality of evaluation. Valid judgements can be made only if accurate and complete assessment data are collected in a variety of contexts over time.

Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning and provide corrective feedback and direction for further instruction. Assessment enhances instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent lifelong learners who regularly monitor and assess their own progress.

# Assessing Student Learning in the Classroom

## Assessing, Evaluating & Communicating



Assessing Student Learning in the Classroom: ©Alberta Assessment Consortium (AAC). Source: *A Framework for Student Assessment* (p. 3). 2nd ed. (2005). Used with permission.

# Principles of Effective Classroom Assessment

Effective assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction for learning.

There are several critical factors to consider as you plan and develop an effective classroom assessment program. The graphic on the preceding page, “Assessing Student Learning in the Classroom,” outlines a framework for classroom assessment based on the latest research and best practices designed to enhance student learning. The following principles are central to an assessment process that informs teaching practices and enhances student learning.

## **Assessment reflects intended outcomes from the program of studies.**

General and specific outcomes identify expectations for student achievement across curriculum. These outcomes should be used to articulate evidence and criteria for learning. When outcomes are clustered around a “big idea” or concept, they can be used as the basis for articulating expectations, selecting strategies and developing activities. Well-aligned units and lesson plans incorporate a series of learning experiences that:

- clearly identify a cluster of outcomes around a big idea or concept
- describe what students should understand, know and do to meet the outcomes
- provide learning activities that lead students to attain the outcomes
- use instructional approaches or strategies based on indicators of student learning.

Teachers should plan assessment activities that require students to demonstrate what they understand and can do in relation to the selected outcomes so that valid inferences can be made based on the results.

## **Assessment criteria are clearly communicated.**

Criteria describe what students are expected to be able to do to meet intended learning outcomes. Criteria need to be written in age-appropriate language and communicated to students prior to beginning an assessed activity. Sharing criteria with students empowers them to monitor their learning and communicate their progress.

## **Assessment employs a variety of strategies.**

The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts. When teachers use a variety of assessment for learning and assessment of learning strategies consistently, they are able to accurately communicate student achievement in relation to the program of studies. For example, some skill outcomes can only be evaluated through performance assessment that provides students with a meaningful real-world context, and in second language instruction, observation of personal communication is an essential assessment strategy.

## Assessment is ongoing.

The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning and provides ongoing feedback to teachers, students and parents about student learning. Teachers gather information about student learning and consider it as they plan further instruction. They use ongoing student assessment to make decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

## Assessment involves students in the process.

Whenever possible, students should be involved in determining the criteria used to evaluate their work. Such involvement leads students to a deeper understanding of what they are expected to know and do. Students should also be involved in the process of identifying their learning needs and goals. Teachers facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and allow students to become effective users of assessment information.

## Assessment demonstrates sensitivity to individual differences and needs.

Assessment impacts student motivation and self-esteem and therefore needs to be sensitive to how individual students learn. “Accommodations to ... assessment will greatly serve the needs of individual students who have communication, behavioural, intellectual or physical exceptionalities .... Such accommodations or adaptations should be made to ensure the most accurate understanding of a student’s performance ...” (Toronto Catholic District School Board 2001, p. 14). As teachers conference with students, decisions are made with regard to the next steps in student learning. This includes accommodations for individual student learning needs.

### → For more information ...

Chapter 6  
Modifying  
Assessment for ESL  
Students

Chapter 7  
Assessment  
Accommodations  
for Students with  
Special Education  
Needs

Appendix C  
Examples of  
Assessment  
Accommodations

Accommodations to programming and assessment, including those for ESL students and for students with special education needs, ensure the most positive impact on student learning and an accurate understanding of student performance. Specific accommodations may include adjustments to the kind, breadth, depth and pace of assessment.



## Assessment includes many different tools and processes.

Assessment tools and processes include:

- tests and quizzes with constructed-response (performance-based) items and selected-response items (true/false, fill-in-the-blank, multiple choice)
- reflective assessments, such as journals, logs, listen–think–pair–share activities, interviews, self-evaluation activities, and peer response groups
- academic prompts that clearly specify performance task elements, such as format, audience, topic and purpose
- culminating assessment projects that allow for student choice and independent application.

### Assessment should:

- be directly connected to curriculum expectations and to instructional strategies
- include various forms, such as observations, anecdotal notes, rating scales, performance tasks, student self-assessment, teacher questioning, presentations and learning logs
- be designed to collect data about what students know and are able to do, what they need to learn, and what they have achieved and about the effectiveness of the learning experience
- demonstrate a range of student abilities, skills and knowledge
- involve sharing the intended outcomes and assessment criteria with students prior to an assessment activity
- assess before, during and after instruction
- provide frequent and descriptive feedback to students
- ensure that students can describe their progress and achievement.

# Assessment Accommodations for Students with Special Education Needs

➔ For more information ...

Chapter 4

Assessment may need to be modified or adapted to accommodate students with special education needs. Based on a clear understanding of the specific needs of a student, teachers can make assessment accommodations related to:

- kind/task
- depth/detail
- breadth/volume
- pace/timing.

The following chart describes examples of these types of assessment accommodation.

<p style="text-align: center;"><b>Accommodation in Kind (Task)</b></p> <ul style="list-style-type: none"> <li>• Familiarize students with methods being used.</li> <li>• Use alternative assessment formats; e.g., oral tests, conferences.</li> <li>• Encourage student negotiation of performance tasks.</li> <li>• Provide exemplary models.</li> <li>• Allow students to practise the activity.</li> <li>• Convert short answer questions to a cloze format.</li> <li>• Present tasks that begin with the concrete and move to the abstract.</li> <li>• Encourage the use of tools such as calculators, dictionaries, word processors and magnifiers.</li> <li>• Allow peer support, such as partner work.</li> </ul>	<p style="text-align: center;"><b>Accommodation in Depth (Detail)</b></p> <ul style="list-style-type: none"> <li>• Break down complex tasks into smaller steps.</li> <li>• Provide written instructions in addition to verbal directions. Put an outline of steps on the board.</li> <li>• Include picture clues to support verbal instructions.</li> <li>• Modify the format of the evaluation by having fewer questions per page, or limit the overall number of questions.</li> <li>• Teach students to attend to key direction words in questions by using a highlighter.</li> <li>• Avoid excessive corrections by focusing on fewer expectations.</li> </ul>
<p style="text-align: center;"><b>Accommodation in Breadth (Volume)</b></p> <ul style="list-style-type: none"> <li>• Reduce amount of reading and writing required.</li> <li>• Reduce amount of content per assessment task.</li> <li>• Provide clear, simple directions for the assessment activity.</li> <li>• Allow the use of notes or text during tests to assist students with weak recall, or provide a set of reference notes.</li> <li>• Monitor work to ensure time lines are met.</li> </ul>	<p style="text-align: center;"><b>Accommodation in Pace (Timing)</b></p> <ul style="list-style-type: none"> <li>• Provide additional time to complete tasks and tests.</li> <li>• Have students repeat and rephrase instructions.</li> <li>• Allow students to complete the assessment task over several sessions.</li> <li>• Reinforce effective behaviour such as finishing on time and demonstrating commitment to the task.</li> <li>• Take into account improvement over time.</li> </ul>

Assessment Accommodations for Students with Special Education Needs: Adapted with permission from Toronto Catholic District School Board, *Assessment of Student Achievement in Catholic Schools: A Resource Document* (Toronto, ON: Toronto Catholic District School Board, 2001), p. 15.

## Student-directed Assessment

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Involving students in the assessment process allows them to become effective users of assessment information. Students can become proficient users of student-directed assessment strategies such as conferencing, self-assessment, peer assessment and goal setting.

Assessments that directly involve students help them learn important skills that they will be able to use as lifelong learners. They learn to be reflective and responsive, to think about their own efforts, to be constructive in self-assessment and peer assessment, and to provide specific information that makes a difference.

By integrating self-assessment activities, time for goal setting and peer assessment into routine classroom activities, assessment shifts from the teacher as judge and evaluator, to the teacher as coach and facilitator. To increase student involvement in the assessment process, teachers should:

- explain scoring criteria for performance-based tests prior to the tests
- show exemplars of what excellent work looks like whenever possible
- use language that students understand
- develop assessment tools collaboratively with students
- develop self-monitoring and self-assessment tools for different tasks and assignments
- encourage student goal setting.

## Conferencing

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Conferences are usually short, informal meetings held with individual students or a small group of students and involve diagnostic listening, questioning and responding. Interviews are conferences conducted to gather specific information. They may involve a set of questions asked for a specific purpose or a formal set of written questions to which a student responds in writing. For example, teachers may need information about a student's use of text and use a formal conference or interview to ask questions directly related to a particular aspect of the student's performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviours. These are often presented as a set of questions or activities to which the student may respond orally, while the teacher records his or her responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular basis and both student and teacher come prepared with materials to share and questions to ask. Conference notes form a permanent record of the content of the conference and can be used to set goals for future learning.

Once students are familiar with conferencing procedures, peer conferencing can be used by students to obtain feedback and discuss their progress and goals.

The purpose of conferencing is to:

- provide opportunities for students and the teacher to discuss learning strengths and areas for improvement
- set learning goals
- learn about students' understanding of information, students' attitudes toward learning, and the skills and strategies students employ during the learning process
- provide opportunities for individualized teaching, guiding students to more challenging materials and determining future instructional needs.

### Tips for Conferencing with Students

1. The tone of conferences should be relaxed and friendly, with a limited number of topics to discuss. Students should be aware of the purpose of the conference and the expectations of participants before the conference begins.
2. Manage conferences by setting aside definite times.
3. Record individual student names on a classroom calendar so that students know the day on which their conference will occur.
4. Use a class list to ensure that all students are seen in individual conferences.
5. Allow students to request conferences on a sign-up basis.
6. Ensure that all students select at least a minimum number of conferences (to be determined by the teacher) throughout the term.
7. Review class records frequently to ensure that all students are being seen regularly.
8. Schedule assessment conferences for five to ten minutes with a specific purpose in mind.
9. Maintain a friendly, relaxed atmosphere that promotes trust.
10. Ensure that students are able to work independently so conferences can occur without interruption. Discuss the purpose of conferences and the expectations of all members of the class during conference times. Establish procedures for problem-solving other class issues that may arise during conference times.
11. Conference more frequently with students having difficulty.
12. Focus on only one or two topics at each conference.
13. Begin and end each conference on a positive note.
14. Review recent anecdotal notes and conference records to identify students in immediate need of conferencing.
15. Understand that students become more involved and accept more responsibility for the conference as they become familiar with the process.
16. In a group conference, each student involved has the opportunity to share his or her work, to emphasize what he or she is proud of and to ask questions. Other participants point out what they like about the student's work and offer suggestions for improvement. It may be useful to observe and record anecdotal notes.

## Personal Reflection and Self-assessment

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➔ For blackline masters ...

Appendix E  
Self-assessment Checklist,  
Self-assessment Rating Scale,  
Self-assessment and Goal Setting

Personal reflection can be structured by the teacher or the students and may include personal responses about the learning process. Teachers can effectively model personal reflection for students on a daily basis.

When students self-assess they:

- reflect on what they have learned and how they learned it
- monitor and regulate their learning while they are learning
- see their strengths as well as areas that need work
- realize that they are responsible for their own learning
- evaluate the quality of their work and knowledge
- set goals for future learning and plan ways to achieve their goals
- see their progress in all curricular areas.

Tools such as response journals and learning logs can become even more effective when accompanied by the use of probes or specific questions. In *Assessing Student Outcomes*, Marzano, Pickering and McTighe offer the following journal writing probes and questions that help students reflect on their own learning:

### Reflecting on Content

Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

### Reflecting on Information Processing

Describe how effective you were in gathering information for your project.

### Reflecting on Communication

Describe how effective you were in communicating your conclusions to your discussion group.

### Reflecting on Collaboration and Cooperation

Describe how well you worked with your group throughout your project.

Assessing their own thinking and learning provides students with valuable training in self-monitoring. One way to have students reflect on their learning is to have them complete sentence stems such as:

- This piece of work demonstrates that I can ...
- I can improve my work by ...
- After reviewing my work, I would like to set a new goal to ...
- A strategy that worked well for me is ...

To maximize learning, teachers can create opportunities for students to compare their own self-assessment information with teacher assessments. This kind of authentic student–teacher interaction during the assessment process encourages students to honestly and thoughtfully assess their own work and take ownership of their own learning.

Students can assume more responsibility in the learning process by assessing and/or evaluating their own assignments or projects prior to teacher or peer assessment. Students can also write their own progress report comments and summary-of-learning letters to teachers and parents.

## Portfolios

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A portfolio is a purposeful collection of student work samples, student self-assessments and goal statements that reflect student progress. Students generally choose the work samples to place in the portfolio, but the teacher may also recommend that specific work samples be included. Portfolios are powerful tools that allow students to see their academic progress from grade to grade.

The physical structure of a portfolio refers to the actual arrangement of the work samples, which can be organized according to chronology, subject area, style or goal area. The conceptual structure refers to the teacher's goals for student learning. For example, the teacher may have students complete a self-assessment on a work sample and then set a goal for future learning. The work sample self-assessment and the goal sheet are then added to the portfolio.

Work samples from all curricular areas can be selected and placed in a portfolio, including stories, tests and projects.

### Effective portfolios:

- are updated regularly to keep them as current and complete as possible
- help students examine their progress
- help students develop a positive self-concept as learners
- are shared with parents or guardians
- are a planned, organized collection of student-selected work
- tell detailed stories about a variety of student outcomes that would otherwise be difficult to document
- include self-assessments that describe the student as both a learner and an individual
- serve as a guide for future learning by illustrating a student's present level of achievement
- include a selection of items that are representative of curriculum outcomes and of what students know and can do
- include the criteria against which the student work was evaluated
- support the assessment, evaluation and communication of student learning
- document learning in a variety of ways—process, product, growth and achievement
- include a variety of works—audio recordings, video recordings, photographs, graphic organizers, first drafts, journals and assignments that feature work from all of the multiple intelligences.

Work samples not only provide reliable information about student achievement of the curriculum, but also provide students with a context for assessing their own work and setting meaningful goals for learning. Furthermore, displaying concrete samples of student work and sharing assessments that illustrate grade level expectations of the curriculum are key to winning the confidence and support of parents.

An essential requirement of portfolios is that students include written reflections that explain why each sample was selected. The power of the portfolio is derived from these descriptions, reactions and metacognitive reflections. Conferencing with parents, peers and/or teachers helps synthesize learning and celebrate successes. Some students become adept at writing descriptions and personal reflections of their work without any prompts. For students who have difficulty deciding what to write, sentence starters might be useful; e.g.,

- This piece shows I really understand the content because ...
- This piece showcases my \_\_\_\_\_ intelligence because ...
- If I could show this piece to anyone—living or dead—I would show it to \_\_\_\_\_ because ...
- People who knew me last year would never believe I created this piece because ...
- This piece was my greatest challenge because ...
- My (parents, friend, teacher) liked this piece because ...
- One thing I learned about myself is ...<sup>1</sup>

The student descriptions should indicate whether the product was the result of a specifically designed performance task or a regular learning activity. The level of assistance is also relevant—did the student complete the work independently, with a partner, with intermittent guidance from the teacher or at home with parent support? Dating the sample, providing a brief context and indicating whether the work is a draft or in completed form are also essential.

## Goal Setting

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➔ For blackline masters ...

Appendix E  
Self-assessment  
Checklist and Goal  
Setting,  
Long-term Goal  
Setting

Goal setting follows naturally out of self-assessment, peer assessment and conferences. Students and teachers decide what they need to focus on next in the students' learning, set goals and plan the steps students will take toward achieving their goals.

Goals can be either short- or long-term. Short-term goals are small and specific and are likely to be achieved within a brief period of time. One way to help students set goals is to add a prompt to the end of a self-assessment task; e.g., "Next time I will ...".

Students set long-term goals when they take an overall look at how they are doing and identify a specific focus for improvement. Long-term goals are bigger and more general and usually require an extended period of time to reach, sometimes as long as a few months.

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1. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning* (3rd edition) (Arlington Heights, IL: Skylight Professional Development, 1999, 1994, 1993), p. 68. Adapted with permission of Sage Publications, Inc.

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Appendix D  
Goal-setting  
Organizer 1, 2,  
3 or 4

To coach students in setting SMART learning goals—Specific, Measurable, Attainable, Relevant and Timely (Sutton 1997)—teachers should advise students to look for strengths in their work as well as areas of potential growth.

Students need to set goals that are attainable and appropriate. Teachers can use direct instruction to help students develop goal-setting skills. When students set their goals, they need to:

- consider their strengths
- consider areas that need improvement
- use established criteria
- identify resources they will need to be successful
- design plans that will enable them to reach their goals
- share their goals with significant people in their lives
- plan time lines for goal review and attainment.

Students may set specific goals for each of the language arts. Goals may be set for daily activities, for long-term activities or for a term.

Once students describe what they need to do, they design a specific plan to meet their goals. Teachers ask students to provide specific information, such as a date by which they wish to accomplish their goal and the materials and resources they will need.

The results of self-assessment, peer assessment and goal setting are used to monitor students' performance and to improve it. Information gathered can be used to plan for future instruction, but it should not be included in a performance mark for a report card.

## Learning Logs

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Learning logs serve to develop student awareness of outcomes and learning processes. With encouragement, guidance and practice, students develop the ability to reflect on learning activities, identify what they have learned, identify areas in which they need to improve and set personal learning goals. It takes time and practice for students to become adept at such reflective thinking, particularly in the beginning stages. Learning logs kept by students and responded to by the teacher on a regular basis provide an effective assessment for learning tool.

## Guided Reflection

Learning logs allow students to monitor their learning and write to the teacher about what help they need to improve. Teachers can direct students to focus on a particular area in their learning logs, such as reflecting on a specific experience, or breaking down vocabulary and grammar into categories that indicate levels of understanding, such as “Got it, Getting it, Don’t get it yet.” Information gained from periodic meetings with students about their learning logs allows teachers to plan how to help students improve.



## Metacognitive Reflection

Metacognitive reflection can be defined as thinking about one’s own thinking and learning processes. Teachers help students develop metacognitive strategies through direct instruction, modelling and providing opportunities for student practice. In this way, students become effective thinkers who self-monitor and develop control over their thinking processes.

Students use their metacognitive skills to reflect on what they have learned, how they have learned it and what they need to do to pursue their learning further. When they engage in metacognitive reflection, students can monitor their own learning and strengthen their will to learn. Learning logs, conferences and inventories can all be used to help students develop metacognitive awareness. Personal reflection on daily work, as well as on test and examination performance, can expand students’ self-knowledge. Students are able to see the progress they make, which in turn improves their self-concept.

## Learning Lists

Lists that facilitate student reflection can also be included in learning logs. To remember particularly challenging words or phrases, students can make lists of these items. Creating lists can help students target their learning by recognizing areas in which they need to improve.

## Peer Assessment

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➔ For blackline master ...

Appendix E  
Peer-assessment  
Checklist

Peer assessment allows students to examine one another’s work as it relates to specific criteria and to offer encouragement and suggestions for improvement. Peer assessment offers students the opportunity to share with one another their insights about learning Ukrainian.

To facilitate positive and effective peer assessment, teachers need to ensure that students understand the criteria and focus on a particular aspect of their peers’ work. Students should be coached on giving descriptive and constructive feedback so they avoid using broad terms such as “good” or “bad.” It may be helpful if teachers have students offer two positive comments and one question about their peers’ work.

Peer assessment could be facilitated by having students:

- complete a self-assessment evaluation, using the comments made by their peers
- complete a peer-assessment checklist and discuss the results with the peer, explaining the feedback.

## Teacher-directed Assessment

Teachers use a number of tools to evaluate and assess student performance related to curricular outcomes. By assessing a variety of activities and using different tools, such as rubrics, rating scales and anecdotal notes, teachers obtain a more accurate view of student performance.

### Checklists, Rating Scales and Rubrics

#### → For blackline masters ...

Appendix E  
Observation  
Checklist;  
Checklist and  
Comments 1 and 2;  
Rating Scale 1, 2  
and 3; Rubric;  
Rubric and  
Checklist

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and make judgements about what students know and can do in relation to curricular outcomes. These tools offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the quality of the descriptors chosen for the assessment. The benefit of this information is also dependent on students' direct involvement in the assessment and understanding of the feedback provided.

The purpose of checklists, rating scales and rubrics is to:

- provide tools for systematic recording of observations
- provide tools for self-assessment
- provide criteria to students prior to collecting and evaluating data on their work
- record the development of specific skills, strategies, attitudes and behaviours necessary for demonstrating learning
- clarify students' instructional needs by presenting a record of current accomplishments.

#### Tips for Developing Checklists, Rating Scales and Rubrics

1. Use checklists, rating scales and rubrics in relation to outcomes and standards.
2. Use simple formats that can be understood by students and that will communicate information about student learning to parents.
3. Ensure that the characteristics and descriptors listed are clear, specific and observable.
4. Encourage students to assist with writing appropriate criteria. For example, what are the descriptors that demonstrate levels of performance for a piece of persuasive writing?
5. Ensure that checklists, rating scales and rubrics are dated to track progress over time.
6. Leave space to record anecdotal notes or comments.
7. Use generic templates that become familiar to students and to which various descriptors can be added quickly to reflect the outcome(s) being assessed.
8. Provide guidance to students to use and create their own checklists, rating scales and rubrics for self-assessment purposes and as guidelines for goal setting.

**Checklists** usually offer a yes/no format in relation to student demonstration of specific criteria. They may be used to record observations of an individual, a group or a whole class.

**Rating Scales** allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the student and can show a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations, and students can use them as self-assessment tools. Rating scales also give students information for setting goals and improving performance. Teaching students to use descriptive words such as **always, usually, sometimes** and **never** helps them pinpoint specific strengths and needs. The more precise and descriptive the words for each scale point, the more reliable the tool. Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as **fair, good** or **excellent**, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Teachers can increase the assessment value of a checklist or rating scale by adding two or three additional steps that give students an opportunity to identify skills they would like to improve or the skill they feel is most important. For example, teachers can instruct students to:

- put a star beside the skill they think is the most important for encouraging others
- circle the skill they would most like to improve
- underline the skill that is the most challenging for them.

➔ For more information ...

<http://www.aac.ab.ca>  
<http://www.rubistar4teachers.org>  
<http://teach-nology.com>

**Rubrics** use a set of criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. These descriptions focus on the **quality** of the product or performance and not the **quantity**; e.g., not the number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

➔ For blackline master ...

Appendix E  
Rubric

### Developing Rubrics and Scoring Criteria

Rubrics are increasingly recognized as a way to both effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

Rubrics should be constructed with input from students whenever possible. A good start is to define what quality work looks like based on the learning outcomes. Exemplars of achievement need to be used to demonstrate to students what an excellent or acceptable performance is. Once the standard is established, it is easy to define what exemplary levels and less-than-satisfactory levels of performance look like. The best rubrics have three to five descriptive levels to allow for discrimination in the evaluation of the product or task. Rubrics may be used for summative purposes by assigning a score to each of the various levels.

Before developing a rubric, teachers should consider the following:

- What are the specific language and culture curriculum outcomes involved in the task?
- Do the students have some experience with this or a similar task?
- What does an excellent performance look like?
- What are the qualities that distinguish an excellent performance from other levels?
- What do other responses along the performance quality continuum look like?

Teachers can begin by developing criteria to describe the acceptable level. Then they can use Bloom's taxonomy to identify differentiating criteria as they move up the scale. The criteria should not go beyond the original performance task, but should reflect higher thinking skills that students could demonstrate within the parameters of the initial task.

When developing the scoring criteria and quality levels of a rubric, teachers should consider using the following guidelines:

- Level 4 is the **standard of excellence** level. Descriptions should indicate that all aspects of work exceed grade level expectations and show exemplary performance or understanding. This is a "Wow!"
- Level 3 is the **approaching standard of excellence** level. Descriptions should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding. This is a "Yes!"
- Level 2 is the **meets acceptable standard** level. This level should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing but there are some errors and mastery is not thorough. This is an "On the right track, but ...".
- Level 1 is the **does not yet meet acceptable standard** level. This level indicates what is not adequate for grade level expectations and indicates that the student has serious errors, omissions or misconceptions. This is a "No, but ...". The teacher needs to make decisions about appropriate intervention to help the student improve.

### Creating Rubrics with Students

Learning improves when students are actively involved in the assessment process. Students do better when they know the goal, see models and know how their performance compares to learning outcomes.

Learning outcomes are clarified when students assist in describing the criteria used to evaluate performance. Teachers can use brainstorming and discussion to help students analyze what each level looks like. Student-friendly language can be used and students can be encouraged to identify descriptors that are meaningful to them.

Teachers can provide work samples to help students practise and analyze specific criteria for developing a critical elements list, which can then be used to develop descriptions for each performance level.

Although rubrics are often used as assessment of learning tools, they can also be used as assessment for learning tools. Students can benefit from using rubrics as they become more competent at judging the quality of their work and examining their own progress. For example:

- Teachers can involve students in the assessment process by having them participate in the creation of a rubric. This process facilitates a deeper understanding of the intended outcomes and the associated assessment criteria.
- After a rubric has been created, students can use it to guide their learning. Criteria described in a rubric serve to focus student reflection on their work and facilitate the setting of learning goals for a particular performance assessment. Students can use a rubric to assess their own work or the work of a peer, and they can use it to guide their planning for the “next steps” in learning.

## Informal Observation

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Informal observation is an integral part of ongoing instruction. Informal assessments include observations of students as they engage in authentic reading tasks, conferences with students about work in progress or completed assignments, and discussions with students regarding their awareness of the strategies they use to construct meaning from print. Teachers can make mental notes of the extent to which students are able to meet outcomes and can offer feedback, encouragement and praise as needed.

## Anecdotal Notes

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➔ For blackline  
master ...

Appendix E  
Anecdotal Notes

Anecdotal notes are used to record specific observations of individual student behaviours, skills and attitudes as they relate to the outcomes in the program of studies. Such notes provide cumulative information on student learning and direction for further instruction. Anecdotal notes are often written as a result of ongoing observations during lessons but may also be written in response to a product or performance the student has completed. They are brief, objective and focused on specific outcomes. Notes taken during or immediately following an activity are generally the most accurate. Anecdotal notes for a particular student can be periodically shared with that student or shared at the student’s request. They can also be shared with students and parents at parent–teacher–student conferences.

The purpose of anecdotal notes is to:

- provide information regarding a student’s development over a period of time
- provide ongoing records about individual instructional needs
- capture observations of significant behaviours that might otherwise be lost
- provide ongoing documentation of learning that may be shared with students, parents and other teachers.

### Tips for Establishing and Maintaining Anecdotal Notes

1. Keep a binder with a separate page for each student. Record observations, using a clipboard and sticky notes. Write the date and the student’s name on each sticky note. Following the note taking, place individual sticky notes on the page reserved for that student in the binder.  
OR  
Keep a binder with dividers for each student and blank pages to jot down notes. The pages may be divided into three columns: Date, Observation and Action Plan. Keep a class list in the front of the binder and check off each student’s name as anecdotal notes are added to his or her section of the binder. This provides a quick reference of the students you have observed and how frequently you have observed them.
2. Keep notes brief and focused (usually no more than a few sentences or phrases).
3. Note the context and any comments or questions for follow-up.
4. Keep comments objective. Make specific comments about student strengths, especially after several observations have been recorded and a pattern has been observed.
5. Record as the observations are being made, or as soon after as possible, so recollections will be accurate.
6. Record comments regularly, if possible.
7. Record at different times and during different activities to develop a balanced profile of student learning.
8. Review the notes frequently to ensure that they are being made on each student regularly, and summarize information related to trends in students’ learning.

### Observation Checklist

➔ For blackline master ...

Appendix E  
Observation  
Checklist

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with peers in different learning situations provides insight into student learning and growth. The teacher finds out under what conditions success is most likely, what individual students do when they encounter difficulty, how interaction with others affects students’ learning and concentration, and what students need to learn in the future. Observations may be informal or highly structured; they may be incidental or scheduled over different periods of time in different learning contexts.

Observation checklists allow teachers to record information quickly about how students perform in relation to specific outcomes from the program of studies. Observation checklists, written in a yes/no format, can be used to assist in observing student performance relative to specific criteria. They may be directed toward observations of an individual or a group. These tools can also include spaces for brief comments, which provide additional information not captured in the checklist.

Before using an observation checklist, teachers should ensure that students understand what information will be gathered and how it will be used. Checklists should be dated to provide a record of observations over a period of time.

### Tips for Using Observation Checklists

1. Determine the specific outcomes to observe and assess.
2. Decide what to look for. Write down criteria or evidence that indicates the student is demonstrating the outcome.
3. Ensure students know and understand what the criteria are.
4. Target your observation by selecting four to five students per class and one or two specific outcomes to observe.
5. Collect observations over a number of classes during a reporting period and look for patterns of performance.
6. Date all observations.
7. Share observations with students, both individually and in a group. Make the observations specific and describe how this demonstrates or promotes thinking and learning. For example: "Eric, you contributed several ideas to your group's Top Ten list. You really helped your group finish the task within the time limit."
8. Use the information gathered from observation to enhance or modify future instruction.

### Question and Answer

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➔ For more information ...

Chapter 1  
Bloom's Taxonomy

Questioning can serve as an assessment tool when it is related to outcomes. Teachers use questioning (usually oral) to discover what students know and can do. Strategies for effective question-and-answer assessment include the following:

- Apply a wait time or "no hands-up rule" to provide students with time to think about a question before they are called upon randomly to respond.
- Ask a variety of questions, including open-ended questions and those that require more than a right or wrong answer.
- Use Bloom's Taxonomy when developing questions to promote higher-order thinking.

Teachers can record the results of questions and answers in anecdotal notes and include them as part of their planning to improve student learning.

## Quizzes

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Quizzes generally check for student learning as it relates to a single outcome or to several outcomes. Quizzes can be used to measure student achievement of outcomes pertaining to knowledge and comprehension skills. Care must be taken to ensure that students' grades do not become unbalanced by including an overabundance of results from quizzes.

### Different purposes for quizzes:

- Graded quizzes check for learning on a few items that have been introduced and practised in class.
- Nongraded, pre- and post-quizzes check for student learning before and after an activity.
- Quizzes facilitate self-assessment and goal setting when students reflect on their quiz performance.

## Tests and Examinations

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Tests and examinations are generally summative assessment tools that provide information about what students know and can do after a period of study. Tests and examinations are generally used by teachers to cover several outcomes at one time, and therefore do not appear in the grade level samples assessment section of this resource. Questions on tests and examinations need to be aligned with the outcomes from the program of studies to ensure valid results.

### Analysis of Test and Examination Results

Teachers can help students improve their performances on assessment of learning tasks by ensuring that students have an area in their learning logs dedicated to analysis of test and examination results. Students record the concepts they found challenging on a test or an examination. Periodically, teachers can ask students to review the concepts they have described as challenging and ask them to look for patterns. Such observations can form the basis of a student–teacher conference and help the student develop a study plan that aims to improve his or her learning. These observations could also help parents understand how best to help their child develop language learning skills. Teachers may use the information gathered from this part of the learning log to help plan future programming.

## Performance Assessment

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“A performance assessment is an activity that requires students to construct a response, create a product or demonstrate a skill they have acquired” (Alberta Assessment Consortium 2000, p. 5).

Performance assessments are concerned with how students apply the knowledge, skills, strategies and attitudes they have learned to new and authentic tasks. Performance tasks are short activities that provide an opportunity for students to demonstrate knowledge, skills and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or interdisciplinary and relate to the real-life application of knowledge, skills and strategies.



Performance assessments focus on simulated real-life situations. The approach is student-centred; therefore, the learner's context serves as one of the organizing elements in the development process.

To create a performance assessment, teachers should decide which outcomes are to be met and establish specific criteria (how students will demonstrate knowledge and understanding) to indicate whether or not students have met those outcomes. Rubrics or scoring guides that indicate the criteria for different levels of student performance are commonly used to evaluate a student's performance. Results from performance assessments should account for the largest percentage of a student's grade as they are a clear indicator of student understanding of the outcomes.

"When students are given or create tasks that are meaningful, non-contrived and consequential, they are more likely to take them seriously and be engaged by them" (Schlechty 1997).

**Performance assessment is:**

### **Contextualized**

Students are provided with a meaningful context for real language use. Tasks are organized around one theme, which helps to ground the students in the context. The students know what task they are to complete and with whom they are to interact.

### **Authentic**

Tasks are designed to present students with a real communicative purpose for a real audience.

### **Task-based**

Students must follow a well-defined process to create and/or present a product in a way to elicit specific use of the second language.

### **Learner-centred**

Tasks are realistic for students learning the second language in terms of age, cultural background and level of cognitive and linguistic maturity. Students are expected to create and/or present products based on their actual circumstances, backgrounds and interests.

Performance assessments help students understand their development of communicative competence. Such assessments make it easy for students to see how they progress in their abilities to use the language effectively. Performance assessment instruments need to be flexible enough to be appropriate for every student in a classroom, allowing each student to demonstrate personal meaning.

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Performance assessment is Contextualized, Authentic, Task-based, Learner-centred: Adapted with permission from the Center for Advanced Research on Language Acquisition, University of Minnesota, *Developing Speaking and Writing Tasks for Second Language Assessment (The Minnesota Language Proficiency Assessments (MLPA): A MLPA Miniguide for Assessment Development)* (Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, n.d.), p. 3.

A description of the performance assessment task and the evaluation tool (e.g., rubric, checklist) should be provided to students at the beginning of a unit of instruction to guide and focus student learning.

Teachers can visit the Alberta Assessment Consortium Web site at <http://www.aac.ab.ca> for further guidance in developing and using performance assessments and for samples of performance assessment tasks and rubrics in Ukrainian.

## Assessment and Evaluation Resources

### Alberta Assessment Consortium (AAC)

The Alberta Assessment Consortium (AAC) develops assessment resources that are available to teachers.

Teachers can visit the AAC Web site at <http://www.aac.ab.ca> to find:

- current information about classroom assessment and evaluation
- professional resources available for download or purchase
- professional development opportunities
- sample performance tasks and rubrics.

### School Jurisdiction Curriculum and Assessment Consultants

Several school jurisdictions in Alberta have assessment specialists who can assist classroom teachers with the assessment and evaluation of student learning.



# Chapter 8

## Grade Level Samples

### Chapter Summary

Introduction

Integrate for Efficiency and Motivation

Two-page, Four-column Format

Grade Level Samples for grades 4, 5 and 6

- Applications
- Language Competence
- Global Citizenship
- Strategies

### Introduction

The grade level samples section provides sample teaching and learning activities with complementary assessment strategies for each specific outcome in the program of studies. The prescribed general and specific outcomes for each grade level, which teachers are responsible for achieving with their students appear in the same order as in the program of studies and are **shaded**.

The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning.

## Integrate for Efficiency and Motivation

In the time allotted for each grade level of the program it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all four program components: Applications, Language Competence, Global Citizenship and Strategies. Such integration, coupled with a strong focus on Applications, motivates students to become active partners in learning and to take personal responsibility for their own learning.

## Two-page, Four-column Format

### General Outcome and Specific Outcome Cluster Heading

The general outcome is boxed at the top of each page; e.g.,

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

The specific outcome cluster heading follows the general outcome at the top of each page; e.g.,

**A-1 to impart and receive information**

### Column One — Specific Outcomes

*Students will be able to:*

**A-1.1**  
share factual  
information

**a. share basic information**

Under the cluster heading, specific outcomes in column one are prefaced, as in the program of studies, with:

*Students will be able to:*

Running vertically along the left side of the first page is the strand heading for the specific outcome.

Running horizontally is the detail of each specific outcome, indicated by the letters a, b, c ...

## Column Two — Sample Teaching and Learning Activities

These activities illustrate the intent of each specific outcome. Ukrainian words, phrases, sentences and examples provided in the body of the activities are followed by English translations.

## Column Three — Sample Assessment Strategies

➔ For more information ...

Chapter 7  
and  
Appendix E

Assessment strategy suggestions for the teaching and learning activities are provided in this column. All assessment strategies cited are described in detail in Chapter 7: Classroom Assessment.

## Column Four — Materials

This is a listing of the various items needed to implement the suggested teaching and learning activities in the classroom. Everyday items that students are expected to have, such as pens, pencils and paper, are not listed here.

# Grade 4 Example of the Two-page, Four-column Format

**General Outcome for Applications**  
Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><i>Students will be able to:</i></p> <p>a. express simple preferences</p> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px 0;">Outcomes may be continued over four or more pages.</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px 0;">Read from left to right across the two pages.</div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">Several activities and their corresponding assessment strategies and materials are listed for each specific outcome.</div> <ul style="list-style-type: none"> <li>➤ <b>Favourite Things Show and Tell</b> Divide the class into groups of four or five students. Based on the theme being studied, have each group bring to class an appropriate item; e.g., their favourite dessert, CD, picture of their pet, article of clothing. Ask each group member to express his or her personal preference for the item; e.g., “Мені подобається мій комп’ютер.” (I like my computer.)</li> <li>➤ <b>Chain Game</b> Have the students participate in a chain activity in which they line up in a chain around the classroom. Ask the first student to state something they like to do, e.g., “Я люблю співати.” (I like to sing.), then ask the next person if he or she likes that activity; e.g., “Чи ти любиш співати?” (Do you like to sing?) Ask the second student to reply according to his or her individual preference and ask a question of the third student; e.g., “Так, я люблю співати.” (Yes, I like to sing.) OR “Ні, я люблю танцювати.” (No, I like to dance.)—“Чи ти любиш танцювати?” (Do you like to dance?) Continue until all students in the chain have answered and asked a question.</li> <li>➤ <b>What Do You Like?</b> Place three labels on three walls of the classroom: like, dislike and unsure. Have the students move to any one of the three walls to express their preferences after you ask a question about what they like. For example: – Хто любить моркву? (Who likes carrots?)</li> </ul>

Column 1

↑

Column 2

↑

**General Outcome for Applications**  
Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives**

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Focus for Assessment</b></p> <p>Does the student:</p> <ul style="list-style-type: none"> <li>• express simple preferences?</li> </ul> </div> <ul style="list-style-type: none"> <li>➤ <b>Rubric</b> Collaboratively create an outcome-based rubric with the students before they share a favourite item with the class. Use the rubric to evaluate how well students are able to express simple preferences (see sample blackline master in Appendix E: Rubric).</li> <li>➤ <b>Observation Checklist</b> Collaboratively create an outcome-based checklist with the students before they play the chain game. Use the checklist to note how well students are able to express simple preferences (see sample blackline master in Appendix E: Observation Checklist)</li> </ul> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 5px 0;">Examples of many of the assessment/evaluation tools listed here are included in Appendix E.</div> <ul style="list-style-type: none"> <li>➤ <b>Self-assessment Checklist</b> Create an outcome-based self-assessment checklist and share it with students before they respond to your questions regarding what they like. Students use the checklist to determine if they are able to express simple preferences (see sample blackline master in Appendix E: Self-assessment Checklist).</li> </ul>	<ul style="list-style-type: none"> <li>➤ Favourite items from home.</li> <li>➤ None required.</li> <li>➤ Wall labels.</li> </ul>

Column 3

↑

Column 4





↑

## Grade Level Samples for Grade 4

Applications .....	152
Language Competence .....	200
Global Citizenship .....	250
Strategies .....	280

### General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

<p style="text-align: center;"><b>Applications</b></p>  <p>Students will use Ukrainian in a variety of <b>situations</b> and for a variety of <b>purposes</b>.</p> <p>A-1 to impart and receive information  A-2 to express emotions and personal perspectives  A-3 to get things done  A-4 to form, maintain and change interpersonal relationships  A-5 to extend their knowledge of the world  A-6 for imaginative purposes and personal enjoyment</p>	<p style="text-align: center;"><b>Language Competence</b></p>  <p>Students will use Ukrainian <b>effectively</b> and <b>competently</b>.</p> <p>LC-1 attend to form  LC-2 interpret and produce oral texts  LC-3 interpret and produce written and visual texts  LC-4 apply knowledge of the sociocultural context  LC-5 apply knowledge of how discourse is organized, structured and sequenced</p>
<p style="text-align: center;"><b>Global Citizenship</b></p>  <p>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>.</p> <p>GC-1 historical and contemporary elements of Ukrainian culture  GC-2 affirming diversity  GC-3 personal and career opportunities</p>	<p style="text-align: center;"><b>Strategies</b></p>  <p>Students will know and use strategies to maximize the <b>effectiveness</b> of learning and communication.</p> <p>S-1 language learning  S-2 language use  S-3 general learning</p>

## Applications

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. share basic information

**A-1.1**  
share factual information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Personal Collages**

Have the students design personal collages using pictures of themselves, families, extended families and friends. Ask the students to present the collages orally. For example:

- Це моя мама. (This is my mother.)
- Це мій брат. (This is my brother.)

► **Role-play**

Model some basic questions and answers related to common ways to share basic information, such as “Скільки тобі років?” (How old are you?), “Як ти називаєшся?” (What is your name?) Set up a scenario, such as signing up for a library card or a chance meeting. Have the students create and present role-plays based on the scenario, practising and applying the modelled questions and answers.

► **Inside–Outside Circles**

Invite the students to form two circles, one inside the other. With music playing, have one circle walk in one direction and the other walk in the opposite direction. When the music stops, have the students stop and interview the classmates opposite them, asking questions such as “Скільки тобі років?” (How old are you?)

► **Coat of Arms**

Have the students draw a personal coat of arms including information such as name, birth date, place of birth and family members. Provide model sentences to assist the students in their presentations and have the students present their coats of arms to small groups or to the whole class.



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share basic information?

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they create collages. Use the checklist to assess if students are able to share basic information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ **Group Conference/Goal Setting**

After the students complete their dramatizations, conference with each group about their abilities and skills in sharing basic information and areas that need improvement. Have the students set goals for future learning (see sample blackline master in Appendix E: Long-term Goal Setting).

➤ **Anecdotal Notes**

Observe students as they participate in an inside–outside circle activity. Record anecdotal notes of the extent to which students are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they create personal coats of arms. Use the checklist to assess if students are able to share basic information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**MATERIALS**

- Photographs, scissors, glue.

- Various props (optional).

- Music, audio equipment.

- Template of a coat of arms, markers, paints.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information**

SPECIFIC OUTCOMES	
<i>Students will be able to:</i>	
<b>A-1.1</b> share factual information	b. identify people, places and things

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **People and Places of Interest**

Have the students design thematic posters of either people, places or things using magazine pictures, their own drawings or electronic media. Have the students present the posters orally in the form of a trade show. Ask the students to mingle and take turns presenting their posters to their peers.

➤ **Vocabulary Memory Game**

Have the students play a memory game using picture flash cards of thematic vocabulary covered in class. For example:

**card 1** – picture of a table

**card 2** – стіл (table)

To get points, the students must match the pictures with the words and name the objects correctly.

➤ **Mystery Box**

Once the students are familiar with thematic vocabulary (e.g., school supplies, food), invite them to play a “mystery box” game or activity in small groups. Choose an item and put it in the mystery box. Have the students reach in, feel the object without looking and guess what it is.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify people, places and things?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they create thematic posters. Use the rubric to evaluate how well students are able to identify people, places and things (see sample blackline master in Appendix E: Rubric).

➤ **Observation Checklist**

Create an outcome-based observation checklist and share it with students before they play the vocabulary memory game. Assess the extent to which students are able to identify people, places and things (see sample blackline master in Appendix E: Peer-assessment checklist).

➤ **Learning Log**

After the mystery box game, have the students reflect on their learning and how well they were able to identify people, places and things.

**MATERIALS**

- Poster materials, computers, printer.

- Picture flash cards of thematic vocabulary, vocabulary posters.

- Mystery box, various classroom objects.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A–2 to express emotions and personal perspectives****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. express simple preferences

A–2.1  
share ideas, thoughts, opinions, preferences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Favourite Things Show and Tell**

Divide the class into groups of four or five students. Based on the theme being studied, have each group bring to class an appropriate item; e.g., their favourite dessert, CD, picture of their pet, article of clothing. Ask each group member to express his or her personal preference for the item; e.g., “Мені подобається мій комп’ютер.” (I like my computer.)

► **Chain Game**

Have the students participate in a chain activity in which they line up in a chain around the classroom. Ask the first student to state something they like to do, e.g., “Я люблю співати.” (I like to sing.), then ask the next person if he or she likes that activity; e.g., “Чи ти любиш співати?” (Do you like to sing?) Ask the second student to reply according to his or her individual preference and ask a question of the third student; e.g., “Так, я люблю співати.” (Yes, I like to sing.) OR “Ні, я люблю танцювати.” (No, I like to dance.)—“Чи ти любиш танцювати?” (Do you like to dance?) Continue until all students in the chain have answered and asked a question.

► **What Do You Like?**

Place three labels on three walls of the classroom: like, dislike and unsure. Have the students move to any one of the three walls to express their preferences after you ask a question about what they like. For example:

- Хто любить моркву? (Who likes carrots?)

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express simple preferences?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they share a favourite item with the class. Use the rubric to evaluate how well students are able to express simple preferences (see sample blackline master in Appendix E: Rubric).

➤ **Observation Checklist**

Collaboratively create an outcome-based checklist with the students before they play the chain game. Use the checklist to note how well students are able to express simple preferences (see sample blackline master in Appendix E: Observation Checklist)

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they respond to your questions regarding what they like. Students use the checklist to determine if they are able to express simple preferences (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Favourite items from home.

- None required.

- Wall labels.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 491 553 522"><i>Students will be able to:</i></p> <p data-bbox="269 659 532 722">b. express a personal response</p> <p data-bbox="181 737 246 1247" style="writing-mode: vertical-rl; transform: rotate(180deg);">A-2.1 share ideas, thoughts, opinions, preferences</p>	<p data-bbox="613 659 862 690">➤ <b>Student Surveys</b></p> <p data-bbox="656 693 1393 756">Have the students conduct surveys using a modelled Ukrainian sentence structure. For example:</p> <ul data-bbox="656 762 1424 898" style="list-style-type: none"> <li data-bbox="656 762 1349 825">– Який твій улюблений колір? (What is your favourite colour?)</li> <li data-bbox="656 831 1424 898">– Який твій улюблений вид спорту? (What is your favourite sport?)</li> </ul> <p data-bbox="656 932 1409 995">Have the students use the data to prepare bar graphs and present their findings orally.</p> <p data-bbox="613 1035 987 1066">➤ <b>Likes and Dislikes Collage</b></p> <p data-bbox="656 1068 1424 1230">Have the students prepare collages labelling pictures from magazines of things they like and do not like. Have the students label the collage “Що мені подобається” (What I like) and “Що мені не подобається” (What I do not like). Ask the students to present their collages to the class.</p> <p data-bbox="613 1304 800 1335">➤ <b>Story Time</b></p> <p data-bbox="656 1337 1406 1499">Read a simple story in Ukrainian and have the students discuss their thoughts on the story in groups. Encourage the students to make connections to their previous experiences and prior knowledge. Have the students draw pictures to respond to the story; e.g., their favourite scene or character.</p>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express a personal response?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they create surveys and bar graphs. Students use the checklist to determine if they are able to express a personal response (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they create a collage on their likes and dislikes. Record anecdotal notes of the extent to which students are able to express a personal response (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Anecdotal Notes**

Observe students as they discuss the story and draw pictures in response to the story. Record anecdotal notes of the extent to which students are able to express a personal response (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Graph paper, markers.

- Magazines, scissors, glue.

- Simple story in Ukrainian.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="text-align: center;"><i>Students will be able to:</i></p> <p><b>A-2.2</b> share emotions, feelings</p> <p>a. recognize and express basic emotions and feelings</p>	<ul style="list-style-type: none"> <li>➤ <b>Evocative Slide Show</b> Present the students with a slide show showing a variety of activities that evoke emotions (e.g., a skier jumping, a burning building). As each slide is shown, ask the students to react to the picture using basic vocabulary associated with feelings; e.g., Це весело/нудно/сумно/страшно/цікаво. (This is fun/boring/sad/scary/interesting.)</li> <li>➤ <b>Emotion Charades</b> Have the students participate in a game of charades in which students act out emotions. Members of the team must guess the emotion being portrayed; e.g., весело, нудно, цікаво, страшно, сумно (fun, boring, interesting, scary, sad).</li> <li>➤ <b>Emotions Picture Book</b> Have the students prepare a picture book that illustrates the basic vocabulary for emotions. Ask the students to write simple sentences describing the emotions or feelings depicted in each picture. Consider taking pictures of people in the class showing the various emotions to illustrate the emotions picture book.</li> </ul>



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and express basic emotions and feelings?

➤ **Learning Log**

After viewing a slide show showing evocative pictures, have the students reflect on their learning and how well they were able to recognize and express basic emotions and feelings.

➤ **Informal Observation**

Observe students as they act out emotions during charades. Make mental notes of the extent to which students are able to recognize and express basic emotions and feelings. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they prepare picture books about emotions. Use the checklist to assess if students are able to recognize and express basic emotions and feelings (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Slide show of pictures that evoke emotion, projector, computer (optional).

- None required.

- Markers, camera (optional), photographs, glue.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. indicate needs and wants

A-3.1  
guide actions of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Essential Classroom Questions Posters**

At the beginning of the school year, have the students work in groups to create posters sharing basic questions needed to function efficiently in the classroom; e.g., Я не розумію. (I do not understand.), Чи я можу піти до лазнички? (May I go to the washroom?) Display these posters in the classroom until all students have mastered these basic questions.

► **Classroom Needs and Wants Role-play**

Have the students work in small groups to create and present a role-play. In each group, one student will play the role of the teacher and the rest of the students will play the role of students who are indicating their basic needs and wants; e.g., Чи я можу піти до лазнички? (May I go to the washroom?), Чи я можу мати олівець? (May I have a pencil?)

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- indicate needs and wants?

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they create essential classroom questions posters. Students use the checklist to determine if they are able to indicate needs and wants. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➤ **Anecdotal Notes**

Observe students as they participate in the basic classroom needs and wants role-play. Record anecdotal notes of the extent to which students are able to indicate needs and wants (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Poster materials.

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. give and respond to simple oral instructions or commands

A-3.1  
guide actions of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Simon Says**

Invite the students to play a game of Simon Says using simple commands. Once the students are familiar with the commands, ask them to act as “Simon” and give commands to their classmates.

► **Classroom Commands Review**

Review classroom commands with the students, such as Прошу відкрий двері. (Please open the door.), Прошу засвіти світло. (Please turn on the lights.), Прошу відкрий вікно. (Please open the window.), Прошу передай or подай папір. (Please pass some paper.), Прошу встань. (Please stand.)

Call out the commands and have the students act accordingly. After a short review, have student volunteers give the commands.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- give and respond to simple oral instructions or commands?

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they play Simon Says. Use the rating scale to assess how well students are able to give and respond to simple oral instructions or commands (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Anecdotal Notes**

Observe students as they give and follow simple classroom commands. Record anecdotal notes of the extent to which students are able to give and respond to simple oral instructions or commands (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SPECIFIC OUTCOMES**

*Students will be able to:*

c. ask for permission

**A-3.1**  
guide actions of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Video Project**

Ask the students to create videos that show different situations (e.g., at home, in the community, at school) in which students ask for permission. Watch the videos as a class.

► **Around the School**

After reviewing the vocabulary associated with places in the school, have the students play a game called “Around the School.” In preparation, place labels with various names of places in the school around the room (e.g., bathroom, office, library). Have the students randomly select cards that direct them to a particular place and come forward to ask permission to go to that location. If permission is asked for correctly, they proceed to the label that marks that location. For example:

- Чи я можу піти до лазнички? (May I go to the washroom?)
- Чи я можу піти до канцелярії? (May I go to the office?)

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- ask for permission?

➤ **Informal Observation**

Observe students as they create videos showing students asking for permission. Make mental notes of the extent to which students are able to ask for permission. Offer feedback, encouragement and praise as needed.

➤ **Learning Log**

After playing the game related to asking for permission to visit various places in the school, have the students reflect on their learning and how well they were able to ask for permission; e.g., by answering questions such as:

- Did you have any trouble with the vocabulary?
- How will you use what you learned in the future?

**MATERIALS**

- Video recorder, various props.

- Cards with school place names on them, labels.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><i>Students will be able to:</i></p> <p>a. respond to offers and instructions</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">A-3.2 state personal actions</p>	<ul style="list-style-type: none"> <li>➤ <b>Role-play</b> Prepare with the students a sample scenario in which they respond to offers and instructions. Have the students then practise role-playing in small groups. For example:                             <ul style="list-style-type: none"> <li>– Inviting a person to your house then giving directions to the house.</li> <li>– Instructing others on what to do during a Ukrainian celebration.</li> <li>– Leading a group who is planning a birthday party.</li> </ul> </li> <li>➤ <b>Following Instructions</b> Set up the classroom with various labels that represent different parts of the school. Give instructions to the students and have the students respond to your instructions, for example:                             <ul style="list-style-type: none"> <li>– Іване, прошу підти до бібліотеки. (Ivan, please go to the library.) The student walks over to the picture of the library.</li> </ul> </li> <li>➤ <b>Invitation E-mail</b> Have the students write invitations to a party in e-mails and send them to other students. The students then respond to the invitations by e-mails.</li> </ul>



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond to offers and instructions?

➤ **Learning Log**

After the students role-play responding to offers and instructions, have them reflect on their learning and how well they were able to respond to offers and instructions by answering questions such as:

- Did you have any trouble with the vocabulary?
- How will you use what you have learned in the future?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they engage in the activity based on following instructions. Students use the checklist to determine if they are able to respond to offers and instructions (see sample blackline master in Appendix E: Self-assessment Checklist)

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they write and respond to invitations to a party. Use the checklist to assess if students are able to respond to offers and instructions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**MATERIALS**

- None required.

- Labels.

- E-mail.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. ask or offer to do something

A-3.2  
state personal actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Helping around the House**

Ask the students to brainstorm various chores they do around the house and review vocabulary associated with these chores. Have the students write any new vocabulary in their learning logs.

Divide the students into groups and have each group create a skit in which characters offer to help various members of the family with chores around the house. Have each group then present its skit to the others. Consider video recording these skits for review later.

► **Daily Classroom Tasks**

Have the students refer to pictures of daily classroom tasks that are posted around the classroom. Encourage them to offer their help with these tasks; e.g., Чи можна витерти дошку? (May I wipe the blackboard?)

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- ask or offer to do something?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they create skits based on offering to help with household chores. Students use the checklist to determine if their peers are able to ask or offer to do something (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they are encouraged to offer their help with classroom tasks. Students use the checklist to determine if they are able to ask or offer to do something (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Various props.

- Pictures of daily classroom tasks.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. manage turn taking

A-3.3  
manage group actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Bingo**

Invite the students to play Bingo either as a class or in small groups. Have each student take turns drawing a vocabulary word and giving directions in Ukrainian to the rest of the class. Instead of letters and numbers on the Bingo cards, use turn-taking vocabulary and other vocabulary to review.

► **Fun and Games**

Have the students play games related to the lexical fields studied, e.g., кольори, числа (colours, numbers), using Ukrainian to manage turn taking; e.g., “Чия черга?” (Whose turn is it?), “Твоя черга.” (It’s your turn.)

Sample games include Snakes and Ladders, in which students throw a die that has various vocabulary words on it and move one space for every letter in the word, or a drawing game in which students take turns drawing to complete a picture.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- manage turn taking?

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they play a Bingo game based on turn-taking vocabulary. Students use the rating scale to assess how well they are able to manage turn taking (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ **Informal Observation**

Observe students as they play various board games. Make mental notes of the extent to which students are able to manage turn taking. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Bingo cards with Ukrainian turn-taking vocabulary.

- Various games, dice.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. encourage other group members to act appropriately

A-3.3  
manage group actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Classroom Rules**

Ask the students to create a list of rules related to appropriate group work behaviour. Post the list and have the students follow the rules when working in groups. Also ask them to encourage their group members to follow the rules.

► **Role-play**

Organize the students into groups of three or four. Have the students role-play encouraging others to display appropriate behaviours during specific situations; for example, at school, in the classroom, at church, at work, when shopping, at the movies.

► **Class Posters**

Have the students create visual representations to encourage appropriate behaviour in the classroom using vocabulary phrases such as:

- Прошу тихо. (Quiet please.)
- Час учитися. (Time to learn.)
- Чи ти готовий/готова? (Are you ready?)
- Добра ідея! (Good idea!)

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- encourage other group members to act appropriately?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they create lists of rules for appropriate behaviour. Students use the checklist to determine if their peers are able to encourage other group members to act appropriately (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they participate in role-playing appropriate behaviour in the classroom. Record anecdotal notes of the extent to which students are able to encourage other group members to act appropriately (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

After the students have created their behaviour posters, have them reflect on their learning and how well they were able to encourage other group members to act appropriately. For example:

- To encourage someone to act appropriately, I can say \_\_\_\_\_.
- In the future, I will encourage others to act appropriately by ...

**MATERIALS**

- Chart paper, markers.

- None required.

- Poster materials.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-4 to form, maintain and change interpersonal relationships**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. exchange greetings and farewells

A-4.1  
manage personal relationships

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Greetings and Farewells**

List the typical greetings and farewells used in Ukrainian on the board. Have the students circulate around the classroom and work with different partners to practise the greetings and farewells listed on the board. With each student they meet, students must use a new greeting/farewell; e.g.,

Student 1: “Добридень. Як ти називаєшся?” (Hello. What is your name?)

Student 2: “Добридень. Я називаюся \_\_\_\_\_. А ти?” (Hello. My name is \_\_\_\_\_. And yours?)

Student 3: “Я називаюся \_\_\_\_\_. До побачення.” (My name is \_\_\_\_\_. Good bye.)

► **Dice Game**

Divide the students into teams and have them line up. Roll a die. If it lands on an even number, the first students in line must say a farewell. If it lands on an odd number, they must say a greeting. If the students say the farewell or greeting correctly, they earn points according to the number on the die. Team members may not repeat a phrase twice in a row.

► **Telephone Calls**

Bring in telephones and teach the students telephone etiquette and relevant vocabulary. Have the students write and rehearse telephone conversations, including appropriate greetings and farewells, then present their conversations to the class.



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-4 to form, maintain and change interpersonal relationships****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- exchange greetings and farewells?

➤ **Anecdotal Notes**

Observe students as they exchange greetings and farewells. Record anecdotal notes of the extent to which students are able to exchange greetings and farewells (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they engage in the dice game. Use the checklist to assess if students are able to exchange greetings and farewells (see sample blackline master in Appendix E: Observation Checklist).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they create and present telephone conversations. Students use the checklist to determine if they are able to exchange greetings and farewells (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- None required.

- Die.

- Toy telephones.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-4 to form, maintain and change interpersonal relationships**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="text-align: center;"><i>Students will be able to:</i></p> <p>b. address a new acquaintance and introduce themselves</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">A-4.1 manage personal relationships</p>	<p>► <b>Greetings</b> Teach the students how to greet a new acquaintance and how to introduce themselves in Ukrainian. If possible, arrange to pair up with another Ukrainian class in the school. If it is not possible to meet with another Ukrainian class, divide the class into partners. When the students meet each other, they must greet each other and introduce themselves. Once everyone has done so, have each student introduce his or her partner to the rest of the class.</p> <p>► <b>Dialogues</b> Invite the students to prepare simple dialogues that include greetings, basic information and farewells. Provide the students with model dialogues to use when preparing their own dialogues. The students' dialogues should address how to appropriately greet a new acquaintance and how to introduce yourself. Consider video recording performances of these dialogues so that students watch and listen to themselves.</p> <p><b>Extension</b> Invite the students to randomly select cards with the names of members of the community (e.g., teacher, priest, student, business person). Have the students pretend to be the people on the cards and adjust the dialogues accordingly.</p>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-4 to form, maintain and change interpersonal relationships****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- address a new acquaintance and introduce themselves?

**➤ Rubric**

Collaboratively create an outcome-based rubric with the students before they engage in a greeting activity with their peers. Use the rubric to evaluate how well students are able to address a new acquaintance and introduce themselves (see sample blackline master in Appendix E: Rubric).

**➤ Conferencing**

After the presentations, meet with each student and discuss whether the student was able to address a new acquaintance and introduce themselves. Discuss how they could improve their performances and how they might use their learning in the future.

**MATERIALS**

- None required.

- Costumes and props, video recorder (optional).

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-4 to form, maintain and change interpersonal relationships**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><i>Students will be able to:</i></p> <p>c. exchange some basic personal information</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">A-4.1 manage personal relationships</p>	<ul style="list-style-type: none"> <li>➤ <b>Personal Exchange</b> Arrange the students into small groups and have them exchange basic personal information with each other. Circulate and ask the students questions about the other people in their groups.</li>   <li>➤ <b>Inside–Outside Circle</b> Invite the students from another Ukrainian class to participate in an activity in which they exchange some basic information with each other. Invite the students to form two circles, one inside the other. With music playing, one circle walks in one direction, while the second circle walks in the opposite direction. When the music stops, have the students interview the students opposite them, asking questions such as “Скільки тобі років?” (How old are you?), “Як ти називаєшся?” (What is your name?)</li>   <li>➤ <b>All about Me Posters</b> Ask the students to create posters to present to their classmates then put on display in the classroom. The posters should include the students’ names, ages, favourite sports, dates of birth and other basic personal information.</li> </ul>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-4 to form, maintain and change interpersonal relationships****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- exchange some basic personal information?

➤ **Informal Observation**

Observe students as they participate in a personal exchange activity in small groups. Make mental notes of the extent to which students are able to exchange some basic personal information. Offer feedback, encouragement and praise as needed.

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they engage in the inside–outside circle activity. Students use the checklist to determine if their peers are able to exchange some basic personal information (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they create personal information posters. Use the rubric to evaluate how well students are able to exchange some basic personal information (see sample blackline master in Appendix E: Rubric).

**MATERIALS**

- None required.
- Another Ukrainian class.
- Poster materials, student photographs.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="text-align: center;"><i>Students will be able to:</i></p> <p><b>A-5.1</b> discover and explore</p> <p>a. explore the immediate environment</p>	<p>► <b>School Tour and Maps</b> Take the students around the school (inside and/or outside), teaching them applicable vocabulary and introducing them to people who have different jobs in the school. Have the students repeat the vocabulary after you. Have the students make maps of their school using the vocabulary learned.</p> <p>► <b>School Staff</b> Take photographs of school staff for a bulletin board display entitled “Моя школа” (My school). On the back of each photograph, have the students write the job or responsibility of the person; e.g., Це пані Козак. Вона наша секретарка. Вона любить працювати в нашій школі. (This is Mrs. Kozak. She is our secretary. She likes to work in our school.) Have individual students draw photographs and guess what the people do at the school without looking at the backs of the photographs.</p>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore the immediate environment?

➤ **Informal Observation**

Observe students as they tour their school and create a map. Make mental notes of the extent to which students are able to explore the immediate environment. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they create a bulletin board display of the school staff members and play the guessing game. Use the checklist to assess if students are able to explore the immediate environment (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- None required.

- Photographs, bulletin board.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="text-align: center;"><i>Students will be able to:</i></p> <p><b>A-5.2</b> gather and organize information</p> <p>a. gather simple information</p>	<p>► <b>Student Survey</b> Teach vocabulary associated with different subject areas; e.g., мистецтво, фізкультура, математика, музика, українська мова (art, physical education, mathematics, music, Ukrainian language arts). Have the students practise the following question: “Який твій улюблений предмет у школі?” (What is your favourite school subject?) Have the students survey one another to gather this information, record it in a tally and then present it in a graph to the class. Consider having the students use computer software to present their data.</p> <p>► <b>Multimedia/Internet Sources</b> Have the students collect simple information on a given topic from a multimedia source or the Internet. Encourage the students to create and use graphic organizers to collect the information; e.g., KWL charts, webs, note-taking organizers.</p>



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- gather simple information?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they conduct surveys. Use the rubric to evaluate how well students are able to gather simple information (see sample blackline master in Appendix E: Rubric).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students prior to them gathering simple information from a multimedia source or the Internet. Use the checklist to assess if students are able to gather simple information (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Graph paper, computer (optional).

- Multimedia resources, Internet.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><i>Students will be able to:</i></p> <p><b>A-5.2</b> gather and organize information</p> <p>b. organize items in different ways</p>	<p>➤ <b>Grouping</b> Ask the students to group pictures and objects in different ways; e.g., by colour, height, weight, size, purpose, alphabet. Have them share their organization strategies in small groups.</p> <p>➤ <b>School Words</b> Give the students a list of known vocabulary words related to the school; e.g., шкільне приладдя, частини школи, шкільні працівники (school supplies, parts of the school, school workers). Ask the students to work individually or in groups to arrange the words in different ways according to various categories.</p>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- organize items in different ways?

➤ **Anecdotal Notes**

Observe students as they group the pictures and objects in different ways. Record anecdotal notes of the extent to which students are able to organize items in different ways (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they categorize vocabulary related to the school. Students use the checklist to determine if they are able to organize items in different ways (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Pictures of various things, objects of different colours, shapes and sizes.
- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="text-align: center;"><i>Students will be able to:</i></p> <p>a. participate in problem-solving situations in the classroom</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">A-5.3 solve problems</p>	<ul style="list-style-type: none"> <li>➤ <b>Classroom Problems</b> Invite the students to create posters highlighting potential problems in the classroom, such as forgetting your homework, breaking a window, losing your pen. Have the students illustrate the classroom problems and provide written solutions in Ukrainian. The solutions should include “survival” language phrases that are taught throughout the year. Mount the posters in the classroom for student reference.</li>   <li><b>Extension</b> Have the students dramatize the problems and solutions highlighted in their posters.</li>   <li>➤ <b>Mathematics Word Problems</b> Create various simple mathematics word problems in Ukrainian and have the students work through them in groups. Have the groups take turns sharing their answers and explaining how they got their answers.</li>   <li>➤ <b>Problem-solving Skits</b> Write up various scenarios that describe problems; e.g., lost in a strange city, forgot an assignment at home, lost someone’s phone number. Ask the students to create skits that involve finding solutions to the problems. Have each group present its skit to the others. Consider video recording the skits so that students can view their performances.</li> </ul>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in problem-solving situations in the classroom?

➤ **Informal Observation**

Observe students as they create posters and write solutions in Ukrainian. Make mental notes of the extent to which students are able to participate in problem-solving situations in the classroom. Offer feedback, encouragement and praise as needed.

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they solve various simple mathematics word problems in Ukrainian. Use the rating scale to assess how well students are able to participate in problem-solving situations in the classroom (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they create skits based on problem solving. Students use the checklist to determine if they are able to participate in problem-solving situations in the classroom (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Poster materials.

- Various mathematics word problems in Ukrainian.

- Various problem scenarios in Ukrainian, video recorder (optional).

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. listen attentively to opinions expressed

**A-5.4**  
explore opinions and values

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Planning a Party**

Divide the students into two groups to plan a party. Have them conduct a simple survey to collect opinions on food choices, music and games. For example: “Чи ти хочеш їсти піцу з пеппероні/із сиром/із шинкою?” (Do you want to eat pizza with pepperoni/with cheese/with ham?) Have the students record the opinions expressed by their classmates. Use the collected information on the students’ opinions to plan the class party.

► **Agree or Disagree**

Teach sentence patterns for agreeing and disagreeing. Have the students take turns expressing their opinions using the learned sentence patterns. For example:

- Іван любить грати в хокей. Що ти думаєш? (Ivan likes to play hockey. What do you think?)
- Я погоджуюся./Я не погоджуюся. (I agree./I disagree.)
- Сьогодні Маруся не хоче займатися фізкультурою. Що ти думаєш? (Today Marusia does not want to exercise. What do you think?)
- Я погоджуюся./Я не погоджуюся. (I agree./I disagree.)

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- listen attentively to opinions expressed?

➤ **Anecdotal Notes**

Observe students as they express their opinions and plan a party. Record anecdotal notes of the extent to which students are able to listen attentively to opinions expressed (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they use sentence patterns for agreeing and disagreeing. Students use the checklist to determine if they are able to listen attentively to opinions expressed (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- None required.

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

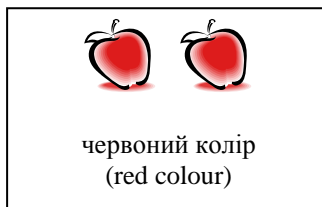
- b. respond appropriately to the opinions of others

A-5.4  
explore opinions and values

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Appropriate Opinion/Expression**

Teach the students to respond appropriately to each others' work that is displayed; e.g., posters, brochures, using simple sentences.



Students' feedback:

Це дуже цікаво.  
(This is very interesting.)

**Extension**

Have students report and respond appropriately to a peer's feedback; e.g., Дякую за коментарі. (Thank you for your comments.)

► **Did You Enjoy It?**

After viewing a cartoon or short movie (such as *Kozak Cartoons*), invite the students to share their opinions about the cartoon or movie; e.g.,

Teacher: Чи тобі сподобався цей фільм? (Did you like this film?)

Student: Так, він мені сподобався. Пан Бін дуже смішний.

(Yes, I liked it. Mr. Bean is very funny.)

Teacher: Хто погоджується? (Who agrees?)

Students vote by a show of hands.

Teacher: Хто не погоджується? (Who disagrees?)

Students vote by a show of hands.

**Extension**

Ask the students to give reasons for their opinions.



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond appropriately to the opinions of others?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they respond appropriately to their peers' work. Students use the checklist to determine if their peers are able to respond appropriately to the opinions of others (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they share their opinions after watching cartoons or short movies. Record anecdotal notes of the extent to which students are able to respond appropriately to the opinions of others (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Various samples of students' work.

- Movies; e.g., *Kozak Cartoons* (Ukrainian).

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-6 for imaginative purposes and personal enjoyment**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 495 553 525"><i>Students will be able to:</i></p> <p data-bbox="269 663 570 693">a. use Ukrainian for fun</p> <p data-bbox="185 758 245 898">A-6.1 humour/fun</p>	<ul style="list-style-type: none"><li data-bbox="613 663 1446 793">➤ <b>Folk Songs</b> Teach the students simple Ukrainian folk songs, children’s songs and action songs. Have the students perform these songs in groups and as a class.</li><li data-bbox="613 863 1446 993">➤ <b>Tongue Twisters</b> Teach the students tongue twisters in Ukrainian. Have the students practise the tongue twisters in partners or in groups, then present the tongue twisters to the class.</li><li data-bbox="613 1031 1446 1129">➤ <b>Birthdays</b> Teach the students to sing “Многії літа” (Happy Birthday) to celebrate student birthdays throughout the year.</li></ul>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A–6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use Ukrainian for fun?

➤ **Learning Log**

After the students learn Ukrainian folk songs, have them reflect on their learning and how well they were able to use Ukrainian for fun. Have them reflect on what they enjoyed most about singing the songs.

➤ **Anecdotal Notes**

Observe students as they practise tongue twisters. Record anecdotal notes of the extent to which students are able to use Ukrainian for fun (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they sing “Многіі літа.” Make mental notes of the extent to which students are able to use Ukrainian for fun. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Ukrainian folk songs, children’s songs and action songs.

- Ukrainian tongue twisters.

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-6 for imaginative purposes and personal enjoyment**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use Ukrainian creatively

A-6.2  
creative/aesthetic purposes

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Acrostic Poems**

Have each student compose an acrostic poem based on her or his Ukrainian name. Each line should be a word or phrase describing a favourite activity or personal quality. For example:

**Великий**  
**ЖвАвий**  
**Спортовий**  
**МузичнИй**  
**Любить їсти**  
**СилЬний**

Display the students' acrostic poems in the class.

► **Got Rhythm?**

Have the students participate in a rhythmic poetry exercise to learn or review Ukrainian vocabulary. For example, have the students clap, snap or pat a rhythm while repeating vocabulary.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use Ukrainian creatively?

➤ **Informal Observation**

Observe students as they compose acrostic poems. Make mental notes of the extent to which students are able to use Ukrainian creatively. Offer feedback, encouragement and praise as needed.

➤ **Learning Log**

After students participate in a rhythmic poetry exercise, have them reflect on their learning and how well they were able to use Ukrainian creatively.

**MATERIALS**

- Sample acrostic poems in Ukrainian.

- Samples of rhythmic poetry in Ukrainian, musical instruments (optional).

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-6 for imaginative purposes and personal enjoyment**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use Ukrainian for personal enjoyment

**A-6.3**  
personal enjoyment

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Playing Games**  
Have the students play games, such as Bingo or board games, related to the lexical fields studied in Ukrainian.
  
- **Tongue Twisters**  
Invite the students to share a tongue twister learned in Ukrainian with a family member or friend. Have the students teach the tongue twisters to their family members or friends and discuss this experience with classmates.
  
- **Enjoying Music**  
Encourage the students to listen to various songs in Ukrainian (traditional and contemporary). Discuss the music styles with the students and what they like or dislike about the different songs.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A–6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use Ukrainian for personal enjoyment?

➤ **Anecdotal Notes**

Observe students as they participate in various games. Record anecdotal notes of the extent to which students are able to use Ukrainian for personal enjoyment (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they share tongue twisters with their families or friends. Students use the checklist to determine if they use Ukrainian for personal enjoyment (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Learning Log**

After listening to Ukrainian music, have the students reflect on their learning and how well they were able to use Ukrainian for personal enjoyment.

**MATERIALS**

- Bingo cards, board games, dice, cards.

- None required.

- Various recordings of songs in Ukrainian.

## Language Competence

### General Outcome for Language Competence

Students will use Ukrainian **effectively** and **competently**.

#### LC-1 attend to form

##### SPECIFIC OUTCOMES

*Students will be able to:*

- a. pronounce the sounds of the letters of the alphabet and common words and phrases comprehensibly

LC-1.1  
phonology

##### SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Let's Record It!**  
Divide the students into small groups. Hand out a list of common words to each group and have the students record themselves reading the words aloud. Have the students take turns recording themselves reading the list, doing their best to ensure accurate pronunciation.
- **Reading Aloud**  
Review eight to ten recently learned words with the class. Have the students then sit in a circle and take turns reading this list of words. Encourage the students to help out if someone has difficulty reading.
- **Pronunciation Game**  
Divide the class into two groups. Have each group designate a student to read a word or an expression card. When the student reads it correctly, the group gains one point.



**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- pronounce the sounds of the letters of the alphabet and common words and phrases comprehensibly?

➤ **Conferencing/Goal Setting**

With the students, listen to the recordings they made of some common vocabulary. Make some suggestions to the way the students pronounce the sounds of the letters of the alphabet and common words and phrases comprehensibly. Set goals together (see sample blackline master in Appendix E: Long-term Goal Setting).

➤ **Informal Observation**

Observe students as they participate in the reading aloud activity. Make mental notes of the extent to which students are able to pronounce the sounds of the letters of the alphabet and common words and phrases comprehensibly. Offer feedback, encouragement and praise as needed.

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they engage in the pronunciation game. Use the checklist to assess if students are able to pronounce the sounds of the letters of the alphabet and common words and phrases comprehensibly (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**MATERIALS**

- Audio recorder, pictures.

- List of common words or phrases.

- Cards with words and expressions written on them.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SPECIFIC OUTCOMES***Students will be able to:*

- b. use intonation to express meaning

LC-1.1  
phonology

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Intonation Modification**

Have the students modify their intonation to make simple phrases in Ukrainian into questions, imperatives or simple statements; e.g.,

- Це м'яч. (This is a ball.)
- Це м'яч? (This is a ball?)
- Це м'яч! (This is a ball!)
- Це м'яч! (This is a **ball!**)

► **Intonation Confusion**

Model question phrases or sentences for the students demonstrating appropriate intonation. Ask the students to write and present simple conversations using question phrases or sentences. In their conversations, have the students include misuses of intonation that cause confusion and corrections of the mistake. Consider video recording these conversations for review by the students.

**Alternative Activity**

Have the students prepare and present puppet shows demonstrating the use of intonation to express meaning in Ukrainian.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use intonation to express meaning?

➤ **Anecdotal Notes**

Observe students as they practise modifying intonation. Record anecdotal notes of the extent to which students are able to use intonation to express meaning (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they engage in conversations using appropriate intonation. Use the checklist to assess if students are able to use intonation to express meaning (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- None required.

- Puppets.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. recognize and name letters of the alphabet

LC-1.2  
orthography

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Alphabet Songs**



Teach the students simple songs, chants, poems and nursery rhymes that include the letters of the alphabet, for example, Бараболя (Barabolya).

➤ **Ukrainian Alphabet Bingo**

Invite the students to play Bingo on cards that have letters in the game spaces instead of numbers. Ask the students to take turns calling out letters, as the students mark off their Bingo cards.

➤ **Alphabet Wall**

Assign each student a letter of the alphabet to illustrate as part of a class alphabet wall. After the alphabet wall is completed, point to five different letters and ask each student to name them, for example:

Aa	Бб (бе)
	

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and name letters of the alphabet?

➤ **Anecdotal Notes**

Observe students as they sing simple alphabet songs and recite rhymes. Record anecdotal notes of the extent to which students are able to recognize and name letters of the alphabet (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they participate in Ukrainian alphabet Bingo. Make mental notes of the extent to which students are able to recognize and name letters of the alphabet. Offer feedback, encouragement and praise as needed.

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they create an alphabet wall. Students use the checklist to determine if they are able to recognize and name letters of the alphabet (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- *Barabolya* (CD by Ron Cahute), other Ukrainian songs.

- Bingo cards with Ukrainian letters instead of numbers, place markers.

- Alphabet wall with pictures and words for each letter.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. write their own name and some basic words

**LC-1.2**  
orthography

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Writing Your Name**

Introduce the students to writing their names in Ukrainian. Have the students create original nameplates for their lockers or desks (if appropriate) with words that describe them; e.g., Швидкий Стефан (Speedy Stefan).

► **Label Making**

Have the students create Ukrainian labels to be posted in the classroom; e.g.,

- двері (door)
- парта (desk)
- стіна (wall).

Have the students write their names on backs of the labels.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- write their own name and some basic words?

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they write their names in Ukrainian. Use the rating scale to assess how well students are able to write their own name and some basic words (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they create labels for the classroom. Use the checklist to assess if students are able to write their own name and some basic words (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Nameplates.

- Labels.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use a range of words and phrases within a variety of lexical fields, including:
- self
  - school
  - food
  - clothing
  - family
  - any other lexical fields that meet their needs and interests

**LC-1.3**  
lexicon

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Classroom Daily Routine**

At the beginning of the year, establish basic classroom routines, e.g., дата, погода, Як ти почуваєшся сьогодні? (date, weather, How are you feeling today?), that are repeated daily. Have individual students take turns leading these routines each day and record the class responses in a calendar wall chart.

► **Classroom Expressions Charades**

Review frequently used classroom expressions. Divide the class into two groups and play charades with those expressions.



**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use a range of words and phrases within a variety of lexical fields?

**➤ Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they lead and participate in classroom routines. Students use the checklist to determine if their peers are able to use a range of words and phrases in a variety of lexical fields (see sample blackline master in Appendix E: Peer-assessment Checklist).

**➤ Informal Observation**

Observe students as they participate in a game of charades. Make mental notes of the extent to which students are able to use a range of words and phrases in a variety of lexical fields. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Calendar wall chart to record information from the daily routine.
- Classroom expressions on slips of paper.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="text-align: center;"><i>Students will be able to:</i></p> <p>a. use, in modelled situations,<sup>★</sup> the following grammatical elements:</p> <p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>• nominative singular</li> <li>• nominative plural</li> <li>• vocative</li> <li>• accusative singular inanimate</li> <li>• accusative singular animate</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>• personal nominative (я, ми)</li> <li>• personal accusative (<i>мене, тебе</i>)</li> <li>• demonstrative (той, ця)</li> <li>• possessive (мій, твій)</li> <li>• interrogative (чий, яка)</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• noun–adjective agreement</li> <li>• accusative singular inanimate</li> <li>• accusative singular animate</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>• present common</li> <li>• imperative</li> <li>• present common reflexive</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>• quality (добре, гарно)</li> </ul> <p><b>Expression</b></p> <ul style="list-style-type: none"> <li>• interrogative (як, що)</li> <li>• date</li> <li>• time, hour</li> </ul> <p><b>Numerals</b></p> <ul style="list-style-type: none"> <li>• numeral–noun agreement (numerals 1–10)</li> </ul>	<p style="text-align: center;"><b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b></p> <p>► <b>Pronouns</b> Model pronouns such as я, ти, він, вона, воно, ми, ви, вони (me, you, he, she, it, we, you, they). Have the students use pronouns to make simple sentences about students in the class; e.g.,</p> <ul style="list-style-type: none"> <li>– Це Петро. Він тут. (This is Petro. He is here.)</li> <li>– Це Маруся. Вона тут. (This is Marusia. She is here.)</li> <li>– То пані Костюк. Вона там. (That is Mrs. Kostiuk. She is there.)</li> <li>– То Христя й Лариса. Вони там. (That is Chrystia and Larysa. They are there.)</li> </ul> <p>► <b>Adjectives Ring Toss</b> Set up several sticks labelled with different adjectives; e.g., короткий, високий, важкий, легкий (short, tall, heavy, light). Divide the students into teams. Show flash cards of common nouns and have the students toss rings around the adjectives that best describe them.</p> <p>★ <b>Modelled Situations:</b> This term is used to describe learning situations in which there is a model of specific linguistic elements consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in limited situations. Limited fluency and confidence characterize student language.</p>

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use, in modelled situations, the [given] grammatical elements?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they use simple pronouns in simple sentences about their classmates. Use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements; e.g., pronouns (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they participate in an adjective ring toss game. Record anecdotal notes of the extent to which students are able to use, in modelled situations, given grammatical elements; e.g., adjectives (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.

- Sticks, rings, labels, flash cards of common nouns.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SPECIFIC OUTCOMES***Students will be able to:*

- b. use, in structured situations,\* the following grammatical elements:

**Nouns**

- nominative singular

**Pronouns**

- personal nominative

**Adverb**

- quality

**Expressions**

- interrogative

**Numerals**

- numeral–noun agreement (numerals 1–10)

LC-1.4  
grammatical elements

**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Sentence Building with Word Cards**

Prepare index cards with one word on each card. Have the students place the cards to make a simple sentence in the pocket chart. For example:

Це (This)		хлопець (boy)
Ви (You)		учитель (teacher)
Вона (She)		мама (mother)
Це (This)	наша (our)	кляса (class)
Добрий (good)	день (day)	діти (children)

- ★ **Structured Situations:** This term is used to describe learning situations in which there is a *familiar* context for the use of specific linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in *familiar contexts* with *teacher guidance*. Student language is characterized by increasing fluency and confidence.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use, in structured situations, the [given] grammatical elements?

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they create simple sentences using word cards. Students use the checklist to determine if they are able to use, in structured situations, the given grammatical elements; e.g., nouns. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

**MATERIALS**

- Index cards, pocket chart.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-2 interpret and produce oral texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. understand simple spoken sentences in guided situations

**LC-2.1**  
aural interpretation

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Following a Recipe**

Inform the students that they will be following your oral instructions to make борщ (borshch). Divide the students into groups. Give each group all the ingredients to make the recipe, then give instructions for preparation orally.

► **Who's Who?**

Post around the classroom several pictures of different people and number each picture. Give a description of one of the people without telling the students which person you are describing. Ask the students to guess which person matches the description given.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand simple spoken sentences in guided situations?

➤ **Anecdotal Notes**

Observe students as they follow the recipe instructions. Record anecdotal notes of the extent to which students are able to understand simple spoken sentences in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to them identifying the people based on your descriptions. Use the checklist to assess if students are able to understand simple spoken sentences in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**MATERIALS**

- Simple Ukrainian recipe and ingredients.

- Pictures of people.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-2 interpret and produce oral texts**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 495 553 527"><i>Students will be able to:</i></p> <p data-bbox="269 663 565 762">a. produce simple oral words and phrases in guided situations</p> <p data-bbox="183 842 248 1024" style="writing-mode: vertical-rl; transform: rotate(180deg);">LC-2.2 oral production</p>	<p data-bbox="613 663 935 695">➤ <b>Origami Finger Game</b></p> <p data-bbox="656 699 1443 961">Have the students create a cut-and-fold finger game. On the four outside sections, the students spell out four different colours. On the eight middle sections, the students spell out eight numbers. On the inside sections, they write eight common questions related to a theme being studied using vocabulary they have learned. Have the students work in pairs or groups of three, playing their origami finger game with each other. Encourage the students to use Ukrainian as much as possible.</p> <p data-bbox="613 999 922 1031">➤ <b>Ukrainian Christmas</b></p> <p data-bbox="656 1035 1443 1161">Teach food vocabulary associated with Ukrainian Christmas. Brainstorm with the students what people might do and say on Ukrainian Christmas Eve. Have the students, in small groups, act out a scene of:</p> <ul data-bbox="656 1171 1076 1272" style="list-style-type: none"> <li>- asking to pass certain food</li> <li>- thanking people</li> <li>- telling the host that they are full.</li> </ul> <p data-bbox="656 1308 1271 1339">Invite the students to present their skits for the class.</p>



**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- produce simple oral words and phrases in guided situations?

**➤ Anecdotal Notes**

Observe students as they participate in the origami finger game activity. Record anecdotal notes of the extent to which students are able to produce simple oral words and phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

**➤ Learning Log**

After exploring Ukrainian Christmas, have the students reflect on their learning and how well they are able to produce simple oral words and phrases in guided situations.

**MATERIALS**

- Sample origami finger game, coloured paper and pens.
- Food props, plastic plates, utensils, pictures of traditional Christmas dinners.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-2 interpret and produce oral texts****SPECIFIC OUTCOMES***Students will be able to:*

- a. engage in simple interactions, using short, isolated lexical phrases

**LC-2.3**  
interactive fluency

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Thirteen Questions**

Prepare a list of 13 common questions and display it for the class. Have the students work with partners or in small groups, taking turns drawing from a deck of cards. Have the students ask their partners or group members a question based on the number of the card drawn (1 to 13; Ace = 1). Encourage the students to answer the questions properly using complete sentences.

► **Role-play**

Divide the students into groups of two. Give them five to ten minutes to discuss a situation in which they might use specific simple expressions. Have each group share or act out its situation for the class; e.g., short telephone call, running into a friend on the street or buying a small item at a store. Example phrases to use could include *Почекайте прошу.* (Please wait.), *Скільки тобі треба?* (How many do you need?), *Скільки це коштує?* (How much does it cost?), *Прожу.* (Please./You're welcome.), *Дякую.* (Thank you.)

► **Introductions**

Divide the students into groups. Have them pretend that one student in their group is new to the school. The “new” students introduce themselves to the rest of the group and have the other students show them around the classroom.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- engage in simple interactions, using short, isolated lexical phrases?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they engage in a 13 questions game. Students use the checklist to determine if they are able to engage in simple interactions, using short, isolated lexical phrases (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they begin their role-plays. Use the rating scale to assess how well students are able to engage in simple interactions, using short, isolated lexical phrases (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Informal Observations**

Observe students as they introduce group members as someone “new” to the school. Make mental notes of the extent to which students are able to engage in simple interactions, using short, isolated lexical phrases. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Deck of cards, simple questions numbered 1 to 13.

- Various props.

- None required.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**LC-3.1**  
written interpretation

- a. understand simple written sentences in guided situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Comic Strips**  
Provide comic strips with blank speech bubbles. Write the dialogue for the comic strip in a scrambled order at the bottom of the page. Have the students write the dialogue in the empty speech bubbles.
  
- **Treasure Hunt**  
Create a treasure hunt in the classroom or school yard. Write simple instructions and place them at various checkpoints. Have the students follow the simple instructions to find each checkpoint and the treasure at the very last checkpoint.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand simple written sentences in guided situations?

**➤ Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they add dialogue to comic strips. Students use the checklist to determine if their peers are able to understand simple written sentences in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

**➤ Learning Log**

After the treasure hunt, have the students assess their abilities to understand simple written sentences in guided situations. Have the students indicate their weaknesses and strengths related to understanding the instructions at each checkpoint in their learning logs.

**MATERIALS**

- Comic strips with blank speech bubbles.
- Clues and instructions on cards, checkpoints, checkpoint markers.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. produce simple written words and phrases in guided situations

**LC-3.2**  
written production

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Picture Books**

Have the students create thematic picture books for younger students using simple Ukrainian words based on lexical fields such as the farm, your neighbourhood, the school and what's for dinner.

► **Digital Presentations**

Have the students create a Web site or digital slide show presentation based on a theme, using clip art or photographs with simple captions. Encourage the students to present their projects to the class.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- produce simple written words and phrases in guided situations?

➤ **Conferencing**

Meet with the students and have them read and talk about their books. Discuss how well they were able to produce simple written words and phrases in guided situations and any strategies they used during the writing process. What worked well and what did not work?

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they create digital presentations. Use the rating scale to assess how well students are able to produce simple written words and phrases in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

- Markers, paints.

- Computer with slide show software, Web site building software, digital camera, clip art.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. derive meaning from visuals and other forms of nonverbal communication in guided situations

**LC-3.3**  
viewing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Describing Collages**

Have the students cut out pictures from magazines and prepare collages related to a lexical field. Ask the students to work in small groups, taking turns describing one of the pictures from the collages. The other group members must try to guess which picture is being described.

► **Artwork Response**

Bring in samples of artwork, preferably by Ukrainian artists. Ask the students to brainstorm different Ukrainian words to describe the artwork. Have them discuss the message or story told by the artwork or relate the artwork to their own personal experiences.



**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- derive meaning from visuals and other forms of nonverbal communication in guided situations?

**➤ Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they describe pictures used in their collages. Students use the checklist to determine if their peers are able to derive meaning from visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

**➤ Learning Log**

After the students have viewed samples of artwork, have them reflect on their learning and how well they are able to derive meaning from visuals and other forms of nonverbal communication in guided situations. Encourage them to respond by answering questions such as:

- What did the artwork remind you of?
- What strategies did you use to interpret the artwork?

**MATERIALS**

- Magazines, scissors, glue.

- Various samples of artwork, brainstorming webs (see Appendix D: Graphic Organizers).

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use visuals and other forms of nonverbal communication to express meaning in guided situations

**LC-3.4**  
representing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Summary in Pictures**  
Read a simple Ukrainian story aloud. Have the students draw pictures to illustrate the main events in the story. Guide the students by suggesting strategies for using visuals to express meaning; e.g., keep your drawings simple.
- **Picture Order**  
Prepare a set of pictures that tell a simple story and place the pictures at the front of the classroom in a scrambled order. As you read the story in Ukrainian, have the students number the correct order of the pictures.
- **Visual Games**  
Have students play Pictionary or charades with vocabulary related to lexical fields studied. Consider video recording the students as they play the games for later viewing.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use visuals and other forms of nonverbal communication to express meaning in guided situations?

➤ **Learning Log**

After the students have drawn pictures to illustrate a story, have them reflect on their learning and how well they were able to use visuals and other forms of nonverbal communication to express meaning in guided situations.

➤ **Anecdotal Notes**

Observe students as they put pictures in order to create a story. Record anecdotal notes of the extent to which students are able to use visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they play Pictionary or charades. Make mental notes of the extent to which students are able to use visuals and other forms of nonverbal communication to express meaning in guided situations. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- None required.

- Simple pictures from a story in Ukrainian.

- Pictionary game, expressions and words on cards, video recorder.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="text-align: center;"><i>Students will be able to:</i></p> <p>a. speak at a volume appropriate to classroom situations</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>LC-4.1</b> register</p>	<ul style="list-style-type: none"> <li>➤ <b>Phone Calls</b> Provide the students with toy telephones and have them work in pairs to perform simple telephone conversations; e.g., inviting someone to dinner, telling your parents where you are, ordering an item over the phone. Provide a modelled conversation and post it on the wall chart. Encourage the students to pay attention to their volume.</li>   <li>➤ <b>Simple Skits</b> Arrange the students into pairs and provide each pair with a prepared scenario in Ukrainian to act out. Encourage the students to use appropriate expression, tone and volume as they perform their parts in the skits.</li>   <li>➤ <b>Adjusting the Volume</b> Read various passages in Ukrainian and have the students ask you to speak up when you speak too quietly and to read softly when you speak too loudly. Purposely raise and lower your voice as you read. Discuss appropriate volumes associated with various classroom activities; e.g., group work, class games, independent writing.</li> </ul>

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- speak at a volume appropriate to classroom situations?

**➤ Checklist and Comments**

Create an outcome-based checklist and share it with students before they engage in telephone conversations. Use the checklist to assess if students are able to speak at a volume appropriate to classroom situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**➤ Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they engage in simple skits. Students use the checklist to determine if their peers are able to speak at a volume appropriate to classroom situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

**➤ Informal Observation**

Observe students as they ask you to raise and lower your voice while reading and discuss appropriate volumes to use in the classroom. Make mental notes of the extent to which students are able to speak at a volume appropriate to classroom situations. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Toy telephones.

- None required.

- Story in Ukrainian.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

SPECIFIC OUTCOMES	
<b>LC-4.1</b> register	<i>Students will be able to:</i>
	b. respond to tone of voice

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Judging Tone of Voice**

Prepare a worksheet with different statements on it. Beside each statement are four faces: one is happy, the second sad, the third surprised and the fourth angry. Use different tones of voice to read the statements; e.g.,

- Я люблю читати. (I like to read.)
- Я не маю приятелів. (I do not have friends.)
- Де мої черевики? (Where are my shoes?)
- Кидай м'яч! (Throw the ball!)

Have students colour in the face indicating your mood based on your tone of voice.

► **High and Low**

Demonstrate standing on your tip toes when speaking in an excited voice, squatting when speaking in a calm or bored voice and standing on flat feet when speaking in a normal voice. Have the students imitate you. After a few tries, speed up or slow down the change of tone of voice.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond to tone of voice?

**➤ Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they identify the mood based on your tone of voice. Students use the checklist to determine if they are able to respond to tone of voice (see sample blackline master in Appendix E: Self-assessment Checklist).

**➤ Peer-assessment Checklist**

Collaboratively create an outcome-based peer-assessment checklist with the students before they imitate changing their tone of voice. Students use the checklist to determine if their peers are able to respond to tone of voice (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Worksheets with different faces.

- None required.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**LC-4.2**  
idiomatic expressions

- a. imitate age-appropriate idiomatic expressions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Practising Expressions**

When playing board games, have the students practise simple idiomatic expressions they have learned in class; e.g.,

- Шкода. (Too bad.)
- Ура! Я виграв/виграла. (Hurray! I won.)
- Чудово! (Excellent!)
- Чия черга? (Whose turn is it?)
- Твоя черга. Іди! (Your turn. Go!)
- Молодець! (Well done!)



**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- imitate age-appropriate idiomatic expressions?

**➤ Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they use idiomatic expressions while playing board games. Students use the checklist to determine if they are able to imitate age-appropriate idiomatic expressions (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Various board games.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**LC-4.3**  
variations in language

- a. experience a variety of voices; i.e., male, female, young, old

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Recorded Voices**

Have the students listen to various recordings of Ukrainian speakers who come from different areas or countries of the world. Discuss the differences in their voices as a class; e.g., accents, tone of voice, rate of speech.

► **Guest Speakers**

Invite guest speakers to talk to the students in Ukrainian on a specific, prearranged topic. Ask the students to prepare questions to ask the guest speakers. After the guest speakers have left, divide the students into groups and have them discuss the different language and accents used by the speakers.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experience a variety of voices?

**➤ Learning Log**

After the students have listened to recordings of Ukrainian speakers, have them reflect on their learning and how well they were able to experience a variety of voices.

**➤ Informal Observation**

Observe students as they discuss the guest speakers. Make mental notes of the extent to which students are able to experience a variety of voices. Offer feedback, encouragement and praise as needed.

**MATERIALS**

- Контакт or Світогляд, recordings of various Ukrainian speakers.

- Ukrainian guest speakers.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="text-align: center;"><i>Students will be able to:</i></p> <p>a. imitate simple, routine social interactions</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>LC-4.4</b> social conventions</p>	<p>➤ <b>Dialogues</b> Prepare short, open-ended dialogues based on different types of social interactions. Have the students act out and complete the dialogue in an appropriate manner. Scenarios may include:</p> <ul style="list-style-type: none"> <li>– entering a classroom late</li> <li>– asking to leave the classroom</li> <li>– working in groups</li> <li>– meeting the principal in school.</li> </ul> <p>➤ <b>Interactions Throughout the Day</b> Create a video that shows you interacting with other people in Ukrainian throughout the day (e.g., at home, at a party, in the school). Watch the video with the students and have them imitate the various simple social interactions.</p> <p><b>Extension</b> Have the students create videos that show them interacting in Ukrainian. Have the students watch the videos and observe the interactions presented by the other students.</p>

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- imitate simple, routine social interactions?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they present short dialogues. Use the rubric to evaluate how well students are able to imitate simple, routine social interactions (see sample blackline master in Appendix E: Rubric).

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they imitate social interactions viewed in a video. Students use the rating scale to assess how well they are able to imitate simple, routine social interactions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

- Short, open-ended dialogues based on different social interactions.

- Video equipment.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. use basic social expressions appropriate to the classroom

**LC-4.4**  
social conventions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Classroom Expressions Posters**

At the beginning of the year, have the students make posters that indicate common classroom phrases and questions; e.g., Чи я можу застругати мій олівець? (May I please sharpen my pencil?), Як сказати ... ? (How do I say ... ?) Display these posters in the classroom. On a daily basis, encourage the students to use these expressions in Ukrainian to meet their needs.

► **Manners**

Teach vocabulary used in polite interactions (e.g., please, thank you, you are welcome, excuse me, bless you). Encourage the students to use this vocabulary when interacting with students and adults in the classroom or school.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use basic social expressions appropriate to the classroom?

➤ **Anecdotal Notes**

Observe students as they refer to their expression posters throughout the year. Record anecdotal notes of the extent to which students are able to use basic social expressions appropriate to the classroom (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Anecdotal Notes**

Observe students as they use vocabulary associated with good manners in the classroom and school. Record anecdotal notes of the extent to which students are able to use basic social expressions appropriate to the classroom (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Poster materials.

- None required.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**LC-4.5**  
nonverbal communication

- a. understand the meaning of, and imitate, some common nonverbal behaviours used in Ukrainian culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Using Body Language**

Introduce various examples of nonverbal communication that are used in Ukrainian culture. Have the students imitate you as you demonstrate these behaviours. Divide the students into partners and have them engage in a dialogue in which one of them is mute. As the speaking partners ask questions or make requests of the other person, the mute partners respond nonverbally, using appropriate gestures. Consider video recording this activity for review by the students.



**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand the meaning of, and imitate, some common nonverbal behaviours used in Ukrainian culture?

**➤ Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they use common Ukrainian nonverbal behaviours to express meaning. Students use the checklist to determine if their peers are able to understand the meaning of, and imitate, some common nonverbal behaviours used in Ukrainian culture (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Video recorder (optional).

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-5 apply knowledge of how discourse is organized, structured and sequenced**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. imitate speech that uses simple link words

LC-5.1  
cohesion/coherence

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Chain E-mail**

Review common link words with the class, then send an e-mail that is to be passed around from student to student. When a student receives the e-mail, he or she is to add to the text using one or more of the link words. At the end of the activity, print the e-mail and read it as a class.

► **Holiday Plans**

Have the students list the various activities they plan to do during an upcoming holiday using link words to connect their ideas. For example:

- Уранці я ... (In the morning, I will ...)
- Тоді я ... (Then, I will ...)
- Після того я ... (After that, I will ...)
- А потім я ... (And then, I will ...)

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-5 apply knowledge of how discourse is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- imitate speech that uses simple link words?

➤ **Anecdotal Notes**

Observe students as they add to an e-mail by using link words. Record anecdotal notes of the extent to which students are able to imitate speech that uses simple link words (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

After the students write their plans for a holiday, have them reflect on their learning and how well they were able to imitate speech that uses simple link words. Have the students describe when they might use these link words in the future.

**MATERIALS**

- E-mail, printer.

- None required.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-5 apply knowledge of how discourse is organized, structured and sequenced**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="267 493 552 525"><i>Students will be able to:</i></p> <p data-bbox="267 661 552 724">a. experience a variety of oral text forms</p> <p data-bbox="181 756 243 871"><b>LC-5.2</b> text forms</p>	<p data-bbox="613 661 795 693">➤ <b>Folk Songs</b></p> <p data-bbox="657 693 1437 787">Play a Ukrainian folk song for the students. Have the students read a printed copy of the song’s lyrics. Encourage the students to learn to sing the song.</p> <p data-bbox="613 829 771 861">➤ <b>TV Show</b></p> <p data-bbox="657 861 1437 924">Play a video of a Ukrainian variety show for children or a cartoon. For example:</p> <ul data-bbox="657 934 836 997" style="list-style-type: none"><li>- Контакт</li><li>- Світогляд.</li></ul> <p data-bbox="657 1039 1437 1102">Have the students discuss the show in groups, then list other types of Ukrainian videos they would like to watch.</p>

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-5 apply knowledge of how discourse is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experience a variety of oral text forms?

➤ **Learning Log**

After the students listen to and sing a Ukrainian folk song, have them reflect on their learning and how well they were able to experience a variety of oral text forms.

➤ **Learning Log**

After the students view a Ukrainian video, have them reflect on their learning and how well they were able to experience a variety of oral text forms.

**MATERIALS**

- Folk songs recording, sheet of lyrics.

- Video of a Ukrainian variety show or cartoon, viewing station.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-5 apply knowledge of how discourse is organized, structured and sequenced**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. recognize some simple oral text forms

**LC-5.2**  
text forms

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Matching Text Forms**

Prepare a list of excerpts from a variety of simple oral text forms.

For example:

- Давно, давно тому ... (A long time ago ...)
- Було колись ... (Once upon a time ...)
- Сьогодні наш кореспондент ... (Today our reporter is ...)
- І всі жили у згоді. (Everyone lived in harmony.)
- Дякую за увагу. До побачення. (Thank you for your attention. Goodbye.)

Read the excerpts and have the students guess the type of oral text they are from; e.g., newscast, legend, personal anecdote, play, advertisement. Afterward, discuss how they recognized the different oral text forms.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-5 apply knowledge of how discourse is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize some simple oral text forms?

**➤ Observation Checklist**

Create an outcome-based checklist and share it with students before they match the excerpts to the oral text forms. Use the checklist to assess if students are able to recognize some simple oral text forms (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Ukrainian *Nova 1* (Language and Concept Development Stories), O. Bilash, 1991. LRC order 153172.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-5 apply knowledge of how discourse is organized, structured and sequenced**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="267 493 553 525"><i>Students will be able to:</i></p> <p data-bbox="181 577 251 913"><b>LC-5.3</b> patterns of social interaction</p> <p data-bbox="267 661 544 766">a. respond using very simple social interaction patterns</p>	<p data-bbox="613 661 860 693">► <b>Telephone Calls</b></p> <p data-bbox="657 703 1425 955">Have the students use toy or old telephones in pairs to conduct simple conversations based on previously learned social interaction patterns; e.g., подзвони й скажи, що ти захворів/захворіла й не зможеш прийти на вечірку (call to say you are sick and will not be going to the party), подзвони товаришеві, щоб домовитися про зустріч (call a friend to arrange a meeting), подзвони своїм батькам і скажи, де ти є (call your parents to tell them where you are).</p>



**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-5 apply knowledge of how discourse is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond using very simple social interaction patterns?

➤ **Anecdotal Notes**

Observe students as they participate in telephone calls. Record anecdotal notes of the extent to which students are able to respond using very simple social interaction patterns (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Toy or old telephones.

## Global Citizenship

### General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

#### GC-1 historical and contemporary elements of Ukrainian culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="text-align: center;"><i>Students will be able to:</i></p> <p>a. participate in activities and experiences that reflect elements of Ukrainian culture</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">GC-1.1 accessing/analyzing cultural knowledge</p>	<ul style="list-style-type: none"> <li>➤ <b>Performance or Celebration</b> Ask the students to assist in preparing a class or school-wide cultural activity related to the Ukrainian language and culture; e.g., invite in a singer or have a dance performance, have a traditional meal, cultural celebrations such as св. Миколай or Великдень (St. Nicholas or Easter).</li> <li>➤ <b>Research</b> Have the students look at books, magazines and Web sites with Ukrainian content. Have the students choose a topic of interest to research, such as <i>pysanky</i>, and generate a list of words that they would like to know to talk about this subject; e.g., яйце, кистка/писальце, віск, свічка, фарби (egg, stylus, beeswax, candle, dyes). Ask the students to share their findings by creating posters.</li> <li>➤ <b>Dance</b> View Ukrainian dance videos, then have the students learn some basic Ukrainian dance steps.</li> <li>➤ <b>Folk Music</b> Listen to a variety of traditional folk songs or liturgical music associated with religious/cultural holidays. Teach the students to sing a simple song; e.g., Подоляночка.</li> </ul>

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in activities and experiences that reflect elements of Ukrainian culture?

➤ **Learning Log**

After the school-wide cultural activity, have the students reflect on their learning and how well they were able to participate in activities and experiences that reflect elements of Ukrainian culture.

➤ **Conferencing**

Meet with the students in small groups to discuss their participation in activities and experiences that reflect elements of Ukrainian culture. Discuss what they learned about Ukrainian culture and make plans for future participation in cultural activities.

➤ **Informal Observation**

Observe students as they watch the Ukrainian dance videos and learn the dance. Make mental notes of the extent to which students are able to participate in activities and experiences that reflect elements of Ukrainian culture. Offer feedback, encouragement and praise as needed.

➤ **Anecdotal Notes**

Observe students as they listen to folk music. Record anecdotal notes of the extent to which students are able to participate in activities and experiences that reflect elements of Ukrainian culture (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Food (optional).

- Resources such as [www.encyclopediaofUkraine.com/default.asp](http://www.encyclopediaofUkraine.com/default.asp) (Kubijovyc), Ukrainian Knowledge Internet Portal ([www.oomroom.ca](http://www.oomroom.ca)).

- Shumka videos such as Shumka's *Cinderella*, dance music.

- *Songs of the Soul* (Edmonton Catholic Schools, 1999), other examples of traditional music.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**GC-1.1**  
accessing/analyzing cultural knowledge

- b. ask questions, using English, about elements of the Ukrainian culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **KWL Chart**  
After the activities, such as viewing a video or listening to music, have the students complete a KWL chart (what I Know, what I Want to know, what I Learned) and use it to guide their inquiry into Ukrainian culture (see Appendix D: Graphic Organizers).
- **Interviews**  
Have the students interview native speakers of Ukrainian in English to grasp a deeper understanding of cultural elements; for example, asking questions on living in Ukraine, celebrations, traditional crafts, traditional clothing. Have them prepare their questions before the guest’s visit. Consider video recording this activity for later review.
- **Question Board**  
Ask the students to each post a question about Ukrainian culture on a “question board” (one or two a day) and provide reference materials or information for finding an answer. Have the students find the answers to more complicated questions together as a class.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- ask questions, using English, about elements of the Ukrainian culture?

➤ **Learning Log**

After the students complete their KWL charts, have them reflect on their learning and how well they were able to ask questions, using English, about elements of the Ukrainian culture.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they interview a guest. Use the checklist to assess if students are able to ask questions, using English, about elements of the Ukrainian culture (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they post questions on a question board. Record anecdotal notes of the extent to which students are able to ask questions, using English, about elements of the Ukrainian culture (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Various research materials such as books, articles, Web sites.

- Ukrainian guest, video recorder (optional).

- Question board, reference materials.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. participate in activities and experiences that reflect elements of Ukrainian culture

**GC-1.2**  
knowledge of Ukrainian culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Pysanky**  
After reviewing the significance of the symbols and colours used in *pysanky* and the process for making them, have the students create *pysanky*. Create a school display with the finished eggs.
- **Traditional Food**  
Have the students make simple Ukrainian culinary dishes related to a Ukrainian cultural celebration; e.g., honey cookies or varenky. Have a class potluck lunch of traditional food.
- **Field Trip**  
Organize a field trip to a Ukrainian cultural event taking place in your community, such as a dance, festival or concert.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in activities and experiences that reflect elements of Ukrainian culture?

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they create *pysanky*. Students use the rating scale to assess how well they are able to participate in activities and experiences that reflect elements of Ukrainian culture (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ **Anecdotal Notes**

Observe students as they participate in a class potluck of traditional Ukrainian food. Record anecdotal notes of the extent to which students are able to participate in activities and experiences that reflect elements of Ukrainian culture (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

After attending a Ukrainian cultural event in the community, have the students reflect on their learning and how well they were able to participate in activities and experiences that reflect elements of Ukrainian culture. Have the students describe how they participated; e.g., sampled foods, listened to music, watched a performance, clapped.

**MATERIALS**

- Supplies for *pysanky* making (blown eggs, beeswax, dyes, styluses, candles), sample designs.

- Recipes, ingredients.

- None required.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 495 553 527"><i>Students will be able to:</i></p> <p data-bbox="181 657 250 995"><b>GC-1.3</b> applying cultural knowledge</p> <p data-bbox="269 663 578 758">a. recognize elements of Ukrainian culture in the classroom</p>	<p data-bbox="613 663 841 695">► <b>Holiday Cards</b></p> <p data-bbox="656 699 1438 831">Have the students design cards reflecting cultural celebrations, e.g., Christmas cards or Іменини, and give them to their classmates, friends or family or display them in the classroom. Consider using card-making software to create and print the cards.</p> <p data-bbox="613 932 992 963">► <b>Show and Tell and Display</b></p> <p data-bbox="656 968 1438 1062">Organize a show and tell in which students bring items from home or the community related to Ukrainian culture and present them to the class. Add the items to a class display.</p>



**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize elements of Ukrainian culture in the classroom?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they create holiday cards. Students use the checklist to determine if their peers are able to recognize elements of Ukrainian culture in the classroom (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they engage in a show and tell and create a class display. Use the rubric to evaluate how well students are able to recognize elements of Ukrainian culture in the classroom (see sample blackline master in Appendix E: Rubric).

**MATERIALS**

- Markers, card-making software (optional).
- Various cultural objects.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<p><i>Students will be able to:</i></p> <p><b>GC-1.4</b> diversity within Ukrainian culture</p> <p>a. experience diverse elements of Ukrainian culture</p>	<ul style="list-style-type: none"><li>➤ <b>Ukrainian Day</b> Have the students organize, participate in and attend school-wide cultural celebrations; e.g., Ukrainian Day, Celebrate Your Culture Day. Have the students share what they have learned about Ukrainian culture with the rest of the school through various cultural displays and demonstrations.</li><li>➤ <b>Digital Presentations</b> Divide the students into groups, and have them collect information on Ukrainian culture and create digital presentations such as slide shows or Web sites. Encourage the students to cover diverse aspects of Ukrainian culture; e.g., clothing, food, music, art, dance, religion, politics, values.</li></ul>

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experience diverse elements of Ukrainian culture?

➤ **Learning Log**

After the students participate in a cultural event, have them reflect on their learning and how well they were able to experience diverse elements of Ukrainian culture.

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they create digital presentations. Students use the checklist to determine if their peers are able to experience diverse elements of Ukrainian culture (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Various posters, cultural objects and displays, costumes, food.
- Computers with Internet access, digital slide show software, research materials.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><i>Students will be able to:</i></p> <p>a. participate in cultural activities and experiences</p> <p><b>GC-1.5</b> valuing Ukrainian culture</p>	<ul style="list-style-type: none"><li>➤ <b>Personal Journals</b> Have the students write reflective comments in English in a personal journal regarding the cultural events in which they have participated. Have them highlight the activities they enjoyed the most and why they enjoyed them.</li><li>➤ <b>Venn Diagram</b> Plan a Ukrainian Christmas, then after the celebrations have the students use Venn diagrams to contrast and compare the way Christmas is celebrated in Ukraine and in Canada.</li><li>➤ <b>Community Multicultural Celebration</b> Invite the students to participate in a community multicultural celebration; e.g., food festival.</li></ul>

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in cultural activities and experiences?

➤ **Learning Log**

Have the students reflect on their learning and how well they were able to participate in cultural activities and experiences; e.g., I participated by ...

➤ **Informal Observation**

Observe students as they create Venn diagrams. Make mental notes of the extent to which students are able to participate in cultural activities and experiences. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students prior to the students participating in community multicultural celebrations. Use the checklist to assess if students are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- None required.

- Venn diagrams (see Appendix D: Graphic Organizers).

- None required.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**GC-2.1**  
awareness of first language

- a. distinguish between their first language and Ukrainian

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Comparing Sounds**

Have the students listen to audio recordings and identify and practise phonological sounds and patterns that are different than those of their first language.

**Extension**

When reading a text, have the students highlight specific sounds in Ukrainian that are different than those used in their first language.

➤ **Comparing Alphabets**

Have the students review the Ukrainian alphabet and note the letters that are not found in their first language. Have them discuss in groups the various differences between the Ukrainian alphabet and the English alphabet.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- distinguish between their first language and Ukrainian?

➤ **Conferencing/Learning Log**

After the students identify and practise sounds that are different than those found in their first language, have them conference in small groups to review what they have been learning in relation to sounds/phonology, discuss their progress and how well they were able to distinguish between their first language and Ukrainian. Have the students set goals for future learning in their learning logs.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students prior to them comparing the Ukrainian alphabet to the English alphabet. Use the checklist to assess if students are able to distinguish between their first language and Ukrainian (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Ukrainian Knowledge Internet Portal—Oom Room, Web sites such as Ukrainianpower.com, audio recordings.

- None required.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. explore the variety of languages spoken by those around them

**GC-2.2**  
general language knowledge

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Class and Family Surveys**

Ask the students to share their personal heritage and cultural backgrounds with one another, then conduct a survey of the languages spoken by their classmates or their extended families. Have the students graph and post their results or show them on a family tree.

**Extension**

Have the friends or relatives of the students give brief presentations about their cultural backgrounds and languages.

► **Culture and Language Fair**

Invite the students to participate in a mini cultural fair in the classroom. Have small groups prepare presentations on different cultures represented in the classroom in which they teach some vocabulary from the different languages. Consider inviting students of younger grades (e.g., Grade 2 and Grade 3) as an audience.



**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore the variety of languages spoken by those around them?

➤ **Informal Observation**

Observe students as they conduct surveys and consolidate their results. Make mental notes of the extent to which students are able to explore the variety of languages spoken by those around them. Offer feedback, encouragement and praise as needed.

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students prior to having them engage in a culture and language fair. Use the rubric to evaluate how well students are able to explore the variety of languages spoken by those around them (see sample blackline master in Appendix E: Rubric).

**MATERIALS**

- Graph paper.

- Cultural objects and props, costumes, poster materials.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. identify similarities among words from different languages within their personal experience

**GC-2.2**  
general language knowledge

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Cognates Word Wall**

As cognates from different languages appear during daily classroom activities, discuss each word and its linguistic root. Post these cognates on a word wall and encourage the students to add to the wall throughout the year.

► **Mapping Language**

Discuss various words in common usage that come from other languages and the concept of language families (e.g., Slavic languages, Germanic languages, Indo-Iranian languages, Romance languages). Have the students mark a world map, showing the origins of Ukrainian words; e.g.,

- картопля – *kartofel* (German)
- ресторан – (French)
- банк – (English)
- science and technological words with English roots (Internet, e-mail).

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify similarities among words from different languages within their personal experience?

➤ **Informal Observation**

Observe students as they discuss cognates and add them to a word wall. Make mental notes of the extent to which students are able to identify similarities among words from different languages within their personal experience. Offer feedback, encouragement and praise as needed.

➤ **Anecdotal Notes**

Observe students as they mark words in Ukrainian on a world map. Record anecdotal notes of the extent to which students are able to identify similarities among words from different languages within their personal experience (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Word wall, markers.

- World map, pins, markers.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. explore similarities between their own culture and other cultures

**GC-2.3**  
awareness of own culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Venn Diagrams**

Have the students use Venn diagrams to contrast and compare differences between Ukrainian culture and other cultures, such as Chinese, British, French, Middle Eastern, Aboriginal (based on the cultural makeup of the class/school).

► **Multicultural Celebrations**

When there is an important cultural event, such as Christmas, New Year or birthdays, organize a classroom event to celebrate the different traditions of individual students. Have each student bring in a food item and/or artifact representing his or her cultural background and describe how the event (or a similar event) is celebrated in his or her family.

► **Birthdays Around the World**

Present information on different ways that birthdays are celebrated around the world. Have the students provide information about their own birthday traditions (e.g., songs, food, presents, dances). On each student's birthday, try to practise one cultural tradition from another country.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore similarities between their own culture and other cultures?

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they create Venn diagrams. Use the checklist to assess if students are able to explore similarities between their own culture and other cultures (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ **Learning Log**

After the students engage in a multicultural celebration, have them reflect on their learning and how well they were able to explore similarities between their own cultures and other cultures; e.g.,

- One similarity I found surprising was ...
- The two cultures are similar because ...

➤ **Anecdotal Notes**

Observe students as they provide information on how they celebrate birthdays in their families. Record anecdotal notes of the extent to which students are able to explore similarities between their own culture and other cultures (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Venn diagrams (see Appendix D: Graphic Organizers).
- Various cultural artifacts.
- Information on birthday celebrations around the world.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. participate in activities and experiences that reflect elements of different cultures

**GC-2.4**  
general cultural knowledge

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Holidays Around the World**

Collaboratively identify Canada’s holidays and then go to [www.kidlink.org](http://www.kidlink.org) and find the link to the Multicultural Calendar. Have the students use the calendar to investigate what unique holidays are celebrated in other countries. Designate a bulletin board in the school hallway as a “Holidays Around the World” display area. Assign individual students holidays for which they create displays and, on the holidays, have them post their displays.

**Caution**

Students should be monitored when they use the Internet.

➤ **Digital Presentations**

Divide the students into groups and have them provide information about their cultural backgrounds and use this information to create a slide show, digital slide show or Web site. Have each group present to the other groups.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in activities and experiences that reflect elements of different cultures?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they create displays on various holidays around the world. Use the checklist to assess if students are able to participate in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Observation Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they create digital presentations. Students use the checklist to determine if their peers are able to participate in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Bulletin board, poster materials.

- Computers with Internet, Web site development software, slide show software.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. interact with others

**GC-2.5**  
valuing diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Interacting with Seniors**

Organize a visit to a senior citizens' centre or invite seniors to the school. Have the students interview the seniors to learn about their lives and experiences. Have the students develop questions beforehand, such as Де Ви народилися? (Where were you born?), Як Ви заробляли на життя? (What did you do for a living?), Яким було життя, коли Ви були мого віку (What were things like when you were my age?) Consider video recording the interviews and having the students review them later.



**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- interact with others?

➤ **Anecdotal Notes**

Observe students as they interact with seniors. Record anecdotal notes of the extent to which students are able to interact with others (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Visitors from a seniors' centre, video recorder (optional).

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. adapt to new situations

**GC-2.6**  
intercultural skills

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Changing the Venue**

Move the class outside, to a park or to a cultural site; e.g., Ukrainian Cultural Heritage Village or other historic site, cultural bakery or food processing plant. Have the students adapt to the new environment; e.g., modify volume or speech, interactions with other students.

► **Problem-solving Scenarios**

Organize the students into small groups and give each group a different scenario. Have each group brainstorm ways they would adapt to the given situation. For example:

You are in a foreign country and you do not speak the language.

You need help:

- taking public transportation
- ordering from a menu
- getting somewhere.

Have the student groups then role-play their scenarios for the class.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- adapt to new situations?

➤ **Anecdotal Notes**

Observe students as they adapt to a new location. Record anecdotal notes of the extent to which students are able to adapt to new situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before sharing problem-solving scenarios with them. Use the rubric to evaluate how well students are able to adapt to new situations (see sample blackline master in Appendix E: Rubric).

**MATERIALS**

- None required.

- Various problem-solving scenarios (one for each group).

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal and career opportunities**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><i>Students will be able to:</i></p> <p><b>GC-3.1</b> Ukrainian culture and language</p> <p>a. identify reasons for learning Ukrainian</p>	<p>► <b>Brainstorming and Discussion</b> Lead the students in a brainstorming activity about the benefits of learning a second language, then direct the discussion to specifically highlight reasons for learning Ukrainian.</p> <p>► <b>Poster Promotion</b> Ask the students to design posters to promote learning Ukrainian, including reasons for learning the language. Display these posters around the school.</p> <p><b>Extension</b> Have the students colour in a map showing Ukrainian-speaking communities across Alberta.</p>

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal and career opportunities****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify reasons for learning Ukrainian?

➤ **Anecdotal Notes**

Observe students as they brainstorm and discuss reasons for learning Ukrainian. Record anecdotal notes of the extent to which students are able to identify reasons for learning Ukrainian (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they create posters promoting learning Ukrainian. Use the checklist to assess if students are able to identify reasons for learning Ukrainian (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**MATERIALS**

- None required.

- Poster materials, map of Alberta.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal and career opportunities**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**GC-3.2**  
cultural and linguistic diversity

- a. suggest reasons for participating in activities and experiences that reflect elements of different cultures

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Experiencing Other Cultures**

Lead a discussion about why Canadians feel it is important to participate in the activities of different cultures. Have the students discuss cultural activities that they have participated in; e.g., Heritage Days.

Divide the students into groups and have them imagine what it would be like if they knew nothing at all about the cultures of other people. Have them respond to questions such as:

- Would it be more difficult to communicate with others?
- Would it be easier or harder to live together in one community?
- What would you lose by not learning about the cultures of other people?

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal and career opportunities****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- suggest reasons for participating in activities and experiences that reflect elements of different cultures?

**➤ Learning Log**

After a discussion on the importance of learning about other cultures, have the students reflect on their learning and how well they were able to suggest reasons for participating in activities and experiences that reflect elements of different cultures.

**MATERIALS**

- None required.

## Strategies

### General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

#### S-1 language learning

##### SPECIFIC OUTCOMES

*Students will be able to:*

- a. use simple cognitive strategies, with guidance, to enhance language learning

S-1.1  
cognitive

##### SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Songs**

Teach the students to sing songs in Ukrainian, e.g., Бараболя (Barabolya), to enhance their learning of letter identification.

Encourage the students to make up actions to go along with words of the song.

► **Flash Cards**

Have the students make their own flash cards. On one side of the flash card is a word printed in Ukrainian. On the other side is the English word. Have the students quiz each other using the flash cards. Encourage the students to repeat the word a few times silently and aloud to their partners.



**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple cognitive strategies, with guidance, to enhance language learning?

➤ **Anecdotal Notes**

Observe students as they sing songs. Record anecdotal notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short songs, perform actions to match the words of a song (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Circulate and observe students as they participate in the flash card activity. Note the extent to which they are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud.

**MATERIALS**

- Ukrainian songs (e.g., Barabolya).

- Blank flash cards, markers.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use simple metacognitive strategies, with guidance, to enhance language learning

**S-1.2**  
metacognitive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Reflection**

Divide the students into groups and have them share stories related to information learned in the unit; e.g., vocabulary, grammatical structures, cultural elements. Encourage the students to make connections between their learning and past experiences using sentence starters such as:

- Це мені нагадує ... (This reminds me of the time ...)
- Якби я це знала раніше ... (If I had known this earlier ...)
- Коли ми вчимо це, я завжди думаю про ... (When we study this, I always think of ...)

► **Making Connections**

When teaching vocabulary, grammar or cultural information, have the students make connections to their previous knowledge on the topic. Record these connections in a class flow chart that shows how the information is related to the students' previous learning.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple metacognitive strategies, with guidance, to enhance language learning?

➤ **Learning Log**

Have the students reflect on their learning and how well they were able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher.

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they create a class flow chart. Students use the checklist to determine if they are able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., connect new information to previous learning (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Sentence starters.

- None required.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use simple social and affective strategies, with guidance, to enhance language learning

**S-1.3**  
social/affective

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Sharing with Others**

Have the students share their written work with each other or with students in another Ukrainian class. Encourage the students to work together to solve problems related to their written work; e.g., unknown vocabulary or grammar. Have the students provide each other with constructive feedback.

► **Group Work**

Divide the students into groups to work cooperatively on a project. Have the students assign group roles and work together to complete the assignment.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple social and affective strategies, with guidance, to enhance language learning?

➤ **Anecdotal Notes**

Observe students as they share and discuss their written work. Record anecdotal notes of the extent to which students are able to use simple social and affective strategies, with guidance, to enhance language learning; e.g., work with others to solve problems and get feedback on tasks (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Conferencing**

In their working groups, have students conference to discuss how they use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups. What strategies did they use for working together?

**MATERIALS**

- None required.

- None required.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-2 language use**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use simple interactive strategies, with guidance, to enhance language use

**S-2.1**  
interactive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Matching Actions with Words**

Model a variety of gestures associated with words in Ukrainian to aid comprehension. Have the students imitate these actions as they repeat the words and phrases. Encourage the students to use these gestures to improve their communication.

► **Strategy Role-play**

Divide the students into small groups and have one student role-play a previously learned interactive strategy. Have the others try to guess what strategy they are acting out.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S–2 language use****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple interactive strategies, with guidance, to enhance language use?

➤ **Informal Observation**

As the students imitate gestures used to aid communication, observe their abilities to use interactive strategies, with guidance, to enhance language use; e.g., interpret and use nonverbal cues to communicate. Use your observations to assess the students' progress.

➤ **Anecdotal Notes**

Observe students as they role-play interactive strategies. Record anecdotal notes of the extent to which students are able to use simple interactive strategies, with guidance, to enhance language use; e.g., use nonverbal cues to communicate, ask for clarification, use circumlocution (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

➤ None required.

➤ None required.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-2 language use**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use simple interpretive strategies, with guidance, to enhance language use

S-2.2  
interpretive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Interpretive Strategies Role-play**  
Teach the students simple interpretive strategies; e.g., use gestures, intonation and visual supports such as facial expressions, pointing and mime. Arrange the students into small groups and have each group prepare a brief role-play in which they use these strategies to aid comprehension.
  
- **Prediction**  
Encourage the students to make predictions about what they will hear or read based on titles, pictures, prior knowledge and so on. Have them review their predictions after listening to or reading the text.
  
- **Picture Books**  
Arrange the students into small groups and provide each group with several Ukrainian picture books. Encourage the students to use the pictures to aid their comprehension of the text.



**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-2 language use****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple interpretive strategies, with guidance, to enhance language use?

➤ **Learning Log**

After the role-plays, have the students reflect on their learning and how well they were able to use simple interpretive strategies, with guidance, to enhance language use; e.g., use gestures, intonation and visual supports to aid comprehension.

➤ **Observation Checklist**

Create an outcome-based observation checklist and share it with students before they predict what they will hear or read. Use the checklist to assess if students are able to use simple interpretive strategies, with guidance, to enhance language use; e.g., make predictions about what you expect to hear or read (see sample blackline master Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they read several Ukrainian picture books. Record anecdotal notes of the extent to which they are able to use simple interpretive strategies, with guidance, to enhance language use; e.g., use illustrations to aid reading comprehension, reread several times (see sample blackline master Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.

- Various simple texts in Ukrainian.

- Several Ukrainian picture books.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-2 language use**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use simple productive strategies, with guidance, to enhance language use

**S-2.3**  
productive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **A Language-rich Environment**

Have the students design cards or small posters reflecting vocabulary or expressions related to the theme being covered. Post these cards and posters around the classroom; e.g., language ladders, азбука/абетка/алфавит (alphabet).

► **Simple Storybooks**

Have the students create simple storybooks using illustrations to provide detail. Provide the students with repetitive patterns to use as models for their own stories.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S–2 language use****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple productive strategies, with guidance, to enhance language use?

➤ **Anecdotal Notes**

Record anecdotal notes of the extent to which students use simple productive strategies, with guidance, to enhance language use; e.g., use words that are visible in the immediate environment (see sample blackline master Appendix E: Anecdotal Notes).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they create simple storybooks. Use the rubric to evaluate how well students use simple productive strategies, with guidance, to enhance language use; e.g., use illustrations to provide detail when producing your own texts, use familiar repetitive patterns from stories, songs, rhymes or media (see sample blackline master in Appendix E: Rubric).

**MATERIALS**

- Poster materials.

- None required.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use simple cognitive strategies, with guidance, to enhance general learning

**S-3.1**  
cognitive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Memory Aids**

Have the students memorize songs, chants, poems or nursery rhymes to help them remember vocabulary; e.g., *Barabolya* CD. Encourage them to also use mental images to remember new vocabulary and information.

➤ **Classification**

Encourage the students to organize vocabulary into a variety of categories; e.g., word type, lexical fields. Have them share their organization strategies with others in small groups.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple cognitive strategies, with guidance, to enhance general learning?

➤ **Self-assessment Checklist**

Create a self-assessment checklist and share it with students before they use memory aids to memorize vocabulary and information.

Students use the checklist to assess their ability to use simple cognitive strategies, with guidance, to enhance language learning; e.g., to remember new information (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they organize vocabulary in a variety of ways. Record anecdotal notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., classify objects and ideas according to their attributes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Songs, chants, poems, nursery rhymes.

- None required.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use simple metacognitive strategies, with guidance, to enhance general learning

**S-3.2**  
metacognitive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Sharing Learning Strategies**

Divide the students into partners and have them describe strategies they used to accomplish a recent task; e.g., passing a vocabulary test, project work. Have the students switch partners and discuss their strategies again. Afterward, have the students reflect on the strategies they heard and note any they would like to try in the future.

➤ **Letters Home**

Have the students write letters to their parents or friends summarizing their learning for the month, term or year. Have them identify and describe their learning needs and interests. Encourage the parents or friends to respond to the letters.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple metacognitive strategies, with guidance, to enhance general learning?

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they share their learning strategies. Students use the checklist to determine if they are able to use simple metacognitive strategies, with guidance, to enhance general learning; e.g., reflect on learning tasks, reflect upon thinking processes and how you learn. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➤ **Conferencing**

Make photocopies of the letters and conference with the students, providing feedback about the extent to which the students are able to use simple metacognitive strategies, with guidance, to enhance general learning; e.g., identify your needs and interests, reflect upon your thinking processes and how you learn.

**MATERIALS**

- None required.

- None required.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use simple social and affective strategies, with guidance, to enhance general learning

**S-3.3**  
social/affective

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Strategies Role-play**  
Have the students use role-play to practise social and affective strategies; e.g., ask for help, use self-talk to feel competent to do the task, be willing to take risks and to try unfamiliar tasks.
  
- **Encouraging Others**  
Have the students practise phrases for encouraging others. Ask the students to use these phrases to make inspiration posters for the classroom. Consider having the students use computers to make these posters.



**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple social and affective strategies, with guidance, to enhance general learning?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they engage in the role-play. Use the rubric to evaluate how well students are able to use simple social and affective strategies, with guidance, to enhance general learning; e.g., be willing to take risks, use self-talk to feel competent (see sample blackline master in Appendix E: Rubric).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they create encouragement posters. Students use the checklist to determine if they are able to use simple social and affective strategies, with guidance, to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Various props.

- Poster materials.







## Grade Level Samples for Grade 5

Applications .....	300
Language Competence .....	360
Global Citizenship .....	416
Strategies .....	452

### General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

<p style="text-align: center;"><b>Applications</b></p>  <p>Students will use Ukrainian in a variety of <b>situations</b> and for a variety of <b>purposes</b>.</p> <p>A-1 to impart and receive information            A-2 to express emotions and personal perspectives            A-3 to get things done            A-4 to form, maintain and change interpersonal relationships            A-5 to extend their knowledge of the world            A-6 for imaginative purposes and personal enjoyment</p>	<p style="text-align: center;"><b>Language Competence</b></p>  <p>Students will use Ukrainian <b>effectively</b> and <b>competently</b>.</p> <p>LC-1 attend to form            LC-2 interpret and produce oral texts            LC-3 interpret and produce written and visual texts            LC-4 apply knowledge of the sociocultural context            LC-5 apply knowledge of how discourse is organized, structured and sequenced</p>
<p style="text-align: center;"><b>Global Citizenship</b></p>  <p>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>.</p> <p>GC-1 historical and contemporary elements of Ukrainian culture            GC-2 affirming diversity            GC-3 personal and career opportunities</p>	<p style="text-align: center;"><b>Strategies</b></p>  <p>Students will know and use strategies to maximize the <b>effectiveness</b> of learning and communication.</p> <p>S-1 language learning            S-2 language use            S-3 general learning</p>

## Applications

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. ask for and provide information; e.g., time, dates, locations

A-1.1  
share factual information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Inside–Outside Circle**

Ask the students to form two circles, one inside the other. With music playing, one circle walks in one direction and the other walks in the opposite direction. When the music stops, have the students interview classmates opposite them, asking questions such as:

- Котра година тепер? (What time is it now?)
- Який день сьогодні? (What day is it?)
- Де ти живеш? (Where do you live?)

► **Interview**

Create a list of questions to ask in a personal interview; e.g.,

- Скільки тобі років? (How old are you?)
- Де ти живеш? (Where do you live?)
- Що ти любиш? (What do you like?)

Share the questions with the students and have each student prepare responses to the questions. Have the students take turns being the interviewer and sharing information about themselves.

► **Introductions**

Have the students use language models to interview one another to learn personal information. Students introduce their partners to the class, using a model provided. For example:

- Добрий день, мене звати \_\_\_\_\_. (Hello, my name is \_\_\_\_\_.)
- Це мій друг/моя подруга \_\_\_\_\_. (This is my friend \_\_\_\_\_.)
- Йому/їй \_\_\_\_ років. (He or she is \_\_\_\_\_ years old.)
- Він/вона живе \_\_\_\_\_. (He or she lives \_\_\_\_\_.)
- Він/вона любить \_\_\_\_\_. (He or she likes \_\_\_\_\_.)

Consider video recording the interviews for viewing by the students.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- ask for and provide information?

➤ **Anecdotal Notes**

Observe students as they participate in the inside–outside circle activity. Record anecdotal notes of the extent to which students are able to ask for and provide information (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Conferencing**

Meet with students, individually or in small groups, to discuss the activities in which students ask for and provide information in Ukrainian. Discuss how the students responded to personal questions during the interview. Discuss any difficulties they had and possible strategies for dealing with these difficulties.

➤ **Learning Log**

After the interviews, have the students reflect on their learning and how well they were able to ask for and provide information.

Students answer the following questions:

- What strategies do you use to remember vocabulary and grammatical structures?
- What do you find the easiest/hardest?

**MATERIALS**

- Music, audio equipment.

- None required.

- Video recording and viewing equipment (optional).

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. respond to simple, predictable questions

A-1.1  
share factual information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Responding to Questions**

Have the students work with partners to prepare role-plays in which they practise asking and answering questions to elicit information on such things as name, age, day, family members, birthday and location; e.g.,

- Скільки тобі років? (How old are you?)
- Що ти любиш їсти? (What do you like to eat?)
- Де ти живеш? (Where do you live?)
- Що ти любиш робити? (What do you like to do?)
- Яка твоя улюблена телевізійна програма? (What is your favourite television program?)

► **Where Are You?**

Review vocabulary and grammatical structures related to places. Divide the students into pairs or small groups and choose one person from each group to start. The starting students think of a place, e.g., кімната в будинку (room of the house), частина школи (part of the school), десь у громаді (somewhere in the community), and the other students ask questions and guess the students' locations.

► **Birthday Questions**

Have the students write down family and/or friends' birthdays, then take turns practising the following dialogue:

Student A: Коли в твоєї мами день народження?  
(When is your mom's birthday?)

Student B: У моєї мами день народження 9-го червня.  
(My mom's birthday is June 9th.)

Коли в твого тата день народження?  
(When is your dad's birthday?)

Student A: У мого тата день народження 17-го грудня.  
(My dad's birthday is December 17th.)

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond to simple, predictable questions?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they ask and answer questions during their role-plays. Use the checklist to assess if students are able to respond to simple, predictable questions (see sample blackline master in Appendix E: Observation Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they guess locations chosen by other students. Use the checklist to assess if students are able to respond to simple, predictable questions (see sample blackline master in Appendix E: Observation Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they ask and respond to questions about birthdays. Students use the checklist to determine if their peers are able to respond to simple, predictable questions (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- None required.

- None required.

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information****SPECIFIC OUTCOMES**

*Students will be able to:*

- c. describe people, places and things

A-1.1  
share factual information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Describe It!**

Review descriptive vocabulary; e.g.,

- кольори (colours)
- велике/мале (big/small)
- високе/низьке (tall/short or high/low)
- довге/коротке (long/short)
- молоде/старе (young/old)
- гаряче/холодне (hot/cold)
- нове/старе (new/old)
- важке/легке (heavy/light).

Show various photographs, posters and artwork, and ask the students to describe one or two of the pictures. Then arrange the students into small groups and give each group a picture. Have each group list as many descriptive words as they can per picture. If time permits, have them share their descriptions with the class.

**Extension**

Review descriptive vocabulary related to rooms and have the students design, draw and label, and then orally describe, their dream bedrooms.

► **Guess Who?**

Create a set of portraits with peoples' names on them. After reviewing adjectives used to describe people, arrange the students into pairs. Have one student choose a mystery person and describe this person to his or her partner. Have the student's partner guess the name of the mystery person. If he or she guesses correctly, the students switch roles.



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- describe people, places and things?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they use adjectives to describe photographs, posters and artwork. Use the checklist to assess if students are able to describe people, places and things (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they try to guess the mystery person from the description given. Record anecdotal notes of the extent to which students are able to describe people, places and things (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Photographs, posters, artwork.

- Set of portraits.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A–2 to express emotions and personal perspectives**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<p><b>A–2.1</b> share ideas, thoughts, opinions, preferences</p>	<p><i>Students will be able to:</i></p> <p>a. inquire about and express likes and dislikes</p>	<p>► <b>Tasty Food</b> Ask the students about their favourite foods. Then have them draw their favourite foods and write sentences about them; e.g., – Мені смакує ... (I like ...)</p> <p>► <b>Who Is Your Favourite?</b> Invite the students to watch part of a simple cartoon movie, such as Козаки (Kozaky) cartoons. Discuss with the students their favourite characters. Have the students draw pictures of their favourite characters and prepare for a brief presentation in which they express their opinions, for example: – Він/вона мені найбільше подобається, бо ... (He or she is my favourite character because ...) – Я думаю, що він/вона добре зробив/зробила, бо ... (I think he or she did the right thing because ...)</p> <p>► <b>Likes and Dislikes Survey</b> Have the students choose a topic for a class survey; e.g., sports, fashion, school. Lead the students in a brainstorming of the vocabulary needed to conduct the survey. In pairs, have the students ask questions and give responses; e.g., – Що тобі краще подобається футбол чи хокей? (What do you like better, football or hockey?)</p>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A–2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- inquire about and express likes and dislikes?

➤ **Anecdotal Notes**

Observe students as they describe their favourite foods. Record anecdotal notes of the extent to which students are able to inquire about and express likes and dislikes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they discuss their favourite characters from a cartoon movie. Use the checklist to assess if students are able to inquire about and express likes and dislikes (see sample blackline master in Appendix E: Observation Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they conduct a class survey. Students use the checklist to determine if their peers are able to inquire about and express likes and dislikes (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- None required.

- Cartoon movie, viewing station.

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. express a personal response to a variety of situations

A-2.1  
share ideas, thoughts, opinions, preferences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **How Do I Feel about This?**

Post the following phrases on the four walls of the classroom: Мені подобається (I like), Мені не подобається (I do not like), Мені дуже подобається (I really like), Я не знаю (I do not know). Instruct the students to move to a wall based on their personal responses to vocabulary words from a variety of topics. For example, if “ice cream” were called out, most students would move to the wall labelled “Мені подобається” (I like). If “snakes” were called out, some students might move toward the wall labelled “Мені не подобається” (I do not like). Call on individual students to share their personal responses in a complete sentence; e.g.,

- Мені смакує морозиво. (I like ice cream.)
- Мені не смакує морозиво. (I do not like ice cream.)

Once the students are familiar with the game, have them take turns calling out the vocabulary words.

► **Movie or Book Reviews**

Have the students watch a movie or read a book, respond to it using a template and share their reviews with their peers. For example:

Ім'я дійової особи:	_____
Скільки зірок:	_____
Коментарі:	Цей фільм називається ... Я дуже його люблю. Головний персонаж називається ... Цей фільм вартує _____зірок. Він дуже цікавий!
Нові слова:	_____ _____ _____

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express a personal response to a variety of situations?

**► Anecdotal Notes**

Observe students as they respond to a variety of vocabulary words. Record anecdotal notes of the extent to which students are able to express a personal response to a variety of situations (see sample blackline master in Appendix E: Anecdotal Notes).

**► Learning Log**

After they write their reviews, have the students reflect on their learning and how well they were able to express a personal response to a variety of situations. Students can respond to the following questions:

- Мені сподобався фільм/книжка, тому що ... (I liked the movie/book because ...)
- Якби я був/була головним персонажем, я б сказав/сказала, зробив/зробила ... (If I were the main character, I would have said/done ...)
- Книжка/фільм нагадав/нагадала мені ... (The book/movie reminded me of ...)

**MATERIALS**

- Wall labels, tape.

- Movie or book, template.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives**

A-2.2 share emotions, feelings	SPECIFIC OUTCOMES
	<p><i>Students will be able to:</i></p> <p>a. respond to emotions and feelings</p>

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Charades**

Have the students participate in a game of charades in which they act out emotions; e.g.,

- весело (happy)
- нудно (bored)
- цікаво (interesting)
- страшно (scary)
- сумно (sad).

Encourage the students to express their guesses in complete sentences; e.g.,

- Чи тобі сумно? (Are you sad?)
- Чи тобі весело? (Are you happy?)

► **Comic Strips with Feelings**

After the students review a simple comic strip, ask them to identify, list and respond to the emotions and feelings expressed by the characters. Have the students work with partners to create their own comic strips that demonstrate appropriate responses to the emotion or feeling depicted in the original comic strip. Have the students share their cartoons with their peers.

► **Picture Dictionaries and Collages**

Have the students brainstorm different emotion words and write them in their personal dictionaries. Ask the students to then create collages that represent one of the emotions or feelings from their brainstorming and appropriate responses to those feelings. Have the students present and discuss their collages.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond to emotions and feelings?

➤ **Anecdotal Notes**

Observe students as they participate in a game of charades. Record anecdotal notes of the extent to which students are able to respond to emotions and feelings (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they respond to an emotion or a feeling depicted in the comic strip. Students use the checklist to determine if their peers are able to respond to emotions or feelings (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Learning Log**

After the students present their collages, have them reflect on their learning and how well they were able to respond to emotions and feelings; e.g.,

- Це було легко/важко, тому що ... (This was easy/hard because ...)

**MATERIALS**

- None required.

- Sample simple comic strips.

- Personal dictionaries, magazines, scissors, glue.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. express a variety of emotions and feelings

A-2.2  
share emotions, feelings

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Draw Your Feelings**

Invite the students to brainstorm feelings that they experience in different situations; e.g., at a party, at the dentist, during a fight. Have them create labelled pictures depicting these situations. For example:

- Мені весело, коли я граю в \_\_\_\_\_.  
(I am happy when I play \_\_\_\_\_.)
- Мені сумно, коли \_\_\_\_\_. (I am sad when \_\_\_\_\_.)

► **Dialogues**

Present the students with a model dialogue for them to practise with partners. Once students are familiar with the model, have them change the dialogue to express a variety of emotions or feelings. Have the students present their dialogues to the class. For example:

Student A: Добрий день, \_\_\_\_\_! (Good day, \_\_\_\_\_!)

Student B: Добрий день, \_\_\_\_\_! (Good day, \_\_\_\_\_!)

Student A: Як ся маєш? (How are you?)

Student B: \_\_\_\_\_, дякую. ( \_\_\_\_\_, thank you.)

Student A: А чому? (Why?)

Student B: Бо/Тому що \_\_\_\_\_. (Because \_\_\_\_\_.)

Consider video recording the dialogues for viewing by the students.

► **Regular Feelings**

Have the students discuss feelings they experience regularly; e.g.,

- Коли я встаю вранці, ... (When I wake up in the morning, ...)
- Коли мама просить винести сміття, ...  
(When mother asks me to take out the garbage, ...)
- Коли приходить приятель/приятелька, ...  
(When a friend comes over, ...)

Have the students reverse the grammatical structure; e.g.,

- Мені сумно, коли ... (I am sad when ...)
- Мені нудно, коли ... (I am bored when ...)



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A–2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express a variety of emotions and feelings?

➤ **Self-assessment and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they draw how they feel. Students use the checklist to determine if they are able to express a variety of emotions and feelings. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they practise their dialogues. Use the rating scale to assess how well students are able to express a variety of emotions and feelings (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they discuss feelings they regularly experience. Students use the checklist to determine if their peers are able to express a variety of emotions and feelings (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- None required.

- Model dialogue, video recording/viewing equipment (optional).

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A–3 to get things done**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 495 553 525"><i>Students will be able to:</i></p> <p data-bbox="269 663 570 758">a. suggest a course of action and respond to a suggestion</p> <p data-bbox="181 877 245 1142" style="writing-mode: vertical-rl; transform: rotate(180deg);">A–3.1 guide actions of others</p>	<p data-bbox="613 663 935 693">► <b>Everyday Expressions</b></p> <p data-bbox="656 695 1435 758">As part of their daily classroom routine, have the students practise the commands they have learned. For example:</p> <ul data-bbox="656 764 1146 827" style="list-style-type: none"> <li>– Прошу бути тихо. (Please be quiet.)</li> <li>– Прошу подати ... (Please pass ...)</li> </ul> <p data-bbox="656 863 1398 957">Ask the students to record in their personal dictionaries phrases used to suggest actions and respond to suggestions. Encourage them to use the phrases throughout the year.</p> <p data-bbox="613 999 802 1029">► <b>Simon Says</b></p> <p data-bbox="656 1031 1414 1192">Have the students repeat your actions only if they hear “Симон каже” (Simon Says) at the beginning of the commands. For example: Симон каже: “Слухайте.” (Simon says: “Listen.”) Encourage the students to demonstrate listening by holding their ears. Other commands that could be used are:</p> <ul data-bbox="656 1199 1162 1409" style="list-style-type: none"> <li>– дивіться (look)</li> <li>– сідайте (sit)</li> <li>– перестаньте (stop it)</li> <li>– будьте тихо (be quiet)</li> <li>– відкрийте (книжку) (open [the book])</li> <li>– закрийте (двері) (close [the door]).</li> </ul> <p data-bbox="656 1440 1435 1535">After several rounds, have a student come to the front and take the role of Simon. To further challenge the students, have Simon perform an action that does not match the instruction.</p>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- suggest a course of action and respond to a suggestion?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they use the daily classroom routine commands. Use the checklist to assess if students are able to suggest a course of action and respond to a suggestion (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they play Simon Says. Record anecdotal notes of the extent to which students are able to suggest a course of action and respond to a suggestion (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Personal dictionaries.

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. make and respond to a variety of simple requests

A-3.1  
guide actions of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Whose Is This?**

Move around the classroom and take various objects from the students. Place these objects at the front of the classroom. Hold up an object and ask: “Чиє це?” (Whose is this?) Students must identify and ask for their own objects back by saying: “Це моє перо. Це мій зошит. Це моя лінійка.” (This is my pen. This is my notebook. This is my ruler.) “Чи можна це собі взяти?” (May I take this please?)

► **Whose Is This II?**

Arrange the students into small groups. Have them sit in a circle, each with a different object in hand. Have one student take an object from another student and respond to his or her request. For example: Student A takes Student B’s ruler. Student B says: “Будь ласка, подай мені лінійку.” (Please pass me the ruler.) Student A returns the ruler and says: “Ось лінійка.” (Here is the ruler.) Student B then takes something from Student C and the pattern continues until all students have had a chance to make and respond to simple requests.

► **Shopping for School**

Have the students set up a model store in the classroom and role-play purchasing school supplies as shoppers and store clerks. Have them use sentence patterns, such as:

- Чи я можу купити олівець? (May I buy a pencil?)
- Так, я можу продати тобі олівець. (Yes, I can sell you a pencil.)
- Чи у Вас є компакт-диски? (Do you have CDs?)
- Ні, нема. (No, we do not.)

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- make and respond to a variety of simple requests?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they ask to whom the classroom object belongs. Use the checklist to assess if students are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Observation Checklist).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they take turns requesting their objects and responding. Use the rating scale to assess how well students are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they purchase school items at a model store. Students use the checklist to determine if they are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Various objects belonging to the students.

- Various objects belonging to the students.

- Various school supplies.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SPECIFIC OUTCOMES**

*Students will be able to:*

- c. seek, grant and withhold permission  
(continued)

A-3.1  
guide actions of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Around the Classroom**

Invite the students to play a game called Around the Classroom. In preparation for the game, place signs indicating various places in the school around the classroom. Have the students select cards that direct them to a place and ask permission to go to the location. Permission may be granted or withheld at the discretion of the game leader. For example:

- Чи можна піти до бібліотеки? (May I go to the library?)
- Так, можна піти до бібліотеки.  
(Yes, you may go to the library.)
- Ні, не можна йти до бібліотеки тепер.  
(No, you may not go to the library now.)
- Ні, іди до канцелярії. (No, go to the office.)

If permission is granted, the students proceed to the sign indicating the location. Have the students take turns being the game leader.

► **Classroom Survival Expressions**

With the students, brainstorm a list of classroom expressions and requests. For example:

- Чи можна піти до лазнички? (May I go to the washroom?)
- Чи можна відкрити вікно? (May I open the window?)
- Чи можна закрити двері? (May I close the door?)
- Мені потрібне ... (червоне, синє і т. п.) перо.  
(I need a ... [red, blue, etc.] pen.)
- Чи можна піти напитися води? (May I go get a drink of water?)

Post this chart in the classroom for student reference. Throughout the year, encourage the students to refer to the chart to ask for permission.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- seek, grant and withhold permission?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they play the game Around the Classroom. Use the checklist to assess if students are able to seek, grant and withhold permission (see sample blackline master in Appendix E: Observation Checklist).

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they brainstorm classroom survival expressions and requests. Use the checklist to assess if students are able to seek, grant and withhold permission (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**MATERIALS**

- Place labels.

- Poster of useful classroom expressions, commands and questions.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done**

<b>A-3.1</b> guide actions of others	<b>SPECIFIC OUTCOMES</b>
	<p><i>Students will be able to:</i></p> <p>c. seek, grant and withhold permission</p>

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **I am Going on a Picnic Game**

Model the game “Я йду на пікнік” (I am going on a picnic) and have the students ask permission to come along based on predetermined criteria; e.g., things that are red. For example:

- Teacher: Я йду на пікнік і приношу полуниці.  
(I am going on a picnic and bringing strawberries.)
- Student A: Я приношу банани, чи я можу йти на пікнік з Вами?  
(I am bringing bananas, may I come to the picnic?)
- Teacher: Вибач, але ти не можеш іти зі мною.  
(Sorry, but you cannot come.)
- Student B: Я приношу малину, чи я можу йти з Вами?  
(I am bringing raspberries, may I come with you?)
- Teacher: Так, ти можеш іти зі мною.  
(Yes, you may come with me.)

Once the students are familiar with this pattern, organize them into small groups in which one student is the leader and sets the criteria for which students may go on the picnic.



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- seek, grant and withhold permission?

**➤ Learning Log**

After playing the pattern game “I am going on a picnic,” have the students reflect on their learning and how well they were able to seek, grant and withhold permission; e.g., by answering the following sentence starters:

- I am able to ...
- I need practise ...

**MATERIALS**

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. indicate choice from among several options

A-3.2  
state personal actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES****► At the Restaurant**

Divide the students into groups and have them create menus. After reviewing a dialogue depicting a restaurant scenario, have the students present role-plays in which they order from the menu.

**Extension**

Have the students create and play games that involve choosing what is behind door number one, two or three.

**► Class Survey**

Put picture cards of selected vocabulary items related to a lexical field on the board. Hand out a survey sheet with a grid that contains all the students' names. Have the students then ask each other what they like best. For example:

Student A says:      Які фрукти тобі смакують?  
                                    (What fruits do you like?)

Student B responds: Мені смакують банани.  
                                    (I like bananas.)

Student A then checks off banana under Student B's name on the grid. The interview process continues until all the students are interviewed. Together with the class, prepare a graph to show the results of the survey and discuss the results; e.g.,

- Скільком учням смакують яблука?  
(How many students like apples?)

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- indicate choice from among several options?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they order from a restaurant menu. Use the checklist to assess if students are able to indicate choice from among several options (see sample blackline master in Appendix E: Observation Checklist).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they conduct a survey. Students use the checklist to determine if they are able to indicate choice from among several options (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Samples of restaurant menus in Ukrainian.

- Survey sheet.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done**

<b>A-3.2</b> state personal actions	<b>SPECIFIC OUTCOMES</b>
	<p><i>Students will be able to:</i></p> <p>b. express a wish or a desire to do something</p>

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Millionaire**

Divide the students into groups and have them discuss things they would buy and do if they won the lottery. For example:

- Якби я виграв/виграла мільйон доларів, я купив би/купила б ... (If I won a million dollars, I would buy ...)

Have the groups share their top five responses with the rest of the class.

**Extension**

Have the students make posters that show what they would like to do or where they would like to go. Ask the students if they have uses for the money other than buying things for themselves.

► **A Free Day**

Have the students make lists of activities they would like to do if they had a day to do anything they wanted. Have them share the activities with the class using the vocabulary and grammatical structures associated with expressing a wish or desire to do something.

**Extension**

Plan a Ukrainian game day and have the students express their wishes to play various games. Arrange to play the most popular game requested.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express a wish or a desire to do something?

➤ **Learning Log**

After discussing what they would do if they won the lottery, have the students reflect on their learning and on how well they were able to express a wish or a desire to do something. Have them identify any problems they had expressing themselves during the activity and any strategies they used that were successful.

➤ **Anecdotal Notes**

Observe students as they indicate what they would like to do during a free day. Record anecdotal notes of the extent to which students are able to express a wish or a desire to do something (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Poster materials.

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>A-3.3</b> manage group actions	<p><i>Students will be able to:</i></p> <p>a. ask for help or for clarification of what is being said or done in the group</p>	<p>► <b>Group Guessing Game</b> Divide the students into pairs and give a vocabulary list to students A and a different list to students B. Have the students ask questions about and identify the vocabulary items on each other's lists. Encourage them to ask for help and clarification if they require assistance, using phrases such as "Я не розумію." (I do not understand.) or "Прошу повтори ще раз." (Repeat one more time please.)</p> <p>► <b>Clarify This for Me</b> Display charts of classroom survival and/or clarification language in Ukrainian. Have the students role-play situations in which they would use these phrases; e.g.,</p> <ul style="list-style-type: none"> <li>- Як мені це зробити? (How should I do this?)</li> <li>- Якого кольору це має бути? (What colour is it supposed to be?)</li> <li>- Скажіть мені, будь ласка, що робити. (Please tell me what to do.)</li> </ul>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- ask for help or for clarification of what is being said or done in the group?

➤ **Anecdotal Notes**

Observe students as they mime classroom items and/or basic commands. Record anecdotal notes of the extent to which students are able to ask for help or for clarification of what is being said or done in the group (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

After the students role-play situations in which they need help, have them reflect on their learning and how well they were able to ask for help or for clarification of what is being said or done in the group.

**MATERIALS**

- Vocabulary lists.

- List of everyday classroom survival and clarification phrases, personal dictionaries.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><i>Students will be able to:</i></p> <p>b. suggest or direct action in group activities</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">A-3.3 manage group actions</p>	<p>► <b>Group Drawing by Direction</b> Have the students review words for directing the actions of others; e.g., угору (up), униз (down), вперед (forward), назад (backward), наліво (to the left), направо (to the right). Draw an outline of a face on the board. Blindfold one student and assign him or her a part of the face; e.g., an eye. The other students call out directions to the blindfolded student. The blindfolded student listens to the directions and draws or places the body part where directed to. Encourage the students to use <i>стій</i> (stay) to tell the student to stop when he or she has reached a good position.</p> <p>► <b>Listen to My Directions</b> Teach and review vocabulary related to directions, e.g., наліво (to the left), направо (to the right), униз (down), угору (up), вперед (forward), and review the numbers (1–5). Arrange the students into groups of three or four and give each student four pieces of grid paper. Have the students take turns orally directing each other in a listening activity in which one student gives the directions, while the others follow the directions to create an image on the grid paper. For example, the student leader might say, “дві клітинки наліво” (two squares to the left) and the students move two squares to the left and colour that square.</p>



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- suggest or direct action in group activities?

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they direct blindfolded students to create a picture. Use the checklist to assess if students are able to suggest or direct action in group activities (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ **Learning Log**

After the students give peers directions to follow, have them reflect on their learning and on how well they were able to suggest or direct action in group activities; e.g.,

- My directions were ...
- My peers had difficulties with ...

**MATERIALS**

- Whiteboard, markers, parts of the face (e.g., eyes, ears, hair, nose, teeth), blindfold.

- Grid paper.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-4 to form, maintain and change interpersonal relationships**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><b>A-4.1</b> manage personal relationships</p>	<p><i>Students will be able to:</i></p> <p>a. initiate interactions; e.g., invite others to play</p>	<p>► <b>Dialogues/Greetings</b> Teach and/or review culturally appropriate ways to greet people, e.g., friends, clergy, elders, teachers, in Ukrainian in a variety of situations by learning and dramatizing mini dialogues. Have the students use these mini dialogues as models for producing their own dialogues that demonstrate socially appropriate ways of greeting and interacting with others.</p> <p>► <b>Classroom Interactions</b> Review a list of phrases related to initiating interactions when working or playing with others; e.g.,</p> <ul style="list-style-type: none"> <li>– Прошу допоможи мені. (Please help me.)</li> <li>– Ходи зі мною. (Come with me.)</li> <li>– Чи можу я з тобою бавитися? (Can I play with you?)</li> <li>– Прошу покажи мені, як це робити. (Please show me how to do this.)</li> </ul> <p>Encourage the students to use these phrases during free time and game days.</p> <p><b>Extension</b> Divide the students into pairs and have them role-play inviting a friend or family member to go somewhere or do something. Consider video recording the role-plays for review as a class.</p>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-4 to form, maintain and change interpersonal relationships****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- **initiate interactions?**

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they practise and create dialogues in which they greet different people. Use the checklist to assess if students are able to initiate interactions (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they use the reviewed phrases during their free time or game days. Record anecdotal notes of the extent to which students are able to initiate interactions (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.

- List of phrases, video recording and viewing equipment (optional).

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-4 to form, maintain and change interpersonal relationships**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 495 553 527"><i>Students will be able to:</i></p> <p data-bbox="269 663 529 726">b. accept, refuse and apologize politely</p> <p data-bbox="181 785 246 1136" style="writing-mode: vertical-rl; transform: rotate(180deg);">A-4.1 manage personal relationships</p>	<p data-bbox="613 663 792 688">➤ <b>Excuse Me</b></p> <p data-bbox="659 695 1414 894">Introduce phrases of apology: Вибач/те, я спізнився/лася. (Excuse me/I am sorry I am late.), Перепрошую, але я не можу піти з тобою. (Excuse me/I'm sorry, but I can't go with you.) Encourage the students to say these phrases when they are late arriving to class, bump into each other or get in another person's way. Display these expressions for future reference.</p> <p data-bbox="613 932 870 957">➤ <b>Accept or Refuse</b></p> <p data-bbox="659 963 1425 1094">Introduce vocabulary used for asking someone to do something and write it on cards or the board. Divide the students into pairs and have one student ask the question and another student answer politely; e.g.,</p> <ul data-bbox="659 1100 1398 1234" style="list-style-type: none"> <li>- Чи ти можеш піти до парку зі мною? (Can you go to the park with me?)</li> <li>- Так, я можу ... (Yes, I can ...)</li> <li>- Ні, вибач, я не можу. (No, sorry, I cannot.)</li> </ul> <p data-bbox="659 1272 781 1297"><b>Extension</b></p> <p data-bbox="659 1304 1425 1398">Have the students perform role-plays inviting someone to a party in which the invited person accepts the invitation or has plans and must politely decline.</p>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-4 to form, maintain and change interpersonal relationships****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- accept, refuse and apologize politely?

**➤ Rating Scale**

Create an outcome-based rating scale and share it with students before they are encouraged to use the apology phrases in class. Use the rating scale to assess how well students are able to accept, refuse and apologize politely (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**➤ Observation Checklist**

Create an outcome-based checklist and share it with students before they ask and respond to questions of invitation. Use the checklist to assess if students are able to accept, refuse and apologize politely (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- None required.

- Whiteboard, cards.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 495 553 527"><i>Students will be able to:</i></p> <p data-bbox="269 695 581 758">a. explore the immediate environment</p> <p data-bbox="181 873 245 1115" style="writing-mode: vertical-rl; transform: rotate(180deg);">A-5.1 discover and explore</p>	<p data-bbox="613 663 1029 695">➤ <b>Exploring Your Environment</b></p> <p data-bbox="656 695 1414 789">Have the students participate in a walkabout after reviewing vocabulary associated with the senses. Encourage them to make observations about the environment around them; e.g.,</p> <ul data-bbox="656 800 1219 968" style="list-style-type: none"> <li>- Я чую <u>спів</u>. (I hear singing.)</li> <li>- Я нюхаю <u>квіти</u>. (I smell flowers.)</li> <li>- Це смакує як <u>торт</u>. (This tastes like cake.)</li> <li>- Я бачу <u>дерева</u>. (I see trees.)</li> <li>- Я торкаю <u>листя</u>. (I touch leaves.)</li> </ul> <p data-bbox="656 1010 1442 1073">Have the students then share with a partner some of the things they experienced during their walkabout.</p> <p data-bbox="656 1104 906 1136"><b>Alternative Activity</b></p> <p data-bbox="656 1146 1409 1209">Have students look for specific items related to a lexical field or items of specific colours during a walkabout.</p> <p data-bbox="613 1241 829 1272">➤ <b>Secret Agents</b></p> <p data-bbox="656 1272 1430 1377">Select a team of five secret agents. Have the team leave the room and ask the class to select an item in the room to remove. The agents re-enter and try to figure out what the missing item is.</p> <p data-bbox="656 1377 1442 1472">Have the students provide descriptions of the missing item as clues for the agents to follow. The agents take turns asking questions and making guesses.</p>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore the immediate environment?

➤ **Anecdotal Notes**

Observe students as they offer suggestions of what is observed during their walkabout. Record anecdotal notes of the extent to which students are able to explore the immediate environment (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they explore the classroom looking for the missing object. Students use the rating scale to assess how well they are able to explore the immediate environment (see sample blackline master in Appendix E: Self-assessment Rating Scale).

**MATERIALS**

- None required.

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. make and talk about personal observations

A-5.1  
discover and explore

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **How Interesting!**

Present the students with an interesting object or visual. Invite them to make five simple written observations about the object. Have the students share their written work with partners and discuss any similarities and/or differences in their observations.

► **Comments**

Have the students create cartoons and post them in a gallery. Invite the students to travel around the classroom, read the cartoons and fill in a commentary sheet to record their personal observations. Have the students share their commentaries with each other. For example:

Комікси: \_\_\_\_\_

Художник: \_\_\_\_\_

Що мені подобається в цьому творі?

\_\_\_\_\_

Кольори, які мені подобалися:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Гумор:

– смішне

– дуже смішне

Якість роботи:

– відмінно

– дуже добре

– добре

Підпис: \_\_\_\_\_



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- make and talk about personal observations?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they write their observations on a given object. Students use the checklist to determine if they are able to make and talk about personal observations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they make personal observations on the displayed cartoons. Students use the checklist to determine if their peers are able to make and talk about personal observations (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Object or visual.

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>									
<b>A-5.2</b> gather and organize information	<p><i>Students will be able to:</i></p> <p>a. sequence items in different ways</p>	<p>► <b>First, Second, Third</b> Read the story “Уранці я ...” (In the Morning I ...) to review morning activities. Divide the students into groups and have each group create a picture for one of the scenes in the story. Have one student from each group bring pictures to the front of the class. Have the students order the pictures according to the story and describe the pictures in order. For example: Уранці я встаю, я одягаюся, я снідаю, я чищу зуби. (In the morning I get up, I dress, I eat breakfast, I brush my teeth.)</p> <p><b>Extension</b> Present groups of related sentences in random order. Have the students read the sentences and then indicate a logical order to the events; e.g.,</p> <table border="0"> <tr> <td>Я заходжу до класу.</td> <td>(I enter the classroom.)</td> <td>1.</td> </tr> <tr> <td>Я пишу завдання.</td> <td>(I write the assignment.)</td> <td>3.</td> </tr> <tr> <td>Я сідаю за парту.</td> <td>(I sit at my desk.)</td> <td>2.</td> </tr> </table>	Я заходжу до класу.	(I enter the classroom.)	1.	Я пишу завдання.	(I write the assignment.)	3.	Я сідаю за парту.	(I sit at my desk.)	2.
Я заходжу до класу.	(I enter the classroom.)	1.									
Я пишу завдання.	(I write the assignment.)	3.									
Я сідаю за парту.	(I sit at my desk.)	2.									

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- sequence items in different ways?

**► Observation Checklist**

Create an outcome-based checklist and share it with students before they create and sequence pictures depicting a story. Use the checklist to assess if students are able to sequence items in different ways (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Story “Уранці я ...”, (In the Morning I ...), groups of related sentences.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<p data-bbox="267 493 552 525"><i>Students will be able to:</i></p> <p data-bbox="267 661 552 756">b. record and share personal knowledge of a topic <i>(continued)</i></p> <p data-bbox="181 913 243 1302" style="writing-mode: vertical-rl; transform: rotate(180deg);">A-5.2 gather and organize information</p>	<p data-bbox="613 661 836 693">➤ <b>Show and Tell</b></p> <p data-bbox="657 693 1429 829">Have several students each day participate in a show and tell activity by preparing five statements to share about an object they have brought to class. Ask the students in the audience to record one interesting fact about each object in a weekly log sheet.</p> <p data-bbox="613 892 820 924">➤ <b>Let's Travel!</b></p> <p data-bbox="657 924 1429 1092">Ask the students to recall a favourite trip they went on to a different community in Canada or another country. Have the students record information in a graphic organizer, such as a web, and use this information to create a tourism brochure. Categories for the brochure could include:</p> <ul data-bbox="657 1092 1429 1270" style="list-style-type: none"> <li>– Що там можна робити? (What can you do there?)</li> <li>– Що там можна побачити? (What can you see there?)</li> <li>– Чому ми повинні туди поїхати? (Why should we go there?)</li> <li>– Де можна перебувати? (Where can one stay?)</li> <li>– Коли найкраще туди їхати? (When is the best time to go?)</li> </ul> <p data-bbox="613 1312 1015 1344">➤ <b>Select Something You Know</b></p> <p data-bbox="657 1344 1429 1501">Have the students choose a topic they are well acquainted with and create a booklet of interesting information about the topic; e.g., dance, animals, cars, camping, sports, a celebrity. Encourage the students to include illustrations and/or clippings and present their booklets to the class.</p> <p data-bbox="657 1543 901 1575"><b>Alternative Activity</b></p> <p data-bbox="657 1575 1429 1711">Have the students prepare posters or short children's books on topics with which they are familiar; e.g., hockey, soccer. Have the students then prepare brief presentations in which they share their knowledge.</p>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- record and share personal knowledge of a topic?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they participate in show and tell. Use the checklist to assess if students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Observation Checklist).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they create travel brochures. Use the rating scale to assess how well students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they create booklets of interesting information. Use the rubric to evaluate how well students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Objects from home, log sheet.

- Graphic organizers, computers, printer.

- Magazines, scissors, glue, computers, printer.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

	<b>SPECIFIC OUTCOMES</b>		<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">A-5.2 gather and organize information</p>	<p><i>Students will be able to:</i></p>	<p>b. record and share personal knowledge of a topic</p>	<p>► <b>The Special Person</b></p> <p>As part of a weekly routine, give the students opportunities to be “Спеціальна особа” (the Special Person). Before class, have the selected student prepare a poster with various photographs and information about him- or herself. Each photograph should be labelled with a sentence in Ukrainian. The student may wish to include photographs of his or her family members; e.g.,</p> <ul style="list-style-type: none"> <li>- Марія—моя мама (Maria—my mother)</li> <li>- Юрко—мій брат (Yurko—my brother).</li> </ul> <p>As well, have the students include pictures or photographs of activities that they like and do not like to do; e.g.,</p> <ul style="list-style-type: none"> <li>- Я люблю грати в хокей. (I like to play hockey.)</li> <li>- Я не люблю плавати. (I do not like to swim.)</li> </ul> <p>Have the students present their posters to the class.</p>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- record and share personal knowledge of a topic?

**➤ Rubric**

Collaboratively create an outcome-based rubric with the students before they prepare and present posters that tell others about themselves. Use the rubric to evaluate how well students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Poster materials.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="text-align: center;"><i>Students will be able to:</i></p> <p>a. define a problem and search for solutions</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">A-5.3 solve problems</p>	<p>► <b>Group Problem Solving</b> Prepare a recorded dialogue about a problematic situation, for example, a patron is given the wrong food in a restaurant or a visitor to Ukraine cannot find his or her way back to the hotel. Have the students listen to the recording (several times, if necessary) and identify the problem, then discuss possible solutions in groups. Ask each group to share its solutions with the rest of the class.</p> <p>► <b>Group Puzzles</b> Divide the students into groups and give each group a puzzle; e.g., mathematics problem, logic problem, crossword puzzle, word search. Ask the students to work together to analyze the puzzle and possible ways to find solutions; e.g., Student 1: Це частина складанки. Треба переставити її сюди. (This is a piece of the puzzle. You have to move it here.) Student 2: Добре. Це краще! (Good. This is better.)</p> <p>Have the students follow their plans and work together to solve the puzzle.</p> <p>► <b>What Do I Do Now?</b> Organize the students into small groups and assign each group a problematic situation. Have the groups prepare and present short skits to demonstrate the situations; e.g., Іде Грицько із крамниці. (Hrytz is leaving the store.) Несе торбину продуктів. (Carrying a bag of groceries.) Торбина розірвалася, продукти розсипалися! (The bag tore—the groceries scattered.) Що тепер робити? (What to do now?)</p> <p>Ask the students in the audience to brainstorm suggestions or solutions for how to solve the problem and vote on the best solution. The group then finishes the role-play by acting out the chosen solution.</p>



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- define a problem and search for solutions?

➤ **Conferencing**

After students have listened to the recording, meet with them to discuss how they identified the problem and what solutions they were able to generate. Discuss strategies they used in their problem solving and what process they followed to decide on a solution.

➤ **Anecdotal Notes**

Observe students as they work together to solve a puzzle. Record anecdotal notes of the extent to which students are able to define a problem and search for solutions (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

After the students present their skits, have them reflect on their learning and how well they were able to define a problem and search for solutions. Have them finish sentence starters, such as:

- Альтернативним рішенням моєї проблеми є ... (An alternative solution to my problem is ...)

**MATERIALS**

- Audio equipment, recorded dialogue.

- Various puzzles.

- Various problematic situations.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

SPECIFIC OUTCOMES	
<i>Students will be able to:</i>	
b. choose between alternative solutions	
A-5.3 solve problems	

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **What Shall We Do?**

Describe some problems and possible solutions for students to choose from. For example:

- Сьогодні ми будемо займатися спортом. (Today we are going to play sports.) Але надворі зимно. (It is cold outside.) Яким спортом ми будемо займатися? (What sport are we going to play?)
- Ми можемо грати в \_\_\_\_\_ або в \_\_\_\_\_. (We can play \_\_\_\_\_ or \_\_\_\_\_.)

Students choose a solution to the various problems.

► **What's Your Solution?**

Provide the students with scenarios that depict problems that could be solved in a variety of ways; e.g., you do not like the food you receive at a restaurant, the movie you had planned to see is sold out, your friend wants you to go to a sporting match, but you will miss your favourite television show. Ask the students to discuss the problems, choose a solution and present the scenario and their solution to the class.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- choose between alternative solutions?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they choose a solution to a role-play scenario. Use the checklist to assess if students are able to choose between alternative solutions (see sample blackline master in Appendix E: Observation Checklist).

➤ **Learning Log**

After the students discuss the problem and choose a solution, have them reflect on their ability to choose from alternative solutions. What strategies did they use to make their decisions?

**MATERIALS**

- Problems and possible solutions.

- Various scenarios.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>A-5.4</b> explore opinions and values	<p><i>Students will be able to:</i></p> <p>a. make connections between behaviour and values</p>	<p>► <b>What Would I Do?</b>            Provide example situations that students may be faced with; e.g.,</p> <ul style="list-style-type: none"> <li>– You see someone take money from a desk.</li> <li>– You see someone alone on the playground.</li> <li>– You broke a vase at home, but no one saw you.</li> </ul> <p>Ask the students to describe what they would do in each situation and why they would do what they would do, based on a pattern; e.g., Я б _____, тому що _____.            (I would _____ because _____.)</p> <p>► <b>Character Sketches</b>            After reading a short story with Ukrainian characters, divide the students into groups and have them list some of the key actions of the main characters. Then have the groups discuss the following question: What do the actions of the characters tell you about them? Have the students create character sketches of the characters, describing them with adjectives based on what they did and how they behaved in the story. Have the groups share their character sketches with one another.</p> <p>► <b>Values Role-plays</b>            Give the students a list of values; e.g., love of nature and keeping our environment clean, the importance of money, power and status and the importance of sportsmanship and fair play. Divide the students into groups and have them create simple role-plays based on these values. Encourage them to express these values through the actions of the characters in their role-plays.</p>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- make connections between behaviour and values?

➤ **Conference**

Meet with individual students or groups of students to discuss how they decided what to do in each situation. Encourage the students to notice the relationship between what you do (behaviour) and what you believe to be right (values).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they describe the actions of the characters of a story. Students use the checklist to determine if they are able to make connections between behaviour and values (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe the students as they role-play scenarios based on specific values. Record anecdotal notes of the extent to which students are able to make connections between behaviour and values (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Sample situations.

- Ukrainian story.

- List of values, various props.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>A-5.4</b> explore opinions and values</p>	<p><i>Students will be able to:</i></p>	
	<p>b. recognize and respect differences of opinion</p>	<ul style="list-style-type: none"> <li>➤ <b>Video</b> Have the students watch and listen to a video on a cultural topic, such as a typical family gathering or dinner in a different country. Ask the students to observe the cultural traditions and behaviours shown. Have the students share their opinions on the traditions and behaviours shown in a respectful way.</li>   <li>➤ <b>What Do You Think?</b> Present the class with a unique piece of sculpture or a painting. Ask the students to express their own opinions, accept the opinions of others and realize there are no right or wrong responses.</li>   <li>➤ <b>What Do You Prefer?</b> Organize the students into small groups. Have each group prepare a list of questions involving preferences; e.g., Яке морозиво тобі краще смакує, шоколадне чи полуничне? (What kind of ice cream do you prefer, chocolate or strawberry?) Have the students answer the questions and discuss why they prefer certain foods, types of music, movies, television and so on.</li> </ul>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and respect differences of opinion?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they watch a video depicting a cultural event. Use the checklist to assess if students are able to recognize and respect differences of opinion (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they express their opinions on a piece of sculpture or a painting. Record anecdotal notes of the extent to which students are able to recognize and respect differences of opinion (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Anecdotal Notes**

Observe students as they give their opinions on food, music and other topics. Record anecdotal notes of the extent to which students are able to recognize and respect differences of opinion (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Video depicting a cultural topic.

- Sculpture, painting, unique objects.

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A–6 for imaginative purposes and personal enjoyment****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use Ukrainian for fun  
(continued)

A–6.1  
humour/fun

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Simon Says**

Have the students repeat your actions only if they hear “Симон каже” (Simon says) at the beginning of the commands. For example: Симон каже: “Слухай.” (Simon says, “Listen.”) Encourage the students to do actions with the commands; e.g., demonstrate listening by holding their ears. Other commands that could be used are:

- |                    |                                  |
|--------------------|----------------------------------|
| – дивись (look)    | – будь тихо (be quiet)           |
| – сідай (sit)      | – відкрий (книжку) (open [book]) |
| – перестань (stop) | – закрий (двері) (close [door])  |

After several rounds, have a student come to the front and play “Simon.” To further challenge your students, perform an action that does not match the called out expression. For example, say, “Симон каже: Слухай.” (Simon says, “Listen.”) while putting your hands on your head.

► **What Time Is It, Mr. Wolf?**

Review time and number vocabulary. Engage the students in the Ukrainian version of “What Time Is It, Mr. Wolf?” Take the students to the gymnasium or another appropriate location. Stand at one end of the gym with your back to the students. Have the students line up shoulder-to-shoulder at the opposite end of the room. The students, in unison, ask, “Котра година, пане Вовк?” (What time is it, Mr. Wolf?) Reply with a time; e.g., “четверта година” (four o’clock). Together, the students take four steps and count aloud in Ukrainian as they step forward; e.g., один, два, три, чотири (one, two, three, four). Eventually, once the students are close, respond by saying “обід” (lunch) and chase the students. The tagged students become “вовки” (wolves). The game continues until there is only one student left.



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A–6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use Ukrainian for fun?

➤ **Anecdotal Notes**

Observe students as they play Simon Says. Record anecdotal notes of the extent to which students are able to use Ukrainian for fun (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they engage in the game “What time is it, Mr. Wolf?” Use the checklist to assess if students are able to use Ukrainian for fun (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- None required.

- Large playing area.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-6 for imaginative purposes and personal enjoyment**

SPECIFIC OUTCOMES	
A-6.1 humour/fun	<i>Students will be able to:</i>
	a. use Ukrainian for fun

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Comedy**

Teach a variety of simple poems, nonsense rhymes or tongue twisters in Ukrainian. Have the students work in groups to practise these poems, rhymes and tongue twisters and prepare a short comedy presentation for their classmates or other Ukrainian classes in the school. Consider video recording these presentations for viewing by the students.

► **Last One Standing**

Ask the students to stand up, then show them a flash card with a picture or word. The first student to correctly identify the object or word begins the game. The object of the game is to eliminate others and be the last one standing. Students who correctly identify the object or word have three choices: they can make the students in their row sit down, they can make the students in their column sit down or they can make the students in their diagonal sit down. Either way, they remain standing. The game continues until only one person is left standing. If no one standing can answer correctly, but a previously disqualified person knows the answer, they can re-enter the game by giving the correct answer.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use Ukrainian for fun?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they present comedy presentations for their peers. Use the checklist to assess if students are able to use Ukrainian for fun (see sample blackline master in Appendix E: Observation Checklist).

➤ **Learning Log**

After playing the elimination game Last One Standing, have the students reflect on their learning and how well they were able to use Ukrainian for fun. Have the students respond to the game by describing what they liked about the game and answering questions such as:

- What other ways can they think of for using Ukrainian for fun?
- Would they like to play other games in the future?

**MATERIALS**

- Simple poems, nonsense rhymes or tongue twisters in Ukrainian, video recording and viewing equipment (optional).

- Flash cards with pictures or words.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-6 for imaginative purposes and personal enjoyment**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">A-6.2 creative/aesthetic purposes</p>	<p><i>Students will be able to:</i></p>	
	<p>a. use Ukrainian creatively</p>	<ul style="list-style-type: none"> <li>➤ <b>What Are They Saying?</b> Copy a page from a comic and white out certain words, phrases or the entire dialogue. Have the students fill in the dialogue that is missing. Invite the students to create their own comic strips by creating a series of drawings with dialogue and/or captions. Consider binding them in a class book.</li>   <li>➤ <b>Compose Your Own Song</b> Have the students, in groups of three or four, create a simple song using vocabulary they have learned in class (e.g., numbers, days of the week) and a familiar tune (e.g., “Pop Goes the Weasel,” “Twinkle, Twinkle”). Have them perform their songs for the other groups.</li>   <li>➤ <b>Collages and Word Art</b> Have the students create collages to depict groups of related vocabulary words (e.g., weather, transportation, feelings). Display these collages in the classroom.</li> </ul> <p>Afterward, have the students use computers to create word art in Ukrainian. Have them play with the size of the font, italics and Roman characters, underlining, colour and boldface. Encourage the students to convey meaning in their font choices; e.g.,</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p><small>Мале (Small)</small></p> <p><b>ВЕЛИКЕ (BIG)</b></p> </div> <div style="text-align: center;"> <p><u><b>СЕРДИТЕ! (ANGRY!)</b></u></p> <p><i>Змучене (Tired)</i></p> </div> </div>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A–6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use Ukrainian creatively?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they complete the missing dialogue and captions from comics. Students use the checklist to determine if their peers are able to use Ukrainian creatively (see sample blackline master in Appendix E: Peer-assessment Checklist)

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they substitute words to a well-known song. Students use the checklist to determine if they are able use the language creatively (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Portfolio/Conferencing**

Encourage the students to include their collages or word art in their portfolios. Meet with the students and discuss what they found most challenging about using Ukrainian creatively. Have them list other ways that they could use Ukrainian creatively. Are there any other activities they would like to try?

**MATERIALS**

- Sample comic.

- Several well-known songs, jingles, nursery rhymes.

- Magazines, scissors, glue, computers, printer.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-6 for imaginative purposes and personal enjoyment**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">A-6.3 personal enjoyment</p>	<p><i>Students will be able to:</i></p>	
	<p>a. use Ukrainian for personal enjoyment</p>	<ul style="list-style-type: none"> <li>➤ <b>Class Food Court</b> Have the students create a food court in class. Have them work in groups to prepare a menu, including prices, for their mini-restaurants. In assigned groups, invite the students to visit the restaurants and role-play ordering and paying for menu items.</li>   <li>➤ <b>Personal Dictionaries</b> Ask the students to create personal dictionaries of Ukrainian vocabulary they find particularly interesting or fun to say. Have the students illustrate the words and present them in an inventive way. Encourage the students to add to their dictionaries throughout the year.</li>   <li>➤ <b>Let’s Sing!</b> Teach the students the lyrics to a contemporary Ukrainian pop song. Consider presenting the song to other students in the school or during a school-wide assembly.</li>   <li>➤ <b>My Little Book</b> Have the students create simple picture books for younger children using vocabulary from a previously learned lexical field. Encourage the students to use simple sentences and vibrant illustrations.</li>   <li>➤ <b>Free Time</b> Allow the students some “вільний час” (“free time”) to participate in activities that they personally enjoy; e.g., reading quietly, copying vocabulary into their personal dictionaries, watching videos, listening to music, searching Ukrainian Web sites.</li> </ul>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A–6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use Ukrainian for personal enjoyment?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they visit the various pretend restaurants in the class food court. Use the checklist to assess if students are able to use Ukrainian for personal enjoyment (see sample blackline master in Appendix E: Observation Checklist).

➤ **Conference**

Conference with students and encourage them to share their dictionaries with other students. Note how students use Ukrainian for personal enjoyment.

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they perform a popular Ukrainian song. Use the checklist to assess if students are able to use Ukrainian for personal enjoyment (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they prepare story books for a younger audience. Use the rating scale to assess how well students are able to use Ukrainian for personal enjoyment (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they participate in activities they enjoy doing during free time. Students use the checklist to determine if they are able to use Ukrainian for personal enjoyment (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Various food-related props.

- Markers.

- Popular Ukrainian songs and their lyrics.

- None required.

- Variety of activities.

## Language Competence

### General Outcome for Language Competence

Students will use Ukrainian **effectively** and **competently**.

#### LC-1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 491 553 520"><i>Students will be able to:</i></p> <p data-bbox="269 659 565 758">a. distinguish particular sounds of the language</p> <p data-bbox="180 1003 245 1115" style="writing-mode: vertical-rl; transform: rotate(180deg);">LC-1.1 phonology</p>	<p data-bbox="613 659 732 688">➤ <b>Bingo</b></p> <p data-bbox="656 695 1442 890">Make bingo cards or have the students make the cards. Instead of the letters <i>b, i, n, g</i> and <i>o</i>, use five different Ukrainian letters or sounds. The squares are then filled with words that contain the letters or sounds. Have the caller call out randomly selected words. Have each student who has the word say it aloud and mark it off his or her card.</p> <p data-bbox="613 932 883 961">➤ <b>Collecting Sounds</b></p> <p data-bbox="656 968 1450 1226">Have the students search for common words beginning with specific letters or containing specific sounds in dictionaries, books, the Internet and magazines. Ask the students to create lists of these words on chart paper, post them in the classroom and practise reading them regularly. Later, assign a particular sound for students to search for around the classroom. Give the students one minute to write down all the words they can find that contain the sound.</p> <p data-bbox="656 1255 781 1285"><b>Extension</b></p> <p data-bbox="656 1291 1419 1352">Encourage the students to learn a repertoire of songs to reinforce Ukrainian letter sounds and the alphabet.</p> <p data-bbox="613 1394 873 1423">➤ <b>Sound Hoop Ball</b></p> <p data-bbox="656 1430 1442 1642">Create lists of words that contain specific sounds. Line up a row of hoops, buckets or baskets and label them with these sounds. Divide the students into teams and have them line up their first players at the throw line. Say a word from the list and the students must throw a small ball or beanbag through the correct hoop. The first student to get his or her ball or beanbag through the correct hoop gets three points, the second gets two and the third gets one.</p>



**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- distinguish particular sounds of the language?

➤ **Anecdotal Notes**

Observe students as they repeat bingo words called by the caller. Record anecdotal notes of the extent to which students are able to distinguish particular sounds of the language (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Anecdotal Notes**

Observe students as they create lists of words containing the specific sounds. Record anecdotal notes of the extent to which students are able to distinguish particular sounds of the language (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they play “Sound Hoop Ball.” Students use the checklist to determine if they are able to distinguish particular sounds of the language (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Bingo cards, bingo markers.

- Dictionaries, books, magazines, Internet, chart paper, markers.

- Hoops, baskets, buckets, balls or beanbags, labels, list of words.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form**

<b>SPECIFIC OUTCOMES</b>	
<b>LC-1.1</b> phonology	<i>Students will be able to:</i>
	<p>b. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases <i>(continued)</i></p>

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Class Recitation**

Recite words, phrases or songs and have the students repeat after you. Emphasize correct pronunciation, intonation and stress during the recitation.

➤ **Whispers**

Divide the students into teams. Whisper a word or phrase to the first player of each team. That word is whispered down the line of players of each team. The last member of the team says the word spoken to them. If the last player's word is correct, the team gets a point. Rotate the order of the players so that there is a new first player and continue with another word or phrase to whisper down the line.

➤ **Perfect Pronunciation**

Divide the class into two groups. Provide each group with a set of words or expression cards. Alternating from group to group, have the students read word or expression cards. When the student pronounces the word or expression correctly, the group earns one point.

**Extension**

Have the students say simple phrases in Ukrainian and modify their intonation to turn the phrase into a question, imperative or a simple statement.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use comprehensible pronunciation, stress and intonation when producing familiar words or phrases?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they recite words or songs. Use the checklist to assess if students are able to use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (see sample blackline master in Appendix E: Observation Checklist).

➤ **Learning Log**

After playing the game “Whispers,” have the students reflect on their learning and how well they were able to use comprehensible pronunciation, stress and intonation when producing familiar words or phrases.

➤ **Anecdotal Notes**

Observe students as they pronounce the words or expressions. Record anecdotal notes of the extent to which students are able to use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.

- None required.

- Word or expression cards.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases

**LC-1.1**  
phonology

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Ticket out the Door**

As an exit activity, have the students say a familiar word or phrase using comprehensible pronunciation before they leave the room; e.g., greetings, farewells, classroom words, a body part, a food item. If a student’s pronunciation is not comprehensible, have him or her go to the end of the line and try again. For example:

- До побачення. (Good bye.)
- Побачимося завтра. (See you tomorrow.)
- Побачимося пізніше. (See you later.)

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use comprehensible pronunciation, stress and intonation when producing familiar words or phrases?

**► Checklist and Comments**

Create an outcome-based checklist and share it with students before they ask permission to do something before leaving the classroom. Use the checklist to assess if students are able to use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**MATERIALS**

- None required.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. copy familiar words, phrases and sentences

LC-1.2  
orthography

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **A Quick Look**

Show a flash card for about 10 seconds. Have the students write the word on paper. Start with short words and adjust the time according to the length and complexity of the words and the skill level of the students.

► **Sentence Building**

Have the students participate in a sentence building activity in which each student is given an envelope of cut up sentence strips. Have the students build a sentence, copy it on a sheet of paper, then exchange their envelopes for new ones. The envelopes should be labelled to ensure students choose a different set each time and build a variety of sentences.

► **Classroom Copying**

Have the students create posters with various Ukrainian expressions, phrases and illustrations. Have the students copy the words and phrases from those written on the board.

**Extension**

Divide the students into groups and have them copy a short text and exchange it with another group member to correct. Have the groups discuss things they found difficult or common mistakes made and what strategies they could use to improve their writing.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- copy familiar words, phrases and sentences?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they write the words on the flash cards. Students use the checklist to determine if they are able to copy familiar words, phrases and sentences (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they create new sentences. Record anecdotal notes of the extent to which students are able to copy familiar words, phrases and sentences (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they create posters or copy texts from the board. Students use the checklist to determine if they are able to copy familiar words, phrases and sentences. Encourage students to set goals for future learning, identifying strategies they may use (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

**MATERIALS**

- Flash cards.

- Sentence strips, envelopes.

- Poster materials.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. relate letters to the sounds they make

**LC-1.2**  
orthography

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Point and Say**

Randomly point to the letters of the alphabet posted in the classroom and have the students say them as you point. Reverse the process by saying the sound and having the students write down the letter.

**Alternative Activity**

Place letter cards at the front of the class to form a word. Ask the students to say the letter names for the cards displayed and to sound out the word.



**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- relate letters to the sounds they make?

**➤ Rating Scale**

Create an outcome-based rating scale and share it with students before they point to specific letters. Use the rating scale to assess how well students are able to relate letters to the sounds they make (see sample blackline master in Appendix E: Rating Scale 3).

**MATERIALS**

- Alphabet cards.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SPECIFIC OUTCOMES***Students will be able to:*

- a. use a range of words and phrases within a variety of lexical fields, including:
- weather
  - daily routines
  - friends
  - extracurricular activities
  - any other lexical fields that meet their needs and interests

LC-1.3  
lexicon**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Question and Answer**

Divide the students into pairs and have them ask their partners questions on a variety of topics to obtain information; e.g., Яка сьогодні погода? (What is the weather today?) Сьогодні сонячно й тепло. (Today is sunny and warm.) Чи можна напитися води? (May I drink some water?) Так, можна. (Yes, you may.)

Have the students write down their partners' answers and have all pairs present each other to the rest of the class.

► **Out of Bounds**

If there are empty desks in the room, remove them or mark them "out of bounds." Start by stating in Ukrainian, "Усі учні, які мають день народження восени, повинні помінятися місцями." (All students who have a birthday in the fall must change places.) The students change desks with one another and you mark one of their desks "out of bounds." The student left without a desk becomes "it" and, with the teacher's help, gives a new command that will allow him or her to find a seat. Vary the commands to include clothing items, colours of clothing, hair colour or favourite foods.

► **Word Relay**

Divide the board so that each team gets its own space. Give the first team member a marker. Set the topic; e.g., colour, verbs, weather words. When you say "починайте/можна починати," (start/you may start), the first person from each team runs to the board, writes a word on topic and then goes back and passes the marker to the next person. The relay continues.

**Extension**

Have the students develop lists of words in their personal dictionaries that are related to a particular lexical field. Encourage the students to add to these lists throughout the year.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use a range of words and phrases within a variety of lexical fields?

**➤ Observation Checklist**

Create an outcome-based checklist and share it with students before they interview their partners. Use the checklist to assess if students are able to use a range of words and phrases within a variety of lexical fields (see sample blackline master in Appendix E: Observation Checklist).

**➤ Anecdotal Notes**

Observe students as they play the Out of Bounds game. Record anecdotal notes of the extent to which students are able to use a range of words and phrases within a variety of lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).

**➤ Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they write their words on the board. Students use the checklist to determine if they are able to use a range of words and phrases within a variety of lexical fields (see sample blackline master in Appendix E: Self-assessment Checklist)

**MATERIALS**

- None required.

- Labels for out of bounds.

- Board, markers.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><i>Students will be able to:</i></p> <p>a. use, in modelled situations,* the following grammatical elements:</p> <p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>• genitive singular following negation</li> <li>• genitive singular with preposition</li> <li>• locative singular</li> <li>• instrumental singular</li> <li>• accusative singular animate</li> <li>• accusative plural inanimate</li> <li>• irregular plural nominative (дівчата)</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>• personal dative (мені, вам)</li> <li>• personal genitive (мене, вас)</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• comparative, superlative</li> <li>• accusative inanimate</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>• past tense</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>• comparative, superlative</li> <li>• quality</li> <li>• time</li> </ul> <p><b>Expressions</b></p> <ul style="list-style-type: none"> <li>• date</li> <li>• seasons of year</li> <li>• time</li> </ul>	<p><b>All grammar concepts are to be taught in a meaningful context for a meaningful purpose.</b></p> <p>► <b>Ice Cream Birthday Chart</b> Have each student decorate a paper scoop of ice cream to represent his or her birthday, being sure to include the date and year of his or her birthday. Place ice cream cone bases at the front of the room for the months, January to December. Ask the students to place their ice cream scoop on top of the cone labelled with their birth months. Once all students have placed their ice cream scoops on top of the cones, ask questions about the dates of the students' birthdays; e.g., Коли день народження в Маркіяна? (When is Markian's birthday?)</p> <p>► <b>Timetable</b> Have the students create a weekly class timetable, including time for recess and lunch. This may be done on the computer to introduce them to Ukrainian fonts. Once the students have created their timetables, ask various questions, such as:</p> <ul style="list-style-type: none"> <li>– О котрій годині ми починаємо вчити математику? (At what time do we start studying mathematics?)</li> <li>– О котрій годині перерва? (At what time is recess?)</li> <li>– О котрій годині ми маємо мистецтво? (At what time do we have art?)</li> </ul> <p>The first student to say or write the correct time earns a point. If he or she answers incorrectly, another student is given the opportunity to "steal" the point.</p> <p>★ <b>Modelled Situations:</b> This term is used to describe learning situations in which a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.</p>

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and use, in modelled situations, the [given] grammatical elements?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they ask and answer questions about their birthdays. Use the checklist to assess if students are able to recognize and use, in modelled situations, the given grammatical elements; e.g., dates (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they create and answer questions about their timetables. Record anecdotal notes of the extent to which students are able to recognize and use, in modelled situations, the given grammatical elements; e.g., genitive case, time (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Paper ice cream cones (one labelled for each month), paper scoops of ice cream.

- Computers.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SPECIFIC OUTCOMES***Students will be able to:*

- b. use, in structured situations,<sup>★</sup> the following grammatical elements:

**Nouns**

- nominative singular
- nominative plural
- vocative

**Pronouns**

- personal nominative
- personal accusative
- demonstrative
- possessive

**Adjectives**

- noun–adjective agreement

**Verbs**

- present common
- imperative
- present common reflexive

**Adverbs**

- quality
- time

**Expressions**

- interrogative
- date (not including year)
- time, hour

**Numerals**

- numeral–noun agreement (numerals 11–20)

LC-1.4  
grammatical elements**SAMPLE TEACHING AND LEARNING ACTIVITIES****All grammar concepts are to be taught in a meaningful context for a meaningful purpose.****► Build from the Basket**

Have the students play a game called “У кошику” (“In the Basket”). Place several objects or picture cards into a basket or other container. Ask the students to randomly choose an object and answer and ask questions about the object using correct grammatical structures. The game has two variations:

1. Pronouns, nouns, negation:  
“Це не моя/мій/моє \_\_\_\_\_.” (This is not my \_\_\_\_\_.)  
“Це твоя/твій/твоє \_\_\_\_\_.” (This is your \_\_\_\_\_.)
2. Pronouns, nouns, negation (in question format):  
“Чи це твоя/твій/твоє \_\_\_\_\_?” (Is this your \_\_\_\_\_?)  
“Так, це моя/мій/моє \_\_\_\_\_.” (Yes, this is my \_\_\_\_\_.) or  
“Ні, це не моя/мій/моє \_\_\_\_\_?” No, this is not my \_\_\_\_\_.)

**► Noun–Adjective Agreement**

Have the students practise noun–adjective agreement by describing a familiar object from a picture using known adjectives. For example:

- Це синє авто. (This is a blue car.)
- Це нове авто. (This is a new car.)
- Це велике авто. (This is a big car.)

**► Verb Agreement**

After reviewing several basic first conjugation verbs, add other first conjugation verbs to reinforce and extend the learning of the endings that agree with each grammatical person; e.g., if students know how to conjugate *мати*, they should be able to apply the rule to conjugate *грати*. Have the students use the new verbs in the context of describing a picture or giving information related to a theme; e.g., weather, about the family, likes/dislikes.

- ★ **Structured Situations:** This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use, in structured situations, the [given] grammatical elements?

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they choose an object and ask questions about it. Use the rating scale to assess how well students are able to use, in structured situations, the given grammatical elements; e.g., interrogative, possessive pronouns (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Anecdotal Notes**

Observe students as they describe familiar objects. Record anecdotal notes of the extent to which students are able to use, in structured situations, the given grammatical elements; e.g., noun–adjective agreement (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they describe a picture or given information theme using the proper verb agreement. Use the rating scale to assess how well students are able to use, in structured situations, the given grammatical elements; e.g., verbs–present common (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

- Basket of familiar objects or picture cards.

- Pictures.

- Picture.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- c. use, independently and consistently,\* the following grammatical elements:
- Expressions**
- Interrogative
- Numerals**
- Numeral–noun agreement (numerals 1–10)

**LC-1.4**  
grammatical elements

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Question Collages**

Arrange the students into small groups and have them look at a magazine to identify if they should use *Хто це?*, *Що це?* or *Де це?* (Who is this?, What is this? or Where is this?) to find out more about the picture. Have the students use the magazine pictures to make a collage entitled either *Хто?*, *Що* or *Де?* (Who?, What? or Where?)

★ **Independently and Consistently:** This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.



**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use, independently and consistently, the [given] grammatical elements?

**► Observation Checklist**

Use an outcome-based checklist and share it with students before they create question collages. Use the checklist to assess how well students are able to use, independently and consistently, the given grammatical elements; e.g., interrogative (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Magazines, scissors, art/poster paper, glue.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-2 interpret and produce oral texts**

SPECIFIC OUTCOMES	
<b>LC-2.1</b> aural interpretation	<i>Students will be able to:</i>
	a. understand short, simple oral texts in guided situations

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Listening**

Read a short, simple text to the students (two or three paragraphs) on a previously studied subject/theme; e.g., seasons, weather, food. Have the students answer simple questions about the text individually or in groups. Alternatively, have the students write a short summary of the text or draw a picture.

➤ **Who Is It?**

Post several pictures of different people, numbering each picture. Describe each person without telling the students who you are describing. Have the students guess who you are describing by providing the number of that person.

**Extension**

Have the students listen to a simple description of a person, animal or place and draw a picture.

➤ **Ukrainian Songs**

Listen to a popular Ukrainian song as a class (several times, if necessary). Divide the students into groups and have them discuss the content of the song. Regroup as a class and share the ideas discussed in groups.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand short, simple oral texts in guided situations?

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they listen to a text and answer simple questions. Students use the rating scale to assess how well they are able to understand short, simple oral texts in guided situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ **Anecdotal Notes**

Observe students as they recognize the person from the description given. Record anecdotal notes of the extent to which students are able to understand short, simple oral texts in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they listen to and discuss a popular song. Students use the checklist to determine if their peers are able to understand short, simple oral texts in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Short, simple text.

- Numbered pictures of different people.

- Ukrainian song, listening station.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-2 interpret and produce oral texts**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 495 553 527"><i>Students will be able to:</i></p> <p data-bbox="269 663 553 758">a. produce simple oral sentences in guided situations</p> <p data-bbox="181 999 245 1178" style="writing-mode: vertical-rl; transform: rotate(180deg);">LC-2.2 oral production</p>	<p data-bbox="613 663 829 695">➤ <b>Introductions</b></p> <p data-bbox="656 699 1430 926">Have the students introduce themselves to their groups, a guest or the rest of the class by having them describe themselves, e.g., вік, ім'я (age, name), and their families; e.g., брати і сестри, батьки/опікуни, де вони живуть, домашні тварини (siblings, parents/guardians, where they live, pets). Encourage the students to create simple illustrations of themselves and/or their family members to use during their introductions.</p> <p data-bbox="613 951 935 982">➤ <b>Origami Finger Game</b></p> <p data-bbox="656 987 1442 1251">Have the students create a cut-and-fold finger game (see Appendix C: Planning Tools). On the four outside sections, have the students spell out four different colours. On the eight middle sections, have them spell out eight numbers. On the inside sections, have them write eight common questions related to a theme being studied. Working in pairs or groups of three, invite the students to play their origami finger game with each other. Encourage the students to use Ukrainian as much as possible.</p> <p data-bbox="613 1276 889 1308">➤ <b>Thematic Collages</b></p> <p data-bbox="656 1312 1442 1507">Have the students cut out pictures from magazines and prepare collages related to the theme being taught. Working in small groups, ask the students to take turns describing one of the pictures in the collage. Emphasize the importance of using complete sentences and correct grammar. The other group members must try to guess which picture is being described.</p> <p data-bbox="613 1533 911 1564">➤ <b>Student of the Week</b></p> <p data-bbox="656 1568 1430 1724">Designate one student per week to bring in an item of importance, e.g., спортове обладнання, книжка, сувенір, гра (sports equipment, book, souvenir, game), to talk about and share with classmates. Alternatively, have the students prepare posters about themselves to share with their classmates.</p>

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- produce simple oral sentences in guided situations?

➤ **Conferencing/Goal Setting**

Conduct mini-interviews one-on-one with students, asking questions using familiar vocabulary and structures. Discuss difficulties and successes the students had during their presentations and set goals with the students for improving their oral presentation skills.

➤ **Anecdotal Notes**

Observe the students as they play the origami finger game. Record anecdotal notes of the extent to which they are able to produce simple oral sentences in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they describe pictures and guess what picture is being described. Use the checklist to assess if students are able to produce simple oral sentences in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they bring in an item of importance to share with the class. Use the rubric to assess how well students are able to produce simple oral sentences in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- None required.

- Scissors, coloured pencils.

- Magazines, scissors, glue.

- Objects from home.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-2 interpret and produce oral texts**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 495 553 527"><i>Students will be able to:</i></p> <p data-bbox="269 663 532 758">a. engage in simple interactions, using simple sentences</p> <p data-bbox="181 915 245 1136" style="writing-mode: vertical-rl; transform: rotate(180deg);">LC-2.3 interactive fluency</p>	<p data-bbox="613 663 769 695">➤ <b>Dialogue</b></p> <p data-bbox="656 695 1425 856">Divide the students into pairs and provide time for the students to prepare brief dialogues using Ukrainian vocabulary and expressions related to their weekend plans. Have the students use a simple question-and-answer format and present the dialogues to the class.</p> <p data-bbox="656 894 1398 961">Afterward, mix up the groups and have them ask each other the questions they had prepared.</p> <p data-bbox="613 999 894 1031">➤ <b>Survey and Report</b></p> <p data-bbox="656 1031 1425 1262">Invite the students to conduct a survey of classmates on their favourites (e.g., food, animals) using questioning techniques learned. For example, Яка твоя улюблена їжа? (What is your favourite food?) Have the students respond by pointing to their favourite food and saying, “Це моя улюблена їжа.” (This is my favourite food.) Invite the students to tally and graph the results and share this information with classmates.</p> <p data-bbox="613 1335 894 1367">➤ <b>Thirteen Questions</b></p> <p data-bbox="656 1367 1425 1566">Prepare a list of thirteen common questions and display it for the class. Divide the students into partners or small groups and have them take turns drawing from a deck of cards. Depending on the number of the card drawn (1 to 13; Ace=1), have the students ask their partners or group members a common question. Award a point for each correct response.</p>

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- engage in simple interactions, using simple sentences?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they discuss their weekend plans. Use the checklist to assess if students are able to engage in simple interactions, using simple sentences (see sample blackline master in Appendix E: Observation Checklist.)

➤ **Anecdotal Notes**

Observe students as they ask for particular information in a survey. Record anecdotal notes of the extent to which students are able to engage in simple interactions, using simple sentences (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

After the students have asked and answered questions, have them reflect on their learning and how well they engage in simple interactions, using simple sentences. Encourage them to respond to the following sentence starters:

- One thing I learned was ...
- I need to practise ...

**MATERIALS**

- None required.

- Graph paper.

- Thirteen questions, one deck of cards per group.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-3 interpret and produce written and visual texts**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>LC-3.1</b> written interpretation</p>	<p><i>Students will be able to:</i></p>	
	<p>a. understand short, simple written texts in guided situations</p>	<ul style="list-style-type: none"> <li>➤ <b>Ukrainian Recipes</b> Demonstrate and explain, in Ukrainian, how to prepare a simple food item from a recipe. Divide the students into groups and have them research simple Ukrainian recipes on the Internet or in books and magazines. Address any new vocabulary. Have each group present its favourite recipe to the class and, if possible, prepare the item and share the product. Compile a class recipe book for the students and encourage them to try the recipes at home.</li>   <li>➤ <b>Independent and Group Reading</b> Introduce a text of one or two paragraphs on a previously studied lexical field; e.g., home, community, clothing. Allow the students to read the paragraphs individually, highlighting words and/or phrases they know and understand. Arrange the students into small groups and have them work together to create meaning of the text. Once all the groups have finished, discuss the text as a class.</li>   <li>➤ <b>Follow My Lead</b> Prepare a list of eight to ten simple written instructions. Ask the students to follow these instructions to create a simple drawing. Allow the students to compare their drawings with a partner. Discuss the results as a whole group.</li> </ul>



**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand short, simple written texts in guided situations?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they prepare a simple food item from a recipe. Use the checklist to assess if students are able to understand short, simple written texts in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they read paragraphs independently and in groups. Students use the checklist to determine if they are able to understand short, simple written texts in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they follow instructions to create a drawing. Students use the rating scale to assess how well they are able to understand short, simple written texts in guided situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).

**MATERIALS**

- Web sites, magazines and books that contain recipes for traditional Ukrainian foods, ingredients to make those recipes, cooking equipment, dishes, cutlery.

- Short, simple text.

- Simple, written instructions, one copy per student.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-3 interpret and produce written and visual texts**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 495 553 527"><i>Students will be able to:</i></p> <p data-bbox="269 663 553 758">a. produce simple written sentences in guided situations</p> <p data-bbox="181 999 245 1220" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>LC-3.2</b> written production</p>	<p data-bbox="613 663 735 695">➤ <b>Cards</b> Based on samples, have the students write invitation, graduation, congratulatory, birthday or thank you cards. Have the students illustrate the cards or use clip art to decorate them. Have the students give their cards to family members or friends.</p> <p data-bbox="613 863 898 894">➤ <b>Ukrainian Authors</b> Have the students create simple children’s storybooks and add illustrations for each sentence. The stories can be fiction or nonfiction, depending on the students’ interests. Once the storybooks are completed, have the students share their books with each other. Consider having the students share their stories with Grade 4 students.</p> <p data-bbox="613 1125 784 1157">➤ <b>Secret Pal</b> Arrange for each student to have a secret pal. Ask the students to write a simple letter to their secret pals using three to five simple sentences with familiar Ukrainian vocabulary and expressions. For example: – У моїй родині є чотири особи. (There are four people in my family.) – Я маю двох братів і одну сестру. (I have two brothers and one sister.) – Моя баба живе в Болівії. (My grandmother lives in Bolivia.)</p> <p data-bbox="613 1503 1049 1535">➤ <b>Do You Want to Play with Me?</b> Give the students blank game boards; e.g., Snakes and Ladders. Have them write simple directions on different squares; e.g., “посунься на два квадратики” (move two spaces), “посунься на один квадратик униз” (go down one space). Encourage the students to use the game boards to play simple games.</p>

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- produce simple written sentences in guided situations?

➤ **Anecdotal Notes**

Observe students as they prepare greeting cards. Record anecdotal notes of the extent to which students are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they create simple storybooks. Use the rubric to evaluate how well students are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they write to their secret pals. Use the checklist to assess if students are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they write directions on the game board. Record anecdotal notes of the extent to which students are able to produce simple written sentences in guided situations and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Card samples, markers, computer, printer.

- Markers.

- None required.

- Blank game boards (e.g., Snakes and Ladders).

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations

**LC-3.3**  
viewing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Printed Material**

Give the students an opportunity to view a variety of Ukrainian language newspapers, magazines, children’s books, calendars, greeting cards, promotional flyers, movies, television guides, book jackets and CD covers. Have the students group the items based on various categories, such as sports, music, fashion. Discuss the groupings as a class and discuss strategies used by the students to understand the content of the material.

➤ **Pysanky**

View a variety of *pysanky* (Ukrainian Easter eggs) and have the students write down words, phrases or statements to describe the eggs. Discuss what the patterns and symbols mean to the students, then look up the meanings of various symbols used; e.g., півень = fortune, пшениця = процвітання, голуб = мир (rooster = fertility, wheat = prosperity, dove = peace).

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations?

**► Observation Checklist**

Create an outcome-based checklist and share it with students before they categorize examples of different print materials. Use the checklist to assess if students are able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Observation Checklist).

**► Learning Log**

After reviewing a variety of *pysanky*, have the students reflect on their learning and how well they were able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations. The students may answer questions such as:

- Як митці використали колір і форми, щоб передати зміст? (How did the artists use colour and shapes to create a message?)
- Які символи ти вжив би/вжила б, якби ти робив/робила писанку? Чому? (What symbols would you use if you were going to make a *pysanka*? Why?)

**MATERIALS**

- A variety of print materials in Ukrainian.

- A variety of *pysanky* (real or photographs), information on the symbols used.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations

LC-3.4  
representing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Express Yourself**

Have the students create theme-related posters, e.g., on favourite foods, sports, hobbies, cultural traditions, in different regions of Ukraine. Have them use Ukrainian vocabulary and illustrations to complete their posters, then present their posters to the class.

**Alternative Activity**

Have the students create advertisements about themselves, their hobbies and interests.

► **Picture Wall**

Have the students take pictures or draw pictures of classroom events and field trips. Ask the students to write simple captions to accompany the pictures and display them to tell a story of the event.

► **Digital Slide Show Presentation**

Divide the students into groups and assign each group a topic or theme that they are to research; e.g., cultural traditions in Ukraine. Have the groups prepare several digital slides with information on the topic, being sure to include graphics, such as pictures, graphs, maps and charts.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they create theme-related posters. Students use the checklist to determine if they are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they create a picture wall based on classroom events or field trips. Record anecdotal notes of the extent to which students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they prepare digital slide shows on a researched topic. Use the rubric to evaluate how well students are able to use a variety of visuals and other forms of nonverbal communications to express meaning in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist.)

**MATERIALS**

- Poster materials.
- Camera, printer, markers, tape.
- Digital slide show software, graphics, clip art.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. distinguish between formal and informal situations

**LC-4.1**  
register

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **You (informal/familiar) or You (formal)**

Have the students rehearse conversations in Ukrainian involving formal and informal situations. Discuss how age, relationships (e.g., family versus acquaintances versus friends), generational differences and social status affect how one person addresses another. Invite the students to address you and/or a Ukrainian-speaking guest formally.

Divide the students into pairs, give them name tags depicting different people (e.g., child, parent, grandparent, teacher, priest) and have them take turns role-playing greetings. Ensure that proper formal and informal Ukrainian vocabulary is used to address the other student(s) in the scene. For example, the use of “ти/ви” (you–you [formal]). Consider video recording these role-plays for viewing by the class.



**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- distinguish between formal and informal situations?

**► Observation Checklist**

Create an outcome-based checklist and share it with students before they address different people in formal and informal situations. Use the checklist to assess if students are able to distinguish between formal and informal situations (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Ukrainian-speaking guest, video recorder, viewing station (optional).

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SPECIFIC OUTCOMES***Students will be able to:*

- b. recognize that some topics, words or intonations are inappropriate in certain contexts

LC-4.1  
register**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Formal and Informal/Familiar**

Review different intonations and wordings used when speaking formally or informally; e.g.,

To a friend – Тихо! (Quiet!)

To a parent – Прошу тихо! (Please be quiet!)

To a friend – Встань! (Stand up!)

To a parent – Прошу встаньте! (Please stand up!)

Ask the students to identify what language would be appropriate based on different scenarios. For example: Це дідо. Що треба казати, (Встань! чи Встаньте)? (This is grandfather. What should you say: Stand! [informal], Stand! [formal]?)

► **Watch Your Language**

Have the students brainstorm appropriate and inappropriate ways of speaking (e.g., intonation and tone) in various scenarios; e.g., at school, in class, public places versus private places. Discuss the importance of correct word usage and the different meanings words can have. Research language variations on the Internet and in books on Ukrainian language usage around the world.

Divide the students into groups and have each group present scenarios in which people act or speak inappropriately and appropriately.

► **The Importance of Intonation**

Read the same phrase using various intonations to illustrate how intonation can affect meaning. Divide the students into groups and assign each group a simple sentence or phrase. Have the students create role-plays using only the assigned sentence or phrase with different intonations. The theme of the role-plays should be “inappropriate intonation.” Have the groups present their role-plays to the rest of the class.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize that some topics, words or intonations are inappropriate in certain contexts?

➤ **Anecdotal Notes**

Observe students as they review formal and informal language use. Record anecdotal notes of the extent to which students are able to recognize that some topics, words or intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

After brainstorming appropriate and inappropriate ways of speaking, have the students reflect on their learning and how well they were able to recognize that some topics, words or intonations are inappropriate in certain contexts.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they create role-plays illustrating how meaning can be affected by intonation. Use the checklist to assess if students are able to recognize that some topics, words or intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- None required.

- Internet and books on Ukrainian language usage.

- None required.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 495 553 527"><i>Students will be able to:</i></p> <p data-bbox="269 695 573 827">a. understand and use a variety of simple idiomatic expressions as set phrases</p> <p data-bbox="181 884 245 1136" style="writing-mode: vertical-rl; transform: rotate(180deg);">LC-4.2 idiomatic expressions</p>	<p data-bbox="716 428 1338 459"><b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b></p> <p data-bbox="613 659 873 690">► <b>Idiom Role-plays</b></p> <p data-bbox="659 695 959 726">Introduce idioms such as:</p> <ul data-bbox="659 730 1419 961" style="list-style-type: none"> <li>- Най тебе качка копне! (May the duck kick you!)</li> <li>- Не їж мені печінки! (Do not eat my liver!)</li> <li>- _____ бомки б'є. ( _____ is drumming away.)</li> <li>- Не кажи гоп, поки не перескочиш! (Do not say jump until you have jumped over!)</li> <li>- Він як риба, яку витягли з води. (He is like a fish out of water.)</li> </ul> <p data-bbox="659 999 1435 1062">Divide the students into groups and have them role-play situations in which these expressions are used.</p> <p data-bbox="659 1100 781 1131"><b>Extension</b></p> <p data-bbox="659 1136 1419 1230">Have the students keep an ongoing list or chart of idiomatic expressions and illustrate the expressions for display or inclusion in their personal dictionaries.</p> <p data-bbox="613 1268 1179 1299">► <b>Magazine Idiom Hunt (advanced activity)</b></p> <p data-bbox="659 1304 1443 1461">Collect a variety of magazines from various Ukrainian-speaking countries. Read some Ukrainian magazine articles or cartoons that contain idiomatic expressions. Then have the students clip idiomatic expressions from the various magazines and create collages. Post the collages in the classroom for all to see.</p>

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand and use a variety of simple idiomatic expressions as set phrases?

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they present role-plays based on idioms. Use the checklist to assess if students are able to understand and use a variety of simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they create collages using idiomatic expressions. Use the checklist to assess if students are able to understand and use a variety of simple idiomatic expressions as set phrases (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- *Nova 6* illustrations of traditional Ukrainian idioms (ULEC Resource Centre, University of Alberta), personal dictionaries.

- A variety of Ukrainian magazines, scissors, glue.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>LC-4.3</b> variations in language</p>	<p><i>Students will be able to:</i></p> <p>a. acknowledge and accept individual differences in speech</p>	<p>➤ <b>Guest Speakers</b> Invite Ukrainian speakers to the class (e.g., students’ parents, students from local colleges and universities, grandparents, others) to read or tell a story in Ukrainian. After the speakers have left, discuss the differences in the speech of the various guests (e.g., accent, vocabulary, intonation, rate of speech).</p>
		<p>➤ <b>Video/Audio Venn Diagram</b> Present several videos or audio recordings in which people from different parts of the Ukrainian-speaking world and people of different age groups are speaking. Lead a guided discussion on recognizing the differences in the speech patterns and language use.</p> <p>Lead the students in creating a Venn diagram that compares and contrasts the differences in speech of two different Ukrainian speakers from the video or audio recordings. Encourage the students to focus on idiomatic expressions used, accent and other differences in speech between the two speakers. As an extension, class discussion could follow on the variances in accent and idiomatic expressions within the English language (English from the UK, Australia, different parts of Canada).</p>

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- **acknowledge and accept individual differences in speech?**

**► Learning Log**

After listening to invited guests, have the students reflect on their learning and how well they were able to acknowledge and accept individual differences in speech. Following the visit of guest speakers, have the students reflect on variations in Ukrainian language use; e.g.,

- What did they learn about how different people speak?
- What strategies will they/do they use when listening to a speaker they are not familiar with?
- How does this experience relate to their everyday experience with people from different cultural and language backgrounds?

**► Rating Scale**

Create an outcome-based rating scale and share it with students before they watch or listen to recordings of people with different Ukrainian accents. Use the rating scale to assess how well students are able to acknowledge and accept individual differences in speech (see sample blackline master in Appendix E: Rating Scale 1 or 3).

**MATERIALS**

- Ukrainian guest speakers, story.

- Videos or audio recordings of Ukrainian speakers, listening or viewing station.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 495 553 527"><i>Students will be able to:</i></p> <p data-bbox="269 663 548 726">a. use basic politeness conventions</p> <p data-bbox="181 1020 245 1245" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>LC-4.4</b> social conventions</p>	<p data-bbox="613 663 1052 695">➤ <b>Classroom Politeness Dialogues</b></p> <p data-bbox="656 695 1398 758">Review basic classroom phrases associated with politeness, for example:</p> <ul data-bbox="656 764 1403 968" style="list-style-type: none"> <li>- Прошу. (Please.) Дякую. (Thank you.)</li> <li>- Вибачте. (Sorry.) Нема за що. (Don't mention it.)</li> <li>- Вибач, я цього не хотів/хотіла зробити. (Sorry, I did not mean to do that.)</li> <li>- Вибачте, я помилився/помилилася. (Sorry, I made a mistake.)</li> </ul> <p data-bbox="656 1005 1440 1304">Organize the students into groups of two or three. Give them two minutes to prepare brief dialogues of social scenarios in which they are to act out basic conventions of courtesy. After the two minute time limit, have the student groups act out the scenarios for their classmates. Example scenarios might include entering a classroom late, accidentally bumping into someone, asking to leave the classroom, meeting the principal in school, meeting someone for the first time. Consider video recording these presentations for viewing by the class.</p> <p data-bbox="613 1341 873 1373">➤ <b>Manners, Please!</b></p> <p data-bbox="656 1373 1440 1535">Brainstorm with the students ways in which we show courtesy or manners. Make a list of the actions or phrases on the board. Have the students create posters and charts based on the common expressions of conventions of courtesy and post them in the classroom; e.g.,</p> <ul data-bbox="656 1541 1300 1745" style="list-style-type: none"> <li>- Доброго ранку. (Good morning.)</li> <li>- Добрий день./Добридень. (Good day.)</li> <li>- Доброго вечора./Добрий вечір. (Good evening.)</li> <li>- Як ся маєш? (How are you?)</li> <li>- Вибач. (Sorry.)</li> <li>- Перепрошую. (Excuse me.)</li> </ul>



**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use basic politeness conventions?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they present dialogues related to classroom politeness. Use the checklist to assess if students are able to use basic politeness conventions (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they brainstorm ways of showing courtesy. Record anecdotal notes of the extent to which students are able to use basic politeness conventions (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Various props, video recording and viewing equipment (optional).

- Poster materials.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

SPECIFIC OUTCOMES	
<b>LC-4.4</b> social conventions	<i>Students will be able to:</i>
	b. use appropriate oral forms of address for people frequently encountered

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Telephone Conversations**

Have the students pretend to be various people from their everyday life (e.g., parents, teachers, principal, doctor, coach, friends) and role-play phone conversations in which they use appropriate oral forms of address; e.g.,

- Добрий день, \_\_\_\_\_ (name of a friend) . (Good day, \_\_\_\_\_.)
- Добрий день, пані/пане \_\_\_\_\_. (Good day, Mrs./Mr. \_\_\_\_\_.)
- До побачення. or Добраніч. (Goodbye. or Good night.)
- Христос воскрес!—Воїстину воскрес! (Christ has risen!—Truly He has risen!)
- Христос раждається!/Христос народився!—Славимо Його! (Christ is born! Let us praise him!)

Have the students then prepare and present to the class short telephone skits demonstrating the appropriate use of oral forms of address for people frequently encountered. Students may choose to use puppets to act out their skits.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use appropriate oral forms of address for people frequently encountered?

**► Checklist and Comments**

Create an outcome-based checklist and share it with students before they present telephone conversations. Use the checklist to assess if students are able to use appropriate oral forms of address for people frequently encountered (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**MATERIALS**

- Telephones, puppets (optional).

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>LC-4.5</b> nonverbal communication	<i>Students will be able to:</i>	
	a. experiment with using some simple nonverbal means of communication	<p>► <b>Listening to Body Language</b> Model nonverbal means of communication, such as head nodding, head shaking, waving and shaking hands. Describe a short, simple scenario and have the students respond by using appropriate nonverbal communication. Afterward, view a short video with the sound turned off. Divide the students into groups and have them identify and mimic the nonverbal language used and guess what the people were talking about.</p> <p><b>Extension</b> Discuss the use of personal space in nonverbal communication; e.g., What does it mean when someone moves closer to you to speak? What does it mean when a person moves farther away?</p> <p>► <b>Group Work</b> Brainstorm and list several examples of appropriate nonverbal behaviours to use with their peers. Encourage the class to use these nonverbal behaviours during group work. Video record the students as they work together. Play the video recording of the class, pausing once in a while to ask the students to describe the nonverbal behaviours shown.</p>

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experiment with using some simple nonverbal means of communication?

➤ **Anecdotal Notes**

Observe students as they respond to short, simple scenarios by using nonverbal communication. Record anecdotal notes of the extent to which students are able to experiment with using some simple nonverbal means of communication (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they work in groups. Students use the checklist to determine if their peers are able to experiment with using some simple nonverbal means of communication (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Video, viewing station.

- Video recording and viewing equipment.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. recognize that some nonverbal behaviours may be inappropriate in certain contexts

LC-4.5  
nonverbal communication

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Appropriate or Inappropriate?**

As a class, brainstorm various nonverbal behaviours that are not appropriate to use when listening to someone; e.g., closing your eyes, putting your head on the desk or looking away, standing too close or moving away, rolling eyes, avoiding eye contact or staring.

Discuss other forms of nonverbal communication that can be inappropriate, such as pointing (and staring) at people you do not know, facial expressions (smiling in a sad/serious situation), sticking your tongue out, refusing a handshake. Discuss the importance of using polite nonverbal behaviours in the company of older people and people in positions of authority. Encourage the students to use polite nonverbal behaviours in class.

**Extension**

Have the students act out various examples of inappropriate nonverbal behaviours.

**Extension**

Prior to a field trip to a Ukrainian church, review behaviours that are inappropriate, such as clapping, chewing gum, not removing hats/caps.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize that some nonverbal behaviours may be inappropriate in certain contexts?

**➤ Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they brainstorm and discuss inappropriate nonverbal behaviours. Students use the checklist to determine if they are able to recognize that some nonverbal behaviours may be inappropriate in certain contexts (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Chart paper, markers.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-5 apply knowledge of how discourse is organized, structured and sequenced**

SPECIFIC OUTCOMES	
LC-5.1 cohesion/coherence	<i>Students will be able to:</i>
	a. link words or groups of words in simple ways

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Linking Words**

Review linking words used to link various events in a sequence and to create compound and complex sentence structures. For example:

- Я встаю. Тоді я \_\_\_\_\_. (I get up. Then I \_\_\_\_\_.)
- Я читаю. Тоді я \_\_\_\_\_. (I read. Then I \_\_\_\_\_.)
- Після школи я \_\_\_\_\_, перед тим як я \_\_\_\_\_.  
(After school I \_\_\_\_\_ before I \_\_\_\_\_.)

Ask the students to create comic strips or picture books that describe their Saturday morning routines and that use the linking words. Have the students then present their comic strips or books to the class.

**Extension**

Give the students a recipe or set of instructions that are out of sequence. Ask the students to look for linking words to assist them in putting the steps back into sequence.



**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-5 apply knowledge of how discourse is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- link words or groups of words in simple ways?

**➤ Rating Scale**

Create an outcome-based rating scale and share it with students before they describe their Saturday morning routines. Use the rating scale to assess how well students are able to link words or groups of words in simple ways (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

- None required.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-5 apply knowledge of how discourse is organized, structured and sequenced**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><i>Students will be able to:</i></p> <p>b. sequence elements of a simple story, process or series of events</p> <p><b>LC-5.1</b> cohesion/coherence</p>	<p>► <b>Plan a Day</b> Ask the students to work with partners to create and rehearse telephone conversations in which they plan a Saturday schedule of events based on various sentence patterns. Encourage the students to use sequence words that they learned in class; e.g., <i>перше, потім, наприкінці, після, пізніше</i> (first, then, at the end, afterward, later).</p> <p>► <b>Sequence of Events</b> Review the conventions of storytelling and the parts of a story. Prepare a simple story in Ukrainian. Give each group a picture that corresponds to part of the text. A student representative is chosen for each group. Ask the student representatives to go to the front to the room and place their texts and pictures where they think they belong. Encourage the students to come to an agreement as to the correct placement of all text and illustrations.</p> <p>► <b>Instructions</b> Have the students read various samples of instructions written in Ukrainian (e.g., assembly instructions). Arrange the students into small groups and have each group note the language used to show sequence. Give the students sentence strips of the instructions and have them work together to put them in the correct order.</p>

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-5 apply knowledge of how discourse is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- sequence elements of a simple story, process or series of events?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they plan Saturday events in a telephone conversation. Use the checklist to assess if students are able to sequence elements of a simple story, process or series of events (see sample blackline master in Appendix E: Observation Checklist).

➤ **Learning Log**

After discussing the order of the story, have the students reflect on their learning and how well they were able to sequence elements of a simple story, process or series of events.

- What were the challenges?
- Were there clues, visual or textual, to aid in sequencing?
- Did they use any other strategies?

➤ **Anecdotal Notes**

Observe students as they arrange various instructions in sequential order. Record anecdotal notes of the extent to which students are able to sequence elements of a simple story, process or series of events (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Play telephones.

- Ukrainian text, divided into short segments, and illustrations.

- Instructions in Ukrainian in sentence strips.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-5 apply knowledge of how discourse is organized, structured and sequenced**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. recognize some simple oral and written text forms; e.g., lists, letters, stories, songs

**LC-5.2**  
text forms

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Identifying Text Forms**

Bring in a variety of oral and written text forms; e.g.,

- newspapers
- concert tickets
- bus tickets/train tickets
- menus
- calendars
- posters
- commercials
- songs
- flyers
- catalogues
- maps
- music videos
- Web sites
- comics.

Arrange the students into small groups and give each group several sticky notes (a different colour for each group). As the groups circulate and review the text samples, have them decide what they think each item is and label it with their notes. Afterward, discuss the oral and written text forms as a class.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-5 apply knowledge of how discourse is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize some simple oral and written text forms?

**➤ Anecdotal Notes**

Observe students as they identify various samples of texts. Record anecdotal notes of the extent to which students are able to recognize some simple oral and written text forms (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Samples of oral and written text forms, several different coloured sticky notes.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-5 apply knowledge of how discourse is organized, structured and sequenced**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>LC-5.3</b> patterns of social interaction	<i>Students will be able to:</i>	
	a. initiate interactions and respond using simple social interaction patterns; e.g., request–acceptance/nonacceptance	<p>► <b>Invitation Role-plays</b>            Divide the students into pairs and have them role-play requesting, accepting or rejecting invitations using models such as:</p> <ul style="list-style-type: none"> <li>– Чи ти можеш прийти до мене? (Can you come to my house?)</li> <li>– Так, я можу _____. (Yes, I can _____.)</li> <li>– Ні, я не можу, тому що _____. (No, I cannot because _____.)</li> </ul> <p>Consider video recording these role-plays for viewing by the students.</p> <p>► <b>Everyday Phrases</b>            Invite the students to learn and practise phrases they can use to initiate and maintain interaction in Ukrainian in the classroom. Post these phrases with accompanying illustrations in the classroom for student reference. Examples may include:</p> <ul style="list-style-type: none"> <li>– Чи я можу з тобою працювати? (May I work with you?)</li> <li>– Чи тепер моя черга? (Is it my turn now?)</li> <li>– Чи я можу позичити олівець? (May I borrow a pencil?)</li> </ul>

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-5 apply knowledge of how discourse is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- initiate interactions and respond using simple social interaction patterns?

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they role-play various scenarios related to invitations. Use the checklist to assess if students are able to initiate interactions and respond using simple social interaction patterns (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ **Anecdotal Notes**

Observe students as they practise the everyday classroom phrases. Record anecdotal notes of the extent to which students are able to initiate interactions and respond using simple social interaction patterns (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Video recorder, viewing station (optional).

- Chart paper, markers.

## Global Citizenship

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="267 493 552 525"><i>Students will be able to:</i></p> <p data-bbox="267 661 576 829">a. make observations of Ukrainian culture; e.g., as it is portrayed in texts and in the community</p> <p data-bbox="181 808 251 1281" style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>GC-1.1</b> accessing/analyzing cultural knowledge</p>	<p data-bbox="613 661 933 693">► <b>Ukrainians in Alberta</b></p> <p data-bbox="657 693 1193 724">Have the students locate on a map of Alberta:</p> <ul data-bbox="657 724 1412 903" style="list-style-type: none"> <li>– place names influenced by Ukrainian culture, particularly in the early 1900s</li> <li>– places with Ukrainian landmarks; e.g., Edmonton – Famine monument, Vegreville – писанка (Easter egg), Glendon – вареник/пиріг (perogy), Mundare – ковбаса (sausage).</li> </ul> <p data-bbox="657 934 1421 1060">This activity could also be done using a map of Canada; e.g., Toronto and Saskatchewan – Леся Українка (Lesia Ukrainka) monument, Ottawa – Museum of Civilization, Winnipeg – Тарас Шевченко (Taras Shevchenko) monument.</p> <p data-bbox="657 1102 1421 1165"><b>Note:</b> To many Ukrainians, any Ukrainian church or community hall is seen to be a monument and landmark of the settlement.</p> <p data-bbox="613 1197 787 1228">► <b>Field Trip</b></p> <p data-bbox="657 1228 1421 1428">Plan a trip to a Ukrainian store, restaurant, cultural centre, monument or historic site; e.g., Ukrainian Cultural Heritage Village. Have the students observe presentations of cultural traditions and ways of life and ask questions about Ukrainian culture. After the trip, discuss what was learned about Ukrainian culture in Alberta.</p>



**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- make observations of Ukrainian culture?

➤ **Conferencing/Learning Log**

Meet with students in small groups to discuss their learning regarding Ukrainian culture in Alberta and Canada. Ask the students what patterns they noticed regarding settlement areas and symbols of Ukrainian culture. Did they learn anything unexpected or surprising? Ask the students to record their observations of Ukrainian culture in their learning logs.

➤ **Learning Log**

After the class field trip, have the students reflect on their learning and how well they were able to make observations of Ukrainian culture. Encourage them to make connections between the trip and their previous experiences and knowledge.

**MATERIALS**

- Map of Alberta or Canada, pamphlets and tourist information (Travel Alberta), Internet.

- None required.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>GC-1.1</b> accessing/analyzing cultural knowledge</p>	<p><i>Students will be able to:</i></p>	<ul style="list-style-type: none"> <li>➤ <b>Guest Speaker</b> Invite guest speakers to come and talk to the class; e.g., family members, friends, community members, local musical groups/musicians or dance groups. Invite the speakers to discuss cultural topics, such as <i>pysanky</i>, history and embroidery. Before the visit, have the students prepare questions to ask the guest speakers. Afterward, have the students respond to the visit in their learning logs.</li> <li>➤ <b>Artifacts</b> Display artifacts from Ukrainian-speaking communities, such as clothing, CDs, instruments, food items, brochures, pictures, arts and crafts. Invite the students to wander around the display and examine the artifacts, then discuss them as a class. What do they tell us about the communities they came from?</li> <li>➤ <b>Friends in Ukraine</b> Organize e-mail or pen pals from a school in Ukraine and have the students ask questions to learn about their schools, interests, families, activities, communities and way of life.</li> </ul>
	<p>b. seek out information about Ukrainian culture from authentic sources</p>	

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- seek out information about Ukrainian culture from authentic sources?

➤ **Learning Log**

After listening to the guest speakers, have the students reflect on their learning and how well they seek out information about Ukrainian culture from authentic sources. Encourage the students to relate what they learned to their own past experiences and previous knowledge.

➤ **Anecdotal Notes**

Observe students as they examine artifacts displayed in the classroom and discuss them. Record anecdotal notes of the extent to which students are able to seek out information about Ukrainian culture from authentic sources (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they correspond with students from Ukraine. Use the checklist to assess if students are able to seek out information about Ukrainian culture from authentic sources (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Guest speakers.

- Artifacts from Ukrainian-speaking communities.

- E-mail, printer.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

**SPECIFIC OUTCOMES**

*Students will be able to:*

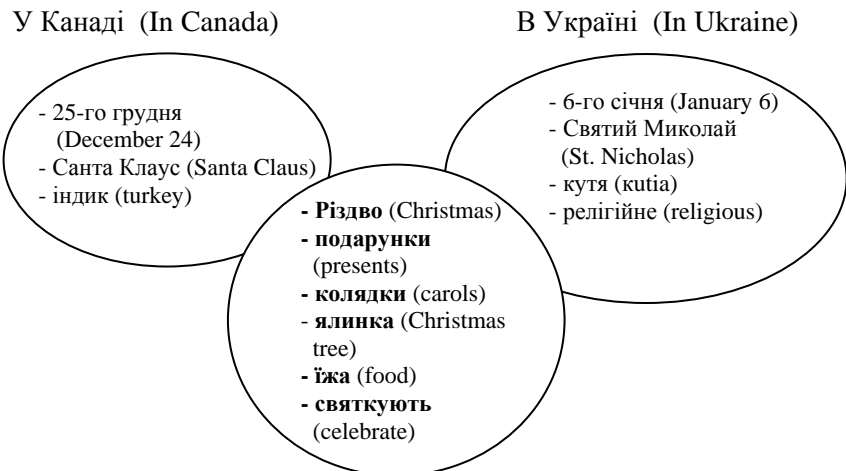
- a. participate in activities and experiences that reflect elements of Ukrainian culture

GC-1.2  
knowledge of Ukrainian culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Christmas Traditions**

Play a video on traditional Ukrainian Christmas traditions. Following the video, brainstorm the common activities and traditions of North American Christmas and Ukrainian Christmas. Have the students use Venn diagrams to note the similarities and differences. For example:



Encourage the students to organize a class Ukrainian Christmas celebration.

**Extension**

Have the students research the traditions associated with великодні звичаї (Ukrainian Easter traditions) and plan a traditional meal with the assistance of parents.

► **Traditional Songs**

Have the students learn traditional songs associated with religious holidays, such as Christmas and Easter, or songs associated with other things, such as work, spring, harvest, love, comedy or independence. If possible, have the students perform these songs at a school assembly or cultural event held in the school or the local community.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in activities and experiences that reflect elements of Ukrainian culture?

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they compare Christmas traditions using a Venn diagram. Use the rating scale to assess how well students are able to participate in activities and experiences that reflect elements of Ukrainian culture (see sample blackline master in Appendix E: Rating Scale 3).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they learn traditional songs associated with holidays and other occasions. Use the checklist to assess if students are able to participate in activities and experiences that reflect elements of Ukrainian culture (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Videos on Christmas and Easter traditions.

- Music, audio equipment.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><b>GC-1.3</b> applying cultural knowledge</p>	<p><i>Students will be able to:</i></p> <p>a. identify elements of Ukrainian culture in the school and community</p>	<p>► <b>Culture in the School</b> Ask the students to go around the school looking for elements that represent Ukrainian culture and discuss with classmates some information about them.</p> <p>► <b>Culture in the Community</b> Have the students brainstorm elements of Ukrainian culture in the local community; e.g., people, businesses and organizations that are influential; musical and artistic influences; sporting and entertainment influences and business and economic influences, (products that are imported from Ukraine). Ask the students to create a brochure or visitors’ guide to their community highlighting Ukrainian history, businesses, services and landmark buildings. Invite the students to access information on the Internet, take photographs themselves, visit a local museum and talk to local people.</p> <p><b>Extension</b> On a map of your community, have the students mark businesses and other organizations of Ukrainian origin; e.g., restaurants, specialty food stores, cultural centres.</p>

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify elements of Ukrainian culture in the school and community?

➤ **Anecdotal Notes**

Observe students as they look around the school for evidence of Ukrainian culture. Record anecdotal notes of the extent to which students are able to identify elements of Ukrainian culture in the school and community (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they create visitors' guides or brochures. Use the rating scale to assess how well students are able to identify elements of Ukrainian culture in the school and community (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

- None required.

- Samples of visitors' guides and tourist brochures, photographs, computers, printer.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><b>GC-1.4</b> diversity within Ukrainian culture</p>	<p><i>Students will be able to:</i></p> <p>a. identify some elements that reflect diversity within Ukrainian culture</p>	<p>► <b>Regional Differences</b> Have the students explore the concept of regional differences in Ukrainian culture by viewing a variety of videos, Web sites or books on a variety of art forms; e.g., dancing, <i>pysanky</i>, embroidery. Discuss these differences as a class following the viewing.</p> <p><b>Extension</b> Discuss regional or dialect differences in various regions of Ukraine; e.g.,</p> <ul style="list-style-type: none"> <li>- крамниця – магазин (store)</li> <li>- сковорода – пательня (frying pan)</li> <li>- фрукти – садовина (fruits).</li> </ul> <p>► <b>Comparison Study</b> Organize the students into small groups and have each group study a different region of Ukraine. Ask the students to prepare presentations on the various cultural elements unique to these regions. Encourage them to include information on things such as food, clothing, celebrations, games, music and traditions. After the presentations, discuss the diversity of Ukrainian culture from region to region.</p>



**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify some elements that reflect diversity within Ukrainian culture?

**➤ Learning Log**

After discussing the difference between the art forms, have the students reflect on their learning and how well they identify some elements that reflect diversity within Ukrainian culture. Have the students reflect on the following question:

- How do the differences between the Ukrainian communities in Canada and Ukraine compare?

**➤ Rubric**

Collaboratively create an outcome-based rubric with the students before they do a comparison study of the different regions of Ukraine. Use the rubric to evaluate how well students are able to identify some elements that reflect diversity within Ukrainian culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Ukrainian dance videos, books on Ukrainian embroidery patterns, *pysanka* designs, Internet.

- Reference materials on different regions of Ukraine, Internet, poster materials.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>GC-1.5</b> valuing Ukrainian culture</p>	<p><i>Students will be able to:</i></p> <p>a. participate in cultural activities and experiences</p>	<p>► <b>Community Cultural Events</b> Invite the students to participate in cultural events taking place in their own community; e.g., view Ukrainian cultural performers (dancers, singers, actors or musicians at concerts and recitals), participate in school concerts or perform at community events singing Ukrainian songs. After the event, have the students discuss what they learned.</p> <p><b>Alternative Activity</b> Invite the students to plan and host celebrations unique to the Ukrainian culture, such as a Ukrainian Christmas Eve supper.</p>
		<p>► <b>Personal Experiences</b> Divide the students into groups and have them discuss their own personal experiences with Ukrainian culture, for example trips they may have taken, visits to a place with Ukrainian decorations, viewing Ukrainian television programs/movies, visiting Ukrainian restaurants, viewing a Ukrainian art exhibit. Have each group create a poster that reflects these various experiences.</p> <p><b>Extension</b> Establish a Ukrainian Language and Culture Club that is open to all interested students in grades 4, 5 and 6.</p> <p>► <b>Cultural Crafts</b> Introduce the students to various crafts common to Ukraine; e.g., писанки (<i>pysanky</i>), вишивки (embroidery), кераміка/гончарство (ceramics), вироби з дерева (woodwork).</p>

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in cultural activities and experiences?

➤ **Learning Log**

After the students participate in cultural events, have them reflect on their learning and how well they participate in cultural activities and experiences in their community. Encourage them to make connections to their previous experiences and knowledge by completing sentence starters such as:

- Today's event reminded me of the time ...
- Today's event made me think of ...
- I would like to learn more about ...
- I wonder ...

➤ **Anecdotal Notes**

Observe students as they discuss their own personal experiences related to Ukrainian culture. Record anecdotal notes of the extent to which students are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they are introduced to common Ukrainian crafts. Use the checklist to assess if students are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Various foods and decorations for the hosted dinner.

- Poster materials.

- Various craft materials.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

SPECIFIC OUTCOMES	
<i>Students will be able to:</i>	
GC-2.1 awareness of first language	a. identify similarities between their first language and Ukrainian

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **What’s the Same? What’s Different?**

Arrange the students into groups of two or three and give them a short text in Ukrainian. Ask the student groups to identify similarities between their first language and Ukrainian and create Venn diagrams to show these similarities and differences.

Display the simple Ukrainian text and review the similarities and differences between Ukrainian and English; e.g.,

- some letters are the same
- symbols of punctuation are the same (? ! , .)
- some punctuation is different (« »).

**Extension**

Have the students create posters reflecting the similarities between their first languages and Ukrainian and display them throughout the classroom and school.

► **Listening to Language**

Play various recordings in Ukrainian (e.g., a song, a poem, a dialogue) and have the students identify differences between Ukrainian and their first languages; e.g., sounds, intonation, rhythm.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify similarities between their first language and Ukrainian?

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they create Venn diagrams. Use the rating scale to assess how well students are able to identify similarities between their first language and Ukrainian (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Learning Log**

After listening to various recordings in Ukrainian, have the students reflect on their learning and how well they are able to identify similarities between their first language and Ukrainian. Have the students create charts to show the similarities and differences in the sounds, intonations and rhythm.

**MATERIALS**

- Simple Ukrainian text.

- Various recordings in Ukrainian, listening station.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

SPECIFIC OUTCOMES	
GC-2.2 general language knowledge	<i>Students will be able to:</i>
	a. identify differences and similarities among writing systems from different languages within their personal experience

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Examining Languages**

Invite the students to bring in written materials in different languages that they have at home and provide additional examples; e.g., instruction manuals, pictures of signs from the community. Include languages:

- with different types of letters; e.g., Roman, Greek, Cyrillic
- that use characters/symbols instead of letters to form words; e.g., Cree, Chinese, Japanese
- that are read in different directions; e.g., right to left, vertically.

Have the students compare and contrast the different forms of writing; e.g., using Venn diagrams.

**Extension**

Divide the students into groups to prepare a more in-depth study of the different writing systems. Have each group study one of the writing systems and prepare a brief presentation on the similarities and differences between the writing system and English, Ukrainian or their own writing system. Invite the students to conduct a brief lesson in which they teach their classmates how to use the writing system studied.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify differences and similarities among writing systems from different languages within their personal experience?

**➤ Observation Checklist**

Create an outcome-based checklist and share it with students before they compare and contrast the writing systems. Use the checklist to assess if students are able to identify differences and similarities among writing systems from different languages within their personal experience (see sample blackline master in Appendix E: Observation Checklist)

**MATERIALS**

- Written materials in different languages, Internet.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

SPECIFIC OUTCOMES	
GC-2.2 general language knowledge	<i>Students will be able to:</i>
	b. describe ways that languages can be taught and learned

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **How Did You Learn a Language?**  
Have the students interview a variety of people who know a second language to find out how they learned that language. Ask the students to then organize the information from the interviews in graphic organizers and share them with their peers.
  
- **Brainstorming Language Learning Strategies**  
Have the students brainstorm different strategies they use when learning a new language, for example:
  - Use words from their first language to get meaning across.
  - Use nonverbal cues, gestures and body language.
  - Ask for clarification.
  - Use circumlocution to compensate for lack of vocabulary.
  - Be willing to take risks and try unfamiliar tasks and approaches.
  - Keep a learning log and personal dictionary.
  - Mimic what the teacher says and copy what others say/write.
  - Use mnemonics to remember verb conjugations and vocabulary spelling.
  - Connect what they already know with what they are learning.

Discuss different aspects of language learning; e.g., learning the writing system, pronunciation, listening (developing an ear), vocabulary and the cultural elements associated with the language.
  
- **Brainstorm Activities**  
Have the students brainstorm the different activities they have participated in while learning Ukrainian throughout the school year and previous years.



**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- describe ways that languages can be taught and learned?

➤ **Learning Log**

After the students interview second language speakers, have them reflect on their learning and how well they are able to describe ways that languages can be taught and learned. Was there anything surprising that they learned? Have the students relate what they learned to their own strategies for language learning; e.g., similar strategies used, strategies they heard about that they'd like to try.

➤ **Anecdotal Notes**

Observe students as they brainstorm strategies used to learn another language. Record anecdotal notes of the extent to which students are able to describe ways that languages can be taught and learned (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they brainstorm language learning activities they have participated in. Use the rating scale to assess how well students are able to describe ways that languages can be taught and learned (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

- Second language speakers.

- None required.

- None required.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. recognize similarities between their own culture and other cultures

**GC-2.3**  
awareness of own culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **What Is Culture?**

Lead the students in a guided discussion of “what culture is,” for example:

- where you live: country, climate
- what you need to live: clothing, types of food, housing, transportation
- who you live with: types of families, roles
- other things, such as schooling, values and beliefs, government, holidays and traditions, laws.

Have the students create charts of cultural elements to be compared (e.g., food, clothing) and several cultures to compare.

	Моя культура (My Culture)	Українська (Ukrainian)	Польська (Polish)
Їжа (Food)			
Одяг (Clothing)			
Святкування (Celebrations)			

Discuss the similarities between the various cultures.

**Extension**

Explore Eastern European cultures and compare them to Ukrainian culture. Make observations of similarities; e.g., in foods, costumes, dances, architecture and music.

► **Travel Brochures**

Organize the students into partners or small groups and give each group a different oblast of Ukraine to study. Have the students create travel brochures for the oblast, focusing on predetermined topics of interest; e.g., food, clothing, celebrations, transportation. The students should draw comparisons between their own culture and that of the oblast they are studying. Have the students present their completed travel brochures to the class and put them on display.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize similarities between their own culture and other cultures?

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they create comparison charts to compare various cultures. Use the checklist to assess if students are able to recognize similarities between their own culture and other cultures (see sample blackline master in Appendix E: Checklist and Comments 1 or 2)

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they create their travel brochures. Use the rubric to evaluate how well students are able to recognize similarities between their own culture and other cultures (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Various resources, chart paper, markers.

- Various resources, chart markers.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. make connections between individuals or situations in texts and their own personal experiences

**GC-2.3**  
awareness of own culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Common Experiences**

Have the students listen to a guest speaker discuss his or her home/school life as a child in Ukraine. Have the students think about what they learned and compare the life of the guest speaker to their own lives. Have them choose an event from the guest speaker’s life and draw a picture of it and a similar event from their own lives. Have the students add sentences under each scene to describe them.

► **The Character and I**

Read stories that describe the daily lives of people in Ukraine. Divide the students into groups and have them create time lines comparing a typical day in their lives with a typical day in the lives of characters in the story; e.g., list what the characters do in their daily lives that is similar to their own daily lives.

**Extension**

Provide each student with a copy of a story and ask them to highlight words that show similarities between their own cultures and those of the characters in the story.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- make connections between individuals or situations in texts and their own personal experiences?

➤ **Learning Log**

After listening to a guest speaker's experience as a child living in Ukraine, have the students reflect on their learning and how well they make connections between individuals or situations in texts and their own personal experiences.

➤ **Anecdotal Notes**

Observe students as they compare the lives of Ukrainian characters to their own. Record anecdotal notes of the extent to which students are able to make connections between individuals or situations in texts and their own personal experiences (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Guest speaker.

- Various texts with Ukrainian characters.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community

GC-2.4  
general cultural knowledge

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Cultural Practices Around Us**

Ask the students to share their personal heritage and cultural backgrounds with one another; e.g., What do you eat for Christmas dinner? How do you celebrate Thanksgiving day? How does your family celebrate birthdays? Have the students conduct surveys of the languages spoken by people in their extended families and graph and post the results.

**Extension**

Invite parents or relatives of the students to give brief presentations about their cultural backgrounds and languages.

► **Cultural Fair**

Invite the students to participate in a cultural fair in the classroom. Have small groups prepare presentations on different cultures represented in the classroom. Invite them to teach some vocabulary from the languages spoken in the culture. Invite the students from younger grades (i.e., Grade 3 and Grade 4) as an audience.

**Extension**

Arrange a field trip to a school with a cultural focus (bilingual school, charter school), another language classroom or a cultural community centre. After the field trip, have the students make Venn diagrams to show the similarities and differences between their cultural practices and those of the students in the other school.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community?

➤ **Anecdotal Notes**

Observe students as they conduct a survey on cultural practices. Record anecdotal notes of the extent to which students are able to recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

After the cultural fair, have the students reflect on their learning and how well they were able to recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community. Have the students reflect on their experiences and learning about various cultural practices by answering questions such as:

- Чого ти навчився/навчилася про різні культурні звичаї людей у твоїй громаді/школі? (What have you learned about the different cultural practices of people in your community/school?)
- Які культурні звичаї нагадали тобі твій власний досвід? (What did the cultural practices remind you of from your own experiences?)

**MATERIALS**

- Graph paper, markers.

- Cultural objects and props, costumes, posters.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

SPECIFIC OUTCOMES	
GC-2.4 general cultural knowledge	<i>Students will be able to:</i>
	b. recognize that culture is expressed through a variety of forms

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Expressing Culture**

Ask the students to brainstorm different ways that culture can be expressed; e.g., through music, dance, literature, entertainment, sport, pastimes, food, clothing, religion, celebration.

Have the students draw pictures that depict the different ways culture can be expressed. Collect the pictures for a display board and use them as a point of discussion.

► **Culture Festival**

As an end-of-year culminating activity, have the students organize a Ukrainian Cultural Festival. Organize the students into small groups and assign each group a different cultural element, such as dance, music, food, games. Invite parents and other classes to participate in the festival.



**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize that culture is expressed through a variety of forms?

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they brainstorm and illustrate ways culture is expressed. Students use the rating scale to assess how well they are able to recognize that culture is expressed through a variety of forms (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they organize a year-end culminating cultural festival. Use the rubric to evaluate how well students are able to recognize that culture is expressed through a variety of forms (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- None required.

- Internet access, library and reference materials on different cultural elements.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. engage in activities that reflect other ways of doing things

**GC-2.5**  
valuing diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Different Greetings**

Discuss various ways that people greet one another in different cultures; e.g.,

- bowing (hands together, hands at sides)
- hand shaking (two hands, one hand)
- kissing (kiss on cheek, one kiss on both cheeks, three kisses).

Discuss the meanings of these customs and have the students role-play the various greeting customs in pairs or groups.

➤ **Culture Shock Role-plays**

Divide the students into groups and have them perform role-plays in which visitors from Canada react to the way of life in Ukraine and visitors from other countries react to the way of life in Canada. Video record these role-plays and play them back for the students.

➤ **Pioneer Day**

Working in groups, have the students plan a pioneer day. Invite the students to dress in costume and write a diary entry from the point of view of a pioneer that describes how they would have gotten to school, what the classroom/school would have been like, what they would have eaten for lunch and so on.

Invite the students to share excerpts from the pioneer day diaries with the rest of the class and display these diaries in the class.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- engage in activities that reflect other ways of doing things?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they explore greetings from other cultures. Use the checklist to assess if students are able to engage in activities that reflect other ways of doing things (see sample blackline master in Appendix E: Observation Checklist).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they role-play how people react to the ways of life of other cultures. Students use the checklist to determine if they are able to engage in activities that reflect other ways of doing things (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Learning Log**

After discussing what it would be like to live during the pioneering times, have the students reflect on their learning and how well they can engage in activities that reflect other ways of doing things.

**MATERIALS**

- None required.

- Video recording and viewing equipment.





- Pioneer props and costumes, Ukrainian Cultural Heritage Village games resource.

**General Outcome for Global Citizenship**Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.**GC-2 affirming diversity****SPECIFIC OUTCOMES***Students will be able to:*

- a. listen appropriately to others

GC-2.6  
intercultural skills**SAMPLE TEACHING AND LEARNING ACTIVITIES****► Proper Listening Behaviours**

Brainstorm and review proper and polite listening behaviours; e.g.,

Добрі слухачі ...	
– сидять тихо	
– не граються предметами	
– тримають руки спокійно	
– слідкують за промовцем	
– тримають очі відкритими	
– дивляться з інтересом/зацікавленням	
– слухають промовця	
– спрямовують свою увагу до промовця	
– не перебивають	
– не розмовляють, коли промовець говорить	
– слухаючи, ставлять запитання в думках	
– при нагоді запитують для роз'яснення	

Encourage the students to practise these behaviours when working in groups and when guest speakers visit the class. Consider video recording the class for review later.

**Extension**

Ask the students to find a short story, newspaper article or legend to read to the class while the others practise proper listening skills.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- listen appropriately to others?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they brainstorm and practise proper listening behaviours. Students use the checklist to determine if they are able to listen appropriately to others (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Video recording and viewing equipment.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. initiate and maintain new relationships

**GC-2.6**  
intercultural skills

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Initiating a Friendship**

Provide the students with phrases that are useful when initiating a friendship; e.g., Добрий день, я Роман. Як ти називаєшся? Чи я міг би тобі допомогти? Що ти любиш робити? (Good day, I am Roman. What is your name? May I help you? What do you like to do?)

Provide the students with phrases that are useful when interacting with other students in class. For example:

- Я не хочу те робити! (I do not want to do that!)
- Так не можна робити. (You cannot do it that way.)
- Вибач, я так не хотів зробити. (Excuse me, I did not mean to do it that way.)
- Перепрошую! (Sorry!)
- Не турбуйся. (Do not worry.)
- Нема про що журитися. (There is nothing to worry about it.)

Encourage the students to initiate and maintain new relationships with students in class.

► **Keep in Touch**

Have the students introduce themselves to a guest speaker. After the presentation, ask the students to design and send thank-you cards. Later in the year, have the students invite the speaker back to participate in a celebration.

► **Pen Pals**

If possible, arrange for pen pals with students in Ukraine. Ask the students to initiate friendships by giving a brief personal introduction and asking questions about their pen pals.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- initiate and maintain new relationships?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they are encouraged to initiate and maintain new relationships using the vocabulary introduced. Use the checklist to assess if students are able to initiate and maintain new relationships (see sample blackline master in Appendix E: Observation Checklist).

➤ **Learning Log**

After the students interact with a guest speaker, have them reflect on their learning and how well they are able to initiate and maintain new relationships.

➤ **Anecdotal Notes**

Observe students as they communicate in writing with pen pals in Ukraine. Record anecdotal notes of the extent to which students are able to initiate and maintain new relationships (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.

- Guest speaker.

- Internet access, pen pals.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal and career opportunities**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>GC-3.1</b> Ukrainian culture and language</p>	<p><i>Students will be able to:</i></p> <p>a. identify ways in which they have used their knowledge of the Ukrainian language and culture</p>	<p>► <b>Using Ukrainian Beyond the Classroom</b> Ask the students to recall instances in which they have used Ukrainian outside of the classroom. Have the students share with the class Ukrainian words and phrases that have become part of their everyday conversation.</p> <p><b>Extension</b> Have the students work in groups to prepare brief presentations (e.g., poster, digital slide show, brochure) outlining reasons for studying Ukrainian and personal uses for Ukrainian. Have the students share their presentations with the Grade 3 students who will be studying Ukrainian the next year.</p>
		<p>► <b>Questionnaire</b> Have the students create a simple questionnaire/survey to solicit information about the students' personal uses of Ukrainian; e.g., where, when, with whom, what was the topic. Distribute the questionnaire to the class and have the students fill it out. Collect the questionnaires and compile the information in a chart or graph.</p> <p><b>Extension</b> Have the students survey other students, friends or family members. Collect, compile and graph or chart the results.</p>



**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal and career opportunities****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify ways in which they have used their knowledge of the Ukrainian language and culture?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they share words and phrases they use regularly outside of the classroom. Use the rubric to evaluate how well students are able to identify ways in which they have used their knowledge of the Ukrainian language and culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Learning Log**

After the students have responded to the questionnaires, have them reflect on their learning and how well they are able to identify ways in which they have used their knowledge of the Ukrainian language and culture.

**MATERIALS**

- Poster materials, computers.

- None required.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal and career opportunities**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>GC-3.2</b> cultural and linguistic diversity</p>	<p><i>Students will be able to:</i></p> <p>a. identify ways in which they have used their knowledge of different languages and cultures</p>	<p>► <b>Survey Says</b> Have the students create a simple survey to solicit information about the students' personal uses of international languages; e.g., де, коли, з ким, на яку тему (where, when, with whom, on what topic). Distribute the surveys to the class and have them fill them out. Collect the surveys and compile the information in a chart or graph.</p> <p><b>Extension</b> Ask the students to survey other students, friends or family members. Collect, compile and graph or chart the results.</p>
		<p>► <b>It's a Small World</b> Ask the students to monitor television, movies, newspapers, magazines and the radio for examples of references to international languages and cultures. Have them note the language/culture referenced and the context. Compile the information as a class and review the various examples collected. Have the students draw conclusions about the value of understanding various languages and cultures and how they can use that knowledge in their everyday lives.</p>

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal and career opportunities****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify ways in which they have used their knowledge of different languages and cultures?

➤ **Anecdotal Notes**

Observe students as they survey the class's personal use of international languages. Record anecdotal notes of the extent to which students are able to identify ways in which they have used their knowledge of different languages and cultures (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they review various examples of references to international languages and cultures. Use the checklist to assess if students are able to identify ways in which they have used their knowledge of different languages and cultures (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

➤ None required.

➤ None required.

## Strategies

### General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

#### S-1 language learning

##### SPECIFIC OUTCOMES

*Students will be able to:*

- a. use a variety of simple cognitive strategies, with guidance, to enhance language learning (*continued*)

S-1.1  
cognitive

##### SAMPLE TEACHING AND LEARNING ACTIVITIES

###### ► **Picture Dictionary**

Ask the students to keep personal dictionaries or phrasebooks in which they record new words and phrases learned. Have the students provide a context for the words and phrases; e.g., include sentences that use the words or phrases, draw pictures depicting them. Also have the students indicate the function of the word or phrase; e.g., action verb, adjective, preposition. Encourage the students to organize vocabulary terms according to lexical fields; e.g., family, school, clothing, weather.

###### ► **Rhymes and Songs**

Invite the students to learn short rhymes or songs that include words from vocabulary lists and their personal dictionaries. For example, when reviewing body parts, students sing “Head, Shoulders, Knees and Toes.”

Ask the students to modify the song by changing the words to other body parts, classroom objects, family members and other vocabulary words. Have the students then teach their own versions to other students.

###### ► **Sentence Creation**

Write different words from all parts of speech on individual cards. Give one set of cards to each group and have the students manipulate the cards to create phrases or simple sentences. Ask the students to record their sentences in their notebooks.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use a variety of simple cognitive strategies, with guidance, to enhance language learning?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they add new words or phrases to their picture dictionaries. Use the checklist to assess if students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries, group vocabulary terms with similar characteristics (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they learn rhymes or songs. Record anecdotal notes of the extent to which students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary or sentence patterns (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they create new sentences. Use the checklist to assess if students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., experiment with various elements of the language (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Personal dictionaries.

- None required.

- Word cards.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use a variety of simple cognitive strategies, with guidance, to enhance language learning.

**S-1.1**  
cognitive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Using Mental Imagery**

Review vocabulary related to a previously studied lexical field. Allow students time to memorize the words and create mental images to help remember the terms. Organize the students into small groups. Give each group a mini chalkboard or whiteboard (if not available, the students can use paper). Call out a word in Ukrainian and have one student per team quickly write down the corresponding word in English or draw a picture to represent the word. The first student to show the correct answer scores a point. Continue the game for several rounds so that each student has a chance to write an answer.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use a variety of simple cognitive strategies, with guidance, to enhance language learning?

**➤ Anecdotal Notes**

Observe students as they memorize new words for the game. Record anecdotal notes of the extent to which students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., use mental images to remember new information (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Mini chalkboards or whiteboards, chalk, whiteboard markers.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning

S-1.2  
metacognitive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Preparing for Research**

Divide the students into groups and have them prepare for a research activity by planning in advance how to approach the task. Have the students brainstorm in their groups what tasks they will need to complete and the steps involved. Have the groups assign tasks to different group members. Discuss how using different strategies may enable the students to cope with texts containing unknown elements and have the groups create a list of strategies they will attempt to use during the task.

**Extension**

Have the students listen or read for key words in a variety of texts during their research.

► **Use and Track Learning Strategies**

Provide the students with a checklist of learning strategies. Model and discuss the strategies as a class. Have the students include the list in their learning logs and check off the strategies they have used. Ask the students to reflect on their strengths and weaknesses and identify goals for using specific strategies for self-improvement.



**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use a variety of simple metacognitive strategies, with guidance, to enhance language learning?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they plan for research in small groups. Students use the checklist to determine if their peers are able to use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., make a plan in advance about how to approach a language learning task, know how strategies may enable coping with texts containing unknown elements (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Learning Log**

After the students discuss their use of strategies, have them reflect on their learning and how well they are able to use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., keep a learning log, identify needs and goals, be aware of your strengths and weaknesses. Have them answer questions such as:

- What strategies worked best for me?
- What strategies did not work well for me?

**MATERIALS**

- Various reference materials related to a research project.

- List of strategies.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning**

SPECIFIC OUTCOMES	
<i>Students will be able to:</i>	
<b>S-1.3</b> social/affective	a. use a variety of simple social and affective strategies, with guidance, to enhance language learning

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Modelling Strategies**

Lead the students in a discussion of how taking risks is an important part of language learning. Model various strategies such as risk-taking, self talk and humour. Describe your own experiences using these types of strategies. For example:

- You visit a household/community/country where Ukrainian is spoken. You do not know the people, but you try speaking to them in Ukrainian anyway.
- You are about to do a presentation in Ukrainian to the class and you are nervous about your pronunciation. Before your presentation, think positive thoughts and encourage yourself by thinking of all the things you have done already in Ukrainian.

Encourage the students to use these strategies on their own.

► **Working with Others**

Provide a selection of simple stories, visually rich and in Ukrainian. Divide the students into groups and have them work together to read the short texts. Encourage the students to discuss what to do when they come across a word they do not know. Ensure every student in the group participates in reading the text. Have the students summarize the text and present their summaries to the rest of the class.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use a variety of simple social and affective strategies, with guidance, to enhance language learning?

➤ **Learning Log**

After discussing the strategies, have the students reflect on their learning and how well they are able to use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., take risks, use self-talk and use humour.

➤ **Anecdotal Notes**

Observe students as they work together to read a story. Record anecdotal notes of the extent to which students are able to use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., participate in shared reading experiences (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.

- Variety of simple, well-illustrated Ukrainian stories.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-2 language use****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use a variety of simple interactive strategies, with guidance, to enhance language use

**S-2.1**  
interactive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Clarification Phrases**

Model in conversation commonly used words, phrases and sentences used for asking for clarification, help or repetition when interacting with others in Ukrainian. Post these phrases around the classroom and encourage the students to practise these phrases when conversing in groups. Sample phrases include:

- Я не розумію. (I do not understand.)
- Прошу повторити. (Please repeat that.)
- Скажи, як це зробити. (Tell me how to do this.)
- Поясни це мені. (Explain this to me.)

► **Conversing in Groups**

Divide the students into groups and have them participate in short conversations with each other on pets, hobbies and other topics of interest. Encourage the students to use strategies, such as interpreting nonverbal cues (e.g., mime, pointing, smiling, nodding, raising eyebrows), asking for clarification or repetition, circumlocution (e.g., річ, на яку ти вішавш одяг, це вішак – the thing you hang the clothes on for “hanger”), repeating part of what someone has said to confirm understanding and asking follow up questions to check for understanding (e.g., Чи ти мене розумієш? – Am I making sense?)

**Extension**

Organize the students into small groups and have them prepare brief skits in which they demonstrate simple interaction patterns using the interaction vocabulary and phrases.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-2 language use****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use a variety of simple interactive strategies, with guidance, to enhance language use?

➤ **Anecdotal Notes**

Observe students as they practise conversing in groups. Record anecdotal notes of the extent to which students are able to use a variety of simple interactive strategies, with guidance, to enhance language use; e.g., indicate lack of understanding verbally, ask for clarification or repetition when you do not understand (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they converse in small groups. Use the checklist to assess if students are able to use a variety of simple interactive strategies, with guidance, to enhance language use; e.g., interpret and use nonverbal cues, ask for clarification or repetition, circumlocution, repeat part of what someone has said to confirm mutual understanding (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Chart paper, markers.

- None required.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-2 language use**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use a variety of simple interpretive strategies, with guidance, to enhance language use

S-2.2  
interpretive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Prediction**

Before reading a text, have the students predict what it is about based on the title and any illustrations. Before a guest speaker arrives, have the students make predictions about what they expect to hear based on what they already know about the topic.

► **Interpreting a Text**

Provide the students with a Ukrainian text, create a list of questions on the text and have the students skim and scan the text to find the answers to the questions.

Afterward, have the students read the text more closely, identifying key words and phrases and rereading several times to understand the more complex ideas. Encourage the students to deal with unknown words in a text by:

- reading sentences before and after the unknown word
- finding words or phrases that give clues to the word’s meaning or function
- looking at clues as to the word’s function by examining its spelling.

► **Using Visuals and Gestures**

Invite the students to play games similar to Pictionary or charades to practise using gestures and visual supports to aid comprehension. Encourage the students to use visuals and gestures to aid their understanding of Ukrainian speakers whenever possible, for example, when watching Ukrainian television programs and movies.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S–2 language use****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use a variety of simple interpretive strategies, with guidance, to enhance language use?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they make predictions. Use the checklist to assess if students are able to use a variety of simple interpretive strategies, with guidance, to enhance language use; e.g., make predictions about what you expect to hear or read based on prior knowledge and personal experience (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they interpret a text. Record anecdotal notes of the extent to which students are able to use a variety of simple interpretive strategies, with guidance, to enhance language use; e.g., skim and scan to locate key information in texts (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they play Pictionary or charades. Use the rating scale to assess how well students are able to use a variety of simple interpretive strategies, with guidance, to enhance language use; e.g., use gestures and visual supports to aid comprehension (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

- Ukrainian storybook.

- Ukrainian text.

- Pictionary, topics for charades.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-2 language use**

**SPECIFIC OUTCOMES**

*Students will be able to:*

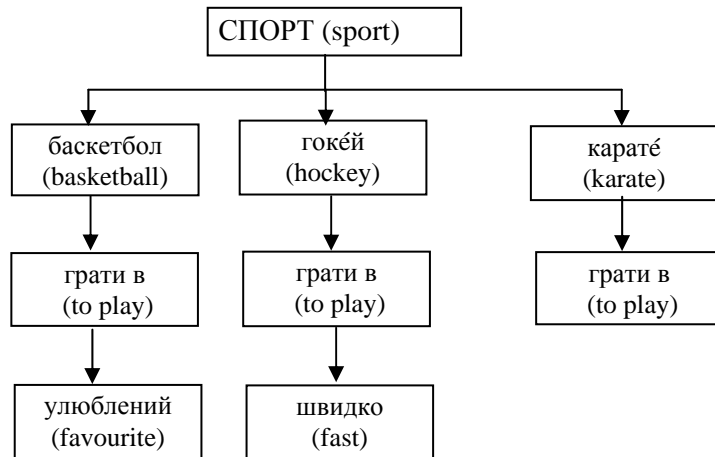
- a. use a variety of simple productive strategies, with guidance, to enhance language use

S-2.3  
productive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Posters and Mobiles**

Have the students create posters with various Ukrainian expressions, phrases and illustrations. Have the students copy the words and phrases from those written on the board. Divide the students into groups and have them design, create and hang mobiles in the classroom. Each mobile should contain elements (vocabulary/grammatical structures) related to a lexical field studied. For example:



► **The Writing Process**

Invite the students to listen to and read various samples of basic familiar fables or fairy tales and take notes to help their own writing. After reviewing different examples, have the students create their own texts with illustrations following a chosen pattern. Have the students brainstorm their ideas before starting, then follow the writing process (prewriting, writing, revisions, correction and publication). Encourage the students to apply grammar rules and to avoid difficult structures by rephrasing.



**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S–2 language use****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use a variety of simple productive strategies, with guidance, to enhance language use?

**➤ Rating Scale**

Create an outcome-based rating scale and share it with students before they create posters. Use the rating scale to assess how well students are able to use a variety of simple productive strategies, with guidance, to enhance language use; e.g., copy what others say or write, use words that are visible in the immediate environment (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**➤ Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they create their own texts. Students use the checklist to determine if they are able to use a variety of simple productive strategies, with guidance, to enhance language use; e.g., use illustrations to provide detail, apply grammar rules to improve accuracy (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Poster materials, cardstock, markers, string or wire, hangers.

- Examples of familiar fables or fairy tales.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning**

SPECIFIC OUTCOMES	
<i>Students will be able to:</i>	
S-3.1 cognitive	a. use simple cognitive strategies to enhance general learning

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Mental Images**  
Present the students with a picture with the word written under it or on the back. Have the students concentrate on retaining mental images from the pictures and text to help them remember new vocabulary. Eventually, the picture part of the prompt is removed, leaving only the written text. Alternatively, the picture is left and the word is removed and students recall the name of the item.
- **Identify the Group**  
List several categories of objects on the board; e.g., види рослин (types of plants), тварини (animals), машини (vehicles), знаряддя (tools), одяг (clothing), інструменти (instruments). Have the students draw word cards with names of items on them. Ask them to read the words and then identify the category or categories to which the words belong.
- **Inquiry Process**  
Brainstorm with the students what they know about a topic or theme. Have the students write what they know and want to know in a KWL chart (see Appendix D: Graphic Organizers). Have the students research the topic and create a presentation. Encourage the students to access and use a variety of information sources, such as libraries, the Internet, people in the community and professional organizations.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple cognitive strategies to enhance general learning?

➤ **Conferencing**

Meet with students and discuss using simple cognitive strategies to enhance general learning; e.g., use mental images to remember vocabulary. Did it work for them? What could they do differently?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they categorize various objects. Students use the checklist to determine if their peers are able to use simple cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they brainstorm what they already know on a topic. Use the checklist to assess if students are able to use simple cognitive strategies to enhance general learning; e.g., formulate key questions to guide research (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Picture cards with words.

- A variety of words in Ukrainian on pieces of paper, container.

- Various research materials.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use simple metacognitive strategies to enhance general learning  
*(continued)*

S-3.2  
metacognitive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Project Plan**

Before the students begin a task, have them plan the steps they will take to complete a task. For example, have the students make plans for a visit to a bilingual Kindergarten or Grade 1 class to present their play. Have them jot down different jobs they need to do; e.g., making the backdrop, getting materials. Encourage them to write down the process in their learning logs and check to see if they are following their plans.

► **Self-analysis**

Have the students complete a self-analysis based on their own needs and interests. Encourage them to think about and answer questions such as:

1. When I'm working on an activity, what kinds of things help me? How do they help me? For example:
  - other students
  - adults
  - things on my desk
  - books and reference materials
2. What things do I need to do to help myself:
  - before I start?
  - during the activity?
  - after the activity?
3. What are my favourite things to learn about?
4. Rate the following things from one (like it the most) to ten (like it the least): sort things, organize things, look for information, watch videos, role-play, learn about culture, play games, write my own stories, create art work, listen to guest speakers.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple metacognitive strategies to enhance general learning?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they plan to present a play. Students use the checklist to determine if they are able to use simple metacognitive strategies to enhance general learning; e.g., plan the steps to complete a task (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Learning Log**

After the students complete the self-analysis, have them reflect on their learning and how well they are able to use simple metacognitive strategies to enhance general learning; e.g., reflect your thinking processes and how you learn. Have the students describe how they will use what they know about themselves in future learning activities.

**MATERIALS**

- None required.

- None required.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**S-3.2**  
metacognitive

- a. use simple metacognitive strategies to enhance general learning

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Dear Mom, Dad or Guardian**

Ask the students to write letters to their parents or guardians regarding their learning. Provide guidance to students, encouraging them to think about how they learn best. Have them list the strategies and activities that have worked best for them and why they believe they were effective, and how they intend to apply them in future Ukrainian classes. Students can refer to their learning logs if they have been tracking the various strategies used and how they work in their reflective writings. Invite the parents to respond to their children’s letters and include the letters in the student portfolios.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple metacognitive strategies to enhance general learning?

**➤ Rating Scale**

Create an outcome-based rating scale and share it with students before they write their letters. Use the rating scale to assess how well students are able to use simple metacognitive strategies to enhance general learning; e.g., reflect on your thinking processes and how you learn (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

- None required.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use simple social and affective strategies to enhance general learning

**S-3.3**  
social/affective

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Brainstorming Strategies**

Brainstorm with students various social and affective strategies they can use to enhance their learning of Ukrainian; e.g., ask the teacher for help, ask fellow classmates to explain something they find difficult, pair up to quiz one another before a test, pair up and take turns reading simple Ukrainian storybooks, share an assignment by dividing up the work and then coming together to synthesize and summarize to produce a final project. Ask the students for additional ideas of how they can work with others to mutually enhance learning. Have the students identify the strategies they have used, ones they would like to use more often and strategies they would like to try.

► **Group Problem Solving**

Ask the students to work in groups of five and assign them a simple problem; e.g., prepare 10 posters about specific Ukrainian activities happening in the school, make a convincing presentation to Grade 3 students about why it is beneficial to take Ukrainian as a second language. Provide the students with a simple problem-solving model, for example:

1. Identify the problem or issue.
2. Think of possible solutions.
3. Identify the consequences of each solution.
4. Decide on the best solution (most positive results).
5. Follow through with a plan of action.

Have the groups work through the problem and develop action plans.

Have each group present its problem and solution to the rest of the class and explain how they worked together to come up with the solution.



**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple social and affective strategies to enhance general learning?

➤ **Anecdotal Notes**

Observe students as they brainstorm strategies. Record anecdotal notes of the extent to which students are able to use simple social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks (see sample blackline master in Appendix E: Anecdotal Notes.)

➤ **Learning Log**

After the students work in groups to solve problems, have them reflect on their learning and how well they were able to use simple social and affective strategies to enhance general learning; e.g., take part in group decision-making processes, take part in group problem-solving process.

**MATERIALS**

- Whiteboard, markers.

- None required.







## Grade Level Samples for Grade 6

Applications .....	476
Language Competence .....	526
Global Citizenship .....	576
Strategies .....	618

### General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

<p style="text-align: center;"><b>Applications</b></p>  <p>Students will use Ukrainian in a variety of <b>situations</b> and for a variety of <b>purposes</b>.</p> <p>A-1 to impart and receive information            A-2 to express emotions and personal perspectives            A-3 to get things done            A-4 to form, maintain and change interpersonal relationships            A-5 to extend their knowledge of the world            A-6 for imaginative purposes and personal enjoyment</p>	<p style="text-align: center;"><b>Language Competence</b></p>  <p>Students will use Ukrainian <b>effectively</b> and <b>competently</b>.</p> <p>LC-1 attend to form            LC-2 interpret and produce oral texts            LC-3 interpret and produce written and visual texts            LC-4 apply knowledge of the sociocultural context            LC-5 apply knowledge of how discourse is organized, structured and sequenced</p>
<p style="text-align: center;"><b>Global Citizenship</b></p>  <p>Students will acquire the knowledge, skills and attitudes to be effective <b>global citizens</b>.</p> <p>GC-1 historical and contemporary elements of Ukrainian culture            GC-2 affirming diversity            GC-3 personal and career opportunities</p>	<p style="text-align: center;"><b>Strategies</b></p>  <p>Students will know and use strategies to maximize the <b>effectiveness</b> of learning and communication.</p> <p>S-1 language learning            S-2 language use            S-3 general learning</p>

## Applications

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 495 553 527"><i>Students will be able to:</i></p> <p data-bbox="261 663 581 726">a. describe people, places and things</p> <p data-bbox="175 800 237 1094" style="writing-mode: vertical-rl; transform: rotate(180deg);">A-1.1 share factual information</p>	<p data-bbox="613 663 886 695">➤ <b>Travel to Ukraine</b> Invite the students to use a variety of sources to research travel in Ukraine. Have the students collect and present 10 tourist highlights in Ukraine. Possible topics might include things to see, places to eat or where to stay.</p> <p data-bbox="659 863 786 894"><b>Extension</b> Have the students create travel brochures or posters highlighting travel destinations in Ukraine.</p> <p data-bbox="613 999 1430 1188">➤ <b>Describing Classmates</b> Review with the students clothing and colour vocabulary. Introduce the forms “у неї ___” and “у нього ___.” Choose one student to describe another student’s clothing (including colour and accessories). Ask the other classmates to try to guess who is being described.</p> <p data-bbox="613 1230 1382 1356">➤ <b>Celebrity Descriptions</b> Invite the students to bring in pictures of favourite celebrities. Have them orally describe the celebrities’ appearances and personalities using a variety of nouns and adjectives.</p>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:  
describe people, places and things?

- **Rubric**  
Collaboratively create an outcome-based rubric with the students before they give their presentations on travelling in Ukraine. Use the rubric to evaluate how well students are able to describe people, places and things (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).
- **Anecdotal Notes**  
Observe students as they describe their classmates. Record anecdotal notes of the extent to which students are able to describe people, places and things (see sample blackline master in Appendix E: Anecdotal Notes).
- **Rating Scale**  
Create an outcome-based rating scale and share it with students before they describe their favourite celebrities. Use the rating scale to assess how well students are able to describe people, places and things (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

- Variety of reference materials, Internet, travel brochures on Ukraine.
- None required.
- Current magazines.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>A-1.1</b> share factual information	<p><i>Students will be able to:</i></p> <p>b. describe series or sequences of events or actions</p>	<p>➤ <b>My Day</b>            Ask the students to prepare presentations on the topic of “My Typical Day.” Have them select a visual form (e.g., poster, photograph, video recording, dramatic presentation, diorama), an oral form (e.g., oral presentation, audio recording or video recording) or a written form (e.g., paper, digital slide show, cue cards).</p> <p>Ask the students to include sentences in Ukrainian describing the sequence of events or actions that occur in a typical day. For example:</p> <ul style="list-style-type: none"> <li>– Перше ... (First ...)</li> <li>– Тоді ... (Then ...)</li> <li>– Потім ... (After ...)</li> </ul> <p>➤ <b>Following Instructions</b>            Arrange the students into small groups and give each student a package of instant soup, hot water and a mixing bowl. Ask one student to give directions to his or her group members on how to make the soup. The other students follow the instructions to make the soup.</p>

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-1 to impart and receive information****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- describe series or sequences of events or actions?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they describe a typical day in their lives. Use the rubric to evaluate how well students are able to describe series or sequences of events or actions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Anecdotal Notes**

Observe students as they follow instructions to prepare a soup. Record anecdotal notes of the extent to which students are able to describe series or sequences of events or actions (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Depends on the presentation option chosen; e.g., poster materials, audio recorder, video recorder.

- Instant soup mix, hot water, mixing bowls.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. inquire about and express likes and dislikes

A-2.1  
share ideas, thoughts, opinions, preferences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Class Surveys**

Have the students create small, simple surveys about their food preferences. For example:

Student	Піца (pizza)	Вареники (varenyky)	Морозиво (ice cream)	Голубці (cabbage rolls)	Котлети (cutlets)
Sylvie					
Aline					
Janice					
James					
Terryl					
Elizabeth					
Jacqueline					
Luis					

Have the students then circulate and ask their classmates individually: Чи піца тобі смакує? (Do you like pizza?), Чи голубці тобі смакують? (Do you like cabbage rolls?) The respondents answer in complete sentences and the interviewer puts так (Yes) or ні (No) in the box beside each respondent's name.

► **Likes and Dislikes**

Ask the students to write a list of three to five activities they would enjoy doing or places they would like to visit. Invite the students to find a partner in the class based on similar interests. Once the students have found classmates with similar interests, have them repeat the process, this time with dislikes.



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- inquire about and express likes and dislikes?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they conduct a classroom survey. Use the checklist to assess if students are able to inquire about and express likes and dislikes (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they discuss their likes and dislikes. Record anecdotal notes of the extent to which students are able to inquire about and express likes and dislikes (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A–2 to express emotions and personal perspectives****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. share thoughts and ideas with others

A–2.1  
share ideas, thoughts, opinions, preferences

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Music Preferences**

Have the students listen to a selection of music (e.g., classical, Ukrainian contemporary, folk). Ask the students to select their favourite pieces of music and write simple sentences to describe their thoughts and ideas. For example:

- Ця музика/пісня мені подобається, тому що ... (I like this music/song because ...)
- Ця музика/пісня сумна/жвава ... (This music/song is sad/lively...)
- Мені подобається рок-музика ... (I like rock music ...)

➤ **Photograph Exploration**

Invite the students to bring in photographs showing themselves at an event; e.g., sports contest, summer holiday event, birthday party. Arrange the students into pairs and have them orally share their thoughts on the events depicted in the photographs. For example:

- What was your favourite or least favourite part of the event?
- How do you feel when you think of that event?
- Would you like to do it again? Why? Why not?
- What strategies did you use when sharing with your partner?
- Did they help you and would you use them again?

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share thoughts and ideas with others?

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they choose a favourite piece of music. Use the checklist to assess if students are able to share thoughts and ideas with others (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they describe the events shown in a personal photograph. Use the rating scale to assess how well students are able to share thoughts and ideas with others (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

- Variety of Ukrainian music samples (contemporary, classical, folk).

- Photographs from home; e.g., sports contest, summer holiday, birthday party.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. inquire about, express and respond to emotions and feelings

A-2.2  
share emotions, feelings

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Meaningful Photographs**

Ask the students to bring to school meaningful photographs that they are prepared to speak about, such as a picture of themselves receiving an award, holding a new baby sibling, opening gifts.

Have the students then share, orally, basic information about the photograph and how they felt. For example:

- Це мій брат. (This is my brother.)
- Він називається (His name is) \_\_\_\_\_.
- Він народився (He was born) \_\_\_\_\_.
- Він у (He is in) \_\_\_\_\_ класі (grade).
- Я його дуже люблю. (I love him very much.)

➤ **Emotional Situations**

Display several pictures of a variety of situations that evoke emotions; e.g., dangerous situations, losing a hockey game, winning. Have the students respond orally to the pictures, drawing on their own experiences.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-2 to express emotions and personal perspectives****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- inquire about, express and respond to emotions and feelings?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they share a photograph with the class. Use the checklist to assess if students are able to inquire about, express and respond to emotions and feelings (see sample blackline master in Appendix E: Observation Checklist).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they discuss how they feel about the various pictures. Students use the checklist to determine if they are able to inquire about, express and respond to emotions and feelings (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- Meaningful photographs from home.

- Pictures that depict emotional situations.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

A-3.1  
guide actions of others

- a. encourage or discourage others from a course of action

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Phrases of Encouragement**

Create a class list of encouraging phrases and post it in the classroom. Encourage the students to use these phrases when playing a game or doing group work and model how to use these expressions; e.g., будь ласка (please), перестань (stop), роби (do), слухай (listen), сідай (sit), вставай (stand), говори (speak).

► **Team Work**

Divide the students into teams and set up an obstacle course in the classroom or school yard. Have each group choose one “listener” to wear a blindfold and then have each team direct their listeners through the obstacle course using verbal instructions, such as іди (go), стань/зупинись (stop), наліво (go left), направо (go right), не туди (wrong way).

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- encourage or discourage others from a course of action?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they engage in a game or group work. Use the checklist to assess if students are able to encourage or discourage others from a course of action (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe the students as they give directions through the obstacle course. Record anecdotal notes of their ability to encourage or discourage others from a course of action (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Chart paper, markers.

- Obstacle course, blindfolds.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. give and follow a simple sequence of instructions

A-3.1  
guide actions of others

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Row Races**

Divide the students into teams and have them sit in rows. Have all the students from the front of each row come to the front of the classroom. Give them a simple sequence of actions to be performed. The students return to their rows and tell the next students in the rows these instructions. The sequence of actions is verbally relayed down the rows. The last students in the rows listen and perform the sequence of actions.

► **Scavenger Hunt**

Divide the students into groups and have each group prepare a scavenger hunt for another group. Have the groups of students follow the directions to find the items in the hunt. The group to find all the items first wins.



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- give and follow a simple sequence of instructions?

➤ **Anecdotal Notes**

Observe the students as they play row races. Record anecdotal notes of the extent to which they are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist**

Observe students as they participate in the scavenger hunt. After the scavenger hunt, students assess how well they were able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

- None required.

- Various objects.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. make and respond to an invitation/offer

A-3.2  
state personal actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Schedule**

Brainstorm with students the types of activities they like to do on the weekend. Discuss with students the questions and expressions they need to plan these weekend activities with a friend. Provide the students with different sample dialogues. For example:

Student A: Чи можеш піти в кіно о сьомій годині? (Can you go to a movie at 7 o'clock?)

Student B: Ні, не можу. (No, I cannot.)

Student A: Чи можеш піти о восьмій годині? (Can you go at 8 o'clock?)

Student B: Так. Дякую, що ти мене запросив/запросила. (Yes, thank you for the invitation.)

Have the students then organize their own weekend activities using the key questions and expressions provided in the model dialogue.

► **You Are Invited to ...**

Introduce the students to culturally appropriate ways of inviting others to a social function. Have the students create invitations to a party or an event and exchange them with partners. Have the students reply to the invitations with appropriate responses. For example:

Student A: Ти запрошений на мій день народження в суботу, на 2:30 пополудні. (You are invited to my birthday party on Saturday at 2:30 p.m.)

Student B: Дякую. Я прийду до тебе на день народження. (Thank you. I will come to your birthday party.)

► **Matching Flash Cards**

Create two class sets of flash cards with pictures showing weekend activities and a time of day. Give each student a flash card and have them mingle with each other, searching for their match by asking invitation questions including the time of day. When a match occurs, the students sit down and role-play making invitations over the telephone.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- make and respond to an invitation/offer?

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they organize weekend activities. Use the rating scale to assess how well students are able to make and respond to an invitation/offer (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they make and respond to invitations. Use the rubric to evaluate how well students are able to make and respond to an invitation/offer (see sample blackline master in Appendix E: Rubric).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they match their flash cards with a classmate. Use the checklist to assess if students are able to offer and respond to invitations (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Sample dialogues.

- Invitation samples, markers, e-mail, printer.

- Flash cards with pictures of activities, telephone props.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. inquire about and express ability and inability to do something

A-3.2  
state personal actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Ability Survey**

Create a grid listing specific actions. For example.

<b>співати</b> (to sing)	<b>танцювати</b> (to dance)	<b>вишивати</b> (to embroider)	<b>приготовити вечерю</b> (to prepare supper)
<b>писати писанки</b> (to write pysanky)	<b>грати на скрипці</b> (to play the violin)	<b>грати у футбол</b> (to play soccer)	<b>прати одяг</b> (to wash clothes)
<b>грати на фортепіяні</b> (to play the piano)	<b>грати в керлінг</b> (to curl)	<b>займатися карате</b> (to do karate)	<b>прасувати одяг</b> (to iron clothes)

Give each student a copy of the grid. Model a question-and-answer pattern, for example, Чи ти граєш у хокей? (Do you play hockey?) Model appropriate responses in complete sentences. Have the students use this question-and-answer pattern and the grid to ask the other students in the class questions about their abilities. Have the students asking the questions write down the names of the responding students in the appropriate boxes.

**Extension**

Once the students have completed their grids, have them return to their desks where they write complete sentences based on the results.

► **Collage**

Ask the students to create collages of activities that they are able to do. With the collages, have the students write summary paragraphs describing their ability to do the activities.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- inquire about and express ability and inability to do something?

➤ **Anecdotal Notes**

Observe students as they gather information about classmates' abilities in a survey. Record anecdotal notes of the extent to which students are able to inquire about and express ability and inability to do something (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they create collages of activities. Use the rubric to evaluate how well students are able to inquire about and express ability and inability to do something (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

- Grid.

- Magazines, scissors, glue.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**A-3.3**  
manage group actions

- a. encourage other group members to participate

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Charades**

After reviewing common classroom phrases for encouraging others to participate, have the students play a game of charades. Divide the students into teams and have one student act out the phrase while team members try to guess. Some phrases of encouragement may include:

- Твоя черга. (Your turn.)
- Ходімо! (Let's go!)
- Прошу відповідай! (Answer (respond) please!)
- Йдемо! (Let's go!)

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- encourage other group members to participate?

➤ **Anecdotal Notes**

Observe students as they play charades. Record anecdotal notes of the extent to which students are able to encourage other group members to participate (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. assume a variety of roles and responsibilities as group members

A-3.3  
manage group actions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Group Roles**

When the students are preparing a project in groups, each student assumes a specific role in the group. Ask the students to practise some structures and vocabulary for each role. For example:

- ілюстратор, художник (artist)
- ведучий, керівник, провідник (leader)
- дослідник (researcher)
- письменник (author, writer).

Rotate the roles within each group. One group comes forward and the students in the class ask each member what his or her role is and what they do. For example:

- Я ілюстратор, я ілюструю. (I am an illustrator, I illustrate.)
- Я письменник, я пишу. (I am a writer, I write.)
- Я ведучий, я веду. (I am the leader, I lead.)
- Я дослідник, я досліджую. (I am a researcher, I research.)

► **Working Together**

Review basic phrases and expressions for working in groups.

Have the students create role-plays in groups using the phrases and expressions learned. Sample phrases may include:

- Чи я можу бути перший/перша? (May I be first?)
- Чи тепер моя черга? (Is it my turn?)
- Хто перший/ другий ...? (Who is first/second ...?)
- Прошу починай. (Please start.)
- Добре, ми слухаємо. (Good, we are listening.)

► **Classroom Helpers**

Encourage the students to assist in classroom chores; e.g.,

- distributing classroom materials
- writing homework on the board
- writing the date on the board
- cleaning the whiteboard
- tidying the class library.

Assign weekly roles on a class chart.



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-3 to get things done****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- assume a variety of roles and responsibilities as group members?

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they assume a specific role during group work. Students use the rating scale to assess how well they are able to assume a variety of roles and responsibilities as group members (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they create their role-plays. Students use the checklist to determine if their peers are able to assume a variety of roles and responsibilities as group members (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they perform weekly chores. Record anecdotal notes of the extent to which students are able to assume a variety of roles and responsibilities as group members (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.

- None required.

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-4 to form, maintain and change interpersonal relationships**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**A-4.1**  
manage personal relationships

- a. talk about themselves and respond to the talk of others by showing attention and interest

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Inside–Outside Circle**  
Ask the students to participate in an inside–outside circle activity to encourage discussion about themselves. Have the students form two large circles, one inside the other, and begin by talking with the person opposite them. Discussion could be focused on weekend activities, daily routine or favourite foods. After the students have spoken for two to three minutes, have members of the outer circle move clockwise and begin a new discussion with different partners.
- **Talk Show**  
Arrange the students into small groups and have them create a talk show in which one or a few members talk about themselves and respond to the questions and comments made by the “talk show host” and “audience members.”

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-4 to form, maintain and change interpersonal relationships****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- talk about themselves and respond to the talk of others by showing attention and interest?

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they participate in the inside–outside circle activity. Students use the rating scale to assess how well they are able to talk about themselves and respond to the talk of others by showing attention and interest (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they participate in a student talk show. Use the checklist to assess if students are able to talk about themselves and respond to the talk of others by showing attention and interest (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- None required.

- Various props.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-4 to form, maintain and change interpersonal relationships**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**A-4.1**  
manage personal relationships

- b. accept, refuse and apologize politely

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Invitations**

Ask the students to create invitations to an imaginary event and exchange them with partners. The partners reply to the invitations by saying that they will not be able to attend the event. This could also be done using a message board or by e-mail. Encourage the students to use politeness conventions.

► **Role-play**

Have the students work in small groups to create a role-play in which one student invites the other members to an event. Ensure some students accept the invitation, while others accept the invitation and then cancel. Encourage the students to use politeness conventions and to provide valid reasons for cancelling.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-4 to form, maintain and change interpersonal relationships****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- accept, refuse and apologize politely?

**➤ Observation Checklist**

Create an outcome-based checklist and share it with students before they create invitations to an event. Use the checklist to assess if students are able to make and cancel social engagements in an appropriate manner (see sample blackline master in Appendix E: Observation Checklist).

**➤ Anecdotal Notes**

Observe students as they participate in invitation role-play using politeness conventions. Record anecdotal notes of the extent to which students are able to make and cancel social engagements in an appropriate manner (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Construction paper, markers.

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. explore classification systems and determine criteria for categories

**A-5.1**  
discover and explore

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Who Am I?**  
After reviewing vocabulary related to occupations or professions and questioning strategies with students, place the name of a profession on the back of each student in the class. Have the students circulate, asking each other questions to determine what their professions are.
- **Making Menus**  
After reviewing food vocabulary, have the students work with partners to create menus from any part of the world. The activity can be extended to use different adjectives to describe the food; e.g., смачний борщ (delicious borsch). Divide the students into small groups and have them create restaurant role-plays in which they make use of their menus.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5** to extend their knowledge of the world

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore classification systems and determine criteria for categories?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they try guessing their occupations or professions. Use the checklist to assess if students are able to explore classification systems and determine criteria for categories (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they create menus and use them in restaurant role-plays. Record anecdotal notes of the extent to which students are able to explore classification systems and determine criteria for categories (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Cards with occupations or professions in Ukrainian.

- Art materials.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. discuss relationships and patterns

**A-5.1**  
discover and explore

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Weather Comparison**

Display a chart showing the high and low temperatures of cities in Ukraine and in Canada. Show the months across the top and locations down the side. Have the students investigate which Canadian and Ukrainian cities have similar high and low temperatures.

► **Family Trees**

Show the students several examples of family trees written in Ukrainian. Model how to create a family tree and encourage the students to identify the relationships between themselves and their family members. Have the students create their own family trees and present them to the class.

**Caution**

Teachers should be aware that some students may live in foster or group homes and may not have a typical family structure. Alternate activities may be necessary.



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5** to extend their knowledge of the world

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- discuss relationships and patterns?

➤ **Anecdotal Notes**

Observe students as they compare weather trends in Ukraine and Canada. Record anecdotal notes of the extent to which students are able to discuss relationships and patterns (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they create and present their family trees. Use the rating scale to assess how well students are able to discuss relationships and patterns (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

- Weather information for cities in Ukraine and Canada.

- Sample family trees.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. compare and contrast items in simple ways

A-5.2  
gather and organize information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Neighbourhood Walk**

As a class, go on a neighbourhood walk and discuss natural and human-made objects that you see. Have the students write down what they see and categorize them into two categories: natural and human-made.

► **Shoebox Objects**

Divide the students into small groups and give each group a shoebox filled with a variety of objects that they can name. Have each student in turn pull an object from the box, saying, “Це великий/маленький (This is a large/small) \_\_\_\_\_.” Direct all groups to sort their box of objects in various ways; e.g.,

- великий/маленький (big/small)
- довгий/короткий (long/short)
- важкий/легкий (heavy/light).

Have the students then take out two contrasting items and compare them using complete sentences.

► **Class Line Ups**

Direct the students to use questions, answers and statements to organize themselves into one line according to a specific criteria, such as shoe size, height and so on.

► **Comparing Pictures**

Divide the students into pairs and have them look at two pictures with subtle differences. Ask them to find the differences and circle them. They must speak in Ukrainian throughout the activity and explain the differences as they are found. Ask the students to share their findings; e.g.,

- Вона має коротке волосся. (She has short hair.)
- Тут вона має довге волосся. (Here she has long hair.)

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- compare and contrast items in simple ways?

➤ **Learning Log**

When the students return from their neighbourhood walk, have them recount in their learning logs what they saw. Encourage the students to reflect on their ability to compare and contrast items in simple ways.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they sort their objects. Use the checklist to assess if students are able to compare and contrast items in simple ways (see sample blackline master in Appendix E: Observation Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they organize themselves based on specific criteria. Students use the checklist to determine if their peers are able to compare and contrast items in simple ways (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Anecdotal Notes**

Observe the students as they compare the pictures. Record anecdotal notes of the extent to which the students are able to compare and contrast items in simple ways (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.

- Variety of objects of different sizes, shoeboxes.

- None required.

- Various pictures with slight differences.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. compose questions to guide research

A-5.2  
gather and organize information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Surveys**

After reviewing questions, such as “що?” (what?), “де?” (where?), “коли?” (when?), have the students individually create and conduct surveys on a familiar topic; e.g., favourite foods, hobbies, favourite movies, pop stars. Ask them to create their own sets of questions and then circulate among their peers. Have the students then present their findings orally and in a visual format; e.g., graph, pie chart.

► **KWL Chart**

Have the students fill out a KWL chart (see Appendix D: Graphic Organizers) to guide their research on a specific topic. For example:

What I <b>Know</b>	What I <b>Want to find out</b>	What I <b>Learned</b>
Ukraine is in Europe. Ukrainian is the official language.	How big is it? How many people live there? How far is it from Canada?	

<b>Що я знаю</b>	<b>Що я хочу дізнатися</b>	<b>Що я вивчив/ вивчила</b>
Україна знаходиться в Європі. Українська мова — державна мова.	Наскільки вона є великою? Скільки людей там живе? Як далеко вона від Канади?	

Have the students use the questions from the middle section of their charts to guide their research and revise the charts as they go.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5** to extend their knowledge of the world

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- compose questions to guide research?

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they conduct surveys. Students use the rating scale to assess how well they are able to compose questions to guide their research (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they create KWL charts. Use the checklist to assess if students are able to compose questions to guide their research (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- None required.

- Various reference materials, the Internet, videos.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

- c. identify sources of information

A-5.2  
gather and organize information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Brainstorm Then Research**

As a class mini-project, pose the question, “Що їдять люди в Україні?” (What do people eat in Ukraine?) Have the class brainstorm and list possible sources of information; e.g., encyclopedia, magazines, books, teacher-created information handouts, Internet, people from the community, videos, menus, local restaurants, grocery stores.

**Extension**

Divide the students into pairs or small groups and have them choose one source of information to find answers to the research question. Have each group describe the resource they used to the class and summarize the information that it contained.

► **Where Can I Find ...**

Make a list of questions, for example:

- Хто є лідером України? (Who is the leader of Ukraine?)
- Які гроші вживають в Україні? (What type of money do they use in Ukraine?)
- Яке найбільше місто України? (What is the biggest city in Ukraine?)
- Яке телевізійне шоу є найпопулярнішим в Україні? (What is the most popular television show in Ukraine?)

Have the students brainstorm where they could find the answers to these questions, such as a dictionary, the Internet, encyclopedia or magazines. Have the students then decide where the best place is to find each answer and use those resources to find the answers.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify sources of information?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they brainstorm possible sources of information. Use the checklist to assess if students are able to identify sources of information (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they brainstorm sources of information. Record anecdotal notes of the extent to which students are able to identify sources of information (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Resources such as dictionaries, encyclopedias, books, magazines, Internet.

- Resources such as dictionaries, encyclopedias, books, magazines, Internet.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

**SPECIFIC OUTCOMES**

*Students will be able to:*

d. record observations

A-5.2  
gather and organize information

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Watching a Video**

Prior to watching a video, explain strategies for note taking, such as listening for key words and writing in point form. As you watch the clip, have the students record notes and summarize the information contained in the video.

➤ **Classroom Records**

Create a class chart for recording various pieces of daily or weekly information, such as game results of a local sports team, the local weather, the weather in a city in Ukraine, the number of students in class that day. Have the students take turns recording the information in the class chart.

➤ **Peer Assessment**

During role-play activities, have the students record their observations based on each group's role-play. For example:

- I noticed that Jenna was speaking very softly.
- I noticed that Raúl spoke with excellent intonation.



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- record observations?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they take notes on a video clip. Students use the checklist to determine if they were able to record observations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they fill in a class chart. Use the checklist to assess if students are able to record observations (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they make observations on other students' performances. Record anecdotal notes of the extent to which students are able to record observations (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Ukrainian video.
- Wall chart, markers.
- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use appropriate steps to solve simple problems

A-5.3  
solve problems

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Problem Solving**

Present a simple problem-solving model to the class. Divide the students into groups and provide each group with a problematic situation that requires a solution. For example:

- Your parents have chosen a particular type of summer vacation, but you would like a different type of vacation.
- You want to borrow a book from a library, but you do not have a library card.
- You need a part for your video game, but you cannot find it anywhere.
- You and your friends want to play soccer, but the field is not available.

Have the students brainstorm various possible solutions for the problem and then choose the best one. Have each group then create a role-play based on the scenario and its solution.

► **Problem-solving Chart**

Display a problem-solving chart for the students to refer to throughout the year. Encourage the students to solve simple problems using this visual; e.g.,

- Яка в тебе проблема? (What is the problem?)
- Яку інформацію ти маєш? (What information do you have?)
- Який твій план? (What is your plan?)
- Роби це! (Do it!)
- Чи ти отримав/отримала позитивні результати? (Did you get positive results?)

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5** to extend their knowledge of the world

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use appropriate steps to solve simple problems?

➤ **Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they try to solve various problems. Students use the rating scale to assess how well they are able to use appropriate steps to solve problems (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ **Anecdotal Notes**

Observe students as they use the problem-solving chart to solve various simple problems. Record anecdotal notes of the extent to which students are able to use appropriate steps to solve problems (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Problematic situations, various props.

- Chart paper, markers.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

**SPECIFIC OUTCOMES**

*Students will be able to:*

A-5.4  
explore opinions and values

- a. express views on a variety of topics within their personal experience

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Professions**

As part of a discussion about professions and occupations, have the students individually choose professions that they feel would be ideal for them. Have each student write three reasons why he or she has chosen that particular job. Then have students work with partners or in small groups to share their chosen professions and reasons for the choices.

► **Sharing Our Preferences**

After reviewing vocabulary related to sports and hobbies, have the students, in small groups, state their favourite sport or hobby and why they enjoy it; e.g.,

- Я люблю ... (I love ...)
- Мені подобається ... (I like ...)

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5** to extend their knowledge of the world

**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express views on a variety of topics within their personal experience?

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they discuss their ideal jobs. Use the checklist to assess if students are able to express views on a variety of topics within their personal experience (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ **Anecdotal Notes**

Observe students as they discuss their favourite sports or hobbies. Record anecdotal notes of the extent to which students are able to express views on a variety of topics within their personal experience (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Chart paper, markers.

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. gather opinions on a topic within their scope of experience

A-5.4  
explore opinions and values

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Opinion Surveys**

Have the students brainstorm a list of questions about sports, food or drink. Afterward, have them develop and conduct a survey on the chosen topic with classmates, family, community members and/or teachers. Have the students represent results of their surveys in graphs and then report their findings to the class for further discussion.

► **School Hot Topic**

Discuss a topic that is currently a hot topic around the school (e.g., bullying, dress code, littering, a new school policy, a school event). Write any relevant or new vocabulary on the board. Divide the students into groups and have each member of the group record his or her own opinion on the topic. Ask the students to share their opinions with their groups and create group summaries of the different opinions. Have all groups then present their summaries to the class.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-5 to extend their knowledge of the world****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- gather opinions on a topic within their scope of experience?

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they conduct surveys to gather opinions. Use the rating scale to assess how well students are able to gather opinions on a topic within their scope of experience (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they discuss a school issue. Use the checklist to assess if students are able to gather opinions on a topic within their scope of experience (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- None required.

- None required.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-6 for imaginative purposes and personal enjoyment**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use Ukrainian for fun and humour

A-6.1  
humour/fun

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Silly Phrases, Rhymes and Tongue Twisters**  
Teach silly phrases or rhymes that stem from Ukrainian idioms; e.g., най тебе качка копне. Ask the students to create illustrations to accompany the humorous sayings.
- **Ukrainian Television**  
Have the students watch humorous television commercials or a comedy show; e.g., *Kozak* cartoons. After viewing the commercials or videos, discuss with the students what they found humorous. Encourage the students to describe how they would use humour to create funny commercials or shows.



**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use Ukrainian for fun and humour?

➤ **Anecdotal Notes**

Observe students as they learn silly phrases and rhymes. Record anecdotal notes of the extent to which students are able to use Ukrainian for fun and humour (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

After watching various Ukrainian television programs, have the students reflect on their learning and how well they were able to use Ukrainian for fun and humour. Have them reflect on the humorous videos; e.g.,

- What I liked best was ...
- It was interesting when ...

**MATERIALS**

- Variety of silly songs, phrases, rhymes and tongue twisters in Ukrainian.

- *Kozak* cartoons.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-6 for imaginative purposes and personal enjoyment**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use Ukrainian creatively and for aesthetic purposes

A-6.2 creative/aesthetic purposes

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Collages**

Have the students create and present collages based on a lexical field, such as vocations, school life, sports.

► **Concrete Poems**

Have the students create pictorial concrete poems using words to represent objects. For example:

```

                Д
            А      А
Д  А  X      А      А      X  А  Д
-
С      Д  В  Е  Р  І      С
Т      В      Р      Т
І      Е      Е      І
Н      Р      В      Н
А      І  Р  Е  В  Д      А
-
-  П  І  Д  Л  О  Г  А  -
    
```

► **Comic Strips**

On an overhead transparency, read various sample comic strips in Ukrainian. Have the students develop and create their own simple comic strips. Encourage them to use humour, silly phrases, puns and jokes in their comics.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A–6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use Ukrainian creatively and for aesthetic purposes?

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they prepare collages on a lexical field of their choice. Use the rating scale to assess how well students are able to use Ukrainian creatively and for aesthetic purposes (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Anecdotal Notes**

Observe students as they create concrete poems. Record anecdotal notes of the extent to which students are able to use Ukrainian creatively and for aesthetic purposes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they create their comic strips. Students use the checklist to determine if their peers are able to use Ukrainian creatively and for aesthetic purposes (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Magazines, pictures, photographs, scissors, glue, markers.

- None required.

- Sample Ukrainian comic strips.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-6 for imaginative purposes and personal enjoyment**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use Ukrainian for personal enjoyment

A-6.3  
personal enjoyment

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Music Videos and CDs**  
Provide Ukrainian music videos or audio recordings for the students to watch or listen to during unstructured class time. Have the students keep records of what they have watched or listened to and discuss it as a class.
- **Learning Logs**  
Challenge the students to use Ukrainian for personal enjoyment once a week. Suggestions for personal enjoyment opportunities include watching a film or video, reading a magazine, listening to music, sending an e-mail, writing a note or card to a friend, looking at an Internet site, listening to a radio program, playing a video or computer game, learning a new expression to say in Ukrainian. Have the students note their use of Ukrainian for enjoyment in their learning logs.
- **Ukrainian for Fun**  
Set up several centres and allow the students to choose which centres to visit; e.g., music, books and magazines, art, games, computer.

**General Outcome for Applications**

Students will use Ukrainian in a variety of **situations** and for a variety of **purposes**.

**A-6 for imaginative purposes and personal enjoyment****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use Ukrainian for personal enjoyment?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they watch or listen to music videos and audio recordings. Use the checklist to assess if students are able to use Ukrainian for personal enjoyment (see sample blackline master in Appendix E: Observation Checklist).

➤ **Learning Log**

After participating in various Ukrainian opportunities, have the students reflect on their learning and how well they were able to use the language for personal enjoyment; e.g.,

- I enjoyed mostly ...
- I want to explore ...
- I still have difficulty using Ukrainian when I ...

➤ **Anecdotal Notes**

Observe students as they participate in various fun activities. Record anecdotal notes of the extent to which students are able to use Ukrainian for personal enjoyment (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Ukrainian music videos, audio recordings, viewing and listening stations.

- Variety of opportunities for personal enjoyment.

- A variety of fun centres.

## Language Competence

### General Outcome for Language Competence

Students will use Ukrainian **effectively** and **competently**.

#### LC-1 attend to form

##### SPECIFIC OUTCOMES

*Students will be able to:*

- a. recognize some critical sound distinctions that are important for meaning

LC-1.1  
phonology

##### SAMPLE TEACHING AND LEARNING ACTIVITIES

#### ► Sound Distinctions

Model the use of specific sound distinctions in certain words and guide the students in identifying the differences. For example:

- дідо, гідю (dido, gido)
- хата, гуска (house, goose)

#### ► Alphabet Sounds

Have the students review the Ukrainian alphabet, paying particular attention to “і/ї,” “е/є,” “ш/щ,” “и/й,” “ь/р.”

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

recognize some critical sound distinctions that are important for meaning?

**➤ Anecdotal Notes**

Observe students as they differentiate sounds. Record anecdotal notes of the extent to which students are able to recognize some critical sound distinctions that are important for meaning (see sample blackline master in Appendix E: Anecdotal Notes).

**➤ Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they review the Ukrainian alphabet. Students use the checklist to determine if they are able to recognize some critical sound distinctions that are important for meaning (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

➤ None required.

➤ Ukrainian alphabet.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. recognize some of the effects that intonation and stress have in different situations

**LC-1.1**  
phonology

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Intonation**

Read two sentences that are the same but use different intonations to change the meaning. Have the students listen to and identify the differences in meaning; e.g.,

- Ходімо спати! (Let's go to sleep!)
- Ходімо спати? (Let's go to sleep?)

► **Brainstorm**

Have the students brainstorm examples in English and Ukrainian of how intonation and stress can change meaning.



**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

recognize some of the effects that intonation and stress have in different situations?

**➤ Anecdotal Notes**

Observe students as they use different intonations to change meaning. Record anecdotal notes of the extent to which students are able to recognize some of the effects that intonation and stress have in different situations (see sample blackline master in Appendix E: Anecdotal Notes).

**➤ Learning Log**

After brainstorming examples of words and phrases, have the students reflect on their learning and how well they were able to recognize some of the effects that intonation and stress have in different situations.

**MATERIALS**

➤ None required.

➤ None required.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**LC-1.2**  
orthography

- a. recognize and use some basic conventions of spelling and mechanics

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Spelling Games**  
Have the students practise target vocabulary by playing games such as hangman, spelling bee, Wordo, Mind Reader.
- **Editing**  
Present a written text without capitalization and punctuation. Read the text with appropriate intonation and pauses. Have the students edit the text by adding the appropriate capitalization and punctuation.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

recognize and use some basic conventions of spelling and mechanics?

**➤ Anecdotal Notes**

Observe students as they play the various spelling games. Record anecdotal notes of the extent to which students are able to recognize and use some basic conventions of spelling (see sample blackline master in Appendix E: Anecdotal Notes).

**➤ Rubric**

Collaboratively create an outcome-based rubric with the students before they edit a written text. Use the rubric to evaluate how well students are able to recognize and use some basic conventions of spelling and mechanics (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**MATERIALS**

➤ Ukrainian spelling games and crosswords.

➤ Simple Ukrainian text without capitalization and punctuation.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. use handwriting for written communication

**LC-1.2**  
orthography

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Snowball**

Have the students write a short note in Ukrainian. On your command, have the students stand up, crumble their papers into snowballs and throw them across the room. Ask the students to pick up “snowballs,” read the messages and respond to them. Once the students have responded to the notes on the “snowballs,” have them throw the snowballs again.

► **Passing Notes**

Ask the students to sit with groups in circles. Have them each write a short message describing their homes, upcoming weekend plans and so on. Have the students end their notes with a question. On your command, have them pass their notes to the person sitting to their left. Have the students read the notes and respond to the questions.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

use handwriting for written communication?

**➤ Anecdotal Notes**

Observe students as they write short messages to their classmates. Record anecdotal notes of the extent to which students are able to use handwriting for written communication (see sample blackline master in Appendix E: Anecdotal Notes).

**➤ Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they write notes in Ukrainian. Students use the checklist to determine if their peers are able to use handwriting for written communication (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

➤ Large playing area (optional).

➤ None required.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use a range of words and phrases within a variety of lexical fields, including:
- home
  - cultural holidays
  - school environment
  - activities
  - any other lexical fields that meet their needs and interests

**LC-1.3**  
lexicon

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Posters**

Have the students create poster displays that include graphic representations of words and phrases related to a chosen lexical field. Display the posters for future reference.

➤ **Role-play**

Arrange the students into small groups and have them create role-plays based on one of the lexical fields; for example, grocery shopping, at a restaurant or market, holidays around the world, transportation.

➤ **Password**

Before the students leave the classroom for the day, have them say a word or phrase related to a chosen lexical field.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

use a range of words and phrases within a variety of lexical fields?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they create their posters. Use the rubric to evaluate how well students are able to use a range of words and phrases within a variety of lexical fields (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before role-playing various scenarios. Use the checklist to assess if students are able to use a range of words and phrases in a variety of lexical fields (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they say a word or phrase before leaving the classroom. Record anecdotal notes of the extent to which students are able to use a range of words and phrases in a variety of lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

➤ Poster materials.

➤ None required.

➤ None required.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SPECIFIC OUTCOMES***Students will be able to:*

- a. use, in modelled situations,\* the following grammatical elements:

**Nouns**

- genitive singular following negation
- dative singular
- accusative singular and plural inanimate

**Pronouns**

- personal instrumental (зі мною, з вами)
- personal dative

**Adjectives**

- comparative, superlative
- accusative singular animate

**Verbs**

- perfective aspect
- simple future tense

**Adverbs**

- comparative, superlative
- quality
- time

**Expressions**

- time: hours, minutes, intervals

LC-1.4  
grammatical elements**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Gift List**

Have the students create a list of gifts they would like to buy for friends and family; e.g., Я даю книгу братові. (I am giving a book to my brother.)

► **School Supplies**

Have the students use comparative and superlative adjectives to describe basic school supplies.

Have each student in the class contribute a personal school item to a bag to play a game. Have each student choose two items out of the bag and compare the two items. For example:

- Ця гумка є менша від лінійки. (This eraser is smaller than the ruler.)
- Ця книжка є найбільша річ у торбі. (This book is the biggest object in the bag.)

- ★ **Modelled Situations:** This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in limited situations. Limited fluency and confidence characterize student language.



**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

use, in modelled situations, the [given] grammatical elements?

**➤ Checklist and Comments**

Create an outcome-based checklist and share it with students before they create gift lists. Use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements; e.g., dative declension (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**➤ Anecdotal Notes**

Observe students as they compare objects from the bag. Record anecdotal notes of the extent to which students are able to use, in modelled situations, the given grammatical elements; e.g., comparative and superlative adjectives (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

➤ None required.

➤ School supplies.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-1 attend to form**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 495 553 527"><i>Students will be able to:</i></p> <p data-bbox="269 663 521 827">b. use, in structured situations,<sup>★</sup> the following grammatical elements:</p> <p data-bbox="302 831 375 856"><b>Nouns</b></p> <ul data-bbox="302 861 565 1058" style="list-style-type: none"> <li>• nominative</li> <li>• genitive singular</li> <li>• instrumental singular</li> <li>• accusative singular animate</li> <li>• accusative plural inanimate</li> </ul> <p data-bbox="302 1062 412 1087"><b>Pronouns</b></p> <ul data-bbox="302 1092 545 1205" style="list-style-type: none"> <li>• demonstrative</li> <li>• personal accusative</li> <li>• personal dative</li> <li>• personal genitive</li> </ul> <p data-bbox="302 1209 412 1234"><b>Adjectives</b></p> <ul data-bbox="302 1239 561 1323" style="list-style-type: none"> <li>• noun–adjective agreement</li> <li>• accusative inanimate</li> </ul> <p data-bbox="302 1327 370 1352"><b>Verbs</b></p> <ul data-bbox="302 1356 516 1499" style="list-style-type: none"> <li>• imperative</li> <li>• present common</li> <li>• past tense</li> <li>• present common reflexive</li> </ul> <p data-bbox="302 1503 396 1528"><b>Adverbs</b></p> <ul data-bbox="302 1533 477 1591" style="list-style-type: none"> <li>• comparative, superlative</li> </ul> <p data-bbox="302 1596 438 1621"><b>Expressions</b></p> <ul data-bbox="302 1625 483 1650" style="list-style-type: none"> <li>• date and time</li> </ul>	<p data-bbox="683 426 1365 457"><b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b></p> <p data-bbox="610 653 818 684">➤ <b>Think Quick</b></p> <p data-bbox="651 688 1438 953">Have the students form a circle. Hand a student an object that can be thrown or passed to another student; e.g., a ball, toy cow or pen. Have this student then alert another that she or he is about to receive this object by calling out “Гей, Іване!” (Hey Ivan) or Марку! (Mark) or Галю! (Halіa). The receiving student then states something descriptive about the object; e.g., це <b>червоний</b> м’яч (this is a red ball) or це <b>мала</b> корова (this is a small cow) or це <b>гарне</b> перо (this is a nice pen).</p> <p data-bbox="610 1020 1003 1052">➤ <b>What Time Is It, Mr. Wolf?</b></p> <p data-bbox="651 1056 1438 1255">Have the students play a game of “What Time Is It, Mr. Wolf?” in which they ask a student selected to be the wolf, “What time is it?” The wolf answers with a time and the students take the corresponding number of steps toward the wolf. Eventually, the wolf replies “dinner time,” and turns around to chase the other students and tag a new wolf.</p> <p data-bbox="610 1455 1414 1644">★ <b>Structured Situations:</b> This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use if these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.</p>

**General Outcome for Language Competence**  
Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form**

**SAMPLE ASSESSMENT STRATEGIES**

**Focus for Assessment**

Does the student:  
use, in structured situations, the [given] grammatical elements?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they pass items around and describe them. Use the checklist to assess if students are able to use, in structured situations, the given grammatical elements; e.g., accusative singular animate, nominative (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they play “What Time Is It, Mr. Wolf?” Record anecdotal notes on the extent to which students are able to use, in structured situations, the given grammatical elements; e.g, date and time (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

➤ Objects representing various genders that can be passed by the student.

➤ None required.

**General Outcome for Language Competence**  
 Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**LC-1.4**  
grammatical elements

- c. use, independently and consistently,★ the following grammatical elements:
- Nouns**
- nominative singular
  - vocative
- Pronouns**
- personal nominative
- Numerals**
- numeral–noun agreement (numerals 11–20)

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Letter Writing**

Have the class develop a template for writing a letter to a celebrity or famous person. The template should include spaces for addresses, dates and appropriate salutations. Have each student then pick a famous person’s name from a hat and write him or her a letter that lists objects in the classroom that may be of interest to that person. Have the students read their letters to their classmates.

- ★ **Independently and Consistently:** This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

use, independently and consistently, the [given] grammatical elements?

➤ **Anecdotal Notes**

Observe students as they write a letter to a celebrity. Record anecdotal notes of the extent to which students are able to use, independently and consistently, the given grammatical elements; e.g., vocative noun declension, nominative declension (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

➤ None required.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-2 interpret and produce oral texts****SPECIFIC OUTCOMES***Students will be able to:*

- a. understand short, simple oral texts in guided and unguided situations

**LC-2.1**  
aural interpretation

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Restaurant Role-play**

After reviewing food vocabulary and phrases associated with ordering food, have the students role-play a restaurant scene in small groups. Distribute Ukrainian menus that describe various food items. Have the students answer questions about the information on the menu. For example:

- Яка страва найгостріша? (Which food is the spiciest?)
- Що їдять вегетаріанці? (What do vegetarians eat?)
- Що ти можеш купити за п'ять доларів? (What could you buy for five dollars?)

➤ **Airport Announcements**

Read various flight announcements and bulletins in Ukrainian to the class as if over an airport intercom. Give each student a pretend airline ticket and have them verify their departure gates and if their flights are on time or delayed.

➤ **Radio/Television Advertisements**

Have the students listen to radio advertisements or watch television advertisements for vacation destinations. Individually, have students identify the main activities and positive characteristics of the destination. Then have the students work with partners to share information and represent the main points of the advertisement visually.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

understand short, simple oral texts in guided and unguided situations?

**➤ Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they respond to questions regarding menu items. Have the students use the checklist to determine if their peers are able to understand short, simple oral texts in guided and unguided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

**➤ Anecdotal Notes**

Observe the students as they analyze flight announcements read to them. Record anecdotal notes of the extent to which students are able to understand short, simple texts in guided and unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).

**➤ Learning Log**

After listening to radio advertisements or television advertisements, have the students reflect on their learning and how well they were able to understand short, simple texts in guided and unguided situations.

**MATERIALS**

➤ Ukrainian restaurant menus.

➤ Sample flight announcements in Ukrainian, pretend airline tickets.

➤ Ukrainian television advertisements and commercials, audio recording of Ukrainian radio advertisements.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-2 interpret and produce oral texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. produce short, simple oral texts in guided situations

LC-2.2  
oral production

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Memory Game**

Have the students participate in a memory game in which the first person says, “Я летю на Гаваї. (I am flying to Hawaii.) Я беру (I am taking) \_\_\_\_\_.” The second person repeats what the first person says and adds another item to take on the trip. This proceeds until all students have a turn. Ask the last person to name all of the items.

► **Show and Tell**

Ask the students to participate in a show and tell activity (показ) by bringing in an item from home and saying two to three sentences about it. Encourage the students in the audience to ask questions about the items.

► **Telephone Role-play**

Have the students create telephone role-plays that depict an invitation, the telling of good news or a description of what happened over the weekend. Have the students perform their role-plays for the rest of the class. Consider video recording them for viewing by the students.



**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

produce short, simple oral texts in guided situations?

**➤ Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they play the memory game. Students use the checklist to determine if their peers are able to produce short, simple oral texts in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

**➤ Anecdotal Notes**

Observe students as they participate in show and tell. Record anecdotal notes of the extent to which students are able to produce short, simple oral texts in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

**➤ Rating Scale**

Create an outcome-based rating scale and share it with students before they create telephone dialogues. Use the rating scale to assess how well students are able to produce short, simple oral texts in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

➤ None required.

➤ Students' personal items from home.

➤ Telephone props, video recorder, viewing station (optional).

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-2 interpret and produce oral texts****SPECIFIC OUTCOMES***Students will be able to:*

- a. engage in simple interactions in guided situations

**LC-2.3**  
interactive fluency

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Daily Questions**

Before the students enter the classroom, have them say or ask questions in Ukrainian; e.g., Добридень! (Hello.) Як справи? (How are things?) Як ти почуваєшся? (How are you feeling?) Use a class list to keep track of who you talk to each day.

► **Games**

Invite the students to play a variety of card games, board games or matching games in which students interact in Ukrainian; e.g.,

- Це моя черга. (It is my turn.)
- Це твоя черга. (It is your turn.)

► **Role-plays**

Divide the students into groups and have them present various role-plays in which people engage in simple interactions with employees of various businesses; e.g., продавець (store clerk), секретар/секретарка (secretary), таксіст (taxi driver), водій автобуса (bus driver). Have the groups present their role-plays and video record them.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-2 interpret and produce oral texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

engage in simple interactions in guided situations?

**➤ Anecdotal Notes**

Observe students as they say or ask something daily. Record anecdotal notes of the extent to which students are able to engage in simple interactions in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

**➤ Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they play various games. Students use the checklist to determine if they are able to engage in simple interactions in guided situations. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

**➤ Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they present various role-plays. Students use the checklist to determine if their peers are able to engage in simple interactions in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

➤ Class list.

➤ Various games.

➤ Various props, video camera, viewing station (optional).

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. understand short, simple written texts in guided and unguided situations

**LC-3.1**  
written interpretation

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Riddles**

Ask the students to read riddles and try to figure out the answers; e.g.,

- Я стрибаю. (I jump.)
- Я біраю. (I run.)
- Хто я є? (Who am I?)

➤ **Fill in the Blanks**

Provide the students with a short, simple cloze passage and have them fill in the blanks with the missing information.

➤ **Comic Book Skits**

Divide the students into groups. Have them read simple Ukrainian comic books and then act out the stories in role-plays. Consider video recording the students' skits for review.

➤ **Group Reading**

Provide the students with simple Ukrainian language children's stories. Divide the students into partners or small groups and have them read the stories and work together to understand them. Have the students prepare brief summaries of the stories and present them to the class.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

understand short, simple written texts in guided and unguided situations?

➤ **Anecdotal Notes**

Observe students as they read riddles and try to figure them out. Record anecdotal notes of the extent to which students are able to understand short, simple texts in guided and unguided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they complete a cloze text. Use the checklist to assess if students are able to understand short, simple texts in guided and unguided situations (see sample blackline master in Appendix E: Observation Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they read their comic books and act out the stories. Use the checklist to assess how well students are able to understand short, simple texts in guided and unguided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students prior to group reading. Use the rating scale to assess how well students are able to understand short, simple written stories in guided and unguided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

➤ Various Ukrainian riddles.

➤ A short cloze passage in Ukrainian.

➤ A short comic strip or book, various props.

➤ Short passage, whiteboard, markers.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-3 interpret and produce written and visual texts****SPECIFIC OUTCOMES***Students will be able to:*

- a. produce short, simple written texts in guided situations

LC-3.2  
written production**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Secret Items**

Ask the students to choose an object and place it in a brown paper bag. Have them write a description of the object on the paper bag;

e.g.,

Це (This is) \_\_\_\_\_ кольору (colour).

Воно кругле. (It is round.)

Його можна кóпати. (You can kick it.)

► **Riddles**

Have the students, in pairs or in small groups, read riddles and try to figure out the answers; e.g.,

Кожен у світі його має. (Everyone in the world has one.)

– ім'я (name).

Have the student, in pairs or small groups, write their own riddles. Have each group exchange its riddles with another group.

► **Comic Strips**

Invite the students to read comic strips from Ukrainian publications. Have the students create their own comic strips and publish them in a class comic book.

► **E-mail**

Send each student an e-mail asking him or her about what he or she did on the weekend or about a movie he or she watched recently. Have the students respond via e-mail.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

produce short, simple written texts in guided situations?

➤ **Anecdotal Notes**

Observe the students as they describe an object. Record anecdotal notes of the extent to which students are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they create their riddles. Use the checklist to assess if students are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they create comic strips. Students use the checklist to determine if their peers are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they respond to the e-mail. Use the rating scale to assess how well students are able to produce short, simple written texts in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

➤ Brown paper bags, small objects.

➤ Various Ukrainian riddles.

➤ Ukrainian comic strips.

➤ Internet, computer, e-mail, printer.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. derive meaning from the visual elements of a variety of media in guided situations

**LC-3.3**  
viewing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Art Critique**

Have the students look at a sculpture and/or painting and give a simple critique. Have them focus on its shape, form and colour. Consider having the students find a photograph or a piece of art to discuss as a class.

➤ **Without the Sound**

Play a Ukrainian commercial or cartoon without the volume and have the students discuss its story in groups. Have the students watch it again with the volume on to verify its meaning.

➤ **What's in a Photograph?**

Display a variety of photographs and pictures from several magazines, including *National Geographic* magazine. Arrange the students into small groups and give each group a few pictures. Encourage the groups to derive meaning from the pictures.

➤ **Getting There**

Arrange the students into small groups, provide each group with a subway map from Ukraine and assign each a destination. Have the students look at the map and decide which train to catch and which stop to get off at.

**Extension**

Display a variety of street signs from Ukraine and have the students interpret their meanings.



**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

derive meaning from the visual elements of a variety of media in guided situations?

➤ **Learning Log**

After observing various types of art pieces, have the students reflect on their learning and how well they were able to derive meaning from the visual elements of a variety of media in guided situations; e.g.,

- My favourite piece was \_\_\_\_\_ because \_\_\_\_\_.
- The piece that had the most meaning for me was \_\_\_\_\_ because \_\_\_\_\_.

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they watch commercials or cartoons without sound. Students use the checklist to determine if they are able to derive meaning from the visual elements of a variety of media in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they view photographs and pictures. Record anecdotal notes of the extent to which students are able to derive meaning from the visual elements of a variety of media in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they observe a map and decide how to reach a destination. Use the checklist to assess if students are able to derive meaning from the visual elements of a variety of media in guided situations (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- A variety of artwork, such as sculptures, paintings or various pictures of artwork.
- Ukrainian commercials or cartoons, viewing station.
- A variety of magazines.
- Subway maps from Ukraine.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-3 interpret and produce written and visual texts**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. express meaning through the use of visual elements in a variety of media in guided situations

**LC-3.4**  
representing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Visual Music**

Have the students listen to Ukrainian music while painting, using colours that reflect the mood of the musical piece. Ask the students to write a description of the art piece following a model, for example:

\_\_\_\_\_ (Тип музики) (Type of music)

Ця музика (This music) \_\_\_\_\_ [народня (folk), клясична (classical), естрадна (pop), рок (rock), міжнародня (international)].

Ця музика (This music is) \_\_\_\_\_ [повільна (slow), швидка (fast), весела (happy), сумна (sad), енергійна (energetic)].

Ця музика нагадує мені (This music reminds me of) \_\_\_\_\_ кольори (colours).

► **Special Box**

Have the students create special boxes in which they put items that represent themselves. Ask the students to write about the personal meanings of each item and present their boxes to their classmates.

► **Express Yourself**

Allow the students to express themselves through the use of visual elements in a variety of media.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-3 interpret and produce written and visual texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

express meaning through the use of visual elements in a variety of media in guided situations?

➤ **Anecdotal Notes**

Observe students as they paint and describe their art pieces. Record anecdotal notes of the extent to which students can express meaning through the use of visual elements in a variety of media in guided situations. Use your observations to decide if further practice is required (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they write about the items that represent them. Use the rubric to evaluate how well students are able to express meaning through the use of visual elements in a variety of media in guided situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they choose various ways to represent themselves. Use the rating scale to assess how well students are able to express meaning through the use of visual elements in a variety of media in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

➤ Recordings of Ukrainian music, listening station, paints.

➤ Boxes for each student, various personal items.

➤ A variety of art materials and multimedia equipment.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use informal language in familiar contexts

**LC-4.1**  
register

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Out with Friends**

Review vocabulary and phrases related to informal conversation. Have the students create comic strips that depict an informal event with friends; e.g., іти в кіно (going to the movies), іти до крамниці (going to the store), іти на спортове змагання (going to a sporting event), їхати до табору (going to camp). Have the students write informal conversations that might occur during the outing in the speech bubbles.

► **Classroom Café**

Set up the classroom like a café and serve hot chocolate and pastries. Place a card with a topic of interest at each table. Invite the students to sit at the tables and enjoy their snacks while using informal language to converse on the chosen topic. Consider inviting Ukrainian-speaking guests to join the students.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:  
 use informal language in familiar contexts?

- **Observation Checklist**  
 Create an outcome-based checklist and share it with students before they use informal conversation to create a comic strip. Use the checklist to assess if students are able to use informal language in familiar contexts (see sample blackline master in Appendix E: Observation Checklist).
  
- **Anecdotal Notes**  
 Observe students as they participate in the classroom café. Record anecdotal notes of the extent to which students are able to use informal language in familiar contexts (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- None required.
  
- Hot chocolate, snacks, topic cards, Ukrainian-speaking guests (optional).

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**LC-4.2**  
idiomatic expressions

- a. use learned idiomatic expressions correctly in familiar contexts

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Poster Display**

Have the students choose one of the idiomatic expressions they have learned and, with a partner, design a poster that depicts their expression in a humorous way; e.g.,

- Най тебе качка копне. (May the duck kick you.)

► **Charades**

Divide the students into teams and have them play a game of charades using idiomatic expressions. Write idiomatic expressions that students have studied on a blank set of cards. Have a student begin the game by selecting one of the cards. Ask the students to take turns acting out the idiomatic expressions while team members guess them.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

use learned idiomatic expressions correctly in familiar contexts?

**➤ Rubric**

Collaboratively create an outcome-based rubric with the students before they create posters. Use the rubric to evaluate how well students are able to use learned idiomatic expressions correctly in familiar contexts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

**➤ Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they play charades. Students use the checklist to determine if their peers are able to use learned idiomatic expressions correctly in familiar contexts (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

- Poster materials, various Ukrainian idioms.
- Various Ukrainian idioms written on cards.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. experience a variety of accents, variations in speech and regional variations in language

**LC-4.3**  
variations in language

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Guest Speakers**

Invite Ukrainian-speaking guests from a variety of regions to talk about holidays and festivals or to read a book. Ask the students to compare the variations of speech and accents.

► **Audio Recordings**

Listen to a radio broadcast or announcement in Ukrainian and have the students discuss the different types of accents they have heard and how much they understood. Discuss strategies for understanding people with different accents.



**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

experience a variety of accents, variations in speech and regional variations in language?

➤ **Learning Log**

After listening to various Ukrainian accents, have the students reflect on their learning and how well they were able to experience a variety of accents, variations in speech and regional variations in language; e.g.,

- I noticed that ...
- I learned that ...

➤ **Anecdotal Notes**

Observe students as they listen to audio recordings in Ukrainian. Record anecdotal notes of the extent to which students are able to experience a variety of accents, variations in speech and regional variations in language (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Ukrainian-speaking guests from a variety of regions.
- Audio recordings of radio broadcasts or announcements in Ukrainian, listening station.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. recognize verbal behaviours that are considered impolite

LC-4.4  
social conventions

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Appropriate Verbal Behaviours**

Teach the students about the difference between ти (you [singular familiar]) and ви (you [plural; singular formal]) and situations where both would be used. Have the students create role-plays demonstrating the appropriate use of ти and ви.

► **Classroom Rules**

Present a recording of people using verbal behaviours that are considered impolite; e.g., Hey you! Discuss the impolite behaviours and brainstorm a class list of impolite verbal behaviours. Encourage the students to refrain from using these impolite behaviours in class and at home; e.g., do not use Гей! (Hey!) or замовкни (Shut up!)

**Extension**

Video record the students as they complete group work and review with the students any impolite behaviours used.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

recognize verbal behaviours that are considered impolite?

➤ **Anecdotal Notes**

Observe students as they role-play appropriate behaviours. Record anecdotal notes of the extent to which students are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they discuss impolite verbal behaviours. Use the checklist to assess if students are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

➤ None required.

➤ Recording of people using impolite verbal behaviours, chart paper, markers, video camera, viewing station.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**LC-4.4**  
social conventions

- b. recognize simple social conventions in informal conversation; e.g., turn taking

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Classroom Conventions**

Have the students brainstorm a list of verbal social conventions that would be useful in daily classroom discourse; e.g., Привіт! (Greetings!), будь ласка (please), па-па (bye-bye).

➤ **Telephone Conversations**

Review different social conventions in Ukraine for speaking on the telephone; e.g., in Ukraine they answer, “Алло! Слухаю.” (Hello! I’m listening.) Ask the students to role-play telephone conversations with each other.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

recognize simple social conventions in informal conversation?

**➤ Anecdotal Notes**

Observe students as they brainstorm daily verbal social conventions. Record anecdotal notes of the extent to which students are able to recognize simple social conventions in informal conversation (see sample blackline master in Appendix E: Anecdotal Notes).

**➤ Observation Checklist**

Create an outcome-based checklist and share it with students before they role-play telephone conversation conventions. Use the checklist to assess if students are able to recognize simple social conventions in informal conversation (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

➤ None required.

➤ Telephone props.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-4 apply knowledge of the sociocultural context**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use appropriate nonverbal behaviours in a variety of familiar contexts

**LC-4.5**  
nonverbal communication

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Preparing for Guests**  
Before a guest speaker from Ukraine visits the class, discuss proper etiquette and body language for showing respect; e.g., stand up before you speak and when the guest enters the room.
  
- **Greetings Role-play**  
Ask the students to practise appropriate greetings; e.g., when meeting clergy or elders, shake their hand and bow your head slightly. Have the students create role-plays demonstrating these nonverbal behaviours.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-4 apply knowledge of the sociocultural context****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

use appropriate nonverbal behaviours in a variety of familiar contexts?

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before a guest speaker visits the classroom. Students use the rating scale to assess how well they are able to use appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ **Anecdotal Notes**

Observe students as they role-play nonverbal behaviours. Record anecdotal notes of the extent to which students are able to use appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

➤ None required.

➤ None required.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-5 apply knowledge of how discourse is organized, structured and sequenced**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="text-align: center;"><i>Students will be able to:</i></p> <p>a. link several sentences coherently</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>LC-5.1</b> cohesion/coherence</p>	<ul style="list-style-type: none"> <li>➤ <b>Cloze Passage</b> Distribute a cloze passage that has several linking words missing. Have the students fill in the missing words using words from their personal dictionaries.</li>   <li>➤ <b>Rewriting Dialogue</b> Brainstorm with the students to create a list of common link words (conjunctions) like <i>й</i> (and), <i>і</i> (and), <i>але</i> (but), <i>або</i> (or), <i>бо/тому що</i> (because). Write a dialogue on the board using short sentences and no connectors. Have the students improve this dialogue by inserting some of these link words and combining sentences in meaningful ways. After discussing the revised text, give them a new one to complete with a partner.</li>   <li>➤ <b>Link Them Up!</b> Divide the class into two teams. One at a time, present each team with a pair of sentences. In turn, each team joins the two sentences using an appropriate link word. If an appropriate link word is used, the team scores a point. The team with the most points wins.</li> </ul>



**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-5 apply knowledge of how discourse is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

link several sentences coherently?

**➤ Rating Scale**

Create an outcome-based rating scale and share it with students before they complete a cloze passage. Use the rating scale to assess how well students are able to link several sentences coherently (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**➤ Anecdotal Notes**

Observe students as they improve the dialogue by adding link words. Record anecdotal notes of the extent to which students are able to link several sentences coherently (see sample blackline master in Appendix E: Anecdotal Notes).

**➤ Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they play the game. Students use the checklist to determine if their peers are able to link several sentences coherently (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

➤ Cloze passage, personal dictionaries.

➤ None required.

➤ A variety of sentence pairs written on sentence strips.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-5 apply knowledge of how discourse is organized, structured and sequenced**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. use common conventions to structure texts

LC-5.1  
cohesion/coherence

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Create a Title**  
Divide the students into small groups and give each group a short story to read. Have the student groups create titles for the stories. Rotate the student groups and stories until all groups have had a chance to create a title for each story. Once all stories have several titles, have the students vote on the best title for each story.
- **Ukrainian Newspaper**  
Review Ukrainian newspapers and point out various features, such as titles, captions, bylines and paragraphs. Have the students work together to write and create a class newspaper using the text conventions seen in the sample.
- **Sentence Strips**  
Prepare a variety of sentence strips that need editing on different coloured paper. Have the students work in small groups to edit the sentences and set up a centre so that students can check their work against a master copy. When students successfully edit their sentences, give them the next sentence to edit. Provide advice and direction until students are successful. After all the sentences are edited, have the students sequence the sentences to make a paragraph.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-5 apply knowledge of how discourse is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

use common conventions to structure texts?

➤ **Anecdotal Notes**

Observe students as they create titles for the stories. Record anecdotal notes of the extent to which students are able to use common conventions to structure texts (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they review newspapers for common conventions. Use the checklist to assess if students are able to use common conventions to structure texts (see sample blackline master in Appendix E: Observation Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they edit the sentences. Students use the checklist to determine if their peers are able to use common conventions to structure texts (see sample blackline master in Appendix E: Peer-assessment Checklist).

**MATERIALS**

➤ Variety of short stories in Ukrainian with titles removed.

➤ Ukrainian newspapers.

➤ Sentence strips.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-5 apply knowledge of how discourse is organized, structured and sequenced****SPECIFIC OUTCOMES***Students will be able to:*

- a. use some simple text forms in their own productions

**LC-5.2**  
text forms

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Ukrainian Live!**  
Have the students create weather reports or radio or television newscasts; e.g., Сьогодні надворі соняшно. Віє вітер. Температура десять градусів тепла. (Today the sun is shining; the wind is blowing. The temperature is 10° Celcius.)
- **Cooking Show**  
Invite the students to create a Ukrainian cooking show. Have them select simple Ukrainian recipes and write a script for the show. Have them video record the show or present it live to the class.
- **Tickets Please!**  
Ask the students to create a variety of tickets; e.g., transportation tickets (bus, airplane, train), concert, event tickets. Display the tickets throughout the classroom.
- **Class Newspaper**  
Have the students prepare a class newspaper. Arrange the students into small groups and have each group prepare a section of the newspaper; e.g., comic strip, sports section, news, entertainment, weather, advice column.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-5 apply knowledge of how discourse is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:  
 use some simple text forms in their own productions?

- **Rubric**  
 Collaboratively create an outcome-based rubric with the students before they present their weather reports or newscasts. Use the rubric to evaluate how well students are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).
- **Rating Scale**  
 Create an outcome-based rating scale and share it with students before they present a cooking show. Use the rating scale to assess how well students are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).
- **Anecdotal Notes**  
 Observe students as they prepare a variety of tickets. Record anecdotal notes of the extent to which students are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Anecdotal Notes).
- **Observation Checklist**  
 Create an outcome-based checklist and share it with students before they create a class newspaper. Use the checklist to assess if students are able to use some simple text forms in their own productions (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Reference material, Internet.
- Variety of Ukrainian recipes.
- Variety of art materials.
- None required.

**General Outcome for Language Competence**

Students will use Ukrainian **effectively** and **competently**.

**LC-5 apply knowledge of how discourse is organized, structured and sequenced**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. use simple conventions to open and close conversations and to manage turn taking

**LC-5.3**  
patterns of social interaction

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Role-play**  
Ask the students to role-play situations in which they are meeting someone for the first time; e.g., Як ся маєш? (How are you?), Як справи? (How are things?), Привіт! (Greetings!)
- **Sharing Circle**  
Review a turn-taking strategy in which students must wait until they have an object or “talking stick” before they can share. Group the students and have them discuss where they would like to go on vacation. Ensure each student is given an opportunity to give his or her suggestion by using the talking stick.
- **Classroom Conversation Café**  
Set up the classroom café and have the students practise simple conventions for opening and closing conversations. Put a topic card on each table and provide drinks and a snack (real or imaginary). Have the groups discuss the table topic for several minutes and then change tables.

**General Outcome for Language Competence**Students will use Ukrainian **effectively** and **competently**.**LC-5 apply knowledge of how discourse is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

use simple conventions to open and close conversations and to manage turn taking?

**➤ Rating Scale**

Create an outcome-based rating scale and share it with students before they role-play meeting for the first time. Use the rating scale to assess how well students are able to use simple conventions to open and close conversations and to manage turn taking (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**➤ Anecdotal Notes**

Observe students as they practise turn taking in sharing circles. Record anecdotal notes of the extent to which students are able to use simple conventions to open and close conversations and to manage turn taking (see sample blackline master in Appendix E: Anecdotal Notes).

**➤ Observation Checklist**

Create an outcome-based checklist and share it with students before they practise simple conversation conventions in a café situation. Use the checklist to assess if students are able to use simple conventions to open and close conversations and to manage turn taking (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

➤ None required.

➤ None required.

➤ Snacks (optional), drinks (optional), topic cards.

## Global Citizenship

### General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

#### GC-1 historical and contemporary elements of Ukrainian culture

##### SPECIFIC OUTCOMES

*Students will be able to:*

- a. compare some elements of Ukrainian culture with their own personal experiences

GC-1.1  
accessing/analyzing cultural knowledge

##### SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Venn Diagrams**

Ask the students to use Venn diagrams to compare and contrast their own cultures with the Ukrainian culture; e.g., food, holidays.

► **Home for the Holidays**

Have the students create role-plays portraying Canadians going to a Ukrainian home during the holidays (e.g., Easter, Christmas). Encourage the students to use the role-plays as an opportunity to highlight the differences between Ukrainian culture and their personal experiences related to their own cultures.



**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

compare some elements of Ukrainian culture with their own personal experiences?

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they compare the two cultures using Venn diagrams. Use the rating scale to assess how well students are able to compare some elements of Ukrainian culture with their own personal experiences (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they present their role-plays. Use the checklist to assess if students are able to compare some elements of Ukrainian culture with their own personal experiences (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Reference materials on various cultural aspects of Ukraine.
- None required.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><i>Students will be able to:</i></p> <p><b>GC-1.2</b> knowledge of Ukrainian culture</p> <p>a. explore some elements of Ukrainian culture</p>	<ul style="list-style-type: none"><li>▶ <b>Holidays and Festivals</b> Have the students explore various holidays and festivals from different regions of Ukraine. Have them research and create presentations or posters that describe the customs and traditions for each festival.</li> <li>▶ <b>Art Study</b> Invite the students to review the work of a Ukrainian artist of their choice. Have the students explore the art, note some of the key themes of the artist’s work and choose a favourite piece. Have students create their own works of art using the artist’s techniques as inspiration.</li></ul>

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:  
explore some elements of Ukrainian culture?

- **Rubric**  
Collaboratively create an outcome-based rubric with the students before they research and present customs and traditions. Use the rubric to evaluate how well students are able to explore some elements of Ukrainian culture (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).
- **Anecdotal Notes**  
Observe students as they examine the work of a Ukrainian artist. Record anecdotal notes of the extent to which students are able to explore some elements of Ukrainian culture (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Various resources on festivals and celebrations, Internet, art materials.
- Various resources on Ukrainian artists, Internet, art materials.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><b>GC-1.2</b> knowledge of Ukrainian culture</p>	<p><i>Students will be able to:</i></p> <p>b. identify some things they have in common with Ukrainian speakers their own age</p>	<p>➤ <b>A Day in the Life</b> Have the students use reference materials, videos and the Internet to research the daily routines of their peers in Ukraine. Assign groups of students specific parts of the daily routine of an elementary student in Ukraine.</p> <p>Have the groups draw that specific part of the routine on poster-sized paper. When the students are done drawing, arrange the pictures randomly at the front of the class. Ask the students to then arrange the pictures in the correct order.</p> <p>➤ <b>Pen Pals/E-pals</b> Organize pen pals or e-pals from Ukraine or from a Ukrainian bilingual class in another city. Ask the students to write short descriptions, in Ukrainian, about themselves and ask questions about the other students. Encourage the students to maintain their pen pal/e-pal relationships throughout the year.</p>

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify some things they have in common with Ukrainian speakers their own age?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they research daily routines. Use the checklist to assess if students are able to identify some things they have in common with Ukrainian speakers their own age (see sample blackline master in Appendix E: Observation Checklist).

➤ **Learning Log**

After the students exchange messages with students in Ukraine, have them reflect on their learning and how well they were able to identify some things they have in common with Ukrainian speakers their own age; e.g.,

– I noticed that my pen pal and I have in common ...

**MATERIALS**

➤ Poster materials.

➤ Student e-mail accounts.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><b>GC-1.3</b> applying cultural knowledge</p>	<p><i>Students will be able to:</i></p>	
	<p>a. identify commonalities and differences between Ukrainian culture and their own culture</p>	<p>► <b>Transportation in Ukraine</b> Have the students use the Internet to locate information about transportation in a major city in Ukraine. Have them then compare commonalities and differences between their city or town and the Ukrainian city; e.g., modes of transportation, size.</p> <p>► <b>Cultural Difference</b> Ask students to create oral presentations that highlight the commonalities and differences between their cultures and Ukrainian culture; e.g., Ukrainian embroidery versus petite point, soap stone carvings versus stone babas in Southern Ukraine, Aboriginal beadwork versus гердан, daily dress versus historic dress. Present the results in a class display.</p>

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify commonalities and differences between Ukrainian culture and their own culture?

➤ **Anecdotal Notes**

Observe students as they compare transportation in the two countries. Record anecdotal notes of the extent to which students are able to identify commonalities and differences between Ukrainian culture and their own culture (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they present the comparison study between the two cultures. Use the checklist to assess if students are able to identify commonalities and differences between Ukrainian culture and their own culture (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

**MATERIALS**

- Internet, maps of Ukraine, reference materials on Ukraine.
- Variety of reference materials on Ukraine, Internet, Ukrainian cultural artifacts.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SPECIFIC OUTCOMES**

*Students will be able to:*

- b. apply knowledge of Ukrainian culture to interpret similarities and differences between Ukrainian culture and their own culture

**GC-1.3**  
applying cultural knowledge

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Poetry**

Have the students compose two cinquain poems, one in English and one in Ukrainian, that summarize their interpretations of the differences and similarities between the two cultures; e.g.,

<i><b>Різдво</b></i>	<i><b>Christmas</b></i>
Святочне, веселе Я люблю їсти кутю (I like to eat kutia)	Joyous, festive I like to eat turkey
Св. Миколай (St. Nicholas)	Santa Claus

► **Research**

Have the students, in small groups, conduct research on Ukraine. Ask them to compare the two cultures and reflect on their similarities and differences. Ask the students to arrange their information in presentations for the class; e.g., poster, digital slide show, role-play.



**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

apply knowledge of Ukrainian culture to interpret similarities and differences between Ukrainian culture and their own culture?

➤ **Anecdotal Notes**

Observe students as they compose two cinquain poems. Record anecdotal notes of the extent to which students are able to apply knowledge of Ukrainian culture to interpret similarities and differences between Ukrainian culture and their own culture (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they research and present their findings. Use the rating scale to assess how well students are able to apply knowledge of Ukrainian culture to interpret similarities and differences between Ukrainian culture and their own culture (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

➤ None required.

➤ Reference materials, Internet.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**GC-1.4**  
diversity within Ukrainian culture

- a. identify variations among groups within Ukrainian culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Language Diversity**

Lead the students in a discussion about the variations within the language. Explain that different words can be correct and acceptable; e.g., сковорода → пательня (frying pan), крамниця → магазин (store), пироги → вареники (pyrohy-varenyky). Ask the students to identify similar variations in their first language.

► **Ukrainian Diversity in Canada**

Have the students research various major centres in Canada and collect information about Ukrainian communities there. Ask the students to report their findings to the class and discuss the variations among different Ukrainian groups in Canada.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify variations among groups within Ukrainian culture?

➤ **Anecdotal Notes**

Observe students as they discuss the variations within Ukrainian. Record anecdotal notes of the extent to which students are able to identify variations among groups within Ukrainian culture (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they research Ukrainian communities in Canada. Use the rating scale to assess how well students are able to identify variations among groups within Ukrainian culture (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

➤ None required.

➤ Reference material on various Ukrainian groups in Canada.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>GC-1.4</b> diversity within Ukrainian culture</p>	<p><i>Students will be able to:</i></p> <p>b. apply knowledge of Ukrainian culture to interpret variations among groups within the culture</p>	<ul style="list-style-type: none"> <li>▶ <b>Ukrainian Cultural Crafts</b> Before organizing a cultural art project (e.g., <i>pysanky</i>), divide the students into groups and have them research a region of Ukraine. Have them then produce artwork based on a model from that region. Ask the students to present their projects with brief summaries of the characteristics of the region.</li>   <li>▶ <b>Ukrainian Dress</b> After viewing a Ukrainian performance (video or live), bring in several Ukrainian costumes for the students to study. Have the students use a template to identify which costumes have certain characteristics (e.g., пояс) and describe them. Have the students list five things that are unique to each one. Ask the students to speculate why different regions have different costumes (e.g., гуцульщина (Hutzul region) – leather because they live in the mountains).</li> </ul>

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

apply knowledge of Ukrainian culture to interpret variations among groups within the culture?

➤ **Anecdotal Notes**

Observe students as they participate in a cultural art project. Record anecdotal notes of the extent to which students are able to apply knowledge of Ukrainian culture to interpret variations among groups within the culture (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

After the students review various Ukrainian costumes, have them reflect on their learning and how well they were able to apply knowledge of Ukrainian culture to interpret variations among groups within the culture; e.g.,

- I learned that ...
- I prefer the costume from \_\_\_\_\_ because ...

**MATERIALS**

- Reference materials on the various regions in Ukraine, materials to make an art project.
- Ukrainian cultural costumes.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. seek out information about people their own age who speak Ukrainian and identify similarities

**GC-1.5**  
valuing Ukrainian culture

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

- **Magazine Comparison**  
Review teen magazines from Ukraine. Have the students look for topics that are popular in Canada and make comparisons between themselves and their peers in Ukraine.
  
- **Advertising around the World**  
Have the students watch Ukrainian commercials for popular products also used by Canadians and note similarities to Canadian commercials in the tastes and sense of humour shown.
  
- **Pen Pals/E-pals**  
Organize pen pals or e-pals with students from Ukraine or from a Ukrainian class in another city. Ask the students to write short descriptions, in Ukrainian, about themselves and ask questions about the other students. Encourage the students to maintain their pen pal/e-pal relationships throughout the year.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-1 historical and contemporary elements of Ukrainian culture****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

seek out information about people their own age who speak Ukrainian and identify similarities?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they do a magazine comparison and present their findings. Students use the checklist to seek out information about people their own age who speak Ukrainian and identify similarities (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they watch Ukrainian commercials. Use the checklist to assess if students are able to seek out information about people their own age who speak Ukrainian and identify similarities (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they interact with pen pals or e-pals. Record anecdotal notes of the extent to which students are able to seek out information about people their own age who speak Ukrainian and identify similarities with their pen pals or e-pals (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Ukrainian language teen magazines.
- Videos of Ukrainian language commercials.
- E-mail.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify similarities and differences between their first language and Ukrainian

**GC-2.1**  
awareness of first language

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Ukrainian Cognates**

Have the students create illustrated informational texts using as many cognates as possible and give them to a Ukrainian student in Grade 4 to read. Have the students report back to the class on what was understood in the texts.

► **Borrowed Words**

Prepare a handout with words that have been borrowed from English. Have the students fill in the meanings of these words; e.g.,

- кросворд (crossword) \_\_\_\_\_
- таксі (taxi) \_\_\_\_\_
- гамбургер (hamburger) \_\_\_\_\_
- комп'ютер (computer) \_\_\_\_\_
- сандвіч (sandwich) \_\_\_\_\_
- бекон (bacon) \_\_\_\_\_
- парк (park) \_\_\_\_\_



**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify similarities and differences between their first language and Ukrainian?

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they create texts using as many cognates as possible. Use the rating scale to assess how well students are able to identify similarities and differences between their first language and Ukrainian (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they write the meanings of borrowed words. Students use the checklist to determine if they are able to identify similarities and differences between their first language and Ukrainian (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

➤ None required.

➤ Handout of words borrowed from English.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SPECIFIC OUTCOMES**

*Students will be able to:*

**GC-2.2**  
general language knowledge

- a. recognize that in any language there are different words for the same thing

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **English in Different Countries**

Have the students create a three-column chart comparing English words in Canada, the United States and the United Kingdom; e.g.,

CANADA	U.S.A.	U.K.
elevator	elevator	lift
apartment	apartment	flat
icing	frosting	icing
pop	soda	pop

Discuss that in many spoken languages there are variations in vocabulary for different cultures. Distribute a text in British English and have students underline words that are different in Canadian English. Have the students then replace the underlined words with Canadian words.

► **Aussie Speak**

Invite the students to watch Australian movie clips, children's programs or commercials and note the language differences between Australian English and Canadian English.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

recognize that in any language there are different words for the same thing?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they do a comparison chart of English in different countries. Use the checklist to assess if students are able to recognize that in any language there are different words for the same thing (see sample blackline master in Appendix E: Observation Checklist).

➤ **Learning Log**

After viewing an Australian video clip, have the students reflect on their learning and how well they were able to recognize that in any language there are different words for the same thing. Have the students note what they found interesting, easy or difficult to understand.

**MATERIALS**

➤ Text in British English.

➤ Australian movie clips, children's programs or commercials.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><b>GC-2.3</b> awareness of own culture</p>	<p><i>Students will be able to:</i></p>	
	<p>a. recognize and identify similarities and differences between their own culture and other cultures</p>	<p>➤ <b>Guest Speaker</b> Invite a guest speaker from a Ukrainian aid organization (e.g., Міст надії – Bridge of Hope in Edmonton) to talk about the lives of children in Ukraine. Ask them to discuss with the students the similarities and differences between these children and Canadian children.</p> <p>➤ <b>Food Field Trip</b> Have the students visit a Ukrainian restaurant or grocery store. Have them look at the various food items on the menu or around the store and notice ingredients that are similar and different to those common in their own culture. Discuss with the students the similarities and differences between Ukrainian food and food from their own culture.</p>

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

recognize and identify similarities and differences between their own culture and other cultures?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they discuss with the guest speakers the lives of Ukrainian children. Students use the checklist to determine if they are able to recognize and identify similarities and differences between their own culture and other cultures (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe the students as they compare Ukrainian food items with those from their own cultures. Record anecdotal notes of the extent to which students are able recognize and identify similarities and differences between their own culture and other cultures (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

➤ Guest speakers, map of Ukraine.

➤ None required.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. recognize that speakers of the same language may come from different cultural backgrounds

**GC-2.4**  
general cultural knowledge

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Statistics Game**

Review statistics about the use of Ukrainian around the world. Label several nets or baskets with numbers or percentages. Ask various questions, for example:

- How many Ukrainian speakers are there in the world?
- In how many countries do people speak Ukrainian?
- How many Ukrainian speakers are there in these countries?

Have the students answer by throwing balls in the appropriate basket.

➤ **Ukrainian Communities**

Ask the students to study a Ukrainian-speaking community in a country other than Ukraine and create a presentation to share with the class. Consider video recording the presentations.

➤ **Language Map**

Have the students mark on a map of the world the different places where people speak Ukrainian. Look at the completed map and discuss the different cultural backgrounds of people who speak Ukrainian. The same activity could be completed for English or other languages spoken in the classroom.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

recognize that speakers of the same language may come from different cultural backgrounds?

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they participate in the statistics game. Use the checklist to assess if students are able to recognize that speakers of the same language may come from different cultural backgrounds (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they research Ukrainian-speaking communities in countries other than Ukraine. Use the rubric to evaluate how well students are able to recognize that speakers of the same language may come from different cultural backgrounds (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Anecdotal Notes**

Observe students as they discuss the different cultural backgrounds of people who speak Ukrainian. Record anecdotal notes of the extent to which students are able to recognize that speakers of the same language may come from different cultural backgrounds (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

- Ukrainian language statistics, baskets, labels, balls.
- Various references, video camera, viewing station (optional).
- World map, markers.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. recognize some of the factors that affect the culture of a particular region

GC-2.4  
general cultural knowledge

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Historic Sites**

Have the students visit a historic site (e.g., Fort Edmonton, Ukrainian Cultural Heritage Village) and view different styles of architecture favoured by different groups of settlers. Ask the students to make written observations about the characteristics of each style and the possible factors affecting the pioneers' choices and discuss their findings as a class.

► **Climate**

Display weather maps of two or three different regions in Ukraine. Divide the students into groups and, as the students look at the maps, have them describe the weather in different regions. Encourage the students to speculate how these weather patterns affect the daily lives of the citizens who live there. How might the weather affect hobbies, sports and jobs of those who live in these climates?

► **Government Comparisons**

Arrange the students into small groups and assign each group a different region in Ukraine to study. Have the groups research the governments of the countries and create a Venn diagram showing the similarities and differences between the government of the assigned country and Canada's government.



**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

recognize some of the factors that affect the culture of a particular region?

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they make observations during a visit to a historical site. Use the checklist to assess if students are able to recognize some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ **Anecdotal Notes**

Observe students as they observe weather patterns and their effects on the daily lives of the people who live there. Record anecdotal notes of the extent to which students are able to recognize some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they compare the government systems of Canada and of Ukraine. Use the rating scale to assess how well students are able to recognize some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

➤ None required.

➤ Weather maps.

➤ Reference materials.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. engage in activities that reflect other ways of doing things

**GC-2.5**  
valuing diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Ukrainian Games**

Invite the students to learn about and participate in Ukrainian games (e.g., card games, pioneer games).

► **Cultural Celebrations**

Have the students research and, if possible, attend a cultural celebration (e.g., Feast of Jordan, Chinese New Year). Ask the students to reflect on the celebration and record their thoughts in their learning logs. What was different from other cultural celebrations they have participated in?

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:  
engage in activities that reflect other ways of doing things?

➤ **Anecdotal Notes**

Observe students as they participate in various Ukrainian games. Record anecdotal notes of the extent to which students are able to engage in activities that reflect other ways of doing things (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

After the students participate in cultural celebrations, have them reflect on their learning and how well they were able to engage in activities that reflect other ways of doing things.

**MATERIALS**

➤ Variety of Ukrainian games, cards.

➤ Cultural celebrations (e.g., Feast of Jordan, Chinese New Year).

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. recognize the limitations of adopting a single perspective

**GC-2.5**  
valuing diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Being Open-minded**

Have the students read *Тістечка з муштардою (Cookies with Mustard)* by Savedchuk and discuss the concept from the book that we should be open to eating a variety of foods, not just one favourite food.

► **A Different Perspective**

Ask the students to read *The True Story of the Three Little Pigs* by Jon Scieszka and discuss how the facts in the story change when the story is told from different perspectives. Ask the students to act as a jury in deciding which side they really believe.

► **What If?**

Have the students write responses to the following scenarios:

- You are accused of a crime and the judge only listens to the evidence against you. You are not allowed to speak.
- One person is given complete control of all the schools in Alberta and decides to have students wear uniforms and bans all music.
- The government decides that all Canadians are basically the same and cuts all multicultural programs.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

recognize the limitations of adopting a single perspective?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they read the book *Тістечка з муштардою*. Students use the checklist to determine if they are able to recognize the limitations of adopting a single perspective (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they read and discuss the different perspectives. Record anecdotal notes of the extent to which students are able to recognize the limitations of adopting a single perspective and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

After the students write responses to the scenarios provided, have them reflect on their learning and how well they were able to recognize the limitations of adopting a single perspective.

**MATERIALS**

➤ *Тістечка з муштардою* by Lesia Savedchuk.

➤ *The True Story of the Three Little Pigs* by Jon Scieszka.

➤ Various scenarios.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

	<b>SPECIFIC OUTCOMES</b>	<b>SAMPLE TEACHING AND LEARNING ACTIVITIES</b>
<b>GC-2.6</b> intercultural skills	<p><i>Students will be able to:</i></p> <p>a. reflect on their actions and the implications of their actions for others</p>	<p>► <b>Cause and Effect</b> Provide the students with various scenarios and have them fill out cause-and-effect charts to show the possible effects of the actions described in the scenarios. For example, an English-speaking Canadian laughs at a Ukrainian immigrant because he or she mispronounced an English word.</p> <p>► <b>In Someone Else’s Shoes</b> Arrange the students into small groups and have them participate in a game or free play outside. After 10 minutes, stop the students and have them reflect on how they treated each other during game play. Encourage the students to consider how their actions affected their peers, both positively and negatively. For example, encouragement “Ти це можеш зробити!” (You can do it!) versus discouragement “Ти це погано робиш.” (You are doing this poorly.)</p>

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

reflect on their actions and the implications of their actions for others?

➤ **Anecdotal Notes**

Observe students as they record the cause and effects based on various scenarios. Record anecdotal notes of the extent to which students are able to reflect on their actions and the implications of their actions for others (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they reflect on their actions. Students use the rating scale to assess how well they are able to reflect on their actions and the implications of their actions for others (see sample blackline master in Appendix E: Self-assessment Rating Scale).

**MATERIALS**

➤ Various scenarios.

➤ Board games or large playing area.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>GC-2.6</b> intercultural skills</p>	<p><i>Students will be able to:</i></p> <p>b. explore how their perspective is shaped by a variety of factors</p>	<p>➤ <b>Looking at Stereotypes</b> Provide pictures or stories that contain Ukrainian language stereotypes. For example, foreign speakers who cannot speak English properly are used in comedy acts, comic films and television shows.</p> <p>Have the students brainstorm in groups to come up with other examples. Invoke a class discussion as to why and how stereotypes affect their perspectives.</p>
		<p>➤ <b>Looking at Perspective</b> Read a story about an event that is told from the point of view of one of the people involved. Have the students discuss their opinions on the events described in the story. Then read a story about the same event told from the point of view of a different person. Discuss how this story changes the students' opinions. Discuss why the two people have different versions of the same story.</p> <p>➤ <b>How Do You Feel?</b> Ask the students how they feel that day. Have the students choose partners and describe why they feel this way. Discuss how factors of the day can have a direct effect on how they feel.</p>



**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-2 affirming diversity****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

explore how their perspective is shaped by a variety of factors?

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they brainstorm and analyze stereotypes. Students use the rating scale to assess how well they are able to explore how their perspective is shaped by a variety of factors (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ **Anecdotal Notes**

Observe students as they discuss different viewpoints and perspectives from a story. Record anecdotal notes of the extent to which students are able to explore how their perspective is shaped by a variety of factors (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they respond to how they feel today. Use the checklist to assess if students are able to explore how their perspective is shaped by a variety of factors (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

- Various examples of stereotypes.
- A story told from different perspectives.
- None required.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal and career opportunities**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a identify some careers for which knowledge of Ukrainian is useful

**GC-3.1**  
Ukrainian culture and language

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Brainstorm**

Have the students brainstorm jobs or careers for which they think Ukrainian would be useful. Have them identify jobs in a variety of areas, for example:

- гостинність (hospitality)
- бізнес (business)
- туризм (travel)
- виробництво (manufacturing)
- наука (science)
- куховарство (food preparation)
- харчова промисловість (food service)
- уряд (government).

Divide the students into pairs and have them create posters that advertise the career benefits of learning Ukrainian.

► **Guest Speaker**

Invite a guest speaker (e.g., high school counsellor, Ukrainian-speaking business person) to talk about careers for which Ukrainian is required, preferred or an asset.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal and career opportunities****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify some careers for which knowledge of Ukrainian is useful?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they create posters on the career benefits of learning Ukrainian. Use the rubric to evaluate how well students are able to identify some careers for which knowledge of Ukrainian is useful (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

➤ **Learning Log**

After the students listen to the guest speaker, have them reflect on their learning and how well they were able to identify some careers for which knowledge of Ukrainian is useful. They may record a list of preferences and give reasons why they might choose a particular career.

**MATERIALS**

➤ Internet Web sites for jobs requiring Ukrainian language skills, poster materials.

➤ Ukrainian-speaking guest speaker(s).

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal and career opportunities**

**SPECIFIC OUTCOMES**

*Students will be able to:*

**GC-3.1**  
Ukrainian culture and language

- b. identify some places that they could visit where Ukrainian is spoken

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Let's Go!**

Ask the students to imagine that the class has won a trip to any country where Ukrainian is spoken. Divide the students into groups and have each group decide on a country and community to visit. Have them research the country and present five reasons for their choice. After viewing all the presentations, ask the students to decide where to go.

► **Brainstorm**

Brainstorm possible field trip locations where Ukrainian is spoken; e.g., Ukrainian Book Store, World FM radio station, Ukrainian Cultural Heritage Village, Ukrainian Canadian Archives and Museum of Alberta, restaurants, churches.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal and career opportunities****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify some places that they could visit where Ukrainian is spoken?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they decide which country they would like to visit. Use the checklist to assess if students are able to identify some places that they could visit where Ukrainian is spoken (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they brainstorm places where Ukrainian is spoken. Record anecdotal notes of the extent to which students are able to identify some places that they could visit where Ukrainian is spoken (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

➤ Reference materials on countries or communities where Ukrainian is spoken.

➤ None required.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal and career opportunities**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify some careers for which knowledge of different languages and cultures is useful

**GC-3.2**  
cultural and linguistic diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Career Exploration**

Have the students brainstorm jobs or careers for which they think a second language would be useful. Invite the students to use career booklets or the Internet (e.g., [www.alis.gov.ab.ca](http://www.alis.gov.ab.ca)) to find careers. Have the students identify jobs in a variety of areas, for example:

- hospitality
- business
- travel
- manufacturing
- science
- food preparation/service
- government.

Have the students choose one career opportunity and write paragraphs in which they imagine themselves in that career and describe how they would use their knowledge of another language and/or culture.

**Caution**

Students should be monitored when they use the Internet.

► **Family Interview**

Ask the students to interview family or community members to find out how knowing another language has helped them in their careers.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal and career opportunities****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify some careers for which knowledge of different languages and cultures is useful?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they write how they would use use a second language at work. Use the checklist to assess if students are able to identify some careers for which knowledge of different languages and cultures is useful (see sample blackline master in Appendix E: Observation Checklist).

➤ **Learning Log**

After the students interview family members or someone from the community, have them reflect on their learning and how well they were able to identify some careers for which knowledge of different languages and cultures is useful. Encourage the students to reflect on what they may like to do in the future and how knowledge of different languages and cultures is useful.

**MATERIALS**

➤ Career booklets, Web sites for jobs with language skills.

➤ Family or community members.

**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal and career opportunities**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- b. identify countries where there is linguistic and cultural diversity

GC-3.2  
cultural and linguistic diversity

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Culture in My Community**

Ask the students to work as a class to create a cultural profile of their community, indicating all of the different cultural groups that are represented in their community; e.g., Ukrainian, Métis, French, Polish, Chinese, Irish, First Nations. If possible, have the students bring in pictures, menus or brochures of the various stores, businesses, churches and community buildings that represent the different cultures. Create a wall display for the classroom.

➤ **The Towns in Cities**

Divide the students into groups and have them choose a large multicultural city; e.g., Edmonton, Montreal, Vancouver, London, Mexico City, San Francisco, Toronto, New York, Melbourne. Have the students investigate the presence of cultural neighbourhoods within the city; e.g., Chinatown, Ukrainian village, Spanish town, Pakistani neighbourhoods. If possible, have them identify how many people of these different cultural groups live in the city.

➤ **Languages around the World**

Divide the students into small groups and give each group a map of a continent. Have each group then research the countries on their continent and the various languages spoken there. Arrange the maps into one large world map on a classroom bulletin board. As a class, discuss or list all the languages spoken and encourage the students to reflect on the importance of learning another language.



**General Outcome for Global Citizenship**

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

**GC-3 personal and career opportunities****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify countries where there is linguistic and cultural diversity?

➤ **Anecdotal Notes**

Observe students as they create a cultural profile of their community. Record anecdotal notes of the extent to which students are able to identify countries where there is linguistic and cultural diversity (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they investigate cultural towns or neighbourhoods within large cities. Use the checklist to assess if students are able to identify countries where there is linguistic and cultural diversity (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ **Anecdotal Notes**

Observe students as they identify languages spoken around the world. Record anecdotal notes of the extent to which students are able to identify countries where there is linguistic and cultural diversity (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

➤ None required.

➤ References on various multicultural cities, Internet.

➤ Large world map divided into continents, reference materials.

## Strategies

### General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

#### S-1 language learning

##### SPECIFIC OUTCOMES

*Students will be able to:*

- a. identify and use a variety of cognitive strategies, with guidance, to enhance language learning

S-1.1  
cognitive

##### SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Vocabulary Song**

Encourage the students to use songs to recall familiar Ukrainian vocabulary.

► **Conjugation Games**

Divide the students into two or three teams. Have each team stand in a line with the first person in front of the whiteboard. On the board write some regular verbs. Tell the students that they will be following conjugation patterns to conjugate the regular verbs on the board and review these patterns. Provide the first person in the line of each team with a marker and have them run to the board to conjugate the given verb in the first person singular form, return to their teammates and give the markers to the next members on their teams. The next students run to the board and conjugate the given verb in the second person singular form. The game continues until a team has completed the conjugation of the verbs.

► **Personal Dictionaries**

Ask the students to create personal dictionaries including words that are interesting or challenging to them. Encourage the students to make word associations to English or another language.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify and use a variety of cognitive strategies, with guidance, to enhance language learning?

➤ **Anecdotal Notes**

Observe students as they sing Ukrainian songs. Record anecdotal notes of the extent to which students are able to identify and use a variety of cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporate new vocabulary or sentence patterns (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they play verb conjugation games based on conjugation patterns. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies, with guidance, to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task (see sample blackline master in Appendix E: Observation Checklist).

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they create personal dictionaries. Students use the rating scale to assess how well they are able to identify and use a variety of cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries (see sample blackline master in Appendix E: Self-assessment Rating Scale).

**MATERIALS**

➤ Simple Ukrainian songs.

➤ None required.

➤ Personal dictionaries.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify and use a variety of metacognitive strategies, with guidance, to enhance language learning

S-1.2  
metacognitive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Learning Log**

At various stages of a lesson (i.e., before, during and after), have the students write about their learning in their learning logs, including such things as:

Before beginning a unit or lesson:

- What do I think I will learn?
- What do I already know about the topic?
- What do I hope we will do during this lesson?

During the lesson:

- What things have I enjoyed the most?
- What things do I have trouble with or need to work on?
- How can I improve?

After the lesson:

- What strategies did I use?
- What things do I still need to work on?
- How have I used what I learned outside of school?

► **Taking Notes**

Write a brief factual paragraph in Ukrainian on the board. Inform the students that they will be copying down the information into their notebooks and then checking their own work to determine how successful they were. Before students begin the activity, encourage them to identify the metacognitive strategy they will be using.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify and use a variety of metacognitive strategies, with guidance, to enhance language learning?

➤ **Learning Log/Conferencing**

Have the students describe their learning in their learning logs. Conference with the students to discuss how well they are able to identify and use a variety of metacognitive strategies, with guidance, to enhance language learning; e.g., keep a learning log, be aware of own strengths and weaknesses, reflect on the listening, speaking, reading and writing process.

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they copy a paragraph in Ukrainian into their notebooks. Students use the rating scale to assess how well they were able to identify and use a variety of metacognitive strategies, with guidance, to enhance language learning; e.g., check copied writing for accuracy, decide in advance to attend to the learning task (see sample blackline master in Appendix E: Self-assessment Rating Scale).

**MATERIALS**

➤ Learning logs.

➤ Brief paragraph in Ukrainian.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify and use a variety of simple social and affective strategies, with guidance, to enhance language learning

**S-1.3**  
social/affective

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Mental Imagery and Relaxation**

Before a presentation or test, guide the students through relaxation exercises; e.g., deep breathing, visualization. Have them practise positive mental imagery and positive self-talk to motivate themselves and relax.

➤ **Work Together to Interpret**

Divide the students into groups and have them work together to interpret a short text in Ukrainian. Ensure every student in the group participates in the group reading. Have the students summarize the text and present their summaries to the rest of the class.

➤ **Reporting**

Post a simple text at the front of the room. Divide the students into groups and tell the students that they have to work together to read the text and summarize it. Have the groups discuss strategies for interpreting the text; e.g., looking for key words. Have the students then take turns going to the front and reading a portion of the text, then returning to their teams and reporting what they read. One team member records what has been recited after each portion. At the end of the activity, provide the students with the original text from the front of the room and have them compare it with their versions. Have the groups discuss how well their strategies worked and what they would do differently next time.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-1 language learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify and use a variety of simple social and affective strategies, with guidance, to enhance language learning?

➤ **Learning Log**

After a presentation or test, have the students reflect on how well they were able to identify and use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., use self-talk to feel competent to do the task, reduce anxiety by using mental techniques such as positive self-humour.

➤ **Anecdotal Notes**

Observe students as they work in small groups to read a text. Record anecdotal notes of the extent to which students are able to identify and use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., work with a friend to interpret a text, participate in shared reading experiences (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they read and summarize a text together. Students use the checklist to determine if they are able to identify and use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text, participate in shared reading experiences, work cooperatively with peers in small groups (see sample blackline master in Appendix E: Self-assessment Checklist).

**MATERIALS**

➤ None required.

➤ Short text in Ukrainian.

➤ Simple written texts in Ukrainian.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-2 language use****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify and use a variety of interactive strategies, with guidance, to enhance language use

**S-2.1**  
interactive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Conversing in Groups**

Divide the students into groups and invite them to have short conversations with each other about pets, hobbies and other topics of interest. Encourage the students to use strategies, such as interpreting nonverbal clues (e.g., mime, pointing, smiling, nodding, raised eyebrows), asking for clarification or repetition, using circumlocution and repeating part of what someone has said to confirm understanding.

➤ **Brainstorm**

Invite the students to brainstorm a list of qualities of a good listener and a good speaker. Have them write these qualities on a chart with accompanying illustrations or visual clues. Post the chart in the classroom for future reference.

➤ **Keep on Talking**

Divide the students into pairs and have them speak in Ukrainian to one another for as long as possible without using any English words. Have them use circumlocution (e.g., рiч, на яку ти вiшаєш одяг – “the thing you hang the clothes on” for hanger), mime or point if they don’t know the word, ask for clarification or repetition if they don’t understand and ask follow-up questions to check for understanding; e.g., Чи ти мене розумiєш? (Do you understand me?)



**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-2 language use****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify and use a variety of interactive strategies, with guidance, to enhance language use?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they converse with each other. Students use the checklist to determine if their peers are able to identify and use a variety of interactive strategies, with guidance, to enhance language use; e.g., ask for clarification or repetition, use circumlocution, repeat part of what someone has said to confirm understanding (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they brainstorm the qualities of a good listener and a good speaker. Use the checklist to assess if students are able to identify and use a variety of interactive strategies, with guidance, to enhance language use; e.g., acknowledge being spoken to, assess feedback from a conversation partner to recognize when a message has not been understood (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they attempt to keep talking for as long as possible. Record anecdotal notes of the extent to which students are able to identify and use a variety of interactive strategies, with guidance, to enhance language use; e.g., use a range of fillers, hesitation devices and gambits to sustain conversations, use circumlocution (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

➤ None required.

➤ Chart paper, markers.

➤ None required.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-2 language use****SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify and use a variety of interpretive strategies, with guidance, to enhance language use

S-2.2  
interpretive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Sound-Symbol System**

Have the students learn to use the Ukrainian sound-symbol system to aid reading comprehension. For example:

календар = calendar (English)

землетрус (Earthquake)



земля (earth)

трусити/трясти (shake)

► **Preparing for Listening**

Before a guest speaker comes into the classroom, have the students write down questions that they would like to learn the answers to. Have them use these questions to focus their listening.

► **Prediction**

Before reading a text, have the students predict what it is about based on the title and illustrations. Before a guest speaker arrives, have the students make predictions about what they expect to hear based on what they already know about the topic.

► **Summarizing Text**

Divide the students into groups and have them read a text and summarize it. Encourage the groups to use strategies, such as preparing questions to help them note information found in the text (e.g., 5Ws and 1H), looking for key words and rereading several times to improve understanding.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S–2 language use****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify and use a variety of interpretive strategies, with guidance, to enhance language use?

➤ **Anecdotal Notes**

Observe students as they use the Ukrainian sound–symbol system to aid reading comprehension. Record anecdotal notes of the extent to which students are able to identify and use a variety of interpretive strategies, with guidance, to enhance language use; e.g., use knowledge of the sound–symbol system to aid reading comprehension (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist and Long-term Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before the guest speaker arrives. Students assess their ability to identify and use a variety of interpretive strategies, with guidance, to enhance language use; e.g., assess your information needs before listening. Students set goals for future improvement and strategy use (see sample blackline master in Appendix E: Self-assessment Checklist, Long-term Goal Setting).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they make predictions. Use the checklist to assess if students are able to identify and use a variety of interpretive strategies, with guidance, to enhance language use; e.g., make predictions on what they are about to read or hear (see sample blackline master in Appendix E: Observation Checklist).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they summarize a text. Use the rating scale to assess how well students are able to identify and use a variety of interpretive strategies, with guidance, to enhance language use; e.g., summarize information gathered, prepare questions or a guide to note information found in text (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

**MATERIALS**

➤ Short Ukrainian texts.

➤ Guest speaker.

➤ Ukrainian text or guest speaker.

➤ Ukrainian text.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-2 language use**

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><b>S-2.3</b> productive</p>	<p><i>Students will be able to:</i></p> <p>a. identify and use a variety of productive strategies, with guidance, to enhance language use</p>	<p>➤ <b>Repeating a Pattern</b> Review various rhymes and songs that have repetitive patterns. Read each line and have the students repeat it after you. Write the line on the board and have the students copy it. Complete an action for each line and have the students copy it. Then have the students use the sentence patterns to create their own poems and songs.</p> <p>➤ <b>The Writing Process</b> After viewing different examples of basic familiar fables or fairy tales, have the students create their own texts with illustrations following a chosen pattern. Ask them to follow the writing process — prewriting, writing, revisions, correction and publication. Encourage the students to apply grammar rules to improve their texts by modelling and to avoid difficult structures by rephrasing.</p>

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S–2 language use****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify and use a variety of productive strategies, with guidance, to enhance language use?

➤ **Anecdotal Notes**

Observe students as they say aloud, write and do the actions for the poems or songs. Record anecdotal notes of the extent to which students are able to identify and use a variety of productive strategies, with guidance, to enhance language use; e.g., mimic what the teacher says, copy what others say or write (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they write short, simple stories in Ukrainian. Students use the rating scale to assess their ability to identify and use a variety of productive strategies, with guidance, to enhance language use; e.g., use the steps of the writing process, apply grammar rules to improve accuracy, proofread and edit the final version of a text (see sample blackline master in Appendix E: Self-assessment Rating Scale).

**MATERIALS**

➤ Various rhymes and songs with repetitive patterns, whiteboard, markers.

➤ Examples of familiar fables or fairy tales.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning****SPECIFIC OUTCOMES**

*Students will be able to:*

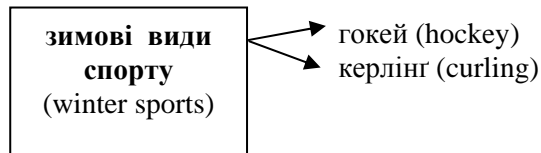
- a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning

**S-3.1**  
cognitive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **Classification**

Arrange the students into small groups and give each group a variety of objects. Have the students classify the objects according to their attributes. For example:



► **Inquiry Process**

Have the students research a topic and create presentations. Before beginning their research, have the students write questions to guide their research; e.g., using a KWL chart (Appendix D: Graphic Organizers).

Encourage the students to access and use a variety of information sources, such as libraries, the Internet, people in the community and professional organizations, to find the answers to their questions.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify and use a variety of cognitive strategies, with guidance, to enhance general learning?

➤ **Anecdotal Notes**

Observe students as they work in small groups. Record anecdotal notes of how well students are able to identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., classify objects and ideas according to their attributes (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they research a topic. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies, with guidance, to enhance general learning; e.g., connect what is already known with what is being learned, formulate key questions to guide research, seek information through a network of sources, including libraries, the Internet, individuals and agencies (see sample blackline master in Appendix E: Observation Checklist).

**MATERIALS**

➤ Variety of objects.

➤ None required.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify and use a variety of metacognitive strategies, with guidance, to enhance general learning

**S-3.2**  
metacognitive

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

► **How Did I Do?**

Before beginning an activity, have the students develop criteria for evaluating their own work. Have the students record their criteria and use them later to assess their finished work.

► **Planning for a Task**

Before beginning a task, have the students plan the steps they will take to complete a task. For example, have the students plan a visit to a bilingual Kindergarten or Grade 1 class to present their play, dance or song. Have them record the different jobs that need to be done and who is responsible for completing them; e.g., making the backdrop, getting materials. Ask the students to record the process in their learning logs and check to see if they have followed their plans.



**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify and use a variety of metacognitive strategies, with guidance, to enhance general learning?

➤ **Self-assessment Rating Scale**

Before the students begin an activity, have them create their own self-assessment rating scale. Students use the rating scale to assess how well they are able to identify and use a variety of metacognitive strategies, with guidance, to enhance general learning; e.g., reflect on learning tasks, discover how your efforts can affect learning, develop criteria for evaluating your work (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Learning Log**

After the students plan for a task, have them reflect on how well they were able to identify and use a variety of metacognitive strategies, with guidance, to enhance general learning; e.g., make a plan in advance about how to approach a task, monitor learning.

**MATERIALS**

➤ None required.

➤ None required.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning**

**SPECIFIC OUTCOMES**

*Students will be able to:*

- a. identify and use a variety of social and affective strategies, with guidance, to enhance general learning

S-3.3  
social/affective

**SAMPLE TEACHING AND LEARNING ACTIVITIES**

➤ **Brainstorm**

Invite the students to brainstorm words and phrases that would assist them in working cooperatively with other students. Encourage the students to use these phrases when involved in group work.

➤ **Group Problem Solving**

Have the students work in small groups and decide on a project; e.g., designing board games for Grade 1 classes, creating an advertisement for a product relating to a unit of study, opening a restaurant.

Have the students make decisions on what materials they are going to use, the process involved in planning and so on. When they encounter an issue or a problem, encourage them to follow a simple problem-solving model to find a solution. Encourage the students to take risks, even though they might make mistakes.

➤ **Free Exploration**

Provide a variety of resources (e.g., multimedia, newspapers, magazines, videos, books, brochures, audio recordings, comics) on a variety of topics and allow the students to choose a topic of study and resources to support this study. Encourage the students to follow their own natural curiosity when choosing a topic.

**General Outcome for Strategies**

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

**S-3 general learning****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

identify and use a variety of social and affective strategies, with guidance, to enhance general learning?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they brainstorm words and phrases that would assist them in working cooperatively with others. Use the checklist to assess if students are able to identify and use a variety of social and affective strategies, with guidance, to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks, use social interaction skills to enhance group learning activities (see sample blackline master in Appendix E: Observation Checklist).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they work in small groups. Students use the checklist to determine if they are able to identify and use a variety of social and affective strategies, with guidance, to enhance general learning; e.g., seek help from others, be encouraged to try, even though mistakes might be made (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe the students as they follow their own curiosity to explore a topic. Record anecdotal notes of the extent to which students are able to identify and use a variety of social and affective strategies, with guidance, to enhance general learning; e.g., follow their natural curiosity and intrinsic motivation to learn (see sample blackline master in Appendix E: Anecdotal Notes).

**MATERIALS**

➤ None required.

➤ Material for the project.

➤ Various resources on a variety of topics (e.g., multimedia, videos, newspapers, magazines, brochures).





# Appendices

## Appendix A: Specific Outcomes Chart

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## Appendix A: Specific Outcomes Charts

### GRADE 4

<b>A-1 to impart and receive information</b>		<b>GRADE 4</b>
<b>A-1.1</b> share factual information	<ul style="list-style-type: none"> <li>a. share basic information</li> <li>b. identify people, places and things</li> </ul>	<b>NOTES:</b>
<b>A-2 to express emotions and personal perspectives</b>		<b>GRADE 4</b>
<b>A-2.1</b> share ideas, thoughts, opinions, preferences	<ul style="list-style-type: none"> <li>a. express simple preferences</li> <li>b. express a personal response</li> </ul>	<b>NOTES:</b>
<b>A-2.2</b> share emotions, feelings	<ul style="list-style-type: none"> <li>a. recognize and express basic emotions and feelings</li> </ul>	
<b>A-3 to get things done</b>		<b>GRADE 4</b>
<b>A-3.1</b> guide actions of others	<ul style="list-style-type: none"> <li>a. indicate needs and wants</li> <li>b. give and respond to simple oral instructions or commands</li> <li>c. ask for permission</li> </ul>	<b>NOTES:</b>
<b>A-3.2</b> state personal actions	<ul style="list-style-type: none"> <li>a. respond to offers and instructions</li> <li>b. ask or offer to do something</li> </ul>	

<b>A-3 to get things done</b> (continued)		<b>GRADE 4</b>
A-3.3 manage group actions	<ul style="list-style-type: none"> <li>a. manage turn taking</li> <li>b. encourage other group members to act appropriately</li> </ul>	<b>NOTES:</b>
<b>A-4 to form, maintain and change interpersonal relationships</b>		<b>GRADE 4</b>
A-4.1 manage personal relationships	<ul style="list-style-type: none"> <li>a. exchange greetings and farewells</li> <li>b. address a new acquaintance and introduce themselves</li> <li>c. exchange some basic personal information</li> </ul>	<b>NOTES:</b>
<b>A-5 to extend their knowledge of the world</b>		<b>GRADE 4</b>
A-5.1 discover and explore	<ul style="list-style-type: none"> <li>a. explore the immediate environment</li> </ul>	<b>NOTES:</b>
A-5.2 gather and organize information	<ul style="list-style-type: none"> <li>a. gather simple information</li> <li>b. organize items in different ways</li> </ul>	
A-5.3 solve problems	<ul style="list-style-type: none"> <li>a. participate in problem-solving situations in the classroom</li> </ul>	
A-5.4 explore opinions and values	<ul style="list-style-type: none"> <li>a. listen attentively to opinions expressed</li> <li>b. respond appropriately to the opinions of others</li> </ul>	
<b>A-6 for imaginative purposes and personal enjoyment</b>		<b>GRADE 4</b>
A-6.1 humour/fun	<ul style="list-style-type: none"> <li>a. use Ukrainian for fun</li> </ul>	<b>NOTES:</b>



<b>A-6 for imaginative purposes and personal enjoyment</b> (continued)		<b>GRADE 4</b>
<b>A-6.2</b> creative/aesthetic purposes	a. use Ukrainian creatively	<b>NOTES:</b>
<b>A-6.3</b> personal enjoyment	a. use Ukrainian for personal enjoyment	
<b>LC-1 attend to form</b>		<b>GRADE 4</b>
<b>LC-1.1</b> phonology	a. pronounce the sounds of the letters of the alphabet and common words and phrases comprehensibly b. use intonation to express meaning	<b>NOTES:</b>
<b>LC-1.2</b> orthography	a. recognize and name letters of the alphabet b. write their own name and some basic words	
<b>LC-1.3</b> lexicon	a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• self</li> <li>• school</li> <li>• food</li> <li>• clothing</li> <li>• family</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	

LC-1.4 grammatical elements	<p>a. use, in modelled situations,<sup>1</sup> the following grammatical elements:</p> <p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>• nominative singular</li> <li>• nominative plural</li> <li>• vocative</li> <li>• accusative singular inanimate</li> <li>• accusative singular animate</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>• personal nominative (я, ми)</li> <li>• personal accusative (мене, тебе)</li> <li>• demonstrative (той, ця)</li> <li>• possessive (мій, твій)</li> <li>• interrogative (чий, яка)</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• noun–adjective agreement</li> <li>• accusative singular inanimate</li> <li>• accusative singular animate</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>• present common</li> <li>• imperative</li> <li>• present common reflexive</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>• quality (добре, гарно)</li> </ul> <p><b>Expressions</b></p> <ul style="list-style-type: none"> <li>• interrogative (як, хто, що)</li> <li>• date</li> <li>• time, hour</li> </ul> <p><b>Numerals</b></p> <ul style="list-style-type: none"> <li>• numeral–noun agreement (numerals 1–10)</li> </ul> <p>b. use, in structured situations,<sup>2</sup> the following grammatical elements:</p> <p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>• nominative singular</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>• personal nominative</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>• quality</li> </ul> <p><b>Expressions</b></p> <ul style="list-style-type: none"> <li>• interrogative</li> </ul> <p><b>Numerals</b></p> <ul style="list-style-type: none"> <li>• numeral–noun agreement (numerals 1–10)</li> </ul>	<p><b>NOTES:</b></p>
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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

<b>LC-2 interpret and produce oral texts</b>		<b>GRADE 4</b>
<b>LC-2.1</b> aural interpretation	a. understand simple spoken sentences in guided situations	<b>NOTES:</b>
<b>LC-2.2</b> oral production	a. produce simple oral words and phrases in guided situations	
<b>LC-2.3</b> interactive fluency	a. engage in simple interactions, using short, isolated lexical phrases	
<b>LC-3 interpret and produce written and visual texts</b>		<b>GRADE 4</b>
<b>LC-3.1</b> written interpretation	a. understand simple written sentences in guided situations	<b>NOTES:</b>
<b>LC-3.2</b> written production	a. produce simple written words and phrases in guided situations	
<b>LC-3.3</b> viewing	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	
<b>LC-3.4</b> representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	

<b>LC-4 apply knowledge of the sociocultural context</b>		<b>GRADE 4</b>
<b>LC-4.1</b> register	a. speak at a volume appropriate to classroom situations b. respond to tone of voice	<b>NOTES:</b>
<b>LC-4.2</b> idiomatic expressions	a. imitate age-appropriate idiomatic expressions	
<b>LC-4.3</b> variations in language	a. experience a variety of voices; i.e., male, female, young, old	
<b>LC-4.4</b> social conventions	a. imitate simple, routine social interactions b. use basic social expressions appropriate to the classroom	
<b>LC-4.5</b> nonverbal communication	a. understand the meaning of, and imitate, some common nonverbal behaviours used in Ukrainian culture	
<b>LC-5 apply knowledge of how discourse is organized, structured and sequenced</b>		<b>GRADE 4</b>
<b>LC-5.1</b> cohesion/ coherence	a. imitate speech that uses simple link words	<b>NOTES:</b>
<b>LC-5.2</b> text forms	a. experience a variety of oral text forms b. recognize some simple oral text forms	
<b>LC-5.3</b> patterns of social interaction	a. respond using very simple social interaction patterns	

<b>GC-1 historical and contemporary elements of Ukrainian culture</b>		<b>GRADE 4</b>
<b>GC-1.1</b> accessing/analyzing cultural knowledge	<ul style="list-style-type: none"> <li>a. participate in activities and experiences that reflect elements of Ukrainian culture</li> <li>b. ask questions, using English, about elements of Ukrainian culture</li> </ul>	<b>NOTES:</b>
<b>GC-1.2</b> knowledge of Ukrainian culture	<ul style="list-style-type: none"> <li>a. participate in activities and experiences that reflect elements of Ukrainian culture</li> </ul>	
<b>GC-1.3</b> applying cultural knowledge	<ul style="list-style-type: none"> <li>a. recognize elements of Ukrainian culture in the classroom</li> </ul>	
<b>GC-1.4</b> diversity within Ukrainian culture	<ul style="list-style-type: none"> <li>a. experience diverse elements of Ukrainian culture</li> </ul>	
<b>GC-1.5</b> valuing Ukrainian culture	<ul style="list-style-type: none"> <li>a. participate in cultural activities and experiences</li> </ul>	
<b>GC-2 affirming diversity</b>		<b>GRADE 4</b>
<b>GC-2.1</b> awareness of first language	<ul style="list-style-type: none"> <li>a. distinguish between their first language and Ukrainian</li> </ul>	<b>NOTES:</b>
<b>GC-2.2</b> general language knowledge	<ul style="list-style-type: none"> <li>a. explore the variety of languages spoken by those around them</li> <li>b. identify similarities among words from different languages within their personal experience</li> </ul>	

<b>GC-2 affirming diversity</b> (continued)		<b>GRADE 4</b>
<b>GC-2.3</b> awareness of own culture	a. explore similarities between their own culture and other cultures	<b>NOTES:</b>
<b>GC-2.4</b> general cultural knowledge	a. participate in activities and experiences that reflect elements of different cultures	
<b>GC-2.5</b> valuing diversity	a. interact with others	
<b>GC-2.6</b> intercultural skills	a. adapt to new situations	
<b>GC-3 personal and career opportunities</b>		<b>GRADE 4</b>
<b>GC-3.1</b> Ukrainian culture and language	a. identify reasons for learning Ukrainian	<b>NOTES:</b>
<b>GC-3.2</b> cultural and linguistic diversity	a. suggest reasons for participating in activities and experiences that reflect elements of different cultures	
<b>S-1 language learning</b>		<b>GRADE 4</b>
<b>S-1.1</b> cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning	<b>NOTES:</b>

<b>S-1 language learning</b> (continued)		<b>GRADE 4</b>
<b>S-1.2</b> metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning	<b>NOTES:</b>
<b>S-1.3</b> social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning	
<b>S-2 language use</b>		<b>GRADE 4</b>
<b>S-2.1</b> interactive	a. use simple interactive strategies, with guidance, to enhance language use	<b>NOTES:</b>
<b>S-2.2</b> interpretive	a. use simple interpretive strategies, with guidance, to enhance language use	
<b>S-2.3</b> productive	a. use simple productive strategies, with guidance, to enhance language use	
<b>S-3 general learning</b>		<b>GRADE 4</b>
<b>S-3.1</b> cognitive	a. use simple cognitive strategies, with guidance, to enhance general learning	<b>NOTES:</b>
<b>S-3.2</b> metacognitive	a. use simple metacognitive strategies, with guidance, to enhance general learning	
<b>S-3.3</b> social/affective	a. use simple social and affective strategies, with guidance, to enhance general learning	





## GRADE 5

<b>A-1 to impart and receive information</b>		<b>GRADE 5</b>
A-1.1 share factual information	<ul style="list-style-type: none"> <li>a. ask for and provide information; e.g., time, dates, locations</li> <li>b. respond to simple, predictable questions</li> <li>c. describe people, places and things</li> </ul>	<b>NOTES:</b>
<b>A-2 to express emotions and personal perspectives</b>		<b>GRADE 5</b>
A-2.1 share ideas, thoughts, opinions, preferences	<ul style="list-style-type: none"> <li>a. inquire about and express likes and dislikes</li> <li>b. express a personal response to a variety of situations</li> </ul>	<b>NOTES:</b>
A-2.2 share emotions, feelings	<ul style="list-style-type: none"> <li>a. respond to emotions and feelings</li> <li>b. express a variety of emotions and feelings</li> </ul>	
<b>A-3 to get things done</b>		<b>GRADE 5</b>
A-3.1 guide actions of others	<ul style="list-style-type: none"> <li>a. suggest a course of action and respond to a suggestion</li> <li>b. make and respond to a variety of simple requests</li> <li>c. seek, grant and withhold permission</li> </ul>	<b>NOTES:</b>
A-3.2 state personal actions	<ul style="list-style-type: none"> <li>a. indicate choice from among several options</li> <li>b. express a wish or a desire to do something</li> </ul>	
A-3.3 manage group actions	<ul style="list-style-type: none"> <li>a. ask for help or for clarification of what is being said or done in the group</li> <li>b. suggest or direct action in group activities</li> </ul>	

<b>A-4 to form, maintain and change interpersonal relationships</b>		<b>GRADE 5</b>
<b>A-4.1</b> manage personal relationships	<ul style="list-style-type: none"> <li>a. initiate interactions; e.g., invite others to play</li> <li>b. accept, refuse and apologize politely</li> </ul>	<b>NOTES:</b>
<b>A-5 to extend their knowledge of the world</b>		<b>GRADE 5</b>
<b>A-5.1</b> discover and explore	<ul style="list-style-type: none"> <li>a. explore the immediate environment</li> <li>b. make and talk about personal observations</li> </ul>	<b>NOTES:</b>
<b>A-5.2</b> gather and organize information	<ul style="list-style-type: none"> <li>a. sequence items in different ways</li> <li>b. record and share personal knowledge of a topic</li> </ul>	
<b>A-5.3</b> solve problems	<ul style="list-style-type: none"> <li>a. define a problem and search for solutions</li> <li>b. choose between alternative solutions</li> </ul>	
<b>A-5.4</b> explore opinions and values	<ul style="list-style-type: none"> <li>a. make connections between behaviour and values</li> <li>b. recognize and respect differences of opinion</li> </ul>	
<b>A-6 for imaginative purposes and personal enjoyment</b>		<b>GRADE 5</b>
<b>A-6.1</b> humour/ fun	<ul style="list-style-type: none"> <li>a. use Ukrainian for fun</li> </ul>	<b>NOTES:</b>
<b>A-6.2</b> creative/aesthetic purposes	<ul style="list-style-type: none"> <li>a. use Ukrainian creatively</li> </ul>	

<b>A–6 for imaginative purposes and personal enjoyment</b> (continued)		<b>GRADE 5</b>
<b>A–6.3</b> personal enjoyment	a. use Ukrainian for personal enjoyment	<b>NOTES:</b>
<b>LC–1 attend to form</b>		<b>GRADE 5</b>
<b>LC–1.1</b> phonology	a. distinguish particular sounds of the language b. use comprehensible pronunciation, stress and intonation when producing familiar words or phrases	<b>NOTES:</b>
<b>LC–1.2</b> orthography	a. copy familiar words, phrases and sentences b. relate letters to the sounds they make	
<b>LC–1.3</b> lexicon	a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• weather</li> <li>• daily routines</li> <li>• friends</li> <li>• extracurricular activities</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	

LC-1 attend to form (continued)		GRADE 5
LC-1.4 grammatical elements	<p>a. use, in modelled situations,<sup>1</sup> the following grammatical elements:</p> <p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>• genitive singular following negation</li> <li>• genitive singular with preposition</li> <li>• locative singular</li> <li>• instrumental singular</li> <li>• accusative singular animate</li> <li>• accusative plural inanimate</li> <li>• irregular plural nominative (дівчата)</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>• personal dative (мені, вам)</li> <li>• personal genitive (мене, вас)</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• comparative, superlative</li> <li>• accusative inanimate</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>• past tense</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>• comparative, superlative</li> <li>• quality</li> <li>• time</li> </ul> <p><b>Expressions</b></p> <ul style="list-style-type: none"> <li>• date</li> <li>• seasons of year</li> <li>• time</li> </ul>	<b>NOTES:</b>

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

LC-1 attend to form (continued)		GRADE 5
LC-1.4 grammatical elements	<p>b. use, in structured situations,<sup>2</sup> the following grammatical elements:</p> <p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>• nominative singular</li> <li>• nominative plural</li> <li>• vocative</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>• personal nominative</li> <li>• personal accusative</li> <li>• demonstrative</li> <li>• possessive</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• noun–adjective agreement</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>• present common</li> <li>• imperative</li> <li>• present common reflexive</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>• quality</li> <li>• time</li> </ul> <p><b>Expressions</b></p> <ul style="list-style-type: none"> <li>• interrogative</li> <li>• date (not including year)</li> <li>• time, hour</li> </ul> <p><b>Numerals</b></p> <ul style="list-style-type: none"> <li>• numeral–noun agreement (numerals 11–20)</li> </ul> <p>c. use, independently<sup>3</sup> and consistently, the following grammatical elements:</p> <p><b>Expressions</b></p> <ul style="list-style-type: none"> <li>• interrogative</li> </ul> <p><b>Numerals</b></p> <ul style="list-style-type: none"> <li>• numeral–noun agreement (numerals 1–10)</li> </ul>	<b>NOTES:</b>

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.
3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

LC-2 interpret and produce oral texts		GRADE 5
LC-2.1 aural interpretation	a. understand short, simple oral texts in guided situations	<b>NOTES:</b>
LC-2.2 oral production	a. produce simple oral sentences in guided situations	

<b>LC-2 interpret and produce oral texts</b> (continued)		<b>GRADE 5</b>
<b>LC-2.3</b> interactive fluency	a. engage in simple interactions, using simple sentences	<b>NOTES:</b>
<b>LC-3 interpret and produce written and visual texts</b>		<b>GRADE 5</b>
<b>LC-3.1</b> written interpretation	a. understand short, simple written texts in guided situations	<b>NOTES:</b>
<b>LC-3.2</b> written production	a. produce simple written sentences in guided situations	
<b>LC-3.3</b> viewing	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	
<b>LC-3.4</b> representing	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	
<b>LC-4 apply knowledge of the sociocultural context</b>		<b>GRADE 5</b>
<b>LC-4.1</b> register	a. distinguish between formal and informal situations b. recognize that some topics, words or intonations are inappropriate in certain contexts	<b>NOTES:</b>
<b>LC-4.2</b> idiomatic expressions	a. understand and use a variety of simple idiomatic expressions as set phrases	
<b>LC-4.3</b> variations in language	a. acknowledge and accept individual differences in speech	
<b>LC-4.4</b> social conventions	a. use basic politeness conventions b. use appropriate oral forms of address for people frequently encountered	

<b>LC-4 apply knowledge of the sociocultural context</b> (continued)		<b>GRADE 5</b>
<b>LC-4.5</b> nonverbal communication	<ul style="list-style-type: none"> <li>a. experiment with using some simple nonverbal means of communication</li> <li>b. recognize that some nonverbal behaviours may be inappropriate in certain contexts</li> </ul>	<b>NOTES:</b>
<b>LC-5 apply knowledge of how discourse is organized, structured and sequenced</b>		<b>GRADE 5</b>
<b>LC-5.1</b> cohesion/ coherence	<ul style="list-style-type: none"> <li>a. link words or groups of words in simple ways</li> <li>b. sequence elements of a simple story, process or series of events</li> </ul>	<b>NOTES:</b>
<b>LC-5.2</b> text forms	<ul style="list-style-type: none"> <li>a. recognize some simple oral and written text forms; e.g., lists, letters, stories, songs</li> </ul>	
<b>LC-5.3</b> patterns of social interaction	<ul style="list-style-type: none"> <li>a. initiate interactions and respond using simple social interaction patterns; e.g., request-acceptance/nonacceptance</li> </ul>	
<b>GC-1 historical and contemporary elements of Ukrainian culture</b>		<b>GRADE 5</b>
<b>GC-1.1</b> accessing/analyzing cultural knowledge	<ul style="list-style-type: none"> <li>a. make observations of Ukrainian culture; e.g., as it is portrayed in texts and in the community</li> <li>b. seek out information about Ukrainian culture from authentic sources</li> </ul>	<b>NOTES:</b>
<b>GC-1.2</b> knowledge of Ukrainian culture	<ul style="list-style-type: none"> <li>a. participate in activities and experiences that reflect elements of Ukrainian culture</li> </ul>	

<b>GC-1 historical and contemporary elements of Ukrainian culture (continued)</b>		<b>GRADE 5</b>
<b>GC-1.3</b> applying cultural knowledge	a. identify elements of Ukrainian culture in the school and community	<b>NOTES:</b>
<b>GC-1.4</b> diversity within Ukrainian culture	a. identify some elements that reflect diversity within Ukrainian culture	
<b>GC-1.5</b> valuing Ukrainian culture	a. participate in cultural activities and experiences	
<b>GC-2 affirming diversity</b>		<b>GRADE 5</b>
<b>GC-2.1</b> awareness of first language	a. identify similarities between their first language and Ukrainian	<b>NOTES:</b>
<b>GC-2.2</b> general language knowledge	a. identify differences and similarities among writing systems from different languages within their personal experience b. describe ways that languages can be taught and learned	
<b>GC-2.3</b> awareness of own culture	a. recognize similarities between their own culture and other cultures b. make connections between individuals or situations in texts and their own personal experiences	



<b>GC-2 affirming diversity</b> (continued)		<b>GRADE 5</b>
<b>GC-2.4</b> general cultural knowledge	<ul style="list-style-type: none"> <li>a. recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community</li> <li>b. recognize that culture is expressed through a variety of forms</li> </ul>	<b>NOTES:</b>
<b>GC-2.5</b> valuing diversity	<ul style="list-style-type: none"> <li>a. engage in activities that reflect other ways of doing things</li> </ul>	
<b>GC-2.6</b> intercultural skills	<ul style="list-style-type: none"> <li>a. listen appropriately to others</li> <li>b. initiate and maintain new relationships</li> </ul>	
<b>GC-3 personal and career opportunities</b>		<b>GRADE 5</b>
<b>GC-3.1</b> Ukrainian culture and language	<ul style="list-style-type: none"> <li>a. identify ways in which they have used their knowledge of the Ukrainian language and culture</li> </ul>	<b>NOTES:</b>
<b>GC-3.2</b> cultural and linguistic diversity	<ul style="list-style-type: none"> <li>a. identify ways in which they have used their knowledge of different languages and cultures</li> </ul>	
<b>S-1 language learning</b>		<b>GRADE 5</b>
<b>S-1.1</b> cognitive	<ul style="list-style-type: none"> <li>a. use a variety of simple cognitive strategies, with guidance, to enhance language learning</li> </ul>	<b>NOTES:</b>
<b>S-1.2</b> metacognitive	<ul style="list-style-type: none"> <li>a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning</li> </ul>	

<b>S-1 language learning</b> (continued)		<b>GRADE 5</b>
<b>S-1.3</b> social/affective	a. use a variety of simple social and affective strategies, with guidance, to enhance language learning	<b>NOTES:</b>
<b>S-2 language use</b>		<b>GRADE 5</b>
<b>S-2.1</b> interactive	a. use a variety of simple interactive strategies, with guidance, to enhance language use	<b>NOTES:</b>
<b>S-2.2</b> interpretive	a. use a variety of simple interpretive strategies, with guidance, to enhance language use	
<b>S-2.3</b> productive	a. use a variety of simple productive strategies, with guidance, to enhance language use	
<b>S-3 general learning</b>		<b>GRADE 5</b>
<b>S-3.1</b> cognitive	a. use simple cognitive strategies to enhance general learning	<b>NOTES:</b>
<b>S-3.2</b> metacognitive	a. use simple metacognitive strategies to enhance general learning	
<b>S-3.3</b> social/affective	a. use simple social and affective strategies to enhance general learning	

## GRADE 6

<b>A-1 to impart and receive information</b>		<b>GRADE 6</b>
<b>A-1.1</b> share factual information	<ul style="list-style-type: none"> <li>a. describe people, places and things</li> <li>b. describe series or sequences of events or actions</li> </ul>	<b>NOTES:</b>
<b>A-2 to express emotions and personal perspectives</b>		<b>GRADE 6</b>
<b>A-2.1</b> share ideas, thoughts, opinions, preferences	<ul style="list-style-type: none"> <li>a. inquire about and express likes and dislikes</li> <li>b. share thoughts and ideas with others</li> </ul>	<b>NOTES:</b>
<b>A-2.2</b> share emotions, feelings	<ul style="list-style-type: none"> <li>a. inquire about, express and respond to emotions and feelings</li> </ul>	
<b>A-3 to get things done</b>		<b>GRADE 6</b>
<b>A-3.1</b> guide actions of others	<ul style="list-style-type: none"> <li>a. encourage or discourage others from a course of action</li> <li>b. give and follow a simple sequence of instructions</li> </ul>	<b>NOTES:</b>
<b>A-3.2</b> state personal actions	<ul style="list-style-type: none"> <li>a. make and respond to an invitation/offer</li> <li>b. inquire about and express ability and inability to do something</li> </ul>	
<b>A-3.3</b> manage group actions	<ul style="list-style-type: none"> <li>a. encourage other group members to participate</li> <li>b. assume a variety of roles and responsibilities as group members</li> </ul>	

<b>A-4 to form, maintain and change interpersonal relationships</b>		<b>GRADE 6</b>
<b>A-4.1</b> manage personal relationships	<ul style="list-style-type: none"> <li>a. talk about themselves and respond to the talk of others by showing attention and interest</li> <li>b. accept, refuse and apologize politely</li> </ul>	<b>NOTES:</b>
<b>A-5 to extend their knowledge of the world</b>		<b>GRADE 6</b>
<b>A-5.1</b> discover and explore	<ul style="list-style-type: none"> <li>a. explore classification systems and determine criteria for categories</li> <li>b. discuss relationships and patterns</li> </ul>	<b>NOTES:</b>
<b>A-5.2</b> gather and organize information	<ul style="list-style-type: none"> <li>a. compare and contrast items in simple ways</li> <li>b. compose questions to guide research</li> <li>c. identify sources of information</li> <li>d. record observations</li> </ul>	
<b>A-5.3</b> solve problems	<ul style="list-style-type: none"> <li>a. use appropriate steps to solve simple problems</li> </ul>	
<b>A-5.4</b> explore opinions and values	<ul style="list-style-type: none"> <li>a. express views on a variety of topics within their personal experience</li> <li>b. gather opinions on a topic within their scope of experience</li> </ul>	
<b>A-6 for imaginative purposes and personal enjoyment</b>		<b>GRADE 6</b>
<b>A-6.1</b> humour/ fun	<ul style="list-style-type: none"> <li>a. use Ukrainian for fun and humour</li> </ul>	<b>NOTES:</b>
<b>A-6.2</b> creative/aesthetic purposes	<ul style="list-style-type: none"> <li>a. use Ukrainian creatively and for aesthetic purposes</li> </ul>	

<b>A-6 for imaginative purposes and personal enjoyment</b> (continued)		<b>GRADE 6</b>
<b>A-6.3</b> personal enjoyment	a. use Ukrainian for personal enjoyment	<b>NOTES:</b>
<b>LC-1 attend to form</b>		<b>GRADE 6</b>
<b>LC-1.1</b> phonology	a. recognize some critical sound distinctions that are important for meaning b. recognize some of the effects that intonation and stress have in different situations	<b>NOTES:</b>
<b>LC-1.2</b> orthography	a. recognize and use some basic conventions of spelling and mechanics b. use handwriting for written communication	
<b>LC-1.3</b> lexicon	a. use a range of words and phrases within a variety of lexical fields, including: <ul style="list-style-type: none"> <li>• home</li> <li>• cultural holidays</li> <li>• school environment</li> <li>• activities</li> <li>• any other lexical fields that meet their needs and interests</li> </ul>	

<p>LC-1.4 grammatical elements</p>	<p>a. use, in modelled situations,<sup>1</sup> the following grammatical elements:</p> <p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>• genitive singular following negation</li> <li>• dative singular</li> <li>• accusative singular and plural inanimate</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>• personal instrumental (зі мною, з вами)</li> <li>• personal dative</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• comparative, superlative</li> <li>• accusative singular animate</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>• perfective aspect</li> <li>• simple future tense</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>• comparative, superlative</li> <li>• quality</li> <li>• time</li> </ul> <p><b>Expressions</b></p> <ul style="list-style-type: none"> <li>• time: hours, minutes, intervals</li> </ul>	<p><b>NOTES:</b></p>
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1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

<p>LC-1.4 grammatical elements</p>	<p>b. use, in structured situations,<sup>2</sup> the following grammatical elements:</p> <p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>• nominative</li> <li>• genitive singular</li> <li>• instrumental singular</li> <li>• accusative singular animate</li> <li>• accusative plural inanimate</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>• demonstrative</li> <li>• personal accusative</li> <li>• personal dative</li> <li>• personal genitive</li> </ul> <p><b>Adjectives</b></p> <ul style="list-style-type: none"> <li>• noun–adjective agreement</li> <li>• accusative inanimate</li> </ul> <p><b>Verbs</b></p> <ul style="list-style-type: none"> <li>• imperative</li> <li>• present common</li> <li>• past tense</li> <li>• present common reflexive</li> </ul> <p><b>Adverbs</b></p> <ul style="list-style-type: none"> <li>• comparative, superlative</li> </ul> <p><b>Expressions</b></p> <ul style="list-style-type: none"> <li>• date and time</li> </ul> <p>c. use, independently and consistently,<sup>3</sup> the following grammatical elements:</p> <p><b>Nouns</b></p> <ul style="list-style-type: none"> <li>• nominative singular</li> <li>• vocative</li> </ul> <p><b>Pronouns</b></p> <ul style="list-style-type: none"> <li>• personal nominative</li> </ul> <p><b>Numerals</b></p> <ul style="list-style-type: none"> <li>• numeral–noun agreement (numerals 11–20)</li> </ul>	<p><b>NOTES:</b></p>
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2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.
3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

<b>LC-2 interpret and produce oral texts</b>		<b>GRADE 6</b>
<b>LC-2.1</b> aural interpretation	a. understand short, simple oral texts in guided and unguided situations	<b>NOTES:</b>
<b>LC-2.2</b> oral production	a. produce short, simple oral texts in guided situations	
<b>LC-2.3</b> interactive fluency	a. engage in simple interactions in guided situations	
<b>LC-3 interpret and produce written and visual texts</b>		<b>GRADE 6</b>
<b>LC-3.1</b> written interpretation	a. understand short, simple written texts in guided and unguided situations	<b>NOTES:</b>
<b>LC-3.2</b> written production	a. produce short, simple written texts in guided situations	
<b>LC-3.3</b> viewing	a. derive meaning from the visual elements of a variety of media in guided situations	
<b>LC-3.4</b> representing	a. express meaning through the use of visual elements in a variety of media in guided situations	



<b>LC-4 apply knowledge of the sociocultural context</b>		<b>GRADE 6</b>
<b>LC-4.1</b> register	a. use informal language in familiar contexts	<b>NOTES:</b>
<b>LC-4.2</b> idiomatic expressions	a. use learned idiomatic expressions correctly in familiar contexts	
<b>LC-4.3</b> variations in language	a. experience a variety of accents, variations in speech and regional variations in language	
<b>LC-4.4</b> social conventions	a. recognize verbal behaviours that are considered impolite b. recognize simple social conventions in informal conversation; e.g., turn taking	
<b>LC-4.5</b> nonverbal communication	a. use appropriate nonverbal behaviours in a variety of familiar contexts	
<b>LC-5 apply knowledge of how discourse is organized, structured and sequenced</b>		<b>GRADE 6</b>
<b>LC-5.1</b> cohesion/ coherence	a. link several sentences coherently b. use common conventions to structure texts	<b>NOTES:</b>
<b>LC-5.2</b> text forms	a. use some simple text forms in their own productions	
<b>LC-5.3</b> patterns of social interaction	a. use simple conventions to open and close conversations and to manage turn taking	

<b>GC-1 historical and contemporary elements of Ukrainian culture</b>		<b>GRADE 6</b>
<b>GC-1.1</b> accessing/analyzing cultural knowledge	a. compare some elements of Ukrainian culture with their own personal experiences	<b>NOTES:</b>
<b>GC-1.2</b> knowledge of Ukrainian culture	a. explore some elements of Ukrainian culture b. identify some things they have in common with Ukrainian speakers their own age	
<b>GC-1.3</b> applying cultural knowledge	a. identify commonalities and differences between Ukrainian culture and their own culture b. apply knowledge of Ukrainian culture to interpret similarities and differences between Ukrainian culture and their own culture	
<b>GC-1.4</b> diversity within Ukrainian culture	a. identify variations among groups within Ukrainian culture b. apply knowledge of Ukrainian culture to interpret variations among groups within the culture	
<b>GC-1.5</b> valuing Ukrainian culture	a. seek out information about people their own age who speak Ukrainian and identify similarities	
<b>GC-2 affirming diversity</b>		<b>GRADE 6</b>
<b>GC-2.1</b> awareness of first language	a. identify similarities and differences between their first language and Ukrainian	<b>NOTES:</b>

<b>GC-2 affirming diversity</b> (continued)		<b>GRADE 6</b>
<b>GC-2.2</b> general language knowledge	a. recognize that in any language there are different words for the same thing	<b>NOTES:</b>
<b>GC-2.3</b> awareness of own culture	a. recognize and identify similarities and differences between their own culture and other cultures	
<b>GC-2.4</b> general cultural knowledge	a. recognize that speakers of the same language may come from different cultural backgrounds b. recognize some of the factors that affect the culture of a particular region	
<b>GC-2.5</b> valuing diversity	a. engage in activities that reflect other ways of doing things b. recognize the limitations of adopting a single perspective	
<b>GC-2.6</b> intercultural skills	a. reflect on their actions and the implications of their actions for others b. explore how their perspective is shaped by a variety of factors	
<b>GC-3 personal and career opportunities</b>		<b>GRADE 6</b>
<b>GC-3.1</b> Ukrainian culture and language	a. identify some careers for which knowledge of Ukrainian is useful b. identify some places that they could visit where Ukrainian is spoken	<b>NOTES:</b>
<b>GC-3.2</b> cultural and linguistic diversity	a. identify some careers for which knowledge of different languages and cultures is useful b. identify countries where there is linguistic and cultural diversity	

<b>S-1 language learning</b>		<b>GRADE 6</b>
<b>S-1.1</b> cognitive	a. identify and use a variety of cognitive strategies, with guidance, to enhance language learning	<b>NOTES:</b>
<b>S-1.2</b> metacognitive	a. identify and use a variety of metacognitive strategies, with guidance, to enhance language learning	
<b>S-1.3</b> social/affective	a. identify and use a variety of social and affective strategies, with guidance, to enhance language learning	
<b>S-2 language use</b>		<b>GRADE 6</b>
<b>S-2.1</b> interactive	a. identify and use a variety of interactive strategies, with guidance, to enhance language use	<b>NOTES:</b>
<b>S-2.2</b> interpretive	a. identify and use a variety of interpretive strategies, with guidance, to enhance language use	
<b>S-2.3</b> productive	a. identify and use a variety of productive strategies, with guidance, to enhance language use	
<b>S-3 general learning</b>		<b>GRADE 6</b>
<b>S-3.1</b> cognitive	a. identify and use a variety of cognitive strategies, with guidance, to enhance general learning	<b>NOTES:</b>
<b>S-3.2</b> metacognitive	a. identify and use a variety of metacognitive strategies, with guidance, to enhance general learning	
<b>S-3.3</b> social/affective	a. identify and use a variety of social and affective strategies, with guidance, to enhance general learning	

## Appendix B: Vocabulary and Classroom Expressions

Please note that the vocabulary and expressions listed here are suggestions compiled through consultation with teachers. This list should not be considered mandatory or exhaustive.

Прикметники	Adjectives
великий	big
короткий	short
малий	small/little
високий	tall
Тварини	Animals
ведмідь	bear
бобер	beaver
птаха/птаха; птахи	bird; birds
бізон/буйвіл	bison/buffalo
карибу	caribou
кіт/киця/котик	cat
худоба	cattle
курка	chicken
бурундук	chipmunk
корова	cow
койот	coyote
олень	deer
собака/пес	dog
качка	duck
канадський олень	elk/wapiti
лисиця	fox
коза	goat
гуска	goose
ховрах/гофер	gopher
їжак	hedgehog
кінь/коник	horse

<b>Тварини</b> (продовження)	<b>Animals</b> (continued)
бабак	marmot
лось	moose
гірський козел	mountain goat
миша	mouse
видра	otter
свиня	pig
дикобраз	porcupine
пума	puma
заєць/зайчик	rabbit
єнот	raccoon
півень	rooster
тюлень	seal
вівця	sheep
скунс	skunk
білка/вивірка	squirrel
індик	turkey
морж	walrus
кит	whale
вовк	wolf
<b>Частини тіла</b>	<b>Body Parts</b>
кісточка/щиколотка	ankle
рука	arm/hand
спина	back
сідниці	buttocks
щока	cheek
груди	chest
підборіддя/борода	chin
вухо/вуха	ear/ears
лікоть	elbow
око/очі	eye/eyes

<b>Частини тіла</b> (продовження)	<b>Body Parts</b> (continued)
брова	eyebrow
вії	eyelashes
обличчя/лице	face
палець	finger
нігті	fingernails
стопа/ступня	foot
чоло/лоб	forehead
волосся	hair
голова	head
п'ята	heel
стегна/клуби	hips
коліно	knee
нога	leg/foot
губи/уста	lips
рот	mouth
шия	neck
ніс	nose
голінка/гомілка	shin
плече	shoulder
живіт	stomach
зуби	teeth
великий палець	thumb
палець на нозі	toe
торс	torso/trunk
тулуб	trunk/torso
зап'ясток	wrist

<b>Календар</b>	<b>Calendar</b>
<b>Місяці</b>	<b>Months</b>
січень	January
лютий	February
березень	March
квітень	April
травень	May
червень	June
липень	July
серпень	August
вересень	September
жовтень	October
листопад	November
грудень	December
<b>Дні тижня</b>	<b>Days of the Week</b>
понеділок	Monday
вівторок	Tuesday
серeda	Wednesday
четвер	Thursday
п'ятниця	Friday
субота	Saturday
неділя	Sunday
<b>Пори року</b>	<b>Seasons</b>
весна	spring
літо	summer
осінь	autumn
зима	winter



<b>У класі/класі</b>	<b>Classroom</b>
акваріум/акваріум	aquarium
атлас	atlas
дошка	blackboard
книга/книжка	book
калькулятор	calculator
крісло/стілець	chair/stool
крейда	chalk
годинник	clock
вішалки	coat hooks
кольорові олівці	coloured pencils/crayons
комп'ютер	computer
шафки	cupboards
письмовий стіл	desk
словник	dictionary
двері	door
гумка	eraser
папка	file folder
шафка для папок	filing cabinet
стяг/прапор	flag
смітник/кошик для сміття	garbage can/bin
глобус	globe
клей	glue
шкільна шафка	locker
маркери/фломастери	markers
зошит	notebook
папір	paper
ручка/перо	pen
олівець	pencil
пенал	pencil case
стругалка/заstrугувач	pencil sharpener
лінійка	ruler

<b>У класі/класі</b> (продовження)	<b>Classroom</b> (continued)
ножиці	scissors
полиця	shelf
раковина	sink
учень/учениця; школяр/школярка	student
парта	student desk
магнітофон	tape recorder
учитель/учителька	teacher
телевізор	television
відеомагнітофон	VCR
вікна	windows
мапа світу/карта світу	world map
<b>Одяг</b>	<b>Clothing</b>
ранець/наплечник	backpack
купальник	bathing suit (female)
плавки	bathing suit (male)
ремінь/пояс/пасок	belt
блюзка/блузка	blouse
чоботи	boots
кашкет/картуз	cap/hat
плащ/пальто	coat
сукня/сукенка	dress
навушники	earmuffs
окуляри	glasses
брить/капелюх	hat
халат	housecoat
піджак	jacket (coat)
куртка	jacket (blazer)
джинси	jeans
спортивний костюм	jogging suit

<b>Одяг</b> (продовження)	<b>Clothing</b> (continued)
рукавиці/рукавички	mittens, gloves
КОЛГОТИ	nylons
ШТАНИ	pants
КИШЕНЯ	pocket
сумка/сумочка/торбинка	purse
піжама	pyjamas
дощовик	raincoat
сандали	sandals
шарф/шарфик	scarf
сорочка	shirt
черевики/капці/мешти	shoes
шорти	shorts
лижв'яний костюм і шапка	ski suit and touque
спідниця	skirt
капці/тапочки	slippers
тенісівки/кросівки	sneakers/runners
шкарпетки	socks
костюм	suit
свєтер	sweater
теніска/футболка	T-shirt
краватка	tie
теплі колготи	tights
парасоля	umbrella
білизна	underwear
жилетка	vest
гаманець	wallet
ГОДИННИК	watch

<b>Сім'я</b>	<b>Family</b>
тітка	aunt
немовля	baby
брат	brother
дитина	child
діти	children
кузина	cousin (female)
кузен	cousin (male)
дочка/донька	daughter
тато/батько	father
дід/дідуся	grandfather
баба/бабуся	grandmother
прадід/прадідуся	great-grandfather
прабаба/прабабуся	great-grandmother
мама	mother
сестра	sister
син	son
зведений брат	stepbrother
вітчим	stepfather
мачуха	stepmother
зведена сестра	stepsister
вуйко/дядько	uncle
<b>Їжа та напої</b>	<b>Food</b>
яблуко	apple
банан	banana
буряки	beets
ягоди	berries
хліб	bread
масло	butter
торт	cake
морква	carrot

<b>Їжа та напої</b> (продовження)	<b>Food</b> (continued)
пластівці	cereals
сир	cheese
курка/курятина	chicken
кава	coffee
кукурудза	corn
десерт	dessert
яйця	eggs
риба	fish
картопля фрі	French fries
фрукти/садовина	fruits
виноград	grapes
шинка	ham
морозиво	ice cream
м'ясо	meat
молоко	milk
помаранча/апельсин	orange
помаранчевий/апельсиновий сік	orange juice
персик	peach
груша	pear
горох	peas
ананас	pineapple
картопля	potato
картопляні чіпси	potato chips
сіль і перець	salt and pepper
сандвіч/канапка/бутерброд	sandwich
ковбаса	sausage
біфштекс	steak
полуниця	strawberry
чай	tea
помідор	tomato
овочі/городина	vegetables
сосиски	weiners

<b>Українські страви</b>	<b>Ukrainian Food</b>
борщ	borscht/beet soup
гречана каша	buckwheat
калач	braided bread
голубці	cabbage rolls
кулеша/мамалига	cornmeal
налисники	cottage cheese crepes
паска	Easter bread
бабка	Easter sweet bread
пиріжки	filled bun
вареники	pyrohy/dumplings
пампушки	puffs
узвар	stewed fruit compote
начинка	stuffing
коровай	wedding bread
кутя	wheat with honey
<b>Овочі/городина</b>	<b>Vegetables</b>
шпараги/спаржа	asparagus
фасоля/квасоля	beans
буряк	beet
біб	broad bean
броколі	broccoli
капуста	cabbage
морква	carrot
цвітна капуста	cauliflower
селера	celery
кукурудза	corn on the cob
огірок	cucumber
баклажан	eggplant
часник	garlic
хрін	horseradish

<b>Овочі/городина</b> (продовження)	<b>Vegetables</b> (continued)
салата	lettuce
гриби	mushrooms
цибуля	onion
горох	peas
картопля	potato
гарбуз	pumpkin
редька	radish
шпінат	spinach
соняшник	sunflower
помідор	tomato
<b>Фрукти/садовина</b>	<b>Fruits</b>
яблуко	apple
абрикос	apricot
банан	banana
ягоди	berries
черешні	cherries
грейпфрут	grapefruit
виноград	grapes
ківі	kiwi
цитрина/лимон	lemon
диня	melon
помаранча/апельсин	orange
персик	peach
груша	pear
ананас	pineapple
слива	plum
малина	raspberries
вишні	sour cherries
полуниці	strawberries
кавун	watermelon
суниці	wild strawberries

<b>Приправи та спеції</b>	<b>Seasonings and Spices</b>
мед	honey
помідоровий соус/кетчуп	ketchup
гірчиця/муштарда	mustard
олія	oil
перець	pepper
сіль	salt
цукор	sugar
сироп	syrup
оцет	vinegar
<b>У школі</b>	<b>At School</b>
заступник директора/ки	assistant/vice principal
ранець/наплечник	backpack
бейсбольне поле	baseball field
перерва	break/recess
водій автобуса	bus driver
кафетерій	cafeteria
класна/класна кімната	classroom
лазанка	monkey bars
комп'ютерна лабораторія	computer lab
дорадник	counsellor
паркан	fence
поле	field
футбольне поле	football field
хвіртка/ворота	gate
сторож	guard
спортивна зала/-ий зал	gymnasium
коридор	hallway, corridor
помічник/помічниця	helper/assistant
гірка	hill
бібліотекар/ка	librarian
бібліотека	library



<b>У школі</b> (продовження)	<b>School</b> (continued)
обід	lunch
мапа/карта	map
музична кімната	music room
медсестра	nurse
офіс/канцелярія	office
подвір'я	yard
ігровий майданчик	playground
плакат	poster
директор/ка	principal
пісочниця	sand box
школа	school
шкільний патруль	school patrol
секретар/секретарка	secretary
тротуар	sidewalk
учень/учениця; школяр/школярка	student (male/female)
гойдалка	swing
стіл	table
учитель/ка	teacher
перехід	walkway
лазничка/туалет	washroom, bathroom
<b>Пора дня</b>	<b>Time of Day</b>
ранок	morning
обід, полудень	noon
вечір	afternoon, evening
ніч	night, nighttime
<b>Кольори</b>	<b>Colours</b>
чорний	black
білий	white
жовтий	yellow
зелений	green

<b>Кольори</b> (продовження)	<b>Colours</b> (continued)
пурпуровий/фіолетовий	purple
червоний	red
сірий	grey
помаранчевий/оранжевий	orange
синій	blue
брунатний/коричневий	brown
рожевий	pink
<b>Погода</b>	<b>Weather</b>
хмарно/похмуро	cloudy/foggy
холодно/зимно	cold
гаряче	hot
іде дощ/падає дощ	It is raining.
іде сніг	It is snowing.
гримить	It is thundering.
сонячно	sunny
тепло	warm
вітряно	windy
погода	weather
погана погода	bad weather
гарна погода	nice weather
мряка	drizzle
<b>Дієслова</b>	<b>Verbs</b>
просити	to ask (for something)
бути	to be
купувати	to buy
кликати	to call/to beckon
вибирати	to choose
закривати, зачиняти	to close something
розмальовувати, малювати	to colour
рахувати	to count

<b>Дієслова</b> (продовження)	<b>Verbs</b> (continued)
плакати	to cry
різати	to cut
танцювати	to dance
робити	to do, to make
рисувати/малювати	to draw
пити	to drink
їсти	to eat
заходити, входити	to enter (i.e., a room)
падати	to fall
знаходити	to find
уставати/вставати	to get up/to arise
давати	to give
іти	to go
спускатися вниз	to go down (i.e., stairs)
виходити	to go out (i.e., of a room)
підійматися вгору	to go up (i.e., stairs)
скакати, стрибати	to jump
навчати	to learn
подобатися, любити	to like, to like something
кохати	to love someone
слухати	to listen to
дивитися	to look at, watch (i.e., television)
шукати	to look for
відкривати, відчиняти	to open something
фарбувати	to paint
виконувати, досягати	to perform/to accomplish
бавитися, гратися	to play
вправляти, практикувати	to practise
класти, ставити	to put or place something (book on a shelf, paper on a desk)
читати	to read

<b>Дієслова</b> (продовження)	<b>Verbs</b> (continued)
бігати	to run
співати	to sing
сідати, сидіти	to sit
спати	to sleep
учитися	to study
плавати	to swim
говорити, казати, розмовляти	to talk, speak
думати	to think
ходити	to walk
носити	to wear (clothing—hat, etc.)
працювати	to work
писати	to write
<b>Комахи</b>	<b>Insects</b>
бджола	bee
жук	beetle
метелик	butterfly
гусениця	caterpillar
муха	fly
комар	mosquito
павук	spider
оса	wasp
хробак	worm
<b>Удома</b>	<b>At Home</b>
лазничка/туалет	bathroom
ліжко	bed
спальня	bedroom
крісло	chair
шафа/шафи	cupboard(s)
їдальня	dining room
ХОЛОДИЛЬНИК	fridge

<b>Удома</b> (продовження)	<b>Home</b> (continued)
гараж	garage
дім/хата	house
кухня	kitchen
вітальня	living room
піч	oven
ганок	porch
килим; хідник	rug
канапа/диван	sofa/couch
стілець	stool
стіл	table
телефон	telephone
телевізор	television
вікно	window
<b>Свята</b>	<b>Cultural Holidays</b>
день народження	Birthday
день Канади	Canada Day
Різдво	Christmas Day
Святий Вечір	Christmas Eve
Великдень	Easter
День батька	Father's Day
Йордан	Feast of Jordan/Epiphany
Галовін	Halloween
Івана Купала	Ivana Kupala
День матері	Mother's Day
іменини	Name's Day
Новий рік	New Year
Маланка	New Year's Eve
День подяки	Thanksgiving
День Святого Валентина	Valentine's Day

<b>Вислови</b>	<b>Expressions/Idioms</b>
Час усе лікує.	Time heals all things.
Час лине.	Time flies.
Хто рано встає, тому Бог дає.	The early bird catches the worm.
Хто мало спить, тому щастить.	Early to bed and early to rise makes a man healthy, wealthy and wise.
Не залишай на завтра те, що можеш зробити сьогодні	Never put off until tomorrow what you can do today.
Добре роби, добре буде.	What goes around comes around.
Усюди добре, та вдома найкраще.	There is no place like home.

## Classroom Commands

Однина	English Singular	Множина	English Plural
Ходи сюди.	Come here.	Ходіть сюди.	Come here.
Дивись на дошку.	Look at the board.	Дивіться на дошку.	Look at the blackboard.
Підними руку.	Raise your hand.	Підніміть руки.	Raise your hands.
Опусти руку.	Lower your hand.	Опустіть руки.	Lower your hands.
Відкрий книжку.	Open your book.	Відкрийте книжки.	Open your books.
Напиши ім'я.	Write your name.	Напишіть імена.	Write your names.
Нарисуй/намалюй.	Make a drawing.	Нарисуйте/намалюйте.	Make a drawing.
Закрий книжку.	Close your book.	Закрийте книжки.	Close your books.
Витягни книжку.	Take your book out.	Витягніть книжки.	Take out your books.
Встань.	Stand up.	Встаньте.	Stand up.
Сідай.	Sit down.	Сідайте.	Sit down.
Слухай.	Listen.	Слухайте.	Listen.
Перегорни сторінку.	Turn the page.	Переверніть сторінки.	Turn the pages.
Стань в лінію.	Line up.	Станьте в лінію.	Line up.

Фрази	Phrases
Чи я можу піти до лазнички (туалету) ?	May I go the bathroom?
Чи я можу напиться води?	May I go drink some water?
Чи я можу застругати олівець?	May I sharpen my pencil?
Шукайте сторінку _____.	Look for the page number _____.
Шукайте сторінки _____.	Look for the page numbers _____.
Перепрошую.	Excuse me.
Як сказати _____ по-українському?	How do you say _____ in Ukrainian?
Як написати _____?	How do you write _____?
Вибачте./Мені шкода.	I am sorry.
Вибачте.	Pardon me.
Я не знаю.	I don't know (it).
Я не пам'ятаю.	I don't remember.
Я не розумію.	I don't understand.
Я маю проблему.	I have a problem.
Мені треба _____.	I need _____.
Чи я можу перебити?	May I interrupt?
Прошу повторити.	Repeat, please.
Прошу повільніше.	Slow down, please.
Що тобі треба?	What do you need?
Що значить _____?	What does _____ mean?



Фрази	Phrases
Я не знаю, як _____. (це робити).	I don't know how to _____.
Я не вмію _____./Я не можу _____.	I cannot _____.
Я не розумію./Я розумію.	I don't understand/I understand.
Я забув/забула.	I forgot _____.
Я загубила/загубив.	I lost _____.
Добриденень.	Good day.
Доброго ранку.	Good morning.
Добрий вечір.	Good evening.
Привіт.	Hello. Greetings.
Вітаємо./Вітаю.	Welcome.
До побачення.	Goodbye.
Па-па.	Bye.
Добраніч.	Good night.
Як справи?	How are things?
Усе в порядку./Усе гаразд.	Everything is alright.
Прошу.	Please.
Дякую./Щиро дякую.	Thank you./Thank you very much.
Мені подобається _____.	I like _____.
Тихо. Мовчи.	Be quiet.

Фрази	Phrases
Домашнє завдання.	Homework.
Котра година?	What time is it?
О котрій годині?	At what time?
Що це?	What's this?
Так.	Yes.
Ні.	No.
Хто?	Who?
Що?	What?
Де?/Коли?	Where?/When?
Куди?/Як?	Where?/How?
Кому?/Кого?	To whom?/Whom?
Чому?/Чого?	Why?/What for?
З ким?	With whom?
З чим?	With what?
Моя черга?	My turn?
Дуже добре.	Very good.
Знаменито!	Excellent!
Я маю питання.	I have a question.
Це не справедливо.	This isn't fair.
Ніколи.	Never.
Завжди.	Always.
Іноді.	Sometimes.
Прошу, подай(те) _____.	Could you please pass _____.
Подайте, будь ласка, _____.	Could you please pass _____.
Що б ти випив/випила?	What would you like to drink?

Фрази	Phrases
Що ти хочеш замовити?	What would you like to order?
Я хочу замовити _____.	I would like to order _____.
Що хочете на десерт?	What would you like for dessert?
Я одягаю(ся).	I am getting dressed.
Я взуваю(ся) _____.	I am putting on _____ (footwear).
Я роздягаюся.	I am undressing.
Я скидаю _____.	I am taking off _____.
Я купую _____.	I am buying _____.
Я голодний/голодна.	I am hungry.
Час снідати/обідати/вечеряти.	Time to eat breakfast/lunch/dinner.
Чи можна дістати _____? ?	May I get _____?
Чи можна піти до _____? (бібліотеки, канцелярії _____.)	May I go to the _____?
Чи можна _____? ?	May I _____?
Я веселий/весела./ Мені весело.	I am happy.
Мені нудно.	I am bored.
Мені сумно./Я сумний/сумна.	I am sad.
Мені цікаво.	I am interested.
Мені страшно./Я боюся.	I am scared.
Мене звати.../Я називаюся _____.	My name is _____.
Я люблю _____.	I like _____.
Чи ти любиш _____? ?	Do you like _____?
Мені подобається _____.	I enjoy/like _____.
Чи тобі подобається?	Do you enjoy/like _____?

Фрази	Phrases
Мені ____ років.	I am ____ years old.
У мене/Я маю _____.	I have _____.
Я живу _____.	I live _____.
Де ти живеш?	Where do you live?
Я народився/народилася _____.	I was born _____.
Мій номер телефону _____.	My telephone number is _____.
Моя адреса _____.	My address is _____.

## Appendix C: Planning Tools

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## Instructional Planning Guide

As you design a learning activity, consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations that will be necessary for success.

### ⊙ Outcomes

Determine the outcomes that students can reasonably accomplish.

- Select fewer outcomes, partial outcomes or outcomes from a different grade level if necessary.

Determine what the students will be able to demonstrate as a result of this learning activity.

- Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

### ⊙ Learning Activities

Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.

- Decide how students will apply their learning.
- Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.
- Present and support key concepts and instructions using demonstration, oral and written steps and exemplars of completed assignments.
- Break down assignments or tasks into smaller, more manageable parts.
- Give clear, concrete instructions and:
  - \_\_\_ provide a visual reference of the sequence of key steps in completing the assignment
  - \_\_\_ provide a checklist of assignment parts for students to mark as tasks are completed
  - \_\_\_ support written instructions with picture prompts or highlight directions using a colour-coding system
  - \_\_\_ record directions or lectures for playback
  - \_\_\_ repeat instructions
  - \_\_\_ have students recall instructions in sequence.
- Model and demonstrate to promote understanding of directions.
- Check in with students regularly to check task understanding and to provide feedback and clarification on specific aspects of the assignment.
- Highlight key points of the lesson orally and visually.
- Select extension activities that will reinforce and extend learning.
- Write assignments and homework on chart paper or the board. Ensure that students write down assignments in their agendas.
- Help students stay on task by employing a cueing strategy.

Identify the key concepts of the learning activity.

- Consider how the activity has been designed to motivate and engage student interest.
- Determine how to present an overview of the learning activity.
- Ensure that the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- Build in opportunities to make connections between what the students know and what they are learning.

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Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2003).

**Consider how the students will be organized for instruction and the type of groupings that will be most effective (partner, small group, large group).**

- Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on different factors depending on the end goal, such as learning profile, interest, readiness or need.

## ⊙ Learning Environment

**Consider the classroom environment and individual student work spaces.**

- Provide a quiet work station like a study carrel in a corner of the classroom.
- Plan seating arrangements for students with attention issues based on traffic patterns and overt distractions; e.g., windows, door, hallway, computer.
- Partner students with a peer for support and guidance.

## ⊙ Resources

**Decide on the resources that will be used for the learning activity, including oral, print, media texts and community resources.**

- Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- Consider using graphic organizers to present information.

**Prepare resources to assist students with learning difficulties.**

- Rewrite materials at a lower reading level.
- Provide a graphic organizer for note taking; e.g., cloze style.
- Highlight passages of text.
- Reformat handouts and tests as necessary; e.g., provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print.
- Identify Web-based supports; e.g., simulations.

**Ensure that students have the assistive tools and devices to support their learning styles or needs, for example:**

- \_\_\_ highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
- \_\_\_ a copy of the lecture notes
- \_\_\_ enlarged or reduced text
- \_\_\_ scribe
- \_\_\_ audio recordings
- \_\_\_ picture prompts
- \_\_\_ manipulatives
- \_\_\_ overlays
- \_\_\_ computers

## ⊙ Assessment

Decide what evidence will show whether the students have achieved the outcomes.

Determine the best way for students to demonstrate their learning.

- Provide assessment options for students to “show what they know.”

Make necessary preparations for alternative testing procedures, resources and materials.

- Does the student need:
  - \_\_\_ an audio recording of the test
  - \_\_\_ a scribe to write down his or her ideas or answers
  - \_\_\_ the test questions read aloud
  - \_\_\_ a time extension
  - \_\_\_ fewer questions?

Determine the focus of the assessment for evaluation purposes.

For example, if you are evaluating students on their understanding of the content, do not penalize for spelling errors or missing punctuation.

Select or develop rubrics, exemplars and checklists to support student evaluation.

Provide immediate, specific and constructive feedback.

- Emphasize the quality of work and perseverance rather than quantity.

Provide opportunities for student self-reflection and self-evaluation.

- Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- Share assignment criteria lists, checklists, standards and exemplars with students.

## ⊙ Time line

Record important assignments and text due dates on a master calendar and have students write these dates in their agendas.

- Show students how to plan for longer assignments by using a calendar.
- Show students how to study for an upcoming test.
- Provide students with a study guide of important skills and concepts.

Consider the pace of the learning activity and the needs of the students.

- Consider ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary.
- Prepare an assignment summary with task increments and time line to guide student’s completion of the assignment. Provide time warnings for task completion.
- Extend deadlines for those students who require more time to complete assignments.



## Year Plan

Grade(s): \_\_\_\_\_ School Year: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

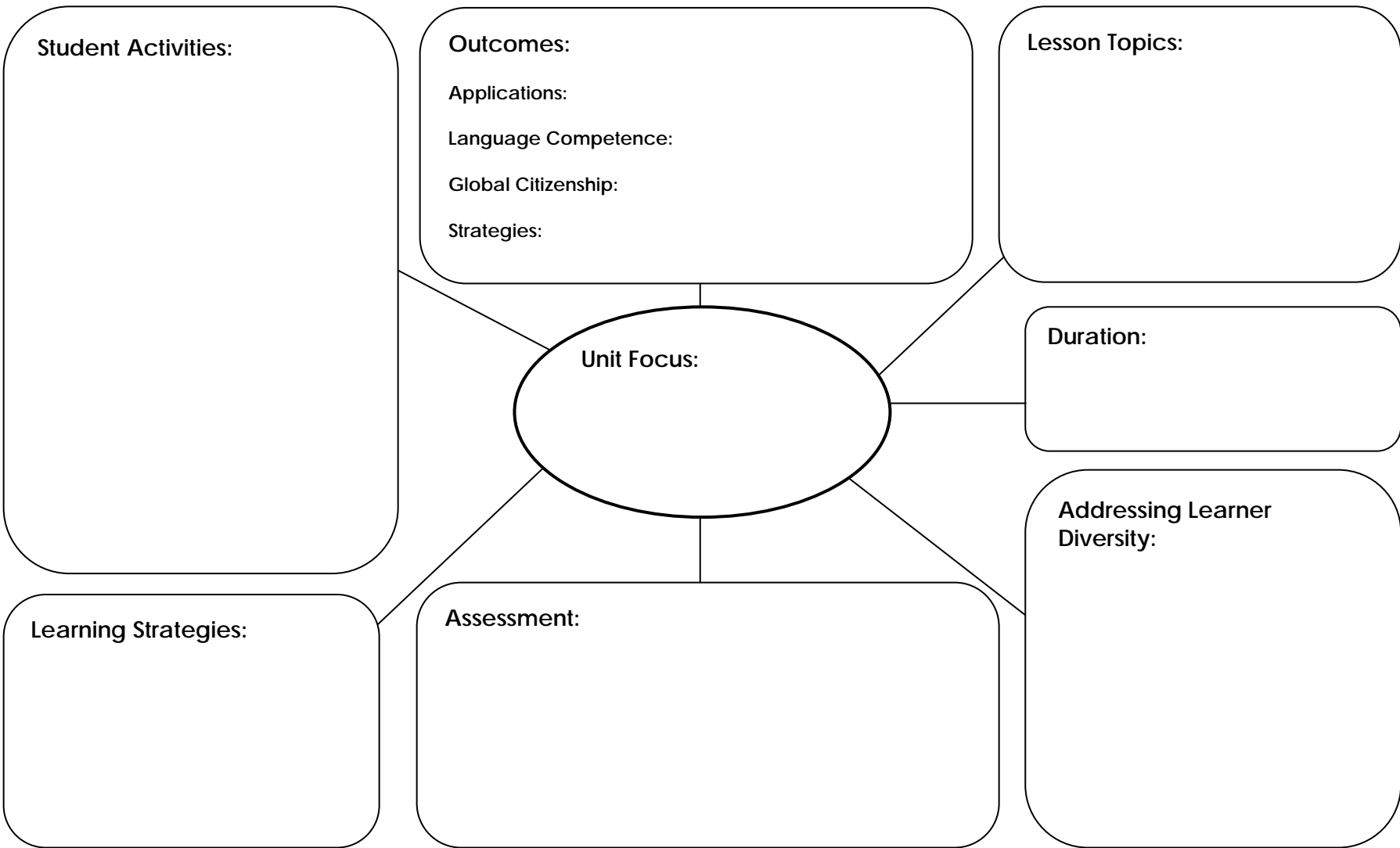
	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

## Year Plan

Grade(s): \_\_\_\_\_ School Year: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

	February	March	April	May	June
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

## Unit Plan Overview



## Unit Plan A

Grade(s): \_\_\_\_\_ Unit Focus: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

### Outcomes:

- ✦ Applications
- ✦ Language Competence
- ✦ Global Citizenship
- ✦ Strategies

Possible Student Learning Strategies:

### Teaching and Learning Activities:

Resources:

Planning for Diversity:

Assessment  
and Evaluation:

## Unit Plan B

Day	Outcomes	Teaching and Learning Activities	Resources	Planning for Diversity	Assessment/Evaluation
1					
2					
3					
4					
5					
6					

## Unit Plan C

<b>Title:</b>		<b>Time line:</b>	
<b>General outcome:</b>			
<b>Specific outcomes</b>		<b>Learning strategies and activities</b>	
<b>Getting ready activities</b> (Strategies for activating and assessing prior knowledge, and creating interest in new unit)			
<b>Assessment strategies and activities</b>		<b>Enrichment strategies</b>	
<b>Resources</b>			
<b>Home/school/community connections</b>		<b>Cross-curricular connections</b>	

## Lesson Plan A

---

**Lesson Title:**

---

Date and Class:

**Outcomes Addressed:**

---

Applications:

Language Competence:

Global Citizenship:

Strategies:

Possible Student Learning Strategies:

**Materials Required:**

---

**Teaching and Learning Activities:**

---

**Differentiation of Instruction:**

---

**Opportunity for Assessment:**

---

## Lesson Plan B

Lesson Title: \_\_\_\_\_

Date: \_\_\_\_\_ Class: \_\_\_\_\_

### Outcomes

- ✦ Applications
- ✦ Language Competence
- ✦ Global Citizenship
- ✦ Strategies

Possible Student Learning Strategies:

### Lesson Description

### Differentiation of Instruction

yes  not necessary

If yes, description:

### Assessment

### Materials



## How “Listener-friendly” Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what is important in the learning activity.

	Yes	Not Yet
• I reduce distractions for my students; e.g., close the door, move students near the front and away from windows.	<input type="radio"/>	<input type="radio"/>
• I communicate clearly what my expectations of the students are during the class.	<input type="radio"/>	<input type="radio"/>
• I provide students with some form of an advanced organizer at the beginning of class to alert them to what will be addressed in the learning activity.	<input type="radio"/>	<input type="radio"/>
• I consistently review and encourage recall of previously presented information; e.g., summarizing, asking questions, allowing time to review previous notes and handouts.	<input type="radio"/>	<input type="radio"/>
• I use cue words and phrases to signal important information; e.g., In summary ..., Note the following ..., Pay attention to ..., Record this important fact ..., This is important ..., Listen carefully.	<input type="radio"/>	<input type="radio"/>
• I use transitional phrases to cue and signal the organization of information; e.g., first, second, third; next; before/after; finally.	<input type="radio"/>	<input type="radio"/>
• I highlight important information by using bold, italics and different coloured text.	<input type="radio"/>	<input type="radio"/>
• I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	<input type="radio"/>	<input type="radio"/>
• I present information in many different ways; e.g., discussion, video, audio, small group assignments, transparencies, slide show presentations.	<input type="radio"/>	<input type="radio"/>
• I repeat important ideas and concepts by rephrasing and using multiple examples.	<input type="radio"/>	<input type="radio"/>
• I write important ideas, key concepts and vocabulary on the board or overhead transparency.	<input type="radio"/>	<input type="radio"/>
• I use visual aids and objects to support the concepts and information that are presented; e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector.	<input type="radio"/>	<input type="radio"/>
• I provide examples and non-examples of concepts.	<input type="radio"/>	<input type="radio"/>
• I frequently check for understanding; e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old.	<input type="radio"/>	<input type="radio"/>
• I provide students with opportunities to discuss concepts with a partner or small group.	<input type="radio"/>	<input type="radio"/>
• I provide students with opportunities to work with and/or practise new skills and concepts.	<input type="radio"/>	<input type="radio"/>
• I allow time for reflection at the end of the class; e.g., review important ideas, summarize, ask questions, self-evaluate.	<input type="radio"/>	<input type="radio"/>
• I briefly review the important concepts at the end of the class and preview what will be happening next class.	<input type="radio"/>	<input type="radio"/>

Adapted from Anne Price, “Listen Up” handout (Calgary, AB: Calgary Learning Centre, 1995). Adapted with permission from Calgary Learning Centre.

## Examples of General Accommodations

### Methods of Instruction

- Vary amount of material to be learned.
  - Vary amount of material to be practised.
  - Vary time for practice activities.
  - Use advance organizers.
  - Cue student to stay on task; e.g., private signal.
  - Facilitate student cueing (student providing cues to the teacher).
  - Repeat directions or have student repeat directions.
  - Shorten directions.
  - Pair written instructions with oral instructions.
  - Use computer-assisted instruction.
  - Use visual aids in lesson presentation.
- Other \_\_\_\_\_

### Task/Response

- Reduce or substitute required assignments.
- Adjust level of in-class assignments to academic level.
- Break long-term assignments into shorter tasks.
- Adjust amount of copying.
- Use strategies to enhance recall; e.g., cues, cloze.

### Task/Response (cont'd)

- Provide student with a copy of notes.
  - Accept dictated or parent-assisted homework assignments.
  - Provide extra assignment time.
  - Permit student to print.
  - Provide a student buddy for reading.
- Other \_\_\_\_\_

### Materials

- Modify text materials (add, adapt or substitute).
- Make materials self-correcting.
- Highlight important concepts and information and/or passages.
- Use a desktop easel or slantboard to raise reading materials.
- Prepare recordings of reading/textbook materials.
- Provide an extra textbook for home use.
- Allow use of personal word lists, cue cards.
- Increase use of pictures, diagrams, concrete manipulators.
- Break materials into smaller task units.

### Materials (cont'd)

- Increase print size in photocopying.
  - Use daily homework assignment book.
- Other \_\_\_\_\_

### Organization for Instruction

The student works best:

- in large group instruction
  - in small group instruction
  - when placed beside an independent learner
  - with individual instruction
  - with peer tutoring
  - with cross-aged tutoring
  - using independent self-instructional materials
  - in learning centres
  - with preferential seating
  - with allowances for mobility
  - in a quiet space within the classroom.
- Other \_\_\_\_\_

### Reinforcement Systems

- Provide immediate reinforcement.
- Give verbal praise for positive behaviour.
- Use tangible reinforcers.
- Send notes home.
- Complete progress charts.

### Reinforcement Systems (cont'd)

- Allow special activities.
  - Instruct student in self-monitoring; e.g., following directions, raising hand to talk.
- Other \_\_\_\_\_

### Assessment and Testing

- Adjust the test appearance; e.g., margins, spacing.
  - Adjust the test design (T/F, multiple choice, matching).
  - Adjust to recall with cues, cloze, word lists.
  - Vary test administration (group/individual, open book, make-up tests).
  - Audio record test questions.
  - Select items specific to ability levels.
  - Vary amount to be tested.
  - Give extra test time.
  - Adjust readability of test.
  - Allow recorded reports for essays and/or long answers.
  - Read test questions
  - Allow use of a scribe or a reader.
  - Allow oral examinations.
- Other \_\_\_\_\_

## Examples of Instructional Accommodations

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine and Gross Motor Difficulties
<ul style="list-style-type: none"> <li>○ Use less difficult/alternative reading material.</li> <li>○ Reduce amount of reading required.</li> <li>○ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets).</li> <li>○ Set time limits for specific task completion.</li> <li>○ Enlarge text of worksheets and reading material.</li> <li>○ Extend time to complete tests and assignments.</li> <li>○ Use large print editions of tests.</li> <li>○ Read test items aloud to student.</li> <li>○ Read standard directions several times at start of exam.</li> <li>○ Audio record directions.</li> <li>○ Use assistive technology (optical character recognition system, books on tape/CD, screen readers).</li> </ul>	<ul style="list-style-type: none"> <li>○ Reduce volume of work.</li> <li>○ Break long-term assignments into manageable tasks.</li> <li>○ Extend time for completing assignments.</li> <li>○ Offer alternative assignments.</li> <li>○ Allow student to work on homework while at school.</li> <li>○ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets).</li> <li>○ Permit use of scribe or audio recorder for answers (student should include specific instructions about punctuation and paragraphing).</li> <li>○ Waive spelling, punctuation and paragraphing requirements.</li> <li>○ Accept keyword responses instead of complete sentences.</li> <li>○ Use assistive technology (word processor, spell-check device, grammar-check device, text-to-speech software).</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide alternative seating:                             <ul style="list-style-type: none"> <li>— near teacher</li> <li>— facing teacher</li> <li>— at front of class, between well-focused students, away from distractions.</li> </ul> </li> <li>○ Provide additional or personal work space (quiet area for study, extra seat or table, "time-out" spot, study carrels).</li> <li>○ Permit movement during class activities and testing sessions.</li> <li>○ Provide directions in written form:                             <ul style="list-style-type: none"> <li>— on board</li> <li>— on worksheets</li> <li>— copied in assignment book by student.</li> </ul> </li> <li>○ Set time limits for specific task completion.</li> <li>○ Extend time to complete tests and assignments.</li> <li>○ Allow student to take breaks during tests.</li> <li>○ Use multiple testing sessions for longer tests.</li> <li>○ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better.</li> <li>○ Provide cues; e.g., arrows, stop signs on worksheets and tests.</li> <li>○ Provide a quiet, distraction-free area for testing.</li> <li>○ Allow student to wear noise buffer device, such as headphones, to screen out distracting sounds.</li> <li>○ Provide checklists for long, detailed assignments.</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide a written outline.</li> <li>○ Provide directions in written form (on board, on worksheets, copied in assignment book by student).</li> <li>○ Provide a specific process for turning in completed assignments.</li> <li>○ Provide checklists for long, detailed assignments.</li> <li>○ Read and discuss standard directions several times at start of examination.</li> <li>○ Provide cues, e.g., arrows, stop signs, on worksheets and tests.</li> <li>○ Allow student to use reference aids (dictionary, word processor, vocabulary cue card).</li> </ul>	<ul style="list-style-type: none"> <li>○ Use assistive and adaptive devices:                             <ul style="list-style-type: none"> <li>— pencil or pen adapted in size or grip diameter</li> <li>— alternative keyboards</li> <li>— portable word processor.</li> </ul> </li> <li>○ Set realistic and mutually agreed-upon expectations for neatness.</li> <li>○ Reduce or eliminate the need to copy from a text or board, e.g.,                             <ul style="list-style-type: none"> <li>— provide copies of notes</li> <li>— permit student to photocopy a peer's notes</li> <li>— provide carbon/NCR paper to a peer to copy notes.</li> </ul> </li> <li>○ Extend time to complete tests and assignments.</li> <li>○ Alter the size, shape or location of the space provided for answers.</li> <li>○ Accept keyword responses instead of complete sentences.</li> <li>○ Allow student to type answers or to answer orally instead of in writing.</li> </ul>

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

## Examples of Assessment Accommodations

Some students require accommodations to allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations include:

- allowing extended time
- allowing breaks during the test
- reducing the number of questions
- breaking a test into parts and administering them at separate times
- providing an audio recorded test and making students aware that they may listen to part or all of the recording more than once
- providing a reader or a scribe
- providing an opportunity to record answers
- providing more detailed instructions and confirming the student's understanding of the test process
- administering the test in a small group setting or to an individual student
- administering the test in a separate room, free from distractions
- providing noise buffers; e.g., headphones
- adjusting the test appearance; e.g., margins, spacing
- adjusting the test design (true/false, multiple choice, matching)
- adjusting the readability of the test
- allowing alternative formats such as webs or key points in place of essays or long answers
- reading test questions
- allowing use of a scribe or a reader
- allowing oral examinations
- allowing students to practise taking similar test questions.

## Sample Text Forms

### Written Texts

- advertisements
- biographies and autobiographies
- brochures, pamphlets and leaflets
- catalogues
- dictionaries and grammar references
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- instructions and other “how to” texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes and personal messages
- maps
- menus
- newspaper and magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories and novels
- signs, notices and announcements
- stories
- textbook articles
- tickets, timetables and schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- e-mail

### Oral Texts

- advertisements or announcements
- ceremonies (religious and secular)
- interpretive dialogues
- formal and informal conversations
- interviews
- telephone messages
- oral stories and histories
- plays and other performances
- oral reports and presentations
- songs and hymns
- telephone conversations
- story telling
- speeches
- rhymes, poetry

### Multimedia Texts

- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- Web sites
- CD-ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs

## Alternative Learning Activities Menu

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials \_\_\_\_\_

I agree to complete all three activities by \_\_\_\_\_ (Date)

DEMONSTRATE	PLAN	INTERVIEW
RESEARCH	YOUR IDEA	SURVEY
DISPLAY	CREATE	EVALUATE

## Sample Independent Study Agreement

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

### Learning Conditions

\_\_\_\_\_ I will complete all alternative learning activities in my Independent Study Agreement by \_\_\_\_\_ (date).

\_\_\_\_\_ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

\_\_\_\_\_ I will participate in whole-class activities as the teacher assigns them.

\_\_\_\_\_ I will keep a daily log of my progress in my Learning Log.

\_\_\_\_\_ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid; e.g., poster, picture, digital slide show.

### Working Conditions

\_\_\_\_\_ I will check in with the teacher at the beginning and end of each class period.

\_\_\_\_\_ I will work on my chosen topic for the entire class period on the days my teacher assigns.

\_\_\_\_\_ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

## Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	Timekeeper:	Questioner:
Recorder:	Reporter:	Encourager:
Materials Manager:	Observer:	Other:

---

## Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	Timekeeper:	Questioner:
Recorder:	Reporter:	Encourager:
Materials Manager:	Observer:	Other:



## Sample List of Learning Strategies

### Language Learning Strategies

#### Cognitive Language Learning Strategies

- listen attentively
- perform actions to match the words of a song, story or rhyme
- learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- imitate sounds and intonation patterns
- memorize new words by repeating them silently or aloud
- seek the precise term to express meaning
- repeat words or phrases in the course of performing a language task
- make personal dictionaries
- experiment with various elements of Ukrainian
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of Ukrainian and your own language
- look for patterns and relationships
- use previously acquired knowledge to facilitate a learning task
- associate new words or expressions with familiar ones, either in Ukrainian or in your own language
- find information, using reference materials such as dictionaries, textbooks and grammars
- use available technological aids to support language learning; e.g., cassette recorders, computers
- use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- place new words or expressions in a context to make them easier to remember
- use induction to generate rules governing language use
- seek opportunities outside of class to practise and observe
- perceive and note down unknown words and expressions, noting also their context and function

#### Metacognitive Language Learning Strategies

- check copied writing for accuracy
- make choices about how you learn
- rehearse or role-play language
- decide in advance to attend to the learning task
- reflect on learning tasks with the guidance of the teacher
- make a plan in advance about how to approach a language learning task
- reflect on the listening, speaking, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words

- ❑ evaluate your performance or comprehension at the end of a task
- ❑ keep a learning log
- ❑ experience various methods of language acquisition and identify one or more considered to be particularly useful personally
- ❑ be aware of the potential of learning through direct exposure to the language
- ❑ know how strategies may enable coping with texts containing unknown elements
- ❑ identify factors that might hinder successful completion of a task and seek solutions
- ❑ monitor your speech and writing to check for persistent errors
- ❑ be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

### Social/Affective Language Learning Strategies

- ❑ initiate or maintain interaction with others
- ❑ participate in shared reading experiences
- ❑ seek the assistance of a friend to interpret a text
- ❑ reread familiar self-chosen texts to enhance understanding and enjoyment
- ❑ work cooperatively with peers in small groups
- ❑ understand that making mistakes is a natural part of language learning
- ❑ experiment with various forms of expression and note their acceptance or nonacceptance by more experienced speakers
- ❑ participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- ❑ use self-talk to feel competent to do the task
- ❑ be willing to take risks and to try unfamiliar tasks and approaches
- ❑ repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as appropriate
- ❑ reduce anxiety by using mental techniques such as positive self-talk or humour
- ❑ work with others to solve problems and get feedback on tasks
- ❑ provide personal motivation by arranging your own rewards when successful

## Language Use Strategies

### Interactive Language Use Strategies

- ❑ use words from your first language to get meaning across
- ❑ acknowledge being spoken to
- ❑ interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- ❑ indicate lack of understanding verbally or nonverbally; e.g., Вибачте/Перепрошую, я не розумію., raised eyebrows, blank look
- ❑ ask for clarification or repetition when you do not understand; e.g., Прошу повторить., Що ви сказали?, Що, прошу?
- ❑ use other speakers' words in subsequent conversations
- ❑ assess feedback from a conversation partner to recognize when a message has not been understood

- ❑ start again, using a different tactic, when communication breaks down; e.g., Я хотів сказати, що..., Це означає, що..., Тобто...
- ❑ use a simple word similar to the concept to convey and invite correction; e.g., риба for лосось
- ❑ invite others into the discussion
- ❑ ask for confirmation that a form used is correct; e.g., Чи так можна казати?, Чи це правильно?, Чи так говорять?
- ❑ use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., Скажім, Отже, І так, От, Значить, Ну
- ❑ use circumlocution to compensate for lack of vocabulary; e.g., те, на що вішають одяг for вішак
- ❑ repeat part of what someone has said to confirm mutual understanding; e.g., Так що, на вашу думку,..., І так, на ваш погляд,..., Ви кажете, що..., Так, як я розумію,...
- ❑ summarize the point reached in a discussion to help focus the talk
- ❑ ask follow-up questions to check for understanding; e.g., Чи це зрозуміло?, Чи ти розумієш?
- ❑ use suitable phrases to intervene in a discussion; e.g., Говорити про..., Щодо (чого), то..., На рахунок (чого),..., Наприклад,...
- ❑ self-correct if errors lead to misunderstandings; e.g., Я хочу сказати, що..., Я намагаюся сказати, що..., Я маю на увазі те, що...

### Interpretive Language Use Strategies

- ❑ use gestures, intonation and visual supports to aid comprehension
- ❑ make connections between texts on the one hand and prior knowledge and personal experience on the other
- ❑ use illustrations to aid reading comprehension
- ❑ determine the purpose of listening
- ❑ listen or look for key words
- ❑ listen selectively based on purpose
- ❑ make predictions about what you expect to hear or read based on prior knowledge and personal experience
- ❑ use knowledge of the sound-symbol system to aid reading comprehension
- ❑ infer probable meanings of unknown words or expressions from contextual clues
- ❑ prepare questions or a guide to note down information found in a text
- ❑ use key content words or discourse markers to follow an extended text
- ❑ reread several times to understand complex ideas
- ❑ summarize information gathered
- ❑ assess your information needs before listening, viewing or reading
- ❑ use skimming and scanning to locate key information in texts

## Productive Language Use Strategies

- ❑ mimic what the teacher says
- ❑ use nonverbal means to communicate
- ❑ copy what others say or write
- ❑ use words that are visible in the immediate environment
- ❑ use resources to increase vocabulary
- ❑ use familiar repetitive patterns from stories, songs, rhymes or media
- ❑ use illustrations to provide detail when producing your own texts
- ❑ use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- ❑ use knowledge of sentence patterns to form new sentences
- ❑ be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- ❑ use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists, grammars
- ❑ take notes when reading or listening to assist in producing your own text
- ❑ revise and correct final versions of texts
- ❑ use circumlocution and definition to compensate for gaps in vocabulary
- ❑ apply grammar rules to improve accuracy at the correction stage
- ❑ compensate for avoiding difficult structures by rephrasing

## General Learning Strategies

### Cognitive General Learning Strategies

- ❑ classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- ❑ use models
- ❑ connect what is already known with what is being learned
- ❑ experiment with, and concentrate on, one thing at a time
- ❑ focus on and complete learning tasks
- ❑ write down key words and concepts in abbreviated form to assist with performance of a learning task
- ❑ use mental images to remember new information
- ❑ distinguish between fact and opinion when using a variety of sources of information
- ❑ formulate key questions to guide research
- ❑ make inferences, and identify and justify the evidence on which these inferences are based
- ❑ use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- ❑ seek information through a network of sources, including libraries, the Internet, individuals and agencies
- ❑ use previously acquired knowledge or skills to assist with a new learning task

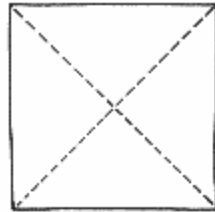
### Metacognitive General Learning Strategies

- ❑ reflect on learning tasks with the guidance of the teacher
- ❑ choose from among learning options
- ❑ discover how your efforts can affect learning
- ❑ reflect upon your thinking processes and how you learn
- ❑ decide in advance to attend to the learning task
- ❑ divide an overall learning task into a number of subtasks
- ❑ make a plan in advance about how to approach a task
- ❑ identify your needs and interests
- ❑ manage your physical working environment
- ❑ keep a learning journal, such as a diary or a log
- ❑ develop criteria for evaluating your work
- ❑ discuss strategies with others to monitor your learning
- ❑ take responsibility for planning, monitoring and evaluating your learning experiences

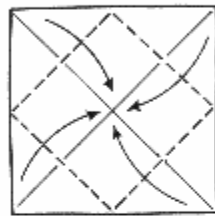
### Social/Affective General Learning Strategies

- ❑ watch others' actions and copy them
- ❑ seek help from others
- ❑ follow your natural curiosity and intrinsic motivation to learn
- ❑ participate in cooperative group learning tasks
- ❑ choose learning activities that enhance understanding and enjoyment
- ❑ be encouraged to try, even though mistakes might be made
- ❑ take part in group decision-making processes
- ❑ use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- ❑ take part in group problem-solving processes
- ❑ use self-talk to feel competent to do the task
- ❑ be willing to take risks and to try unfamiliar tasks and approaches
- ❑ monitor your level of anxiety about learning tasks and take measures to lower it if necessary; e.g., deep breathing, laughter
- ❑ use social interaction skills to enhance group learning activities

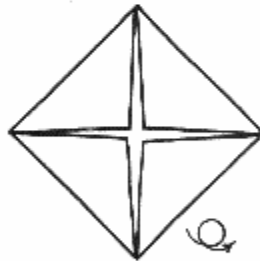
## Origami Finger Game Folding Directions



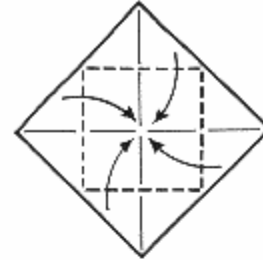
1. Fold color side down on both diagonals. Unfold



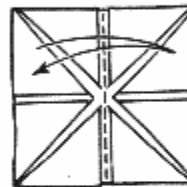
2. Fold all four corners to center



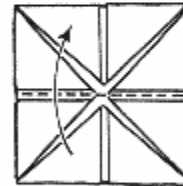
3. Turn paper over



4. Again, fold all corners to center



5. Fold paper in half and unfold



6. Fold in half from top to bottom. Do not unfold.



7. Slide thumbs and forefingers under the squares and move the Origami Finger Game back and forth to play.

Reproduced with permission from Yasutomo and Company, "Fortune Teller," *Yasutomo Projects & Ideas*, 2006, <http://www.yasutomo.com/project/fortuneteller.html> (Accessed May 30, 2007).

## Appendix D: Graphic Organizers

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# How I Contribute to Group Work



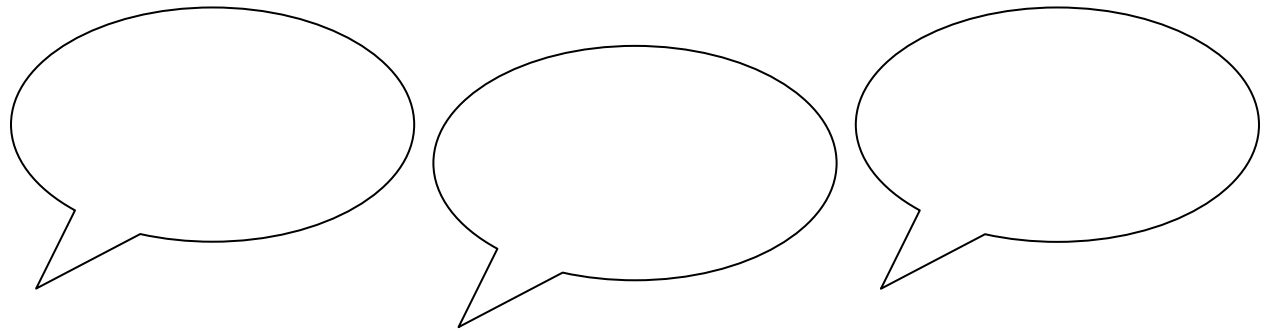
My role in this group is \_\_\_\_\_

\_\_\_\_\_.

I do my job by:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

I say things like:



The most challenging part of this job is \_\_\_\_\_.

The best part of this job is \_\_\_\_\_.

I would rate my performance in the role of \_\_\_\_\_

as \_\_\_\_\_.

---

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.31.



# How I Can Help My Group



Name: \_\_\_\_\_ Date: \_\_\_\_\_

During group work, when someone:

☆ keeps interrupting, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ argues, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ puts down others, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ complains, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ fools around, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ bosses others around, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ doesn't listen to others, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ is off-topic, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

☆ is very quiet, I feel \_\_\_\_\_

I can help make this situation better by \_\_\_\_\_

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

# Activity Reflection



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Activity: \_\_\_\_\_

What did I (we) do?	What were the results?
What could we do now?	
What are the most important things I learned from this activity?	
How could I use the new information and skills from this activity in the future?	

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), pp. 74, 75.

# Collecting My Thoughts



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Here is everything I know about \_\_\_\_\_

---

---

---

---

---

Here are some pictures of \_\_\_\_\_

--	--	--

Here are some questions I have: \_\_\_\_\_

---

---

---

# How to Use KWL Charts



## Step 1

Think about what you already **KNOW** about your topic. List those facts in the first column.

For example, if your topic is “How I Talk to Others in a New Language,” you may come up with these ideas.

What I know	What I want to find out	What I have learned
<ul style="list-style-type: none"><li>• Can use hand gestures and facial expressions to help the other person understand.</li><li>• Don't be afraid to make mistakes!</li></ul>		

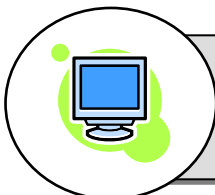
## Step 2

Think of the kinds of information you **WANT** to find out. List specific questions in the second column.

What I know	What I want to find out	What I have learned
<ul style="list-style-type: none"><li>• Can use hand gestures and facial expressions to help the other person understand</li><li>• Don't be afraid to make mistakes!</li></ul>	<ul style="list-style-type: none"><li>• What do I do if I don't know how to say a word?</li><li>• What do I do if I don't understand what the other person is saying?</li></ul>	

## Step 3

**LEARN** the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

# KWL Chart



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Step 1	Step 2	Step 3
What I know	What I want to find out	What I have learned

# How to Use a Brainstorming Web



## Step 1

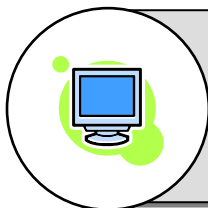
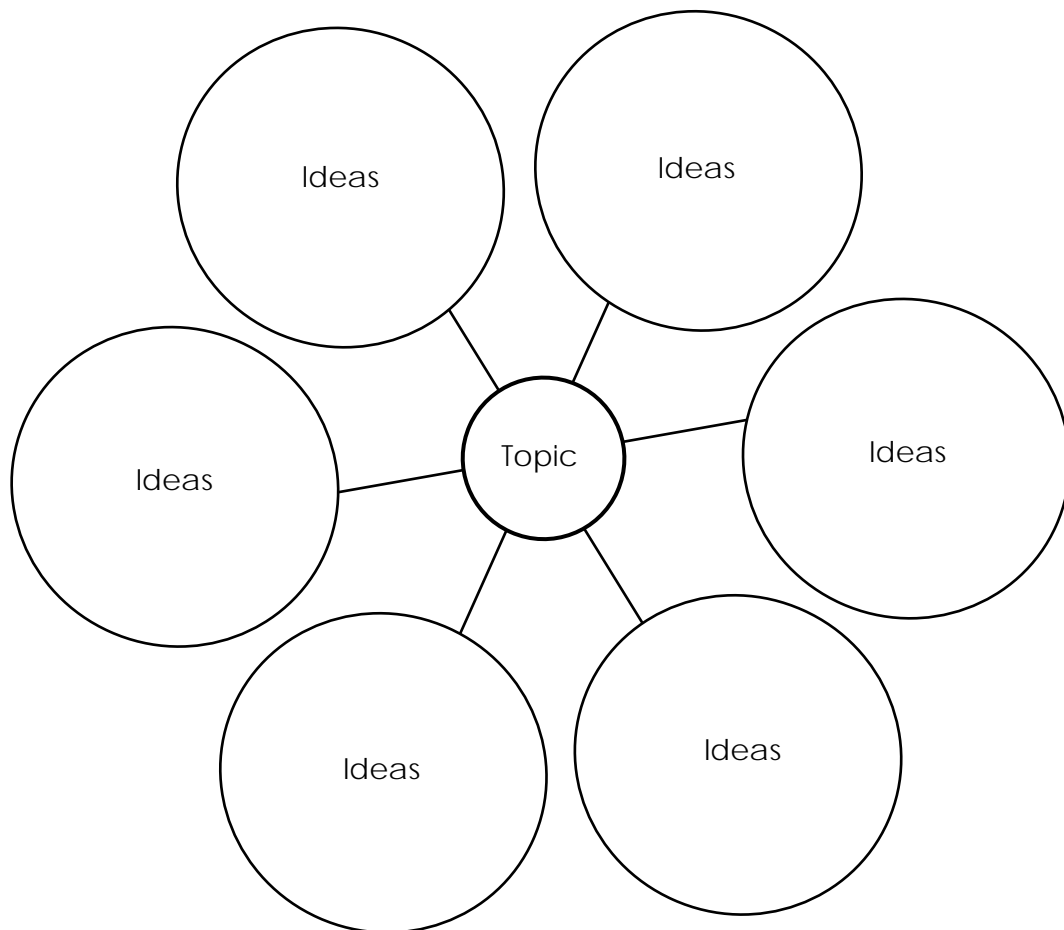
Identify your topic and use it as the title. Write it in the centre of your web.

## Step 2

Identify categories of information and label each of the outer bubbles.

## Step 3

Brainstorm and jot down ideas in each category.



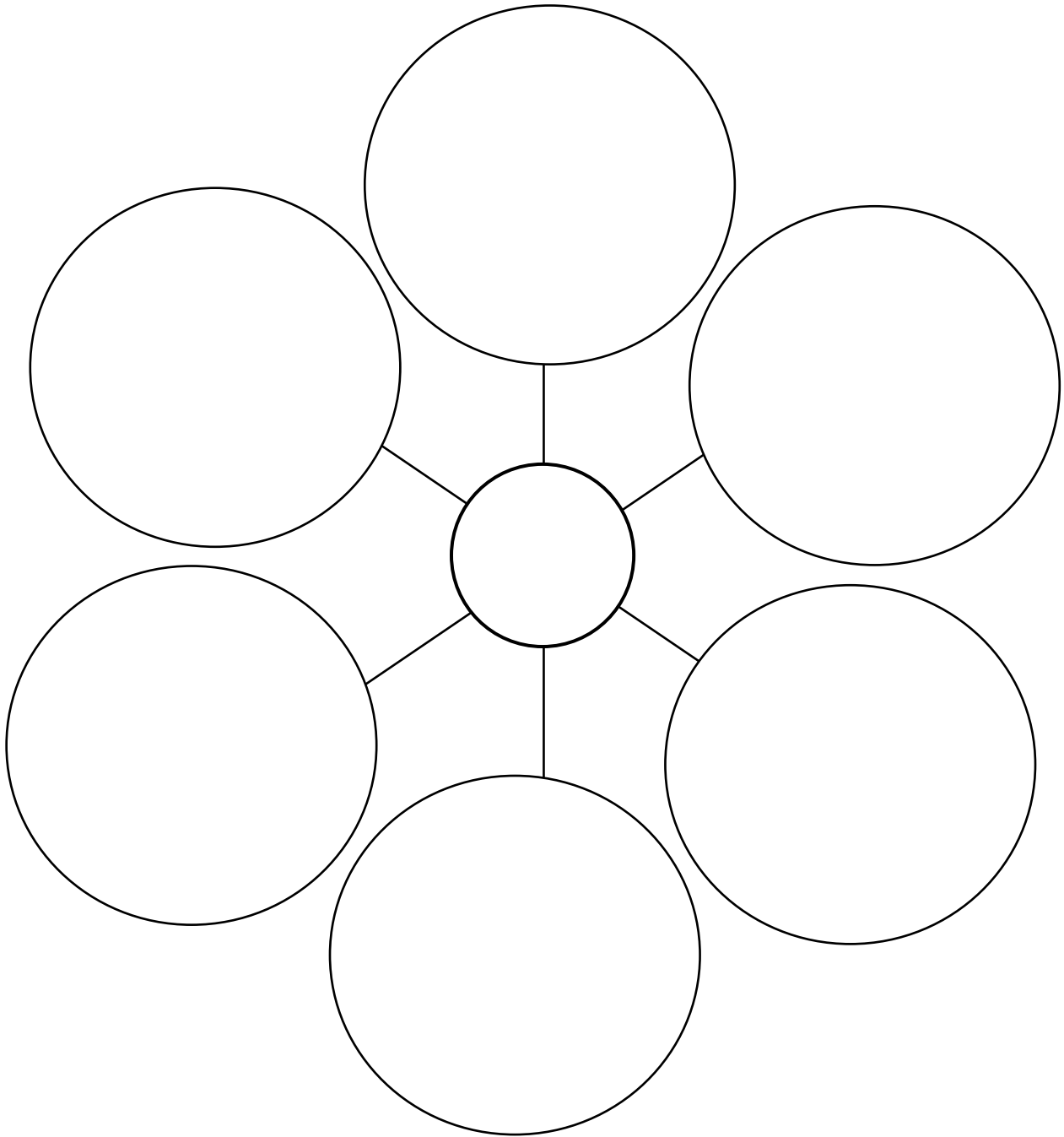
Newer versions of MS Word have a web-building option listed under **Diagram** on the **Insert** menu that lets you create your own web electronically.

# Brainstorming Web



Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Idea Builder



1. Key idea

---

2. Draw it

3. Facts

---

---

---

---

4. Sample sentence

---

---

---

---

5. Examples

---

---

---

6. Non-examples

---

---

---

7. Definition

---

---

Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 178.



# How to Create a Mind Map

---



## What are mind maps?

Mind maps are diagrams that show related ideas and information on a topic. They are used to note and organize ideas and information in a way that is meaningful to you.

## How do I create a mind map?

### Step 1

Identify your topic and write it in the centre of the page. This is the centre of your mind map.

### Step 2

As you think of a subtopic related to your main topic, write it next to the centre and connect it with a line. Use different colours or styles of writing for your different subtopics.

### Step 3

Add information and ideas to the subtopics as you think of them and connect them in meaningful ways. Include ideas and information, such as:

- examples from your own experience
- things you have read or heard
- questions you want to answer
- feelings you have
- sketches.

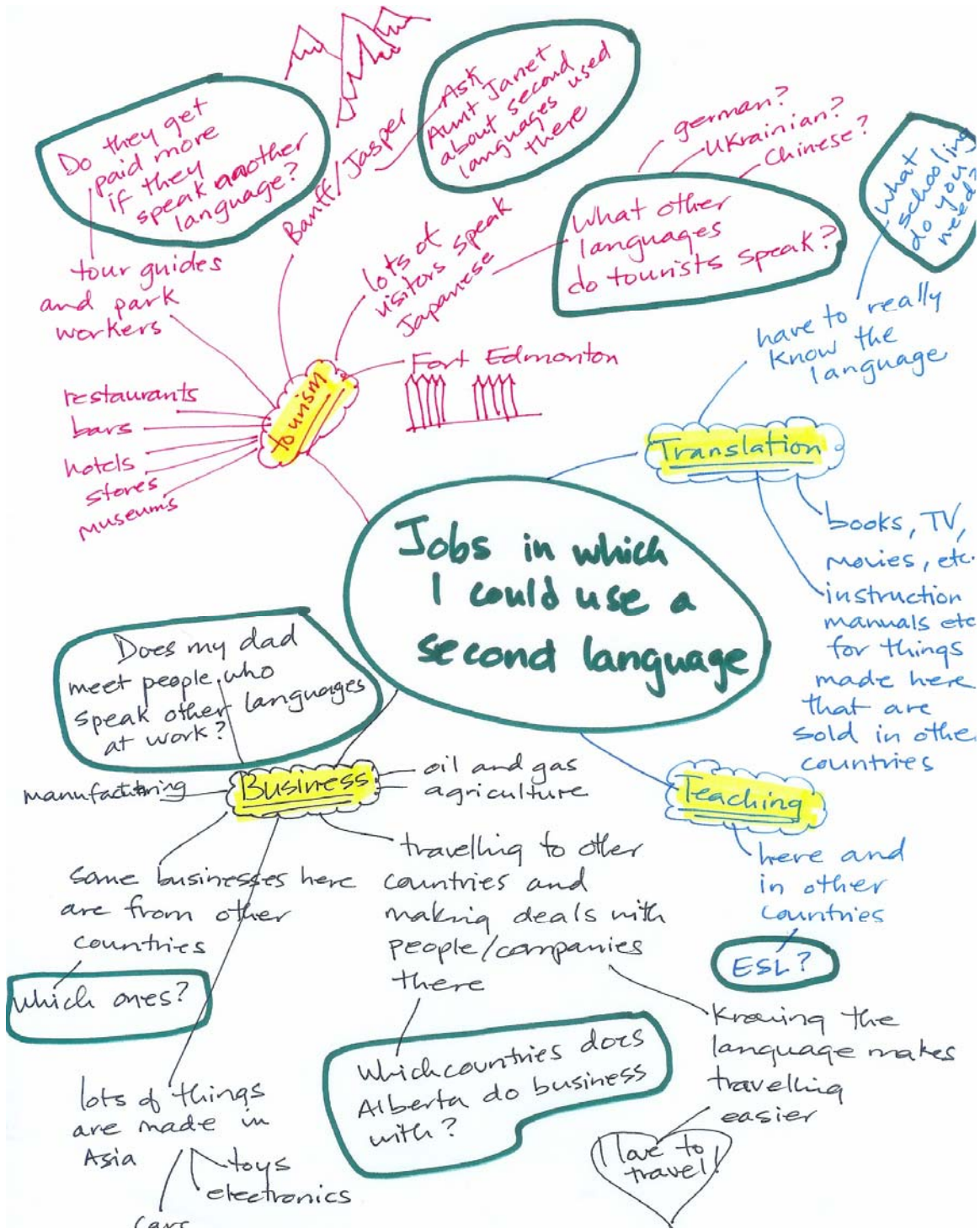
### Step 4

Review the ideas and information you have written down and use circles, other shapes and/or colours to connect or group things.

You can use mind maps for many things, such as:

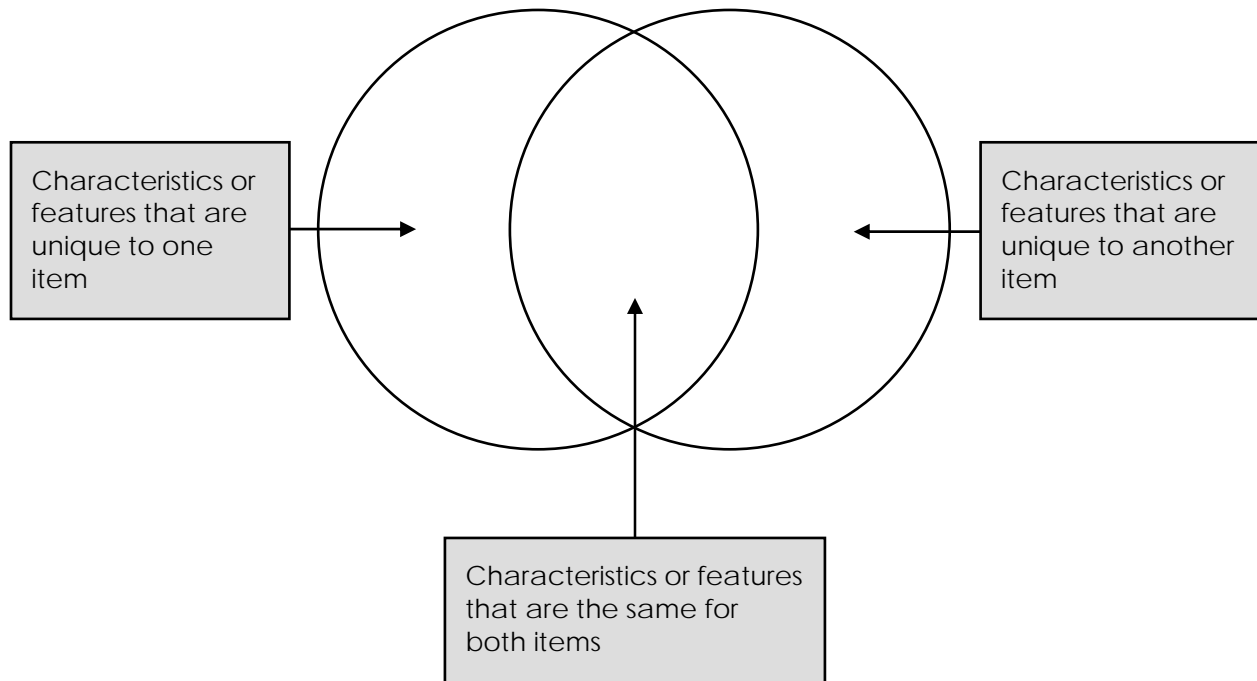
- collecting ideas, information and questions to guide your research
- reflecting on a presentation, group discussion, story, movie or television show
- collecting ideas for a story, poem, role-play or skit.

# Sample Mind Map



In this sample, the student circled all the questions she had so that she could use them in an inquiry (e.g., "What I Want to Know" in a KWL chart).

# How to Use Venn Diagrams

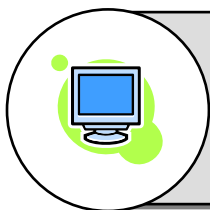


**Step 1** Label each side of the diagram with the name of each item you are comparing.

**Step 2** Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

**Step 3** Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

**Step 4** Think about all the features the items share and write your ideas in the middle of the diagram.

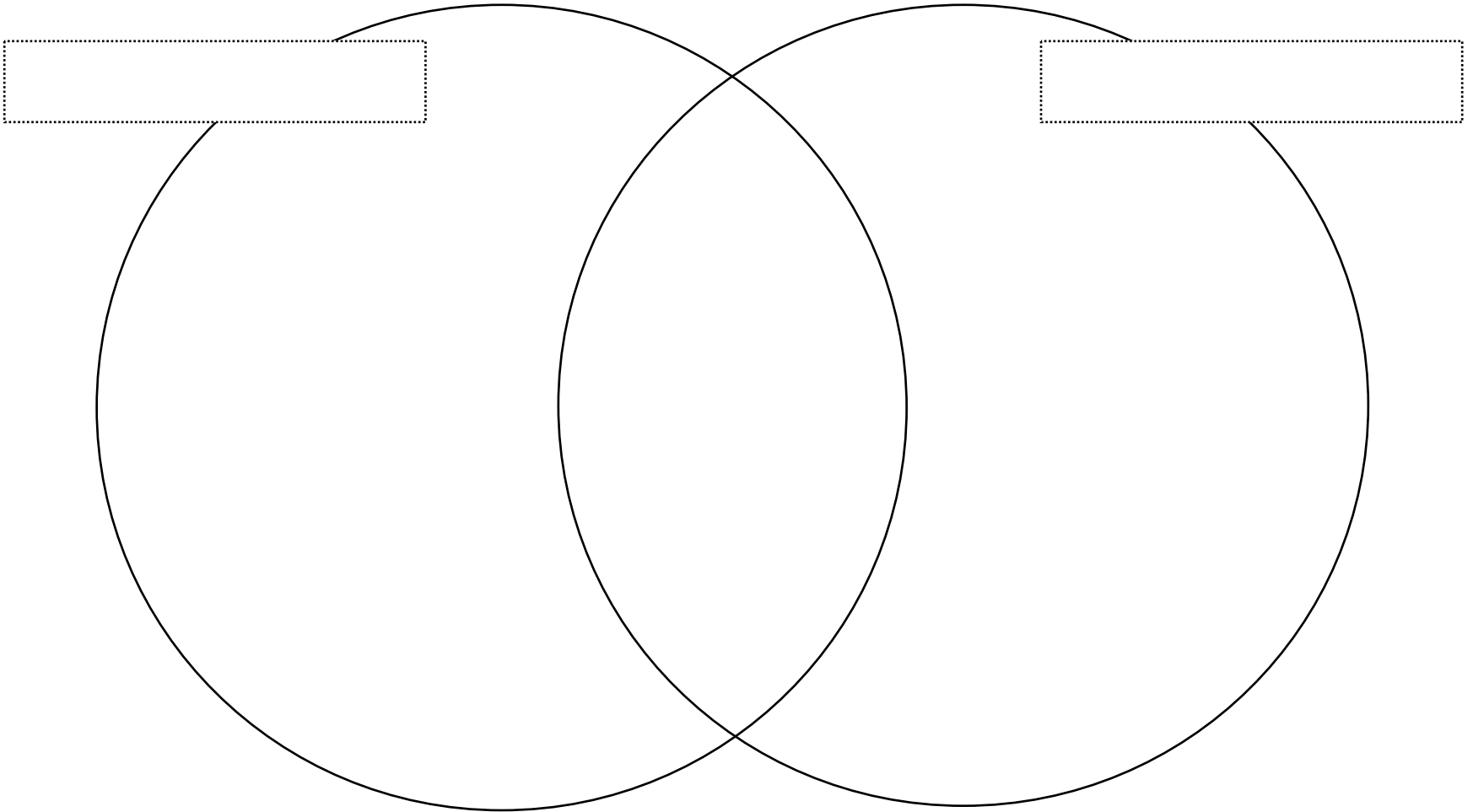


MS Word has a Venn diagram option listed under **Diagram** on the **Insert** menu that lets you build your own Venn diagram electronically.



# Venn Diagram

Name: \_\_\_\_\_ Date: \_\_\_\_\_

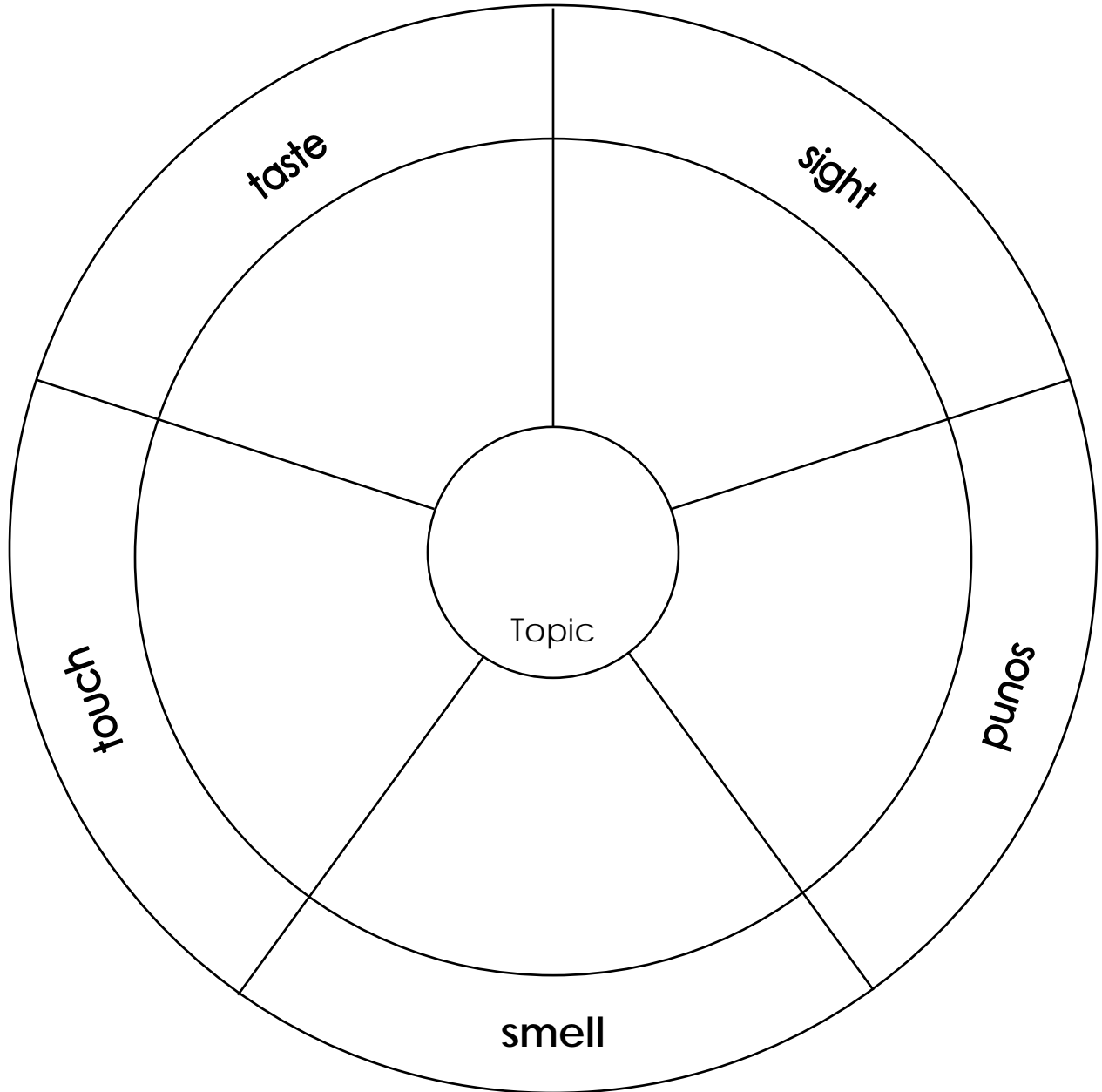


# Five Senses Wheel



Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Triple T-chart



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title/Topic: \_\_\_\_\_

Looks like:	Sounds like:	Feels like:

# Y-chart



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Feels Like	
Sounds Like	Looks Like

# Five Ws and Hl



Name: \_\_\_\_\_ Date: \_\_\_\_\_

Fill in the chart with questions on your topic that you want to find answers to.

<b>Who?</b> List questions about <b>people</b> .	
<b>What?</b> List questions about <b>things</b> and <b>events</b> .	
<b>Where?</b> List questions about <b>places</b> .	
<b>When?</b> List questions about <b>times</b> and <b>dates</b> .	
<b>Why?</b> List questions about <b>reasons</b> , <b>causes</b> and <b>purposes</b> .	
<b>How?</b> List questions about <b>the way things happen</b> .	
<b>If?</b> List questions about <b>things that might happen</b> .	

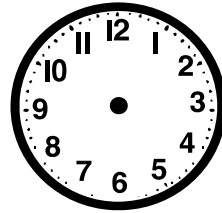
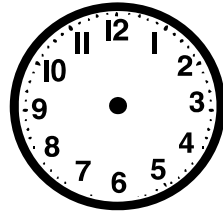
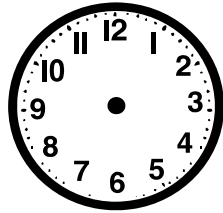
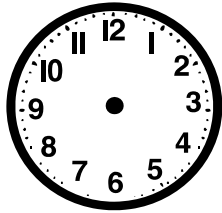
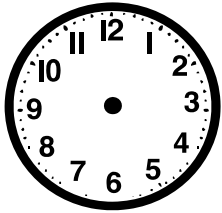


# A Day in the Life



Name: \_\_\_\_\_

Date: \_\_\_\_\_



_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

# How to Use PMI Charts



## Step 1

**P**lus: Think about all the advantages and good reasons for making the choice.

## Step 2

**M**inus: Think about all the disadvantages and the down side of making the choice.

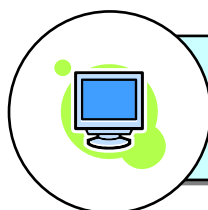
## Step 3

List any information that is neither positive nor negative as **I**nteresting.

*Example:* A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool

## Using the Internet as a Research Tool

Plus	Minus	Interesting Information
<ul style="list-style-type: none"><li>• There is a lot of information.</li><li>• You can look at a number of different sources in a short period of time.</li><li>• You can do your research in the comfort of your home or classroom.</li></ul>	<ul style="list-style-type: none"><li>• If you do not know how to search well, it can take a long time to find what you need.</li><li>• There is no guarantee that the information you find is accurate or of good quality.</li><li>• The reading level of factual and historical information may be high.</li></ul>	<ul style="list-style-type: none"><li>• Most teenagers know more about using the Internet than adults!</li><li>• Anybody can post information on the Internet. There are no rules to follow, no licenses, etc.</li></ul>



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

# PMI Chart

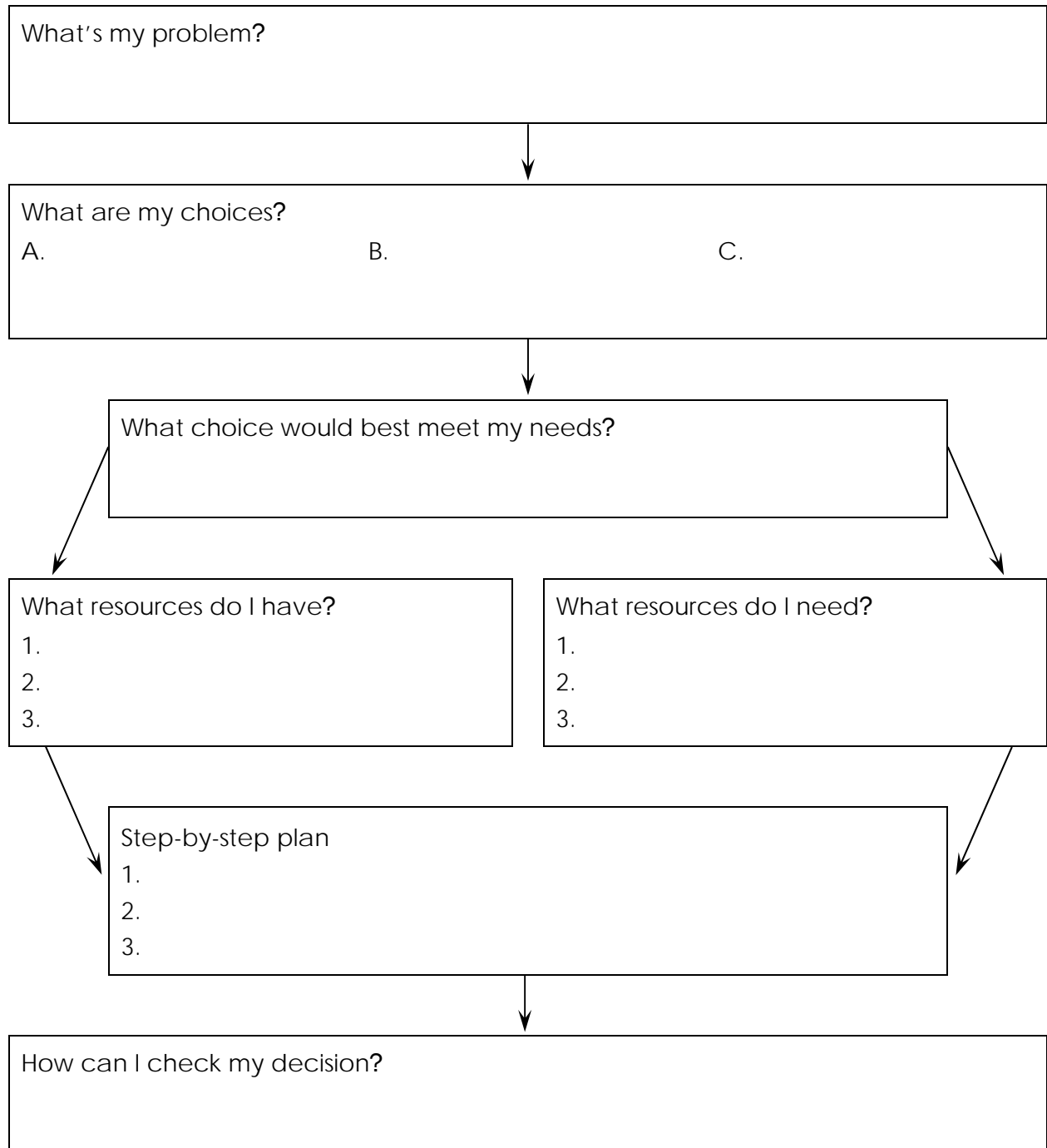


Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Plus	Minus	Interesting Information

# What I Have, What I Need



Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 232.

# Making a Decision



Issue: \_\_\_\_\_

Option: \_\_\_\_\_

PROS +

CONS -

Facts:	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

Feelings:	_____	_____
	_____	_____
	_____	_____
	_____	_____

My new ideas:	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

My decision:	_____
	_____
	_____

My reasons for this decision:	_____
	_____

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

# IDEA Decision Maker



**I**dentify the problem

---

---

---

**D**escribe possible solutions

---

---

---

**E**valuate the potential consequences of each solution

---

---

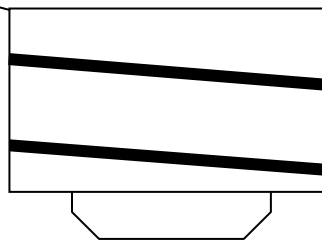
---

**A**ct on the best solution

---

---

---

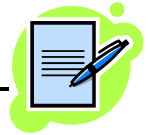


How did your IDEA work?  
(Evaluate your results.)

---

---

# Consider the Alternatives



Decision-making situation or conflict to be resolved: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**1** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

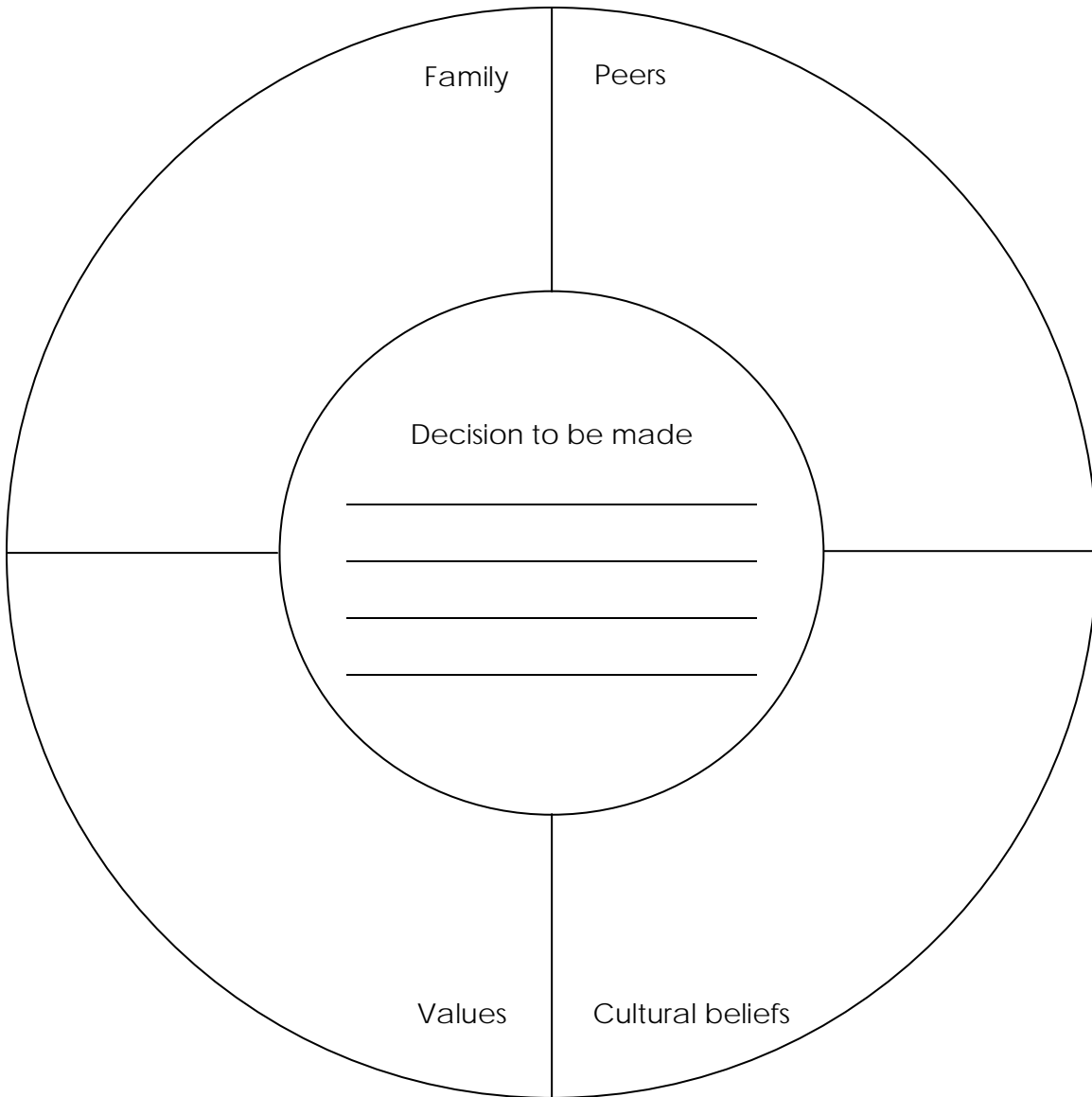
Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4** Option: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➔

Possible consequences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Influences on Decision Making



Questions you need to ask to help you make this decision

---

---

---

---

---

---

---

---



# Goal-setting Organizer 1



Name: \_\_\_\_\_ Date: \_\_\_\_\_

My goal is \_\_\_\_\_

---

---

I am choosing this goal because

---

---

To reach this goal I will:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

It will take me \_\_\_\_\_ days to reach my goal.

Why or why not? \_\_\_\_\_

Did I reach my goal?

yes

almost

no

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Goal-setting Organizer 2



Date: \_\_\_\_\_

Name: \_\_\_\_\_

Is your goal:

- specific?
- measurable?
- achievable?
- realistic?
- time-based?

<b>Goal</b>	My goal is to ...
<b>Rationale</b>	I chose this goal, because ...
<b>Action plan</b>	To reach this goal, I will ...
<b>Measurement</b>	How will I know if I am successful?
<b>Self-reflection</b>	What would I do differently?

# Goal-setting Organizer 3



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Goal Planning: Start Small

My long-term goal is \_\_\_\_\_  
\_\_\_\_\_ by \_\_\_\_\_

The smaller steps that will help me reach this goal are:

Short-term Goal A	Short-term Goal B	Short-term Goal C
_____	_____	_____
_____	_____	_____

To reach this goal, I will:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

by \_\_\_\_\_

To reach this goal, I will:

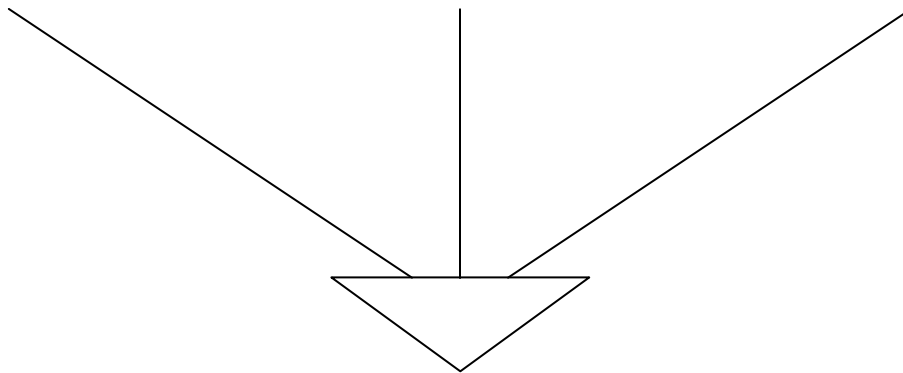
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

by \_\_\_\_\_

To reach this goal, I will:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

by \_\_\_\_\_



I will know I have reached my long-term goal when \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

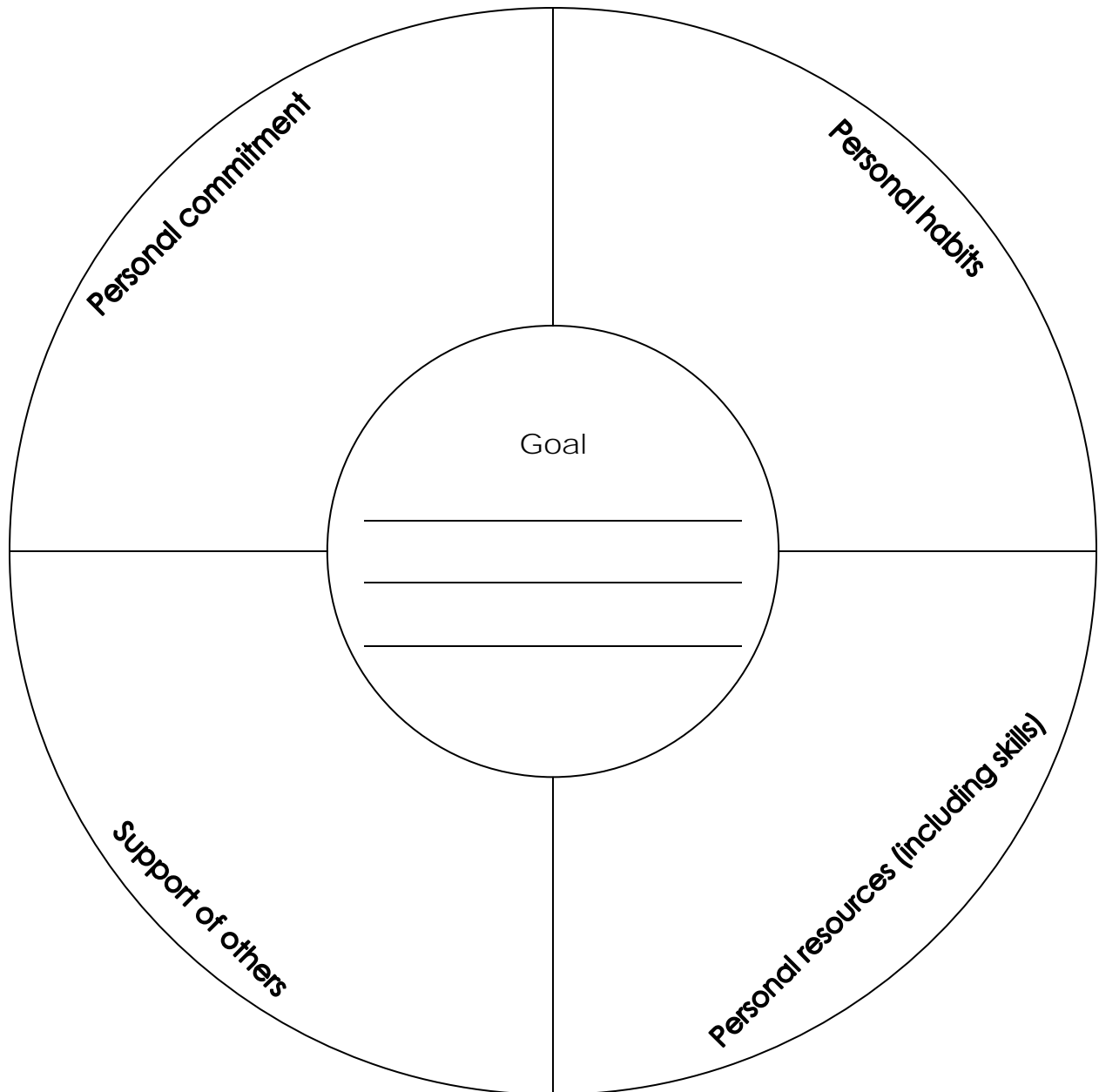
# Goal-setting Organizer 4



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What Can Affect Your Goals?



## Appendix E: Assessment Blackline Masters

---

Self-assessment Checklist .....	E-2
Self-assessment Rating Scale .....	E-4
Peer-assessment Checklist .....	E-6
Self-assessment Checklist and Goal Setting .....	E-8
Long-term Goal Setting .....	E-10
Anecdotal Notes .....	E-12
Observation Checklist .....	E-14
Checklist and Comments 1 .....	E-16
Checklist and Comments 2 .....	E-18
Rating Scale 1 .....	E-20
Rating Scale 2 .....	E-22
Rating Scale 3 .....	E-24
Rubric .....	E-26
Rubric and Checklist .....	E-28

## Self-assessment Checklist

Ім'я: Louis

Класа: 6

Дата: 2-е квітня

Я можу ...	Так!	Ще ні
talk about how Ukrainian and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in Ukrainian and not get discouraged		✓
check my work over to fix mistakes		✓

**Note:** This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

## Self-assessment Checklist

Ім'я:

Кляса:

Дата:

Я можу ...	Так!	Ще ні

# Self-assessment Rating Scale

Ім'я: Sophia

Кляса: 5

Дата: 22-е квітня

Я можу

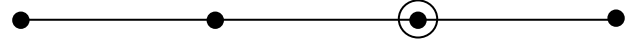
ніколи

деколи

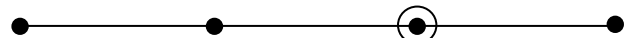
звичайно

завжди

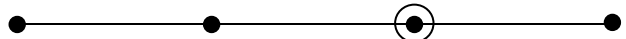
• tell someone I'm happy



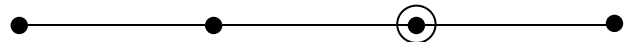
• tell someone I'm sad



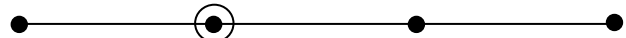
• tell someone I'm angry



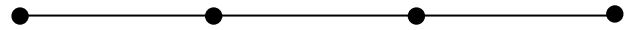
• tell someone I'm tired



• show someone I'm surprised



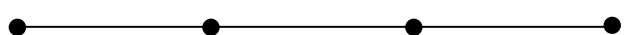
• \_\_\_\_\_



• \_\_\_\_\_



• \_\_\_\_\_



• \_\_\_\_\_



• \_\_\_\_\_



• \_\_\_\_\_



**Note:** All criteria in this sample address outcome A-2.2b. This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.



# Self-assessment Rating Scale

Ім'я:

Кляса:

Дата:

Я можу	ніколи	деколи	звичайно	завжди
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____

## Peer-assessment Checklist

<b>Ім'я:</b>	Nicole	<b>Класа:</b>	6	<b>Дата:</b>	14-е лютого
<b>Ім'я напарника/ напарниці:</b>	Janelle	<b>Вправа:</b>	Іменний вірш		

<b>Мій напарник/моя напарниця може ...</b>	<b>Так!</b>	<b>Ще ні</b>
write a descriptive word in Ukrainian for each letter in her name	✓	
write descriptive words that are positive and describe her well	✓	
use a dictionary and the word walls to find words to use	✓	
use a dictionary to check the spelling of the words she used		✓
draw pictures that match the descriptive words she used	✓	

**Мені подобається:** you picked really good Ukrainian words to describe yourself—some of them were from our new vocabulary list.

**Ти можеш поправити:** checking your spelling using a dictionary or our vocabulary lists. We wrote lots of these words down in our Learning Logs so they might be there.

**Note:** This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

## Peer-assessment Checklist

Ім'я:	Кляса:	Дата:
Ім'я напарника/ напарниці:	Вправа:	

Мій напарник/моя напарниця може ...	Так!	Ще ні

Мені подобається: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Ти можеш поправити: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Self-assessment Checklist and Goal Setting

<b>Ім'я:</b> Tah	<b>Кляса:</b> 4	<b>Дата:</b> 1-е ЛЮТОГО
------------------	-----------------	-------------------------

Я можу...	Так!	Ще ні	Що я буду робити далі ...
say hello and goodbye	✓		Say hello and goodbye in Ukrainian to at least three people each day.
listen to other people's opinions	✓		Write down the opinion of one person from my group in my Learning Log.
sing "Многії літа"		✓	Sing "Многії літа" to my grandma at her birthday party.
say the alphabet	✓		Say the alphabet three times in a row without making any mistakes.
get along with group members	✓		Make sure that everyone has a chance to speak next time we work in groups.

**Note:** This Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.

## Self-assessment Checklist and Goal Setting

Ім'я:	Кляса:	Дата:
-------	--------	-------

Я можу ...	Так!	Ще ні	Що я буду робити далі ...

## Long-term Goal Setting

**Ім'я:** Douglas

**Кляса:** 4

**Дата:** 1-е ЛЮТОГО

### Goal #1:

**By the end of this term, I would like to:** know what to say to ask for directions in Ukrainian.

**To achieve this goal, I will:** look up the words I need to know and write a role-play to perform with a friend.

**My teacher can help me:** with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

**My parents can help me by:** practising my role-play with me at home.

### Goal #2:

**By the end of this term, I would like to:** learn more about what it's like to live in Ukraine.

**To achieve this goal, I will:** research Ukraine on the Internet and ask my neighbour, Mrs. Boyko, what it's like to live there.

**My teacher can help me by:** bringing in books and pictures of Ukraine and, maybe, showing a movie.

**My parents can help me by:** buying me a book on Ukraine for my birthday and taking me to Ukraine on vacation!

**Note:** This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

## Long-term Goal Setting

Ім'я:

Кляса:

Дата:

### Goal #1:

By the end of this term, I would like to: \_\_\_\_\_

\_\_\_\_\_

To achieve this goal, I will: \_\_\_\_\_

\_\_\_\_\_

My teacher can help me: \_\_\_\_\_

\_\_\_\_\_

My parents can help me by: \_\_\_\_\_

\_\_\_\_\_

### Goal #2:

By the end of this term, I would like to: \_\_\_\_\_

\_\_\_\_\_

To achieve this goal, I will: \_\_\_\_\_

\_\_\_\_\_

My teacher can help me by: \_\_\_\_\_

\_\_\_\_\_

My parents can help me by: \_\_\_\_\_

\_\_\_\_\_

## Anecdotal Notes

Student Name	Date	Activity	Outcome (Grade 4)	Yes	Not Yet	Comments
Michel	Jan. 8	Simon Says	LC-2.1a understand simple spoken sentences in guided situations		✓	Seemed to understand the directions but mixed up the sequence.
Josh	Jan. 8	Simon Says	LC-2.1a understand simple spoken sentences in guided situations		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Go Fish card game	A-3.3a manage turn taking	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	A-3.3a manage turn taking		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan. 17	Small group discussion	A-3.3a manage turn taking		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small group discussion	A-3.3a manage turn taking	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Body part vocabulary review	LC-1.3a use a range of words and phrases within a variety of lexical fields	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

**Note:** This form of Anecdotal Notes allows teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.



# Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments

## Observation Checklist

Student	Date	Activity	Outcome (Grade 4)	Student demonstrates that he or she has met the outcome.
Leesa	Sept. 23	Singing traditional Ukrainian songs	A-6.1a use Ukrainian for fun	<input type="radio"/> Yes <input type="radio"/> Not Yet
Marc	Sept. 23	Singing traditional Ukrainian songs	A-6.1a use Ukrainian for fun	<input type="radio"/> Yes <input type="radio"/> Not Yet
Andreas	Sept. 23	Singing traditional Ukrainian songs	A-6.1a use Ukrainian for fun	<input type="radio"/> Yes <input checked="" type="radio"/> Not Yet
Maya	Oct. 1	Singing the alphabet song	LC-1.2a recognize and name the letters of the alphabet	<input type="radio"/> Yes <input checked="" type="radio"/> Not Yet
Jack	Oct. 1	Singing the alphabet song	LC-1.2a recognize and name the letters of the alphabet	<input type="radio"/> Yes <input type="radio"/> Not Yet
Cole	Oct. 10	Playing the alphabet game	LC-1.2a recognize and name the letters of the alphabet	<input type="radio"/> Yes <input type="radio"/> Not Yet
Maya	Oct. 10	Playing the alphabet game	LC-1.2a recognize and name the letters of the alphabet	<input type="radio"/> Yes <input type="radio"/> Not Yet
Philip	Oct. 10	Playing the alphabet game	LC-1.2a recognize and name the letters of the alphabet	<input type="radio"/> Yes <input type="radio"/> Not Yet
Simone	Oct. 25	Creating a personal dictionary organized by the alphabet	LC-1.2a recognize and name the letters of the alphabet	<input type="radio"/> Yes <input type="radio"/> Not Yet
Jack	Oct. 27	Creating a personal dictionary organized by the alphabet	LC-1.2a recognize and name the letters of the alphabet	<input type="radio"/> Yes <input type="radio"/> Not Yet

**Note:** In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.

## Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he or she has met the outcome.	
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet
				Yes	Not Yet

## Checklist and Comments 1

<b>Grade:</b> 4	<b>Date:</b> May 3 <sup>rd</sup>	<b>Activity:</b> Individual Q and A
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**Specific Outcome:** S-2.3 a. use simple productive strategies, with guidance, to enhance language use

Student Names:	Has met the outcome:	
	Yes	Not Yet
• <u>Jan</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Al</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Freddie</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Kevin</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Marissa</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Sheryl</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Abe</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Elise</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Johanna</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Benjamin</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Lydia</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Franco</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Notes for future planning:** do a role-play activity in which we talk about productive strategies students can use when speaking Ukrainian; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

**Note:** This Checklist and Comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also use this information to plan for future instruction.

# Checklist and Comments 1

<b>Grade:</b>	<b>Date:</b>	<b>Activity:</b>
---------------	--------------	------------------

Specific Outcome: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Names:	Has met the outcome:	
	Yes	Not Yet
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>

Notes for future planning: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Checklist and Comments 2

<b>Grade:</b> 4	<b>Date:</b> October 5	<b>Activity:</b> Telephone conversations (invitations)
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**Specific Outcome(s):** A-3.2a respond to offers, invitations and instructions; LC-1.1a pronounce the sounds of the letters of the alphabet and common words and phrases comprehensibly; LC-1.1b use intonation to express meaning; LC-1.3a use a range of words and phrases within a variety of lexical fields

Lance _____ <b>can:</b> (Student name)		
	<b>Yes</b>	<b>Not Yet</b>
• invite a friend to do something	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• accept and reject an invitation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• pronounce words comprehensibly	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• use intonation to express inquiry	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• use appropriate vocabulary related to hobbies and invitations	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
<b>Done well:</b> Seems to have a good understanding of the vocabulary.		
<b>Could improve:</b> Seems not to understand intonation and how it can affect meaning.		
<p><b>Note:</b> This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.</p>		

## Checklist and Comments 2

<b>Grade:</b>	<b>Date:</b>	<b>Activity:</b>
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Specific Outcome(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

_____ <b>can:</b> (Student name)		
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
• _____	<input type="checkbox"/>	<input type="checkbox"/>
<b>Done well:</b> _____		
_____		
_____		
<b>Could improve:</b> _____		
_____		
_____		

## Rating Scale 1

<b>Grade:</b> 4	<b>Date:</b> March 10	<b>Activity:</b> Group classroom scavenger hunt
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**Specific Outcome:** A-3.3b encourage other group members to act appropriately

Student meets the outcome:				
Student Name:	Never	Sometimes	Usually	Always
• <u>Jeremy</u>	●	●	●	●
• <u>David</u>	●	●	●	●
• <u>Raj</u>	●	●	●	●
• <u>Sunita</u>	●	●	●	●
• <u>Alicia</u>	●	●	●	●
• <u>Kendra</u>	●	●	●	●
• <u>Taylor</u>	●	●	●	●
• <u>Billy</u>	●	●	●	●
• <u>Dimitri</u>	●	●	●	●
• <u>Kim</u>	●	●	●	●
• <u>Tran</u>	●	●	●	●
• <u>Frida</u>	●	●	●	●
• <u>Tim</u>	●	●	●	●
• <u>Tania</u>	●	●	●	●
• <u>George</u>	●	●	●	●
• <u>Lilly</u>	●	●	●	●
• <u>Hannah</u>	●	●	●	●
• <u>Wes</u>	●	●	●	●

**Note:** This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students based on a particular outcome.



# Rating Scale 1

Grade:	Date:	Activity:
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Specific Outcome: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Name:	Student meets the outcome:			
	Never	Sometimes	Usually	Always
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•

## Rating Scale 2

<b>Grade:</b> 4	<b>Date:</b> November 12	<b>Activity:</b> Unit: My Family
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**Specific Outcome(s):** A-1.1a share basic information; A-1.1b identify people, places and things; LC-1.2c write some words of personal significance; LC-1.3a use a range of words and phrases in familiar contexts; LC-2.2a produce simple oral words and phrases in guided situations; S-2.3a use simple productive strategies, with guidance, to enhance language use

<b>Student Name:</b> <u>Tania</u>				
<b>Criteria:</b>	<b>Never</b>	<b>Sometimes</b>	<b>Usually</b>	<b>Always</b>
• was able to share basic information about his or her family	●	○	●	●
• identified the people in his or her family correctly	●	●	○	●
• used words relevant to the family correctly	●	○	●	●
• wrote words and phrases clearly and correctly	○	●	●	●
• used a dictionary to find new words related to the family	●	●	○	●
• used illustrations to provide relevant details about his or her family	●	●	●	●
• _____	●	●	●	●
• _____				
• _____				

**Note:** This sample Rating Scale demonstrates how a teacher could record information about the quality of a student’s performance as it relates to learning outcomes.

## Rating Scale 2

Grade:	Date:	Activity:
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Specific Outcome(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Name: \_\_\_\_\_

Criteria:	Never	Sometimes	Usually	Always
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●
• _____ _____	●	●	●	●

## Rating Scale 3

<b>Grade:</b> 5	<b>Date:</b> March 10	<b>Activity:</b> Reading out some familiar words
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**Specific Outcome(s):** LC-1.1b use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (Language Competence/ phonology)

### Levels of performance and corresponding criteria:

- ★★★★ Demonstrated **excellent** pronunciation on all words—**no** errors
- ★★★ Demonstrated **good** pronunciation on almost all words—a few errors
- ★★ Demonstrated **acceptable** pronunciation on most words—several errors but still comprehensible
- ★ Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student:		Name of Student:	
Saresh	★ ★ ★ ★		★ ★ ★ ★
Derek	★ ★ ★ ★		★ ★ ★ ★
Crystal	★ ★ ★ ★		★ ★ ★ ★
Dakota	★ ★ ★ ★		★ ★ ★ ★
Ellen	★ ★ ★ ★		★ ★ ★ ★
Troy	★ ★ ★ ★		★ ★ ★ ★
Jonathan	★ ★ ★ ★		★ ★ ★ ★
Sam	★ ★ ★ ★		★ ★ ★ ★
Jim	★ ★ ★ ★		★ ★ ★ ★
Sal	★ ★ ★ ★		★ ★ ★ ★
Rebecca	★ ★ ★ ★		★ ★ ★ ★
Steven	★ ★ ★ ★		★ ★ ★ ★
Janice	★ ★ ★ ★		★ ★ ★ ★
Tran	★ ★ ★ ★		★ ★ ★ ★
Polly	★ ★ ★ ★		★ ★ ★ ★

**Note:** This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.



## Rubric (Grade 4)

**Name:** Jeanne

**Date:** October 17

**Activity:** Conversation — making plans with a friend

Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.2a	<b>Consistently</b> responds to offers, invitations and instructions.	<b>Frequently</b> responds to offers, invitations and instructions. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> responds to offers, invitations and instructions; however, the message is <b>unclear</b> .	<b>Rarely</b> responds to offers, invitations and instructions. The overall message is <b>difficult to understand</b> .
Content A-3.2b	<b>Consistently</b> asks or offers to do something.	<b>Frequently</b> asks or offers to do something. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> asks or offers to do something; however, the message is <b>unclear</b> .	<b>Rarely</b> asks or offers to do something. The overall message is <b>difficult to understand</b> .
Pronunciation LC-1.1a	<b>Consistently</b> uses proper pronunciation.	<b>Frequently</b> uses proper pronunciation. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses proper pronunciation. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> uses proper pronunciation. The overall message is <b>difficult to understand</b> .
Intonation LC-1.1b	<b>Consistently</b> uses proper intonation.	<b>Frequently</b> uses proper intonation. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses proper intonation. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> uses proper intonation. The overall message is <b>difficult to understand</b> .
Vocabulary LC-1.3a	<b>Consistently</b> uses words related to making plans with a friend.	<b>Frequently</b> uses words related to making plans with a friend. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses words related to making plans with a friend. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> uses words related to making plans with a friend. The overall message is <b>difficult to understand</b> due to errors.

**Note:** This Rubric demonstrates how a teacher can assess one student's performance as it relates to different learning outcomes.

# Rubric

<b>Name:</b>	<b>Date:</b>	<b>Activity:</b>
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Outcome	Excellent	Very Good	Acceptable	Limited

## Rubric and Checklist

<b>Name:</b> Ellen	<b>Date:</b> November 14	<b>Activity:</b> Telephone Conversation
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Outcome	Excellent	Very Good	Acceptable	Limited
Content A-3.2a	<b>Consistently</b> responds to offers, invitations and instructions.	<b>Frequently</b> responds to offers, invitations and instructions. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> responds to offers, invitations and instructions; however, the message is <b>unclear</b> .	<b>Rarely</b> responds to offers, invitations and instructions. The overall message is <b>difficult to understand</b> .
Content A-3.2b	<b>Consistently</b> asks or offers to do something.	<b>Frequently</b> asks or offers to do something. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> asks or offers to do something; however, the message is <b>unclear</b> .	<b>Rarely</b> asks or offers to do something. The overall message is <b>difficult to understand</b> .
Pronunciation LC-1.1a	<b>Consistently</b> uses proper pronunciation.	<b>Frequently</b> uses proper pronunciation. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses proper pronunciation. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> uses proper pronunciation. The overall message is <b>difficult to understand</b> .
Intonation LC-1.1b	<b>Consistently</b> uses proper intonation.	<b>Frequently</b> uses proper intonation. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses proper intonation. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> uses proper intonation. The overall message is <b>difficult to understand</b> .
Vocabulary LC-1.3a	<b>Consistently</b> uses words related to making plans with a friend.	<b>Frequently</b> uses words related to making plans with a friend. The <b>occasional</b> error does not interrupt the message.	<b>Sometimes</b> uses words related to making plans with a friend. Although there are <b>several</b> errors, the overall message is still understandable.	<b>Rarely</b> uses words related to making plans with a friend. The overall message is <b>difficult to understand</b> due to errors.

**Work habits**

<input type="checkbox"/> worked independently	<input type="checkbox"/> worked with some assistance
<input type="checkbox"/> worked with minimal assistance	<input type="checkbox"/> required constant supervision and assistance

**Note:** This Rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student’s performance according to specific outcomes, as well as information about a student’s work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.



# Rubric and Checklist

<b>Name:</b>	<b>Date:</b>	<b>Activity:</b>
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Outcome	Excellent	Very Good	Acceptable	Limited

<b>Work habits</b> <input type="checkbox"/> worked independently <input type="checkbox"/> worked with minimal assistance <input type="checkbox"/> worked with some assistance <input type="checkbox"/> required constant supervision and assistance
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