

Ukrainian Language Arts

Grades 4–6

Guide to Implementation

2008

Ukrainian Language Arts

Grade 4–Grade 6

Guide to Implementation

2008

Alberta Education Cataloguing in Publication Data

Alberta. Alberta Education. Learning and Teaching Resources Branch.

Ukrainian language arts grade 4 – grade 6 : guide to implementation.

ISBN 978–0–7785–6409–6

1. Ukrainian language – Study and teaching (Elementary) – Alberta – Outlines, syllabi, etc. 2. Ukrainian-Canadian children – Alberta – Education.

I. Title.

PG3811.A333 2008

491.79

For further information, contact:

Alberta Education
Learning and Teaching Resources Branch
8th Floor, 44 Capital Boulevard
10044 – 108 Street NW
Edmonton, Alberta T5J 5E6
Telephone: 780–427–2984 in Edmonton or
toll-free in Alberta by dialling 310–0000
Fax: 780–422–0576



This resource is available on the Alberta Education Web site at

<http://education.alberta.ca/teachers/com/interlang/ukrainian.aspx>.

Copies of this resource are available for purchase from the Learning Resources Centre. Order online at <http://www.lrc.education.gov.ab.ca> or telephone 780–427–2767 in Edmonton (toll-free in Alberta by dialling 310–0000).

The primary audience for this resource is:

Teachers	✓
Administrators	
Students	
Parents	

Several Web sites are listed in this resource. These sites are listed as a service only to identify potentially useful ideas for teaching and learning. Alberta Education is not responsible for maintaining these external sites, nor does the listing of these sites constitute or imply endorsement of their content. The Crown and its agents, employees or contractors will not be liable for any direct or indirect damages arising from the use of any of these sites. The responsibility to evaluate these sites rests with the user.

Note: All Web site addresses were confirmed as accurate at the time of publication but are subject to change.

Copyright © 2008, the Crown in Right of Alberta, as represented by the Minister of Education.
Alberta Education, Learning and Teaching Resources Branch, 44 Capital Boulevard,
10044 – 108 Street NW, Edmonton, Alberta, Canada, T5J 5E6.

Every effort has been made to provide proper acknowledgement of original sources. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.

Permission is given by the copyright owner to reproduce this resource for educational purposes and on a nonprofit basis, with the exception of materials cited for which Alberta Education does not own copyright.
Permission is also granted for sharing the electronic files via network capabilities at the school or jurisdiction level.

Several radio and television stations are listed in this document. These stations are listed as a service only to identify potentially useful ideas for teaching and learning. Alberta Education is not responsible for monitoring these radio or television stations, nor does the listing of these stations constitute or imply endorsement of their content or programming. The responsibility to evaluate the programs and content aired by these radio and television stations rests with the listener.

Acknowledgements

Alberta Education gratefully acknowledges the many teachers, groups and other individuals who contributed to the writing and/or provided suggestions, feedback and language validation over the course of development of the *Ukrainian Language Arts Grade 4 to Grade 6 Guide to Implementation*. Alberta Education would also like to acknowledge Western and Northern Canadian Protocol partners Manitoba Education, Citizenship and Youth, and Saskatchewan Learning for their support and collaboration throughout the development of this resource.

Learning and Teaching Resources Branch staff involved in the development, production and distribution of this guide include:

Raja Panwar	Director
Stella Shrum	Acting Director
Greg Bishop	Assistant Director, Resource Development
Xenia Bubel	Resource Manager, International Languages
Alan Chouinard	Assessment Manager, International Languages
Shauna Ewen	Resource Manager, International Languages
James Hamilton	Resource Manager, International Languages
Wai-Ling Lennon	Resource Manager, International Languages
Kim Blevins	Document Production Coordinator
Helen Czar	Copy Editor
Bonnie Way	Copy Editor
Lin Hallett	Desktop Publishing
Dianne Moyer	Desktop Publishing
Liliya Pantelyuk	Desktop Publishing
Esther Yong	Desktop Publishing
Sandra Mukai	Copyright

Table of Contents

Acknowledgements	iii
Chapter 1: Introduction	1
Benefits of Second Language Learning	1
Purpose of This Guide	3
Understanding the Learner	4
Learning the Ukrainian Language	9
Multiple Intelligences and Second Language Learning	10
Brain Research and Second Language Learning	14
Bloom’s Taxonomy	15
Chapter 2: Language Arts Instruction	17
Literacy Development	17
The Six Language Arts	19
Early Intervention	29
Language Cueing Systems	34
Grammar in the Ukrainian Language Arts Classroom	35
Chapter 3: Planning	37
Introduction	37
Program of Studies	37
Planning Considerations	38
The Physical Environment	43
Understanding the Ukrainian Language Arts Outcomes	44
Planning Approaches	51
Year Plans	52
Unit Plans	53
Lesson Plans	58
Chapter 4: Learning and Instructional Strategies	61
Learning Strategies	61
Instructional Strategies	65
Using Technology in the Classroom	97
Chapter 5: Students with Special Education Needs	103
Characteristics of Students with Special Education Needs	103
Differentiated Instruction	105
Using Collaborative Learning	108
Strategies for Students with Attention Difficulties	109
Strategies for Students with Memory Difficulties	111
Strategies for Students with Listening Difficulties	114
Strategies for Students with Reading Difficulties	115
Cognitive Strategy Instruction	117
The Importance of Motivation	117

Chapter 6: Students Who Are Gifted	121
Characteristics of Students Who Are Gifted	121
Implications for Learning and Teaching	126
Advanced Thinking Processes	132
Mentorships	134
Providing Additional Opportunities	135
Chapter 7: English as a Second Language Learners	137
English as a Second Language (ESL) Learners	137
Implications of Learning Multiple Languages Concurrently	144
Second Language Acquisition	144
Choosing Instructional Strategies	147
Suggestions for Assessment	149
Chapter 8: Classroom Assessment	151
Introduction	151
Assessment	151
Evaluation	152
Assessment for Learning (Formative), Assessment of Learning (Summative) and Diagnostic Assessment	153
Determining the Assessment Purpose	155
Principles of Effective Classroom Assessment	158
Assessment Accommodations for Students with Special Education Needs	161
Student-directed Assessment	162
Teacher-directed Assessment	170
Assessment and Evaluation Resources	179
Chapter 9: Grade Level Samples	181
Introduction	181
Integrate for Efficiency and Motivation	182
Reading the Grade Level Samples	182
Grade Level Samples for Grade 4	187
Grade Level Samples for Grade 5	385
Grade Level Samples for Grade 6	581
Appendices	1
Appendix A: Specific Outcomes Chart	
Grade 4	A-1
Grade 5	A-17
Grade 6	A-33
Appendix B: Vocabulary and Classroom Expressions	B-1
Appendix C: Planning Tools	C-1
Appendix D: Graphic Organizers	D-1
Appendix E: Assessment Blackline Masters	E-1
Bibliography	1



Chapter 1

Introduction

Chapter Summary

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

Benefits of Second Language Learning

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.

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.

A Means of Communication

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

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 communities. 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.

Cognitive Benefits

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

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 literature 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

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.

Purpose of This Guide

This guide to implementation is intended to support the Grade 4 to Grade 6 portion of the Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies. It was developed primarily for teachers, yet includes information that may be useful for administrators and other stakeholders in their efforts to plan for and implement the new Ukrainian language arts 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.

Understanding the Learner

The Nature of Grade 4 to Grade 6 Learners

The Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies is a student-centred curriculum designed to support the language learning of students in the Ukrainian bilingual program in Alberta. The unique characteristics and needs of these students formed the basis for curriculum development.

The term **bilingual programming** is used to describe a partial immersion program where English and a second language are both languages of instruction. In bilingual programming, language arts is taught either in English or Ukrainian. Cultural knowledge, skills and attitudes are often taught using an integrated approach.

Teachers of the Ukrainian language arts program need to view their students in a holistic manner, and keep in mind that these learners can also be viewed from a variety of perspectives. Foremost, students in this program need to be considered as **learners** with many of the same developmental characteristics, abilities and individual needs as mainstream students. Furthermore, students must be considered as **second language learners**, necessitating a close examination of the unique needs, characteristics and influences that affect their language learning. Students should also be considered as **learners of the Ukrainian language**. Finally, teachers, parents, administrators, community members and others need to be aware of the fact that these learners are **learning Ukrainian in a Western Canadian context**.

Elementary School Learners

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. Elementary school 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 students' social, emotional, intellectual and linguistic development.

In the early years, there is a dramatic growth in students' listening, speaking, reading and writing vocabulary. In the first language (usually English), most students move rapidly along a literacy continuum from emergent literacy to independence in reading, writing, viewing and representing. An increased vocabulary and a growing ability to consider other points of view greatly improve students' oral and written communication skills.

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 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 the students, and so the teachers' styles, attitudes and pacing may vary from classroom to classroom.

The Second Language Learner

The Ukrainian bilingual program in Alberta meets the needs of a wide range of learners. Currently, most students enter these programs at Kindergarten or Grade 1 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 a 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 arts classrooms.

The Ukrainian Language Arts Kindergarten to Grade 9 Program was developed with the assumption that the majority of students entering the program at the Kindergarten or Grade 1 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.

Factors that Influence Multilingual Development

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 the 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 a 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 arts program.

Consistency

Second language students exposed to language learning opportunities in a consistent and continuous fashion are most successful. In schools, it is important to schedule language arts 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 arts 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 related extracurricular activities.

Linguistic Relationship among Languages

The target language and those that the students are already fluent in may share a common historical root. 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.

Ensuring Student Awareness and Use of Strategies

➔ For more information ...

Ukrainian
Language Arts
K–9 Program of
Studies

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 Ukrainian Language Arts Kindergarten to Grade 9 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

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

Students come to their language arts 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; e.g., similarities and differences related to the sound system, grammar structures, vocabulary and discourse features.

Understanding the Culture

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.

Learning the Ukrainian Language

There are significant differences between the English language and the Ukrainian language and educators and parents should be aware of the challenges faced 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 two sets exist—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, с.

While 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 a new Ukrainian word. It is important for teachers to provide students with oral models of these stressed accents.

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 require considerable time and practice to acquire grammatical understanding in **modelled**, **structured** and **unstructured** situations.

Sources for the information in the Learning the Ukrainian Language section: 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).

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 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 its complexity and unique characteristics. 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 (Alberta Education 1997). It is important for educators, administrators and parents not to be too hasty in comparing the language proficiency of Ukrainian bilingual students with those of other bilingual language programs.

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

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>Musical</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"> • chanting • humming • rapping • listening to music • music performance • music creation • rhythmic patterns • singing • tonal patterns • vocal sounds and tones
<p>Interpersonal</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"> • peer assessment • collaboration skills • cooperative learning • empathy practices • group projects • intuiting others' feelings • listening • person-to-person communication • teamwork/division of labour
<p>Intrapersonal</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"> • self-assessment • reflective writing • guided imagery • focusing/concentration skills • higher-order reasoning • metacognition techniques • silent reflection methods • telling about feelings • telling about thinking • thinking strategies
<p>Natural</p> 	<p>observing, classifying and appreciating</p>	<p>How can I relate students' learning to the physical world?</p>	<ul style="list-style-type: none"> • discovering, uncovering • observing, watching • forecasting, predicting • planting • comparing • displaying • sorting and classifying • photographing • building environments

Brain Research and Second Language Learning

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

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

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.



Chapter 2

Language Arts Instruction

Chapter Summary

Literacy Development
The Six Language Arts
Early Intervention
Language Cueing Systems
Grammar in the Ukrainian Language Arts Classroom

Literacy Development

Literacy development is continuous throughout a person's life, beginning with his or her earliest experiences with language. Observations of students show that the development of oral language, reading and writing are interrelated processes, and students learn to read and write concurrently. Students will initiate activities with paper, pencils, crayons, books and magazines, and will spontaneously assume the roles of writer and reader in their daily play.

In emergent literacy, students actively engage in acquiring language and in constructing their own understandings of how oral and written language work. They experiment with these understandings, testing them in verbal interaction with their parents and other adults. As parents and other adults demonstrate reading and writing in purposeful, meaningful ways, students come to expect meaning from print. Studies show that students who are early readers have been read to extensively by their families. By the time they are two or three, many children can read environmental print such as familiar traffic or safety signs and symbols, restaurant names, or words they see in the media.

Teachers recognize that students bring to school a range of literacy experiences and knowledge that can be built upon in the classroom. Students' knowledge about print expands quickly as they participate in meaningful and genuine experiences with reading, listening, talking, viewing, representing and writing in the classroom. Teachers foster early literacy development by reading to students daily, by providing guided reading, writing and representing activities from the first day of school, and by actively promoting literacy growth at a level appropriate to each student's development.

Stages of Literacy Development

In the elementary grades, there is dramatic growth in students' listening, speaking, reading and writing vocabularies. Most students move rapidly along the literacy continuum from pre-conventional literacy to fluency in reading, writing, viewing and representing. An increased vocabulary and growing ability to consider other points of view greatly increase students' oral and written communication skills. Their speech becomes more fluent, and they are capable of interactive, reciprocal conversations with teachers and peers.

By conversing with students, teachers can extend and expand these conversations. Teachers can facilitate discussions among students by encouraging them to express their opinions, ideas and feelings. These social interactions play an important role in learning. Conversing about their learning strengthens students' abilities to express themselves, to construct meaning, to reason and to solve problems. As they gain a greater control of language, students use it to think and to influence others' thinking. Teachers demonstrate respect for students' ideas by listening and responding attentively to them. It is important to provide small and large group activities in which students listen actively to peers and ask and respond to questions, to extend their developing communication skills and facilitate their cognitive development.

Young students learn about print and develop strategies for reading and writing from their independent explorations of written language, from interactions with teachers and peers, and from observation of others engaged in literacy activities. They learn about oral, literacy and media texts in the same way.

The Six Language Arts

➔ For more information ...

Chapter 4

The six language arts—listening, speaking, reading, writing, viewing and representing—are each complex cognitive and social processes that work together dynamically in literacy learning. In listening, reading and viewing, students construct meaning from texts created by others. In speaking, writing and representing, students construct meaning to communicate with others. None of the six language arts can be totally separated from the others in authentic learning situations.

Because the six language arts are so closely related and interrelated, they are mutually supportive. Listening, reading and viewing provide access to rich language models that help students learn new words and forms of expression. Speaking, writing and representing provide opportunities for students to use those words and forms, and to develop ownership for them. Developing skills in writing enhances students' reading and listening comprehension and their critical thinking skills.

Listening and Speaking

Oral language is the foundation of literacy. Speaking is fundamentally connected to thinking and exploring and creating meaning. Speaking to others brings our thoughts to conscious awareness and enables us to reflect on and analyze them. Conversation with others often helps us make sense of new information, for while we may sometimes construct meaning alone, we more often do so through collaboration. Students benefit from opportunities to rehearse their ideas orally. The classroom should be an inviting setting that promotes student talk.

Through talking and listening, students learn to understand who they are in relation to others. The ability to form and maintain relationships and to collaborate and extend learning through interaction with others is closely tied to listening and speaking skills. Students' fluency and confidence in speaking, listening and responding are integral to their identity and place in the community.

In the classroom, student talk (conversing, discussing, debating, questioning and answering) is the foundation upon which teachers build community and achieve progress in all curricular areas. Speaking and listening are woven through all learning and teaching activities in writing, reading, viewing and representing. Through talking, students verify their understanding and realize the ability to take ownership of their learning. Talk plays a major role in all language learning.

Viewing and Representing

Many students are avid and sophisticated consumers of visual media, and their familiarity with visual forms may facilitate literacy with other forms. Through experience, students may have an implicit understanding of visual media conventions—the unspoken ways in which meaning is represented, for example, how the passage of time is conveyed. Teachers can make use of this knowledge by creating links between conventions used in visual media and similar conventions used in written texts.

Students need to learn the techniques and conventions of visual language to become more conscious, critical and appreciative readers of visual media, and more effective creators of visual products. They need to be shown that what a camera captures is a construction of reality, not reality itself. Students need to learn how to decide what is real and what is simulated. They need to learn that images convey ideas, values and beliefs, just as words do, and they need to learn to read and interpret the language of images. Many contemporary authors use the term *reading* to describe the process of decoding and interpreting visual texts.

Exposure to films and video productions increases the scope of students' experiences, much as written texts do, and they offer similar opportunities for discussion. Films also provide rich opportunities to explore the similarities and differences between visual and written language. Students may examine the effects of visual language cues; e.g., composition, colour and light, shadow and contrast, camera angles and distance, pace and rhythm, and the association of images with sound. They learn to identify point of view by following the eye of the camera. Whether interpreting a visual or written presentation, the reader may look at or be taught to appreciate elements such as pattern, repetition, mood, symbolism and situational or historical context. Students may enhance their own products and presentations by using visuals with written text and/or speech.

Studying strategies used by authors and illustrators helps students become conscious of the effects of visual elements in texts. Illustrations interact with words to enrich comprehension and can influence students' interpretations of information or ideas. Illustrations may show things that words do not or they may express a different point of view from the narrative. Visual cues such as colour, tone, shape, texture, line and composition all contribute to the construction of meaning.

Students may use visual representation for both informal and formal expression. Just as they talk and write to explore what they think and to generate new ideas and insights, students may sketch or doodle. Drawing or sketching may, in fact, be the first and most natural way for some students to clarify thinking and generate ideas. They may also use tools such as frames, mind maps, webs and other graphic organizers to comprehend parts and their relationships. Visual tools are especially useful because they can represent the nonlinear nature of the thought process and show relationships among ideas.

Students may use representations to express their mental construction and interpretation of ideas, theories or scenes in written texts. Events, ideas and information may be depicted in graphic organizers, storyboards, murals, comic strips or collages. After studying visual media, students make informed use of design elements in developing charts, slides, posters and booklets. Other creative forms of expression, such as music, drama, dance or mathematics, can be used to represent students' understanding of a topic or a concept.

Reading

Reading comprehension is an active skill whereby the reader seeks out information for a reason. This means that reading comprehension involves not only deciphering and decoding written symbols, but also, and more importantly, constructing meaning from the printed word and interpreting it.

Like listening comprehension, students must first be presented with sufficient vocabulary in print form so that they can pull these words out of the text and attempt to build meaning from them. In the context of the units, a number of texts have been created or authentic texts have been used to provide students with the opportunity to read these words in context. To develop this skill, students are asked to pull out key ideas and some details and to categorize the information, while at the same time reading for a purpose.

To develop reading comprehension, students need to be taught how to use comprehension strategies to help deal with unknown words. Teaching them to look for cognates and word families as a means of building meaning is one way. Having students focus on visual clues, such as illustrations, photographs or charts, can assist them in building meaning. Teaching them to use the title and subtitles to anticipate the ideas that may be presented in the text helps to structure their reading. Using the context to predict the type of information or the categories of information that they might find in the text can help prepare students for reading the text. Reminding students to use reading strategies that they have developed in their first language will also assist them in becoming better readers.

Reading to Learn

The focus of instruction in the primary grades is on learning to read, but over time the focus shifts to reading to learn. This, ultimately, is why people read and why reading matters. To reach this goal, students need help in becoming deliberate and reflective readers. They need explicit instruction in comprehension and thinking skills that will enable them to obtain and remember important ideas from the text. They also need help in integrating information in the text with their prior knowledge to build on their learning and deepen their understanding.

The ease and speed with which a child progresses from learning to read to reading to learn will depend on several factors, including:

- exposure to a rich language environment in the preschool years, with plenty of storytelling, conversation, books and encouragement to ask and answer questions
- the quality and quantity of reading instruction in the early school years
- focused early intervention for those who are at risk of reading failure
- ongoing support from family and community.

Effective Reading Instruction

Becoming a reader is a continuous process that begins with the development of oral language skills and leads, over time, to independent reading. Oral language—the ability to speak and listen—is a vital foundation for reading success. In every culture, children learn the language of the home as they observe, listen, speak and interact with the adults and children in their environment. This process happens naturally and predictably in almost all cases.

While developing oral language is a natural process, learning to read is not. Students must be taught to understand, interpret and manipulate the printed symbols of written language. This is an essential task of the first few years of school.

All students become fluent readers when they comprehend what they are reading, are able to communicate their knowledge and skills in a new context and have a strong motivation to read.

Teaching practices that support early reading achievement:

- Balance of direct instruction, guided instruction, independent learning and practice
- Large group, small group and individual instruction, discussion and collaboration
- Variety of assessment and evaluation techniques to inform program planning and instruction
- Integration of phonics and word study in reading, writing and oral language instruction
- An uninterrupted literacy block each day
- Parental and community involvement
- High-quality literature and levelled texts
- A variety of genres, narratives, informational texts and electronic media
- Authentic and motivating literacy experiences and learning activities
- Intervention for students at risk of not learning to read
- Supportive classroom culture and environment that promotes higher-order thinking skills
- Effective classroom organization and management

Reading success is the foundation for achievement throughout the school years. There is a critical window of opportunity from the ages of four to seven for learning to read. Students who successfully learn to read in the early elementary years of school are well prepared to read for learning and for pleasure in the years to come. On the other hand, students who struggle with reading in grades 2 to 3 are at a serious disadvantage. Academically, they have a much harder time keeping up with their peers, and they increasingly fall behind in other subjects.

Goals of Reading Instruction

Reading is the process of constructing meaning from a written text. Effective early reading instruction enables all students to become fluent readers who comprehend what they are reading, can apply and communicate their knowledge and skills in new contexts, and have a strong motivation to read.

There are three main goals for reading instruction:

- **Fluency** is the ability to identify words accurately and read text quickly with good expression. Fluency comes from practice reading easy books about familiar subjects. These texts primarily contain familiar, high-frequency words and few unfamiliar words. As students develop fluency, they improve in their ability to read more expressively and with proper phrasing, thus gaining more of the text's meaning.
- **Comprehension** is the ability to understand, reflect on and learn from text. To ensure that students develop comprehension skills, effective reading instruction builds on their prior knowledge and experience, language skills and higher-level thinking.
- **Motivation to read** is the essential element for actively engaging students in the reading process. It is the fuel that lights the fire and keeps it burning. Students need to be immersed in a literacy-rich environment filled with books, poems, pictures, charts and other resources that capture their interest and make them want to read for information and pleasure.

These three goals are interconnected, and the strategies for achieving them work together synergistically.

Knowledge and Skills for Reading

Students need to learn a variety of skills and strategies to become proficient readers. In the earliest stages, they need to understand what reading is about and how it works—that what can be spoken can also be written down and read by someone else. Some students will have already grasped the basic concepts before entering school, but many will need explicit instruction to set the context for reading. When students first experience formal reading instruction in school, they need to learn specific things about oral language, letters and words. They need to understand how print works, and be able to connect print with the sounds and words in oral language. Once they can demonstrate these skills, the emphasis shifts to developing fluency. Fluency at this level involves recognizing words in text quickly and without effort. This will allow students to read with increasing enjoyment and understanding. Fluency is critical if students are to move from **learning to read** to **reading to learn**. The role of elementary teachers, working as a team, is to move students from the earliest awareness of print to the reading-to-learn stage, where they will become independent, successful and motivated readers.

According to research, the knowledge and skills that students need to read with fluency and comprehension include:

- oral language
- prior knowledge and experience
- concepts about print; phonemic awareness
- letter–sound relationships
- vocabulary
- semantics and syntax
- metacognition
- higher-order thinking skills.

These are not isolated concepts taught in a sequence—they are interrelated components that support and build on each other.

Oral Language

Children acquire most of what they know about oral language by listening and speaking with others, including their families, peers and teachers. Through experience with oral language, students build the vocabulary, semantic knowledge (awareness of meaning) and syntactic knowledge (awareness of structure) that form a foundation for reading and writing. Students who are proficient in oral language have a solid beginning for reading. This knowledge allows them to identify words accurately and to predict and interpret what the written language says and means.

Prior Knowledge and Experience

So that students can understand what they are reading, it is important that they come to the text with a variety of experiences that will allow them to appreciate the concepts embedded in the text. These experiences enable them to anticipate the content, and such anticipation leads to easier decoding of the text and deeper understanding of its meaning.

Prior knowledge and experience refers to the world of understanding that students bring to school. Research on the early stages of learning indicates that children begin to make sense of their world at a very young age. In many parts of Alberta, children enter school from a variety of countries and cultures. Thus their prior knowledge and experiences may differ considerably from those of their classmates and teachers, and they may find it difficult to relate to the context and content of the resources generally used in Alberta classrooms. On the other hand, they may have a wealth of knowledge and experiences that can enhance the learning of their classmates. Teachers need to be aware of students' backgrounds, cultures and experiences to provide appropriate instruction. By creating rich opportunities for all students to share prior knowledge and related experiences, teachers will engage the interest of students from various backgrounds and ensure that they will better understand what they read.

Concepts about Print

When children first encounter print, they are not aware that the symbols on the page represent spoken language or that they convey meaning. The term *concepts about print* refers to awareness of how language is conveyed in print. These concepts include directionality (knowing that English is read from left to right and top to bottom); differences between letters and words (words are made of letters,

and there are spaces between words); awareness of capitalization and punctuation; diacritic signs (e.g., accents); and common characteristics of books (such as the front/back, title and author). Students can be taught these concepts by interacting with and observing experienced readers (including teachers and family members) who draw their attention to print and give them opportunities to demonstrate their understanding of the concepts. Teachers need to provide students with a variety of printed materials for practice.

Phonemic Awareness

Students need to learn that the words they see are made up of sounds. This understanding is called phonemic awareness. Research has confirmed that phonemic awareness is a crucial foundation for word identification. Phonemic awareness helps students learn to read; without it, students struggle and have reading difficulties. Evidence also shows that phonemic awareness can be taught and that the teacher's role in the development of phonemic awareness is essential for most students.

For students to develop phonemic awareness, teachers need to engage them in playing with and manipulating the sounds of language. This can be accomplished through songs, rhymes and activities that require students to blend individual sounds together to form words in their heads, and by breaking words they hear into their constituent sounds. Blending and segmentation of speech sounds in oral language provide an essential foundation for reading and writing. Phonemic awareness prepares students for decoding and encoding the sounds of the language in print.

Letter–Sound Relationships

Building on a foundation of phonemic awareness and concepts about print, students are ready to understand that there is a way to connect the sounds they hear with the print on the page to make meaning.

Phonics instruction teaches students the relationships between the letters (graphemes) of written language and individual sounds (phonemes) of spoken language. Research has shown that systematic and explicit phonics instruction is the most effective way to develop students' abilities to identify words in print.

Vocabulary for Reading

Students need a broad vocabulary of words that they understand and can use correctly to label their knowledge and experiences. The breadth and depth of a student's vocabulary provides the foundation for successful comprehension. Oral vocabulary refers to words that are used in speaking or recognized in listening. Reading vocabulary refers to words that are recognized or used in print.

Vocabulary development involves coming to understand unfamiliar words and using them appropriately. It is a huge challenge for students to read words that are not already part of their oral vocabulary. To develop students' vocabularies, teachers need to model how to use a variety of strategies to understand what words mean; e.g., using the surrounding context or using smaller meaningful parts of words, such as prefixes or suffixes. Good teaching includes selecting material for reading aloud that will expand students' oral vocabularies, and providing opportunities for students to see and use new reading vocabulary in different

contexts. Recent research on vocabulary instruction indicates that students learn most of their vocabulary indirectly by engaging daily in oral language, listening to adults read to them and reading extensively on their own. Research also shows that some vocabulary must be taught directly. This can be done by introducing specific words before reading, providing opportunities for active engagement with new words and repeating exposure to the vocabulary in many contexts.

Even students who have a very extensive oral vocabulary may have great difficulty reading words in print because they have a small reading vocabulary. The reading vocabulary—often referred to as the sight vocabulary—is determined mainly by how many times a child has seen the words in print. Students who read a lot have a large pool of words they recognize immediately on sight; students who do little reading have a limited sight vocabulary. To increase their students' sight vocabularies so they can recognize a large proportion of the words in print, teachers need to focus their instruction and practice on the most commonly used words in the language.

Semantics, Syntax and Pragmatics

Although words alone carry meaning, reading for the most part involves the deciphering of phrases and sentences, which depends on both the words and how those words are organized. Therefore, it is important to spend instructional time not only on the meanings of individual words but also on the meanings of phrases and complete sentences.

Semantics refers to meaning in language, including the meaning of words, phrases and sentences. **Syntax** refers to the predictable structure of language and the ways that words are combined to form phrases, clauses and sentences. Syntax includes classes of words (such as noun, verb and adjective) and their functions (such as subject and object). Semantic and syntactic knowledge are important because they help students identify words in context and lead to deeper levels of comprehension. Beginning readers may not need to be able to define a noun or verb, but understand that a word can represent a thing or an action, depending on the context.

Teachers need to model correct sentence structures so that students can learn to anticipate these structures when reading print. Opportunities should be provided for students to become familiar with and use the specific terminology for basic parts of speech (e.g., noun, verb, adjective, adverb) to facilitate instruction. Teachers also need to familiarize students with a variety of language structures and encourage their use of longer, more complex sentences.

Pragmatics, which is introduced in the later primary years, is the study of how people choose what they say or write from the range of possibilities available in the language, and how listeners or readers are affected by those choices. Pragmatics involves understanding how the context influences the way sentences convey information. A sentence can have different purposes depending on the situation or context in which it is used. It can be a mere statement or affirmation, but it can also be a warning, a promise, a threat or something else. Readers with pragmatic knowledge and skills are able to decipher these different intents from the context.

Teachers need to show students how to use context clues that surround an unfamiliar word to help determine the word's meaning. Because students learn most word meanings indirectly, or from context, it is important that they learn to use context clues effectively. Context clues alone, however, are not enough; teachers will need to teach other word–meaning strategies to develop a student's ability to learn new words.

Metacognition and Comprehension Strategies

Comprehension is the reason for reading. If readers can identify the words but do not understand what they are reading, they have not achieved the goal of reading comprehension. To gain a good understanding of the text, students must bring to it the foundational knowledge and skills of oral language, prior knowledge and experience, concepts about print, phonemic awareness, letter–sound relationships, vocabulary, semantics and syntax. They must integrate what they bring to the text with the text itself. To *read to learn*, students need to use problem-solving, thinking processes. They must reflect on what they know and need to know (metacognition) and draw on a variety of comprehension strategies to make sense of what they read.

Good readers plan and monitor their reading at a metacognitive level. What they are doing is thinking about the strategies they need to make sense of the text. When they run into difficulty, they evaluate their reading to determine the best strategy for improving their understanding of the text. Students who read at a metacognitive level know the strategies that affect their own reading; e.g., decoding hard words, connecting text with prior experience, understanding word meanings, identifying main ideas, drawing inferences from the text and synthesizing information. These students use a variety of strategies to decode and understand text and know when and why to apply particular strategies. Their understanding of the text extends beyond the literal.

Writing

Written production is developed in a sequential fashion and begins with the copying of words, moving to the formulation of simple phrases and finally to the autonomous use of language to express personal ideas.

Writing is a powerful tool for communicating and learning. Young children's first explorations of print often occur in writing rather than reading. These explorations allow children to experiment with written language and construct understandings of literacy concepts. Students should be encouraged to write daily and to develop an understanding of audience, purpose and the meaning of their messages.

Effective elementary classrooms immerse students in books, visual images and the spoken word. A text-rich environment is important for all students, but for students who have little involvement with literacy events outside school, it is essential.

The most beneficial literacy experience for students in all grades is to be read to daily. Read-aloud sessions introduce students to texts beyond their own reading level and give them access to ideas, places and characters they might otherwise

never meet. They also help students become familiar with story language and text structure. Students who have been read to will adopt and adapt the language of books when they write, retell a story, share information, represent a character or event, dramatize a scene or create a storyboard.

A text-rich classroom provides students with a wide variety of texts that include oral, print and other media communications. Students should listen to poetry and engaging dramatic, expository and narrative texts. Teachers should supplement narrative and expository texts with appropriate types of literacy materials with which students are familiar in their personal lives. Students from other cultures, or students who speak a first language other than English, will benefit from seeing and hearing their own literature and oral traditions shared and valued in class.

A text-rich environment has visual appeal, with attractive posters, charts and “word walls.” Different areas of the classroom are devoted to materials and equipment to encourage writing, viewing and representing through art and drama, listening to music and to story recordings, and reading—alone, with friends or with teachers. Student-published books are on bookshelves, student artwork and other representations are displayed, and works-in-progress are evident. Student-made books or posters that display photographs with captions provide records of past shared experiences and successes.

A text-rich environment that offers interesting reading, speaking, listening, viewing, representing and writing activities is important, but teachers must also use a variety of active, intellectually engaging strategies and methods of instruction. These strategies and methods include:

- reciprocal discussions in which students’ ideas are taken seriously; e.g., examining problems, asking open-ended, thought-provoking questions and interacting informally
- sustained inquiry in which teacher and students select questions or topics to pursue as a group and individually
- explicit instruction in response to the observed needs of individual students
- incidental teaching, conferencing and informal instruction
- flexible grouping to promote literacy learning and social-emotional development.

Students need to follow a writing process to create acceptable products. This means that students need to brainstorm ideas, draft a preliminary plan, write a draft, edit it or have someone else edit it, revise the text and produce a final copy. It is important to note, however, that students should not be asked to create a text independently unless they have had ample practice in the fundamentals of the language needed to create a specific type of text and they have worked as a class in the creation of model texts.

In preparation for the evaluation of writing skills, students need to be made aware that language precision is important; that is, they will be evaluated on spelling, word order, appropriate vocabulary use and other grammatical elements that have been taught leading up to the creation of the text. The use of clear, concise evaluation criteria provides students with parameters so they can fulfill the requirements of the task successfully.

Early Intervention

The Nature of Reading Difficulties

The foundation of good reading is the same for all students. All readers, regardless of their age, gender or aptitude, need to develop fluency, comprehension and the motivation to read to become successful readers. Students who experience reading difficulties are no exception. They too must develop a basic foundation for reading.

Most young students with reading difficulties have problems developing fluency. For these students, identifying words takes a lot of effort. Their reading rate is slow, their word identification is hesitant, and they over-rely on contextual cues for word identification. Because most of their cognitive or mental effort is spent trying to identify words, their comprehension suffers. The main prevention and early intervention strategies for these students are intensive preparation for literacy and targeted classroom instruction.

Even with effective classroom instruction, some students will need additional support or intervention. When targeted instruction has not resolved a child's reading difficulties, it may be necessary to consult with jurisdiction reading specialists or other specialized educational interventions.

Effective intervention requires that teachers recognize as early as possible those students who are experiencing reading difficulties, tailor instruction to address their needs, and provide supplementary instruction when necessary. If adequate screening and assessment procedures are in place, early intervention may begin even before formal instruction in reading. Interventions that are begun when students are very young have a much better chance of success than interventions begun later.

It is essential to identify reading difficulties early and to put appropriate intervention in place immediately. In this way, reading problems can be tackled before they become entrenched and before repeated failures affect the child's motivation and compound his or her difficulties in learning to read and write.

Characteristics of Successful Intervention

No one intervention works for all students with reading difficulties; however, interventions that succeed for many students have several characteristics in common, such as:

- more instructional time for students
- carefully planned assessment that allows for continual monitoring of the child's response and leads to modifications of the intervention when necessary
- teaching methods that are supported by research on how students learn to read and how they should be taught

- considerable attention to the materials used (e.g., predictable, patterned, easy to-more-difficult texts), with a focus on interesting and enjoyable texts at appropriate reading levels
- an array of activities (e.g., word study, reading, rereading and writing).

Successful interventions generally occur on a daily basis and may occur in focused, short blocks of time or in longer blocks, with appropriate accommodations in classroom instruction.

Successful interventions are strongly linked with regular classroom instruction, are supported by sound research, reflect an understanding of effective reading instruction and are culturally and linguistically appropriate for the individual child. It is critical that interventions be measured against these criteria, and that their effectiveness in helping students with reading difficulties are carefully assessed and monitored.

Early Intervention Strategies

Effective early identification and intervention will help prevent and significantly decrease reading difficulties for many young students and improve their prospects for success in school. However, even exemplary early intervention practices will not guarantee that severe reading difficulties are overcome. Some students will continue to need additional reading instruction and support to succeed in the later school grades.

As these students grow older and literacy increasingly becomes a vehicle for teaching, learning and evaluation, instructional and other supports that address their changing needs must be in place.

Early Intervention Strategies for Addressing Literacy Problems

STRATEGY:

ACTIVE PARTICIPATION

Questions to Consider

Are there sufficient opportunities for the child's active participation in learning through:

- engagement?
- play?
- representing?
- reflection?

How might engaged time be increased in ways that are meaningful to the learner?

How might the learner develop more effective literacy knowledge and skills through literate engagement?

How might the learner develop greater awareness of reading and writing processes and become self-regulated and motivated?

Possibilities for Action and Intervention

- Develop phonological awareness through language and literacy play; e.g., games with rhymes.
- Develop awareness of purposes of print and "how print works" through increased reading and writing in the context of everyday routines and use of literacy materials in the dramatic play centre.
- Devote increased time to reading and writing to develop word recognition and fluency.
- Develop phonemic awareness and phonics knowledge through guided and interactive writing in small groups or one-on-one and increased independent writing (with invented spelling).
- Ensure the use of appropriate reading materials for independent practice to develop fluency and comprehension. Provide patterned and predictable books but not the "decidable" texts that make reading harder.
- Choose reading materials slightly ahead of the student's independent level for instructional purposes; increase difficulty gradually.
- Provide a daily take-home reading program for extra practice.
- Place increased emphasis on silent reading.
- Make increased use of open-ended activities that allow students to communicate ideas in a variety of ways.
- Use increased think-aloud during modelling of reading and writing.
- Talk about thinking processes related to reading and writing; encourage students to talk about their own thinking.
- Teach strategies to develop awareness and self-regulation of one's own reading and writing processes; e.g., retrospective miscue analysis, Goodman and Marek 1996.
- Use miscue analysis, retellings and running records to determine how the student approaches reading and how to get the reader "on track."
- Conduct a dynamic assessment to determine the type and degree of support the student needs to be successful.
- Regularly analyze the student's independent writing to establish an ongoing assessment of the student's phonological awareness and knowledge of phonics.

**STRATEGY:
LEARNING IN VARIOUS WAYS AND AT DIFFERENT RATES**

Questions to Consider

Are the learning experiences appropriate for the student's ways and rates of learning and particular learning needs?

How might the student's rate of learning be accelerated?

Does the program include a range of approaches?

Is the content relevant to the student's interests and cultural background?

Possibilities for Action and Intervention

- Try a different instructional approach and new strategies.
- Consider a reading style assessment (Carbo, Dunn and Dunn 1986).
- Use key visuals and graphic organizers.
- Find topics of interest to the student to "hook" him or her on reading.
- Use culturally relevant reading materials; e.g., First Nations tales for Aboriginal students.
- Have students create their own reading materials by sharing personal stories and writing.
- Use drama, music and movement to involve students in literature.
- Use concrete materials and pictures to help students grasp abstract concepts.
- Try tactile materials.
- Use a variety of nonfiction as well as fiction materials.
- Have students do "research" to learn information and write about what they have learned.
- Increase instructional time, especially small-group and one-on-one.
- Combine structure and routine with flexible responsiveness for students with special learning needs.
- Consult the school-based team for possible assessments that might provide insights about the student's learning needs.
- Consider ways that the environment might be adapted to better address the student's learning needs ("adapted" means that the learning outcomes remain the same but that some aspect of the instructional environment might be changed).
- Consider ways that the curriculum might be modified to address the student's learning needs ("modified" means that the learning outcomes are changed in some way, either quantitatively or qualitatively, and an IPP is thus required).

STRATEGY: LEARNING AS A PERSONAL AND SOCIAL PROCESS

Questions to Consider

- Does the instructional program help the student develop personal “ownership” of learning?
- Does the program allow the student to pursue some topics of personal interest?
- Does the program allow the student to make connections and construct meaning?
- Who might support the child in his or her learning?
- What kinds of groupings might be used to support the student’s learning?

Possibilities for Action and Intervention

- Allow students some choice in their reading and writing.
- Integrate learning of skills with meaningful contexts (real reading and writing).
- Use onsets and rimes and spelling by analogy to help learners work with chunks of meaning and pattern (rather than letter-by-letter).
- Use word-sorting and brainstorm-categorize activities to help students discern patterns.
- Use brainstorm/cloze to help learners integrate cues.
- Use strategies to activate prior knowledge and generate purposes for reading; e.g., KWL.
- Use thematic units to develop ideas and vocabulary in an integrated way.
- Use reading and writing for a variety of functions and in a variety of genres.
- Try partner and collaborative activities.
- Try older/younger buddies.
- Use various cooperative learning techniques.
- Balance group work and individual activities so students get sufficient independent practice.
- Use a variety of instructional techniques, including scaffolding, guided reading, explicit instruction and emphasizing connections to real reading and writing while avoiding isolated exercises.
- Design instruction according to the learner’s needs, in small group or one-on-one instruction; e.g. interactive writing with one student.
- Use flexible groupings for particular purposes.
- Make learning explicit so students know what they are learning and why.
- Encourage students to talk about their learning.
- Encourage parental or guardian involvement in home literacy experiences.

Language Cueing Systems

Students use a variety of cueing systems, along with background knowledge, to create meaning. To communicate effectively, students need to learn how to maximize their use of linguistic and textual cues.

Semantic Cues

Semantic cues refer to the meaning in language that assists in comprehending texts, including words, speech, signs, symbols and other meaning-bearing forms.

Semantic cues involve the learners' prior knowledge of language, text and visual media, and their prior life experiences. Many of the conventions of visual media fall under the umbrella of semantic cues. Teachers can scaffold students' use of semantic knowledge by relating new concepts to concepts already familiar to students. Gradually, students independently relate new information to what is known and personally meaningful.

Morphological Cues

Morphological cues involve using the smallest meaningful units of the language to derive meaning from a word or text.

Syntactic Cues

Syntactic cues involve word order, rules, patterns of language, grammar and punctuation. For example, the position a word holds in a sentence can cue the listener or reader as to whether the word is a noun or a verb. Conversely, listeners and readers use their intuitive knowledge of grammar to predict what words are likely to appear next. Oral punctuation provides cues to meaning through rhythm, flow, pauses, intonation and voice modulation.

Graphophonic Cues

Graphophonic cues involve the letter–sound or sound–symbol relationships of language. Readers who identify unknown words by relating speech sounds to letters or letter patterns are using graphophonic cues. This process is often called *decoding*. Decoding is not, as the word may imply, a mechanical process but an essential means of making meaning. Graphophonic cues are used to support semantic, syntactic and pragmatic cues to help readers determine if a word is logical or makes sense. In early literacy development, some students over-rely on graphophonic cues and attempt to sound out every word. These students need to be encouraged to predict what word would make sense and fit in the sentence pattern or context.

Textual Cues

Learners use textual cues such as titles, headings, subheadings, bold print, italics, captions and other text features to construct meaning. Learning to read graphs and charts is also part of the comprehension process. Text-structure cues give insight into the author's organizational patterns and thought processes in different types of texts, such as narrative, expository, dramatic and poetic. Students who learn to attend to textual cues are better able to comprehend, organize and remember information presented in texts than those who do not.

Grammar in the Ukrainian Language Arts Classroom

Elements of Grammar

Grammar is not introduced and taught as a separate component of the Ukrainian language arts program, but instead is integrated with other student learning. Linguistic Elements Outcome 6.1 of the Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies outlines the grammatical components to be emphasized at each grade level. The suggested teaching and learning activities provide the context within which Ukrainian grammatical elements can be explored.

Contextualizing Grammar

The issue of how to deal with grammar and grammar instruction in the second language classroom has been the focus of considerable discussion in language teaching; however, there is increasing agreement as to what constitutes effective grammar instruction.

Effective grammar instruction:

- should be taught in context. Students gain insight into the structural elements of Ukrainian through the use of the language in authentic, meaningful and relevant contexts.
- should be integrated into daily teaching and learning activities and classroom routines. It should be integrated into all activities and across all subject areas.
- does not fragment language at the word or sentence level and neglect the discourse level.
- should be accurately modelled and students need frequent opportunities to practise these structures in a variety of different contexts and for a variety of purposes.
- facilitates communication. The emphasis in grammar instruction should remain on communicative skills that lead to the use of the Ukrainian language in a variety of circumstances. Although **language fluency** is a major goal of the Ukrainian language arts program, teachers also need to focus attention on **language accuracy** to avoid students' "fossilization" of language errors.
- should be purposeful and build on students' prior linguistic knowledge and experiences.

- includes repetition and reinforcement of grammar rules and patterns, using concrete language experiences, across a broad spectrum of topics and themes.
- should be reinforced in a variety of ways to meet the various learning preferences of students.
- provides students opportunities to interact with one another in a non-threatening environment where they feel free to take risks and experiment with language.



Chapter 3

Planning

Chapter Summary

Introduction
Program of Studies
Planning Considerations
The Physical Environment
Understanding the Ukrainian Language Arts Outcomes
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 the program of studies.

Program of Studies

➔ For more information ...

Chapter 3
Understanding the
Ukrainian
Language Arts
Outcomes

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 approach planning.

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. A description of the general outcomes is included later in this chapter in the Understanding the Ukrainian Language Arts Outcomes section.

Alignment

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.

Planning Considerations

Using the Guide to Implementation

The *Ukrainian Language Arts Grade 4 to Grade 6 Guide to Implementation* is designed to assist teachers as they plan for and implement the Ukrainian Language Arts Kindergarten to Grade 9 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 9 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

Ukrainian language arts education should strive to provide an intensive language learning environment, stressing high academic achievement 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

The instructional time spent in the specific international language varies from province to province and, sometimes, from program to program. The *Framework* presupposes that the following portions of the instructional day are allocated to instruction in the international language:

Kindergarten to Grade 6:	50%
Grade 7 to Grade 9:	30%
Grade 10 to Grade 12:	20%

When planning for instructional time in the Ukrainian bilingual program, administrators and teachers should carefully consider the impact of time scheduling on the linguistic development of the students. It is strongly recommended that, whenever possible, the portion of the day allocated to instruction in the Ukrainian language be uninterrupted by English instructional time. It is crucial to block Ukrainian instructional time to maintain a strong linguistic environment.

Class Groupings

In some situations, students from two grades may have to be combined into one Ukrainian bilingual class. As well, many classrooms will contain students at the same grade level with varying proficiency levels. By organizing the classroom activities around a task or a content-related project, students of different ages and different levels of ability can be accommodated in a single classroom. Although all students will be working on similar tasks or projects, expectations will be different for each grade or subgroup. Careful planning from year to year and across grade levels will ensure that students experience a variety of learning activities on a broad range of topics.

Ukrainian Program Collaboration

Successful bilingual programming is dependent on the support of all the partners in education. It is critical to have the active involvement of:

- school administration and staff
- parents of the students enrolled
- members of the community at large, particularly those who speak Ukrainian
- Ukrainian–Canadian community institutions and resource centres
- Ukrainian–Canadian cultural, educational and historic sites.

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

In some regions, Ukrainian language education consortia can serve to facilitate ongoing communication and collaboration between groups and provide the support needed to ensure excellence in Ukrainian bilingual programs.

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 arts 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 arts 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.

Prior Knowledge

The Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies 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

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

Ukrainian language should dominate the classroom interaction, whether the teachers or students are speaking. Learners will sometimes use their first language, especially in the early stages of learning, but will favour the Ukrainian language as they gain more skill and knowledge. There may be some situations where a few minutes of class time in English will be used for reflection on the learning process or for the development of cultural understanding and skills.

Choice of Topics and Tasks

➔ For more information ...

Ukrainian Language Arts K–9 Program of Studies, page 3

The choice of learning topics and tasks should be guided by the needs, interests and daily experiences of the students and by the subject-area content under study in the Ukrainian language. In the Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies, three domains—the personal, the public and the educational—are suggested as possible organizers to guide the choice of tasks. The topics listed are not mandatory, but are intended to encourage teachers to provide a broad range of language learning experiences at every level.

Opportunities for Ukrainian Language Use and Real-life Applications

Frequent and intensive use of the Ukrainian language for meaningful purposes is crucial to the development of students' language abilities. Students in the Ukrainian bilingual program have ample opportunities to use Ukrainian throughout the school day for communication and for learning. It is very important that students use Ukrainian for a variety of purposes, including communication with other speakers of Ukrainian both in and outside of the classroom context. Pen pals, e-pals, guest speakers, family and community members can all provide opportunities for students to engage in meaningful communication using Ukrainian. A variety of media can be used to provide authentic and meaningful opportunities for language use for students in the Ukrainian bilingual program.

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.

Teachers can make use of other authentic materials, electronic communications and multimedia resources to support language learning. They can also facilitate student participation in exchanges (local, national or international), language camps, weekend immersion experiences, field trips or longer excursions. Schools or communities can be twinned, pen pals arranged and visitors invited into the school.

Knowing the Students

➔ For more information ...

Chapters 4, 5, 6 and 7

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 areas of experience 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

➔ For more information ...

Chapters 5, 6 and 7

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 arts program.

Plan for Strategic Learning

➔ For more information ...

Chapter 4 (Guide)
Program of Studies,
pp. 53–57

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.

Identify Instructional Strategies

➔ For more information ...

Chapter 4

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

➔ For more information ...

Chapter 8

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 assessment tools focus on active involvement of the student in the process, determining if outcomes have been achieved, and on how such assessment information can be used to optimize student learning.

➔ For blackline masters ...

Appendix E

The Physical Environment

A Ukrainian language arts classroom's design and contents should be able to accommodate a variety of language learning activities. A permanent location is preferred, whether it is a special language room shared by several teachers or the Ukrainian language arts teacher's own classroom. This will provide learners with a sense of stability and familiarity. It reduces the Ukrainian language arts teacher's preparation time, as all materials can be displayed in the classroom as necessary and stored in one location. It also eliminates the inconvenience of transporting instructional materials.

Some important elements in establishing a rich environment for learning language and culture are:

- examples of meaningful and authentic environmental print, such as maps, advertisements, labels, brochures, posters and signs in Ukrainian, displayed around the classroom
- a reading centre or classroom library with a variety of reading materials in Ukrainian, such as books, magazines, newspapers, comics, maps and a computer with Internet access
- a writing area equipped with tools for writing, such as paper, pens, art supplies and computers
- a listening or oral centre equipped with recording equipment, audio recordings, read-along storybook sets, a computer with a microphone and Internet access
- a viewing area, which could include access to satellite television for viewing television programs from Ukraine, a DVD player for viewing DVDs in Ukrainian or a computer for using multimedia applications.

Understanding the Ukrainian Language Arts Outcomes

➔ For more information ...

Chapter 9:
Grade Level
Samples

For more information on the Ukrainian language arts outcomes, the Grade Level Samples in Chapter 9 identify the prescribed general and specific outcomes by grade from Grade 4 to Grade 6 that have been set out in the Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies. In addition, Chapter 9 provides suggestions for instruction, assessment and the selection of materials and learning resources to assist educators as they work with students to achieve the prescribed learning outcomes.

The Seven General Outcomes

General Outcome 1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Exploratory language enables students to organize and give meaning to experiences. It enables students to share thoughts, ideas and experiences, and to express and acknowledge emotions. Exploratory language is the foundation of Ukrainian literacy learning. Students require many opportunities to listen actively and to speak with others. Students may also clarify their thinking through drawing, mapping, sketching, role-playing and writing. They learn to appreciate and incorporate the thoughts of others, and to express ideas and opinions with confidence. Describing and questioning observations, experiences and feelings and interacting with texts extends self-understanding and personal knowledge.

As students progress, they become increasingly competent at using exploratory language in all six areas of the language arts. They use exploratory talk, representations and writing to enhance their comprehension. Students connect prior knowledge with new information and experiment with ways to organize and manage information. They use it to analyze, evaluate and respond to various kinds of texts, and they use it in collaboration with others to contribute to the learning community of the classroom.

Exploratory language experiences provide opportunities for students to develop intellectually, socially and emotionally. Teachers facilitate students' abilities to explore thoughts, ideas, feelings and experiences when they:

- provide opportunities for students to engage in exploratory Ukrainian language in environments that encourage risk taking and an appreciation of diverse ideas
- value students' preferences and experimentation in expression
- provide a Ukrainian language-rich environment with access to books, media texts such as films and audio recordings, pictures, artifacts, and a wide range of Ukrainian language experiences
- teach students a wide range of forms of expression appropriate to their learning styles and developmental levels
- teach students a wide variety of interaction skills and strategies that contribute to purposeful exchanges of ideas, thoughts and feelings
- help students develop a sense of ownership in their Ukrainian language learning by guiding students through the processes of goal-setting, self-monitoring, self-reflecting and celebrating Ukrainian language arts progress and achievements
- provide regular opportunities for reading and writing real texts in Ukrainian for real purposes.

General Outcome 2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Comprehending and responding are both acts of constructing meaning. Listeners, viewers and readers make meaning by interacting with a text and constructing their personal understanding of the information or ideas presented by the author. Students engage in speaking, writing or representing to compose or construct meaning in an effort to communicate or to express themselves.

Students learn to use a variety of comprehension strategies before, during and after interacting with oral, literary and media texts. They access prior knowledge, preview, ask questions, make predictions and set purposes. While interacting with texts, students make and confirm predictions and inferences, and monitor their understanding. They respond by reflecting, creating, analyzing, synthesizing and evaluating. Effective literacy learners are able to apply a wide range of strategies in a flexible way as they construct meaning and develop creative and critical thinking skills.

Comprehension is a complex and dynamic process of constructing meaning that must be learned and practised in meaningful literacy contexts. Students must become familiar and comfortable with processes that allow them to construct meaning using the various cueing systems available in oral, literary and media texts. Students benefit from explicit strategy instruction and practice in using a wide variety of texts. This is essential for enabling students to achieve fluency and develop a repertoire of active comprehension strategies.

Students need many opportunities to respond personally and critically and to make connections to text. Students learn to recognize and use text structures and features, and develop an understanding of genres and forms. In exploring the world of children’s literature, students learn to appreciate the beauty and artistry of text. It is important to expose students to Ukrainian and Ukrainian–Canadian literature for young people and to provide opportunities for students to respond to literature by crafting their own texts.

Teachers facilitate students’ abilities to comprehend and respond personally and critically when they:

- provide a literature-rich environment with a variety of oral, print and other media texts
- assist students in making connections between texts and self, and model and encourage both personal and critical responses
- select appropriate and engaging instructional materials and help students select materials at appropriate levels
- assist students in developing an understanding that listening, viewing and reading are active and dynamic processes that require attention, engagement and flexible use of strategies
- provide instruction and opportunities to use semantic, syntactic, graphophonic and pragmatic cueing systems associated with reading, listening and viewing text in authentic Ukrainian language learning experiences
- provide formal and informal interactions with peers that include the sharing of responses and exchanges about issues encountered in oral, literary or media texts
- encourage students to develop personal preferences for a variety of genres, storytellers, writers, illustrators, filmmakers and other artists
- allow students to choose the materials and encourage ownership of the comprehension and response processes through reflection and goal setting
- support students in expanding their choices of materials and learning experiences and encourage them to comprehend and respond by setting goals and reflecting on their literacy development process
- ensure students have a balance of narrative, poetic, dramatic and expository (informational) texts for personal and critical response and inquiry
- create a caring and inclusive classroom community that encourages risk taking, values responses and appreciates the efforts of others.

General Outcome 3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

Managing ideas and information is important in the home, school and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills and strategies effectively to manage, organize and evaluate the increasing amount of information available.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning. The inquiry process embodies the attitudes of questioning, searching and problem solving and is cyclical and recursive in nature. Students learn to activate prior knowledge, ask questions, define directions for inquiry and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions and discover additional areas for inquiry.

Students enhance their ability to manage ideas and information by encouraging, supporting and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their goals. After interacting with a variety of text forms and genres, students learn to comprehend, interpret, analyze and communicate with others. They gradually learn to consider factors such as author, purpose, audience and source. Technology also enhances students' opportunities to access, create and communicate ideas and information.

Teachers facilitate students' abilities to manage ideas and information when they:

- assist students in developing questions and plans for research and inquiry
- guide students to develop realistic project proposals, time lines and deadlines
- provide opportunities and instruction to access prior knowledge, use exploratory language to develop a topic, focus an inquiry and explore relationships among content, purpose, audience and form
- initiate curriculum-related inquiry and topics and encourage students to pursue areas of personal interest related to topics
- model and provide opportunities for practice in reflection and self-questioning when identifying inquiry needs and sources
- model and provide opportunities to practise making, using and revising inquiry plans
- model and provide instruction in note taking and other skills and strategies for gathering and recording information and in using specific sources effectively
- encourage students to share inquiry findings and insights with peers
- provide opportunities for students to obtain direction and feedback throughout the inquiry process
- provide guidelines and instruction for presenting inquiry findings to others
- guide and encourage reflection on the inquiry process and on developing new questions and setting goals for subsequent inquiries.

General Outcome 4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

In school and in daily life, students are expected to communicate ideas and information using well-organized, clear and increasingly more precise language. They use artistic language to compose, to express who they are and what they feel, and to share their experiences and stories with others in a variety of oral, literary and media texts. Speaking, writing and representing are all ways of constructing meaning when communicating with others. Composing or authoring, whether for oral, written or visual text, requires students to focus on clarity, artistry and the use of conventions.

In the initial stages of the composition process, students may use exploratory language to develop ideas and focus thinking. Initial drafts are revised several times as students work toward clarity and artistry. Revising is followed by editing, where grammar, spelling and punctuation are re-examined for improvement and refinement. Feedback and conferencing are essential throughout the entire composition process. Sharing work and celebrating progress are integral to the composition process in a community of learners. Students gradually develop clarity and artistry in the various functions of literacy, including the instructional, regulatory, interactional, personal, heuristic (“tell me why?”), imaginative, informal, diversionary and perpetuating functions of literacy in authentic contexts.

Teachers facilitate students’ abilities to enhance the clarity and artistry of communication when they:

- provide frequent and varied opportunities for students to engage in authentic composition tasks
- have students compose texts in a variety of forms for a variety of purposes and audiences
- provide explicit instruction on the processes necessary for exploring, planning, drafting, revising, editing, presenting, sharing and publishing
- provide mini lessons on the conventions of spelling, grammar and punctuation as required based on students’ communication needs
- encourage students to focus on audience needs and interests when planning and composing
- provide opportunities for students to practise effective communication by sharing and presenting their compositions to different audiences
- model and provide instruction on aspects of audience behaviour, including respectful and critical listening
- encourage peer and self-assessment and goal setting throughout the composition process
- encourage students to reflect on their composition processes
- encourage students to collect favourite works as models and references to inspire future work.

General Outcome 5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

Students use language to build community within the home, school and society in which they live. In a multicultural country such as Canada, students need to value different ideas and show respect for diverse languages, cultures, customs and beliefs.

Students learn cooperation and collaboration skills by discussing in groups, building on others' ideas and planning and working together to meet common goals and to strengthen classroom and school communities. They learn to use language to offer assistance and to participate in and enrich their school life. In these ways, students share perspectives and ideas, develop understanding and feelings of belonging, and demonstrate respect for diversity. Students also learn to value the importance of effective teamwork.

Students learn that language is important for celebrating events of personal, local, provincial, national and global significance. Through their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others and delight in both their own and others' contributions. Students need opportunities to reflect on, appraise and celebrate their progress and achievements as valued members of an inclusive classroom learning community.

Teachers facilitate students' abilities to celebrate and build community when they:

- provide opportunities for students to share ideas, take risks, plan, organize and work collaboratively and cooperatively
- value students' unique contributions to classroom life
- provide explicit instruction in group process skills
- provide modelling and practice in assuming roles and sharing responsibilities as group members
- provide opportunities for goal setting, constructive and specific feedback, and reflection regarding group processes
- provide opportunities for describing, discussing and composing ideas and experiences individually and in groups
- provide authentic Ukrainian language learning experiences that explore students' cultural representations in oral, literary and media texts
- celebrate students' progress and success, using appropriate language and forms to honour accomplishments in and beyond the classroom
- respect students' background languages, dialects and cultures
- foster a sense of caring, belonging and responsibility within an inclusive classroom community of learners.

General Outcome 6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Students must acquire the linguistic elements of the Ukrainian language to successfully use language for communication, personal satisfaction and learning. They need to develop an awareness of and competence with using the elements of the Ukrainian language: the sound–symbol system, lexicon, grammatical structures, mechanical features and discourse elements. Students also need to develop their understanding of linguistic elements and be able to put these elements together in meaningful ways. Students develop, over time and through continuous and meaningful use of and exposure to the language, growing sociocultural awareness and competence, such as the appropriate use of nonverbal communication, social conventions and vocal register.

As students experience learning a second language, they develop independently and with guidance a range of strategies for learning and using the language, and for learning in general. The strategies that students choose and that can be effective depend on the task as well as on other factors, such as the student’s 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.

General Outcome 7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Within the Ukrainian language arts program, emphasis is placed on the development of a positive self-concept, a strong self-identity as a bilingual or multicultural learner, and a positive identification with Ukrainian language and culture. Students are provided with opportunities to explore Ukrainian culture from the perspectives of historical elements, contemporary elements, diversity and change. The development of a sense of community, an understanding of similarities and differences among people, cultural sensitivity and appreciation for personal contributions to society are fostered. Students are supported in their understanding of global interrelatedness and interdependence. They are encouraged and supported in their preparation for effective participation in the global marketplace and workplace.

Integrating Outcomes

The Ukrainian Language Arts Kindergarten to Grade 9 Program of Studies assumes that the general and specific outcomes will be delivered in an integrated manner, even though the curriculum document itself is divided into numbered sections. Although the *Ukrainian Language Arts Grade 4 to Grade 6 Guide to Implementation* treats each specific outcome separately, this is only to provide suggestions specific to each learning outcome. Effective Ukrainian language arts classroom learning experiences typically integrate many learning outcomes.

Creating a Context for Using Specific Outcomes

The specific outcomes listed in the grade level samples are not intended to be taught strictly in the order they are presented. Teachers are encouraged to select specific outcomes, both within a general outcome and across all seven general outcomes, and to organize these specific outcomes into logical sequences for instructional activities. Ukrainian language arts instruction and assessment should always occur within meaningful literacy contexts. Teachers develop authentic instruction and assessment focused on specific outcomes while developing themes, inquiries, genre studies, projects and other learning experiences.

Using Outcomes and Strategies Recursively

Many aspects of language arts need to be revisited repeatedly through the use of a variety of materials and strategies. Questioning, for example, can be used repeatedly in many different contexts. Outcomes can be introduced using one strategy, and then revisited and extended, using different strategies or different topics, until students have achieved the particular outcomes.

Planning Approaches

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 arts program.

Thematic Approach

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 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

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 specific outcomes to be achieved. All content, activities and evaluation in the unit grow out of the task.

The choice of tasks can be based on the interests of students while covering as broad a range of experience 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.

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 for an individual classroom.

A year plan can consist of multiple units, organized coherently across the school year. Year plans should address all outcomes in 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 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

➔ For blank templates ...

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

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

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.

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.

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, task or project and the resources used.

Tips for Developing a Unit Plan

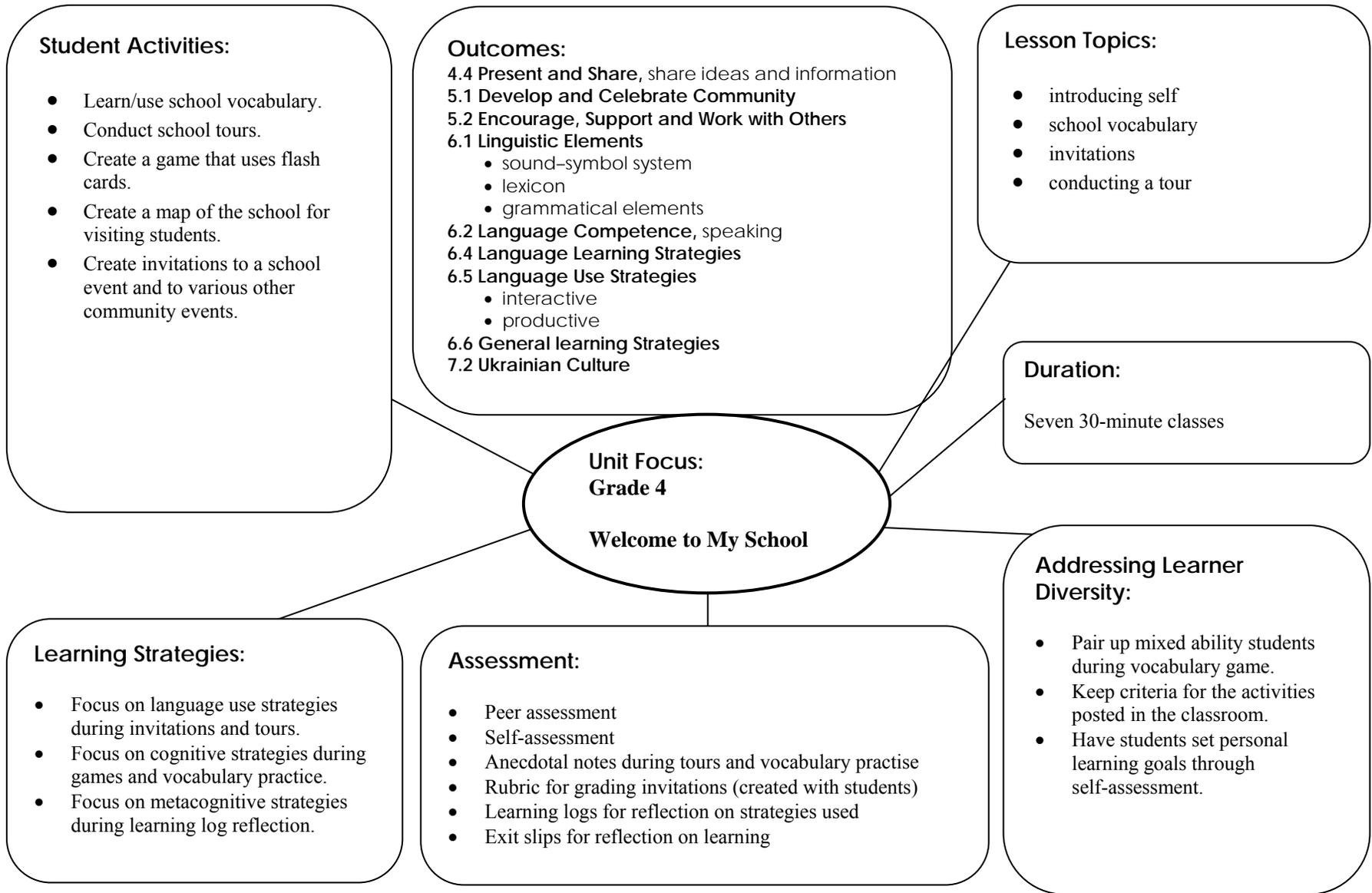
1. Choose a theme, topic, task or project that is of interest to the students, offers possibilities for developing the students' communicative competence in Ukrainian and allows for some general learning as well. Students can participate in this step of the planning process.
2. Determine the specific 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

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 relevant to the global citizenship content of the unit?
- selected interesting, useful and varied resources to support the 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 curriculum 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

Does my lesson plan ...

- identify and address specific learning outcomes?
- ensure student awareness of learning outcomes?
- involve students in learning activities with meaningful contexts, integrating outcomes from the seven general outcomes?
- 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

Lesson Title: Greetings – Welcome to My School

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

Outcomes Addressed:

- 6.1 Linguistic Elements, lexicon
- 6.1 Linguistic Elements, sound–symbol system.
- 6.2 Language Competence, speaking
- 6.5 Language Use Strategies, interactive
- 6.5 Language Use Strategies, productive

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:

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

Teaching and Learning Activities:

With students, brainstorm various verbal and nonverbal greeting and farewell expressions; e.g., Привіт! Добрий день! Бувай! На все добре! smiling, kissing, shaking hands/extending a hug.

Students circulate and greet one another in Ukrainian. Encourage students to remember nonverbal expressions as well.

After a few minutes, ask students to offer their names and ask their partner's name. Мене звати Петро. Як тебе звати?

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

Differentiation of Instruction:

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:

Use an outcome-based checklist to determine if students have attained the specific outcomes in General Outcome 6 during the conversations.



Chapter 4

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 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 in using a strategy before new strategies are introduced. Over a period of time, students will have 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 understand when the strategy should be used
- to know how to adjust the strategy to fit their particular purposes so that they can apply 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 arts classroom. To develop advanced language skills, including literacy, students need instruction on the strategies that skillful learners use in approaching 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 Arts K–9
Program of Studies

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

Language Learning Strategies

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

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

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 learn concepts.

Teaching Learning Strategies

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 arts 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 arts classroom.

Instructional Strategies

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

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 is not and 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

➔ For more information and blank templates ...

Appendix D

Graphic organizers can help students understand a concept and reduces 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 the 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, explain their choices and 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

➔ For a blank template ...

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)

➔ For a blank template ...

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)

➔ For a blank template ...

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

➔ For a blank template ...

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

➔ For a blank template ...

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 **Know** about the topic. In the second column, students write a list of questions they **Want** to answer about the topic (these questions provide the focus for reading). In the third column, students record the information they have **Learned** about the topic.

Tips for Using KWL Charts

1. 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 engaged in the planned activity, students are asked to keep in mind the information listed under “what we Want to know.”
3. After the activity is completed, 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, 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

➔ For a blank template ...

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

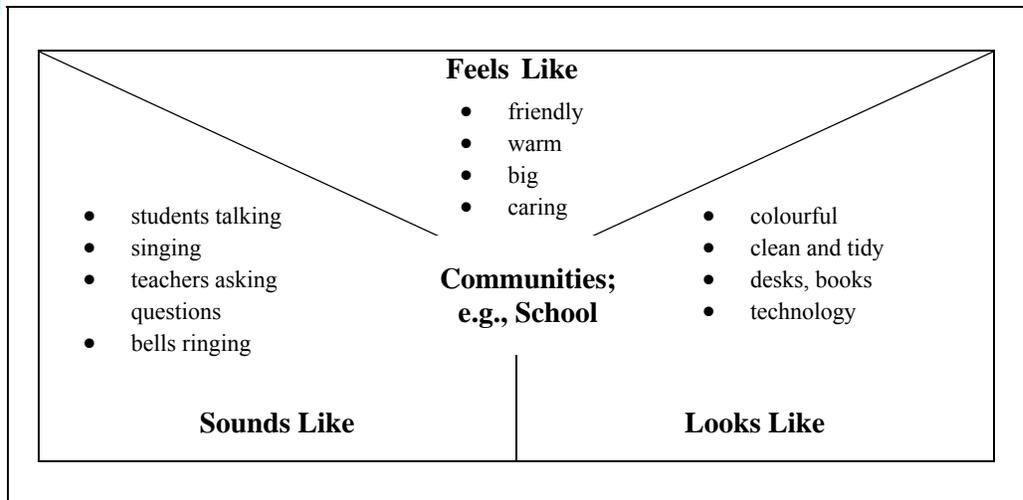
A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in Appendix D.

☉ 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.



Cooperative Learning Activities

➔ For more information ...

Chapter 5
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 an 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 upon 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 to have students 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 an area of experience, 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.

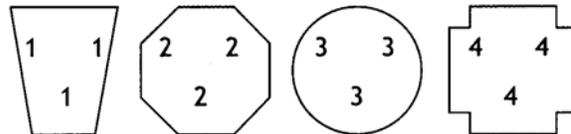
Divide students into groups of four. These groups will be the students' home groups. Explain the project, outline student responsibilities, explain the skills that are to be developed and clearly explain how students will be assessed. Within the home groups, each student agrees to a particular role and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

1	2
3	4

1	2
3	4

1	2
3	4

The experts for each home group on the same topic 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 the group.

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 situation is 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. 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

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

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

Depending upon 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

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 discussions. 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

➔ 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)

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

➔ 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:

Checker	Ensures that everyone understands the work in progress.
Encourager	Encourages everyone in the group to contribute, and offers positive feedback on ideas.
Materials Manager	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.
Observer	Completes a checklist of skills and strategies used for the group.
Questioner	Seeks information and opinions from other members of the group.
Recorder	Keeps a written record of the work completed.
Reporter	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. 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 8

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

→ For more information ...

Chapter 6
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.

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.

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

Tips for Information Gap Activities

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 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 the identification of any challenges a student might encounter.

Interviews and Surveys

Interviews and surveys can be conducted on almost any topic and aim to facilitate the development of 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 brought home.
4. **Organize and Display Data:** Once data has been collected, it should be compiled and displayed. Results are often displayed 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

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 8
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 did I expect to learn during the activity?

Looking in (Relate)

What did I like or dislike about the learning experience?

How do I feel about what I learned?

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

Looking forward (Reflect)

What would I like to learn more about?

What goal 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

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 and 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 flowchart. 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

Read-aloud, shared reading, guided reading, guided comprehension, independent reading, phonics and word study give students opportunities to experience and enjoy authentic texts and to practise the skills and strategies necessary for fluency and comprehension.

Reading is a meaning-making process that involves a great deal of thinking, problem solving and decision-making by both the teacher and the student. Comprehensive reading instruction teaches the student to use a variety of skills to decode, read fluently and understand the text. No single skill in this complex interaction is sufficient on its own, and teachers must be careful not to overemphasize one skill at the expense of others. It is important that teachers understand the interdependent nature of the skills being taught, and that competent readers integrate all sources of information as they engage in reading meaningful texts.

Teachers should provide students with planned activities for before, during and after reading; e.g.,

- Before beginning to read, the teacher and students establish the purpose for reading. Together they consider what they already know about the topic or genre and use the title, headings, table of contents or index, and new, unfamiliar vocabulary to enhance their predictions.
- During reading, students respond to the text by searching for meaning, identifying the main ideas, predicting and verifying predictions, and building a coherent interpretation of the text. Students bring their experiences of the world and literature into the reading activity. The teacher directs the attention

of students to subtleties in the text, points out challenging words and ideas, and identifies problems and encourages students to predict solutions.

- After reading, students reflect on their learning as they apply the knowledge acquired during reading or transfer that knowledge to the contexts (e.g., by retelling, summarizing, creating graphic organizers or putting pictures in sequential order). With all of this instruction, the teacher provides continuous role modelling, coaching, guiding and feedback, and is always building on students' prior knowledge and experiences. The teacher also ensures that students are focused and engaged in the reading process and monitors the time on task.

☉ 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 vocabulary and 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.

Students then apply the comprehension skills and strategies in teacher-guided small groups and student-facilitated comprehension activities, such as literature circles, questioning the author or reciprocal teaching.

Students work with varying degrees of support and use texts at their instructional levels and independent levels of reading. The teacher and students reflect on performance, share experiences and set new goals for learning. The levelled texts and the organization of the small group will change as students' knowledge and reading skills increase.

☉ Guided Reading

Guided reading is a small-group, teacher-directed activity. It involves using carefully selected books at students' instructional levels. The teacher supports students as they talk, read and think their way through the text. Students can be grouped for guided reading by reading ability or specific instructional goals. The group composition is fluid and changes according to the teacher's observations and assessments.

Through modelling and instruction, guided reading enables teachers to extend students' vocabulary development and their knowledge and use of appropriate comprehension strategies. It gives the teacher the opportunity to observe reading behaviours, identify areas of need and allow students to develop more independence and confidence as they practise and consolidate reading behaviours and skills.

Guided reading provides a bridge to independent reading and can help students develop essential higher-order thinking skills.

☉ Independent Reading

During independent reading, students choose their own books according to their interests and abilities. The text should be chosen carefully so that each student can read with a high degree of success. Students can be taught to select appropriate independent reading material and can share this task with the teacher. Emergent readers can use this independent reading time to practise reading small, predictable stories, as well as books that have been used in shared and guided reading.

When teachers plan independent reading for students, they need to provide them with time to engage in discussion and reflection. Independent reading is preceded and followed by discussion and dialogue with the teacher and/or peers. The teacher is always observing, listening and gathering information about students' reading behaviours.

Independent reading provides opportunities for students to build self-confidence, reinforce skill development, enhance fluency, build memory for language structures and vocabulary, and promote comprehension and motivation to read. In addition, independent reading gives students time to acquire more information about a specific subject of interest.

☉ Phonics and Word Study

Research has shown that phonics and word study are valuable strategies for improving students' abilities to recognize words and decode text. Although these skills alone are not enough, they are essential building blocks for becoming an effective reader. They may be taught out of context but must be practised in authentic contexts, and reading material that is engaging and meaningful for students should be used.

Phonics is a systematic instructional approach that links the foundation of phonetic awareness with students' growing knowledge of letter-sound relationships to enable them to decode words and read. Instruction begins with the most common and more easily discerned letter-sound relationships and progresses to more

complex spelling patterns, which include larger chunks of words, such as syllables. Teachers need to introduce the letter-sound correspondences in a planned, sequential manner so students have time to learn, practise and master them. Letter formation is a part of phonics instruction that reinforces students' memories of letter-sound correspondences. To understand the usefulness of letter-sound correspondences and letter formation, students need to apply their knowledge by seeing, saying and printing words in interesting and authentic contexts.

☉ 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 to 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 every day in the early stages of reading instruction 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.

Shared reading provides a bridge to guided reading. It should occur daily in the early stages of reading instruction and less frequently in later stages.

☉ 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 act out 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.

◎ Word Study

Word study gives students the opportunities to practise high-frequency words so that they can read them automatically (word identification), and to learn word-solving strategies so that they will be able to read partially familiar or unfamiliar words (word knowledge). Word study improves students' abilities to decode words independently, which is important for both fluency and comprehension. The teacher provides students with an organized environment that includes charts, lists, word walls and other resources. Activities can involve the whole class, small groups or students working independently, and may include searching for big words or mystery words; recognizing whole words, word parts, root words and compound words; adding prefixes and suffixes; using known words to decode unknown words; and recognizing letter patterns.

Reflective Discussions

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

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 require students to use inductive reasoning. Students also reflect about 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

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-plays

- 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

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:

Productive

- Mimic what the teacher says

Interpretive

- Use knowledge of the sound–symbol system to aid reading comprehension

Sharing Circle

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

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

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

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

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 long 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 “н,” “е” and “с” for “нес” 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 developing 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

Writing Instructional Strategies

☉ Writing Conferences

During writing conferences, the teacher guides one or more students through aspects of the writing process and provides specific feedback to students.

☉ Independent Writing

Independent writing occurs after the appropriate preparatory modelling, sharing and talking. During independent writing, students write silently for an extended period of time.

Give students many opportunities to write to express their thoughts, feelings and insights for a variety of purposes and audiences, using a range of forms including narratives, poems, plays, fantasy, science fiction, historical stories, children's books, songs, notes, messages, letters, journals, diaries (real or imaginary), anecdotes, dialogues, reports, presentations, learning logs, biographical sketches, requests, memos, summaries, reviews, record books, brochures, pamphlets and others.

☉ Interactive Writing

Interactive writing is shared writing during which students also serve as scribes; they take turns holding the pen and writing letters and words for the message.

☉ Shared Writing

In shared writing, the teacher and students compose a piece of writing collaboratively. The teacher acts as an expert and scribes for students on large chart paper or on the board while demonstrating, guiding and negotiating the creation of meaningful texts. The focus is on the craft of writing as well as writing conventions.

☉ Writing Aloud/Modelled Writing

During writing aloud/modelled writing, the teacher makes his or her thinking visible while composing and scribing in front of students by thinking aloud and modelling the writing process. Students see a demonstration of how writing works—planning, thinking, drafting, organizing, selecting words, forming letters, spelling, punctuating, revising, editing and formatting.

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 Arts Kindergarten to Grade 9 Program of Studies, in particular the cognitive strategies. For example:

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

ICT Curriculum in Ukrainian Language Arts Classrooms

Ukrainian language arts 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 arts 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

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 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 Grade 4 language arts classroom.

Technology	Specific Outcomes	Suggestions for Using Technology in the Classroom
word processing	<p>4.2 Enhance and Improve, enhance legibility</p> <ul style="list-style-type: none"> experiment with the use of templates and familiar software when composing and revising <p>6.5 Language Use Strategies, productive</p> <ul style="list-style-type: none"> identify and use a variety of productive strategies 	<ul style="list-style-type: none"> Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning.
spreadsheets	<p>1.1 Discover and Explore, express preferences</p> <ul style="list-style-type: none"> collect and explain preferences for particular forms of oral, print, visual and multimedia texts 	<ul style="list-style-type: none"> Students ask one another about their food preferences and create a spreadsheet to display the information.
draw/paint/ graphic applications	<p>4.2 Enhance and Improve, enhance presentation</p> <ul style="list-style-type: none"> prepare neat and organized compositions, reports and charts that engage the audience 	<ul style="list-style-type: none"> Students create collages and other artwork, using electronic graphics and text.
Internet	<p>6.4 Language Learning Strategies, cognitive</p> <ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance language learning <p>7.1 Self-identity, valuing Ukrainian language and culture</p> <ul style="list-style-type: none"> recognize and appreciate various elements of Ukrainian language and culture <p>7.2 Ukrainian Culture, diversity</p> <ul style="list-style-type: none"> explore diversity of the Ukrainian language and culture in the immediate environment 	<ul style="list-style-type: none"> Students search the Internet for information on the Ukrainian culture worldwide, then share the information in group presentations.
e-mail	<p>6.2 Language Competence, writing</p> <ul style="list-style-type: none"> produce, spontaneously or with guidance, simple texts on familiar topics in structured and unstructured situations 	<ul style="list-style-type: none"> Students exchange e-mails with students from another Ukrainian language arts class in Canada.

Technology	Specific Outcomes	Suggestions for Using Technology in the Classroom
multimedia applications	6.1 Linguistic Elements, lexicon <ul style="list-style-type: none"> • use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts 	<ul style="list-style-type: none"> • Students use a CD-ROM Ukrainian/English dictionary to look up words.
clip art/media clips	2.1 General Comprehension Strategies, prior knowledge <ul style="list-style-type: none"> • make and record connections among personal experiences, prior knowledge and a variety of texts 	<ul style="list-style-type: none"> • Students examine a variety of Ukrainian media clips.
audio equipment	6.2 Language Competence, listening <ul style="list-style-type: none"> • listen to and understand a short oral or media presentation on a familiar topic in structured and unstructured situations 6.3 Sociocultural/Sociolinguistic Competence, variations in language <ul style="list-style-type: none"> • experience a variety of accents and variations in speech 	<ul style="list-style-type: none"> • Students listen to a variety of audio clips of Ukrainian speakers from music, movies, television and so on.
video equipment	6.3 Sociocultural/Sociolinguistic Competence, nonverbal communication <ul style="list-style-type: none"> • recognize appropriate nonverbal behaviours for people frequently encountered 	<ul style="list-style-type: none"> • Students view videos in which Ukrainian speakers use nonverbal behaviours; then students video-record themselves miming the behaviours.
digital cameras	3.2 Select and Process, access information <ul style="list-style-type: none"> • use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas 4.2 Enhance and Improve, enhance presentation <ul style="list-style-type: none"> • prepare neat and organized compositions, reports and charts that engage the audience 	<ul style="list-style-type: none"> • Students create booklets that include digital photographs of classmates and various of objects found in the classroom; e.g., desks, displays, books.

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: 5-G

Outcomes

4.4 Present and Share, share ideas and information

- prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience

6.2 Language Competence, speaking

- produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation

6.5 Language Use Strategies, productive

- identify and use a variety of productive strategies

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.,

Мене звати _____
name

Мій день народження _____
birthday

У моїй родині _____
The people in my family

Моїх друзів звати _____
Names of friends

Я живу в _____
Name of city, province, country

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

adapt the template to meet the needs of students with special education needs

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
templates

Web Links

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.

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.paperella.net>
- <http://www.skype.com>
- <http://www.quizstar.com>
- <http://www.abcteach.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>



Chapter 5

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, these 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.

A student's IPP can provide helpful information for planning and adapting instruction in the language arts 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

➔ 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 arts classroom, but teachers can support the learning of all students 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

Content consists of the knowledge, skills and attitudes that students learn, as reflected in the general and specific 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. 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.

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

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

→ For more information ...

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

→ 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 Ukrainian language arts 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, wherever 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"> • oral report • panel discussion • debate • games • brainstorming • oral questions and answers • interviews 	<ul style="list-style-type: none"> • research papers • poems • essays • stories • diaries • plays • cookbooks 	<ul style="list-style-type: none"> • diorama • collage • painting • model • pictograph • mural • bulletin board • games • inventions 	<ul style="list-style-type: none"> • simulation • role-play • drama • pantomime • puppet show • radio commercials 	<ul style="list-style-type: none"> • puzzles • problems • riddles • games • brainteasers • charades

4. Choose strategies for assessment and evaluation.

→ For more information ...

Chapter 8

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 4
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 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 4 “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 to be 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.

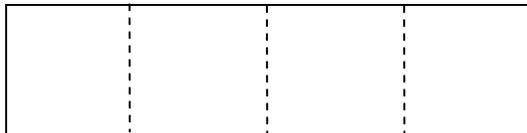
4. Set up classroom organizational systems and routines for easier access of information and materials.

- 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 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 completed practice page might look like this:

mother	мама✓	mother✓	мама✓
father	тато✓	father✓	тато✓
brother	хлопець 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.

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.)
- Перепрошую. (Pardon?)
- Що _____ означає? (What does _____ mean?)
- Прошу знову повторити. (Could you say that again, please?)

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 use 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 abilities 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 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 arts 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 small successes.

4. Help students increase their successes.

- 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 interest in and experience 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.



Chapter 6

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

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

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

Common Affective Characteristics of Gifted Students

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

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

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

Individualized Program Plans (IPPs)

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.

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.

Flexible Pacing

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.

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.

Enrichment Strategies

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

Grade/Curriculum Focus	Whole Group Activity	Suggestion for Differentiation
Grade 4 <ul style="list-style-type: none">• develop reading skills in Ukrainian	<ul style="list-style-type: none">• Class reads a grade-level story and discusses.	<ul style="list-style-type: none">• Students read a story written above grade level and develop a graphic organizer to illustrate understanding.
Grade 5 <ul style="list-style-type: none">• explain personal viewpoints; e.g., favourite television show or time of year	<ul style="list-style-type: none">• Working in small groups, students share their impressions of a recently viewed television show by preparing a survey and administering it to their classmates. They tally the results and write a short report on the various viewpoints of their fellow students.	<ul style="list-style-type: none">• Students choose a controversial topic and in Ukrainian present supporting arguments to explain their viewpoint. They should be prepared to defend their opinion when challenged by their classmates.
Grade 6 <ul style="list-style-type: none">• explore the use of language for imagination, humour and fun	<ul style="list-style-type: none">• Students play a variety of traditional sports or games in Ukrainian.	<ul style="list-style-type: none">• Based on their research and understanding of the language and culture, students develop a new game and teach it to the class in Ukrainian.

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

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 students' thinking abilities and push them to engage more deeply in the content area.

➔ For a blank
template ...

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;">DEMONSTRATE</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;">PLAN</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;">INTERVIEW</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;">RESEARCH</p> <p>Research traditional foods enjoyed in Ukraine during major holidays.</p>	<p style="text-align: center;">YOUR IDEA</p>	<p style="text-align: center;">SURVEY</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;">DISPLAY</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;">CREATE</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;">EVALUATE</p> <p>In Ukrainian, create a rubric to evaluate your performance in one of the other activities on this menu.</p>

Independent Study

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 topic, 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.

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 complete each of the activities. 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 _____

Date _____

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.

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

	Category	Definition	Activities	Sample Products
lower to higher ↓	1. Knowledge	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
	Illustrative Examples <ul style="list-style-type: none"> Recite the names of family members (e.g., mother, grandfather, sister) in Ukrainian. Draw a family tree and label the relationships between family members in Ukrainian. 			
	Caution 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. Comprehension	Understand concepts and information.	restate in own words • give examples • explain • summarize • translate • show symbols • edit	drawing • diagram • response to question • revision • translation
	Illustrative Examples <ul style="list-style-type: none"> Explain how to play a game in Ukrainian. Demonstrate how something works in Ukrainian. 			
	3. Application	Transfer knowledge learned from one situation to another.	demonstrate • use guides, maps, charts, etc. • build • cook	recipe • model • artwork • demonstration • craft
	Illustrative Examples <ul style="list-style-type: none"> Interview a school volunteer who speaks Ukrainian. Listen to a partner describe an object in Ukrainian and draw what your partner describes. Write journal entries from the point of view of a new Ukrainian-speaking person arriving in your city or town. 			

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.

Category	Definition	Activities	Sample Products
Analysis	Understand how parts relate to a whole. Understand structure and motive. Note fallacies.	investigate • classify • categorize • compare • contrast • solve	survey • questionnaire • plan • solution to a problem or mystery • report • prospectus
Illustrative Examples			
<ul style="list-style-type: none"> Develop a simple story in Ukrainian. Black out key phrases and trade with partners to fill in missing sections. Choose an important vocabulary word in Ukrainian and create a web showing its meaning, origin, usage and related words. Create a Venn diagram comparing English and Ukrainian languages. 			

5.

Category	Definition	Activities	Sample Products
Evaluation	Establish criteria and make judgements and decisions.	judge • evaluate • give opinions • give viewpoint • prioritize • recommend • critique	decision • rating • editorial • debate • critique • defence • verdict • judgement
Illustrative Examples			
<ul style="list-style-type: none"> Listen to two short stories in Ukrainian and explain which one you prefer and why. Develop criteria for evaluating the effectiveness of an ad and then rate the effectiveness of three ads from a Ukrainian language magazine. 			

lower to higher

6.

Category	Definition	Activities	Sample Products
Synthesis	Re-form individual parts to make a new whole.	compose • design • invent • create • hypothesize • construct • forecast • rearrange parts • imagine	lesson plan • song • poem • story • advertisement • invention • other creative products
Illustrative Examples			
<ul style="list-style-type: none"> Compose a song in Ukrainian. View a travel film for Ukraine and plan the activities for a seven-day vacation with your family. 			

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. 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 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 sources. 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 7

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 also be learning to speak English as a second language.

Canadian-born ESL Students

First Nations, Métis and Inuit (FNMI) peoples

- may speak English, French, an FNMI language or a combination of languages in their homes and communities
- can differ greatly from community to community
- have skill in their first language, which influences further language learning, that ranges from fluent to minimal
- may use culturally specific nonverbal communication and may have specific cultural values and beliefs regarding listening and speaking

Francophone people

- come from within the province and from other areas of Canada
- may enter English-speaking schools at any age or may be learning English as a second language in a Francophone school

Hutterites, Mennonites or people of other religious groups

- attend school within their communities and learn English to access the outcomes of the program of studies
- have religious and cultural concerns in their communities that strongly influence the selection of instructional strategies and teaching materials

Canadian-born children of immigrants

- have parents who may not speak English, limiting family support in schooling
- 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

Foreign-born ESL Students

Recently arrived immigrants

- make up a large group of ESL students in Alberta schools
- may arrive at any time in the school year, and could be at any grade level
- 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

Refugees

- have all the needs of regular immigrants, as well as issues relating to war, disaster, trauma and disorientation
- may not have wanted to leave their home countries
- may be worried about family members who have been left behind
- may have received little or no formal schooling and have complex needs that go beyond learning English as a second language
- may qualify for additional assistance from the federal government on arrival
- may require assistance from government, social and community agencies for several years

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 language and culture in which they are immersed.

Cultural Considerations

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, languages 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

The ESL student can 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 child'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)

It is important for classroom teachers to understand the difference 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, 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 learners will benefit from being included in the Ukrainian language arts program. 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 arts programs, despite their limited proficiency in English.

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, wherever 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.

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

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

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
Grade 4	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.
Grade 5	Explain personal viewpoints; e.g., favourite television show or time of year.	Working in small groups, students share their impressions of a recently viewed television show by preparing a survey and administering it to their classmates. They tally the results and write a short report on the various viewpoints of their fellow students.	ESL learner will contribute some of the words for the survey. With the help of the group, he or she may create a chart and graphics to indicate where the majority of the class has similar viewpoints and where there are differences.
Grade 6	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 technology are effective instructional strategies for ESL students.

Cooperative Learning

→ For more information ...

Chapter 4

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 learners carefully, assign roles in each group and monitor group interactions.

Group Discussion

Similar to cooperative learning, group discussions allow ESL learners 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 4

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 learners 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. 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 8

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.

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 learning 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 8

Classroom

Assessment

Chapter Summary

Introduction

Assessment

Evaluation

Assessment for Learning (Formative), Assessment of Learning (Summative) and Diagnostic Assessment

Determining the Assessment Purpose

Principles of Effective Classroom Assessment

Assessment Accommodations for Students with Special Education Needs

Student-directed Assessment

Teacher-directed Assessment

Assessment/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 the learning activities that will be used to build understandings 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 future 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), Assessment of Learning (Summative) and Diagnostic Assessment

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

Assessment for Learning

→ For blackline masters ...

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 performances. 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.

Diagnostic Assessment

Diagnostic assessment may occur at the beginning of a term, unit of study or whenever information about the prior learning of a student is relevant. Various types of diagnostic assessments (e.g., tests, performance-based assessments) may be used to collect information. Teachers may use diagnostic assessment to:

- find out what students know and can do
- identify student strengths and plan instruction that builds on and extends those strengths
- target difficulties, identify the precise nature of them and plan instruction to meet those difficulties
- make informed decisions regarding where to focus instructional time and effort.

Determining the Assessment Purpose

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, on a scale from easy to difficult, what has been learned. 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 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.

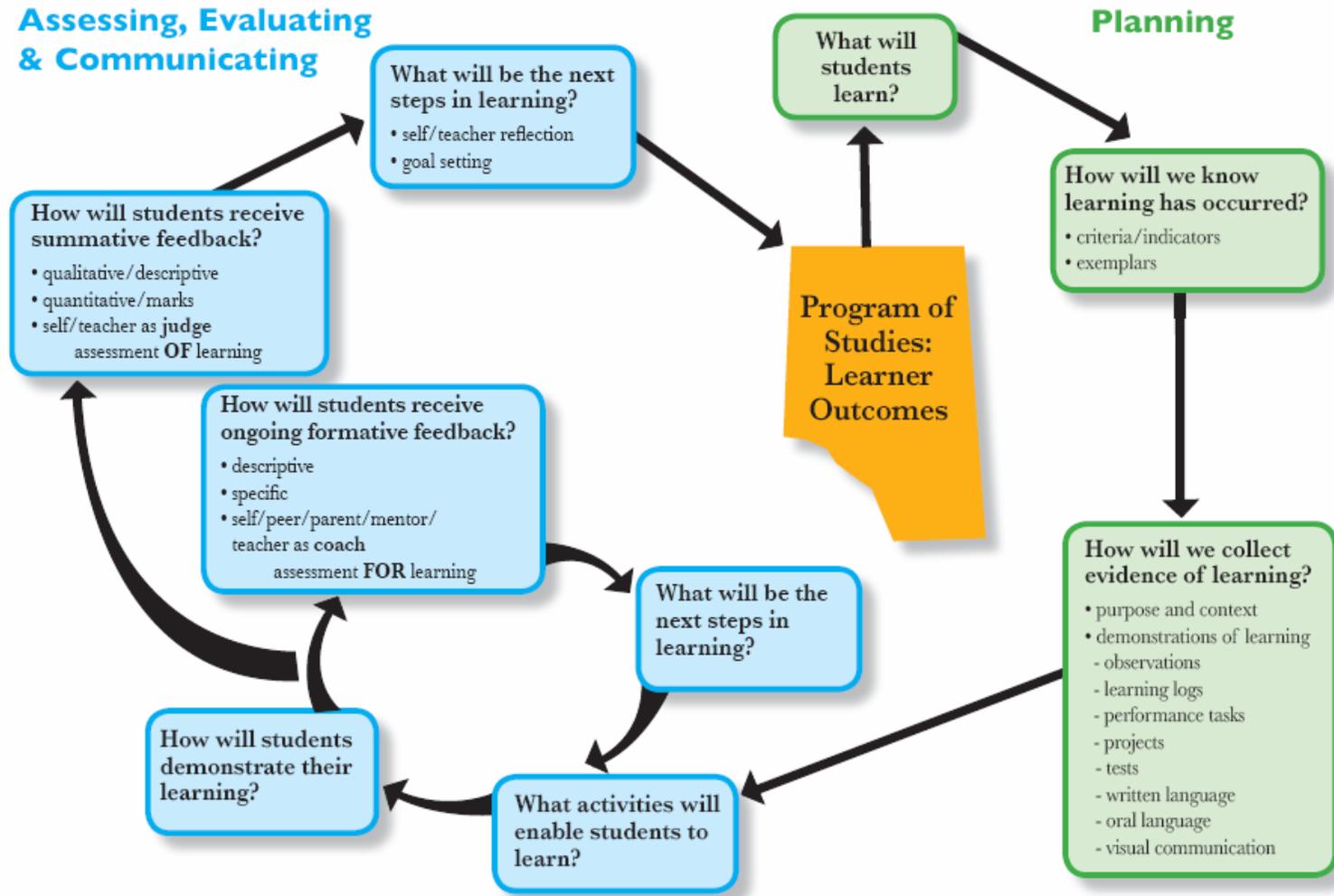
Meaningful Assessment

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 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 aligns with 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 8
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 5

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

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

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.

Conferencing

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 the 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.

Reading Conferences



Chapter 3

Reading conferences are usually one-on-one meetings between the teacher and the student. They involve diagnostic evaluation of reading skills, questioning and responding. The tone of reading conferences should be relaxed and friendly, with a limited number of topics to be discussed. Students should be aware of the purpose of the conference and the expectations of participants before the conference begins.

Reading conferences can be used to:

- provide the teacher with information about student progress
- set new learning goals
- allow students to address difficulties or problems with the teacher
- discuss reading strengths and areas for improvement
- learn about students' reading abilities and the skills and strategies they employ during the reading process
- provide an opportunity for individualized teaching and guiding students to more challenging reading materials.

Procedure

Conferences are more productive if both the teacher and the student are prepared. Some possible preparatory activities for students include:

- practising a piece to be read aloud to the teacher
- updating or reviewing a reading log or response journal and choosing segments to share with the teacher
- selecting a passage causing difficulty and preparing to discuss problems and problem solving used
- preparing a list of difficult words to be discussed
- selecting and preparing for discussion of a reading the student found interesting, exciting or humorous
- preparing to discuss how a selection relates to another text or personal experience
- preparing a self-assessment and personal reflection list; e.g., things I am doing well as a reader, things I plan to work on as a reader.

Depending on the type of preparation for the conference, gather assessment data and provide feedback information to the student by:

- completing a running record of oral reading
- using a checklist or rubric to evaluate the student's response journal or reading log
- completing a specific strategy checklist
- completing a retelling assessment
- noting vocabulary development and strategy use
- noting connections the student is making to other texts, prior knowledge and experience in the world
- observing the student's level of ownership of the reading process through discussion of the student's self-assessment and goals
- observing the range of text forms, genres and topics the student is reading
- using interview questions related to specific aspects of reading, such as comprehension, style and decoding text for meaning, as well as the student's self-perceptions as a reader.

Oral Reading Miscue Analysis

Oral reading miscue analysis describes procedures used with oral reading to determine how the reader is processing print. Oral reading provides a means for examining the reader's use of three cueing systems—graphophonic, syntactic and semantic. It is based on the premise that not all errors or miscues are equal and that careful analysis of miscues can yield important information about which cues and strategies the reader is using or failing to use effectively. Analysis is focused on the types of substitutions that the reader makes during oral reading.

The purpose of miscue analysis is to provide systematic analysis of the types of miscues the reader is making to determine which strategies need to be emphasized in word identification and comprehension instruction.

Running Records of Text Reading

Keeping a running record of text reading is a technique for systematically observing students as they read classroom texts. It is important to receive training in the administration and interpretation of running records of text reading. Running records provide documentation of students' actual reading of a text that the teacher can analyze and use to make instructional decisions. This is a very useful tool because it can be done almost anywhere and takes only a few minutes to complete. The analysis of records of oral reading behaviours provides the teacher with information about the strategies that the student is using, or not using, when reading text—information that is helpful when planning programs.

Running records of text reading can be recorded on a blank sheet of paper; no special form is required. The student or the teacher may select the book to read. The teacher sits beside the student as he or she reads the text, records notes on the oral reading behaviours of the student, then analyzes these records when time is available.

Think-alouds

Think-alouds are reading tasks in which students are asked to verbalize their thoughts while reading. Think-alouds are an effective instructional strategy, can provide insight into how readers process text and serve as a very effective assessment strategy for comprehension.

Personal Reflection and Self-assessment

➔ For blackline masters ...

Appendix E
Self-assessment Checklist,
Self-assessment Rating Scale,
Self-assessment Checklist 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 ...

Response journals, learning logs, end-of-the-class drawings and partner talk are other ways for students to reflect on their learning in the classroom.

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

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 _____ 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 ...¹

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

➔ 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 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.

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.

→ For sample blackline masters ...

Appendix D
Goal Setting
Organizer 1, 2,
3 or 4
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
- identify 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.

Learning Logs

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

➔ 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 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 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 arts 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 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 increases 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. For example, a Grade 3 class might describe levels of quality with phrases such as:

- Super!
- Going beyond.
- Meets the mark.
- Needs more work.

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

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.

Anecdotal Notes

➔ For blackline masters ...

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 the 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 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

➔ 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 after 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

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

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

“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.

Performance assessment tasks can be organized into two categories: products (such as dioramas, slide shows, journals, video recordings) and performances (such as dramatic readings, puppetry, debates).

"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.

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 9

Grade Level Samples

Chapter Summary

Introduction
Integrate for Efficiency and Motivation
Reading the Grade Level Samples

Introduction

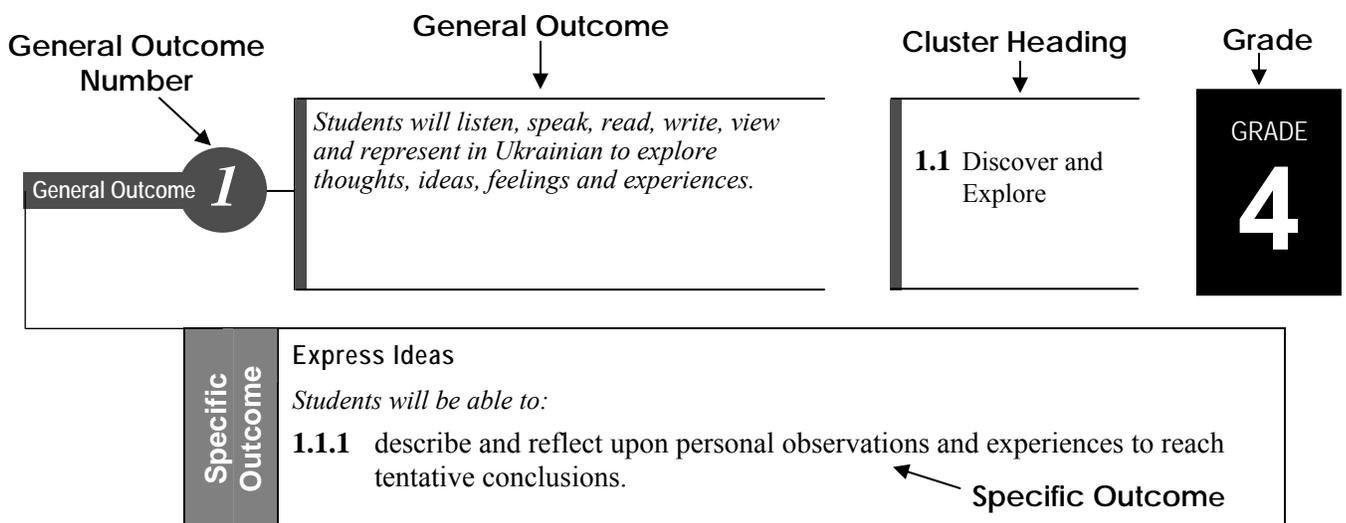
The grade level samples section provides sample teaching and learning activities with complementary assessment strategies for each specific outcome in the program of studies. The prescribed general and specific outcomes for each grade level, which teachers are responsible for achieving with their students, appear in the same order as in the program of studies.

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 seven general outcomes. Such integration motivates students to become active partners in learning and to take personal responsibility for their own learning.

Reading the Grade Level Samples



Samples of teaching and learning activities follow to help illustrate the intent of the specific outcome.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Respond, Discuss and Draw Conclusions

Have students experience various texts; e.g., Ukrainian posters, cartoons, advertisements, comic strips, stories, media texts or videos. Students can share their personal responses in various ways; e.g.,

- discuss, using prompts in Ukrainian provided by the teacher
- sketch their observations and share them with a partner
- write in their journals about their favourite parts, using sentence starters.

Have students discuss their responses and draw conclusions about the text.

Extension: After watching a play or school performance, students talk about what was appealing or meaningful to them and draw conclusions about the performance; e.g.,

- Мені подобалося...
- Мені було цікаво...
- Мені найбільше подобалося...

Suggestions for assessment appear under the heading **Sample Assessment Strategies**.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- describe and reflect upon personal observations and experiences to reach tentative conclusions?

Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to describe and reflect upon personal observations and experiences to reach tentative conclusions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Conferences

Conference with students to discuss their skills in making appropriate observations and drawing conclusions. Provide feedback and encouragement to help students describe and reflect with confidence.

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to describe and reflect upon personal observations and experiences to reach tentative conclusions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Portfolios

Have students include in their portfolios assignments, Y-charts, activities and materials reflecting their personal observations, experiences and abilities to draw conclusions.

Suggested materials and teaching and learning resources appear under the heading **Sample Resources**.

SAMPLE RESOURCES

- *Читаймо разом. Чарівні казки.* Haddock, P. Київ: Махаон–Україна, 1999.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Українські народні казки. Учительський довідник. Ukrainian Folk Tales Teacher's Guide.* Blazuk, J., Lambert, V. Edmonton, AB: ACCESS Alberta Educational Communications Corporation, 1983.
- Y-chart (see sample blackline master in Appendix D).

Grade 4 Example of the Ukrainian Language Arts Guide to Implementation

1 General Outcome	Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.	I.1 Discover and Explore	4 GRADE
Specific Outcome	Express Ideas Students will be able to: 1.1.1 describe and reflect upon personal observations and experiences to reach tentative conclusions.		

SAMPLE TEACHING AND LEARNING ACTIVITIES

Respond, Discuss and Draw Conclusions

Have students experience various texts; e.g., Ukrainian posters, cartoons, advertisements, comic strips, stories, media texts or videos. Students can share their personal responses in various ways; e.g.,

- discuss, using prompts in Ukrainian provided by the teacher
- sketch their observations and share them with a partner
- write in their journals about their favourite parts, using sentence starters.

Have students discuss their responses and draw conclusions about the text.

Extension: After watching a play or school performance, students talk about what was appealing or meaningful to them and draw conclusions about the performance; e.g.,

- Мені подобалося...
- Мені було цікаво...
- Мені найбільше подобалося...

Prediction Chart

Students work in small groups to complete a prediction chart before reading a story. They predict what characters may be like or what the plot is by studying pictures in the story; e.g.,

Зміст	Що я думаю	Що сталося

Y-chart

Model how to use a Y-chart to record and reflect upon personal observations, experiences and conclusions. Students work in small groups to record their experiences and ideas on a Y-chart as a follow-up to a field trip; e.g.,



4 GRADE	Specific Outcome	Express Ideas Students will be able to: 1.1.1 describe and reflect upon personal observations and experiences to reach tentative conclusions. <i>(continued)</i>
-------------------	-------------------------	--

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- describe and reflect upon personal observations and experiences to reach tentative conclusions?

Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to describe and reflect upon personal observations and experiences to reach tentative conclusions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Conferences

Conference with students to discuss their skills in making appropriate observations and drawing conclusions. Provide feedback and encouragement to help students describe and reflect with confidence.

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to describe and reflect upon personal observations and experiences to reach tentative conclusions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Portfolios

Have students include in their portfolios assignments, Y-charts, activities and materials reflecting their personal observations, experiences and abilities to draw conclusions.

SAMPLE RESOURCES

- *Читаймо разом. Чарівні казки.* Haddock, P. Київ: Махаон-Україна, 1999.
- *Українські народні казки (videocassette).* Edmonton, AB: ACCESS Network, 1983.
- *Українські народні казки. Учительський довідник. Ukrainian Folk Tales Teacher's Guide.* Blazuk, J., Lambert, V. Edmonton, AB: ACCESS Alberta Educational Communications Corporation, 1983.
- Y-chart (see sample blackline master in Appendix D).

Grade Level Samples for Grade 4–Grade 6

Grade 4

General Outcome 1	187
General Outcome 2	205
General Outcome 3	229
General Outcome 4	255
General Outcome 5	283
General Outcome 6	301
General Outcome 7	353

Grade 5

General Outcome 1	385
General Outcome 2	403
General Outcome 3	427
General Outcome 4	453
General Outcome 5	481
General Outcome 6	497
General Outcome 7	549

Grade 6

General Outcome 1	581
General Outcome 2	599
General Outcome 3	623
General Outcome 4	649
General Outcome 5	677
General Outcome 6	693
General Outcome 7	745

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Express Ideas

Students will be able to:

- 1.1.1** describe and reflect upon personal observations and experiences to reach tentative conclusions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Respond, Discuss and Draw Conclusions

Have students experience various texts; e.g., Ukrainian posters, cartoons, advertisements, comic strips, stories, media texts or videos. Students can share their personal responses in various ways; e.g.,

- discuss, using prompts in Ukrainian provided by the teacher
- sketch their observations and share them with a partner
- write in their journals about their favourite parts, using sentence starters.

Have students discuss their responses and draw conclusions about the text.

Extension: After watching a play or school performance, students talk about what was appealing or meaningful to them and draw conclusions about the performance; e.g.,

- Мені подобалося...
- Мені було цікаво...
- Мені найбільше подобалося...

Prediction Chart

Students work in small groups to complete a prediction chart before reading a story. They predict what characters may be like or what the plot is by studying pictures in the story; e.g.,

Зміст	Що я думаю	Що сталося

Y-chart

Model how to use a Y-chart to record and reflect upon personal observations, experiences and conclusions. Students work in small groups to record their experiences and ideas on a Y-chart as a follow-up to a field trip; e.g.,

Що я чув/чула	

Що я бачив/бачила	Мої враження

Express Ideas

Students will be able to:

- 1.1.1** describe and reflect upon personal observations and experiences to reach tentative conclusions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- describe and reflect upon personal observations and experiences to reach tentative conclusions?

Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to describe and reflect upon personal observations and experiences to reach tentative conclusions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Conferences

Conference with students to discuss their skills in making appropriate observations and drawing conclusions. Provide feedback and encouragement to help students describe and reflect with confidence.

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to describe and reflect upon personal observations and experiences to reach tentative conclusions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Portfolios

Have students include in their portfolios assignments, Y-charts, activities and materials reflecting their personal observations, experiences and abilities to draw conclusions.

SAMPLE RESOURCES

- *Читаймо разом. Чарівні казки.* Haddock, P. Київ: Махаон–Україна, 1999.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Українські народні казки. Учительський довідник. Ukrainian Folk Tales Teacher's Guide.* Blazuk, J., Lambert, V. Edmonton, AB: ACCESS Alberta Educational Communications Corporation, 1983.
- Y-chart (see sample blackline master in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Consider Others' Ideas

Students will be able to:

1.1.2 explore connections among a variety of own and other's insights, ideas and responses.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Discuss, Paraphrase and Connect

After looking at a variety of picture books or illustrations about a topic, students discuss the illustrations; e.g.,

- Мені найбільше подобається...
- Ця ілюстрація мені не подобається тому, що...

Students then paraphrase another student's ideas and connect them to their own ideas.

Inside-outside Circle

Students participate in an inside-outside circle. Invite students to form two circles, one inside the other. Students in the circles turn to face one another. When the music begins, students walk in opposite directions. When the music stops, pose a question or identify a topic and students exchange ideas in Ukrainian before the music starts again; e.g.,

- Яка твоя улюблена пора року?
- Яке твоє улюблене свято?
- Який твій улюблений предмет?

Гобі

After reading the story *Гобі*, students prepare survey questions, with teacher guidance, to find out about one another's favourite hobbies. Students survey their classmates or students from another Ukrainian bilingual class in the school. They may use computer software to graph the results of the survey.

Talking Circle

Invite students to share their ideas and opinions on a familiar topic during a talking circle activity. Every student is encouraged to speak and students are given time to reflect on what others have said.

Consider Others' Ideas

Students will be able to:

- 1.1.2** explore connections among a variety of own and other's insights, ideas and responses. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore connections among a variety of own and other's insights, ideas and responses?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore connections among a variety of own and other's insights, ideas and responses (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore connections among a variety of own and other's insights, ideas and responses. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore connections among a variety of own and other's insights, ideas and responses (see sample blackline master in Appendix E: Self-assessment Checklist).

Сьогодні я навчився/навчилася від _____, що _____.
Сьогодні _____ поміг мені зрозуміти _____.

SAMPLE RESOURCES

- *Попелюшка*. Київ: Гроно, 1997.
- *Стефан і величезна фасоля*. Koszarycz, H. Edmonton, AB: Alberta Parents for Ukrainian Education Society, 1991.
- *Нова 4: На допомогу вчителю—матеріали для планування занять*. Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005.
- *Нова 3: Читанка-сходінка. Один день з мого життя*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995, «Гобі», с. 1–8.

General Outcome

1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE

4

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 explore and experiment with a variety of forms of expression for particular personal purposes.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Dramatic Forms

Students look at the list of Ukrainian stories for the week. After reading a story, they make a shadow puppet to express feelings.

Extension: Students, working in small groups, prepare a readers' theatre production of a favourite Ukrainian story, using gestures and voices for effect.

Photo Essay

Students create captions for photographs related to a specific, familiar Ukrainian theme or topic and share their captions with one another. They may also bring personal photographs from home and write a caption.

Alternative Activity: During a field trip, use a digital camera to take pictures that students can use to prepare a photo essay. Working in small groups, students arrange the photographs and write captions to accompany each photograph. They may also include a short, written summary of the field trip.

Personal Time Lines

Share a personal time line of memorable experiences/milestones to serve as a model. Invite students to create personal time lines that depict memorable milestones in their lives. These milestones may be accompanied by personal sketches or photographs.⁶ Students present their time lines in class.

News Stories

Model for students how to use 5 Питань (5 W's) when presenting a story, news item or information. One student each day will present a retelling of a current news story, incorporating the 5 W's.

6. Moline, Steve. *I See What You Mean: Children at Work with Visual Information*. York, ME: Stenhouse, 1995.

Experiment with Language

Students will be able to:

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore and experiment with a variety of forms of expression for particular personal purposes?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore and experiment with a variety of forms of expression for particular personal purposes (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore and experiment with a variety of forms of expression for particular personal purposes. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Снігуронька*. Київ: Школа, 1999.
- *Нова 2: Розповіді для розвитку мови й понять. Книги 1–7*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Нова 4: На допомогу вчителю—матеріали для планування занять*. Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005.
- *Пригоди*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.
- *Нова 2: Розповіді для розвитку мови й понять. Книга 6: Запрошую до себе!* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Звуки», с. 29–41.
- Digital or disposable camera.

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Express Preferences

Students will be able to:

1.1.4 collect and explain preferences for particular forms of oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Expressing Form Preferences

Using vocabulary reviewed in class to express preferences, students describe their preferred form of a story; e.g., CD-ROM, video, play, book. They explain their preferences; e.g., “I liked the story on the CD-ROM because it was fun to click on the characters.”

Extension: Students sketch their favourite scenes from a text they have heard, viewed or read. They display their sketches and give simple reasons for why they like the text, using vocabulary reviewed in class.

Share Favourites

Students share favourite Ukrainian stories, using peer conferencing cue cards. They interview one another about their favourite stories and record responses; e.g.,

Улюблені казки/оповідання		
Ім'я партнера/партнерки	Назва казки/оповідання	Коментарі
1. Яка твоя улюблена українська казка/оповідання?		
2. Чому це твоя улюблена казка/оповідання?		

Personal Logs

Students keep personal records or logs of listening, reading and viewing experiences. Information in these records or logs may include the date of the experience, the form (e.g., book, magazine, video, computer story, audiotape, oral story), the title and the author, as well as their opinion or rating.

Cartoon or Movies

Students view a short animated cartoon or movie in Ukrainian. Invite them to share what they enjoyed about the cartoon/movie and record these ideas on poster paper posted in the classroom. Elements such as characters, music and storyline should be addressed. Use vocabulary and sentence starters; e.g.,

- Мій улюблений мультфільм _____.
- Мій улюблений персонаж _____.
- Мені подобається цей мультфільм, бо...

Express Preferences

Students will be able to:

- 1.1.4** collect and explain preferences for particular forms of oral, print, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- collect and explain preferences for particular forms of oral, print, visual and multimedia texts?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to collect and explain preferences for particular forms of oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

 Learning Logs

Have students reflect on their listening, reading and viewing experiences in their Learning Logs by completing sentence starters; e.g.,

Перевірка здатності до читання

Ім'я: _____ Дата: _____

- Цього місяця я прочитав/ла _____ казок/оповідань, _____ часописів (журналів), _____ комп'ютерних текстів.
- Цього місяця я прослухав/ла _____ оповідей або інформаційних повідомлень.
- Цього місяця я подивився/лась _____ художніх або інформаційних передач.
- Найбільше задоволення я отримав/ла від тексту _____ тому що _____
- Цього місяця я поділився/лась _____ текстами.
- Найприємніше мені було ділитися, коли _____
- Того разу мені було дуже приємно ділитися тому, що _____

SAMPLE RESOURCES

- *Рукавичка*. Київ: А-БА-БА-ГА-ЛІА-МА-ГА, 1997.
- Video recordings of Ukrainian television programs; e.g., *Контакт* from Toronto.
- Ukrainian newspapers; e.g., *Український голос*, *Українські вісті*, *Гомін України*.

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Set Goals

Students will be able to:

1.1.5 identify areas of personal accomplishment in language learning and use.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Reflection and Goal Setting

Following a writing assignment, students reflect on what they did well and identify areas for improvement; e.g.,

What I Do Well

I indent my paragraphs.

What I Want to Do Better

I'm not sure when to start a new paragraph.

Що я роблю добре

Я починаю новий параграф

Що я хочу робити краще

Я не зовсім розумію, коли починати новий параграф

Readers' Theatre Critique

Students view their own readers' theatre presentation or dialogue presentation on video and then critique what went well and what could be improved; e.g., expression, speed, volume, clarity.

Provide a sample checklist; e.g.,

- Я повинен/повинна голосніше говорити так ні
- Я повинен/повинна повільніше/швидше говорити так ні

Reading Records Review

Students review their reading records at regular intervals and complete information slips to tell what they have accomplished and to set goals for the future; e.g.,

Місяць _____
Ім'я _____
1. Цього місяця я прочитав/прочитала _____ книжок / оповідань / поем.
2. Я поділився/поділилася _____ книжками з моїми однокласниками.
3. Наступного місяця я буду читати _____ книжок/ Оповідань / поем.
4. Наступного місяця я поділюся з _____.
5. Коли я читаю, я добре вмію ...
6. Я хочу ліпше/краще ...
Учительські коментарі:

(continued)

Set Goals

Students will be able to:

- 1.1.5** identify areas of personal accomplishment in language learning and use.
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)***Success Displays**

Using vocabulary charts describing the qualities of good learners, readers and writers, students create and display posters that describe successful readers, writers and learners.

Coat of Arms

Students draw their own coats of arms that illustrate their personal strengths, skills and accomplishments as language learners. These are displayed in the classroom. Students share about the symbols used on their individual coats of arms.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify areas of personal accomplishment in language learning and use?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify areas of personal accomplishment in language learning and use (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conduct language learner interviews to determine how students view themselves as learners. These interviews may need to be conducted in English. Students may be asked to:

- describe language learning strategies
- tell why and how the strategies helped them
- tell why they use the various strategies
- describe what they can do well
- describe areas they would like to improve.

SAMPLE RESOURCES

- *Нова 4: Діялоги*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

Specific Outcome

Develop Understanding

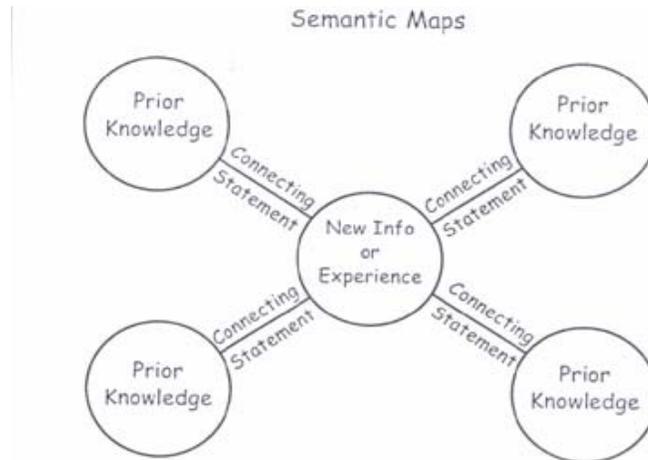
Students will be able to:

1.2.1 connect new information and experiences with prior knowledge to construct meaning in different contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Semantic Maps

Model the use of semantic maps in class, using a theme covered in the *Nova 4* dialogues. Students show connections by making a web. Highlight the information they already know with one colour and highlight new knowledge with another colour.



KWL Charts

Students work in small groups to complete the K and W sections of a KWL chart at the start of a new thematic unit or research project. As students learn information about their topic or theme, they record this new learning in the L section of the KWL chart. Students are encouraged to reflect on how they connect new information to prior knowledge and experiences.

Що знаємо	Що хочемо знати	Що вивчили

Develop Understanding

Students will be able to:

- 1.2.1** connect new information and experiences with prior knowledge to construct meaning in different contexts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- connect new information and experiences with prior knowledge to construct meaning in different contexts?

Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to connect new information and experiences with prior knowledge to construct meaning in different contexts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Conferences

Conference with students to discuss the importance of reflecting on prior knowledge.

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to connect new information and experiences with prior knowledge to construct meaning in different contexts (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 4: Діялоги.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 4: На допомогу вчителю—матеріали для планування занять.* Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005.
- KWL chart (see sample blackline master in Appendix D).

General Outcome

1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE

4

Specific Outcome

Explain Opinions

Students will be able to:

1.2.2 express new concepts and understanding in own words.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Word Cards

Students are provided with Ukrainian word cards from the topic or theme they have just covered. They sort these words into categories; e.g., grammatical categories—чоловічий рід, жіночий рід, середній рід, живі/неживі істоти.

Word Wall

Working together, students create a word wall related to a specific topic or theme under study. They brainstorm for words or phrases and record these on labels that they place on a large wall chart.

Creative Expression

Students express their understanding of a topic discussed in class through cartooning, sketching, pantomime or creating a collage using words and phrases.

Explain Opinions

Students will be able to:

1.2.2 express new concepts and understanding in own words. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express new concepts and understanding in own words?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to express new concepts and understanding in own words (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to express new concepts and understanding in own words. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Portfolios

Have students include samples of cartoons, sketches and collages in their portfolios, showing their ability to express new concepts and understanding in own words.

SAMPLE RESOURCES

- Teacher-prepared Ukrainian word cards.

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Combine Ideas

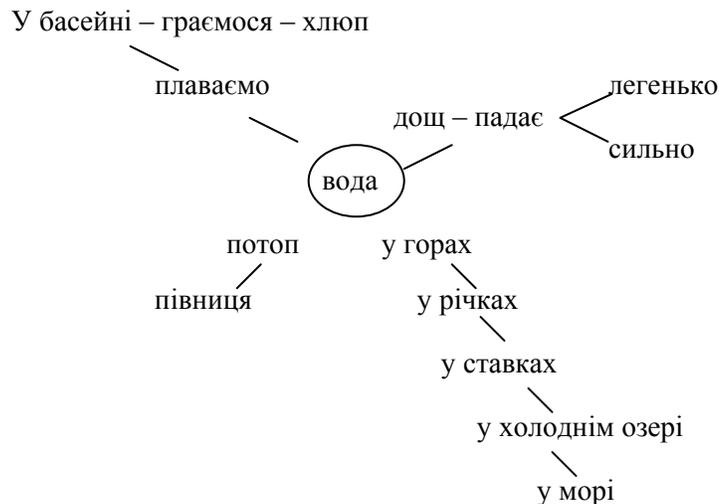
Students will be able to:

1.2.3 organize ideas and information in ways that clarify and shape understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cluster Diagrams

After reading the story *На озері* together in class, guide students as they prepare a cluster diagram about water and explore ideas through a poem, picture or narrative; e.g.,



Fact Frieze

After reading stories about the Inuit, e.g., *Інуїти*, students record information about the Inuit, using pictures and captions. They put these together to form a fact frieze that they display in the classroom.

Story Maps

Model how a story map can be used to organize information from a story. Working in small groups, students prepare a story map on a story they read together in class. The story maps are shared in class.

Combine Ideas

Students will be able to:

- 1.2.3** organize ideas and information in ways that clarify and shape understanding.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- organize ideas and information in ways that clarify and shape understanding?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to organize ideas and information in ways that clarify and shape understanding (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Have students describe their preferred ways to organize ideas and information, and show their successful ways of organizing to clarify understanding. Encourage students to identify challenges they face and target areas to improve.

 Self-assessment and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to organize ideas and information in ways that clarify and shape understanding. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- *Пригоди*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977, «На озері», с. 17–19.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978, «Інуїти», с. 138–178.

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Extend Understanding

Students will be able to:

1.2.4 ask questions to clarify information and develop new understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Cultural Questions**

When listening to a story about a family in another country, students ask questions about the story; e.g.,

- Які там школи?
- Ким працюють люди?
- Як діти забавляються?
- Які свята святкують?
- Яка там погода?

View and Clarify

After watching a video, students ask questions about things they do not understand, referring to phrases on language ladders posted in the classroom; e.g.,

- Я не зрозумів/зрозуміла _____
- Мені не ясно _____
- Я хочу знати більше про _____.

Interview Questions

Together with the teacher, students generate interview questions on topics or themes being studied in class. The questions are then used for interviewing other students, teachers, family members or Ukrainian-speaking people in the community. Students audio or videotape their interviews for presentation in class.⁷

7. Rogovin, Paula. *Classroom Interviews: A World of Learning*. Portsmouth, NH: Heinemann, 1998.

Extend Understanding

Students will be able to:

- 1.2.4** ask questions to clarify information and develop new understanding.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask questions to clarify information and develop new understanding?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask questions to clarify information and develop new understanding (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to ask questions to clarify information and develop new understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Conference with students to encourage them to identify their strengths in appraising ideas and asking questions.

SAMPLE RESOURCES

- *Нова 2: Розповіді для розвитку мови й понять. Книга 5: У світі рослин.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Життя тюльпана», с. 24–42.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Prior Knowledge

Students will be able to:

2.1.1 make and record connections among personal experiences, prior knowledge and a variety of texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

KWL Chart

As part of learning about plant growth from a resource book, students record their findings in a KWL chart and discuss these findings with others; e.g.,

- Що я знаю про рослини.
- Чого я навчився/навчилася про рослини.
- Що я ще хочу знати про рослини.

Title Page Connections

At the start of a new topic or theme, invite students to create a title page, using symbols, words, phrases and illustrations, to display their prior knowledge and personal experiences with that topic.

What I Know Before and After

Prior to reading or viewing a text, invite students to brainstorm key ideas and information they know about a topic, based on their knowledge and experiences. List these items in a T-chart; e.g.,

Що я знаю до	Що я знаю після

After reading or viewing, students complete the activity by adding information and ideas they have learned that are related to each item listed. They compare their initial ideas with the new information learned and make connections.

Prior Knowledge

Students will be able to:

- 2.1.1** make and record connections among personal experiences, prior knowledge and a variety of texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make and record connections among personal experiences, prior knowledge and a variety of texts?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to make and record connections among personal experiences, prior knowledge and a variety of texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Conference with students to determine if they are able to describe and build upon connections between personal experiences, prior knowledge and a variety of texts.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to make and record connections among personal experiences, prior knowledge and a variety of texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 2: Розповіді для розвитку мови й понять. Книга 5: У світі рослин.* Білаш О. Едмонтон: Міністерство освіти Альберти, 1992, «Життя тюльпана», с. 24–42.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Comprehension Strategies

Students will be able to:

2.1.2 confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Evaluating Sources

When choosing Ukrainian library books for a project, students skim the cover, illustrations and content. Some random passages are read to determine if the book contains helpful information on their topic. After reading (or skimming/scanning) the book, students confirm or reject their initial evaluation of the book as a resource.

Story Maps

After reading a story, students respond to questions about the story in complete sentences. Working in small groups and with teacher guidance, students use story maps to record key story elements as they read a story; e.g., characters, plot, setting, problem and solution. Story maps can be used to help students make and confirm predictions.

Sketching Predictions

Before listening to a story or viewing a video, students sketch their thoughts and predictions about the story. Students discuss their sketches with a partner and may add or delete ideas from their sketches after their sharing session. After viewing or listening, students confirm or reject their predictions based on textual information.

Directed Reading-Thinking Activity (DRTA)

Students predict what will happen in a story by using the title, pictures and their background knowledge. They silently read a set amount of pages to check their predictions. Students confirm or refute their predictions by reading sentences from the story out loud to support what they are saying. Ask what will happen next. They continue this throughout the story as they predict, check and confirm predictions.

Comprehension Strategies

Students will be able to:

- 2.1.2** confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Learning Logs

After listening or viewing, students reflect on the process of predicting. They then write about their comprehension processes, using framed sentences; e.g.,

- Коли я дивлюся _____, я _____.
- _____ допомагає мені _____.
- Найкраще я розумію, коли _____.

 Conferences

Conference with students to assess knowledge, skills, strategies and attitudes. Use some of the following questions to guide the conferences.

- Що ти знаєш з цієї теми?
- Чому ти вибрав/вибрала цей текст?
- Яка частина тобі найбільше подобається й чому?
- Про що йдеться в тексті?
- Що ти робив/робила, коли не міг/могла зрозуміти зміст?
- Чи ти зустрів важкі для розуміння слова? Покажи мені таке слово. Що ти зробив/зробила, коли вперше зустрів/ла це слово?
- Що ти зробив/ла, коли зустрів незнайоме слово?
- Чи ти порекомендував би/вала б цей текст приятелеві? Поясни?

SAMPLE RESOURCES

- *Нова 4: Вправи до навчальних розділів 1–12.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 1: Земля», Вправа 9: «Навчальний розділ 2: Галловіні», Вправа 6, Вправа 7, Вправа 8. с. 6–8.
- *Нова 4: На допомогу вчителю—матеріали для планування занять.* Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning in interpreting text.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Highlighting

Have students work in small groups to practise locating and highlighting textual cues; e.g., titles, headings, paragraphs, captions, illustrations.

Extension: Model how to use textual cues to construct meaning. Students practise using information in textbook margins, picture captions, questions, chapter introductions, summaries and special features to assist them in understanding a topic.

Missing Punctuation

Students read a passage that has no punctuation or quotation marks. Individually, they add punctuation and quotation marks where appropriate. They then form small groups, read their punctuated passages and discuss how the meaning of the passage changes because of the punctuation and its placement.

Video Cues

Invite students to view a video or film and ask them to pay attention to one particular cue; e.g., music, costuming, actions, sound effects, lighting.

Музика у фільмі	
Ім'я: _____	Дата: _____
Слухаючи музику під час фільму, я чув/чула такі інструменти _____	
Музика була повільною, коли _____	
Музика була жвавою, коли _____	
Коли я слухав/слухала цю музику, я почувався/почувалася _____ (сумним/сумною; веселим/веселою; зворушеним/зворушеною).	

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning in interpreting text. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use textual cues to construct and confirm meaning in interpreting text?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use textual cues to construct and confirm meaning in interpreting text (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Informal Observation

Observe students' responses during individual and small group work to determine the extent of their understanding of textual cues. Offer feedback, encouragement and praise as needed.

 Portfolios

Have students include original texts that show their knowledge of textual cues in their portfolios; e.g., highlighting of conversation in text.

SAMPLE RESOURCES

- *Малятам про фахи.* Любарець О. (ред.). Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Нова 4: Вправи до навчальних розділів 1–12.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 10: Форель», Вправа 2.
- *Нова 4: Діялоги.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Cueing Systems

Students will be able to:

2.1.4 use semantic, morphological, phonological, graphophonic and syntactic cues, and a variety of print and nonprint resources, to construct and confirm meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cueing Systems

Syntactic Cues: word order, rules and patterns of language in sentences, phrases and clauses that assist in constructing meaning in texts and identifying unknown words.

Semantic Cues: meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world and experiences with various texts and content.

Graphophonic Cues: refer to sound–symbol relationships of language that aid in constructing meaning and identifying unknown words.

Pragmatic Cues: refer to the social and cultural context, purpose and use of language. These factors affect how the individual constructs meaning.

Prefix and Suffix Scrapbook

Students add words from their reading or words with common prefixes and/or suffixes to a class scrapbook; e.g., (ся)

- митися
- одягатися
- любитися.

Extension: When reading an unfamiliar word, e.g., “незабутній,” students look for something familiar within the word, e.g., a root word or compound word, or they divide the word into syllables to figure it out.

Reading Strategy Cards

Students refer to reading strategy cards posted in the classroom to assist them when encountering unfamiliar words in a reading passage; e.g.,

- Я можу поділити слова на склади/частини.
- Якщо я не розумію текст, я можу його перечитати.
- Я можу розглянути малюнки.
- Я можу прочитати слово вголос.

Поділи на склади:



ав-то
1 – 2

Cueing Systems

Students will be able to:

- 2.1.4** use semantic, morphological, phonological, graphophonic and syntactic cues, and a variety of print and nonprint resources, to construct and confirm meaning.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use semantic, morphological, phonological, graphophonic and syntactic cues, and a variety of print and nonprint resources, to construct and confirm meaning?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use semantic, morphological, phonological, graphophonic and syntactic cues, and a variety of print and nonprint resources, to construct and confirm meaning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Checklist

Use a checklist to observe students' use of cues to construct and confirm meaning; e.g.,

Strategies and Cues Checklist				
Name _____		Date _____		
Text _____				
The student	Always	Sometimes	Never	Comment
Self-corrects				
Uses semantic cues				
Uses graphophonic cues				
Predicts unknown words				
Confirms predictions				
Rejects predictions				

 Quiz

The cloze procedure may be used to assess students' skills before and after listening, reading or viewing a text.

SAMPLE RESOURCES

- *Нова 4: Вправи до навчальних розділів 1–12.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 11: Контакт із батьками», Вправа 1.
- *Нова 4: На допомогу вчителю—матеріали для планування занять.* Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Experience Various Texts

Students will be able to:

2.2.1 experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, CD-ROM programs and fairy tales; and share responses to these texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Reading Logs

Students use a personal Reading Log to check that they have read different genres; e.g.,

Журнал мого читання					
Ім'я: _____					
Дата	Назва	Слухай, оглядай, читай	Форми/жанри (культурна традиція)	Автор, художник, режисер	Нотатка

After each textual experience, students write a brief response to the text in their Learning Logs.

Extension: Students read books with peers or cross-age buddies and record these readings in Reading Logs that include a column for listing the genre.

Responding to Contemporary Music

While students examine the lyrics of a contemporary song, ask them to find familiar words to predict its possible content or theme. Point out key words to assist understanding of general meaning. Students, in groups, create movement sequences to accompany the song, mime the meaning as the song plays or lip-sync it.

Poems, Nonsense Rhymes and Tongue Twisters

Over the course of the year, students are introduced to a variety of simple poems, nonsense rhymes or tongue twisters in Ukrainian. As students become familiar with these works, they respond to these texts in small groups. The groups then share the highlights of their group responses with the rest of the class.

Experience Various Texts

Students will be able to:

- 2.2.1** experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, CD-ROM programs and fairy tales; and share responses to these texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, CD-ROM programs and fairy tales; and share responses to these texts?

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, CD-ROM programs and fairy tales; and share responses to these texts. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Conferences

Conference with students, after having them reflect on their experiences with a variety of genres, by having them respond to questions; e.g.,

- Які три тексти збереглися в твоїй пам'яті / врзалися в пам'ять? Чому саме?
- Які три тексти були найцікавішими й найприємнішими для тебе? Що вони мають спільного? Чим відрізняються один від одного?
- Яка риса характеризує творчі праці українською мовою?

SAMPLE RESOURCES

- *Гуси–лебеді*. Київ: АСТ-ПРЕСС-ДІК-СІ, 2000.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Рукавичка. The Mitten* (CD-ROM). Arseneault, D. (prod.). Hamilton, ON: Iliad Productions, 1998.
- *Нова 4: На допомогу вчителю—матеріали для планування занять*. Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005:
 - Читання учням уголос.
- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Пригоди*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977, «Тарас Шевченко», с. 104.
- *Нова 4: Вправи до навчальних розділів 1–12*. Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 10: Форель».

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Connect Self, Texts and Culture

Students will be able to:

- 2.2.2** identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Venn Diagrams

Students complete a Venn diagram after listening to, reading or viewing a text to compare the lead character to themselves. Assist students by working with them to draft the characteristics and/or qualities of the main character in the story.

Extension: Students work in small groups to read the story *Инуїту* from the reader *Ходить зі мною*. Invite students to contribute ideas from the story to complete a Venn diagram in which they compare and contrast their lives with the lives of the Inuit.

Letter Writing

Students write a letter to a favourite character, explaining how they have experienced similar feelings, or write a Valentine's letter to someone; e.g.,

Дорогий _____!
Мене звати _____.

Pen Pals

Students write letters to students in a school in Ukraine or to another Ukrainian bilingual class in another province. They begin by reading sample pen pal letters in Ukrainian and brainstorming to make a list of useful vocabulary and structures. Each student writes a letter of introduction to his or her pen pal, sharing personal information and requesting the pen pal to share the same. Students may include video or audio recordings with their letters. They share the letters from their pen pals with their classmates and discuss the similarities and differences between their personal experiences and the experiences of their pen pals.

Connect Self, Text and Culture

Students will be able to:

- 2.2.2** identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts?

 Conferences

Conference with students, using work samples to determine if students are able to identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts.

 Learning Logs

Students describe how they compare the characters from a story or video with themselves and how this comparison helps them make connections among themselves and texts and people of different cultures. Provide sentence starters and vocabulary charts for language support.

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 4: Вправи до навчальних розділів 1–12.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 6: День святого Валентина», Вправа 9; «Навчальний розділ 7: Динозаври», Вправа 6.
- *Нова 4: На допомогу вчителю—матеріали для планування занять.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2005.
- *Ходіть зі мною!* Турко К. С., Грекул. Г. Едмонтон: Міністерство освіти Альберти, 1978, с. 138–178.
- *Teach Me to Dance* (videocassette). Valenta, V., Howe, J. (prods.). Edmonton, AB: National Film Board of Canada, 1978.
- School-safe e-mail Web site; e.g., www.epals.com.
- Venn diagram (see sample blackline master in Appendix D).

General Outcome

2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

GRADE

4

Specific Outcome

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify words that form mental images and create mood in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Alliteration

After listening to a story or poem with alliteration, students choose phrases, illustrate them and talk about how their pictures depict the chosen phrases. Discuss how the sounds of the words used in the text affect the mood of the reader.

Moody Words

After reading a short text, have students work together to identify the words in the text that help to create the mood. Have students share and discuss these words as a class and choose a list of the “moodiest” words used.

Mental Imagery

Have students close their eyes as they listen to a text, focusing on picturing what is happening in the text. Afterward, have them describe the mental pictures that came to mind. Students draw these pictures and find the words from the text that inspired them.

Reader’s Theatre

Students work in small groups to prepare reader’s theatre presentations based on a *Nova 4* dialogue, focusing on conveying emotion and mood through voice expression, background music and sound effects. They then dramatize their presentations, incorporating sound effects and nonverbal cues to create mood.

Appreciate the Artistry of Texts

Students will be able to:

- 2.2.3** identify words that form mental images and create mood in oral, print, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify words that form mental images and create mood in oral, print, visual and multimedia texts?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify words that form mental images and create mood in oral, print, visual and multimedia texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify words that form mental images and create mood in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- *Рак і журавель*. Донецьк: Сталкер, 1999.
- *Сніжниця*. Донецьк: Сталкер, 1999.
- *Нова 4: На допомогу вчителю—матеріали для планування занять*. Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 7: Динозаври».
- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Нова 4: Діялоги*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

Forms and Genres

Students will be able to:

2.3.1 identify similarities and differences between various oral, literary and media forms and texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comparing Presentations

After viewing group presentations on geographic regions of Alberta, students identify similarities and differences in the presentations; e.g., use of overheads, charts, pictures, different speakers.

Children's Magazines

Students use an assortment of children's magazines; e.g., *Барвінок*, *Веселка* and *Малятко*, to locate and identify different forms and genres; e.g., jokes, recipes, cartoons, riddles, letters, poems, games and illustrations. Students record the different forms and genres in their Learning Logs or journals. They talk about the differences and similarities between the various forms and genres they find with a partner.

Ілюстрації	Вірші	Жарти	Листи	Загадки

Text versus Video Venn Diagram

Students read a Ukrainian folk tale, view a video of the same folk tale and then as a class compare the two, using a Venn diagram.

Forms and Genres

Students will be able to:

- 2.3.1** identify similarities and differences between various oral, literary and media forms and texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities and differences between various oral, literary and media forms and texts?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify similarities and differences between various oral, literary and media forms and texts (see sample blackline master in Appendix E: Observation Checklist).

Conferences

Conference with students to determine if they are able to compare the similarities and differences in the text forms studied in class.

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify similarities and differences between various oral, literary and media forms and texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Срібні нитки*. Форчук Скрипуч М. Едмонтон: Методичний кабінет української мови, 1996.
- *Нова 4: На допомогу вчителю—матеріали для планування занять*. Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005:
– Вірші.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Українські народні казки. Учительський довідник. Ukrainian Folk Tales Teacher's Guide*. Blazuk, J., Lambert, V. Edmonton, AB: ACCESS Alberta Educational Communications Corporation, 1983.
- Ukrainian children's magazines; e.g., *Барвінок*, *Веселка* and *Малятко*.
- Venn diagram (see sample blackline master in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Techniques and Elements

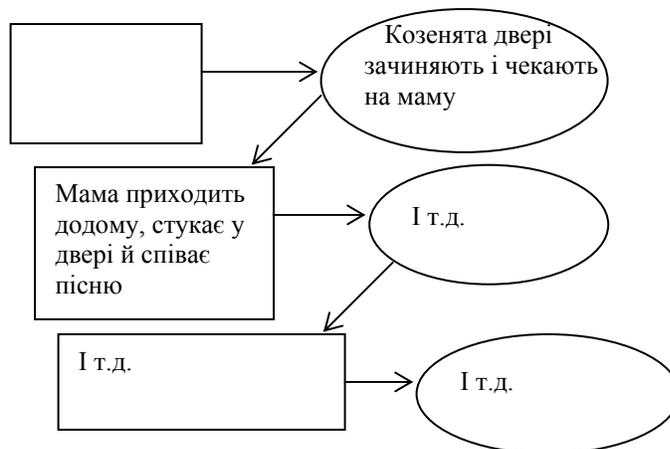
Students will be able to:

2.3.2 explain connections between events and roles of main characters in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Storyboards

After listening to the story *Вовк та семеро козенят*, students, with guidance, identify the main events of the story and discuss how and why one event leads to the next. They record story events on a group chart or storyboard; e.g.,



Extension: After students have had ample opportunity to work with storyboards and other story frames, they complete a story frame to show their knowledge of story elements and their understanding of the relationships between important ideas and supporting details.

Techniques and Elements

Students will be able to:

- 2.3.2** explain connections between events and roles of main characters in oral, print, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explain connections between events and roles of main characters in oral, print, visual and multimedia texts?

 Checklist

Develop a checklist based on the Focus for Assessment criteria (see sample checklist below).

Observe students as they interact with texts to assess if they are able to explain connections between events and roles of main characters in oral, print, visual and multimedia texts. Date and note the context of the observations. Refer to the checklist periodically to note progress over time.

Аркуш спостереження					
Ім'я: _____					
	Дата: _____	Дата: _____	Дата: _____	Дата: _____	Дата: _____
	Назва: _____	Назва: _____	Назва: _____	Назва: _____	Назва: _____
Визначає час і місце дії/оточення					
Називає головних персонажів					
Визначає головну проблему оповідання					
Правильно відтворює порядок, за яким відбуваються події					
Пояснює, як було вирішено проблему					
Описує розв'язку оповідання					
Демонструє розуміння тексту					

SAMPLE RESOURCES

- *Вовк та семеро козенят*. Київ: АСТ-ПРЕСС-ДІК-СІ, 2001.
- *Нова 2: Розповіді для розвитку мови й понять. Книги 1–7*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1992.
- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- Ukrainian children's magazines; e.g., *Барвінок*, *Веселка* and *Малятко*.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Vocabulary

Students will be able to:

2.3.3 build knowledge of word patterns by identifying prefixes, suffixes and roots.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Word Roots

When reviewing the days of the week in Ukrainian, invite students to study the root of each word; e.g.,

- понеділок – по неділі
- середа – серед тижня
- четвер – четвертий день
- п'ятниця – п'ятий день.

Extension: When reviewing the months of the year in Ukrainian, invite students to study the root of each word and make connections with nature; e.g.,

- травень – трава зеленіє
- жовтень – листя жовкне.

Colour Coding

Make a list of vocabulary words to show students suffixes, prefixes and root words. Colour code suffixes in red, prefixes in green and root words in black.

Word Wall

Invite students to choose words they find interesting and important to add to a thematic word wall. Words are added to the word wall as they come up in daily activities and prefixes, suffixes and roots of the words are emphasized. Students use the word wall to locate words to use in conversations or to check spelling when they are writing. Use the words for word study activities and mini-lessons.

Cloze Activity

Students complete cloze activities prepared by the teacher that focus on prefixes, suffixes and roots and correspond with a current topic or theme. Students may also create cloze exercises for each other to encourage the use of context clues.

Vocabulary

Students will be able to:

- 2.3.3** build knowledge of word patterns by identifying prefixes, suffixes and roots.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- build knowledge of word patterns by identifying prefixes, suffixes and roots?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to build knowledge of word patterns by identifying prefixes, suffixes and roots (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to build knowledge of word patterns by identifying prefixes, suffixes and roots. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to build knowledge of word patterns by identifying prefixes, suffixes and roots (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Малюкам про все на світі*. Львів: Аверс, 1998.
- *Нова 4: Вправи до навчальних розділів 1–12*. Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 6: День святого Валентина», Вправа 12, Вправа 13.
- *Крокодил у краватці їсть кавун у коробці. Хрестиківки для дітей та молоді*. Баср Фаркавець І. Торонто: Колосок, 2001.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Experiment with Language

Students will be able to:

2.3.4 recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Presentations

When presenting a Ukrainian poem or story, students focus on the arrangement or repetition of words to enhance the presentation.

Extension: In small groups, students choose a humorous poem and prepare a choral reading for presentation. Have students focus on emphasizing the use of exaggeration in a humorous way.

Collecting Examples of Word Play

Working in pairs, students make lists of words and word combinations that are humorous or fun to say. They share their lists with other groups.

Gallery Walk

Students listen to humorous Ukrainian folk songs and children's songs in the listening centre. They show their appreciation for and interpretation of their favourite songs by illustrating them for a gallery walk.

Experiment with Language

Students will be able to:

- 2.3.4** recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Плутанка*. Донецьк: Сталкер, 1999.
- *Коза в заячій хаті*. Донецьк: Сталкер, 1999.
- *Зошит з розвитку мовлення. 2 (1) клас*. Лабашук О. В., Скіпакевич О. В. Тернопіль: Мандрівець, 2000, «Початкова школа», с. 6–7.
- *Нова 3: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Barabolya ... that means Potato!* (CD or audiocassette). Cahute, R. (prod.). Burlington, ON: Melodica Entertainment Productions, 1997.
- *Tsyboolya ... that means Onion!* (CD or audiocassette). Cahute, R. (prod.). Burlington, ON: Melodica Entertainment Productions, 1997.
- *Мірка й Оля. Добридень!* (CD or audiocassette). Toronto, ON: Mom Music/Darka and Slavko, 1993.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Create Original Texts

Students will be able to:

2.3.5 create original texts to communicate and demonstrate understanding of forms and techniques.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: To be effective, this specific learning outcome must be integrated with the other four specific outcomes that make up Outcome 2.3. This outcome must also be directly linked with General Outcome 4.

Short Story Planning

Before writing a short story, students record, in Ukrainian, ideas about characters, settings and events. These ideas are placed in a web, chart or story map.

Writing from Model Texts

Have students create a variety of original texts based on model texts; e.g.,

- choose a favourite character and write a story in which the character from the original story is in a different setting
- use the patterns found in poems and echo-acting activities from the *Nova 4* dialogues to create an original text.

Personal Correspondence

Students write to pen pals, sharing personal information and ideas. They may also write letters of invitation and thank-you letters as part of ongoing activities in the classroom.

Visual Texts

Have students create a variety of original visual texts; e.g.,

- create murals accompanied by sentence strips or written explanations
- clip pictures from magazines to create a collage to accompany an autobiographical sketch or presentation.

Create Original Texts

Students will be able to:

- 2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- create original texts to communicate and demonstrate understanding of forms and techniques?

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to create original texts to communicate and demonstrate understanding of forms and techniques (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to create original texts to communicate and demonstrate understanding of forms and techniques (see sample blackline master in Appendix E: Self-assessment Rating Scale).

 Portfolios

Have students choose samples of their best work to include in their portfolios. They should be prepared to explain why they chose certain work samples.

SAMPLE RESOURCES

- *Нова 3: Вірші і ребуси.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Нова 4: Повтор-імітація.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- Model texts and samples of invitations and thank-you letters.
- Magazines with pictures.

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

Personal Knowledge and Experience

Students will be able to:

- 3.1.1** categorize personal knowledge and experience of a topic to determine information needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Planning for Story Writing

Prior to writing a story about winter for a Grade 1 Ukrainian class, students discuss how the audience will influence their choice of vocabulary, style and language; e.g., lots of illustrations, simple sentences. Students also brainstorm what they know about the topic before writing.

Planning for Presentations

When preparing a presentation for the Grade 3 class about life and work in Grade 4, students identify what would be important for Grade 3 students to know and discuss ways to make a presentation informative and entertaining. They brainstorm and fill in a chart based on their personal knowledge and experience; e.g.,

Що ми знаємо про слухачів	Що ми знаємо про тему	Що ми знаємо про те, як зробити виступ цікавим

Students use this information to guide their research and presentation planning.

Graphic Organizers

Students use webs, mind maps or KWL charts to organize personal knowledge of a subject. When using a KWL chart, they work in groups to record what they know in point form under the K section (що я знаю) of the KWL chart. Students identify areas where they lack information and require further research. They note these areas and questions in the W section (що хочу знати).

Personal Knowledge and Experience

Students will be able to:

- 3.1.1** categorize personal knowledge and experience of a topic to determine information needs. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- categorize personal knowledge and experience of a topic to determine information needs?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to categorize personal knowledge and experience of a topic to determine information needs. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to categorize personal knowledge and experience of a topic to determine information needs (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Self-assessment

Students review their graphic organizers to assess their prior knowledge of a specific topic. The following questions may be used to guide students' self-assessment:

Плянвання дослідження		
Ім'я: _____	Дата: _____	
Тема: _____		
1. Я записав/ла _____ думок/ідей на цю тему.	Так	Ні
2. Я поділився/лась своїми думками/ідеями з партнером.	Так	Ні
3. Я додав/ла _____ думок/ідей після обговорення з партнером.	Так	Ні

SAMPLE RESOURCES

- Graphic organizers; e.g., KWL charts, mind maps, webs (see sample blackline masters in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

Ask Questions

Students will be able to:

3.1.2 ask general and specific questions on topics, using predetermined categories.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Science Questions

When talking about a plant grown in the class, students answer questions; e.g., “Як часто треба підливати? Як довго бере часу вирости з насіння?”

Extension: In pairs, students develop simple questions to guide their research on a native bird of Western Canada; e.g.,

- Що вони їдять?
- Де вони живуть?
- Які в них вороги?
- Як вони виглядають?

Illustration Questions

Invite students to study the illustrations of a new *Nova* dialogue and ask questions about what they see. Record the questions before going on to read the dialogue script.

Question Instruction

Students are provided with explicit instruction and guided practice in asking questions. Invite them to practise asking questions by encouraging them to look through magazines and ask questions about what they see.

Extension: When writing to their pen pals in Ukraine, students ask questions about their pen pals' families, school, hobbies and so on.

Мені цікаво Poster

Invite students to write questions they would like to explore on a laminated poster entitled “Мені цікаво.” They watch as the teacher models question-asking techniques during listening, reading or viewing activities. Periodically review and discuss the questions.

Ask Questions

Students will be able to:

- 3.1.2** ask general and specific questions on topics, using predetermined categories.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask general and specific questions on topics, using predetermined categories?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask general and specific questions on topics, using predetermined categories (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students about the questions they asked and guide them to ask appropriate questions for their informational needs.

 Self-assessment

Що я знаю про _____	Що я хочу дізнатися про _____	Що я дізнався/дізналася

SAMPLE RESOURCES

- *Нова 4: Вправи до навчальних розділів 1–12.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.
- *Нова 3: Читанки-сходинки.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Нова 4: Діялоги.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

GRADE

4

Specific Outcome

Participate in Group Inquiry

Students will be able to:

3.1.3 identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Inside-outside Circle

Students engage in discussions about a particular inquiry topic using the inside-outside circle strategy. Ask them to sit in two circles facing each other. Pose questions for student discussion and ask students to come to a consensus on an answer with their facing partner. Following the discussion, have students reflect on what they have learned by recording and sharing new information.

KWL Chart

Prior to reading a story, invite students to share their personal knowledge on the topic and record it on a class KWL chart. After the story is read, students formulate questions they want to find answers for in the story.

5 W's

Students use the 5 W questions (Хто або Що? Де? Як? Чому? Коли?) to guide their research on a topic of interest.

Class Web

Invite students to contribute to a large class web by recording or sketching key ideas, thoughts, feelings, words or phrases and questions from their observations and research. These may be recorded on sticky notes or pieces of paper to facilitate clustering and categorizing information.

Participate in Group Inquiry

Students will be able to:

- 3.1.3** identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to discuss their contributions to group discussions and participation in class activities; e.g., the class web, inside-outside circle and .

 Self-assessment

Students assess their contributions and participation in group inquiry and reflect on their group interactions following an activity; e.g.,

Питання до мого дослідження: самооцінка		
Ім'я: _____ Дата: _____		
	Так	Ні
1. Я подав/подала свої думки/ідеї.		
2. Я слухав/слухала думки/ідеї інших.		
3. Моя група прийняла мої думки/ідеї.		
4. Сьогодні я навчився/навчилася, що _____.		

SAMPLE RESOURCES

- *Велика енциклопедія школяра*. Слабошпицька Л. Київ: Махаон–Україна, 2000.
- *Нова 4: На допомогу вчителю—матеріали для планування занять*. Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005:
– Читання учням уголос.
- Class KWL chart (see sample blackline master in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

Create and Follow a Plan

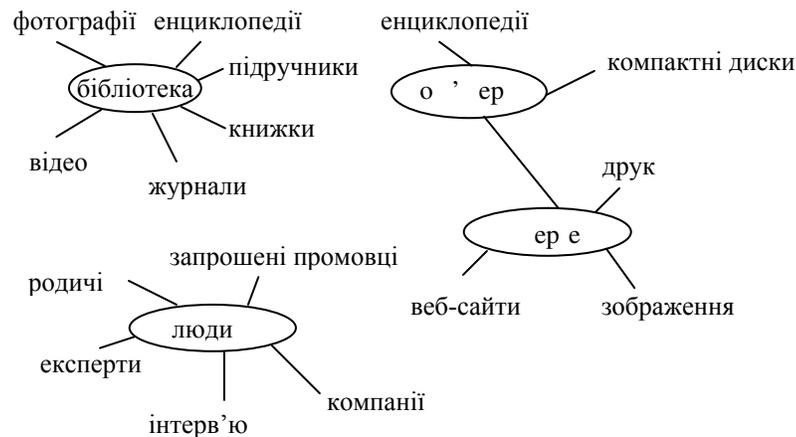
Students will be able to:

3.1.4 select and use a plan for gathering information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Resources Brainstorming Web

Students brainstorm and record possible resources and locations to find information for a class research project on owls. The list is displayed for future reference.



Extension: As a class, students brainstorm ways to find out about their community in the past; e.g.,

- Ми можемо запитати мою бабу. Вона вже довго тут живе.
- Я знайшов книжки в бібліотеці.
- Ми можемо відвідати музей.

Suggestions are recorded on a class chart that is displayed for future reference.

Examining Organizers

Students use various types of organizers to record and display ideas, and discuss situations in which the ideas can be used.

Preparatory Questions

When doing an assignment, students ask themselves preparatory questions; e.g.,

- Що мені треба зробити?
- За чим я шукаю?
- Як буде виглядати моя робота?

Create and Follow a Plan

Students will be able to:

3.1.4 select and use a plan for gathering information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- select and use a plan for gathering information?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to select and use a plan for gathering information. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Conference with students to discuss what strategies they have chosen to gather and record information. Have students complete exit slips at the end of each inquiry session that include reflection on what was accomplished as well as plans for what will be done during the next inquiry session; e.g.,

Завершення дослідження	
Ім'я: _____	Дата: _____
Я хочу краще читати: _____	
Я хочу краще розуміти/знати: _____	
Я хочу краще відповідати: _____	

SAMPLE RESOURCES

- *Нова 4: Вправи до навчальних розділів 1–12.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 6: День святого Валентина».
- Graphic organizers (see sample blackline masters in Appendix D).

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE

4

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 record and share personal knowledge of a topic to focus inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Examining Facts

Before beginning a story or project on Ukrainian pioneers, present groups of students with sets of statements, some of which are true and others false. Students work in groups to determine which statements are factual; e.g.,

- Перші українські піонери прилетіли до Канади літаками? (правда – неправда)
- Піонери приїхали до Канади, щоб мати краще життя.

Knowledge Prompts

Students complete prompts to consolidate, question or review what they know before researching a topic. These are shared with classmates; e.g.,

- Чи ти знаєш...?
- Чи правда, що...?
- Я хочу більше знати про...
- Сьогодні я...

Identify Personal and Peer Knowledge

Students will be able to:

- 3.2.1** record and share personal knowledge of a topic to focus inquiry or research.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- record and share personal knowledge of a topic to focus inquiry or research?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to record and share personal knowledge of a topic to focus inquiry or research (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Conference with students about works in progress to determine how they select, record and share personal information and how they use this information to guide their research.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to record and share personal knowledge of a topic to focus inquiry or research (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 4: На допомогу вчителю—матеріали для планування занять.* Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005:
– Читання учням уголос.
- *Нова 3: Читанки-сходинки.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE

4

Specific Outcome

Identify Sources

Students will be able to:

3.2.2 identify a variety of information sources to answer inquiry or research questions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Discussion

Through class discussion, students develop a list of places where information on early Ukrainian pioneers could be located; e.g., library, Internet, museums, the Ukrainian Cultural Heritage Village, resource people, family members. This list is displayed in the classroom for future reference.

Interviewing Peers

Invite students to record personal knowledge of a topic on a graphic organizer and review the information to determine information gaps. With teacher guidance, students generate interview questions they will ask their peers to help fill these gaps. They work in pairs or small groups to interview peers.

Research Cards

Students use research cards when gathering information on a topic under study. Invite them to brainstorm a list of inquiry questions. Each student writes one inquiry question on a research card. They record the source on the front of the card and the information they found to answer the question on the back. Students work in pairs to complete research cards and share their findings with other pairs in small groups.

Field Trips

Invite students to prepare for and participate in a field trip to a museum to gain first-hand information about the life of early Ukrainian pioneers. Together, the teacher and students develop a checklist to focus observations before going on the field trip and to record their observations afterward. The checklist may include the following:

- Що я навчився/навчилася?
- Мені подобалось, коли ...
- Що мене здивувало?
- Які інші питання я маю?

Identify Sources

Students will be able to:

- 3.2.2** identify a variety of information sources to answer inquiry or research questions.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify a variety of information sources to answer inquiry or research questions?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify a variety of information sources to answer inquiry or research questions (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students about the sources they used to answer their inquiry or research questions. Encourage and coach students to use a variety of sources. Conference with students individually during each step of the inquiry process.

 Self-assessment

Students reflect on their progress in identifying and using a variety of sources when accessing information in Ukrainian on a specific topic. They complete the following information sheet to show the progress of their inquiries.

Що ми знаємо/Що я знаю	
Ім'я: _____	Дата: _____
Що ми знаємо/Що я знаю про	Звідки ми дізналися/Звідки я дізнався/лась про
Як ми вживаємо/Як я вживаю цю інформацію?	

SAMPLE RESOURCES

- *Велика енциклопедія школяра*. Слабошпицька Л. Київ: Махаон–Україна, 2000.

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

Evaluate Sources

Students will be able to:

- 3.2.3** review information to determine its usefulness to inquiry or research needs, using pre-established criteria.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Resource Checklist

Invite students to assist in developing a checklist that will be used to determine the effectiveness of resources for researching; e.g.,

- The resource contains useful illustrations, maps and graphs.
- I can understand the text.
- The resource contains information that I need.

Alternative Activity: Make and post a classroom chart to help students choose appropriate sources. Instruct and guide students as they use the chart for gathering information. Students use individual copies to help them select relevant sources.

Критерії для оцінки джерел

- Назва
- Автор
- Дата застереження авторських прав
- Документальна чи художня література
- Містить інформацію у кількох формах: фотографії, текст, графіки, таблиці

Assessing Information

Guide students in recording information on index cards or sticky notes. Students arrange these cards or notes in categories or as questions and answers. They work together to determine which information is relevant, which can be discarded and which should be saved for the future, using the following categories:



Сміття! Не потрібно.



Скарб! Дуже потрібно.



Затримай! Може бути потрібно.

Identify Sources

Students will be able to:

- 3.2.3** review information to determine its usefulness to inquiry or research needs, using pre-established criteria. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- review information to determine its usefulness to inquiry or research needs, using pre-established criteria?

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to review information to determine its usefulness to inquiry or research needs, using pre-established criteria (see sample blackline master in Appendix E: Self-assessment Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to review information to determine its usefulness to inquiry or research needs, using pre-established criteria. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Small Group Conferences

Conference with small groups of students to assess students' skills in determining the usefulness of information sources for inquiry, using pre-established criteria.

SAMPLE RESOURCES

- *Велика енциклопедія школяра*. Слабошпицька Л. Київ: Махаон–Україна, 2000.

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE

4

Specific Outcome

Access Information

Students will be able to:

3.2.4 use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Dictionary Word Search

Assist students to locate information in dictionaries. They look up root words and, where multiple definitions are provided, select the appropriate word meaning.

Map Search

Students use a legend on a map to locate Ukraine, her neighbouring countries and major cities.

Modelling

Have students look at pictures, diagrams, graphs, headings and subheadings to determine text content. During read-aloud or shared reading sessions, lead discussions about why captions, diagrams or pictures are included in the text and if the information presented is appropriate and accurate. Verbalize thinking to model how information in pictures, diagrams, headings and subheadings is used.

Information Hunt

Invite students to practise using the table of contents, guide words, headings, labels, diagrams, captions and index in an information hunt game. Students participate in the game by working in small groups or in pairs to locate information to answer questions. Questions may include:

- На котрій сторінці оповідання “_____” починається?
- На котрій сторінці знаходиться словничок?

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student use the following tools to access information:

- use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas?

(continued)

Access Information

Students will be able to:

- 3.2.4** use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)*
 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas (see sample blackline master in Appendix E: Observation Checklist).

 Self-assessment Checklist

With the teacher's help, students complete a self-assessment checklist to determine their own skills at using visual cues to locate and gather information and ideas; e.g.,

Пошук і збирання інформації: самоперевірка				
	Чудово	Добре	Ще ні	Коментарі
Я знаходжу книжки на полицях.				
Я користуюся рубрикою «Зміст».				
Я користуюся рубрикою «Індекс».				
Я вживаю діаграми як джерело інформації.				
Я вживаю карти як джерело інформації.				
Я вживаю малюнки як джерело інформації.				
Я користуюся словами-індексами.				
Я знаходжу сигнальні слова та користуюся ними для того, щоб зібрати інформацію.				
Я користуюся програмним забезпеченням на компакт-дисках для того, щоб знайти інформацію.				
Я користуюся алгоритмом пошуку для того, щоб знайти потрібну інформацію в Інтернеті.				

SAMPLE RESOURCES

- *Нова 1: Моя книга для читання й розмальовування 1–13.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 3: Читанки-сходинки.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Нова 3: Пісні (збірка).* Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет навчання української мови, 1996
- *Нова 3: Пісні (комплект касет).* Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет навчання української мови, 1995.
- *Нова 4: Вправи до навчальних розділів 1–12.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 12: Повернення додому».
- Ukrainian–English and Ukrainian dictionaries.

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE

4

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 determine main and supporting ideas, using prior knowledge, predictions, connections, inferences, and visual and auditory cues; and locate and/or listen for key words.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Telephone Conversation

Students listen to a telephone conversation, discuss the gist of the conversation and decide on the main idea, using their prior knowledge, predictions, connections, inferences and auditory cues.

Picture the Main Idea

Students observe a series of pictures from a new *Nova* dialogue, then discuss and list what they see in each picture. They work together to look for connections among pictures and use this information to generate a main idea.

Make Sense of Information

Students will be able to:

- 3.2.5** determine main and supporting ideas, using prior knowledge, predictions, connections, inferences, and visual and auditory cues; and locate and/or listen for key words. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- determine main and supporting ideas, using prior knowledge, predictions, connections, inferences, and visual and auditory cues; and locate and/or listen for key words?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to determine main and supporting ideas, using prior knowledge, predictions, connections, inferences, and visual and auditory cues; and locate and/or listen for key words (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students as they use sources to research information for answering inquiry questions. During the conference, determine if students are able to identify the main idea in the texts they are using. Provide positive feedback and guidance.

SAMPLE RESOURCES

- *Легенди степових індіанців у лялькових сільюетах. Shadow Puppets: Indian Myths and Legends* (videocassette). Edmonton, AB: ACCESS Network, 1992.
- *Нова 4: Діялоги*. Білаш О. та інші. ЕДМОНТОН: Міністерство освіти Альберти, 2003.
- Herringbone map (see sample blackline master in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize,
Record and
Assess

Organize Information

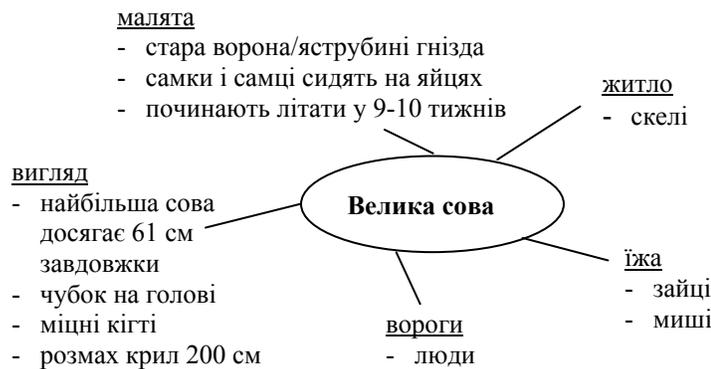
Students will be able to:

3.3.1 organize information and ideas in logical sequences, using a variety of strategies.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Semantic Map/Web

While conducting research on the great horned owl, in English, students record their information on a semantic map/web; e.g.,



Monthly Schedule

Using a computer software program, students create a class calendar of events for each month and post it in the classroom for reference.

Sentence Strips

Provide students with sentence strips of a simple story. Mix up the sentences and have students work together to order them in a logical sequence.

Extension: Provide sentence strips of simple instructions or directions and have students work together to order them in a logical sequence.

Organize Information

Students will be able to:

- 3.3.1** organize information and ideas in logical sequences, using a variety of strategies.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- organize information and ideas in logical sequences, using a variety of strategies?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to organize information and ideas in logical sequences, using a variety of strategies (see sample blackline master in Appendix E: Observation Checklist).

 Portfolios

Students select work samples that provide evidence of their use of graphic organizers to categorize and present ideas and information gathered to answer inquiry questions. Assist students in choosing appropriate graphic organizers. Work samples should be dated to show progress over time.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to organize information and ideas in logical sequences, using a variety of strategies. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Computer software programs to create a Ukrainian class calendar.
- *Велика енциклопедія школяра*. Слабошпицька Л. Київ: Махаон–Україна, 2000.

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize,
Record and
Assess

GRADE

4

Specific
Outcome

Record Information

Students will be able to:

3.3.2 record facts and ideas, using a variety of strategies; and list authors and titles of sources.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note-taking

After reading a short informational article on dinosaurs, students use a chart or web to jot down the important ideas.

Illustrated Notes

After reading a story from their reading series, students web and illustrate the main and supporting details from the story. Students could illustrate the beginning, middle and the end of the story.

Перше	Друге	Третє

Bibliography

Students use a template to assist them in listing resources in correct bibliography format; e.g., students cite sources used in a project or report, using a format such as the following:

Назва: _____ _____
Автор: _____ _____
Дата видання: _____ _____

Record Information

Students will be able to:

- 3.3.2** record facts and ideas, using a variety of strategies; and list authors and titles of sources. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- record facts and ideas, using a variety of strategies; and list authors and titles of sources?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to record facts and ideas, using a variety of strategies; and list authors and titles of sources (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Learning Logs

Students complete a self-reflection sheet describing a particular piece of work. Work samples should be dated to show progress over time. A self-reflection sheet may include the following:

Запис і організація інформації	
Ім'я: _____	Дата: _____
Назва проєкту: _____	
1. Я вживав/вживала _____ для запису інформації.	
2. Я вживав/вживала _____ для організації інформації.	
3. Я добре зробив/ла дві речі:	
а) _____	_____
б) _____	_____
4. Річ, яку я міг би/могла б поліпшити, це: _____	

SAMPLE RESOURCES

- *Динозаври*. Кошарич Л., Сосновська К., Тарнавська І. (упор.). Едмонтон: Міністерство освіти Альберти, 1990.
- *Нова 3: Читанка-сходінка. Як і чому*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995, «Соняшна система», с. 15–22.
- Bibliography template.

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize,
Record and
Assess

Evaluate Information

Students will be able to:

3.3.3 analyze collected information to identify categories or aspects of a topic that need more information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Journal Reflection

Students write journal reflections, using sentence starters; e.g.,

- Я хочу більше знати про _____.
- Не розумію чому...?

Analyzing Group Notes

Students review group notes recorded on the board, delete repeated facts, decide if there is sufficient information and identify topics on which they need more information. They find the missing information and use the notes to write an outline, followed by a report.

Extension: Students use the 5 W's to determine if information gathered is complete.

Research Cards

Students work in small groups or pairs to collect information on jot notes, information cards or research cards. They read and think about their questions as they sort the information into three possible categories: “сміття” – information that is irrelevant, “скарби” – information that is suitable, and “затримати” – information that may be useful at a later time.



Сміття! Не потрібно.



Скарби! Дуже потрібно.



Затримай! Може бути потрібно.

Evaluate Information

Students will be able to:

- 3.3.3** analyze collected information to identify categories or aspects of a topic that need more information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- analyze collected information to identify categories or aspects of a topic that need more information?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to analyze collected information to identify categories or aspects of a topic that need more information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to analyze collected information to identify categories or aspects of a topic that need more information (see sample blackline master in Appendix E: Self-assessment Rating Scale).

 Conferences

Conference with students to discuss students' works in progress. Ask questions about the suitability of the information collected and provide feedback and guidance.

SAMPLE RESOURCES

- *Нова 4: На допомогу вчителю—матеріали для планування занять.* Білаш О. та інші (упор.). Едмонтон: Міністерство освіти Альберти, 2005.

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize,
Record and
Assess

GRADE

4

Specific
Outcome

Develop New Understanding

Students will be able to:

3.3.4 use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Reviewing Gathered Information

Students use webs to record key words, phrases and images when conducting research. They then review the information collected and consider new questions to ask about the topic.

KWL Chart

Have students use a KWL chart to guide their research. After completing the chart, they consider new questions to add to their inquiry (W section of the chart). Then students collect information and complete the L section of the chart again.

Develop New Understanding

Students will be able to:

- 3.3.4** use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content (see sample blackline master in Appendix E: Observation Checklist).

 Self-assessment Rating Scale

Ім'я _____ Дата _____ Назва проєкту _____
Плянуння _____ Я зрозумів/ла тему. _____ Я поставив/ла питання з цієї теми.
Збирання інформації _____ Я знайшов/ла інформацію.
Запис інформації _____ Я записав/ла інформацію у вигляді нотаток. _____ Я записав/ла інформацію своїми словами.
Роздуми над проєктом _____ Я тримався/лась свого плану. _____ Я відповів/ла на свої питання.
Працюючи над проєктом, я придбав/ла такі навички: _____ _____
Мені ще потрібно працювати над: _____ _____

SAMPLE RESOURCES

- *Велика енциклопедія школяра*. Слабошпицька Л. Київ: Махаон–Україна, 2000.
- *Енциклопедія для наймолодших: Твоя перша енциклопедія*. Київ: Махаон–Україна, 2000.
- KWL chart (see sample blackline master in Appendix D).

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.1 Generate and Focus

GRADE

4

Specific Outcome

Generate Ideas

Students will be able to:

4.1.1 generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sentence Strips

Students list ideas on sentence strips. They use words such as перший, другий, наступний. Then they use a sequence frame to organize their ideas logically.

Sticky Notes

When studying a specific topic, have students record ideas on sticky notes. As a class, they arrange their sticky notes in subcategories. Students then work together to create a text based on the ideas noted.

Collages

When studying a topic, students brainstorm and then make a collage depicting an idea. Then they write a sentence or two about their idea.

Generate Ideas

Students will be able to:

- 4.1.1** generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Велика енциклопедія школяра*. Слабошпицька Л. Київ: Махаон–Україна, 2000.
- *Енциклопедія для наймолодших: Твоя перша енциклопедія*. Київ: Махаон–Україна, 2000.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Reader's Theatre**

Working in small groups with the teacher, students choose a popular Ukrainian folk tale to read together. Using the folk tale, they prepare a reader's theatre script, assume characters and present roles for another Ukrainian class in the school.

Comic Strips

Students examine a variety of comic strips from Ukrainian sources. They each select a familiar situation and create a five- to eight-frame comic, using several noted expressions.

Story Response Projects

In groups, students read a selection of Ukrainian children's stories and then each select one of the following projects:

- create a pattern book for young children
- role-play a story
- record a reading of the story
- create an advertisement for the story.

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of forms for particular audiences and purposes?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use a variety of forms for particular audiences and purposes (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Portfolios

Students choose pieces they have composed in a variety of text forms for a variety of audiences. They are encouraged to include sample planners with their final work.

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use a variety of forms for particular audiences and purposes (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use a variety of forms for particular audiences and purposes (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE RESOURCES

- *Гість із неба Святий Миколай*. Волосевич О. А. (ред.-укл.). Львів: Аверс, 2000.
- *Нова 4: Діалоги*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Organize Ideas

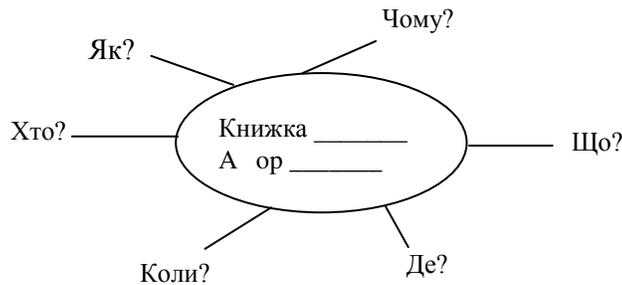
Students will be able to:

4.1.3 develop and arrange ideas in own oral, print and visual texts, using organizers.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Story Maps

Students use a story map to record important elements of a story they are reading; e.g.,



5W Chart

Students use a 5W chart to organize ideas from a story or dialogue.

Echo-acting Activities

Working with a partner, students use the echo-acting activities that accompany the *Nova 4* dialogues as models for writing their own echo-acting activities.

Storyboards

After reading a selected story from the *Ходить зі мною!* reader, groups of students prepare a visual representation of the story, using text and illustrations (storyboard). Suggested steps for creating a storyboard:

1. Think about the main events in the story.
2. Write a sentence(s) about each event.
3. Number events according to sequence.
4. Draw pictures to accompany each sentence.

Organize Ideas

Students will be able to:

- 4.1.3** develop and arrange ideas in own oral, print and visual texts, using organizers.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- develop and arrange ideas in own oral, print and visual texts, using organizers?

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to develop and arrange ideas in own oral, print and visual texts, using organizers (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to develop and arrange ideas in own oral, print and visual texts, using organizers (see sample blackline master in Appendix E: Self-assessment Checklist).

 Conferences

Conference with students to assist, direct and assess their use of graphic organizers to develop and plan personal creations.

SAMPLE RESOURCES

- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- Graphic organizers (see sample blackline masters in Appendix D).

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE

4

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 share own stories and creations in various ways; and provide feedback to peers, with guidance.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Peer Writing Partners

Students share their own stories during peer conferencing and ask for and provide feedback; e.g., “I was trying to make this part scary. Should I add more scary words or would that be too much?”

Extension: Students provide feedback on other students' work, using sentence starters; e.g.,

- Мені найбільше сподобалося ...
- Я зрозумів/зрозуміла твою роботу ...
- Щоб покращити свою працю, ми можемо...

Appraise Own and Others' Work

Students will be able to:

- 4.2.1** share own stories and creations in various ways; and provide feedback to peers, with guidance. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- share own stories and creations in various ways; and provide feedback to peers, with guidance?

 Learning Logs

Encourage students to review their own creations. With the teacher's help, students fill out a self-reflection questionnaire like the sample below:

Що я думаю про свій твір	
Ім'я: _____	Дата: _____
Назва мого твору: _____	
Дві речі, які мені вдалися під час роботи над твором: _____	
Я намагався/лась поліпшити свій твір завдяки: _____	
Я пляную ще попрацювати над: _____	

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to share own stories and creations in various ways; and provide feedback to peers, with guidance (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE RESOURCES

- *Нова 3: Читанка-сходінка. Один день з мого життя.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995, «Гобі», с. 1–8.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

Revise Content

Students will be able to:

4.2.2 revise text to focus on main ideas and relevant information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Modelling

Students listen and watch carefully as the teacher models revision procedures with grade-appropriate texts on the overhead projector. Use a think-aloud process. Students participate in guided practice as a whole class, in small groups, then individually. They are encouraged to read aloud to themselves. Use self-questions and keep revision records up-to-date when revising work.

Extension: Model revision procedures, using think-aloud to clarify meaning by adding, deleting or rearranging ideas and information. After receiving written permission, provide enlarged copies of grade-appropriate samples (no names) and use the overhead projector to demonstrate how to revise. Then provide guided revision practice, using short pieces of writing. Repeat guided practice frequently with the whole class, small groups and individual students. The number of revisions for each piece of text should be limited.

Class Checklist

Invite students to provide input in developing a class checklist that can be used to guide revisions during instruction; e.g.,

Перегляд незавершеної праці	
Ім'я:	_____ Дата: _____
Назва:	_____
<input type="checkbox"/>	Я прочитав/ла свою працю вголос.
<input type="checkbox"/>	Я маю досить інформації.
<input type="checkbox"/>	Моє писання змістовне.
<input type="checkbox"/>	Я не вживав/ла ті самі слова багато разів.
<input type="checkbox"/>	Я додав/ла нову інформацію.
<input type="checkbox"/>	Я вибрав/ла відповідні слова.

Editing Techniques

Students double-space their work to aid revision. Using scissors and tape, they cut and paste text when revising their work.

Extension: Students practise using word processing software to insert, cut and paste text within and between documents.

Revise Content

*Students will be able to:***4.2.2** revise text to focus on main ideas and relevant information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- revise text to focus on main ideas and relevant information?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to revise text to focus on main ideas and relevant information (see sample blackline master in Appendix E: Observation Checklist).

 Portfolios

Students select work samples that show their skills in making revisions. All draft copies and related checklists should be included with these pieces. Have students provide a simple annotation telling why they selected particular pieces.

 Self-assessment Checklist

Students assess their revising skills, using a checklist developed by the class; e.g.,

Перегляд роботи: самоперевірка		
Ім'я: _____	Дата: _____	
Назва моєї праці:	Так	Ні
Я прочитав/ла свою працю вголос.	Так	Ні
Я додав/ла нові думки та інформацію.	Так	Ні
Я вилучив/ла зайві думки.	Так	Ні
Я змінив порядок викладу інформації для того, щоб поліпшити зміст праці.	Так	Ні
Я просив/ла допомоги під час наради з однокласниками.	Так	Ні
Я прислухався/лась до пропозицій однокласників.	Так	Ні
Я зробив/ла деякі зміни.	Так	Ні

SAMPLE RESOURCES

- Self-assessment and revision checklists.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE

4

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 write legibly, using a handwriting style that is consistent in alignment, shape and spacing; and experiment with the use of templates and familiar software when composing and revising.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Copying

Students look through pieces of final draft handwriting and circle some examples of well-formed letters and words. They then choose a poem on a topic of interest, copy the poem in their best handwriting form and illustrate it.

Extension: Students practise writing legibly in Ukrainian by composing a variety of visual poems; e.g., a Christmas poem written in the form of a Christmas tree.

Class Book

Students compose short stories on a topic; e.g., favourite recreational activities. They revise the stories with peers and handwrite them for inclusion in a class book.

Extension: Students create a class book, using computer software.

Greeting Cards

Students study samples of Ukrainian greeting cards brought into class by the teacher and other students. They use their best handwriting to create unique cards and use their distinctive signatures. Students may use calligraphy, templates or attractive stencils in making their cards by hand, or they may use available technology to create cards. They send these cards to their classmates or family members to celebrate special occasions or achievements.

Enhance Legibility

Students will be able to:

- 4.2.3** write legibly, using a handwriting style that is consistent in alignment, shape and spacing; and experiment with the use of templates and familiar software when composing and revising. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- write legibly, using a handwriting style that is consistent in alignment, shape and spacing; and experiment with the use of templates and familiar software when composing and revising?

Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to write legibly, using a handwriting style that is consistent in alignment, shape and spacing; and experiment with the use of templates and familiar software when composing and revising (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Checklist

Develop a checklist to monitor students' progress in creating neat, legible work and to guide students in increasing their proficiency with script and page formatting. Observe and discuss results with the student. Criteria such as the following may be included:

Підсилнюю та поліпшую — самоперевірка		
Ім'я: _____ Дата: _____		
	Так	Ні
Літери мають правильну форму.	<input type="checkbox"/>	<input type="checkbox"/>
Інтервали між літерами однакові.	<input type="checkbox"/>	<input type="checkbox"/>
Інтервали між словами однакові.	<input type="checkbox"/>	<input type="checkbox"/>
Літери мають однаковий розмір.	<input type="checkbox"/>	<input type="checkbox"/>
Усі літери та цифри розміщено рівно в рядок.	<input type="checkbox"/>	<input type="checkbox"/>
Викреслені літери/слова виглядають охайно.	<input type="checkbox"/>	<input type="checkbox"/>
Мої навички комп'ютерного набору й укладання тексту поліпшуються.	<input type="checkbox"/>	<input type="checkbox"/>
Мої друкарські навички поліпшуються.	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE RESOURCES

- *Зошит для письма*. Львів: Світ, 2000.
- *Зошит для письма. Частина 1 і 2*. Львів: Світ, 2000.
- *Мова і розмова*. Юрківська С. Вінніпер: Конгрес українців Канади, 1998. (Handwriting samples from Ukraine are included in this resource. Other sources, e.g., personal letters or samples by students from Ukraine or Canada, may also be used.)
- Sample greeting cards for a variety of occasions.
- Computers with Ukrainian fonts installed.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Enhance Artistry

Students will be able to:

4.2.4 select from a range of word choices, and use simple sentence patterns to communicate ideas and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Dramatic Presentation**

After reading the story *Червона шапочка* or *Три ведмеді* in class, a group of students dramatizes and presents the story to a Grade 1 class. They write dialogue for the script, decide where to have a narrator, and choose music and sound effects.

Descriptive Words

When writing a story, students check the class chart of descriptive words to add to their stories. Working in small groups, they practise how to use descriptive words to enhance the clarity of their sentences. Provide each group with a two- or three-word sentence. Students add appropriate adjectives and adverbs as single words and in phrases.

Story Pyramid

Working with a partner, students choose a story they have read in class and complete a story pyramid using the following format and instructions.

Перший рядок: 1–1 визначення теми.

Другий рядок: 2–2 опис місця та часу розгортання дії.

Третій рядок: 3–3 характеристика персонажу.

Четвертий рядок: 4–4 характеристика події.

П'ятий рядок: 5–5 характеристика ще однієї події.

1. _____
2. _____
3. _____
4. _____
5. _____

Enhance Artistry

Students will be able to:

- 4.2.4** select from a range of word choices, and use simple sentence patterns to communicate ideas and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- select from a range of word choices, and use simple sentence patterns to communicate ideas and information?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to select from a range of word choices, and use simple sentence patterns to communicate ideas and information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Conference with students about their original work. Encourage students to use descriptive and precise language and a variety of sentence patterns in their oral and written work.

 Portfolios

Students choose work samples that reflect their experimentation with word choice and sentence patterns. They highlight interesting words and sentences and explain their choices. Record their reasons and attach the record to students' work samples.

SAMPLE RESOURCES

- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Нова 4: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005.
- *Червона шапочка*. Київ: Махаон—Україна, 2000.
- *Три ведмеді*. Турко К. С. Едмонтон: Міністерство освіти Альберти, 1977.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE

4

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 prepare neat and organized compositions, reports and charts that engage the audience.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Modelling Layout and Design

Model how to organize the physical layout of a piece of work by using an overhead projector or large chart paper to plan and rearrange text format and illustrations. Students listen as the teacher demonstrates the thinking process.

Illustrated Poetry

After an author study on *Наталія Забіла*, students choose to paint pieces of paper and cut them out in shapes to illustrate poems that they have created.

Brochures

Students produce brochures on their school, province, city or a community that is being studied. A template for a brochure can be prepared on the computer. Students add appropriate text and visuals, then print a hard copy.

Enhance Presentation

Students will be able to:

- 4.2.5** prepare neat and organized compositions, reports and charts that engage the audience. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- prepare neat and organized compositions, reports and charts that engage the audience?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to prepare neat and organized compositions, reports and charts that engage the audience (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to prepare neat and organized compositions, reports and charts that engage the audience (see sample blackline master in Appendix E: Self-assessment Checklist).

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to prepare neat and organized compositions, reports and charts that engage the audience (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Portfolios

Students select samples of completed products that represent attempts to enhance their original text. Samples should reflect progress over time. Students provide reasons for their choices and annotate their entries.

SAMPLE RESOURCES

- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Українські народні казки*. Київ: Казка, 2002.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE

4

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 edit for complete sentences and to eliminate unnecessary repetition of words.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Combining Simple Sentences

When editing a story with a peer, the student discusses when simple sentences are effective and when they could be combined with “або,” “і,” “але.”

Extension: Students brainstorm connecting words (e.g., потім, тоді, дальше, зараз, тому що, раптом, незадовго) and create a class chart for reference when writing.

Daily Edit

Invite students to edit a daily message, written on the board or overhead, that contains incomplete sentences. As students receive enough practice with this activity, they may assume the responsibility of writing the daily message for the class edit.

Grammar and Usage

Students will be able to:

- 4.3.1** edit for complete sentences and to eliminate unnecessary repetition of words.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- edit for complete sentences and to eliminate unnecessary repetition of words?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to edit for complete sentences and to eliminate unnecessary repetition of words (see sample blackline master in Appendix E: Observation Checklist).

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to edit for complete sentences and to eliminate unnecessary repetition of words (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Spelling

Students will be able to:

4.3.2 recognize spelling conventions in learned vocabulary, using a variety of strategies, resources and spelling patterns.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Spelling Strategies

Have students practise a variety of spelling strategies; e.g.,

- if unsure whether or not a word looks right, check the sounds of the alphabet
- when spelling a word, break the word into syllables
- use mnemonic devices, chants, rhymes or visualization to remember how to spell problem words
- use helpful routines, individually or with partners, for studying spelling words; e.g., look at the word, say and visualize the word, write the word, check the spelling, correct errors, repeat the process.

Spelling Logs

Encourage students to develop metacognitive awareness of their spelling strategies by keeping a spelling log. Students use temporary spellings while drafting and circle words that need to be verified or corrected. They record their spelling attempts and their own reasons for their temporary spellings. They may include statements such as:

- Я цього тижня навчився/навчилася... (This week I learned...)
- Я хочу навчитися... (I want to learn...)
- Я не певна/певний... (I am not sure...)

Pronunciation and Spelling

Model correct pronunciation of words and share how words can be easily misspelled if they are not correctly or clearly pronounced. Encourage students to stretch out the pronunciation of troublesome words, e.g., волосся and оповідання, so that they can spell the words correctly.

Peer Editing

Students work in pairs to edit one another's work for misspelled words. Each student has a copy of his or her partner's work. Students read the piece together to identify misspelled words.

Reading backward, from the end of the text to the beginning, may help some students focus on the spelling.

Word List

With student input, prepare a class list of irregular words that students have difficulty spelling. This list is displayed in the classroom and added to as new words are encountered. This list may be made into individual student bookmarks (закладки).

Spelling

Students will be able to:

- 4.3.2** recognize spelling conventions in learned vocabulary, using a variety of strategies, resources and spelling patterns. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize spelling conventions in learned vocabulary, using a variety of strategies, resources and spelling patterns?

 Spelling Quizzes

With students, analyze spelling quizzes to determine areas of difficulty and to decide on effective spelling strategies.

 Portfolios

Students choose a range of written samples that show their progress in spelling over time. They should periodically study their samples to determine their spelling progress and to generate common spelling rules.

 Learning Logs

Have students respond to their spelling activities in their Learning Logs by answering questions; e.g.,

1. Why is spelling important?
2. What do you do when you do not know how to spell a word?
3. What do you do when you have not spelled a word correctly?
4. What spelling do you have for _____?

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Буквар. Методичні поради вчителю.* Луцик Д. В., Проць М. М., Савшак А. С. Львів: Світ, 2001.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE

4

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 use basic writing conventions when editing and proofreading.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Mini-lessons

Use mini-lessons to teach appropriate use of capitalization and punctuation; e.g., periods, question marks and exclamation marks. Mini-lessons should be based on the needs observed as students are composing. Samples of students' writing may be used for group editing activities. Select samples from among the class (students must give written permission and remain anonymous) or from other classes. Using an overhead, have students insert capital letters and punctuation marks appropriately.

Focus on Dialogue

Students refer to a story they have read to find models for the correct use of quotation marks in dialogue. They view an overhead transparency of a passage from a familiar novel. The passage has a conversation between two characters that has been rewritten without any paragraphing. Students discuss how hard it is to identify the speakers and, after teacher modelling, they paragraph the rest of the passage to indicate the conversation between the two speakers.

Choral Reading

Working in small groups, students practise choral readings of passages provided by the teacher. They concentrate on pausing at commas and periods and using appropriate inflections and intonation when encountering question marks and exclamation marks.

Looking for Examples

Working in small groups, students look at selections of Ukrainian children's literature to find examples of the various uses of capital letters, commas, quotation marks and other punctuation. The findings are shared and discussed with others.

Capitalization and Punctuation

Students will be able to:

4.3.3 use basic writing conventions when editing and proofreading. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use basic writing conventions when editing and proofreading?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use basic writing conventions when editing and proofreading (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students about their proofreading and editing. Provide feedback and encourage accurate punctuation usage. Help students listen to themselves as they read their work to insert appropriate punctuation.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use basic writing conventions when editing and proofreading (see sample blackline master in Appendix E: Self-assessment Checklist).

 Portfolios

Students select samples of their work that demonstrate their developing skills in proofreading and editing their own written compositions for appropriate use of periods, question marks and exclamation marks. Work samples should be dated to show progress over time. Use the data to inform instruction.

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education: A Curriculum Guide and Handbook for Grades 4–8.* Regina, SK: Saskatchewan Education, 1995.
- *Елементи української мови. Посібник для вчителів.* ЕДМОНТОН: Міністерство освіти Альберти, 1991.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Share Ideas and Information

Students will be able to:

- 4.4.1** present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Planned Presentations

Have students plan and deliver presentations; e.g.,

- bring a CD-ROM encyclopedia from home and show peers how to use it
- share a collection of rocks, explaining where they were found and identifying some types
- make a set of posters to organize their presentation on a topic
- use props (e.g., puppets, flannel boards, costumes and music) to keep listeners' attention and to maintain interest
- talk about books they have read and tell why they would or would not recommend them to others, using supporting examples from the texts and sentence starters provided by the teacher.

Group Plays

When preparing to present a group play, students decide what information they need to tell the audience and who will do each piece; e.g.,

Student 1: Tells the title of the play.

Student 2: Introduces the characters after the play.

Student 3: Asks the audience what they thought of the play.

Hobby Day

Following a discussion of personal hobbies, students organize a hobby day in which they share their hobbies. Students plan and prepare a short one-minute talk and a display to share in class.

Class Chart

With teacher guidance, students create a class chart to help them organize and include categories of important information when sharing news orally. These categories should include *хто або що? де? коли? чому? як?* Categories may also include personal feelings and connections.

Share Ideas and Information

Students will be able to:

- 4.4.1** present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Portfolios

Students select presentation materials for their portfolios, including planning outlines, draft copies, cue cards, visual aids, photographs of the presentation, feedback from classmates and self-assessment checklists.

SAMPLE RESOURCES

- *Веселі задачі для дошкільнят*. Яловська О. О. (упор.). Тернопіль: Мандрівець, 2002.
- *Нова 3: Читанка-сходінка. Один день з мого життя*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995, «Гобі», с. 1–8.
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12*. Regina, SK: Saskatchewan Education, 1996.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Effective Oral and Visual Communication

Students will be able to:

- 4.4.2** describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation and nonverbal cues.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Guest Greetings

When visitors come to the classroom, students acknowledge their presence by greeting them appropriately; e.g.,

- Добридень, пане _____.
- Добридень, пані _____.
- Слава Ісусу Христу, отче.
- Вітаємо вас до нашої школи.

Focus on Volume

Students use an appropriate volume for different classroom activities; e.g., small group work, presentations, art activity, partner work, sports.

Reading with Expression

Students present their own poetry, or a published poem of their choice, and focus on reading with expression.

Extension: When a group of students reads a story, they each use a different voice to match their character.

Extension: While performing a puppet play, one group member narrates in a clear, steady voice that helps the group keep up and also makes it easy for the class to listen to the story.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation and nonverbal cues?

(continued)

Effective Oral and Visual Communication

Students will be able to:

- 4.4.2** describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation and nonverbal cues. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)*
 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation and nonverbal cues when greeting guests in the classroom. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Videotape students' oral presentations and use the recording for individual or group conferences. The observation checklist may be used to guide the conference.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation and nonverbal cues (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Дванадцять місяців. Малюкам про все на світі.* Львів: Аверс, 1998.
- *Нова 4: Діялоги.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Classroom Assessment Materials Project (CAMP): Grade 4 English Language Arts.* Edmonton, AB: Alberta Education, 1997—Scoring Criteria for Oral Assessment.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours, and show respect for the presenter.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Responding to a Presentation

As a class, students compose questions prior to a speaker's presentation. After the presentation, they respond by using appropriate statements when sharing or commenting on the work of others; e.g., Мені подобається, як ти ... Цікаво, чи ти б міг/могла ...

Brainstorming

Invite students to brainstorm a list of good listening behaviours. Write these behaviours on chart paper and post them in the classroom. Once students are familiar with these behaviours, they may use them as criteria for self-assessment. A list of listening behaviours may include:

Як слухати

Сиди спокійно. Не розмахуй руками. Не розмовляй.

Прислухайся до ключових слів.

Думай про те, про що говорить доповідач/промовець.

Якщо щось не зрозумів/ла — запитай.

Скажи доповідачеві, що тебе найбільше зацікавило.

Active Listening Chart

Create a chart to cue students to use active listening behaviours; e.g.,



Attentive Listening and Viewing

Students will be able to:

- 4.4.3** demonstrate appropriate audience behaviours, and show respect for the presenter.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- demonstrate appropriate audience behaviours, and show respect for the presenter?

Self-assessment Checklist

Videotape the audience (class) during presentations. With students, view the video and discuss audience behaviours. Individual students complete a self-assessment checklist; e.g.,

Чи я добре слухав/ла презентацію?		
	Так	Ні
1. Я мовчав/ла, коли промовець говорив.	<input type="checkbox"/>	<input type="checkbox"/>
2. Я дивився/лась на промовця.	<input type="checkbox"/>	<input type="checkbox"/>
3. Я вживав/ла мову тіла, щоб показати, що я уважно слухаю.	<input type="checkbox"/>	<input type="checkbox"/>
4. Я поставив/ла промовцеві питання за темою презентації.	<input type="checkbox"/>	<input type="checkbox"/>
5. Я уважно слухав/ла питання інших.	<input type="checkbox"/>	<input type="checkbox"/>
6. Я отримав/ла задоволення від презентації.	<input type="checkbox"/>	<input type="checkbox"/>
7. Я допомагав/ла іншим отримати задоволення від презентації.	<input type="checkbox"/>	<input type="checkbox"/>
8. Я продемонстрував/ла добру поведінку, коли: _____		
9. Я можу поліпшити свою поведінку під час слухання за допомогою: _____		

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate appropriate audience behaviours, and show respect for the presenter. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Oral Peer-assessment

Peers assess student presentations with a strategy such as Two Stars and an Idea; e.g.,

Дві найцікавіші речі в даній презентації були:
Зірка 1.
Зірка 2.
Для наступної презентації я порадив би/порадила б:

SAMPLE RESOURCES

- *Classroom Behaviour Chart II*. Saskatoon, SK: Saskatchewan Learning/Saskatchewan Teachers of Ukrainian.

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

Share and Compare Responses

Students will be able to:

5.1.1 understand relationships between own ideas and experiences and those of others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Author's Chair

Students use the author's chair to share their story writing with others. Those listening to the reader are encouraged to respond positively by naming a specific aspect of the story that appealed to them; e.g.,

- Це оповідання дуже цікаве.
- Мені сподобалося...
- Ти нарисував/нарисувала дуже гарні рисунки.
- Ти вживав/вживала...

Personal Response

After reading, listening to or viewing a text in class, students respond in a personal way to the main idea or message by creating a poster, mobile, diagram, diorama or by dramatizing. They share their personal responses in class.

Share and Compare Responses

Students will be able to:

- 5.1.1** understand relationships between own ideas and experiences and those of others.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand relationships between own ideas and experiences and those of others?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to understand relationships between own ideas and experiences and those of others (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to understand relationships between own ideas and experiences and those of others (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Снігова пісня. Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- *Зачарована ялинка. The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1988.
- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

Relate Texts to Culture

Students will be able to:

5.1.2 examine ideas within stories from oral, print, visual and multimedia texts from various communities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Graphic Organizers

As a class activity with teacher guidance, students use a graphic organizer (e.g., a storyboard map or web) to identify the main characters, plot and settings in a number of stories; e.g.,

Characters	Setting	Plot	Descriptive Words (to describe one illustration of the story)

Setting Discussion

Using a story set in a different time or place, partners discuss how the setting affects the experiences of the characters.

Video Discussion

After watching a video presentation about different kinds of communities, students talk about what they learned, using sentence starters; e.g.,

- Цей фільм про _____.
- Три речі, яких я навчився/навчилася це _____, _____ і _____.
- Я також навчився/навчилася _____.
- Я був/була здивований/здивована, що _____.

Cooperative Learning Games

Students play a cooperative learning game called One and All that is designed to help them identify similarities and differences. Students can compare books, characters or cultures and compare their own lives with the lives of characters or events in texts they have listened to, read or viewed.

Songs

Invite students to read and discuss the lyrics of songs from other cultures that have been translated into Ukrainian. They learn to sing these songs.

Relate Texts to Culture

Students will be able to:

- 5.1.2** examine ideas within stories from oral, print, visual and multimedia texts from various communities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- examine ideas within stories from oral, print, visual and multimedia texts from various communities?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to examine ideas within stories from oral, print, visual and multimedia texts from various communities (see sample blackline master in Appendix E: Observation Checklist).

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to examine ideas within stories from oral, print, visual and multimedia texts from various communities (see sample blackline master in Appendix E: Self-assessment Checklist).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to examine ideas within stories from oral, print, visual and multimedia texts from various communities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Улюблені вірші. Вірші українських та іноземних поетів*. Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛІА-МА-ГА, 1994.
- Graphic organizers (see sample blackline masters in Appendix D).

General Outcome

5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE

4

Specific Outcome

Appreciate Diversity

Students will be able to:

5.1.3 connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Venn Diagram

After writing a personal response to a story, pairs of students share and discuss their responses. Students draw a Venn diagram comparing and contrasting their lives with the main characters' lives.

Letters to Favourite Characters

After reviewing samples of friendly letters and brainstorming with the teacher, students create sentence starters on possible responses to a story read in class. They write a letter to their favourite character; e.g., *ь, еп чох*. Students may share their letters in small groups.

Sharing Personal Connections

Read a variety of texts that reflect different cultures as well as other communities. Following the reading, invite students to share personal connections they made with characters and events. Record these ideas in Ukrainian on chart/poster paper.

Field Trips

Students participate in field trips to view cultural displays. Prior to the field trips, engage students in various activities; e.g., readings, discussions and viewing videos. After the field trips, students complete short, simple entries in their Learning Logs in which they compare their own experiences with those of the characters in the texts.

Appreciate Diversity

Students will be able to:

- 5.1.3** connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Portfolios

Students choose work samples to show their connections between portrayals of individuals or situations in texts and their personal experiences. They state why a particular piece of work was selected to represent their understanding of their community.

 Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Лікар Айболить*. Чуковський К. Львів: Аверс, 2000.
- *Пенні Довганяноха*. Сенюк О. (пер.). Київ: Веселка, 1990.
- Venn diagram (see sample blackline master in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

Celebrate Special Occasions

Students will be able to:

5.1.4 use language appropriate in tone and form when participating in classroom and school activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Encouragement

Encourage students to offer words of encouragement to their peers; e.g.,

- following a readers' theatre presentation by one group, other students write short notes of congratulations
- after a student tells of an accomplishment, other students say, "Гратулюємо! Молодець!"
- make comments to recognize and praise an author's work on a comments page attached to the back of individually published stories.

Honouring Songs

Students learn and practise greetings and sing songs appropriate to particular situations that honour people and events in the Ukrainian community; e.g., Многая літа, вічна пам'ять, Бог Предвічний, Христос Воскрес, Сійся-родися, О, Канадо, Ще не вмерла Україна.

Student of the Week

The Student of the Week is chosen randomly. This student is seated in the centre of a circle of classmates. Classmates use small cards to write positive comments highlighting the chosen student's strengths and accomplishments. Cards are given to the student to take home for his or her personal collection.

Extension: Students participate in a Student of the Week activity in which they work together to compose a short text based on the student's accomplishments. Scribe students' ideas. When the text is complete, reread it to ensure the information is accurate and sequenced appropriately. The text can be made into a book with illustrations and given to the student to take home.

Celebrate Special Occasions

Students will be able to:

- 5.1.4** use language appropriate in tone and form when participating in classroom and school activities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use language appropriate in tone and form when participating in classroom and school activities?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use language appropriate in tone and form when participating in classroom and school activities (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use language appropriate in tone and form when participating in classroom and school activities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Peer Assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use language appropriate in tone and form when participating in classroom and school activities during Student of the Week activities (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education: A Curriculum Guide and Handbook for Grades 4–8.* Regina, SK: Saskatchewan Education, 1995.
- *Ukrainian-English Bilingual Education. Arts Education 4–8: Music Supplement.* Regina, SK: Saskatchewan Education, 2001.
- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- *Зачарована ялинка. The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1988.

General Outcome

5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

GRADE

4

Specific
Outcome

Cooperate with Others

Students will be able to:

5.2.1 appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Roles

Students create a series of posters to tell a story in sequence. They decide on and assign tasks; e.g., who will print the titles, who will create the pictures and who will write the captions.

Alternative Activity: When doing a reading comprehension assignment, students trade roles for each question; e.g., Student 1 reads the question, Students 2 and 3 search for the answer, Student 4 formulates what will be written.

Cooperative Group Language

Students learn the language they need for cooperative group work by watching and listening carefully as the teacher models the language and behaviours of listening attentively, giving encouragement, praising accomplishments, and clarifying ideas and responses. The vocabulary necessary for cooperative group work in Ukrainian is posted in the classroom for student reference. Students practise this vocabulary through role-plays and repetition.

Group Writing

Students work as a group to write a thank-you letter to a guest speaker who visited their classroom. They make use of vocabulary posted in the classroom from a brainstorming session preceding the letter-writing task.

Cooperate with Others*Students will be able to:*

- 5.2.1** appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (see sample blackline master in Appendix E: Observation Checklist).

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (see sample blackline master in Appendix E: Self-assessment Checklist).

Conferences

Use a quick check to determine how students feel about the way they worked on a cooperative activity. Students show a “thumbs up” if their group worked well. They show a “thumbs down” if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings.

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 47, 145.

General Outcome

5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

GRADE

4

Specific
Outcome

Work in Groups

Students will be able to:

5.2.2 take roles and share responsibilities as group members.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Research

Before starting research on an animal, students brainstorm possible categories; e.g., habitat, life cycles, food, enemies, caring for young. They then complete a KWL chart; e.g.,

Що я знаю	Що я хочу знати	Чого я навчився/лась

Each student in the group takes a role in the group's research; e.g., finding and acquiring resources, skimming and scanning for information, note-taking.

Group Presentation Roles

When preparing a group presentation about a particular animal, one student makes an overhead transparency summarizing their ideas, two students work together to make a diorama showing the animal's habitat and another student makes a poster about the animal.

Extension: Students create a poster to present and display in class. One student designs the title, another the illustrations and two others print up the information.

Work in Groups

Students will be able to:

5.2.2 take roles and share responsibilities as group members. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- take roles and share responsibilities as group members?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to take roles and share responsibilities as group members (see sample blackline master in Appendix E: Observation Checklist).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to take roles and share responsibilities as group members (see sample blackline master in Appendix E: Self-assessment Checklist).

 Conferences

Conference with students to reinforce positive communication behaviours as well as to address discrepancies between student's self-assessment reports and the behaviours that are actually observed.

SAMPLE RESOURCES

- *Велика енциклопедія школяра*. Київ: Махаон–Україна, 2000.
- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи*. Гнатюк О. В. Харків: Гімназія, 2002.
- KWL chart (see sample blackline master in Appendix D).

General Outcome

5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

GRADE

4

Specific
Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 show consideration for those whose ideas, abilities and language use differ from own.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Respect Posters

Invite students to help prepare charts of appropriate language showing respect. Post charts in the classroom for future reference; e.g., language ladders posters.

Respectful Cartoons

After reviewing language to show respect and consideration for others' ideas and language abilities, students create personal cartoons that illustrate these concepts. Students use both thought and speech bubbles to make their cartoons explicit.

Use Language to Show Respect

Students will be able to:

- 5.2.3** show consideration for those whose ideas, abilities and language use differ from own. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- show consideration for those whose ideas, abilities and language use differ from own?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to show consideration for those whose ideas, abilities and language use differ from own (see sample blackline master in Appendix E: Observation Checklist).

Conferences

Conference with students to reinforce positive communication behaviours as well as to address discrepancies between students' self-assessment reports and the behaviours that are actually observed.

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to show consideration for those whose ideas, abilities and language use differ from own. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Curriculum Guide and Handbook for Grades 4–8.* Regina, SK: Saskatchewan Education, 1995.

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

Evaluate Group Process

Students will be able to:

5.2.4 show appreciation and offer constructive feedback to peers, and seek support from group members.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Appreciative Comments

During group activities, encourage students to make appreciative comments; e.g.,

- Дякую, що ти мені приніс цю книжку.
- Дякую, що ти принесла кредки, бо я свої забула вдома.

Celebration Wall

Students brainstorm and draw a list of ways they help each other in class every day. Set up a celebration wall where students post sketches, poems or statements that highlight the ways they were helped and how they helped someone else. Students complete statements, with teacher guidance, and post them on the celebration wall; e.g.,

Стенд відзнаки	
Дата: _____	_____ допоміг/допомогла групі, коли _____
Підпис: _____	
Дата: _____	Мені подобалося, коли _____
Підпис: _____	
Дата: _____	Я був задоволений/задоволена, коли _____
Підпис: _____	

Evaluate Group Process

Students will be able to:

- 5.2.4** show appreciation and offer constructive feedback to peers, and seek support from group members. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- show appreciation and offer constructive feedback to peers, and seek support from group members?

 Checklist

Develop a checklist based on the Focus for Assessment criteria to record students' group behaviours; e.g.,

Аркуш перевірки праці групи: четверта класа					
Дата: _____					
Тема: _____					
Імена учнів	Ефективно використовували час	Слухали інших членів групи	Заохочували інших	Пропонували ідеї та думки	Допомагали іншим зрозуміти завдання

 Learning Logs

Students respond to prompts to write in their Learning Logs; e.g.,

- До групової праці я додав/додала: _____.
- Групи працюють добре, коли _____.
- Я можу стати кращим членом групи, якщо _____.

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to show appreciation and offer constructive feedback to peers, and seek support from group members (see sample blackline master in Appendix E: Peer-assessment Checklist).

(continued)

SAMPLE ASSESSMENT STRATEGIES *(continued)*

Self-assessment

Use a variety of self-assessments to help students become aware of group expectations and to provide personal information; e.g.,

Групова праця: самооцінка

Дата: _____

Ім'я: _____

Інші члени групи: _____

Зафарбуй клітинки, які характеризують твою працю в групі .

- Я ставив/ла питання іншим членам своєї групи.

Завжди	Інколи	Майже ніколи
--------	--------	--------------
- Я слухав/ла інших членів групи.

Завжди	Інколи	Майже ніколи
--------	--------	--------------
- Я дістав/ла нову інформацію від членів групи.

Завжди	Інколи	Майже ніколи
--------	--------	--------------
- Я заохочував/ла нову інформацію від членів групи.

Завжди	Інколи	Майже ніколи
--------	--------	--------------

Зафарбуй клітинки, які характеризують колективну працю в твоїй групі.

- Ми питали одне одного.

Завжди	Інколи	Майже ніколи
--------	--------	--------------
- Ми слухали одне одного.

Завжди	Інколи	Майже ніколи
--------	--------	--------------
- Ми навчалися одне від одного.

Завжди	Інколи	Майже ніколи
--------	--------	--------------
- Ми заохочували всіх членів нашої групи.

Завжди	Інколи	Майже ніколи
--------	--------	--------------

Дай відповідь на запитання:

- Що ти думав/ла перед початком групової праці?

- Що ти думав/ла після завершення групової праці?

(continued)

Evaluate Group Process

Students will be able to:

- 5.2.4** show appreciation and offer constructive feedback to peers, and seek support from group members. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)*

Співпраця в групі: самооцінка

Дата: _____

Ім'я: _____

Інші члени групи: _____

(підпис кожного члена групи)

Зафарбуй клітинки, які характеризують працю в твоїй групі.

1. Ми добре використовували час і допомагали одне одному дотримуватися вимог завдання.

 Завжди

 Інколи

 Майже ніколи

2. Ми слухали одне одного.

 Завжди

 Інколи

 Майже ніколи

3. Ми заохочували одне одного.

 Завжди

 Інколи

 Майже ніколи

4. Ми всі пропонували думки та ідеї.

 Завжди

 Інколи

 Майже ніколи

5. Ми допомагали всім членам групи зрозуміти завдання.

 Завжди

 Інколи

 Майже ніколи

6. Ми справедливо розподіляли роботу.

 Завжди

 Інколи

 Майже ніколи

7. Ми допомагали одне одному зосередитися на виконанні завдання.

 Завжди

 Інколи

 Майже ніколи

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, p. 145.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Sound–Symbol System

Students will be able to:

- 6.1.1** apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Dictation**

On a regular basis, select unfamiliar vocabulary and/or passages for dictation, making sure to pronounce words clearly and accurately. Students listen carefully and write words/passages as they are read. In pairs or small groups, students check their work against a master list and repeat the process with only those words that were problematic or incorrect.

Тайнопис

Students play тайнопис in Ukrainian, using words, phrases and sentences from familiar themes/topics in the classroom.

Word Study

With student input, choose words from texts to form the basis for thematic word study activities. Print the words on charts and post them in the classroom where students may refer to them during daily reading and writing activities.

Sound–Symbol System*Students will be able to:*

- 6.1.1** apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Portfolios

Students choose work samples to show their progress in applying phonetic knowledge of Ukrainian. Samples can include pre-tests, post-tests and rough drafts. Students can discuss their progress and make observations about areas that still require improvement.

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE **RESOURCES**

- *Буквар. Методична розробка. Методичні рекомендації до проведення уроків за Букварем.* Чорна М., Грабар А. Львів: Афіша, 2000.
- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 4: Діялоги.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 4: Повтор-імітація.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Lexicon

Students will be able to:

- 6.1.2** use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Language Ladders**

Working in small groups, students prepare their own language ladders on a familiar theme or add to one prepared by the teacher.

Daily Routines

Prepare a number of daily routines that students can act out. Each group should have the opportunity to act out each routine. If necessary, repeat dialogues or echo-acting activities from previous grades to review necessary vocabulary.

Extension: Students write conversations based on questions and answers in familiar classroom and/or school situations. They role-play the situations.

Sharing Circle

Invite students to participate in a daily sharing circle activity, either at the beginning or end of the school day. The activity provides the opportunity for asking and answering questions and sharing personal information. Students refer to thematic vocabulary charts and the classroom word wall to support conversation.

Grammatical Elements*Students will be able to:*

- 6.1.2** use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Videotape students' role-plays and use them for individual or group conferences. Use the Focus for Assessment criteria to guide the conference.

SAMPLE **RESOURCES**

- *Тємниця десяти невідомих.* Січовик І. Київ: Сі, 1999.
- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Ukrainian Bilingual Program K–12: Teacher Resource Guide.* Edmonton, AB: Edmonton Catholic Schools, 1998.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Grammatical Elements

Students will be able to:

6.1.3 use, in **modelled** situations, the following grammatical elements:

Nouns

- hard, soft, mixed stem
- instrumental singular
- dative singular

Pronouns

- personal (instrumental, dative)
- demonstrative, possessive, interrogative (accusative singular animate, genitive singular, locative singular)

Adjectives

- accusative singular animate
- genitive singular
- locative singular
- comparative and superlative

Verbs

- perfective/imperfective past and future
- ся verbs with dative

Expressions

- of emotions
- at what time

Conjunctions

- comparative

Numerals

- cardinals over 100
- ordinals over 12

use, in **structured** situations, the following grammatical elements:

Nouns

- accusative singular animate
- genitive singular
- accusative plural inanimate

Pronouns

- personal locative
- demonstrative, possessive, interrogative (nominative singular and plural, accusative singular inanimate, accusative plural inanimate)

Adjectives

- noun-adjective agreement
- accusative plural inanimate

(continued)

Grammatical Elements

Students will be able to:

- 6.1.3** use, in modelled and structured situations or independently and consistently, the specific grammatical elements. *(continued)*

Grammatical Elements *(continued)*

Students will be able to:

use, in **structured** situations, the following grammatical elements:

Verbs

- present
- present of common reflexives
- imperative
- modal verbs
- past, all genders singular and plural

Adverbs

- of time
- of frequency

Expressions

- date and year
- time

Numerals

- 1–4 plus noun agreement

use, **independently** and **consistently**, the following grammatical elements:

Nouns

- locative singular
- irregular plurals, including pluralia tantum, nominative

Pronouns

- personal genitive

Adjectives

- accusative singular inanimate

Verbs

- future imperfective

Adverbs

- of motion
- of distance
- to express seasons

Expressions

- of appeal

Numerals

- ordinals 1–12

Note: Grammatical elements that the students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: The grammatical elements listed are not intended to be taught in isolation but within the context of the activities presented throughout the guide.

Emotions Game

Have students play a cooperative game in small groups in which they act out and guess various expressions of emotion based on a class list.

What Time Is It, Mr. Wolf?

Students ask a student selected as the wolf, “What time is it, Mr. Wolf?” The wolf answers with a time and 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.

When I Grow Up

Have students write and illustrate simple books in which they describe different things they would like to do when they are older; e.g., “When I grow up, I will ... go on a safari, drive a race car, swim in the Olympics.”

Grammatical Elements*Students will be able to:*

- 6.1.3** use, in modelled and structured situations or independently and consistently, the specific grammatical elements. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use, in modelled and structured situations or independently and consistently, the specific grammatical elements?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE **RESOURCES**

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Розвиваємо усне мовлення. Програма занять з дитиною від трьох років.* Светлова І. Є. Київ: АСТпрес-ДІКСІ, 2001.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Mechanical Features

Students will be able to:

6.1.4 use basic mechanical features correctly, and explore their use for effect.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Modelling**

Model the correct use of capital letters and punctuation while scribing language experience charts.

Correcting Errors

Print simple sentences that have capitalization and punctuation errors. Students read the sentences and identify the errors. They then write the corrected sentences into their notebooks.

Extension: Have students discuss the effects of correct punctuation on the meaning, tone and voice of the text.

Dialogue Features

Invite students to read a text passage containing dialogue. Students highlight the quotation marks and dialogue.

Highlighting Punctuation

As students read an assigned passage on a familiar topic, they mark all punctuation marks and capital letters with a highlighter pen. They compare their work with that of a classmate. Make sure that there are many examples involving days of the week, months of the year, пан, панна and пані that are not capitalized.

Mechanical Features*Students will be able to:*

- 6.1.4** use basic mechanical features correctly, and explore their use for effect.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use basic mechanical features correctly, and explore their use for effect?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use basic mechanical features correctly, and explore their use for effect (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use basic mechanical features correctly, and explore their use for effect (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE **RESOURCES**

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Розвиваємо усне мовлення. Програма занять з дитиною від трьох років.* Светлова І. Є. Київ: АСТпрес-ДІКСІ, 2001.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Discourse Features

Students will be able to:

6.1.5 use basic discourse features in oral, print and visual texts; and explore their use for effect.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Letter Writing**

Using sentence starters, students write a letter to a friend or family member, describing an activity or event in their class. Besides using proper letter format, they organize the letter into paragraphs.

Discourse Markers Modelling

Model discourse markers for the class. Students create a simple oral dialogue, using one or more discourse markers, and present the dialogue to the class.

Extension: Refer to discourse markers that are used in many of the *Nova 3* echo-acting routines. Some examples include *перше, друге, колись, давно ... перед тим, потім*. Use an echo-acting routine as a model. Students work in small groups to create their own echo-acting routines, using various discourse markers. These echo-acting routines can be illustrated and presented to the class.

Discourse Features*Students will be able to:*

- 6.1.5** use basic discourse features in oral, print and visual texts; and explore their use for effect. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use basic discourse features in oral, print and visual texts; and explore their use for effect?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use basic discourse features in oral, print and visual texts; and explore their use for effect (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use basic discourse features in oral, print and visual texts; and explore their use for effect. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 4: Повтор-імітація.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Listening

Students will be able to:

- 6.2.1** listen to and understand a short oral or media presentation on a familiar topic in structured and unstructured situations.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Book Talk**

Students present a short, simple book talk based on a favourite Ukrainian book, using a form such as the following:

Ця книжка називається _____.
Головні персонажі _____.
Головна проблема _____.
Моя улюблена частина _____.

Listen, Sketch and Label

Students listen to either a poem or brief passage that is read only twice. They must then sketch and label three items that they recall from the text. Points are given for exact vocabulary reference.

Extension: After students watch a video, they create pictures or computer graphics to illustrate key points or answer a question posed by the teacher.

School Announcements

As students listen for morning announcements over the school's P.A. system, they focus on the announcements done in Ukrainian. Students must retell the messages they have constructed from the announcements. Discuss the retelling for accuracy.

Classroom Guest

Invite a guest or student who is fluent in Ukrainian to demonstrate a craft or cooking task. Distribute task sheets on which the steps are written in an incorrect order. Students number the steps in the correct order and match pictures of the ingredients and/or materials to their names in Ukrainian.

Listening

Students will be able to:

- 6.2.1** listen to and understand a short oral or media presentation on a familiar topic in structured and unstructured situations. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- listen to and understand a short oral or media presentation on a familiar topic in structured and unstructured situations?

 Learning Logs

Students record entries in a Learning Log following each oral presentation and discussion. The entries may include what students learned about the topic, how they felt about the ideas and information presented, and other questions they may still have about the topic. Conference with students to review responses and assess how they use their knowledge and listening strategies to learn.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to listen to and understand a short oral or media presentation on a familiar topic in structured and unstructured situations (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE **RESOURCES**

- *У тітки Квітки* (videocassettes). Toronto, ON: Kvitka Productions, 1975–1989.
- *Легенди степових індіанців у лялькових силюетах*. Edmonton, AB: ACCESS Network, 1992.
- Ukrainian-speaking guest.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Speaking

Students will be able to:

6.2.2 produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Halloween Fashion Show**

After reading a story about Halloween and reviewing Halloween vocabulary, students dress up in their favourite Halloween costumes. They describe each piece of clothing they are wearing.

Extension: Students dress up as their favourite animal and describe their colour of fur/hair, eyes and so on.

One Minute Presentations

Students talk about familiar topics; e.g., their weekend, family, siblings, friends. A timer is set for one minute and during that time, the student can say as much as he or she wants about the topic.

Extension: Students present five things that they are going to take with them on an imaginary trip.

Shared Stories

One student begins to tell an oral story on a familiar theme by supplying the first sentence. Students in turn provide sentences until the story is completed. Stories may be recorded and then played back and shared.

Extension: Students work in small groups to prepare role-plays based on themes studied; e.g., in *Nova* dialogues and echo-acting routines.

Speaking*Students will be able to:*

- 6.2.2** produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation (see sample blackline master in Appendix E: Rubric or Rubric and Checklist). Criteria might include:

- meaning is clear
- appropriate details are included in questions and answers
- gestures and body language support communication (language competence, attend to form)
- interaction has some sense of fluency and spontaneity (language competence, interactive fluency).

SAMPLE **RESOURCES**

- *Нова 3: Діялоги*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003, «Діялог 3: Приготування до Галовіну».

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Reading

Students will be able to:

6.2.3 read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Identifying the Main Idea**

Students read a short story and complete a chart asking for the main idea and one or two supporting ideas; e.g., *Лисичка та журавель*.

Storyboards

Invite students to read a story together and then write down the beginning, middle and end idea of the story. Students then draw a picture for each idea.

Конструкція оповідання

Малюнок		Малюнок
Головна думка вступу	Головна думка середини	Головна думка кінця

Morning Messages

Invite students to read and comprehend daily morning messages written on the board. The content of the messages can vary to include humorous, informative and interesting facts.

Ukrainian Proverbs

Students read and discuss, with teacher guidance, the meanings of Ukrainian proverbs and sayings highlighted in each of the *Nova 4* units. Students may create posters that illustrate the meanings of these proverbs.

Reading

Students will be able to:

- 6.2.3** read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Conference with students, using a variety of short texts and/or series of sentences. Talk about the strategies they used to construct and confirm meaning. Use this information to guide instruction.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations (see sample blackline master in Appendix E: Self-assessment Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Курочка ряба*. Київ: АСТпрес-ДІКСІ, 2000.
- *Цап і баран*. Київ: АСТпрес-ДІКСІ, 2001.
- *Червона шапочка*. Київ: Махаон–Україна, 2000.
- *Природознавство 3*. Байбара Т., Коваль Н. Київ: Освіта, 2001.
- *Івасик-Телесик*. Донецьк: Сталкер, 1999.
- *Нова 4: На допомогу вчителю—матеріали для планування занять*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2005.
- *Лисичка та журавель*. Львів: Афіша, 2001.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Writing

Students will be able to:

6.2.4 produce, spontaneously or with guidance, simple texts on familiar topics in structured and unstructured situations.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Personal Yearbooks**

Every month, students add one page to their personal yearbook. Each page is a new idea; e.g., my favourite book, food, about myself. At the end of the year, each student has his or her own class yearbook.

Pre-writing Strategies

After brainstorming, webbing or using any other organizational tool, students compose a brief paragraph about the topic.

Writing Instructions

After a presentation on how to make a craft or follow a recipe, help students rehearse and write the directions. Students may also write the directions to play a simple game.

Writing Based on Models

Have students review model texts and write their own texts on a variety of topics; e.g.,

- write a short story or poem, using a story or poem studied in class as a model
- produce a letter after studying friendly letter format, greetings and salutations
- review descriptive paragraphs and then write their own.

Writing*Students will be able to:*

- 6.2.4** produce spontaneously or with guidance, simple texts on familiar topics in structured and unstructured situations. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- produce, spontaneously or with guidance, simple texts on familiar topics in structured and unstructured situations?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to produce, spontaneously or with guidance, simple texts on familiar topics in structured and unstructured situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to produce, spontaneously or with guidance, simple texts on familiar topics in structured and unstructured situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE **RESOURCES**

- *Нова 4: Вправи до навчальних розділів 1–12.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 7: Динозаври», Вправа 15.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Viewing

Students will be able to:

6.2.5 view and understand a variety of simple events and/or representations.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Traditional Patterns and Symbols**

Students view art symbols of Ukrainian *pysanka* and incorporate them in a design or illustration.

Extension: Students view Ukrainian embroidery designs found in different areas of Ukraine; e.g., Hutsul region, Bukovynian region. They choose a simple pattern and embroider a bookmark.

Poster Scenes

Students view a video of Shumka's *Cinderella* and talk about the story. They create a series of posters that depict the key scenes of the video.

Community Visuals

Display posters of Ukrainian events in the school and community and talk about their significance.

Extension: If possible, show slides or pictures of visual signs in the community (e.g., yield, stop, washroom, railroad crossing) and discuss their purpose.

Posters, Announcements and Advertisements

Students view a number of posters, announcements and advertisements for upcoming events in the Ukrainian community. They ask and answer questions about the event; e.g.,

- Що відбувається?
- Коли відбувається?
- Де відбувається?
- О котрій годині починається?
- Хто виступає?

Viewing

Students will be able to:

6.2.5 view and understand simple events and/or representations. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- view and understand a variety of simple events and/or representations?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to view and understand a variety of simple events and/or representations (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 prior to beginning the activity. Students use the rating scale to evaluate how well they are able to view and understand a variety of simple events and/or representations (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE **RESOURCES**

- *A Kid's Guide to Decorating Easter Eggs*. Perchyshyn, N. Minneapolis, MN: Ukrainian Gift Shop, Inc., 2000.
- *Meet the Pysanka. Color Them Pretty*. Kastl, H. L. St. Louis, MO: E&R Printing Co., 1987.
- *Eggs Beautiful: How to Make Ukrainian Easter Eggs*. Kmit, A., Luciow, L., Luciow, J. Minneapolis, MN: Ukrainian Gift Shop, 1979.
- *Pysanka, the Ukrainian Easter Egg* (videocassette). Nowytski, S. (prod.). Minneapolis, MN: Filmart Productions.
- *Український народний одяг. Ukrainian Folk Costume*. Odarchenko, P., Carynnyk, H., Tytla, H., Stachiv, M., Lewycka-Barabach, M. J. (illustrators). Toronto, ON: University of Toronto Press, 1992.
- *Українська вишивка. Ukrainian Embroidery Designs*. Zelska, I. Toronto, ON: Harmony Publishing Ltd., 1978.
- Pictures or slides of signs in the community.
- Samples of pamphlets, posters and brochures advertising community events.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Representing

Students will be able to:

6.2.6 create multiple representations of the same familiar ideas, events and/or information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Graphic Organizers**

Help students understand that information can be displayed in a number of ways by modelling the use of graphic organizers; e.g., Venn diagrams, webs, mind maps, herringbone maps, concept frames. Then encourage students to use a variety of graphic organizers throughout the year.

Fairy Tales

At the end of a fairy tale unit, students choose their favourite fairy tale and illustrate their favourite part. They write a simple sentence under the picture they draw. All student pictures with captions are compiled into a class book. Students then perform mini-plays of the fairy tales.

Folk Song Rewrite

Students learn or review the Ukrainian folk song “Що будемо їсти?” and, with a partner, rewrite the words of the song; e.g.,

У понеділок – _____.

У вівторок – _____.

У середу – _____.

School Memory Books

Students use a personal disposable camera to take pictures of events at school to create a class memory book. In groups, they prepare simple captions to accompany the photographs. Students then draw and label a map of the school or classroom and share their maps with one another.

Weather Charts

Students graph and chart weather data in Ukrainian as part of their daily opening exercises. They use appropriate weather terms and take turns asking and responding to questions about daily weather patterns; e.g.,

– Який сьогодні вітер?

– Які сьогодні опади?

Students then create books for lower grades, using the weather vocabulary learned.

Representing

Students will be able to:

- 6.2.6** create multiple representations of the same familiar ideas, events and/or information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- create multiple representations of the same familiar ideas, events and/or information?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to create multiple representations of the same familiar ideas, events and/or information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Portfolios

Students select work samples that show different ways they have organized ideas and information. They include reasons for choosing each work sample.

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to create multiple representations of the same familiar ideas, events and/or information (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE **RESOURCES**

- *Заспіваймо собі. Let's Sing Out in Ukrainian.* Foty, Y., Chepyha, S. Saskatoon, SK: Canuck Publications, 1977.
- *Нова 1: Співанки-руханки* (збірка). Білаш О. (упор.). Едмонтон: Методичний кабінет української мови, 1991.
- *Нова 1: Співанки-руханки* (комплект касет/компакт диск). Білаш О. (упор.); Білаш Л. (співачка). Едмонтон: Методичний кабінет української мови, 1992/1998, «Що будемо їсти?».
- Ukrainian children's magazines; e.g., *Світанок, Барвінок, Крилаті, Готуйсь!*
- Recipe books or individual recipes in Ukrainian.
- Graphic organizers (see sample blackline masters in Appendix D).

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Register

Students will be able to:

6.3.1 experiment with formal and informal uses of language in familiar contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Role-playing**

Provide opportunities for students to role-play situations that involve appropriate topics.

Role-playing may be done in response to texts that have been heard, read or viewed. Scenarios may be real or imaginary. Discussion could follow role-plays.

Classroom Visitors

Invite Ukrainian senior citizens or grandparents to visit the class. Prior to the visit, model and discuss respectful language and encourage students to use respectful language when interacting with guests.

Posters

Students design posters showing appropriate formal and informal language and behaviour in a particular context. These posters are shared in class and may be posted and discussed. The posters may be referred to prior to a guest speaker or class field trip.

Register*Students will be able to:*

- 6.3.1** experiment with formal and informal uses of language in familiar contexts.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- experiment with formal and informal uses of language in familiar contexts?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to experiment with formal and informal uses of language in familiar contexts (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to experiment with formal and informal uses of language in familiar contexts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Learning Logs

Students reflect on what they have learned about the use of appropriate words and intonation by recording their thoughts in their Learning Logs. Model the process of reflecting and provide students with sentence starters to assist them; e.g.,

- Я навчився/навчилася, що треба вживати “ви” замість “ти,” коли говоримо із старшою особою.
- Коли я вітаюся зі священником, я маю казати “Слава Ісусу Христу!” або відповідати “Слава навіки.”

SAMPLE **RESOURCES**

- *Пригоди*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977, «День народження», с. 23–25.
- Ukrainian guests; e.g., senior citizens, grandparents.

General Outcome

6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/
Sociolinguistic
Competence

GRADE

4

Specific
Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 use learned idiomatic expressions in new contexts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Illustrated Idioms

Invite students to illustrate idiomatic expressions in a variety of contexts learned through the year. The illustrations with the accompanying idiomatic expressions can be posted on a class bulletin board entitled “Наша мова зростає.”

Idiom Role-plays

Working in small groups, students role-play simple situations provided to them in which idiomatic expressions can be depicted and practised in a variety of contexts.

Idiomatic Expressions*Students will be able to:***6.3.2** use learned idiomatic expressions in new contexts. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use learned idiomatic expressions in new contexts?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use learned idiomatic expressions in new contexts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use learned idiomatic expressions in new contexts (see sample blackline master in Appendix E: Observation Checklist).

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use learned idiomatic expressions in new contexts. Offer feedback, encouragement and praise as needed.

SAMPLE **RESOURCES**

- *Нова 4: Діялоги.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 4: Повтор-імітація.* Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Teach Yourself Ukrainian. A Complete Course for Beginners* (paperback/audiocassette). Bekh, O., Dingley, J. Chicago, IL: NTC/Contemporary Publishing, 1997.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Variations in Language

Students will be able to:

6.3.3 experience a variety of accents and variations in speech.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Guest Speakers

If possible, invite a speaker at least once a month to the classroom to read to students or tell stories. Seek speakers who present a variety of voices, dialects and knowledge of the Ukrainian language.

Stories Read Aloud

Students listen to live readings of stories narrated by a variety of Ukrainian speakers.

Extension: Students work with an older buddy student and listen as their buddy reads a story they have written.

Radio Listening

Students listen to weather forecasts on Ukrainian radio stations, using words or symbols reviewed in class. They record the weather forecast for the upcoming week.

Extension: Students listen to interviews with Ukrainian athletes, authors, actors and musicians that are aired on Ukrainian radio stations.

Variations in Language*Students will be able to:***6.3.3** experience a variety of accents and variations in speech. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- experience a variety of accents and variations in speech?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to experience a variety of accents and variations in speech. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to experience a variety of accents and variations in speech (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE **RESOURCES**

- *Ой, що ж то за шум? The Mosquito's Wedding* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Снігова пісня. Snow Folks* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1982.
- *Зачарована ялинка. The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1988.
- Ukrainian Language Education Internet Portal (UKiP) at www.ukip.ca.
- oomRoom Ukrainian Learning Network at www.oomroom.ca.
- Ukrainian radio programs; e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton, Alberta or CKJS 810 AM in Winnipeg, Manitoba.
- Ukrainian-speaking community resource people.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social Conventions

Students will be able to:

6.3.4 recognize verbal behaviours that are considered impolite.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Greeting Role-plays**

Instruct students on the various forms of informally and formally greeting people. They practise these forms through simple role-plays in the classroom; e.g., informal па-па, привіт, formal добридень, до побачення.

Extension: Students receive instruction on the correct usage of the ви/ти form and practise it. They apply their knowledge when greeting teachers and guest speakers and on field trips.

Courteous Behaviour Role-plays

Provide opportunities for students to role-play situations where different oral forms of address are used for people frequently encountered. Scenarios may be real or imaginary. See suggestions for role-playing below. What would you say to show courtesy when:

- у твоїй класі буде новий учень/нова учениця?
- у коридорі школи ти зустрінеш відвідувача, який запитас, як пройти до канцелярії?
- твій друг хоче, щоб ти грався з ним під час перерви?
- твій учитель питає, де твоє домашнє завдання?
- твоя бабуся просить, щоб ти поміг/помогла їй?

Story Map and Characters

Have students draw a map showing scenes from stories they have read, listened to or viewed that deal with people they frequently encounter. After students draw and cut out the main characters, they move them through locations on the map that represent story events, demonstrating impolite and polite behaviours.

Social Conventions*Students will be able to:***6.3.4** recognize verbal behaviours that are considered impolite. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize verbal behaviours that are considered impolite?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. 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).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize verbal behaviours that are considered impolite. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Learning Logs

Students record in their Learning Logs two or three important behaviours that they need to remember and practise when interacting with others in Ukrainian in a variety of contexts. Provide prompts; e.g.,

- Коли я _____, тоді я мушу _____.
- Мені треба запам'ятати ...
- Дуже важливо ...

SAMPLE **RESOURCES**

- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи.* Гнатюк О. В. Харків: Гімназія, 2002.
- *Ukrainian Bilingual Program K–12: Teacher Resource Guide.* Edmonton, AB: Edmonton Catholic Schools, 1998.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Nonverbal Communication

Students will be able to:

6.3.5 recognize appropriate nonverbal behaviours for people frequently encountered.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Encounters Brainstorming

Students brainstorm a variety of situations or contexts in which they may encounter other Ukrainian speakers; e.g., concerts, festivals, school exchanges, church. They then make a list of wrong and right nonverbal behaviours for each situation or context.

Courteous Behaviour Role-plays

Provide opportunities for students to role-play situations using appropriate nonverbal behaviours. Scenarios may be real or imaginary. See suggestions for role-playing below. How would you act to show courtesy when:

- у твоїй класі буде новий учень/нова учениця?
- у коридорі школи ти зустрінеш відвідувача, який запитає, як пройти до канцелярії?
- твій друг хоче, щоб ти грався з ним під час перерви?
- твій учитель питає, де твоє домашнє завдання?
- твоя бабуся просить, щоб ти поміг/помогла їй?

Nonverbal Communication*Students will be able to:*

- 6.3.5** recognize appropriate nonverbal behaviours for people frequently encountered.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize appropriate nonverbal behaviours for people frequently encountered?

 Learning Logs

Following a class discussion, have students describe a personal experience they had in which they or someone else used appropriate nonverbal behaviours.

 Conferences

Conference with students to check on their understanding of appropriate nonverbal behaviours.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize appropriate nonverbal behaviours for people frequently encountered. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Нова 4: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 1: Земля».
- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи.* Гнатюк О. В. Харків: Гімназія, 2002.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Cognitive

Students will be able to:

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task such as echo acting.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Action Strategy

Model for students how actions can assist in the internalization of vocabulary/phrases; e.g., when learning the *Nova* dialogues, use visual cues to help students recall phrases.

Extension: Students participate in echo-acting activities by repeating words and phrases while at the same time performing appropriate actions.

Word Patterns

Allow students to deduce rules by being directed to look for word pattern endings; e.g., the endings *ий, -а, -е, -і* in the words *хата, велика, біла, висока, кіт, великий, білий, чемний, око, мале, кругле, біле, штани, сині, довгі, теплі*.

Graphic Organizers

After using graphic organizers to organize information and ideas, students reflect on the effectiveness of graphic organizers in enhancing their language learning.

Using Rhythm and Beat

To a rhythmic beat (e.g., clapping, snapping), conjugate a verb and have students repeat it; e.g., while snapping, say “Я граю ...”, students repeat “Я граю ...” After students are more proficient with conjugating the verb leave out the correct conjugated verb and students must fill it in; e.g.,

- Teacher: “Ми”
- Student: “граємо”

Personal Dictionaries

Students create and maintain personal dictionaries. As new Ukrainian words are learned, students enter the words into their dictionaries along with drawings, illustrations or magazine clippings.

Cognitive*Students will be able to:*

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify and use a variety of cognitive strategies to enhance language learning?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify and use a variety of cognitive strategies to enhance language learning. 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 activity. Note the extent to which students are able to identify and use a variety of cognitive strategies to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Нова 4: Діялоги.* Білаш О. та інші. ЕДМОНТОН: Міністерство освіти Альберти, 2003.
- *Нова 4: Повтор-імітація.* Білаш О. та інші. ЕДМОНТОН: Міністерство освіти Альберти, 2003.
- *Language Learning Strategies: What Every Teacher Should Know.* Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.
- Graphic organizers (see sample blackline masters in Appendix D).

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Metacognitive

Students will be able to:

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning; e.g., make a plan in advance about how to approach a language learning task.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Reporting**

Post a simple text at the front of the room. Divide students into groups and tell them that they have to work together to read the text and go back to their seats to summarize it. Have the groups discuss strategies for remembering the text; e.g., looking for key words. Students then take turns going to the front and reading a portion of the text, then returning to their team and reporting what they read. One team member records what has been recited after each portion. At the end of the activity, provide 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.

Learning Logs

At various stages of a lesson (i.e., before, during and after), have students write about their learning in a log, including things such 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?

Metacognitive*Students will be able to:*

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify and use a variety of metacognitive strategies to enhance language learning?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of metacognitive strategies to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Conference with students to share observations and to invite students to share their personal reflections on their progress as Ukrainian language learners. Discuss with students the areas they have identified for improvement and provide direction, encouragement and feedback.

 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify and use a variety of metacognitive strategies to enhance language learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE **RESOURCES**

- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social/Affective

Students will be able to:

6.4.3 identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Constructive Feedback

Have students exchange a written piece with their classmates. After reading, students ask their peers for feedback and work together to improve the text. Encourage students to recognize that making mistakes is a natural part of language learning.

Work Together to Interpret

Divide students into groups and have them work together to interpret a short text in Ukrainian. Encourage students to work in a variety of different groupings with a variety of different students. Every student in the group takes a turn reading the text before they begin. Have the student summarize the text and present his or her summaries to the rest of the class.

Rewarding Learning

Have students brainstorm possible rewards for learning and create a rewards list; e.g., a food day when they get to sample various Ukrainian foods, time to view Ukrainian cartoons.

Social/Affective*Students will be able to:*

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify and use a variety of social and affective strategies to enhance language learning?

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to identify and use a variety of social and affective strategies to enhance language learning. Offer feedback, encouragement and praise as needed.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of social and affective strategies to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Interactive

Students will be able to:

6.5.1 identify and use a variety of interactive strategies; e.g., use the other speaker's words in subsequent conversation.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Total Physical Response (TPR)**

Invite students to participate in total physical response (TPR) activities.

Conversing in Groups

Divide students into groups to have short conversations with each other on pets, hobbies and so on. Encourage students to use strategies such as interpreting nonverbal clues (e.g., miming, pointing, smiling, nodding, raising eyebrows), asking for clarification or repetition, using circumlocution or repeating part of what someone has said to confirm understanding.

Brainstorm

Invite students to brainstorm a list of the qualities of a good listener and a good speaker. These qualities are written on a chart with accompanying illustrations or visual clues. Post the chart in the classroom for future reference.

Keep on Talking

Divide students into pairs to speak in Ukrainian to one another for as long as possible without using any English words. Have them use circumlocution (e.g., “the thing you hang the clothes on” for “hanger”), mime or point if they do not know the word, ask for clarification or repetition if they do not understand and ask follow-up questions to check for their partner's understanding (e.g., “Am I making sense?”).

Interactive*Students will be able to:***6.5.1** identify and use a variety of interactive strategies. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify and use a variety of interactive strategies?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of interactive strategies. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of interactive strategies (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE **RESOURCES**

- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.
- *Нова 4: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 4: Робот заблудив».

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Interpretive

Students will be able to:

- 6.5.2** identify and use a variety of interpretive strategies; e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Rebus Readings**

Invite students to listen to, read and produce rebus readings. This process will enhance their knowledge, allowing them to practise making predictions and to reflect on prior knowledge and experiences.

Picture Predictions

Students carefully view the pictures of a new *Nova* dialogue that has not yet been presented. They make predictions about the dialogue based on previous dialogues, personal experience and the visual cues in the dialogue pictures.

Learning in Context

Model the strategy of using context to understand the meaning of a word. Introduce a new word independent of a sentence and have students guess its meaning. Then use the word in a sentence. The class discusses how they were able to understand once the word was used in context.

Summarizing Text

Divide students into groups and have them read a text and summarize it. Have the groups use strategies such as preparing questions to help them note information found in the text (e.g., 5 W's and 1 H), looking for key words and rereading several times to improve understanding.

Interpretive*Students will be able to:***6.5.2** identify and use a variety of interpretive strategies. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify and use a variety of interpretive strategies?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of interpretive strategies (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of interpretive strategies. Record anecdotal notes (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 prior to beginning the activity. Students use the rating scale to evaluate how well they are able to identify and use a variety of interpretive strategies (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE **RESOURCES**

- *Нова 4: Діялоги*. Білаш О. Едмонтон: Міністерство освіти Альберти, 2003.
- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.
- Recordings of Ukrainian folk or contemporary songs.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Productive

Students will be able to:

6.5.3 identify and use a variety of productive strategies; e.g., use various techniques to explore ideas at the planning stage in graphic organizers.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Writing from Patterns and Models**

After viewing different cultural texts, e.g., alphabet books, numerical books or holiday books, students create their own texts following a chosen pattern.

Extension: After studying a poetic form, students follow the patterns found in the poem as a model for writing their own poem.

Sentence Starters

Provide students with familiar sentence starters in written form that include key vocabulary for classroom routines. Have students complete the sentences to form a paragraph or list of instructions.

Repeating a Pattern

Review various rhymes and songs that have repetitive sentence patterns. Read each line and have students repeat it. Write the line on the board and have students copy it. Complete an action for each line and have students copy it. Then have students use the sentence pattern to create their own poems and songs.

The Writing Process

After viewing different examples of basic familiar fables or fairy tales, have students create their own texts with illustrations following a chosen pattern. Students follow the writing process (prewriting, writing, revisions, correction and publication). Encourage students to apply grammar rules to improve their texts and to avoid difficult structure by rephrasing. Have students use a variety of resources in the classroom, e.g., personal and commercial dictionaries, word charts and grammar charts, to edit and revise their texts.

Productive*Students will be able to:***6.5.3** identify and use a variety of productive strategies. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of productive strategies?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of productive strategies (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the production strategies that were taught and practised in class.

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to identify and use a variety of productive strategies (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE **RESOURCES**

- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.
- *Нова 3: Вірші і ребуси*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 1996.
- *Улюблені вірші. Популярні дитячі вірші українських поетів*. Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛА-МА-ГА, 2002.
- *Буквар. Методична розробка. Методичні рекомендації до проведення уроків за Букварем*. Чорна М., Грабар А. Львів: Афіша, 2000.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Cognitive

Students will be able to:

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning; e.g., focus on and complete learning tasks.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Remembering Prefixes**

Students use their knowledge of prefixes to help them remember words; e.g., неділя, понеділок, летіти, відлетіти.

Mnemonic Devices

Ask students to create a mnemonic device to remember grammar rules or vocabulary; e.g., preposition song. The mnemonic devices are shared, and students choose the one they believe is the best. They use the device of their choice to remember the concept.

Inquiry Process

Students research a topic and create a presentation. Before beginning their research, have students write questions to guide their research in a KWL chart; e.g.,

Що я знаю	Що я хочу знати	Що я навчився/навчилася

Have students access and use a variety of information sources; e.g., libraries, the Internet, people in the community and professional organizations.

Extension: Have students use word maps, mind maps, diagrams and/or other graphic organizers to make information easier to understand and remember.

Cognitive*Students will be able to:*

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify and use a variety of cognitive strategies to enhance general learning?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify and use a variety of cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE **RESOURCES**

- *Резерва Сарсі: Індіанська громада. Sarcee Reserve: An Indian Community.* Manywounds, M. et al.; Kotsiubynska, M. (Ukrainian transl.). Edmonton, AB: Les Éditions Duval Inc., 1993.
- *Нова 4: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 10: Форель».
- *Language Learning Strategies: What Every Teacher Should Know.* Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.
- Graphic organizers; e.g., KWL chart (see sample blackline masters in Appendix D).

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Metacognitive

Students will be able to:

- 6.6.2** identify and use a variety of metacognitive strategies to enhance general learning; e.g., divide an overall learning task into a number of subtasks, with guidance.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Evaluation

Before beginning a group activity, students work together to develop criteria for evaluating their own work. Have them write these criteria down and use them later in the self-assessment of their finished work. (Note: group evaluation can be done in English as it is a metacognitive strategy).

Extension: Invite students to contribute their ideas when creating class charts; e.g., what a good reader/writer does.

Planning for a Task

Before beginning a task, have students plan the steps they will take to complete the task; e.g., students make a plan for a visit to a bilingual Kindergarten or Grade 1 class to present their play. They jot down different jobs they need to do; e.g., making the backdrop, getting materials. They write the process in their Learning Logs to check their own process and also to see if they have followed their plan.

Metacognitive*Students will be able to:***6.6.2** identify and use a variety of metacognitive strategies to enhance general learning. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify and use a variety of metacognitive strategies to enhance general learning?

 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify and use a variety of metacognitive strategies to enhance general learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to identify and use a variety of metacognitive strategies to enhance general learning. Offer feedback, encouragement and praise as needed.

SAMPLE **RESOURCES**

- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social/Affective

Students will be able to:

- 6.6.3** identify and use a variety of social and affective strategies to enhance general learning; e.g., choose learning activities that enhance understanding and enjoyment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cooperative Phrases

Invite students to brainstorm words and phrases to assist them in working cooperatively with other students; e.g.,

- прошу повторити...
- тепер моя черга...
- прошу подати...

Post these phrases in the classroom for future reference.

Group Problem Solving

Have students design board games for the bilingual Grade 1, 2 and 3 classes. They have to make decisions on what materials they are going to use, what concepts they are going to reinforce and so on. When they encounter an issue or problem, they follow a simple problem-solving model to find a solution. Encourage 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 students to choose a resource to use. Encourage students to follow their natural curiosity to choose a topic.

Social/Affective*Students will be able to:*

- 6.6.3** identify and use a variety of social and affective strategies to enhance general learning. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify and use a variety of social and affective strategies to enhance general learning?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of social and affective strategies to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Conference with individual students or a group of students to share observations, encourage students and provide guidance and feedback.

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify and use a variety of social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE **RESOURCES**

- *Language Learning Strategies: What Every Teacher Should Know*. Oxford, R. L. Boston, MA: Heinle & Heinle, 1990.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Understanding Self-identity

Students will be able to:

7.1.1 identify influences on development of own self-concept and self-identity.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Acrostic Poem

Students write their name vertically in Ukrainian. Beside each letter in the name, they write a word to describe themselves; e.g.,

Т – Терпляча

А – Активна

Н – Настирлива

Я – Ясна.

Student of the Week

Students use pictures from magazines to create a picture collage of the Student of the Week.

Students also contribute a sentence about why this person is special and present it to the student.

At the same time, the student writes sentences that explain why he or she is special.

Autobiography Poster/Collage

Students prepare a poster or collage autobiography that highlights their personal strengths, talents, abilities and interests. Have students focus on people and events that have had a strong influence on their self-concept and self-identity. Students share their autobiographies in class.

Understanding Self-identity*Students will be able to:*

- 7.1.1** identify influences on development of own self-concept and self-identity.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify influences on development of own self-concept and self-identity?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify influences on development of own self-concept and self-identity (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify influences on development of own self-concept and self-identity. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Conference with students, using anecdotal notes to guide discussion of students' participation in and understanding of the development of their self-concept.

SAMPLE **RESOURCES**

- *Нова 4: На допомогу вчителів—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альбери, 2005, «Навчальний розділ 12: Повернення додому».

General Outcome

7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

GRADE

4

Specific
Outcome

Developing Positive Self-identity

Students will be able to:

7.1.2 learn that respect for oneself is essential, and understand that self-concept is determined by external and internal forces.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Positive Characteristics

Identify a positive character quality for students to practise for the month; e.g., respect, self-esteem. Provide students with criteria for displaying this character quality. Keep a checklist and at the end of the month, all students who met the criteria receive a certificate.

Student VIPs

Recognize each student as a VIP. With parental, family or community involvement, the student identifies his or her own strengths and abilities. The student's successes are displayed.

Personal Photo Essay

Students create a personal photo essay of their lives, using photographs with short captions to accompany each photograph. Students share their photo essays in class.

Developing Positive Self-identity*Students will be able to:***7.1.2** learn that respect for oneself is essential, and understand that self-concept is determined by external and internal forces. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- learn that respect for oneself is essential, and understand that self-concept is determined by external and internal forces?

 Portfolios

Students choose work samples that demonstrate personal and academic strengths, and state why a particular piece of work was selected to represent their own strengths and abilities.

 Conferences

Conference with students to discuss their understanding of their own strengths and abilities. Address any discrepancies between the student's self-assessment reports and the behaviours that are observed.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to learn that respect for oneself is essential, and understand that self-concept is determined by external and internal forces (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE **RESOURCES**

- Digital or disposable cameras or student family photographs.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Valuing Ukrainian Language and Culture

Students will be able to:

7.1.3 recognize and appreciate various elements of Ukrainian language and culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Ukrainian Cultural Events

Students attend various Ukrainian cultural events in their local communities; e.g.,

- a Ukrainian cultural art exhibit
- a children’s Shumka production.

Ukrainian Celebrations

Invite students to brainstorm a list of special Ukrainian celebrations and events. Each student chooses an event and creates a poster, using symbols or drawings and Ukrainian words and phrases. Students present their posters to the class and discuss the celebrations. Encourage students to:

- ask questions of one another
- volunteer information about their own families and communities
- speculate about reasons for particular customs or behaviours
- volunteer information they have discovered about the Ukrainian language and culture.

Valuing Ukrainian Language and Culture*Students will be able to:*

- 7.1.3** recognize and appreciate various elements of Ukrainian language and culture.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize and appreciate various elements of Ukrainian language and culture?

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to recognize and appreciate various elements of Ukrainian language and culture (see sample blackline master in Appendix E: Self-assessment Checklist).

 Learning Logs

After each activity, students record personal reflections in their Learning Logs. Review these entries and provide positive feedback and support where needed.

 Conferences

Conference with students to discuss participation in and recognition and appreciation of the Ukrainian language and culture.

SAMPLE **RESOURCES**

- *Зошит з християнської етики*. Тернопіль: Мандрівець, 2000.
- Local cultural events and celebrations; e.g., festivals, concerts, exhibits.
- Ukrainian Web sites; e.g., oomRoom Ukrainian Learning Network at www.oomroom.ca.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Valuing Bilingualism/Multiculturalism

Students will be able to:

- 7.1.4** participate in activities that promote and celebrate the bilingual/multicultural education experience.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Multicultural/Heritage Day

Students participate in a multicultural day organized in the school or local community. Teach students a traditional dance or dance steps, e.g., коломийка, похід складний, to perform at the event.

Extension: Students participate in a cultural food day, i.e., *Borstch* day.

International Track and Field Event

Students participate in an international track and field event organized by the school. Each class (team) chooses a country they will represent. In small groups, students research and draw the flag of that country as well as a banner for their team. Students may also participate in a variety of activities related to that country; e.g., read folk tales from that culture, prepare a recipe, create an informational poster.

Cultural Exchange

Students participate in an exchange with another bilingual class and share a cultural activity, dance, art idea or song.

Valuing Bilingualism/Multiculturalism*Students will be able to:*

- 7.1.4** participate in activities that promote and celebrate the bilingual/multicultural education experience. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- participate in activities that promote and celebrate the bilingual/multicultural education experience?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to participate in activities that promote and celebrate the bilingual/multicultural education experience (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in activities that promote and celebrate the bilingual/multicultural education experience while participating in planning an International Track and Field Event. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- *Пісня душі. Song of the Soul. Ukrainian Catholic Services and Musical Selections.* Edmonton, AB: Edmonton Catholic Schools, 1999.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Historical Elements

Students will be able to:

- 7.2.1** explore elements in the immediate environment that reflect the historical roots of the Ukrainian language and culture; e.g., the first wave of immigrants, settlement areas.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Immigration Research**

As a class activity, students research Ivan Pylypiw and Vasyl Eleniak and their immigration to Canada. As a follow-up activity, students take a field trip to the Ukrainian Cultural Heritage Village outside Edmonton, Alberta.

Interviews

Students interview their parents, grandparents or classroom guests who are new immigrants or are from first or second generation Ukrainian families. They trace the family's history or journey on a map of Canada or the world and learn about their experiences growing up in a Ukrainian community.

Alternative Activity: Students listen as a guest speaker talks about the history of a Ukrainian community in Alberta and how this community has evolved.

Venn Diagram

Students, with teacher guidance, prepare questions to ask guest speakers. After hearing a number of accounts, students work in groups to prepare a Venn diagram comparing the experiences of immigrant families; e.g.,



Historical Elements*Students will be able to:*

- 7.2.1** explore elements in the immediate environment that reflect the historical roots of the Ukrainian language and culture; e.g., the first wave of immigrants, settlement areas. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore elements in the immediate environment that reflect the historical roots of the Ukrainian language and culture; e.g., the first wave of immigrants, settlement areas?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore elements in the immediate environment that reflect the historical roots of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-assessment and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore elements in the immediate environment that reflect the historical roots of the Ukrainian language and culture. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

 Conferences

Conference with students to discuss and provide feedback regarding students' participation and experiences in traditional Ukrainian language and cultural activities.

SAMPLE **RESOURCES**

- *Срібні нитки*. Форчук Скрипуч М. Едмонтон: Методичний кабінет української мови, 1996.
- *Село спадщини української культури. Ukrainian Cultural Heritage Village*. Bilash, R. Edmonton, AB: Friends of the Ukrainian Village Society, 1989.
- Venn diagram (see sample blackline master in Appendix D).

General Outcome

7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

GRADE

4

Specific Outcome

Contemporary Elements

Students will be able to:

7.2.2 explore elements in the immediate environment that reflect the contemporary features of the Ukrainian language and culture; e.g., monuments, art work, buildings.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Landmarks of Ukrainian Communities

Working in cooperative learning groups, students map out a possible tourist route to view the contemporary choices of sculpture and landmarks of Ukrainian communities well-known within Alberta; e.g., Vegreville — giant *pysanka*; Mundare – *kovbasa*.

Extension: Students explore Web sites to find out more about Ukrainian monuments, artwork or buildings across Canada.

Contemporary Music

Invite students to listen to Ukrainian contemporary music on a daily basis. Students record the names of the songs they listen to as well as the performing artists. They rate their enjoyment of each song, using the 5-star system.

Extension: After listening to a number of contemporary Ukrainian songs, students compare and contrast contemporary music from a North American vs. a Ukrainian perspective.

Contemporary Elements*Students will be able to:***7.2.2** explore elements in the immediate environment that reflect the contemporary features of the Ukrainian language and culture; e.g., monuments, art work, buildings. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore elements in the immediate environment that reflect the contemporary features of the Ukrainian language and culture?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore elements in the immediate environment that reflect the contemporary features of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore elements in the immediate environment that reflect the contemporary features of the Ukrainian language and culture (see sample blackline master in Appendix E: Self-assessment Checklist).

 Conferences

Conference with the students to discuss and provide feedback regarding students' participation and experiences in contemporary Ukrainian language and cultural activities.

SAMPLE **RESOURCES**

- Recordings of contemporary Ukrainian music.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Diversity

Students will be able to:

7.2.3 explore diversity of the Ukrainian language and culture in the immediate environment.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Many Different Terms**

Students brainstorm alternative words for commonly used items; e.g.,

- бараболя → картопля
- перо → ручка
- пантофлі → капці

Food Then and Now

Students explore changes in Ukrainian food from the past to the present; e.g., cabbage rolls were made of buckwheat and now they are mostly made of rice. Some changes have occurred due to international travel and the availability of ingredients.

Extension: Students explore the different foods children eat in Ukraine; e.g., past – garden foods; present – access to fast-food restaurants in city centres.

Ukrainian Media

To show diversity in language, provide opportunities for students to view Ukrainian television programs and videos or listen to Ukrainian radio programs. Also invite a variety of guest speakers to present or read to students. Students share how speech, vocabulary and pronunciation influence one's understanding.

“Многії Літа”

Students learn a variety of different versions of “Многії літа.” Explain when and where some of them are sung.

Traditions

When discussing traditions at Christmas and Easter, encourage students to share the various traditions practised in their families. Invite students to interview grandparents, asking how they celebrated Christmas or Easter when they were young. Students share the information gathered with their classmates.

Diversity*Students will be able to:***7.2.3** explore diversity of the Ukrainian language and culture in the immediate environment. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore diversity of the Ukrainian language and culture in the immediate environment?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore diversity of the Ukrainian language and culture in the immediate environment (see sample blackline master in Appendix E: Observation Checklist).

 Learning Logs

After each activity, students record personal reflections regarding the diverse elements of the Ukrainian language and culture. Review these entries and provide positive feedback and support where needed.

 Conferences

Conference with students to discuss and provide feedback regarding students' skills at identifying diverse elements of the Ukrainian language and culture.

SAMPLE **RESOURCES**

- Recordings of different versions of “Многії літа.”
- Copies of menus from fast-food restaurants in Ukrainian.
- Recordings of Ukrainian radio and television programs; e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton, Alberta or CKJS 810 AM in Winnipeg, Manitoba.
- Ukrainian-speaking guests.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Change

Students will be able to:

7.2.4 explore and reflect on change within own family and community.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Changing Traditions**

Students explore how in the past, the 12 meatless dishes were not always served for Christmas Eve supper because not all food ingredients were available. In the present, some families still celebrate Christmas Eve supper with the 12 meatless dishes and some families do not.

Extension: Have students share traditions that have changed in their own family or discuss traditions that have changed over time in their community.

Guest Speaker

Invite guests from the community, e.g., Ukrainian grandparents, to discuss the lifestyles of people in the past. Create a Venn diagram to compare and contrast an aspect of life today with the past; e.g., household chores and responsibilities, school.

Sketches of the Past

Students make sketches to illustrate scenes from the lives of people in the past. They share their sketches with classmates in groups. Discussions centre on how people's actions and lifestyles change to accommodate the changing needs of people; e.g.,

- Колись люди...
- Сьогодні ми...

Change*Students will be able to:***7.2.4** explore and reflect on change within own family and community. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore and reflect on change within own family and community?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore and reflect on change within own family and community. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore and reflect on change within own family and community (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to determine their skill in reflecting on and identifying changes in the Ukrainian language and culture over time. Provide feedback and guidance.

SAMPLE **RESOURCES**

- *Пригоди*. Турко К. С. та інші. ЕДМОНТОН: Міністерство освіти Альберти, 1977, «Свята», с. 93–114.
- Saskatchewan Student Exercises, pp. 210–217.
- Venn diagram (see sample blackline master in Appendix D).

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Positive Group Membership

Students will be able to:

7.3.1 encourage and support classmates and schoolmates.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Role-plays**

Students work in pairs to role-play a situation in which one person requires assistance from another; e.g., a new student to the school, a person with crutches. Encourage students to share how they helped each other and how they felt when they were helping; e.g., Я допоміг Тарасові...

Charity Drives

Students work in small groups to organize a food bank drive. One group prepares posters in both English and Ukrainian. Another group prepares a write-up for a school newsletter. Use this experience to stimulate students to encourage and support their classmates and schoolmates.

Extension: Students collect items, e.g., school supplies, for an orphanage in Ukraine. They include personal letters and cards for the children.

Using Positive Feelings and Sentiments

Invite students to brainstorm a list of positive feelings and sentiments that they could share with:

- parents
- friends
- classmates
- teachers.

Using these words and phrases, students design thank-you cards to express appreciation to others.

Positive Group Membership*Students will be able to:***7.3.1** encourage and support classmates and schoolmates. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- encourage and support classmates and schoolmates?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to encourage and support classmates and schoolmates. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Learning Logs

Students respond to prompts and write in their Learning Logs. Prompts include:

- Щоб допомогти своєму партнерові, я _____.
(що зробив/зробила)
- Щоб допомогти своєму партнерові, я _____.
(його слухав/її слухала)
- Щоб допомогти своєму партнерові, я _____.
(подавав/подавала ідеї)

 Conferences

Conference briefly with individual students, noting the following:

- engagement in cooperative learning tasks
- interest in and enthusiasm for the task
- interest in classmates' contributions.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Appreciating Diversity

Students will be able to:

7.3.2 explore diversity in the immediate and local community, and reflect on its significance to self.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Community Diversity**

Lead students in brainstorming ideas of how communities are diverse; e.g., different churches of ethnic origins built within the community. Students then find examples to illustrate diversity. Information on various communities can be gathered on the Internet, in local community newspapers or through interviews with community members.

Extension: Students appreciate diversity by comparing rural and urban Ukrainian communities.

Family Celebrations

Lead the class in a discussion of how students' families celebrate special events; e.g., birthdays, Christmas and Easter. As students share their family traditions, note students' ideas on chart paper.

Extension: Invite students to brainstorm a list of survey questions to ask classmates to gather information about how special events, e.g., birthdays, are celebrated by their families.

A Day in My Life

Students use magazines to create collages portraying a day in their life. They share and interpret their collages to the class and discuss similarities and differences between the collages.

Appreciating Diversity*Students will be able to:***7.3.2** explore diversity in the immediate and local community, and reflect on its significance to self. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore diversity in the immediate and local community, and reflect on its significance to self?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore diversity in the immediate and local community, and reflect on its significance to self (see sample blackline master in Appendix E: Observation Checklist).

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to explore diversity in the immediate and local community, and reflect on its significance to self. Offer feedback, encouragement and praise as needed.

 Learning Logs

Respond to students' Learning Logs to help them identify and clarify their understanding of diversity in their community. Students record their reflections on its significance to themselves. Review these entries and provide positive feedback and support where needed.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore diversity in the immediate and local community, and reflect on its significance to self (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE **RESOURCES**

- Magazines and newspapers.

General Outcome

7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building
Community

GRADE

4

Specific
Outcome

Appreciating Similarity

Students will be able to:

7.3.3 explore similarities between members of the local community, and reflect on the significance of this to self.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Holiday Celebrations

Students choose a holiday, e.g., Canada Day, Mother's Day, Father's Day, St. Nicholas' Day, Christmas, Easter, and make a chart of the similarities in how these holidays are celebrated in Canada by various cultures.

Extension: Students research the Christmas traditions practised by people of another culture and compare the similarities to Ukrainian Christmas traditions.

Field Trips

Students are encouraged to attend multicultural concerts and celebrations, e.g., a Christmas around the world concert, either during or after school hours. They report back to class about their experiences. Have students discuss similarities between the cultural celebrations in the local community and their own and reflect on the significance of this as a citizen of the community.

Appreciating Similarity*Students will be able to:***7.3.3** explore similarities between members of the local community, and reflect on the significance of this to self. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- explore similarities between members of the local community, and reflect on the significance of this to self?

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore similarities between members of the local community, and reflect on the significance of this to self (see sample blackline master in Appendix E: Self-assessment Checklist).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore similarities between members of the local community, and reflect on the significance of this to self (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore similarities between members of the local community, and reflect on the significance of this to self. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

- Posters, brochures, announcements about upcoming local multicultural events.
- Graphic organizers and charts (see sample blackline masters in Appendix D).

General Outcome

7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building
Community

GRADE

4

Specific
Outcome

Contributing to Community

Students will be able to:

7.3.4 demonstrate a desire to assist others, and contribute to classroom or community activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

School Clean-up

As part of a Grade 4 science unit, students organize a schoolyard clean-up.

Roles and Responsibilities

Lead students in a discussion about the roles and responsibilities Grade 4 students might have in their home, school and community. Record student contributions on the board. Students create a web entitled “Мої обов’язки” showing 5–10 responsibilities they have at home, at school and in the community.

Community Role Models

Share a biography about an interesting community athlete, scientist, author, musician or artist, preferably of Ukrainian descent, highlighting how he or she has contributed to the community. Working in cooperative learning groups, students complete a follow-up activity; e.g., make a poster, create a display table, prepare an illustrated time line or create a collage, using words and phrases highlighting that person’s talents and contributions. Students invite other classes to visit and view their work and, if possible, invite the community role model to talk to the class.

Contributing to Community*Students will be able to:***7.3.4** demonstrate a desire to assist others, and contribute to classroom or community activities. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate a desire to assist others, and contribute to classroom or community activities?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to demonstrate a desire to assist others, and contribute to classroom or community activities (see sample blackline master in Appendix E: Observation Checklist).

 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to demonstrate a desire to assist others, and contribute to classroom or community activities. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to demonstrate a desire to assist others, and contribute to classroom or community activities. Offer feedback, encouragement and praise as needed.

SAMPLE **RESOURCES**

- *Я і Україна. Робочий зошит для учнів 1 класу початкової школи.* Гнатюк О. В. Харків: Гімназія, 2002.
- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation.* Edmonton, AB: Alberta Learning, 2002.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Responsible Citizenship

Students will be able to:

7.4.1 respect the feelings, rights and property of others; and accept responsibility for own actions.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Role-play and Discussion**

Students work in pairs and act out a situation where someone is respecting or not respecting the feelings and rights of others; e.g.,

- не спитавши – взяти чийсь речі/taking someone's belongings
- робити якусь працю в класі/doing classroom jobs
- залякувати інших учнів/bullying other students.

Have students discuss why it is important to respect the feelings, rights and property of others; e.g., What happens when they do not do their classroom jobs?

Classroom Rules

Elicit student input in establishing classroom rules and consequences for not following the established rules. After students have voted to accept the rules and consequences, post them in the classroom for future reference.

Responsible Behaviour Posters

Record student responses in Ukrainian to a discussion about responsible behaviour during lunch time, class time or during an upcoming field trip. Students design a mini-poster, using do's and don'ts in Ukrainian to promote responsible behaviour.

Responsible Citizenship*Students will be able to:*

- 7.4.1** respect the feelings, rights and property of others; and accept responsibility for own actions. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- respect the feelings, rights and property of others; and accept responsibility for own actions?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to respect the feelings, rights and property of others; and accept responsibility for own actions (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to reinforce positive behaviour and to provide feedback on students' abilities to make informed decisions. Check for discrepancies between students' self-assessments and the behaviours that are actually observed.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to respect the feelings, rights and property of others; and accept responsibility for own actions (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE **RESOURCES**

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation*. Edmonton, AB: Alberta Learning, 2002.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Interdependence

Students will be able to:

7.4.2 recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on others.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Group Roles**

While working on a project within a student group, each member has roles and responsibilities; e.g.,

- Student 1 – Reader
- Student 2 – Recorder
- Student 3 – Presenter
- Student 4 – Timer.

Community Cooperation

After reading *Малятам про фаху*, initiate a class discussion about the different jobs and services required to help a community meet basic needs. Students make a collage of the jobs and services required in their community to meet their basic needs.

Extension: Following a discussion of community helpers, students make a T-chart listing how they help others and how others help them.

Interdependence*Students will be able to:***7.4.2** recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on others. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on others?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on 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 prior to beginning the activity. Use the rating scale to evaluate how well students are able to recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on others (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 prior to beginning the activity. Students use the checklist to determine if they are able to recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on others (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE **RESOURCES**

- *Пригоди*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977, «Громадські помічники», с. 59–74.
- Saskatchewan Education Student Activities, pp. 192–193.
- *Малятам про фахи*. Любарець О. (ред.). Київ: Аст-Прес-Дік-Сі, 2000.

General Outcome

7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global
Citizenship

GRADE

4

Specific
Outcome

Intercultural Skills

Students will be able to:

7.4.3 engage in activities that reflect other ways of doing things or other perspectives.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Classrooms Around the World

Students discuss and research the differences in classroom expectations/behaviours within different countries; e.g., students stand when a teacher enters a classroom, students receive corporal punishment, students have different school hours and school subjects.

Promoting Multiple Perspectives

Students participate in a discussion to promote respect and acceptance of others and consider how they can contribute to making the school a positive place for everyone. They create posters with positive messages on cooperation, cross-cultural understanding and friendship. Provide language support for this activity by having students brainstorm appropriate and effective slogans, words and phrases. Record these in Ukrainian and post them in the classroom for student reference. Students share their posters with their classmates, then post them around the school for visitors and other Ukrainian bilingual students to view.

Pen Pals

Students develop pen pal relationships with bilingual students from another language program. Monitor the correspondence and suggest dialogue on various topics; e.g., how special events are celebrated, what leisure activities they engage in, what cultural traditions are observed, what foods are eaten. Students share interesting information with their classmates.

Intercultural Skills*Students will be able to:*

- 7.4.3** engage in activities that reflect other ways of doing things or other perspectives.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- engage in activities that reflect other ways of doing things or other perspectives?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to engage in activities that reflect other ways of doing things or other perspectives. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Observation Checklist).

 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to engage in activities that reflect other ways of doing things or other perspectives. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE **RESOURCES**

- Pen pals in another language program.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Future Opportunities

Students will be able to:

7.4.4 identify personal strengths and areas for improvement and/or change, and establish personal goals and action plans.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Class Action Plan**

As a class, students set goals and write an action plan for improving school skills; e.g., reading more Ukrainian books, improving scores on weekly spelling tests, being on time for class.

Using Language Skills

Students list ideas of how and where they can use their Ukrainian language skills in the present and future; e.g.,

- travelling
- meeting other Ukrainian bilingual students
- talking to баба, дідо and other relatives
- meeting visitors from Ukraine
- working as a travel agent, translator or tour guide
- opening a fast-food restaurant in Ukraine
- joining a Ukrainian choir, drama troupe or youth organization.

Goal Setting

Students brainstorm a list of personal goals a Grade 4 student might have. Record students' ideas in Ukrainian on poster paper. In small groups, students work together to sort the list of goals into long-term and short-term goals. Choose one goal from the list and model how to use a goal-setting sheet to set a goal and action plan. Students choose one short-term and one long-term goal and use the goal-setting sheet to write up each of these goals.

Personal Inventories

Invite students to reflect on personal strengths by completing a simple inventory that addresses a number of different areas; e.g., home, school, sports and friendships. In small groups, students share one or two things they feel they are good at; e.g., Я добре вмю грати на фортепіяні. Я добре граю в гокей.

Future Opportunities*Students will be able to:*

- 7.4.4** identify personal strengths and areas for improvement and/or change, and establish personal goals and action plans. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify personal strengths and areas for improvement and/or change, and establish personal goals and action plans?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify personal strengths and areas for improvement and/or change, and establish personal goals and action plans (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify personal strengths and areas for improvement and/or change, and establish personal goals and action plans. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

 Conferences

Meet with students to discuss their progress toward the goals they set for themselves at the beginning of the year. Provide feedback, suggestions and encouragement.

 Learning Logs

Using the monitoring sheet developed in class, students write a short sentence or two reflecting on their progress toward achieving their goals.

SAMPLE **RESOURCES**

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation*. Edmonton, AB: Alberta Learning, 2002.

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Express Ideas

Students will be able to:

1.1.1 use personal experiences as a basis for exploring and expressing opinions and understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Weather Exploration

Students brainstorm ideas about a particular weather phenomenon, drawing on personal experience, study of the weather and previous experiences with texts. They read a poem relating to this phenomenon and relate the ideas in the poem to their brainstorming.

Extension: Students stand outside on a windy day and, through their senses, focus on experiencing the effects of the wind. They select some observations and write about or represent them.

Class Discussion

When participating in a class discussion, students talk about times they made new friends and the importance of having and keeping friends.

Restaurant Role-play

In small groups, students role-play restaurant scenarios, applying their personal experiences and knowledge of restaurant etiquette; e.g., acceptable behaviour, table manners, noise level, attire and tone of voice.

Inside-outside Circle

Invite students to participate in an inside–outside circle. Students form two circles, one inside the other. When the music begins, students in each circle walk in opposite directions. When the music stops, pose a question or a topic. Students face each other and share information in Ukrainian before the music starts again. Some topics may include favourite sports, subjects in school, after-school activities, favourite holidays; e.g.,

- З ким ви святкували День подяки?
- Де ви святкували?
- Які страви ви їли?

Express Ideas

Students will be able to:

- 1.1.1** use personal experiences as a basis for exploring and expressing opinions and understanding. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use personal experiences as a basis for exploring and expressing opinions and understanding?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use personal experiences as a basis for exploring and expressing opinions and understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use personal experiences as a basis for exploring and expressing opinions and understanding. Offer feedback, encouragement and praise as needed.

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use personal experiences as a basis for exploring and expressing opinions and understanding (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 5: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 7: В Україні».
- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 7: В Україні», Вправа 18.
- *Золоте джерельце.* Коструба С. С. Київ: Форум, 2000.
- *Лікар Айболить.* Чуковський К. Львів: Аверс, 2000.
- *Читаємо разом чарівні казки.* Гаддок П. Київ: Махаон–Україна, 1999.
- *Українські народні казки (videocassette).* Edmonton, AB: ACCESS Network, 1983.
- *Українські народні казки. Учительський довідник. Ukrainian Folk Tales Teacher's Guide.* Blazuk, J., Lambert, V. Edmonton, AB: ACCESS Alberta Educational Communications Corporation, 1983.

General Outcome

1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

GRADE

5

Specific Outcome

Consider Others' Ideas

Students will be able to:

1.1.2 seek others' viewpoints to build on personal responses and understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Discussion

Students work in small groups or pairs to discuss their impressions of a class outing, using pre-established criteria and familiar vocabulary. After the discussion, one representative from each group summarizes the group's three most memorable experiences to the whole class.

Think-Pair-Share

Students discuss a story they have recently read, using a think–pair–share strategy.

Step 1: The teacher discusses the topic.

Step 2: Students listen to a story, view a video or have a readers' theatre.

Step 3: Students record their ideas about the story, using a story map.

Step 4: Students team with a partner to discuss their ideas.

Step 5: Students share their ideas with the rest of the class.

Class Survey

As a class, students prepare a survey to find out about favourite weekend activities: “Наші улюблені заняття у вихідні дні.” They survey their classmates or students from another Ukrainian class in the school by asking the question, “Що ти любиш робити у вихідні дні?” Students may use computer software to graph the results of their survey.

Partner Activity Planning

Invite students in small groups to exchange ideas for fun things to do on a Saturday afternoon. Then have them prepare dialogues with partners in which they plan activities together, exchanging opinions and giving reasons.

Consider Others' Ideas

Students will be able to:

- 1.1.2** seek others' viewpoints to build on personal responses and understanding.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- seek others' viewpoints to build on personal responses and understanding?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to seek others' viewpoints to build on personal responses and understanding (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to seek others' viewpoints to build on personal responses and understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Conference with students in a variety of contexts. Ask students if they actively seek others' viewpoints to build on in developing their understanding and personal responses.

SAMPLE RESOURCES

- *Нова 5: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 3: Вогонь».
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Класи 2–8.* Regina, SK: Saskatchewan Education, 1992.
- *Досить.* Форчук Скрипук М. Едмонтон: Методичний кабінет української мови, 2000.
- *Казки.* Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Казки. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.
- *Тут і там. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1975.
- Ukrainian-language newspapers; e.g., *Український голос, Українські вісті, Гомін України.*
- Video and audio recordings or copies of news clips in Ukrainian.

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Experiment with Language

Students will be able to:

1.1.3 explore and experiment with a variety of forms of expression for particular personal purposes.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Expressions

For a group research project on the first Ukrainian immigrants, Ivan Pylypiv (Іван Пилипів) or Wasyl Eleniak (Василь Еленяк), students contribute in the following way:

- Student 1 writes a diary entry showing the personal hardships encountered by the immigrants.
- Student 2 adds information on Pylypiw or Eleniak to the group time line.
- Student 3 draws a class map to show the route from their village all the way to Alberta.
- Student 4 writes a letter home to Ukraine.

Word Searches

Students keep an ongoing list of thematic vocabulary associated with their study in their social studies or science class. Working with a partner, they prepare a word search or crossword puzzle, using this new vocabulary.

Dramatic Presentations

Working in small groups, students prepare a readers' theatre presentation to present information learned in another subject.

Extension: Working with a partner, students write a dialogue between two characters, using new vocabulary learned in class.

Artistic Expressions

Students are presented with Ukrainian vocabulary that is onomatopoeic (e.g., шелестіти, гавкати, нявкати, гарчати, булькотіти) and create a picture dictionary of literary techniques or an art project related to these words.

Photo Essay

During a field trip, use a digital camera to take pictures that students later use to prepare a photo essay. Working in small groups, students arrange the photographs and write captions to accompany each photograph. They may also include a short, written summary of the field trip.

Experiment with Language

Students will be able to:

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore and experiment with a variety of forms of expression for particular personal purposes?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore and experiment with a variety of forms of expression for particular personal purposes (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

In regular conferences, note if students are experimenting with a variety of forms of expression. Do they recognize and use favourite forms of self-expression? Have students talk about forms they enjoy using.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore and experiment with a variety of forms of expression for particular personal purposes (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 5: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 8: Перший компас», «Навчальний розділ 9: Телефон Белла».
- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.
- *Ходить зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978, «Пригода дідуся в новому краю», с. 194–197.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Класи 2–8.* Regina, SK: Saskatchewan Education, 1992.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Express Preferences

Students will be able to:

- 1.1.4** review a collection of favourite oral, print, visual and multimedia texts; and share responses to preferred forms.

SAMPLE TEACHING AND LEARNING ACTIVITIES

T-chart Comparison

After reading a Ukrainian story, then viewing a video of the same story, students make a T-chart to list and discuss the advantages of watching a movie compared to reading a book or story of the same title.

Book Review

Students prepare a book review to share with classmates, using the following form:

Рецензія на книжку	
1.	Назва книжки: _____.
2.	Автор: _____.
3.	Жанр книжки: _____.
4.	Що сталося цікаво/смішного? _____.
5.	Що мені сподобалося? _____.
6.	Кому ця книжка сподобається? _____.

Web Site Bookmarks

After reading a favourite Ukrainian story or book, students bookmark their favourite Web sites about a topic and then create a Ukrainian poster that advertises the Web sites.

Television Talk Show

Students interview other students about their favourite books as if on television. They can mimic reporters from Ukraine; e.g., (Куточок книжок) Ми почуємо від читача _____, який розкаже нам про свою улюблену книжку _____.

Advertisements

Students choose favourite Ukrainian books from the library and create advertisements for them, using illustrations, words and short phrases that are posted on the bulletin board in the library. Students use vocabulary lists in the classroom to assist them in creating advertisements.

Express Preferences

Students will be able to:

- 1.1.4** review a collection of favourite oral, print, visual and multimedia texts; and share responses to preferred forms. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- review a collection of favourite oral, print, visual and multimedia texts; and share responses to preferred forms?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to review a collection of favourite oral, print, visual and multimedia texts; and share responses to preferred forms (see sample blackline master in Appendix E: Observation Checklist).

 Self-assessment

Have students review and reflect on their Personal Literacy Records in their Learning Logs. Help students note and talk about how they shared a variety of texts. This could be a monthly review. A self-reflection sheet such as the following could be used.

<p>Ім'я: _____ Дата: _____</p> <ul style="list-style-type: none"> • Цього місяця я прочитав/прочитала _____ книжок, _____ журналів, _____ оповідань на комп'ютері. • Цього місяця я прослухав/прослухала _____ оповідань і інформативних текстів. • Цього місяця я оглянув/оглянула _____ оповідань і інформативних текстів. • Тест, який мені найбільше сподобався, це _____ _____. • Цього місяця поділився/поділилася _____ різними текстами. • Мені було приємно ділитися текстом _____ _____.
--

SAMPLE RESOURCES

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 57, 157.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходіть зі мною! Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Мовна діяльність. Вправи для серії читанок Тут і там.* Кляси 2–8. Regina, SK: Saskatchewan Education, 1992.

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Set Goals

Students will be able to:

- 1.1.5** identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Reading Goals

Students set goals for Ukrainian reading; e.g.,

- I will read a Ukrainian book or story every day for a week. (Я буду читати українську книжку або розповідь щодня цього тижня.)
- I will keep a Reading Log of Ukrainian books/stories that I read this week. (Я буду записувати усі українські книжки я прочитав/прочитала цього тижня.)
- At the end of the week, I will draw a picture about my favourite book/story. (Наприкінці тижня я намалюю ілюстрацію до улюбленої книжки чи розповіді.)

My Accomplishments

Students write an autobiography of their personal accomplishments, as well as areas in which they would like to improve. They then prepare a short two- to three-minute talk on their skills and accomplishments, complete with medals, badges, awards or certificates for display.

Coat of Arms

Students draw their own coats of arms that illustrate their personal skills and/or accomplishments as language learners. Each student presents his or her coat of arms to the class.

Successful Students

Using charts describing the qualities of good learners, readers and writers, students create and display posters or bookmarks that describe successful readers, writers and learners.

Set Goals

Students will be able to:

- 1.1.5** identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Conferences

Have each student conference with the teacher, other adults and peers to help him or her set realistic goals. Provide time on a regular basis for reflecting on language learning and goal setting. Students may be asked to:

- describe language learning strategies
- tell why and how the strategies helped them
- describe what they can do well
- describe areas they would like to improve on.

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- Goal-setting templates from other subject areas; e.g., health and life skills or social studies.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.
- *Knowing What Counts: Self-Assessment and Goal Setting*. Gregory, K., Cameron, C., Davies, A. Courtenay, BC: Connections Publishing, 2000.

General Outcome

1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE

5

Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 reflect on prior knowledge and experiences to arrive at new understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Mind Maps

Using a key word from a topic being studied, assist students in developing mind maps that represent their knowledge on that topic.

Alternative Activity: When beginning the study of a topic or as a review, students brainstorm what they know and record it in chart form.

Looking at Vocabulary

Select 15–20 words from a topic that students will be studying. Students identify words that they think they understand and those they do not. They work in pairs to collaborate on word meanings, using their prior knowledge of the topic and strategies they have learned.

Admit and Exit Slips

Before the student reads, views or listens to a text, he or she writes on an admit slip what expectations he or she has for the text.

KWL Chart

Working in small groups, students complete a KWL chart prior to, during and after the study of an assigned topic in class; e.g.,

Що знаємо	Що хочемо знати	Що вивчили

Develop Understanding

Students will be able to:

- 1.2.1** reflect on prior knowledge and experiences to arrive at new understanding.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- reflect on prior knowledge and experiences to arrive at new understanding?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to reflect on prior knowledge and experiences to arrive at new understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to reflect on prior knowledge and experiences to arrive at new understanding (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to determine if they are using prior knowledge and experiences to construct meaning in a variety of new contexts.

 Learning Logs

Review students' Learning Log entries for depth of response and reflection skills.

SAMPLE RESOURCES

- *Нова 4: Повтор-імітація*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 2003, «Навчальний розділ 5: На лижах».
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Explain Opinions

Students will be able to:

1.2.2 explain personal viewpoints.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Student Views**

Have students present a viewpoint on a topic of interest; e.g.,

- through cartooning, collages, sketching and drama
- complete a self-reflection sheet after reading a Ukrainian story or folk tale
- make and present a picture collage and explain their thoughts to the class
- prepare a character sketch of their favourite character.

Art Opinions

Students study Ukrainian art and express an opinion supported by an explanation or rationale; e.g.,

- Мені подобається...
- Це мені нагадує...

Music Opinions

Invite students to explore various examples of Ukrainian contemporary and folk music. In class, students learn to describe music in terms of genre, artist and musical qualities. In groups of three, students discuss and record their musical preferences, giving reasons for their choices in Ukrainian. Groups then report this information to the whole class to create a class chart or graph of musical preferences.

Debates

Students prepare debates on school issues; e.g., should the school day be longer? Should Division 2 students have an extra recess?

Class Survey

Working in small groups, students share their impressions of recent classroom activities and/or field trips by preparing a survey and administering it to their classmates. They tally the results of the survey and report their findings in a short summary.

Explain Opinions

Students will be able to:

1.2.2 explain personal viewpoints. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explain personal viewpoints?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explain personal viewpoints (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explain personal viewpoints. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Conference with students and have them explain their personal viewpoints on a topic and why these viewpoints and opinions are important to them.

SAMPLE RESOURCES

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. ЕДМОНТОН: Міністерство освіти Альберти, 2004.
- *A Prairie Boy's Summer.* Kurelek, W. Montreal, QC: Tundra Books, 1975.
- *A Prairie Boy's Winter.* Kurelek, W. Montreal, QC: Tundra Books, 1973.
- *Kurelek's Vision of Canada.* Kurelek, W., Murray, J. Edmonton, AB: Hurtig Publishing, 1983.
- *Hockey ... under winter skies.* Shostak, P. Victoria, BC: Yalenka Enterprises Inc., 2000.
- *When Nights Were Long.* Shostak, P. Victoria, BC: Yalenka Enterprises Inc., 1982.
- *Flowers of the Bible. International Touring Art Exposition. Watercolors by Larisa Sembaliuk.* (paperback). Sembaliuk Cheladyn, L. (artist). Edmonton, AB: Flowers of the Bible Society, 1999.
- *Ходить зі мною!* Турко К. С., Грекул Г. ЕДМОНТОН: Міністерство освіти Альберти, 1978.
- *Ходить зі мною! Книжка для вправ.* Турко К. С., Грекул Г. ЕДМОНТОН: Міністерство освіти Альберти, 1978.

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Combine Ideas

Students will be able to:

1.2.3 arrange ideas and information in a variety of ways to clarify understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Best Way to Learn

For a report entitled “The Best Way to Learn in School,” students gather ideas from a variety of sources. For example, students may survey students and teachers in other grades, jot down ideas, read about pioneer schools, interview grandparents, neighbours or seniors about their school experiences and go on a field trip to a historical school site.

Graphic Organizers

Different groups of students work with the same piece of oral, literary or media text, but organize it by using various frames or graphic organizers; e.g., Venn diagrams, charts, lists, webs, cycles, flowcharts, trees. They share their work and discuss which organizer best helped to clarify understanding.

Extension: Students take a topic studied in their class and prepare a presentation, e.g., a mind map, for a younger grade. They must discuss how their presentation will look different, considering it is for a younger audience.

Various Charts

Following a study of farming in Canada, students divide into groups and complete various kinds of charts that record each province/territory and the kind of farming practised there; e.g.,

Канада Сільське господарство	худоба	ПЮЛЮН	ОВОЧІ	ПШЕНИЦЯ
Британська Колумбія	+	–	+	–
Альберта	+	–	–	+
Саскачеван	+	–	+	+

Combine Ideas

Students will be able to:

- 1.2.3** arrange ideas and information in a variety of ways to clarify understanding.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- arrange ideas and information in a variety of ways to clarify understanding?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to arrange ideas and information in a variety of ways to clarify understanding (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to arrange ideas and information in a variety of ways to clarify understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Have students describe their preferred ways to organize ideas and information. They show ways to organize to clarify understanding. Encourage students to identify challenges they face and target areas to improve.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to arrange ideas and information in a variety of ways to clarify understanding (see sample blackline master in Appendix E: Self-assessment Checklist).

 Portfolios

Students select work samples to demonstrate different ways that they practised arranging ideas and information. They may include reasons for each work sample.

SAMPLE RESOURCES

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. ЕДМОНТОН: Міністерство освіти Альберти, 2004, «Навчальний розділ 2: Машина часу», Вправа 6.
- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7).* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- *Graphic Organizers: Visual Strategies for Active Learning.* Bromley, K., Irwin-DeVitis, L., Modlo, M. New York, NY: Scholastic Trade, 1996.
- Graphic organizers (see sample blackline masters in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Extend Understanding

Students will be able to:

1.2.4 ask open-ended questions to clarify information and develop new understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Modelling

Model types of questions that can be asked about specific texts. Students jot these questions into notebooks for future reference.

Presentation Q and A

During an oral presentation or discussion, guide students to ask clarifying open-ended questions with prompts such as:

- Поясни, будь ласка,...
- Мені здається, що ти сказав...
- Чи ти сказала...
- Можна сказати... Чи це значить, що...
- Додай, будь ласка, ...
- Поясни, будь ласка...

Vacation Questions

Students decide on vacation destinations by looking through vacation brochures, asking questions of a travel agent and interviewing others who have travelled there. They follow up by drawing and labelling a travel poster of their vacation destinations.

Role-play Interviews

After studying an historic figure, students work in small groups to prepare open-ended interview questions and responses. One student in the group takes on the role of the historic figure and the group practises the questions and responses in the form of television interviews that they present in class. These interviews may also be videotaped and shared with classmates.

Alternative Activity: Together with the teacher, students generate interview questions on topics or themes being studied in class. The questions are then used for interviewing other students, teachers, family members or Ukrainian-speaking people in the community. Students record their interviews for presentation in class.

Extend Understanding

Students will be able to:

- 1.2.4** ask open-ended questions to clarify information and develop new understanding.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask open-ended questions to clarify information and develop new understanding?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask open-ended questions to clarify information and develop new understanding (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to ask open-ended questions to clarify information and develop new understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Conferences

Conference with students to encourage them to identify their strengths in appraising ideas and asking questions. Look for evidence that:

- students are asking appropriate, relevant questions
- strategies are being used to negotiate meaning and sustain interactions; e.g., repeating, rephrasing
- students are using the structures and vocabulary they have practised.

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to ask open-ended questions to clarify information and develop new understanding (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- Vacation brochures from travel agents.
- Museum pamphlets in Ukrainian.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Prior Knowledge

Students will be able to:

2.1.1 make and record connections among personal experiences, prior knowledge and a variety of texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Prediction Chart

Before reading a story or novel, students complete a prediction chart by looking at the title, skimming through the pages and looking at pictures and illustrations; e.g.,

Predict What I think the story is about	Connect Why I made this prediction	Check What the text was actually about

Geography Connections

As students begin to study the geography of Canada, they brainstorm and jot down categories of information previously learned about the geography of their province; e.g., physical regions, climate, natural resources, occupations, modifying and changing the environment. They discuss how these categories will be helpful to them.

Story Connections

A student writes a short story about his or her first day at a new school. The student reads the story and afterward tells how personal experiences of moving and living in a new neighbourhood helped him or her describe the feelings of the story character while walking into the new classroom for the first time.

Prior Knowledge

Students will be able to:

- 2.1.1** make and record connections among personal experiences, prior knowledge and a variety of texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make and record connections among personal experiences, prior knowledge and a variety of texts?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to make and record connections among personal experiences, prior knowledge and a variety of texts (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to determine if students can describe and build upon connections among personal experiences, prior knowledge and a variety of texts.

 Learning Logs

Review student Learning Logs to determine whether students articulate and build upon prior experiences or knowledge.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to make and record connections among personal experiences, prior knowledge and a variety of texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 5: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 9: Телефон Белла».
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.
- *Graphic Organizers: Visual Strategies for Active Learning.* Bromley, K., Irwin-DeVitis, L., Modlo, M. New York, NY: Scholastic Trade, 1996.
- Graphic organizers (see sample blackline masters in Appendix D).

General Outcome

2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.1 General
Comprehension
Strategies

GRADE

5

Specific
Outcome

Comprehension Strategies

Students will be able to:

2.1.2 use a variety of comprehension strategies to confirm understanding and self-correct.

SAMPLE TEACHING AND LEARNING ACTIVITIES

KWL Chart

Students complete the last column of a KWL chart on a topic taught in Ukrainian. They discuss what they have learned about the topic and how their previous ideas have changed as a result of their study.

Group Reading

Students are given a choice of books to read. They group themselves according to the books they choose. Guide students in discussing and interpreting the book in the groups.

Story Maps

Working in small groups, students use story maps to record key story elements (e.g., characters, plot, setting, problem, solution) as they read a story. Story maps can also be used to help students make and confirm predictions. They share their completed story maps with a partner.

Sketching for Comprehension

While listening to a story or viewing a video, students sketch their thoughts about the story. They discuss their sketches with a partner and may add or delete ideas from their sketches after their sharing session.

Comprehension Strategies

Students will be able to:

- 2.1.2** use a variety of comprehension strategies to confirm understanding and self-correct. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of comprehension strategies to confirm understanding and self-correct?

Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use a variety of comprehension strategies to confirm understanding and self-correct (see sample below).

Перевірка розуміння твору	
Ім'я: _____	Дата: _____
Текст (твір) _____	
Учень/учениця використовував/ла такі стратегії зрозуміння тексту:	
<input type="checkbox"/>	робив/ла правдоподібні передбачення
<input type="checkbox"/>	визначив/ла мету читання, перегляду або слухання
<input type="checkbox"/>	ставив/ла відповідні питання
<input type="checkbox"/>	конструював/ла зміст
<input type="checkbox"/>	шукав/ла підтвердження своїм передбаченням
<input type="checkbox"/>	відкидав/ла неправильні передбачення
<input type="checkbox"/>	робив/ла логічні висновки
<input type="checkbox"/>	самостійно перевіряв/ла своє розуміння тексту
<input type="checkbox"/>	самостійно виправляв/ла помилки, вживаючи відповідні стратегії їх виправлення

Conferences

Conference with students to discuss their repertoire of comprehension strategies.

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use a variety of comprehension strategies to confirm understanding and self-correct (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Ходіть зі мною! Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978, «Про зміст книжки», с. 91, «Назви розділ книжки», с. 92.
- Ukrainian children's magazines; e.g., *Готуйсь!*, *Барвінок*.
- *Graphic Organizers: Visual Strategies for Active Learning.* Bromley, K., Irwin-DeVitis, L., Modlo, M. New York, NY: Scholastic Trade, 1996.
- *Thinking Tools for Kids: Practical Organizers.* Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.
- Story map templates.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning in interpreting text.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Captions and Other Text Features

Students use information in textbook margins, picture captions, questions, chapter introductions or summaries and special features to assist them in understanding a topic.

Encyclopedias

Students use headings to locate specific information on topics in a children's Ukrainian encyclopedia.

Map Cues

Students use the textual cues of a map to locate particular places.

Highlighting

Have students work in small groups to practise locating and highlighting textual cues; e.g., titles, headings, paragraphs, captions, illustrations.

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning in interpreting text. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use textual cues to construct and confirm meaning in interpreting text?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use textual cues to construct and confirm meaning in interpreting text (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students as they preview a text. Can they locate textual cues, such as the table of contents and glossary?

 Quizzes

Give students a passage to read from a familiar text and ask them to use textual cues to identify the main idea and supporting details.

SAMPLE RESOURCES

- *Резерва Сарсі. Індіанська громада. Sarcee Reserve: An Indian Community.* Manywounds, M. et al. Kotsiubynska, M. (Ukrainian transl.). Edmonton, AB: Les Éditions Duval, Inc., 1993.
- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978, «Село вігвамів», с. 26–28.
- *Ходіть зі мною! Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Велика енциклопедія школяра.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2000.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Cueing Systems

Students will be able to:

- 2.1.4** use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cueing Systems

Syntactic Cues: word order, rules and patterns of language in sentences, phrases and clauses that assist in constructing meaning in texts and identifying unknown words.

Semantic Cues: meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world and experiences with various texts and content.

Graphophonic Cues: refer to sound–symbol relationships of language that aid in constructing meaning and identifying unknown words.

Pragmatic Cues: refer to the social and cultural context, purpose and use of language. These factors affect how the individual constructs meaning.

Strategy Sharing

Students identify and share different strategies to use when they come across a word they do not know; e.g.,

- I skip the word and read on to get a sense of what it may mean. Then I reread to figure it out.
- I look for word parts that I know in the unfamiliar word.
- I look for root words, prefixes and suffixes.
- I divide the word into syllables and sound them out.
- I look to see if the unfamiliar word is a compound word.

Cloze Passages

Construct a cloze passage by deleting selected words and replacing them with a space.

Encourage students to use their knowledge of word order, sentence patterns and meanings of words within sentences to predict the missing words.

Dictionary

As students read texts, they write down unfamiliar words with the page number. Students then look up the words in the dictionary and write the word meaning that fits the context of the story.

Extension: Students take turns saying unfamiliar word(s) that are recorded on the board. The class tries to create a sentence that uses the word in the correct context.

Cueing Systems

Students will be able to:

- 2.1.4** use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context (see sample blackline master in Appendix E: Self-assessment Checklist).

 Quizzes

The cloze procedures may be used to assess students' comprehension skills before and after listening, reading or viewing a text.

SAMPLE RESOURCES

- *Українсько-англійський словник. Ukrainian-English Dictionary.* Andrusyshen, C. H., Krett, J. N. Toronto, ON: University of Toronto Press, 1981.
- *Українсько-англійський словник.* Подвезько М. Л. Нью-Йорк: ____, 1973.
- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. ЕДМОНТОН: Міністерство освіти Альберти, 2004.
- A variety of Ukrainian folk tales, fairy tales and stories.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Experience Various Texts

Students will be able to:

- 2.2.1** experience texts from a variety of genres and cultural traditions, such as historical fiction, myths, biographies, poetry, news reports, fantasy and guest speakers; and share responses to these texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

News Report Presentation

Each week a group of students dramatizes a current news story in class. As students guess the main events of the story, a brief news summary is written about the story. Students write the news summary into the новини notebooks; e.g., Хто?, Що?, Де?, Коли

Extension: Using the Internet, students read biographies of interesting people who are featured in Ukrainian newspapers online.

Venn Diagram

Working in pairs, students use a graphic organizer, e.g., a Venn diagram, to compare the setting, characters and events of two stories from different cultures or genres they have read together in class.

Classroom Guest

Students listen to an elder present a folk tale or myth and respond by creating a diorama of the scene.

Group Sharing

Students make a web, story map or sketch to represent the meaning of a novel or video. In a group discussion, they share what they learned about the text, what it meant to them and their favourite parts or characters.

Dramatic Readings

Students present a dramatic reading of a poetry selection that communicates the mood, mental images and rhythm of the poem.

Experience Various Texts

Students will be able to:

- 2.2.1** experience texts from a variety of genres and cultural traditions, such as historical fiction, myths, biographies, poetry, news reports, fantasy and guest speakers; and share responses to these texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- experience texts from a variety of genres and cultural traditions, such as historical fiction, myths, biographies, poetry, news reports, fantasy and guest speakers; and share responses to these texts?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to experience texts from a variety of genres and cultural traditions, such as historical fiction, myths, biographies, poetry, news reports, fantasy and guest speakers; and share responses to these texts (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to discuss preferences for particular types of text. Encourage students to explore text from less familiar cultural traditions, forms and genres.

 Learning Logs

Give students a series of questions about their text choice that they respond to; e.g., Хто в тому тексті? Що відбувається? Де відбувається? Коли відбувається? Яка тут проблема?

SAMPLE RESOURCES

- *Нова 5: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 8: Перший компас».
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходіть зі мною! Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Казки.* Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Казки. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.
- *Ukrainian-English Bilingual Education. Arts Education 4–8: Music Supplement.* Regina, SK: Saskatchewan Education, 2001.
- *Мовна діяльність. Вправи для серії читанок Тут і там.. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.
- Graphic organizers (see sample blackline masters in Appendix D).

General Outcome

2

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.2 Respond to Texts

GRADE

5

Specific Outcome

Connect Self, Texts and Culture

Students will be able to:

2.2.2 identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Venn Diagram

Students view the video *Teach Me to Dance*. They complete a Venn diagram or comparison chart after discussing the video to compare the main character with themselves.

Interviews

Invite students to assist in drafting interview questions in Ukrainian. Using these questions, students interview elders, politicians, artists and performers. They use the information they gather to make connections to themselves, using a graphic organizer; e.g., a Venn diagram or comparison chart.

Class Discussion

Ask students to read a selection silently. Pose questions that enable them to compare the challenges and situations that people experienced in other times and other cultures.

Compare and Contrast

Working in small groups, students read the story *Инуїту* from the reader *Ходіть зі мною*. Invite them to contribute ideas from the story to complete a compare-contrast form in which they compare and contrast their lives with the lives of the Inuit.

Connect Self, Text and Culture

Students will be able to:

- 2.2.2** identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students, using work samples to determine if students are able to identify similarities and differences between personal experiences and the experiences of others.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.
- *Срібні нитки.* Форчук Скрипуч М. Едмонтон: Методичний кабінет української мови, 1996.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходіть зі мною! Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Teach Me to Dance* (videocassette). Valenta, V., Howe, J. (prods.). Edmonton, AB: National Film Board of Canada, 1978.
- *Мовна діяльність. Вправи для серії читанок Тут і там.* Кляси 2–8. Regina, SK: Saskatchewan Education, 1992.
- Graphic organizers (see sample blackline masters in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify descriptive and figurative language in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Alternative Words**

When reading, students discuss words that can replace overused words in their writing; e.g., the word *сказав* can be replaced by the words *закричав, заплакав, зашепотів, засміявся*. These words can be posted in the classroom for future reference.

Collecting and Using Figurative Language

When reading, students choose an example of figurative language they found interesting and explain their reasons for choosing it.

Extension: After reading a variety of poems and compiling a list of descriptive words found in these texts, students write a simple poem.

Extension: Students write concrete poems, using descriptive and figurative language from theme studies.

Extension: Students make a collage of visual images evoked by reading a particular text.

Descriptive Word Wall

Make a descriptive word wall according to themes covered in class. Every week words are added to the wall by students. Students refer to these words during oral and writing activities.

Idioms

After a discussion of Ukrainian idiomatic expressions, students highlight idioms in texts they study in class. They begin a log of figurative and descriptive language that they add to on a regular basis.

Appreciate the Artistry of Texts

*Students will be able to:***2.2.3** identify descriptive and figurative language in oral, print, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify descriptive and figurative language in oral, print, visual and multimedia texts?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify descriptive and figurative language in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

 Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to identify descriptive and figurative language in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

 Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to identify descriptive and figurative language in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE RESOURCES

- *Нова 5: Діялоги.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Forms and Genres

Students will be able to:

2.3.1 understand and use a variety of oral, literary and media forms and texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Fables

Students read or view several examples of fables and describe how a new text fits or does not fit the characteristics of a fable. A fable is a brief tale that tells a message or teaches a lesson. It usually includes animal characters with human traits, has a simple plot and is based on one event. Students read their reports as if they were television reporters.

Musical Poems

After writing poems about their favourite food, students take turns reading or singing the poems aloud, using the musical styles of country, rap, rock and opera. These presentations can be recorded to share with parents at student conferences.

Extension: After reviewing vocabulary associated with the seasons, students write a Haiku poem following the prescribed rhythmic pattern.

Letters and Invitations

Students write letters, personal or business; e.g., to pen pals, Ukrainian television programs, radio programs, newspapers.

Extension: Students prepare invitations to guest speakers, parents or other classes. These can be computer-generated.

Biographies

Students interview a member of the Ukrainian community, using guide questions generated in class. Either independently or using a biography template prepared by the teacher, students prepare a biography of the person interviewed. Students may use a computer.

Group Forms

Working in small groups, students choose a Ukrainian text or story that they are familiar with. One student illustrates the story, two students dramatize the story and another student retells the story in his or her own words.

Forms and Genres

Students will be able to:

- 2.3.1** understand and use a variety of oral, literary and media forms and texts.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand and use a variety of oral, literary and media forms and texts?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to understand and use a variety of oral, literary and media forms and texts (see sample blackline master in Appendix E: Observation Checklist).

Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to understand and use a variety of oral, literary and media forms and texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Portfolios

With students, discuss work samples to determine their understanding of the various forms and genres studied in class. Examine students' work samples for evidence of their ability to incorporate the distinguishing features of the forms and genres they have studied.

SAMPLE RESOURCES

- *Нова 5: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 9: Телефон Белла».
- *Казки.* Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Казки. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.
- *Мовна діяльність. Вправи для серії читанок Тут і там.* Кляси 2–8. Regina, SK: Saskatchewan Education, 1992.
- Puppets.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Techniques and Elements

Students will be able to:

- 2.3.2** identify key elements, including plot, setting and character; and explore techniques used in oral, print, visual and multimedia texts, such as use of colour, font, sound, word choice and visual imagery.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Creating Conclusions

Before reading the ending of a story, students compose their own resolution of the story's main problem and then read on to compare the book's resolution with their own.

Class Discussion

Students talk about techniques used in television commercials; e.g., sound effects, music, volume, expression, humour, speed, costume, props, word choice.

Multimedia

Review and discuss a multimedia text; e.g., use of colour, font, sound, word choice and visual imagery.

Extension: Students use a computer program to create a picture of the setting of a book that they are reading, using all the colour choices in the program to create the picture.

Illustration Discussion

Students look at illustrations in picture books and discuss their features in terms of detail, colour, medium and perspective.

Questions

Ask students, Які конкретні слова автора допомагають тобі

- почути речі, про які йдеться в оповіданні?
- побачити речі, про які йдеться в оповіданні?
- відчути запах і смак речей, про які йдеться в оповіданні?

Plot, Character, Setting

Through explicit instruction, students are provided with guidelines for focusing on significant text elements (plot, character, setting) and techniques.

Techniques and Elements

Students will be able to:

- 2.3.2** identify key elements, including plot, setting and character; and explore techniques used in oral, print, visual and multimedia texts, such as use of colour, font, sound, word choice and visual imagery. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify key elements, including plot, setting and character; and explore techniques used in oral, print, visual and multimedia texts, such as use of colour, font, sound, word choice and visual imagery?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify key elements, including plot, setting and character; and explore techniques used in oral, print, visual and multimedia texts, such as use of colour, font, sound, word choice and visual imagery (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 prior to beginning the activity. Use the rating scale to evaluate how well students are able to identify key elements, including plot, setting and character; and explore techniques used in oral, print, visual and multimedia texts, such as use of colour, font, sound, word choice and visual imagery (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

 Portfolios

Students select work samples that demonstrate their understanding of key elements and techniques.

SAMPLE RESOURCES

- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Казки. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходіть зі мною! Книжка для вправ*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- A variety of Ukrainian folk tales, fairy tales and short stories.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

Vocabulary

Students will be able to:

2.3.3 expand knowledge of words and word relationships, using a variety of sources.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorming

Students brainstorm words to web specific aspects of a topic of study; e.g., characteristics of mammals, birds, fish. Key vocabulary words are recorded on cards and sorted by students into specific categories.

Extension: The class brainstorms alternative words for overused words found in student writing; e.g.,

пішов

поїхав

марширував

побіг

скакав

погнав

Dictionaries and Thesauruses

Provide explicit instruction on how to use a dictionary and thesaurus. Have students use a Ukrainian dictionary and/or thesaurus to develop their vocabulary.

Extension: Students divide a notebook alphabetically into sections in which they record new and interesting words, creating their own personal dictionaries.

Word Puzzles

Students make crossword puzzles and word searches for new vocabulary and definitions.

Root Words

Students explore root words and how new words can be created in Ukrainian called “мовне гніздо” (напр., любов, любити, любко, любитель, Люба, любисток).

Language Ladders

Students compile a collection of all the phrases reviewed and/or taught through language ladders in a Ukrainian language phrase book.

Vocabulary

Students will be able to:

- 2.3.3** expand knowledge of words and word relationships, using a variety of sources.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- expand knowledge of words and word relationships, using a variety of sources?

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to expand knowledge of words and word relationships, using a variety of sources (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 prior to beginning the activity. Students use the checklist to determine if they are able to expand knowledge of words and word relationships, using a variety of sources (see sample blackline master in Appendix E: Self-assessment Checklist).

 Portfolios

Students select work samples that demonstrate their knowledge of and enjoyment for learning new words.

 Quizzes

Students are provided with a text that is missing words and complete the cloze passage with appropriate words.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to expand knowledge of words and word relationships, using a variety of sources. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 5: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 7: В Україні».
- *Крокодил у краватці їсть кавун у коробці. Хрестиківки для дітей і молоді.* Баєр Фаркавець І. Торонто: Колосок, 2001.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.
- Copies of Ukrainian-English and English-Ukrainian dictionaries.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

2.3 Understand Forms and Techniques

Experiment with Language

Students will be able to:

2.3.4 experiment with words and sentence patterns to create word pictures, and identify ways in which exaggeration is used to convey humour.

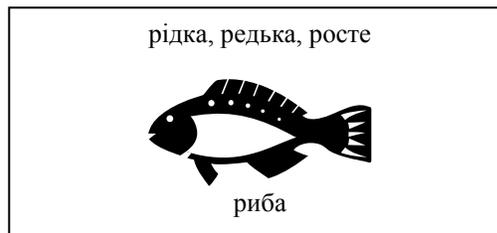
SAMPLE TEACHING AND LEARNING ACTIVITIES

Weather Personification

When reading poems about the weather, students identify personification examples to create images and impressions; e.g., Срібна мряка покривала хати, наче ковдра. In their writing folders, they record the personification identified in texts read in class.

Alphabet Pictures

Students are given a letter of the alphabet and find words that start with that letter from books, magazines, dialogues and vocabulary lists. These words are printed in a frame-style border around a picture of one word; e.g.,



Rebus Readings

Working individually or in pairs, students create rebus readings for their classmates to decipher on familiar topics or themes.

Illustrated Exaggerations

Students are given text examples that use exaggeration to convey humour. They create illustrations to match the texts.

Riddles

Working with partners, students try to solve riddles (Загадки) provided to them. They write their own riddles that they challenge their classmates to solve.

Fun Graffiti Wall

Students work in pairs or small groups to brainstorm ideas and catchy phrases to promote learning Ukrainian. They create a graffiti wall outside of the classroom on which these phrases are written in graffiti style; e.g., Поцілуй мене — я українка!

Experiment with Language

Students will be able to:

- 2.3.4** experiment with words and sentence patterns to create word pictures, and identify ways in which exaggeration is used to convey humour. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- experiment with words and sentence patterns to create word pictures, and identify ways in which exaggeration is used to convey humour?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to experiment with words and sentence patterns to create word pictures, and identify ways in which exaggeration is used to convey humour (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Portfolios

Students choose work samples that demonstrate how they have used language to create pictures.

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to experiment with words and sentence patterns to create word pictures, and identify ways in which exaggeration is used to convey humour (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Нова 5: На допомогу вчителів—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005.
- Ukrainian proverb books.
- Cartoon strips, jokes, poetry from Ukrainian children's magazines; e.g., *Готуйсь!*, *Барвінок*, *Малютко*.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Create Original Texts

Students will be able to:

2.3.5 create original texts to communicate and demonstrate understanding of forms and techniques.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comic Strips

Students choose a favourite cartoon character and write a description of the character's looks, actions, personalities and speech. Then have students create their own comic strips featuring the character.

Directions

Students draft directions for making a healthy snack. They add clarity to their directions by asking a partner questions; e.g.,

- Is there too much information or not enough?
- Is the information clear, and are the steps in the right order?
- Have I listed all the materials?

Group Report

When writing a group report, students make a cover that relates to the content of the report, prepare an introduction and conclusion, and have chapters, with headings, subheadings and illustrations, on particular topics within the report.

Expanding on Existing Pieces

Students look through the writing in their journals or portfolios that focuses on events in their own lives. They expand one of those entries into a short story, play or diorama.

From Story to News Story

Students use William Kurelek's book *A Prairie Boy's Summer* and write a news story account of what happened in one of the months.

Create Original Texts

Students will be able to:

- 2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- create original texts to communicate and demonstrate understanding of forms and techniques?

Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to create original texts to communicate and demonstrate understanding of forms and techniques (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to create original texts to communicate and demonstrate understanding of forms and techniques (see sample blackline master in Appendix E: Self-assessment Checklist).

Portfolios

Portfolios, with samples of student work, provide valuable assessment information as well as opportunities for student self-reflection and self-assessment. Students choose samples of their best work to include in their portfolios. They should be prepared to explain why they chose certain work samples.

SAMPLE RESOURCES

- Cartoons published in Ukrainian newspapers and children’s magazines.
- *Нова 5: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 1: Лихомор», «Навчальний розділ 5: Телескоп Галілея», «Навчальний розділ 8: Перший компас».
- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004, «Навчальний розділ 8: Перший компас».
- *A Prairie Boy’s Summer.* Kurelek, W. Montreal, QC: Tundra, 1978.

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

GRADE

5

Specific Outcome

Personal Knowledge and Experience

Students will be able to:

3.1.1 summarize personal knowledge and experience of a topic to determine information needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

T-chart

After learning about a topic (e.g., from social studies, science), students summarize the information in a T-chart. Have students discuss the information listed in the T-chart and decide if there are any gaps in their knowledge.

Extension: Students use a web, map or KWL chart to organize personal knowledge of a subject.

Brainstorming

Students work in small groups to choose a topic of common interest. They brainstorm everything they know about the topic. They record their ideas and facts on cards and group them into categories. Then they identify the information that needs to be researched.

Personal Knowledge and Experience

Students will be able to:

- 3.1.1** summarize personal knowledge and experience of a topic to determine information needs. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- summarize personal knowledge and experience of a topic to determine information needs?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to summarize personal knowledge and experience of a topic to determine information needs (see sample blackline master in Appendix E: Observation Checklist).

Conferences

Conference with students to determine their skills in summarizing and categorizing information. Help students identify gaps in information, misconceptions or areas of uncertainty.

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to summarize personal knowledge and experience of a topic to determine information needs. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Portfolios

Students select samples, such as the KWL chart and other graphic organizers, to show development of their personal knowledge and understanding of a topic. Samples should be dated and included with the final product.

SAMPLE RESOURCES

- *Graphic Organizers: Visual Strategies for Active Learning.* Bromley, K., Irwin-DeVitis, L., Modlo, M. New York, NY: Scholastic Trade, 1996.
- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7).* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- Grocery store flyers.
- Graphic organizers (see sample blackline masters in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

Ask Questions

Students will be able to:

3.1.2 formulate general and specific questions to identify information needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES**20 Questions**

Students practise asking questions by playing a game of 20 questions (classmates attempt to identify a hidden object or word by asking a maximum of 20 questions).

Modelling and Practice

Students learn modelled questions and practise using them; e.g.,

- Що є...?
- Хто є...?
- Коли...?
- Назви...
- Чи ти погоджуєшся...?
- Чи... може...?
- Чи правда, що...?
- Згадай, чому...
- Розкажи, чому...
- Чому ти так думаєш?

Questioning Role-plays

Students dramatize situations where there is a need to ask questions; e.g., being lost, visiting a new city, making a purchase, ordering food in a restaurant, meeting an acquaintance, visiting a relative, at a medical office.

Preparing Questions

Invite students to generate a list of questions to ask a guest speaker prior to his or her arrival.

Extension: Before participating in a field trip to a Ukrainian museum, students generate a list of questions to ask the museum curator or tour guide.

Ask Questions

Students will be able to:

3.1.2 formulate general and specific questions to identify information needs. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- formulate general and specific questions to identify information needs?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to formulate general and specific questions to identify information needs (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Review and discuss the questions in students' logs, journals and inquiry notebooks.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to formulate general and specific questions to identify information needs (see sample blackline master in Appendix E: Self-assessment Checklist).

 Learning Logs

Each student is given regular time for recording important points in the inquiry process. Students are encouraged to formulate the general and specific questions they are wondering about.

SAMPLE RESOURCES

- *Нова 5: Діялоги.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Українські мовні ігри.* *Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

GRADE

5

Specific Outcome

Participate in Group Inquiry

Students will be able to:

3.1.3 share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITIES

I Wonder Chart

Students post questions on a class “I Wonder” chart on a topic of study. These are reviewed, categorized and discussed for group inquiry or research.

Group Interview Questions

Students choose an interest (e.g., sports, dance, music) and, as a class, formulate relevant questions for an expert in that field. If possible, students interview the expert, using their questions, and report their new information to the class.

Extension: Using the cooperative learning strategy, students ask each other questions about the topic they have been asked to research.

Participate in Group Inquiry

Students will be able to:

- 3.1.3** share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Conference by reviewing entries in students' Learning Logs and reflecting on their participation in group inquiry.

SAMPLE RESOURCES

- *Нова 5: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 5: Телескоп Галілея».
- *Мовна діяльність. Вправи для серії читанок Тут і там.* Кляси 2–8. Regina, SK: Saskatchewan Education, 1992.

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

Create and Follow a Plan

Students will be able to:

3.1.4 gather and record information and ideas, using a plan.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Taking Notes

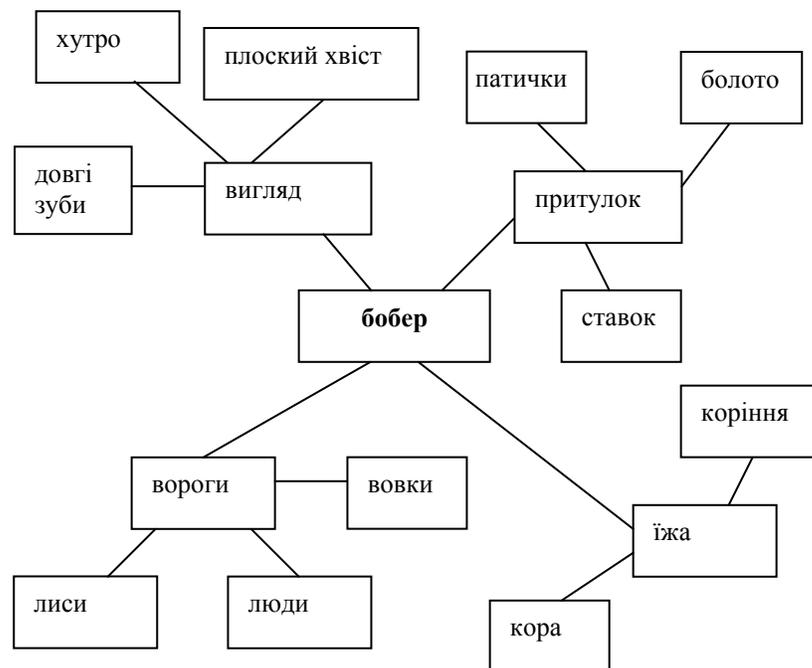
The teacher models how to condense (paraphrase) information from a presentation made by the teacher or a guest to the classroom.

Extension: A student reads, listens to or views information and records the main ideas and supporting details in point form on narrow strips of paper.

Graphic Organizers

Students develop questions about their topic of study, using strategies such as a KWL chart, clustering, outlines, note taking or a question chart (Хто? Що? Коли? Чому? Де? Як?). They list possible resources and locations to find answers to specific questions; e.g., encyclopedias, textbooks, magazines, videos, experts, friends and family, the Internet.

Extension: Use thinking maps (e.g., mind maps, semantic maps, concept organizers) to assist in recalling prior knowledge; e.g.,



Create and Follow a Plan

Students will be able to:

3.1.4 gather and record information and ideas, using a plan. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- gather and record information and ideas, using a plan?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to gather and record information and ideas, using a plan (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to discuss what strategies they have chosen to gather and record information.

 Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to gather and record information and ideas, using a plan (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE RESOURCES

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.
- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7).* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- Graphic organizers (see sample blackline masters in Appendix D).

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE

5

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 record, select and share personal knowledge of a topic to focus inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Knowledge Prompts

Students complete prompts to consolidate, question or review what they have learned at the end of a research period. These are shared with classmates; e.g.,

- Чи ти знаєш...?
- Не знати, що...
- Я хочу більше знати про...
- Сьогодні я...

Illustrated Knowledge

Students think about their personal knowledge of a topic, listen to peers, draw what they recall from the discussion, then share their drawing with a partner.

Organizing Knowledge

Students develop thinking maps or other graphic organizers, using personal knowledge about a topic.

Extension: Students record their personal knowledge of a topic by writing words and phrases on sticky notes that can be sorted in a variety of ways.

Identify Personal and Peer Knowledge

Students will be able to:

- 3.2.1** record, select and share personal knowledge of a topic to focus inquiry or research. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- record, select and share personal knowledge of a topic to focus inquiry or research?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to record, select and share personal knowledge of a topic to focus inquiry or research (see sample blackline master in Appendix E: Observation Checklist).

Conferences

Conference with students about work in progress to determine how students select, record and share personal information.

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to record, select and share personal knowledge of a topic to focus inquiry or research (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. ЕДМОНТОН: Міністерство освіти Альберти, 2004.
- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7).* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- *Graphic Organizers: Visual Strategies for Active Learning.* Bromley, K., Irwin-DeVitis, L., Modlo, M. New York, NY: Scholastic Trade, 1996.
- Graphic organizers (see sample blackline masters in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

Identify Sources

Students will be able to:

3.2.2 identify a variety of information sources to answer inquiry or research questions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Choosing Information Sources

When researching a weather phenomenon, e.g., tornadoes or hurricanes, students list possible sources to use to locate information and choose three to five of them; e.g.,

textbooks✓ interviews
 CD-ROMs magazines
 Internet✓ videos✓
 guest speakers

Advance Organizers

Students are given advance organizers before going on a field trip (or develop a class chart together); e.g.,

- Куди ми їдемо?
- Чому ми їдемо?
- Що ми бачили?
- Що мені було цікаво?
- Які питання я ще маю?

Peer Interviews

Invite students to record personal knowledge of a topic on a graphic organizer and review the information to determine information gaps. With teacher guidance, students generate interview questions that they will ask their peers to help fill these gaps. They work in pairs or small groups to interview peers.

Extension: Invite a guest presenter to speak on a research topic. Develop a series of questions before interviewing the guest speaker.

Research Cards

Students use research cards when gathering information on a topic under study. Invite students to brainstorm a list of inquiry questions. Each student writes one inquiry question on a research card. They record the source on the front of the card and the information they found to answer the question on the back. Students work in pairs to complete research cards and share their findings with other pairs in small groups.

Identify Sources

Students will be able to:

- 3.2.2** identify a variety of information sources to answer inquiry or research questions.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify a variety of information sources to answer inquiry or research questions?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify a variety of information sources to answer inquiry or research questions (see sample blackline master in Appendix E: Observation Checklist).

 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify a variety of information sources to answer inquiry or research questions. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

 Learning Logs

Ask students to reflect in their Learning Logs on the information sources they identified to answer research/inquiry questions.

SAMPLE RESOURCES

- A listing of Ukrainian institutions, businesses, organizations and resource people, e.g., *Англійсько-український довідник—English-Ukrainian Directory*, published annually by the SSC Group in Edmonton, AB.
- *Енциклопедія про все на світі*. Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- Ukrainian Internet sites and search engines; e.g., www.infoukes.com or www.google.com.ua.

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE

5

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 review information to determine its usefulness to inquiry or research needs, using pre-established criteria.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Information Checklist

Students follow a pre-established checklist to determine whether information is needed or not based on their inquiry or research needs.

Group Presentations

When preparing a group presentation, students decide which illustrations, charts, artifacts and videos would best enhance their report and engage the interest of the audience.

Extension: Together with the teacher, students establish criteria for a presentation or project.

Evaluate Sources

Students will be able to:

- 3.2.3** review information to determine its usefulness to inquiry or research needs, using pre-established criteria. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- review information to determine its usefulness to inquiry or research needs, using pre-established criteria?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to review information to determine its usefulness to inquiry or research needs, using pre-established criteria (see sample blackline master in Appendix E: Observation Checklist).

 Learning Logs

Ask students to reflect in their Learning Logs on the information sources they used for research.

SAMPLE RESOURCES

- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходіть зі мною! Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Класи 2–8.* Regina, SK: Saskatchewan Education, 1992.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.
- *Енциклопедія про все на світі.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

Access Information

Students will be able to:

- 3.2.4** use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Scanning for Information

When studying a science topic (e.g., life cycles of wetland plants and animals), students find relevant information by scanning chapter headings and indices in Ukrainian encyclopedias and books.

Hunting for Treasure

Students hunt for hidden treasures in books. They use an established set of questions from the teacher to locate information in a book, dictionary, atlas or text.

Auditory Cues

Students attend to auditory cues (e.g., volume, repetition, emphasis, voice-overs, music, background music) that signal important information in TV commercials or shows.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information (see sample blackline master in Appendix E: Observation Checklist).

Conferences

Discuss students' ability to use a variety of tools and cues to access important information. Encourage students to reflect on and assess their strategies for extracting specific information. Pose questions such as:

- Did you find more or less information in Ukrainian than you expected?
- What parts were easy for you?
- What kinds of problems did you have? How did you solve them?
- What did you learn about working in Ukrainian that you want to remember?

(continued)

Access Information

Students will be able to:

- 3.2.4** use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)*
 Self-assessment Checklist

Students complete a self-assessment checklist to determine their own skills at using visual cues in locating and gathering information and ideas. Possible statements could include “I use information from pictures,” “I use headings and subheadings to determine what the text is about.”

Пошук і збирання інформації: самоперевірка				
	Чудово	Добре	Ще ні	Коментарі
Я користуюся комп'ютерним каталогом.				
Я знаходжу книжки на полицях.				
Я користуюся рубрикою “Зміст”.				
Я користуюся рубрикою “Індекс”.				
Я вживаю діаграми як джерела інформації.				
Я вживаю малюнки як джерела інформації.				
Я користуюся словами-індексами.				
Я користуюся програмним забезпеченням на компакт-дисках для того, щоб знайти інформацію.				
Я користуюся алгоритмом пошуку для того, щоб знайти потрібну інформацію на Інтернеті.				

SAMPLE RESOURCES

- *Енциклопедія про тварин.*
- *Енциклопедія про все на світі.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- *УСЕ. Універсальний словник-енциклопедія.* Київ: Всеуито, 2003.
- Video recordings of Ukrainian television programs; e.g., *Контакт* from Toronto.
- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE

5

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 recognize organizational patterns of oral, visual and print text; and skim, scan and listen for key words and phrases.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note Taking and Highlighting

Students summarize, in jot-note or paragraph form, topics they are studying in other subject areas. They highlight key words and main ideas in their own notes for study and quick review.

Picture Descriptions

Students describe a picture, using headings such as colour, line, texture, shape, pattern.

E-mail Summaries

Students are taught how to develop a short e-mail. Discuss e-mail etiquette and have them exchange e-mails with students in another school.

Skimming and Scanning

Have students skim and scan a text quickly, then discuss as a group what they think are the main ideas of the text.

Make Sense of Information

Students will be able to:

- 3.2.5** recognize organizational patterns of oral, visual and print text; and skim, scan and listen for key words and phrases. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize organizational patterns of oral, visual and print text; and skim, scan and listen for key words and phrases?

 Conferences

Conference with students to determine if they are able to recognize the organizational patterns that authors use to structure texts.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to recognize organizational patterns of oral, visual and print text; and skim, scan and listen for key words and phrases (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Pushing the Pencil: Teaching Types of Writing*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize,
Record and
Assess

Organize Information

Students will be able to:

3.3.1 organize information and ideas into categories, using a variety of strategies.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Charting

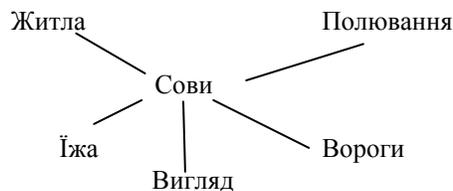
Students create a chart to find and organize information; e.g., on the physical regions of Canada.

Де знаходиться цей район?	Які його фізичні характеристики?	Який там клімат?	Які там природні ресурси?	Яка там індустрія?

Extension: A student chooses the categories of food, exercise and shelter to make a chart on caring for a dog. He or she develops questions to find relevant information; e.g., What size is the dog? How active is the dog? Does the dog live inside or outside?

Graphic Organizer

Students use a graphic organizer, e.g., a web, chart, diagram or illustrations, to present information on owls; e.g.,



Organize Information

Students will be able to:

- 3.3.1** organize information and ideas into categories, using a variety of strategies.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- organize information and ideas into categories, using a variety of strategies?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to organize information and ideas into categories, using a variety of strategies (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 prior to beginning the activity. Students use the rating scale to evaluate how well they are able to organize information and ideas into categories, using a variety of strategies (see sample blackline master in Appendix E: Self-assessment Rating Scale).

 Portfolios

Students select work samples that provide evidence of their use of graphic organizers to categorize and present ideas and information gathered to answer inquiry questions. Assist students in choosing appropriate graphic organizers. Work samples should be dated to show progress over time.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to organize information and ideas into categories, using a variety of strategies. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 5: На допомогу вчителів—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005, «Навчальний розділ 9: Телефон Белла».
- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.
- Saskatchewan Education Student Exercises—Map, p. 332.
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 62–63.
- Graphic organizers (see sample blackline masters in Appendix D).

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize,
Record and
Assess

GRADE

5

Specific
Outcome

Record Information

Students will be able to:

3.3.2 record key words, phrases and images by subtopics; and cite authors and titles of sources appropriately.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note Taking

When reading for information, students jot down key words, important points and interesting ideas in notes, lists, webs and charts.

Extension: Students collect and record information on lifestyle in Ukraine under headings such as food, dress, holidays, sports, recreation and languages spoken.

Cite Sources

Students cite sources used in a project or report, using a format such as the following:

Назва: _____

Автор: _____

Дата видання: _____

Record Information

Students will be able to:

- 3.3.2** record key words, phrases and images by subtopics; and cite authors and titles of sources appropriately. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- record key words, phrases and images by subtopics; and cite authors and titles of sources appropriately?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to record key words, phrases and images by subtopics; and cite authors and titles of sources appropriately (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Conference with students to discuss how their note-taking methods suit their inquiry or research projects. Ask students why they chose a particular organizational method for their notes.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to record key words, phrases and images by subtopics; and cite authors and titles of sources appropriately (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 57, 157.
- *Енциклопедія про все на світі.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- *Велика енциклопедія школяра.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2000.
- Internet sites and search engines with Ukrainian content; e.g., www.brama.com or www.infoukes.com.

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize,
Record and
Assess

GRADE

5

Specific
Outcome

Evaluate Information

Students will be able to:

3.3.3 recognize gaps in the information gathered, and locate additional information needed.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Model

Students follow a model for analyzing information, recognizing gaps in the information and gathering additional information.

Video Analysis

Students watch video clips of a Ukrainian television program to gather information. They then research the topic, using other sources to see what information was missing in the video presentation.

Extension: Repeat the above, using television or newspaper coverage of a sporting or cultural event.

Olympic Games Analysis

Students follow Ukrainian television, radio and newspaper coverage of the Olympic Games. In groups, they write down what information was missing in the report and discuss how they could locate that information.

Evaluate Information

Students will be able to:

- 3.3.3** recognize gaps in the information gathered, and locate additional information needed. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize gaps in the information gathered, and locate additional information needed?

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to recognize gaps in the information gathered, and locate additional information needed (see sample blackline master in Appendix E: Peer-assessment Checklist).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize gaps in the information gathered, and locate additional information needed (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to discuss their works in progress. Ask questions about the suitability of the information collected and provide feedback and guidance.

SAMPLE RESOURCES

- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.
- Video recordings of Ukrainian television programs; e.g., *Контакт* from Toronto.
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 62–63, 86, 87, 90.
- Samples of television, radio and newspaper coverage of the Olympic Games in Ukrainian.

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize,
Record and
Assess

Develop New Understanding

Students will be able to:

3.3.4 determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Research Checklist

Students use a class-developed set of criteria to determine what information they need to research a topic, before they begin their inquiry.

Проведення дослідження: самоперевірка	
Ім'я: _____	Дата: _____
Назва дослідження: _____	
Плянуння	
<input type="checkbox"/>	Я зрозумів/ла тему дослідження.
<input type="checkbox"/>	Я поставив/ла запитання по темі.
<input type="checkbox"/>	Я обрав/ла плян.
Збирання інформації	
<input type="checkbox"/>	Я ознайомився/лась з інформаційними джерелами.
<input type="checkbox"/>	Я знайшов/ла інформацію.
<input type="checkbox"/>	Я обрав/ла найліпші джерела.
Запис інформації	
<input type="checkbox"/>	Під час запису інформації я робив/ла нотатки.
<input type="checkbox"/>	Я записав/ла інформацію власними словами.
<input type="checkbox"/>	Я погрупував/ла інформацію по категоріях.
<input type="checkbox"/>	Я зберіг/ла найціннішу інформацію в кожній категорії.
<input type="checkbox"/>	Я додав/ла більше інформації там, де вона була потрібною.
Міркування/роздуми про мою роботу	
<input type="checkbox"/>	Я рухався/лась згідно мого пляну.
<input type="checkbox"/>	Я відповів/ла на власні запитання.
Я вивчив/ла такі нові речі: _____	
Мені ще потрібно працювати над: _____	

Develop New Understanding

Students will be able to:

- 3.3.4** determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences (see sample blackline master in Appendix E: Observation Checklist).

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Self-Assessment and Goal Setting*. Gregory, K., Cameron, C., Davies, A. Courtenay, BC: Connections Publishing, 2000.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.1 Generate and Focus

GRADE

5

Specific Outcome

Generate Ideas

Students will be able to:

4.1.1 focus a topic for oral, print and visual texts, using a variety of strategies.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorming

Students brainstorm a list of possible writing topics. They then list words or phrases that reflect what they know about a topic. These are recorded and posted in the classroom and/or kept in student journals.

Brainstorming for Role-plays

Students work in groups to think of a topic for a telephone conversation or other topic for a role-play. They then brainstorm all the different considerations, vocabulary and ideas for their role-play presentation. They categorize and rate their ideas as a group.

Generate Ideas

Students will be able to:

- 4.1.1** focus a topic for oral, print and visual texts, using a variety of strategies.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- focus a topic for oral, print and visual texts, using a variety of strategies?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to focus a topic for oral, print and visual texts, using a variety of strategies (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to discuss strategies used to focus a topic for oral, print and visual texts.

SAMPLE RESOURCES

- Graphic organizers (see sample blackline masters in Appendix D).
- *Graphic Organizers: Visual Strategies for Active Learning*. Bromley, K., Irwin-DeVitis, L., Modlo, M. New York, NY: Scholastic Trade, 1996.
- *Thinking Tools for Kids: Practical Organizers*. Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Choose Forms

Students will be able to:

4.1.2 use a variety of text forms for particular audiences and purposes.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Word Processing**

Using computer software programs and Ukrainian fonts, students create concert programs for an upcoming school concert.

Comic Strips

Students examine a variety of comic strips from Ukrainian sources. They each select a familiar situation and create a five- to eight-frame comic, using several noted expressions.

Read and Present

In groups, students read a selection of Ukrainian children's stories and then each student selects one of the following projects:

- create a pattern book for young children
- role-play a story
- record a story or audiotape
- create an advertisement.

News Story Presentation

As part of a daily or weekly current events program, students work in groups to dramatize a news story in class. As the group dramatizes, other students try to guess the 5 W's of the news story. As students guess, write the information on the board. Students record the information in their *новини* notebooks in the form of a news summary.

Group Murals

Working in groups, students plan and construct a mural to represent a narrative or informational text read in class. Planning for the mural involves deciding on the main idea, sequence of images (ideas) and supporting details.

Choose Forms

Students will be able to:

4.1.2 use a variety of text forms for particular audiences and purposes. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of text forms for particular audiences and purposes.

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use a variety of text forms for particular audiences and purposes (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Portfolios

Students choose pieces they have composed in a variety of text forms for a variety of audiences. They are encouraged to include sample planners with their final work.

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use a variety of text forms for particular audiences and purposes (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use a variety of text forms for particular audiences and purposes (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE RESOURCES

- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.
- Ukrainian computer software programs.
- Graphic organizers (see sample blackline masters in Appendix D).
- Cartoons and cartoon strips from Ukrainian children’s magazines.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Organize Ideas

Students will be able to:

- 4.1.3** develop and arrange ideas in own oral, print and visual texts, using a variety of organizers.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Nonfiction Planners**

When preparing nonfiction writing, students use graphic organizers; e.g., slim jims, KWL charts, webs, Venn/Carroll diagrams, 5W charts, maps.

Storyboards

After reading a selected story from the *Ходить зі мною* reader, groups of students prepare a visual representation of the story, using text and illustrations (storyboard). Suggested steps for creating a storyboard include:

1. Think about the main events in the story.
2. Write a sentence(s) about each event.
3. Number events according to sequence.
4. Draw pictures to accompany each sentence.

Narrative Paragraph Frames

Students write a paragraph about their dream vacation, using a narrative paragraph frame to organize their ideas; e.g.,

Narrative Paragraphs

1. Decide on an interesting topic.
2. Decide if the person telling the story will be taking part in it (the first person) or will be an outside observer, telling about others.
3. Tell the story in a logical order so it makes sense.
4. Check sentences to see if they are worded in the best possible way.
5. The beginning should be interesting to make the reader read on.
6. The ending should let the reader know the story is over by giving a last detail, and summing up or telling the writer's thoughts or feelings.

Narrative Paragraph Checklist

- Чи початок цікавий?
- Чи ясно від кого йде розповідь?
- Чи всі події викладені за порядком, як вони відбувалися?
- Чи ясно і зрозуміло, про що йде мова?
- Чи ти використав/використала кілька типів речень?
- Чи тобі самому/самій подобається закінчення?

Organize Ideas

Students will be able to:

- 4.1.3** develop and arrange ideas in own oral, print and visual texts, using a variety of organizers. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- develop and arrange ideas in own oral, print and visual texts, using a variety of organizers?

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to develop and arrange ideas in own oral, print and visual texts, using a variety of organizers (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to develop and arrange ideas in own oral, print and visual texts, using a variety of organizers (see sample blackline master in Appendix E: Self-assessment Checklist).

 Conferences

Conference with students to assist, direct and assess their use of graphic organizers to develop and plan personal creations.

SAMPLE RESOURCES

- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- *Nova 5: Повтор-імітація*. Соколовський І. та інші. ЕДМОНТОН: Міністерство освіти Альберти, 2003.
- *Ходіть зі мною!* Турко К. С., Грекул Г. ЕДМОНТОН: Міністерство освіти Альберти, 1978.
- *Thinking Tools for Kids: Practical Organizers*. Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.
- Graphic organizers (see sample blackline masters in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

Appraise Own and Others' Work

Students will be able to:

4.2.1 share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Peer Conferencing

Students peer conference and use the following statements to make recommendations.

- Мені подобається...
- Ти повинен спробувати ...
- Я не зрозумів ...
- Я хочу більше знати про ...

Author's Chair

Students share their creations with peers during an author's chair activity. Review vocabulary and tips for asking for feedback and for giving specific encouragement and constructive feedback. Post sentence frames that may serve as prompts and offer language support during the author's chair interactions; e.g.,

Для автора

- Мені потрібно помочі з ...
- Що тобі найбільше подобається про мій/моє/мою ...
- Які має поради ...

Для слухачів/оглядачів

- Мені подобалося ...
- Мені цікаво ...
- Я хотіла б/хотів би знати більше про ...
- Я не розумів/розуміла ...

Appraise Own and Others' Work

Students will be able to:

- 4.2.1** share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria?

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria (see sample blackline master in Appendix E: Peer-assessment Checklist).

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 94–97, 163, 165, 167, 169.
- Copies of Ukrainian children's magazines; e.g., *Готуйсь!* and *Барвінок*.
- *Казки.* Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Казки. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Revise Content

Students will be able to:

4.2.2 revise text to create an interesting impression, and check for sequence of ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Revising Existing Stories

Using a previously written story, students rewrite the ending to create an interesting twist to their original creation.

Extension: Students are given a simple text, e.g., from a younger grade, and in pairs add interesting detail to enhance the text.

Class Revision Chart

Invite students to help develop a class chart or checklist to be used as a revision guide for informational text; e.g.,

Revising My Work in Progress	
Name _____	Date _____
Title _____	
<input type="checkbox"/>	I read my work to myself to hear what it sounds like.
<input type="checkbox"/>	My writing makes sense.
<input type="checkbox"/>	I have enough information for others to understand my topic.
<input type="checkbox"/>	My work is interesting for others.
<input type="checkbox"/>	I have new ideas and information.
<input type="checkbox"/>	My information is presented in a logical order.
<input type="checkbox"/>	I took out unnecessary information.
<input type="checkbox"/>	I have repeated important ideas in different ways.
<input type="checkbox"/>	I have made good word choices.

Modelling

Students listen and watch carefully as the teacher models revision procedures with grade-appropriate texts on the overhead projector, using a think-aloud process. They participate in guided practice as a whole class, in small groups, then individually. Students are encouraged to read aloud to themselves, self-question and keep a revision record up-to-date when revising work.

Revision Techniques

Students use various revision techniques; e.g., using scissors and tape to cut and paste text when revising work, using word processing software to insert, cut and paste text within and between documents.

Revise Content

Students will be able to:

- 4.2.2** revise text to create an interesting impression, and check for sequence of ideas.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- revise text to create an interesting impression, and check for sequence of ideas?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to revise text to create an interesting impression, and check for sequence of ideas (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Discuss with students aspects of revision; e.g.,

- areas that presented a problem
- an action plan to implement revisions.

 Portfolios

Students select work samples that show their abilities to revise for interest, ideas and sequence. Have students date all draft copies and related checklists to be included with their pieces. They include their reflections with completed statements; e.g.,

Revisions and Reflections

I chose this piece because _____

The best aspect of my piece is _____

The teacher's comment about my piece was _____

A peer's comment about my piece was _____

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to revise text to create an interesting impression, and check for sequence of ideas (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Pushing the Pencil: Teaching Types of Writing*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- *Нова 1: Моя книга для читання й розмальовування 1–13*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1991.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE

5

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 write legibly, and use word processing when composing and revising.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Word Processing Review and Practise

Students learn and use word-processing terms; e.g., backspace, delete, cut, paste, caps lock, enter, spellchecker. They then experiment with a variety of Ukrainian fonts and editing features when using a computer to create text.

Handwriting Samples

Students study handwriting samples of Ukrainian writing from Ukraine and Canada to see the differences or similarities in letter formation and ease of reading.

Extension: Students participate in a daily handwriting exercise at the beginning of the day by writing the date, weather and short classroom news items into a handwriting notebook.

Greeting Card Writing

Students study samples of Ukrainian greeting cards brought into class by the teacher and other students. They use their best handwriting to create unique cards and use their distinctive signatures. Students may use calligraphy, templates or attractive stencils in making their cards by hand, or they may use available technology to create cards. Students send these cards to their classmates or family members to celebrate special occasions or achievements.

Calligraphy

Students experiment with shape, alignment and slant, using calligraphy pens and various art mediums. Poetry, special messages and certificates written in this style are posted in or outside the classroom.

Enhance Legibility

Students will be able to:

4.2.3 write legibly, and use word processing when composing and revising. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- write legibly, and use word processing when composing and revising?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to write legibly, and use word processing when composing and revising (see sample blackline master in Appendix E: Observation Checklist).

Self-assessment Checklist

Students engage in self-assessment to monitor their progress in creating neat, legible work. With teacher guidance, students develop a self-assessment checklist. Observe and discuss their use of the checklist. Criteria for the checklist may include:

Student Checklist for Enhancing Legibility		
Name: _____	Date: _____	
	Yes	No
My letters are clearly formed.	<input type="checkbox"/>	<input type="checkbox"/>
My spacing between letters is even.	<input type="checkbox"/>	<input type="checkbox"/>
My spacing between words is even.	<input type="checkbox"/>	<input type="checkbox"/>
The size of my letters is even.	<input type="checkbox"/>	<input type="checkbox"/>
My words and numbers are on the lines.	<input type="checkbox"/>	<input type="checkbox"/>
My erasing or crossing out is neat.	<input type="checkbox"/>	<input type="checkbox"/>
My text formatting on the computer includes what we have covered in class.	<input type="checkbox"/>	<input type="checkbox"/>
My keyboarding skills are improving.	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE RESOURCES

- *Pushing the Pencil: Teaching Types of Writing*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- *Мова і розмова*. Юрківська С. Вінніпер: Конгрес українців Канади, 1998. (Handwriting samples from Ukraine are included in this resource. Other sources, e.g., personal letters or samples by students from Ukraine or Canada, may also be used.)
- Cursive writing alphabet cards.
- Ukrainian computer software programs; e.g., those available from the Yevshan online catalogue at www.yevshan.com.
- Classroom and/or language lab computers with Ukrainian fonts installed.
- Samples of letters and greeting cards from Ukraine.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Enhance Artistry

Students will be able to:

4.2.4 choose descriptive language and sentence patterns to clarify and enhance ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Word Lists

With student input, develop lists of words that students may use to clarify and enhance their original texts. Model how to use these signal or transitional words appropriately; e.g., під, час, після, перше, друге, зараз, але, наприклад.

Descriptive Word Practise

Working in small groups, students practise using descriptive words to enhance the clarity of their sentences. Provide each group with a two- or three-word sentence. Students add appropriate adjectives and adverbs as single words and in phrases.

Extension: Students identify descriptive words or phrases in an appropriate poem. The words or phrases are then used in complete sentences to create an explanation of the poem's imagery.

Modelling Complex Sentences

Using an overhead projector, model how to combine several short sentences into longer, more interesting, complex ones. Students work in pairs to practise combining sentences. They may later choose a personal piece of writing to revise by combining sentences.

Story Pyramid

Working with a partner, students choose a story they have read in class and complete a story pyramid using the following format and instructions.

Line 1 – 1 word that names the character/topic.

Line 2 – 2 words to describe the setting.

Line 3 – 3 words to describe a character.

Line 4 – 4 words to describe one event.

Line 5 – 5 words to describe another event.

1. _____
2. _____
3. _____
4. _____
5. _____

Enhance Artistry

Students will be able to:

- 4.2.4** choose descriptive language and sentence patterns to clarify and enhance ideas.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- choose descriptive language and sentence patterns to clarify and enhance ideas?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to choose descriptive language and sentence patterns to clarify and enhance ideas (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 prior to beginning the activity. Use the rating scale to evaluate how well students are able to choose descriptive language and sentence patterns to clarify and enhance ideas (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 prior to beginning the activity. Students use the checklist to determine if they are able to choose descriptive language and sentence patterns to clarify and enhance ideas (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Казки. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8*. Regina, SK: Saskatchewan Education, 1992.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE

5

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts and diagrams, that engage the audience.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Adding Multimedia Elements

Students use music, slides, pictures, sound effects, drama or dance to enhance the clarity and understanding of a presentation.

Computer Software

Have students use word processing tools to create charts, graphs and diagrams, then add these elements to an electronic slide show.

Extension: Students use an electronic drawing program or digital photography to illustrate a short story they have written.

Modelling Layout and Design

Model how to create the physical layout and organize a piece of work by using an overhead projector or large chart paper to plan and rearrange text format and illustrations. Students listen as the teacher demonstrates the thinking process.

Enhance Presentation

Students will be able to:

- 4.2.5** prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts and diagrams, that engage the audience. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts and diagrams, that engage the audience?

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts and diagrams, that engage the audience (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Self-assessment Rating Scale

Name: _____ Date: _____

Assignment _____

Scale: 1 – Never 2 – Sometimes 3 – Usually 4 – Always

<i>My accomplishments:</i>	Circle one			
I used titles or headings.	1	2	3	4
I stayed on topic.	1	2	3	4
I wrote my ideas in an order that is easy to follow.	1	2	3	4
I wrote sentences to tell about the main idea of the paragraph.	1	2	3	4
I used visuals to explain my ideas and information.	1	2	3	4
I placed my visuals in the right places.	1	2	3	4
I neatly labelled my visuals.	1	2	3	4

I did well on this assignment because _____

I would like to improve by _____

SAMPLE RESOURCES

- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8.* Regina, SK: Saskatchewan Education, 1992.
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 94–97, 163, 165, 167, 169.
- Electronic presentation software.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE

5

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 identify and eliminate sentence fragments.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Edit

Discuss what makes a complete sentence. Invite students to identify and eliminate sentence fragments in an age-appropriate text, using the overhead projector.

Extension: Provide students with sentence fragment exercises for practice.

Daily Edit

Invite students to edit a daily message written on the board or overhead that contains incomplete sentences. When students receive enough practice with this activity, they may assume the responsibility of writing the daily message for the class edit.

Pair Editing

Students work in pairs to edit one another's original text for complete sentences. Each student has a copy of another's work. Students take turns reading their work while their partner monitors it for complete sentences. Authors then make these changes independently.

Grammar and Usage

*Students will be able to:***4.3.1** identify and eliminate sentence fragments. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and eliminate sentence fragments?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and eliminate sentence fragments (see sample blackline master in Appendix E: Observation Checklist).

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify and eliminate sentence fragments (see sample blackline master in Appendix E: Peer-assessment Checklist).

 Conferences

Use completed checklists and students' work samples to conference with students about their progress in editing for sentence fragments.

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Spelling

Students will be able to:

4.3.2 recognize spelling conventions in learned vocabulary, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Checking Spelling**

To confirm the correctness of their spelling, students:

- check on class charts, in dictionaries or in other texts
- check their personal dictionaries
- ask other students.

Spelling Logs

Encourage students to develop metacognitive awareness of their spelling strategies by keeping a Spelling Log. Students use temporary spellings while drafting and circle words that need to be verified or corrected. They record their spelling attempts and personal ways of remembering problem words. They may include statements such as:

- Я цього тижня навчився/навчилася... (This week I learned...)
- Я хочу навчитися... (I want to learn...)
- Я не певний/не певна... (I am not sure about...)

Pronunciation and Spelling

Students listen closely as the teacher models correct pronunciation of words and shares how words can be easily misspelled if they are not correctly or clearly pronounced. Students are encouraged to stretch out the correct pronunciation of troublesome words, e.g., волосся, оповідання, сміття, so that they can spell them correctly.

Peer Editing

Students work in pairs to edit one another's work for misspelled words. Each student has a copy of his or her partner's work. Students read the piece together to identify misspelled words. Reading backward, from the end of the text to the beginning, may help some students focus on the spelling.

Trouble Words

With student input, prepare a class list of irregular words that students have difficulty spelling. This list is displayed in the classroom and is added to as new words are encountered. This list may be made into individual student bookmarks (закладки). For reference, students keep a personal list of commonly misspelled words.

Spelling

Students will be able to:

- 4.3.2** recognize spelling conventions in learned vocabulary, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize spelling conventions in learned vocabulary, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize spelling conventions in learned vocabulary, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Quizzes

Together with students, analyze pre- and post-spelling quizzes to determine areas of difficulty and to decide on effective spelling strategies.

 Portfolios

Students choose a range of written samples that show progress in spelling over time. They should periodically study their samples to determine their spelling progress and to generate common spelling rules.

SAMPLE RESOURCES

- Ukrainian-English and English-Ukrainian dictionaries.
- *Веселі задачі для дошкільнят*. Яловська О. О. (упор.). Тернопіль: Мандрівець, 2002.
- *Елементи української мови. Посібник для вчителів*. Едмонтон: Міністерство освіти Альберти, 1991.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE

5

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 use writing conventions when editing and proofreading.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Focus on Dialogue

Students refer to a story they have read to find models for the correct use of quotation marks in dialogue. They view an overhead transparency of a passage from a familiar novel. The passage has a conversation between two characters that has been rewritten without any paragraphing. Students discuss how hard it is to identify the speakers, and after teacher modelling, they paragraph the rest of the passage to indicate the conversation between the two speakers.

Writing Conventions Class List

Create a list of expected writing conventions (what does a good piece of writing include?) in Ukrainian. The list remains posted in the classroom for reference. It should be noted in the list that conventions for capitalization and punctuation differ in Ukrainian and English; e.g., no capitalization of days of the week or months of the year, placement of quotation marks.

Extension: When writing, students refer to the class chart to confirm the use of capital letters; e.g., in titles, headings and subheadings.

Choral Reading

Students work in small groups to practise choral readings of passages provided by the teacher. They concentrate on pausing at commas and periods and use appropriate inflections and intonation when encountering question marks and exclamation marks.

Looking for Examples

Working in small groups, students look at selections of Ukrainian children's literature to find examples of the various uses of capital letters, commas, quotation marks and other punctuation. The findings are shared and discussed with others.

Capitalization and Punctuation

Students will be able to:

- 4.3.3** use writing conventions when editing and proofreading.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use writing conventions when editing and proofreading?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use writing conventions when editing and proofreading (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Conference with students about their editing and proofreading. Provide feedback and encourage accurate punctuation. Help students listen to themselves as they read their work to insert appropriate punctuation. Arrange an editing mini-lesson with students to focus on a skill; e.g., how and when to use quotation marks.

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use writing conventions when editing and proofreading (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE RESOURCES

- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Казки. Книжка для вправ*. Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.
- *Ukrainian-English Bilingual Education. A Curriculum Guide and Handbook for Grades 4–8*. Regina, SK: Saskatchewan Education, Training and Employment, 1995.
- *Елементи української мови. Посібник для вчителів*. Едмонтон: Міністерство освіти Альберти, 1991.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE

5

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Presentations

Students present subject information, e.g., about the physical regions of Canada, in a variety of ways; e.g.,

- posters advertising the regions
- travel brochures, highlighting places to visit and/or cultural events
- charts to describe features of the regions
- multimedia presentations, using appropriate software.

Encourage students to use props, e.g., puppets, flannel boards, story aprons, costumes and music, to keep the listeners' attention and to maintain interest.

Presentation Planning

Students complete a prepared checklist on presentation planning to check that they are ready for their own presentation.

Oral Organization

With teacher guidance, students create a class chart to help them organize and include categories of important information when sharing news orally. These categories should include *Хто? Що? Де? Коли? Чому? Як?* Categories may also include personal feelings and connections.

Share Ideas and Information

Students will be able to:

- 4.4.1** prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Self-assessment Checklist

Name: _____	Date: _____
Title of presentation: _____	
I had a plan for doing my presentation.	Yes No
My work was well organized.	Yes No
I practised what I planned to say.	Yes No
I included illustrations, graphics or artifacts.	Yes No
I included sound effects.	Yes No
My audience was interested in my presentation.	Yes No
My audience listened to what I had to say.	Yes No
I answered questions from the audience.	Yes No
The best thing about my presentation was _____	
One thing I could do better next time is _____	
One thing I would do the same next time is _____	
Overall I would rate my presentation as _____	

SAMPLE RESOURCES

- Travel brochures from various agencies or provincial tourism centres.
- Posters/display material from various agencies.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.
- *Суспільствознавство. Елементи української спадщини в Канаді. Український музей Канади. Кляси 4–8*. Regina, SK: Saskatchewan Education, 1992.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE

5

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 use gestures and facial expressions to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Readers' Theatre

Working in small groups, students rehearse readers' theatre scripts to convey a specific emotion assigned by the teacher; e.g., joy, anger, sadness or excitement. Each group of students is assigned a different emotion but is provided with the same script. Students present the script, using the appropriate expression and intonation to match the assigned emotion. The teacher invites students to discuss how different volume, intonation and expression convey meaning.

Extension: After a trial run of a readers' theatre presentation, students brainstorm ways of making their presentation more effective by using pacing, gestures, facial expression and voice modulation.

Daily Oral Presentations

Students take turns doing a simple, one-minute oral presentation every day on a simple, given topic or theme being studied; e.g., clothing, weather, news items, favourite food. They are given time to prepare in advance.

Poetry Presentations

To share a poem, students work in small groups and decide how to present it; e.g., as a choral reading, reading over the intercom, as a posting on the school Web site or in other ways they may suggest.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use gestures and facial expressions to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention?

(continued)

Effective Oral and Visual Communication

Students will be able to:

- 4.4.2** use gestures and facial expressions to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)*

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use gestures and facial expressions to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention (see sample blackline master in Appendix E: Self-assessment Checklist).

Checklist

Develop a checklist to assess students' understanding and ability to use volume, intonation, facial expression and gestures to support oral communication; e.g.,

Oral Presentation Checklist	
Name: _____	Date: _____
Title: _____	
How does the student use language?	
<input type="checkbox"/>	Uses appropriate rate.
<input type="checkbox"/>	Speaks fluently.
<input type="checkbox"/>	Uses appropriate intonation.
<input type="checkbox"/>	Uses appropriate facial expression.
<input type="checkbox"/>	Uses appropriate eye contact.
<input type="checkbox"/>	Uses appropriate hand gestures.
<input type="checkbox"/>	Maintains appropriate physical stance.
<input type="checkbox"/>	Answers questions with confidence.
<input type="checkbox"/>	Elaborates and explains answers.
<input type="checkbox"/>	Demonstrates good rapport with audience.

SAMPLE RESOURCES

- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Українські народні казки. Учительський довідник. Ukrainian Folk Tales Teacher's Guide.* Blazuk, J., Lambert, V. Edmonton, AB: ACCESS Alberta Educational Communications Corporation, 1983.
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 95–96, 165, 167.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978, «Пригода дідуся в новому краю», с.194–197.
- *Ходіть зі мною! Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Нова 5: Діалоги.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 5: Повтор-імітація.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Grade 4 English Language Arts: Classroom Assessment Materials.* Edmonton, AB: Alberta Education, 1997.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Attentive Listening and Viewing

Students will be able to:

4.4.3 show respect for the presenter, through active listening and viewing behaviours.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Audience Behaviours Chart**

Students learn supportive audience responses by helping to develop a classroom chart listing appropriate audience behaviours. They refer to the chart during presentations.

Fish Bowl Activity

Invite students to participate in a fish bowl activity to help teach or model appropriate and inappropriate behaviour. During a fish bowl activity, the teacher and/or a small group of students role-play while other students watch carefully. Then the whole group discusses the role-play to identify appropriate and inappropriate behaviours.

Presentation Feedback

Students provide written feedback to classmates after oral presentations by completing feedback forms developed by the teacher with student input; e.g.,

Форма запису вражень однокласників

Дата: _____

Назва презентації: _____

Хто виступав: _____

1. Найбільш цікавим для мене було... _____

2. Найкраще, що ти зробив/зробила, щоб втримати мою увагу, було... _____

3. Одне, що ти можеш спробувати наступного разу, це... _____

Підпис _____

"Дві зірки та одна порада"

Дві речі, які були найбільш цікавими з твоєї презентації, це...

1.

2.

Одна порада, яку тобі варто було б врахувати в наступній презентації, це... _____

Attentive Listening and Viewing

Students will be able to:

- 4.4.3** show respect for the presenter, through active listening and viewing behaviours.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- show respect for the presenter, through active listening and viewing behaviours?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to show respect for the presenter, through active listening and viewing behaviours. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-assessment Checklist

Students reflect on their behaviour during class presentations. Review necessary vocabulary and ask students to fill out a self-assessment checklist; e.g.,

Thinking about Myself as an Audience Member		
Name: _____ Date: _____		
	Yes	No
1. I was quiet while the speaker was talking.	<input type="checkbox"/>	<input type="checkbox"/>
2. My eyes were on the speaker.	<input type="checkbox"/>	<input type="checkbox"/>
3. I used my body language to show the speaker I was listening.	<input type="checkbox"/>	<input type="checkbox"/>
4. I asked the speaker a question about the topic.	<input type="checkbox"/>	<input type="checkbox"/>
5. I paid attention when others asked the speaker questions.	<input type="checkbox"/>	<input type="checkbox"/>
6. I made a positive comment about the presentation.	<input type="checkbox"/>	<input type="checkbox"/>
7. I enjoyed the presentation.	<input type="checkbox"/>	<input type="checkbox"/>
8. I helped my classmates enjoy the presentation.	<input type="checkbox"/>	<input type="checkbox"/>
9. The best example of good audience behaviour I showed was _____		
10. One way I could improve my audience behaviour is _____		

SAMPLE RESOURCES

- *The Languages Template 5 to 12. Development Package.* Victoria, BC: Ministry of Education, Skills and Training, 1997.
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996.

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

Share and Compare Responses

Students will be able to:

5.1.1 acknowledge differing responses to common experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Field Trip Discussion

After a field trip, students share and discuss their experiences, using sentence starters; e.g.,

- мені було цікаво коли...
- мене цікавило...
- я хотів б/хотіла би...

Author's Chair

Students use the author's chair to share their story writing with others. Those listening to the reader are encouraged to respond positively by naming a specific aspect of the story that appealed to them; e.g., Це оповідання дуже цікаве. Мені подобалося... Ти нарисував дуже гарні рисунки. Ти вживав/вживала...

Personal Experience Collages

Working in small groups, students plan and create collages for a bulletin board display showing comparisons between their own experiences and those of others. They are encouraged to use a variety of media; e.g., recycled newspapers and magazines in Ukrainian and English.

Interviews

Invite students to brainstorm a list of interview questions to ask others about personal experiences; e.g., playing a sport or the first day of school. Students interview classmates, Ukrainian teachers, family members or Ukrainian-speaking members of the community and compare information received with their own experiences. Interviews may be recorded for use in class. Students chart the various answers that different people gave.

Venn Diagram

Students explore their own and others' ideas after reading a story by completing a Venn diagram. They use information generated from the Venn diagram to prepare simple oral or written summaries of the story.



Share and Compare Responses

Students will be able to:

5.1.1 acknowledge differing responses to common experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- acknowledge differing responses to common experiences?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to acknowledge differing responses to common experiences (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 prior to beginning the activity. Use the rating scale to evaluate how well students are able to acknowledge differing responses to common experiences (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

 Portfolios

Students choose written work or graphic organizers, e.g., Venn diagrams, that illustrate comparisons between their own and others' ideas and experiences.

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 57, 157.
- *Thinking Tools for Kids: Practical Organizers.* Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.
- Venn diagram (see sample blackline master in Appendix D).
- Recycled newspapers and magazines.

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

Relate Texts to Culture

Students will be able to:

5.1.2 discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comparing Stories

Using a Venn diagram, students compare varying texts or presentations of the stories *Pinка* (*The Great Big Enormous Turnip*), *Рукавичка* (*The Mitten*), *Стефан і величезна фасоля* (*Jack and the Giant Beanstalk*), for cultural content, variations and interpretations.

Extension: Discuss and compare William Kurelek's *A Northern Nativity: Christmas Dreams of a Prairie Boy* with a traditional nativity story.

Extension: Students compare heroes and villains from Ukrainian tales with other cultural tales.

Fairy Tale Favourites

When e-mailing with a class from Ukraine or another city, students share their favourite fairy tale. They compare and contrast their likes and dislikes, using a Venn diagram.

Extension: Students share with peers their responses, written in their journals, to tales or legends read in class.

Newspaper and Magazine Comparison

Students compare cultural representations from local ethnic newspapers or newspapers from other cultures, including newspapers and magazines from Ukraine. Students may compare items such as cartoons, clothing, movies and advertisements.

Relate Texts to Culture

Students will be able to:

- 5.1.2** discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities (see sample blackline master in Appendix E: Observation Checklist).

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities (see sample blackline master in Appendix E: Self-assessment Checklist).

 Portfolios

Students choose work samples that reflect their best efforts in representing similarities and differences in cultures.

SAMPLE RESOURCES

- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977, «Лісоруб», с. 37–41, «Легенда про троянду», с. 60.
- *Мовна діяльність. Вправи для серії читанок Тут і там*. Кляси 2–8. Regina, SK: Saskatchewan Education, 1992, pp. 247–248, 265.
- *A Northern Nativity: Christmas Dreams of a Prairie Boy*. Kurelek, W. Montreal, QC: Tundra Books, 1976.
- *Стефан і величезна фасоля*. Koszarycz, H. Edmonton, AB: Alberta Parents for Ukrainian Education Society, 1991.
- *Рінка*. Franko, I. Winnipeg, MB: Communigraphics Printers Aid Group, 1990.
- *Попелюшка*. Вітер О. (ред.). Київ: Махаон–Україна, 2000.
- *Рукавичка*. Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛІА-МА-ГА, 1997.

General Outcome

5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE

5

Specific Outcome

Appreciate Diversity

Students will be able to:

5.1.3 connect the experiences of individuals in oral, print, visual and multimedia texts to personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pen Pals

After receiving letters from an extended family member or a pen pal in another part of the world, students write about what it might be like if that person came to live with their family.

Community Project

After reading about people and their contributions to their communities, students get involved in a community project and relate their experiences to the class. They may visit a senior citizen home as volunteer readers or letter writers, assist with community fundraisers or perform musical presentations for community groups (e.g., seniors, Ukrainian daycare centres, Sadochok). Have students compare their own experiences with those of the people they read about.

Extension: Students choose a local heroine or hero to research and prepare a short biography of that person. Have students compare their own experiences with those of the heroine or hero.

Comparing School Experiences

Using a T-chart or Venn diagram, students compare school experiences here to those in Ukraine or other countries of the world. Consider inviting a recent immigrant from Ukraine to share his or her personal experiences.

Author Talk

Students contact Ukrainian authors either by e-mail or letter and invite them into the classroom to discuss where they get ideas for their stories. If authors are unable to visit the classroom, students can correspond with them by mail.

Appreciate Diversity

Students will be able to:

- 5.1.3** connect the experiences of individuals in oral, print, visual and multimedia texts to personal experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- connect the experiences of individuals in oral, print, visual and multimedia texts to personal experiences?

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to connect the experiences of individuals in oral, print, visual and multimedia texts to personal experiences (see sample blackline master in Appendix E: Self-assessment Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to connect the experiences of individuals in oral, print, visual and multimedia texts to personal experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to connect the experiences of individuals in oral, print, visual and multimedia texts to personal experiences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- Samples of letters from relatives and friends in Ukraine.
- *Мова і розмова* student book (Language and Conversation: A Ukrainian Language Course, Manitoba).
- T-chart or Venn diagram (see sample blackline masters in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

Specific Outcome

Celebrate Special Occasions

Students will be able to:

5.1.4 select and use language appropriate in tone and form to recognize and honour people and events.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Honouring in the Classroom

Take the opportunity to encourage students to honour visitors and other students in the classroom; e.g.,

- compose a thank-you letter after someone has visited their class
- following a readers' theatre presentation by one group, other students write short notes of congratulations.

School Event

Students take on a role in a school-based function; e.g., Remembrance Day assembly, awards day, school tea.

Honouring Songs

Students study the texts of songs, poems and greetings appropriate to particular situations that honour people and events in the Ukrainian community; i.e., *Многії літа, Христос Воскрес, Бог Предвічний, Сійся-Родися, Вічная Пам'ять.*

Role-plays

Students practise greeting one another using phrases such as “Привіт,” “Добрий день,” “Здоров” and “Слава Ісусу Христу.” They discuss when and where to use the appropriate greetings. Have students role-play situations where they can practise appropriate greetings.

Celebrate Special Occasions

Students will be able to:

- 5.1.4** select and use language appropriate in tone and form to recognize and honour people and events. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- select and use language appropriate in tone and form to recognize and honour people and events?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to select and use language appropriate in tone and form to recognize and honour people and events (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to select and use language appropriate in tone and form to recognize and honour people and events. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to select and use language appropriate in tone and form to recognize and honour people and events (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Curriculum Guide and Handbook for Grades 4–8.* Regina, SK: Saskatchewan Education, Training and Employment, 1995.
- *Ukrainian-English Bilingual Education. Arts Education 4–8: Music Supplement.* Regina, SK: Saskatchewan Education, 2001.
- *Снівучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1989.
- *Зачарована ялинка. The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1988.
- *Пригоди.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977, «Сійся, родися», с.103.
- *Пригоди. Книжка для вправ.* Турко К. С. та інші. Едмонтон: Міністерство освіти Альберти, 1977.

General Outcome

5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

GRADE

5

Specific
Outcome

Cooperate with Others

Students will be able to:

5.2.1 distinguish between on-task and off-task ideas and behaviours in a group, and stay on task.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Roles

Before working in a group situation, students discuss the roles and tasks of each member. Part way through the task, have students assess if each member is completing his or her role. Also have students assess whether they are staying on task.

Extension: When working in pairs, students discuss or write-up a Мій обов'язок task card, outlining their responsibilities in the group.

Cooperative Group Work Language

Students learn the language they need for cooperative group work by watching and listening carefully as the teacher models the language and behaviours of listening attentively, giving encouragement, praising accomplishments, and clarifying ideas and responses. The vocabulary necessary for cooperative group work in Ukrainian is posted in the classroom for student reference. Students practise this vocabulary through role-plays and repetition.

Group Behaviours

Invite students to discuss expected behaviour in cooperative groups. As students share ideas, write them on a chart in Ukrainian and post the chart in the classroom for reference.

Cooperate with Others

Students will be able to:

- 5.2.1** distinguish between on-task and off-task ideas and behaviours in a group, and stay on task. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- distinguish between on-task and off-task ideas and behaviours in a group, and stay on task?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to distinguish between on-task and off-task ideas and behaviours in a group, and stay on task (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with cooperative learning groups to review group process, provide feedback on observations made and discuss ways to improve the cooperative learning process.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to distinguish between on-task and off-task ideas and behaviours in a group, and stay on task (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 47, 145.

General Outcome

5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

GRADE

5

Specific
Outcome

Work in Groups

Students will be able to:

5.2.2 assume the responsibilities for various group roles.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Story Work – Group Roles

One student takes on responsibility for recording the group's ideas during discussion of a story. Another student volunteers to do the pictures for the storyboard. The rest of the group sorts out roles for the presentation of the story.

Extension: In groups, students assign roles for the dramatization of the *Nova 5* dialogues they studied in class.

Leading the Group

When studying a story, students take turns being leader of the group. Students review the tasks of the leader.

Work in Groups

Students will be able to:

5.2.2 assume the responsibilities for various group roles. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- assume the responsibilities for various group roles?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to assume the responsibilities for various group roles (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 prior to beginning the activity. Students use the rating scale to evaluate how well they are able to assume the responsibilities for various group roles (see sample blackline master in Appendix E: Self-assessment Rating Scale).

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to assume the responsibilities for various group roles (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE RESOURCES

- *Нова 5: Діялоги.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

General Outcome

5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

GRADE

5

Specific
Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 demonstrate sensitivity to appropriate language use when communicating orally.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Appropriate Language Charts

Invite students to help prepare charts of appropriate language and post them in the classroom for future reference.

Role-plays

Model Ukrainian conversational phrases used to show respect for strangers, the elderly, clergy and parents. Students role-play a variety of situations in which they practise using appropriate conversational phrases.

Comics

After reviewing language used to show respect and consideration for others' ideas and language abilities, students create personal comics that illustrate these concepts. Students use both thought and speech bubbles to make their cartoons explicit.

Use Language to Show Respect

Students will be able to:

- 5.2.3** demonstrate sensitivity to appropriate language use when communicating orally.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- demonstrate sensitivity to appropriate language use when communicating orally?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to demonstrate sensitivity to appropriate language use when communicating orally (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to reinforce positive communication behaviours as well as to address discrepancies between students' self-assessment reports and the behaviours that are actually observed.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate sensitivity to appropriate language use when communicating orally. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 5: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005.
- *Ukrainian-English Bilingual Education. A Curriculum Guide and Handbook for Grades 4–8.* Regina, SK: Saskatchewan Education, Training and Employment, 1995.

General Outcome

5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

GRADE

5

Specific
Outcome

Evaluate Group Process

Students will be able to:

5.2.4 assess group process, using checklists; and determine areas for development.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Checklists

Students create and complete checklists to assess how effectively their group worked together on an assigned project.

Role Analysis

Students generate a list of roles and tasks for group work and later do a group assessment in which they assess how well each group member completed a role.

Project Time Line

Students create a project time line before beginning an assignment. Have them divide their assignment into tasks and order them sequentially. Then have them assign an amount of time or a completion date to each task. Periodically throughout the assignment, have the groups review their time line and assess whether or not they are on target. If necessary, have them make adjustments.

Evaluate Group Process

Students will be able to:

- 5.2.4** assess group process, using checklists; and determine areas for development.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- assess group process, using checklists; and determine areas for development?

 Learning Logs

Students respond to prompts to write in their Learning Logs. Such prompts could include:

- Contributions I made to help my group were _____.
- Groups work well when _____.
- I can become a better group member by _____.

Students should give positive feedback and suggestions for improving effectiveness of group work.

 Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to assess group process, using checklists; and determine areas for development (see sample blackline master in Appendix E: Self-assessment Rating Scale).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity or use a grid like the following to record students' group behaviours.

Group Processing Checklist for Grade 5					
Date: _____					
Topic: _____					
Names	Used time wisely	Listened to group members	Encouraged others	Contributed ideas and opinions	Helped others understand the talk

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, p. 145.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Sound-Symbol System

Students will be able to:

- 6.1.1** apply knowledge of the Ukrainian alphabet accurately in unfamiliar contexts, orally and in reading and writing.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Dictation

On a regular basis, select unfamiliar vocabulary or passages for dictation, making sure to pronounce words clearly and accurately. Students listen carefully and write the words or passages that are read. In pairs or small groups, students check their work against a master list and repeat the process with only those words that were problematic or incorrect.

Expanding Reading Horizons

Students read unfamiliar yet age-appropriate texts, choosing books from the class library and reading to one another.

Extension: Code Ukrainian books in the class library according to reading difficulty and invite students to choose books slightly beyond their reading levels.

Writing

Students work with a partner to generate a list of frequently-used words that can be referenced during writing periods. They participate in journal writing activities on a variety of different topics throughout the year.

Sound-Symbol System

Students will be able to:

- 6.1.1** apply knowledge of the Ukrainian alphabet accurately in unfamiliar contexts, orally and in reading and writing. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- apply knowledge of the Ukrainian alphabet accurately in unfamiliar contexts, orally and in reading and writing?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to apply knowledge of the Ukrainian alphabet accurately in unfamiliar contexts, orally and in reading and writing (see sample blackline master in Appendix E: Observation Checklist).

Portfolios

Students choose work samples to show their progress in applying phonetic knowledge of Ukrainian. Samples can include pre-texts, post-texts and rough drafts. Students can discuss their progress and make observations about areas that still require improvement.

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to apply knowledge of the Ukrainian alphabet accurately in unfamiliar contexts, orally and in reading and writing. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Copies of Ukrainian newspapers; e.g., *Українські вісті* or *Гомін України*.
- *Елементи української мови. Посібник для вчителів*. Едмонтон: Міністерство освіти Альберти, 1991.
- *Буквар. Методична розробка. Методичні рекомендації до проведення уроків за Букварем*. Чорна М., Грабар А. Львів: Афіша, 2000.
- *Ukrainian Bilingual Program K–12: Teacher Resource Guide*. Edmonton, AB: Edmonton Catholic Schools, 1998.
- Age-appropriate Ukrainian texts from the *Collage 1*, *Collage 2* and *Collage 3* reader series published in Edmonton, AB, by Alberta Learning, 1998, 1999, 2001.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Lexicon

Students will be able to:

6.1.2 use vocabulary and expressions appropriately in a variety of classroom, school and community contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Simple Student Sharing**

Have students write simple texts based on a theme or text being studied and share them; e.g.,

- develop a word search or crossword
- write short rebus readings
- prepare riddles for other students to solve.

Field Trips

Students both plan and participate in field trips where they speak Ukrainian; e.g., going to

- the store and making purchases
- a Ukrainian credit union
- a concert
- a church.

Extension: Students role-play situations where various expressions are used.

Sharing Circle

Invite students to participate in a daily sharing circle activity, either at the beginning or end of the school day. The activity provides the opportunity for asking and answering questions and sharing personal information. Students refer to thematic vocabulary charts and the word wall to support conversation.

Grammatical Elements

Students will be able to:

- 6.1.3** use, in modelled and structured situations or independently and consistently, the specific grammatical elements. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use vocabulary and expressions appropriately in a variety of classroom, school and community contexts?

Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use vocabulary and expressions appropriately in a variety of classroom, school and community contexts (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to use vocabulary and expressions appropriately in a variety of classroom, school and community contexts (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use vocabulary and expressions appropriately in a variety of classroom, school and community contexts (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Curriculum Guide and Handbook for Grades 4–8.* Regina, SK: Saskatchewan Education, Training and Employment, 1995. Includes pages with classroom vocabulary and common expressions.
- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Ukrainian Bilingual Program K–12: Teacher Resource Guide.* Edmonton, AB: Edmonton Catholic Schools, 1998.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Grammatical Elements

Students will be able to:

6.1.3 use, in **modelled** situations, the following grammatical elements:

Nouns

- instrumental singular
- dative singular
- accusative plural; e.g., *книжки, братів, сестер*
- genitive plural; e.g., *книжок, братів, сестер*

Pronouns

- personal
 - instrumental
 - dative
- demonstrative, possessive, interrogative
 - instrumental singular; e.g., *(з) цим хлопцем, моєю сестрою, якою книжкою, ким/чим*
 - dative singular; e.g., *цьому хлопцеві, моїй сестрі, якій дівчині, кому/чому*
- definite and indefinite; e.g., *усі, усе, ніхто, хтось, хтонебудь, ніщо, щось, щонебудь*

Adjectives

- instrumental singular; e.g., *новим зошитом, цікавою книжкою, гарним автом*
- dative singular; e.g., *гарному хлопцеві, старшій сестрі*

Verbs

- perfective/imperfective past and future
- *-ся* verbs with genitive, instrumental; e.g., *боятися, цікавитися, займатися*
- verbs *могти, знати, вміти*

Adverbs

- definite and indefinite; e.g., *десь, донебудь, кудись, колись, якось*
- of quantity; e.g., *багато, мало, трохи*

Numerals

- 5 and higher plus noun agreement; e.g., *шість приятелів*

use, in **structured** situations, the following grammatical elements:

Nouns

- hard, soft, mixed stem
- accusative singular animate
- genitive singular

Pronouns

- demonstrative, possessive, interrogative
 - accusative singular animate
 - genitive singular
 - locative singular
 - accusative plural inanimate

Adjectives

- accusative singular animate
- genitive singular
- locative singular
- accusative plural inanimate
- comparative and superlative

Verbs

- *-ся* verbs with dative

Adverbs

- of frequency; e.g., *іноді, часом, щотижня*

(continued)

Grammatical Elements

Students will be able to:

- 6.1.3** use, in modelled and structured situations or independently and consistently, the specific grammatical elements. *(continued)*

Grammatical Elements *(continued)*

Students will be able to:

use, in **structured** situations, the following grammatical elements:

Expressions

- date and year
- at what time
- of emotions

Conjunctions

- comparative

Numerals

- cardinals over 100
- ordinals over 12

use, **independently** and **consistently**, the following grammatical elements:

Nouns

- accusative plural inanimate

Pronouns

- personal locative
- demonstrative, possessive, interrogative
 - nominative singular and plural
 - accusative singular inanimate

Adjectives

- noun–adjective agreement; e.g., *високий Микола*

Verbs

- present
- present of common reflexives
- imperative
- modal verbs
- past, all genders singular and plural

Adverbs

- of time; e.g., *учора*
- of frequency; e.g., *часто*

Expressions

- at what time

Numerals

- 1–4 plus noun agreement

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the students' bilingual programming.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: The grammatical elements listed are not intended to be taught in isolation but within the context of the activities presented throughout the guide.

Definite or Indefinite Game

Have students play a cooperative game in small groups in which they must use the correct definite or indefinite article to complete a sentence or phrase.

Hundreds and Hundreds

Have students create, exchange and solve various simple math word problems for which the answers are greater than 100. Students may complete these math problems on paper or orally as part of a game or challenge.

Treasure Hunt Instructions

Have students write instructions in the imperative for a classroom treasure hunt. Encourage students to include activities such as:

- physical activities; e.g., hop on one foot, do jumping jacks, spin, bend, stretch
- manipulating objects in the environment; e.g., pick up, turn over, take, move
- thinking activities; e.g., think of, imagine, draw, choose, write down.

Grammatical Elements

Students will be able to:

- 6.1.3** use, in modelled and structured situations or independently and consistently, the specific grammatical elements. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in modelled and structured situations or independently and consistently, the specific grammatical elements?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Зошит з розвитку мовлення 4(3) клас.* Лабашук О. В., Скіпакевич О. В. Тернопіль: Мандрівець, 2000.
- *Ukrainian Bilingual Program K–12: Teacher Resource Guide.* Edmonton, AB: Edmonton Catholic Schools, 1998.
- *Довідник з української мови для молодших школярів.* Воскресенська Н. О., Гамова Г. І. Харків: Логос, 2000.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Mechanical Features

Students will be able to:

6.1.4 use basic mechanical features correctly, and apply these features for effect.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Correcting Errors**

Print simple sentences that have capitalization and punctuation errors. Students read the sentences and identify the errors. They then write the corrected sentences into their notebooks.

Independent Writing

Through independent writing, provide support and encourage students to experiment with and use basic mechanical features.

Highlighting Punctuation

As students read an assigned passage on a familiar topic, they mark all punctuation marks and capital letters with a highlighter pen. They compare their work with that of a classmate. Make sure that there are many examples involving days of the week, months of the year, пан, панна and пані that are not capitalized.

Student Mini-lessons

Students prepare mini-lessons to share in class to review basic punctuation and capitalization.

Looking for Examples

Working in small groups, students study selections of children's literature to find examples of the various uses of capital letters, commas, quotation marks and other punctuation. They share their findings.

Mechanical Features

Students will be able to:

- 6.1.4** use basic mechanical features correctly, and apply these features for effect.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use basic mechanical features correctly, and apply these features for effect?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use basic mechanical features correctly, and apply these features for effect (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Conduct conferences with students to determine their use of basic mechanical features, such as capitalization and punctuation. Refer to work samples available.

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use basic mechanical features correctly, and apply these features for effect (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Curriculum Guide and Handbook for Grades 4–8.* Regina, SK: Saskatchewan Education, Training and Employment, 1995—Grammatical Progression pages.
- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- *Довідник з української мови для молодших школярів.* Воскресенська Н. О., Гамова Г. І. Харків: Логос, 2000.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Discourse Features

Students will be able to:

6.1.5 use basic discourse features in oral, print and visual texts; and apply these features for effect.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Flow of Ukrainian Speech

Draw students' attention to a social convention of Ukrainian speakers: vocabulary flows with very few pauses, almost a melodic, continual dialogue between speakers.

Discourse Markers

Students are given a list of discourse (transitional vocabulary) markers; e.g., але, тому що, хіба, навпаки. They practise linking related sentences, using the transitional vocabulary.

Discourse Markers and Echo-acting

Refer to discourse markers that are used in many of the *Nova 5* echo-acting routines; e.g., перше, друге, колись давно ... перед тим, потім. Using an echo-acting routine as a model, students work in small groups to create their own echo-acting routines with various discourse markers. These echo-acting routines can be illustrated and presented to the class.

Discourse Features

Students will be able to:

- 6.1.5** use basic discourse features in oral, print and visual texts; and apply these features for effect. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use basic discourse features in oral, print and visual texts; and apply these features for effect?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use basic discourse features in oral, print and visual texts; and apply these features for effect (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use basic discourse features in oral, print and visual texts; and apply these features for effect. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Мова і розмова. Зошит для студентів. Language and Conversation. Student Workbook 2.* Юрківська С. Вінніпег: Конгрес українців Канади, 1998.
- *Нова 5: Повтор-імітація.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Класи 2–8.* Regina, SK: Saskatchewan Education, 1992.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Listening

Students will be able to:

- 6.2.1** listen to and understand the main points of an oral or media presentation on a familiar topic in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Multimedia**

Students listen to or view and interact with a CD-ROM game; e.g., *Рукавичка*.

Classroom Guests

Students prepare questions for a guest speaker. After the visit, discuss the answers they heard.

Extension: Invite another Ukrainian teacher in the school to speak to the class. Students later retell what they heard to their classroom teacher.

Extension: After listening to a story or speaker, students role-play what the message was.

Video

Students view the dialogues presented in the *Мова і розмова I, II* videocassettes, and recall in their own words the content of the dialogues.

Listening

Students will be able to:

- 6.2.1** listen to and understand the main points of an oral or media presentation on a familiar topic in structured and unstructured situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- listen to and understand the main points of an oral or media presentation on a familiar topic in structured and unstructured situations?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to listen to and understand the main points of an oral or media presentation on a familiar topic in structured and unstructured situations (see sample blackline master in Appendix E: Observation Checklist).

 Learning Logs

Students record responses in their Learning Logs following each oral presentation and discussion. The entries may include what students learned about the topic, how they felt about the ideas and information presented and other questions they may still have about the topic.

 Conferences

Meet with students to check on their understanding of key information they have heard during oral or media presentations.

SAMPLE RESOURCES

- *Рукавичка. The Mitten* (CD-ROM). Arsenault, D. (prod.). Hamilton, ON: Iliad Productions, 1998.
- *Рукавичка*. Малкович І. (упор.). Київ: А-БА-БА-ГА-ЛІА-МА-ГА, 1997.
- *Мова і розмова. Level 1, 2.* (Language and Conversation: A Ukrainian Language Course). Юрківська С. Вінніпег: Конгрес українців Канади, 1998.
- Electronic presentation software.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Speaking

Students will be able to:

- 6.2.2** produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Oral Opportunities**

Arrange for various opportunities for students to present orally for the class; e.g.,

- briefly speak on a class topic; e.g., Мій улюблений спорт, Мій улюблений вид дозвілля, Мені подобається _____, тому що _____
- answer orally several pre-selected questions after reading a short passage in Ukrainian
- retell a familiar story in their own words.

Conversation Presentations

Students rehearse and present common conversational scenarios listed on poster paper; e.g.,

- Ким я хочу бути, коли я виросту?
- Я йду в кіно.
- В яке кіно?
- Я йду побачити _____.
- А я хочу побачити _____.
- То _____ фільм.

Sharing Circle

Students share about their weekend or evening activities during a sharing circle activity focusing on using verbs in the past tense.

Speaking

Students will be able to:

- 6.2.2** produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation (see sample blackline master in Appendix E: Observation Checklist).

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE RESOURCES

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. ЕДМОНТОН: Міністерство освіти Альберти, 2004.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.

General Outcome

6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language
Competence

GRADE

5

Specific
Outcome

Reading

Students will be able to:

6.2.3 read and understand the main idea and supporting details of texts dealing with a familiar topic in structured situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Charting Main Ideas

Students read a short story and complete a chart asking for the main idea and one or two supporting details; e.g., *Nova 3: Bridge Readers (Language and Development Stories)* stories.

5 W's and 1H

Students fill in a who, what, where, when, why and how graphic organizer after reading a short mystery story or news article.

Sports Articles

Students choral read and then discuss an article about a famous sports personality; e.g., Oksana Baiul, Serhyj Bubka, Victor Petrenko.

Reading

Students will be able to:

- 6.2.3** read and understand the main idea and supporting details of texts dealing with a familiar topic in structured situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- read and understand the main idea and supporting details of texts dealing with a familiar topic in structured situations?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to read and understand the main idea and supporting details of texts dealing with a familiar topic in structured situations (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students, using a variety of short texts and/or series of sentences. Talk with students about the strategies they used to construct and confirm meaning. Use this information to guide instruction.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to read and understand the main idea and supporting details of texts dealing with a familiar topic in structured situations (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- Newspaper articles in Ukrainian.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings 6–8*. Regina, SK: Saskatchewan Education, 1997.
- *Ходіть зі мною!* Турко К. С., Грекул Г. та інші. ЕДМОНТОН: Міністерство освіти Альберти, 1978.
- *Ходіть зі мною! Книжка для вправ*. Турко К. С., Грекул Г. ЕДМОНТОН: Міністерство освіти Альберти, 1978.
- Graphic organizers (see sample blackline masters in Appendix D).

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Writing

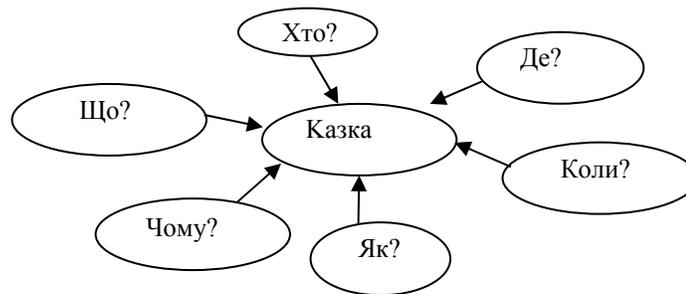
Students will be able to:

- 6.2.4** produce, spontaneously or with guidance, texts on familiar topics in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Web Planning

Students produce their own version of a well-known story. They complete a web or chart to aid their writing; e.g., Cinderella long ago, Cinderella today.



Writing Opportunities

Provide students with a variety of writing opportunities; e.g.,

- write a thank-you letter to a guest speaker or classroom visitor
- respond to a prompt by writing in their journal
- write to a pen pal in another school, city or country
- after listening to a set story or poem, provide a written addition to the story or write possible dialogue between two characters
- write about an act of kindness they performed or that someone did for them.

Writing

Students will be able to:

- 6.2.4** produce, spontaneously or with guidance, texts on familiar topics in structured and unstructured situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce, spontaneously or with guidance, texts on familiar topics in structured and unstructured situations?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to produce, spontaneously or with guidance, texts on familiar topics in structured and unstructured situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to produce, spontaneously or with guidance, texts on familiar topics in structured and unstructured situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Portfolios

Students select samples of work that represent their ability to produce written texts in Ukrainian on familiar topics. They should be prepared to explain why they chose the texts.

SAMPLE RESOURCES

- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.
- *Нова 5: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.
- Samples of Ukrainian thank-you letters.
- Graphic organizers (see sample blackline masters in Appendix D).

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Viewing

Students will be able to:

6.2.5 view and understand a series of simple events and/or representations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Video Viewing

Have students view videos and respond to show their understanding; e.g.,

- view a video with or without sound and then write or retell the main points of the story
- view a video demonstrating the steps involved in writing a *pysanka* and then design a *pysanka*.

Role-play Viewing

Have students view role-plays and respond to show their understanding; e.g.,

- play charades, using thematic vocabulary they are familiar with
- pantomime events from their studies or holidays; e.g., humorous or emotional situations.

Picture Viewing

Have students view pictures and respond to show their understanding; e.g.,

- sequence pictures to form a story progression
- sort pictures to find how they belong or which do not belong
- read comic strips with or without words.

Timetables and Calendars

Students view a calendar of events or a timetable and explain when things are occurring.

Posters, Announcements and Advertisements

Students view a number of posters, announcements and advertisements for upcoming events in the Ukrainian community and answer questions about the event; e.g.,

- Коли відбувається?
- Де відбувається?
- О котрій годині починається?
- Хто виступає?

Viewing

Students will be able to:

6.2.5 view and understand a series of simple events and/or representations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- view and understand a series of simple events and/or representations?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to view and understand a series of simple events and/or representations (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to view and understand a series of simple events and/or representations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to view and understand a series of simple events and/or representations (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- Ukrainian-speaking community resource people.
- Ukrainian recipe books.
- Samples of posters, announcements and advertisements in Ukrainian for community events.
- *Pysanka—the Ukrainian Easter Egg* (videocassette). Nowytski, S. (prod.). Minneapolis, MN: Filmart Productions, 1975.
- *Нова 5: Діялоги*. Соколовський І. та інші. ЕДМОНТОН: Міністерство освіти Альберти, 2003—illustrations.
- *Українська вишивка. Ukrainian Embroidery Designs*. Zelska, I. Toronto, ON: Harmony Printing Ltd., 1978.
- *Українські стіби. Ukrainian Embroidery Techniques*. Diakiw-O’Neill, T. Mountaintop, PA: STO Publications, 1984.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Representing

Students will be able to:

6.2.6 create multiple representations of the same ideas, events and/or information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Graphic Organizers

Help students understand that information can be displayed in a number of ways by modelling the use of graphic organizers; e.g., Venn diagrams, webs, mind maps, herringbone maps and concept frames. Encourage students to use a variety of graphic organizers throughout the year.

Advertising

Students create an oral announcement, a poster or a song to advertise a school function; e.g., Halloween celebrations, food bank donations, День святого Миколая.

School Memory Books

Students use a personal disposable camera and take pictures of events at school to create a class memory book. In groups, they prepare simple captions to accompany the photographs. Students then draw and label a map of the school or classroom and share their maps with one another.

Multimedia

Students prepare an electronic slide show presentation that includes graphs, text, maps, pictures and so on to represent the same ideas, events and/or information.

Holiday Representations

Students prepare sequence strips to show how their families celebrate an important holiday or cultural or religious celebration. The class displays the strips and compares (in small groups or as a whole) how the same event can be celebrated in various ways.

Extension: Using the Christmas traditions presented in *Зачарована ялинка*, students prepare a chart illustrating how their families' celebrations differ from or are similar to the family celebration presented in the book.

Representing

Students will be able to:

- 6.2.6** create multiple representations of the same ideas, events and/or information.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- create multiple representations of the same ideas, events and/or information?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to create multiple representations of the same ideas, events and/or information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Portfolios

Students select work samples that show different ways they have organized ideas and information. They include reasons for choosing each work sample.

SAMPLE RESOURCES

- *Зачарована ялинка. The Enchanted Christmas Tree* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1988.
- *Нова 3: Читанки-сходинки*. Білаш О. та інші. ЕДМОНТОН: Міністерство освіти Альберти, 1995.
- *Нова 5: Вправи до навчальних розділів 1–10*. Яремко Г., Тарнавська І. ЕДМОНТОН: Міністерство освіти Альберти, 2004.
- *Нова 5: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). ЕДМОНТОН: Міністерство освіти Альберти, 2005.
- Electronic presentation software.
- Graphic organizers (see sample blackline masters in Appendix D).

General Outcome

6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/
Sociolinguistic
Competence

GRADE

5

Specific
Outcome

Register

Students will be able to:

6.3.1 use formal and informal language in familiar situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-plays

Students role-play meeting and greeting various officials in their classroom, using the proper and acceptable greetings for each person; e.g., clergy, government officials, school officials, other guests, parents, other students, teachers.

Mini-posters

Students design mini-posters showing formal and informal language in familiar situations; e.g., at school, in church, on a field trip, greeting a guest. These posters are shared in class and may be posted and discussed. The posters may be reviewed prior to a guest speaker or class field trip.

Register

Students will be able to:

6.3.1 use formal and informal language in familiar situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use formal and informal language in familiar situations?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use formal and informal language in familiar situations (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use formal and informal language in familiar situations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Learning Logs

Students reflect on what they have learned about the use of appropriate words and intonations by recording their thoughts in their Learning Logs. Model the process of reflecting and provide students with sentence starters to assist them.

SAMPLE RESOURCES

- *Нова 5: Діялоги*. Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- Audio and video recordings of Ukrainian radio and television broadcasts.

General Outcome

6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/
Sociolinguistic
Competence

GRADE

5

Specific
Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 use learned idiomatic expressions to enhance communication.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Literal Illustrations

After students are introduced to a variety of idiomatic expressions, they illustrate the literal meaning of each idiom, as well as figurative ones; e.g., *най тебе качка копне, той що має рацію платить.*

Collecting Idioms

Students review previous Ukrainian texts and *Nova* dialogues for examples of idiomatic expressions. The idiomatic expressions are written on a class chart that is posted in the classroom for future reference.

Inserting Idioms

Working in small groups, students make changes to the *Nova* dialogue being studied and insert learned idiomatic expressions where appropriate for effect, creating a different version of the dialogue.

Idiomatic Expressions

*Students will be able to:***6.3.2** use learned idiomatic expressions to enhance communication. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use learned idiomatic expressions to enhance communication?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use learned idiomatic expressions to enhance communication. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use learned idiomatic expressions to enhance communication (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- *Нова 5: Діялоги.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 5: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005:
– Читання учням уголос.
- *Teach Yourself Ukrainian. A Complete Course for Beginners* (paperback/audiocassette). Bekh, O., Dingley, J. Chicago, IL: NTC/Contemporary Publishing, 1997.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Variations in Language

Students will be able to:

6.3.3 experience regional variations in language.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Dictionary/Thesaurus Search

Students use an English-Ukrainian dictionary/thesaurus and find different words that could be used for a particular object; e.g.,

- frying pan: сковорода, пательня
- cup: чашка, горнятко

Some dictionaries will indicate if the word is dialectal and the region it comes from; e.g., Galicia was a term used by Austria and later Poland; West Ukraine is Halychyna, Lemkivshchyna, Hutsulshchyna, Bukovyna.

Regional Songs

Students learn a song from the Lemko region and study the words and variation in language.

Listening to Weather Reports

Students listen to Ukrainian weather reports and newscasts from radio and television broadcasts from Ukraine and Canada. After listening to these broadcasts, students discuss what they noticed about the pace, pronunciation, intonation and vocabulary used.

Guest Speakers

Students listen to variations in the Ukrainian language of guest speakers who visit the class during read-in week or classroom visits.

Reflecting on Differences

Invite students to write about the differences they experienced when listening to and participating in activities that involve regional variations in language. Students should reflect on what they found interesting, challenging, difficult and rewarding. They should also reflect on and record strategies they used to comprehend and be able to participate in the activities.

Variations in Language

Students will be able to:

6.3.3 experience regional variations in language. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- experience regional variations in language?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to experience regional variations in language (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students about their experiences of listening to regional variations in language. Ask students what was challenging and interesting and what strategies they used to aid comprehension. Review Learning Log entries during the conference.

SAMPLE RESOURCES

- Samples of music from a variety of different regions of Ukraine and the Diaspora.
- Video and audio recordings of interviews, weather reports and news broadcasts from Ukrainian radio and television stations/programs; e.g., 101.7 WORLD FM from Edmonton and *Контакт* from Toronto.
- Ukrainian-speaking community resource people.
- English-Ukrainian dictionaries and thesauruses.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social Conventions

Students will be able to:

6.3.4 recognize simple social conventions in informal conversations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Greetings

Encourage students to greet adults and school staff members in the school or classroom with appropriate greetings, body stance and proximity.

Language Ladders

Students brainstorm and establish language ladders for expressing gratitude, disagreement, acceptance, refusal and so on.

Role-plays

Students review the locative case and practise the correct use of this case by addressing their classmates and participating in simple role-play situations set up by the teacher.

Extension: Students prepare and present a role-play situation where they visit someone or someone visits them.

Cartoon Strips

Students create a cartoon strip showing appropriate and inappropriate use of social conventions in informal conversations. Examples of appropriate social conventions would include appropriate greetings, turn-taking, disagreeing politely or refusing a request. Students share their cartoons in class.

Social Conventions

Students will be able to:

6.3.4 recognize simple social conventions in informal conversations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize simple social conventions in informal conversations?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize simple social conventions in informal conversations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize simple social conventions in informal conversations (see sample blackline master in Appendix E: Observation Checklist).

 Learning Logs

Students record in their Learning Logs two or three important behaviours that they need to remember and practise when interacting with others in Ukrainian in a variety of contexts. Provide prompts; e.g.,

- Коли я _____, тоді я мушу _____.
- Мені треба запам'ятати...
- Дуже важливо...

SAMPLE RESOURCES

- Video and audio recordings of interviews, weather reports and news broadcasts from Ukrainian radio and television stations/programs; e.g., 101.7 WORLD FM or CJSR FM88 from Edmonton and *Контакт* from Toronto.
- Ukrainian-speaking community resource people.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Nonverbal Communication

Students will be able to:

6.3.5 use appropriate nonverbal behaviours in a variety of familiar contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-plays and Dramatizations

When role-playing given situations, students use actions and gestures to help convey meaning. When dramatizing dialogues under study, students concentrate on using facial expressions, gestures and actions to help convey meaning and replicate authentic conversations.

Extension: Students play charades to practise appropriate nonverbal behaviours.

Examples of Nonverbal Communication

Present examples of nonverbal communication in different situations; e.g., drama presentations, television shows and commercials. Students identify specific features; e.g., facial expressions, hand movements, whole-body movements and eye contact. In small groups or as a class, discuss how specific features aided the presentation. When students have become familiar with nonverbal cues, give them a script to use in practising nonverbal cues in pairs or small groups.

Television Shows and Videos

Play clips of television shows or videos with the volume turned off to focus on the use of nonverbal cues being sensitive to cultural practices and values. With students, discuss how these cues convey feelings, persuade viewers or express opinions. Students may be given situations to pantomime the use of nonverbal cues.

Field Trips

Students participate in a number of field trips that demand appropriate nonverbal behaviours. Prior to the field trip, they review appropriate nonverbal and verbal behaviours and then make a point of practising them during the field trip; e.g., on a field trip to a Ukrainian church, students dress appropriately, boys remove hats, students greet the priest by saying, “Слава Ісусу Христу” and respond “Слава навіки.”

Nonverbal Communication

Students will be able to:

6.3.5 use appropriate nonverbal behaviours in a variety of familiar contexts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use appropriate nonverbal behaviours in a variety of familiar contexts?

 Learning Logs

Following the class discussion, have students write about the difference between appropriate and inappropriate nonverbal behaviours in certain contexts based on what they viewed.

 Conferences

Conference with students to check on their understanding of appropriate and inappropriate nonverbal behaviours.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use appropriate nonverbal behaviours in a variety of familiar contexts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 5: Діялоги.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Мова і розмова.* Level 1, 2. (Language and Conversation: A Ukrainian Language Course). Юрківська С. Вінніпег: Конгрес українців Канади, 1998.
- Video and audio recordings of Ukrainian-language interviews.
- Sample dialogues prepared by the teacher.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Cognitive

Students will be able to:

6.4.1 identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify similarities and differences between aspects of the Ukrainian language and their own language (punctuation, rules of capitalization).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Punctuation Comparison

Working in small groups, students create a Venn diagram to compare rules of capitalization and punctuation in English and Ukrainian. Encourage students to transfer their rules of punctuation from a set of English examples to Ukrainian ones.

Identify and Sort

Using a familiar text passage, have students complete a variety of tasks; e.g.,

- identify vocabulary words that have similar verb endings and noun endings
- highlight verbs, adjectives and adverbs with highlighter pens and later sort these words accordingly
- identify and categorize nouns according to gender.

Word Patterns

Allow students to deduce rules by being directed to look for word pattern endings; e.g., the endings *ий, -а, -е, -і* in the words *хата, велика, біла, висока, кіт, великий, білий, чемний, око, мале, кругле, біле, штани, сині, довгі, теплі*.

Graphic Organizers

After using graphic organizers to organize information and ideas, students reflect on the effectiveness of graphic organizers in enhancing their language learning.

Personal Dictionaries

Students create and maintain a personal dictionary. As new Ukrainian words are learned, students enter them into their dictionaries along with drawings, illustrations or magazine clippings.

Cognitive

Students will be able to:

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify similarities and differences between aspects of the Ukrainian language and their own language (punctuation, rules of capitalization). *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of cognitive strategies to enhance language learning?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

 Portfolios and Conferences

Students select pieces where organizers were used or language patterns tracked. Conference with students to reinforce the good use of strategies and encourage the use of new strategies.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
- Graphic organizers (see sample blackline masters in Appendix D).

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Metacognitive

Students will be able to:

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process, check copied writing for accuracy.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Self-assessment**

After using graphic organizers to organize information and ideas, students reflect on the effectiveness of graphic organizers in enhancing their language learning. They participate in goal-setting and self-assessment activities for listening, speaking, reading and writing.

Extension: Invite students to discover how their daily efforts in class will enhance their learning of Ukrainian. At the end of the class, students are asked to rate their performances on aspects of their daily communication.

Learning Logs

At various stages of a lesson (i.e., before, during and after), have students write about their learning in a log, including things such 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?

Metacognitive

Students will be able to:

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process, check copied writing for accuracy. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of metacognitive strategies to enhance language learning?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of metacognitive strategies to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Conference with students to share observations and to invite students to share their personal reflections on their progress as Ukrainian language learners. Discuss with students areas they have identified for improvement and provide direction, encouragement and feedback on their progress.

 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify and use a variety of metacognitive strategies to enhance language learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- Graphic organizers (see sample blackline masters in Appendix D).
- *Thinking Tools for Kids: Practical Organizers*. Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social/Affective

Students will be able to:

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Sharing Facts**

Students search out a partner with whom to complete a newspaper assignment. They select an advertisement from a Ukrainian newspaper and identify three interesting facts to report to the class. Students present the information visually with key words and phrases in Ukrainian.

Author's Chair

Students participate in an author's chair activity by reading completed works or works in progress to classmates. After reading, the author asks for feedback from classmates, using vocabulary charts compiled earlier.

Sharing Strategies

Discuss strategies that you used when learning Ukrainian or a second language; e.g., using self-talk to make yourself feel confident, using positive self-talk or humour to reduce anxiety, self-correcting, allowing yourself to make mistakes. Have students discuss the strategies and choose one to try in the future.

Constructive Feedback

Have students exchange a written piece with their classmates. After reading, students ask their peers for feedback and work together to improve the text. Encourage students to recognize that making mistakes is a natural part of language learning.

Work Together to Interpret

Divide students into groups and have them work together to interpret a short text in Ukrainian. Encourage students to work in a variety of different groupings with a variety of different students. Have every student in the group take a turn reading the text before they begin. The student summarizes the text and presents his or her summaries to the rest of the class.

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of social and affective strategies to enhance language learning?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of social and affective strategies to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of social and affective strategies to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Conferences

Conference with individuals or small groups of students about strategies that help them enhance their language learning when working with others. Provide positive feedback and support to help students identify and develop social/affective strategies.

SAMPLE RESOURCES

- Copies of Ukrainian newspapers; e.g., *Українські вісті* or *Гомін України*.
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12*. Regina, SK: Saskatchewan Education, 1996.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Interactive

Students will be able to:

6.5.1 identify and use a variety of interactive strategies; e.g., assess feedback from conversation partner to recognize when the message has not been understood.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Conversations

Students have a conversation with each other. They then report how they knew whether their partner understood the conversation. Did students:

- hold their heads?
- look blank?
- do the wrong thing?
- do the correct thing?
- answer correctly?
- smile and nod?
- move correctly?
- ask a relevant question?
- raise an eyebrow?

Extension: Students use the 5 W's (Хто або Що? Як? Коли? Чому? Де?) to access information from conversations with another student.

Brainstorm

Invite students to brainstorm a list of qualities of a good listener and a good speaker. These qualities are written on a chart with accompanying illustrations or visual clues. Post the chart in the classroom for future reference.

Keep on Talking

Divide 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., “the thing you hang the clothes on” for “hanger”), mime or point if they do not know the word, ask for clarification or repetition if they do not understand and ask follow-up questions to check for their partner’s understanding (e.g., “Am I making sense?”).

Think-Pair-Share

Each student prepares a short 30-second oral presentation on his or her hobbies or after-school activities. Working with a partner, students share their oral presentations. They return to a large group and share something that was shared by their partner.

Interactive

Students will be able to:

- 6.5.1** identify and use a variety of interactive strategies; e.g., assess feedback from conversation partner to recognize when the message has not been understood.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of interactive strategies?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of interactive strategies. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of interactive strategies (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Нова 5: Діялоги.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 5: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005:
– Щоденні мовні вправи—Фізичне реагування на вказівки; Запитання й відповіді для розвитку мови; Мовні ігри.
- *Нова 5: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.
- *Нова 5: Повтор-імітація.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Interpretive

Students will be able to:

6.5.2 identify and use a variety of interpretive strategies; e.g., use morphological cues to aid reading comprehension.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Highlighting Key Words

Students use highlighter pens to focus on key words and concepts when reading an information text.

Predictions

Students work in small groups to examine a collection of words and pictures related to a text or topic they will be studying in class. They make predictions about the text and share their personal knowledge and experiences with their classmates.

Learning in Context

Model the strategy of using context to understand the meaning of a word. Introduce a new word independent of a sentence and have students guess its meaning. Then use the word in a sentence. The class discusses how they were able to understand once the word was used in context.

Extension: Using a familiar text, students complete a cloze activity where nouns are omitted. Students then complete a cloze activity on a familiar topic in which verb endings are omitted.

Summarizing Text

Divide students into groups and have them read a text and summarize it. Have the groups use strategies such as preparing questions to help them note information found in the text (e.g., 5 W's and 1 H), looking for key words and rereading several times to improve understanding.

Interpretive

Students will be able to:

- 6.5.2** identify and use a variety of interpretive strategies; e.g., use morphological cues to aid reading comprehension. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of interpretive strategies?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of interpretive strategies (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of interpretive strategies. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Класи 2–8*. Regina, SK: Saskatchewan Education, 1992.

General Outcome

6

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.5 Language Use Strategies

GRADE

5

Specific Outcome

Productive

Students will be able to:

6.5.3 identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

The Writing Process

After viewing different examples of basic familiar fables or fairy tales, students create their own texts with illustrations following a chosen pattern. Have them follow the writing process (prewriting, writing, revisions, correction and publication). Encourage students to apply grammar rules to improve their texts and to avoid difficult structure by rephrasing. Have students use a variety of resources in the classroom (e.g., personal and commercial dictionaries, word charts and grammar charts), to edit and revise their texts.

Mobiles

Have students create posters with various Ukrainian expressions and phrases, being sure to include illustrations. They copy the words and phrases from those written on the board. Divide students into groups to design, create and hang mobiles in the classroom. Each mobile should contain elements (vocabulary and grammatical structures) related to a theme studied.

- 6.5.3** identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of productive strategies?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of productive strategies (see sample blackline master in Appendix E: Observation Checklist).

Conferences

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the production strategies that were taught and practised in class.

Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to identify and use a variety of productive strategies (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Нова 5: Діялоги.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 5: Повтор-імітація.* Соколовський І. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- Samples of cultural texts; e.g., Ukrainian alphabet books, number books, recipe books or books that highlight cultural celebrations.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Cognitive

Students will be able to:

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning; e.g., record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Inquiry Process

Brainstorm with students what they know about a topic or theme. Students research the topic and create a presentation. Before beginning their research, have students write what they know and questions to guide their research in the KWL chart; e.g.,

Що я знаю	Що я хочу знати	Що я навчився/навчилася

Have students access and use a variety of information sources; e.g., libraries, the Internet, people in the community and professional organizations.

Mental Images

Present students with a picture with the word written under it or on the back. Have 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

Identify several categories; e.g., types of plants, animals, vehicles, tools, clothing, instruments. From a container, students draw word cards with names of items on them, read the words and then identify the category or categories they could be placed in.

Cognitive

Students will be able to:

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning; e.g., record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of cognitive strategies to enhance general learning?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

 Portfolios

Students select samples of completed work, e.g., a KWL chart, mind map or web, that represent their ability to use graphic organizers effectively to help make information in Ukrainian easier to understand and remember. Samples should reflect progress over time. Students should provide reasons for their choices.

SAMPLE RESOURCES

- *Нова 5: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005:
 - Щоденні мовні вправи—Запитання й відповіді для розвитку мови; Проблемні запитання.
- *Thinking Tools for Kids: Practical Organizers.* Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.
- Copies of Ukrainian newspapers and children’s magazines; e.g., *Барвінок, Готуйсь!, Крилаті.*
- Graphic organizers (see sample blackline masters in Appendix D).

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Metacognitive

Students will be able to:

6.6.2 identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Planning for a Task

Before beginning a task, have students plan the steps they will take to complete the task. For example, students make a plan for a visit to a bilingual Kindergarten or Grade 1 class to present their play. They jot down different jobs they need to do; e.g., making the backdrop, getting materials. They write the process in their Learning Logs to check their own process and also to see if they have followed their plan.

Self-Analysis

Students complete a self-analysis based on their own needs and interests. Have them think about and answer questions; e.g.,

1. When I'm working on an activity, what kinds of things help me (e.g., other students, adults, things on my desk, books and reference materials)? How do they help me?
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? 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 artwork, listen to guest speakers.

Metacognitive

Students will be able to:

- 6.6.2** identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of metacognitive strategies to enhance general learning?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of metacognitive strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify and use a variety of metacognitive strategies to enhance general learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- *Thinking Tools for Kids: Practical Organizers*. Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.
- Sample goal-setting forms.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social/Affective

Students will be able to:

- 6.6.3** identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorming Strategies

Brainstorm various social/affective strategies students might use to enhance their learning of Ukrainian; e.g.,

- use language such as прошу повторити..., тепер моя черга..., прошу подати...
- ask others for help
- watch others' actions and copy them
- offer encouragement and praise to peers
- use positive self-talk
- be willing to take risks.

Have students identify the strategies they have used (and when/how they used them), strategies they would like to use more often and strategies they would like to try for the first time.

Extension: When students are working in pairs, model for the pair how they encourage each other or point out to others when one student encourages another.

Group Problem Solving

Students work in groups of five and are assigned a simple problem; e.g., prepare 25 posters about specific Ukrainian activities happening in the school before tomorrow afternoon, make a convincing presentation to Grade 3 students about why it is beneficial to take Ukrainian as a second language. Provide students with a simple problem-solving model; e.g.,

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.

The groups work through the problem and develop an action plan. Have students encourage and support each other in their efforts; e.g., Це буде добре так. То дуже добра думка. Чи ми всі згодні. Я думаю що так буде/не буде краще.

- 6.6.3** identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of social and affective strategies to enhance general learning?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of social and affective strategies to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

Conferences

Conference with individual students or with a group of students to share observations, encourage students and provide guidance and feedback.

SAMPLE RESOURCES

- *Thinking Tools for Kids: Practical Organizers*. Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Understanding Self-identity

Students will be able to:

- 7.1.1** express own self-concept, and understand that others' perceptions of them may differ from own.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sharing about Family

Students prepare a family tree by interviewing and recording information from family members. They share their family trees with their classmates and then post them in the classroom.

Extension: Students prepare a list of questions and interview a family or community member to discover his or her family history.

Caution: Teachers should be aware that some students may live in foster or group homes and/or may not have a typical family structure. Alternative activities may be necessary.

Personal Presentations

Have students prepare and present presentations about themselves; e.g.,

- a collage or poster autobiography of themselves, highlighting their talents, abilities, interests and goals
- a brief presentation on what they want to do when they grow up and why they would choose this career
- their hobbies or the extracurricular activities that they are involved in
- a short presentation or poster about a person they admire and view as a role model.

Have students elicit responses from their classmates.

Acrostic Poem

Students write their name vertically in Ukrainian. Beside each letter in the name, they write a word to describe themselves; e.g.,

Т – Терпляча
А – Активна
Н – Нечемна
Я – Ясноока.

Student of the Week

Students use pictures from magazines to create a picture collage of the Student of the Week.

They also contribute a sentence about why this person is special and present it to the student. At the same time, the student writes sentences that explain why he or she is special.

Understanding Self-identity

Students will be able to:

- 7.1.1** express own self-concept, and understand that others' perceptions of them may differ from own. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express own self-concept, and understand that others' perceptions of them may differ from own?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to express own self-concept, and understand that others' perceptions of them may differ from own (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to express own self-concept, and understand that others' perceptions of them may differ from own. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Biographies or autobiographies of famous people written in Ukrainian from books, children's magazines or Web sites.
- *Нова 5: Читанка-сходінка. Один день з мого життя.* Білаш О., Бондарчук Р., Фодчук М. Едмонтон: Міністерство освіти Альберти, 1995, «Гобі», с. 1–8.
- Magazines and newspapers.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Developing Positive Self-identity

Students will be able to:

7.1.2 recognize the effect of “put-ups” and “put-downs” on self and others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comics

Students draw two separate comics of two people talking. In the first one, one character is saying a put-up and the other character says how good this makes him feel. In the second cartoon, one character is saying a put-down and the second character says how badly he or she feels; e.g.,



Brainstorming

With teacher guidance, students brainstorm a list of put-up words and phrases to offer encouragement and praise. These are posted in the classroom for students to use throughout the year.

Developing Positive Self-identity

*Students will be able to:***7.1.2** recognize the effect of “put-ups” and “put-downs” on self and others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize the effect of “put-ups” and “put-downs” on self and others?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize the effect of “put-ups” and “put-downs” on self and others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Learning Logs

Students reflect on times they have received put-ups and put-downs, using vocabulary and phrases reviewed in class. They write a brief description of the feelings and events.

General Outcome

7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

GRADE

5

Specific
Outcome

Valuing Ukrainian Language and Culture

Students will be able to:

7.1.3 identify the benefits and contributions of the Ukrainian language and culture to self.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Reflection

Invite students to reflect on questions such as, “How will knowing about Ukrainian holiday customs be important for you?” “Why is knowing how to speak Ukrainian important to you?” Students discuss their ideas in class and create a poster.

Student Surveys

Using prepared interview questions, students survey other Ukrainian bilingual students about what they believe are the benefits of the Ukrainian program. Students prepare an electronic slide show presentation, using school photographs of cultural events and the information gathered through surveying students.

Extension: Students complete a questionnaire about what they believe they will gain for themselves by being in the Ukrainian program.

Video Presentation

Working in small groups, students prepare a video presentation about the Ukrainian bilingual program; e.g., cultural activities, learning Ukrainian, the benefits of learning Ukrainian.

Valuing Ukrainian Language and Culture

Students will be able to:

- 7.1.3** identify the benefits and contributions of the Ukrainian language and culture to self. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify the benefits and contributions of the Ukrainian language and culture to self?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify the benefits and contributions of the Ukrainian language and culture to self (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to discuss participation, recognition and appreciation of the Ukrainian language and culture.

 Learning Logs

After each activity, students record personal reflections in their Learning Logs. Review these entries and provide positive feedback and support where needed.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify the benefits and contributions of the Ukrainian language and culture to self (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.4 recognize the uniqueness of bilingual/multicultural education in a Canadian context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Canada: a Multicultural Society

Have students research and write about how Canada is a multicultural society and how the ideas of multiculturalism are promoted through education. Students can research various education programs provided in the community.

Commercials for Bilingual Programs

Students work in small groups to peruse a variety of promotional materials; e.g., brochures, videos, posters for bilingual or multicultural education. They identify key points and messages and work as a class to translate this information into Ukrainian. Students create a poster, brochure, advertisement or short commercial to promote bilingual or multicultural school programs.

Extension: After brainstorming a list of benefits of a bilingual education, students design and write a 30-second commercial for the Ukrainian bilingual program, outlining its benefits and uniqueness.

Guest Speakers

Invite former bilingual program students to visit the classroom and describe how the program helped them, what they learned and how they use what they have learned in their communities.

Valuing Bilingualism/Multiculturalism

Students will be able to:

- 7.1.4** recognize the uniqueness of bilingual/multicultural education in a Canadian context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize the uniqueness of bilingual/multicultural education in a Canadian context?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize the uniqueness of bilingual/multicultural education in a Canadian context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize the uniqueness of bilingual/multicultural education in a Canadian context (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Learning Logs

Students respond to prompts to write in their Learning Logs. Prompts could include:

- Something I learned about _____.
- Something I appreciated about _____.
- Some other things I want to learn about _____.

 Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to recognize the uniqueness of bilingual/multicultural education in a Canadian context (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE RESOURCES

- Copies of promotional materials for bilingual or multicultural education; e.g., brochures, videos, posters.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Historical Elements

Students will be able to:

7.2.1 explore key historical elements, events, figures and developments of the Ukrainian language and culture; e.g., early Ukrainian immigrants, adapting to a new life.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Exploring and Representing History**

Have students explore elements of Ukrainian history and create representations to present what they have learned; e.g.,

- identify regions of Ukrainian settlement in Canada on a map
- create a time line of a key event in Ukrainian history; e.g., orange revolution.

Kozaky

Students prepare a presentation on the traditions and lives of Kozaky and how their experiences helped shape the identity of the Ukrainian people.

Immigrants of the Early 1900s

Students study what it meant to be a Ukrainian immigrant in the early 1900s, using the paintings and writings of William Kurelek.

Historical Elements

Students will be able to:

- 7.2.1** explore key historical elements, events, figures and developments of the Ukrainian language and culture; e.g., early Ukrainian immigrants, adapting to a new life. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore key historical elements, events, figures and developments of the Ukrainian language and culture?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore key historical elements, events, figures and developments of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore key historical elements, events, figures and developments of the Ukrainian language and culture (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Conference with students to discuss and provide feedback regarding their participation and experiences in traditional Ukrainian language and cultural activities.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore key historical elements, events, figures and developments of the Ukrainian language and culture (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Історія України в казках та легендах. Історія України в іменах та подіях.* Волосевич О. (ред.-уклад.). Львів: Аверс, 2001.
- *Суспільствознавство. Елементи української спадщини в Канаді. Український музей Канади. Кляси 4-8.* Regina, SK: Saskatchewan Education, 1992.
- Recordings of music by Artemiy Vedel'.
- Contemporary women's fashion magazines from Ukraine; e.g., *Жінка* or *Наталі*.
- Selection of contemporary Ukrainian music.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Contemporary Elements

Students will be able to:

7.2.2 explore key contemporary elements, events, figures and developments of the Ukrainian language and culture; e.g., authors, artists, athletes.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Contemporary Ukrainian Music

After listening to a number of contemporary Ukrainian songs, students compare and contrast contemporary music from North America and Ukraine.

Extension: After listening to a number of selections of Ukrainian contemporary music, students vote for their preferences and graph the results.

Extension: Students study and learn the lyrics to a Ukrainian contemporary song chosen by the class as a favourite.

Collage or Mural

Students create collages or murals that represent what they know and have learned about contemporary Ukrainian culture. The collages should include text.

Contemporary Biographies

Students research and report on a well-known Ukrainian figure; e.g., Oksana Baiul, Serhij Bubka, Larisa Semballiuk Cheladyn, Danny Evanishen, Lesia Savedchuk, Peter Shostak, William Kurelek, Victor Yushchenko, Mykola Lysenko, Marsha Forchuk-Skrypuch. They prepare a short biographical sketch using a template developed in class.

Extension: Share a biography about an interesting athlete, scientist, author, musician or artist of Ukrainian descent. Working in cooperative learning groups, students complete a follow-up activity; e.g., make a poster, create a display table or prepare an illustrated time line or a collage, using words and phrases highlighting that person's talents and contributions. Students invite other classes to visit and view their work.

Contemporary Elements

Students will be able to:

7.2.2 explore key contemporary elements, events, figures and developments of the Ukrainian language and culture; e.g., authors, artists, athletes. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore key contemporary elements, events, figures and developments of the Ukrainian language and culture; e.g., authors, artists, athletes?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore key contemporary elements, events, figures and developments of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore key contemporary elements, events, figures and developments of the Ukrainian language and culture (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Conference with students to discuss and provide feedback regarding their participation and experiences in contemporary Ukrainian language and cultural activities.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore key contemporary elements, events, figures and developments of the Ukrainian language and culture (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- Recordings of contemporary Ukrainian music.
- Ukrainian Web sites and search engines; e.g., www.infoukes.com or www.brama.com.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Diversity

Students will be able to:

7.2.3 explore diversity of the Ukrainian language and culture at the provincial level.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Carolling Across the Province**

Students identify how carols are sung or how carolling is done in rural or urban communities throughout the province; e.g., Нова радість стала, Бог предвічний, going to homes, envelopes through mail requesting donations.

Pictorial Presentations

Students research and prepare a short pictorial presentation on one of the following topics:

- Ukrainian monuments in the province
- Ukrainian museums in the province
- Ukrainian organizations in the province
- Ukrainian dance groups, choirs, musical ensembles
- Ukrainian language courses for children and adults at various institutions, e.g., Saturday schools, universities, in the province
- Ukrainian festivals and cultural events celebrated in the province
- Ukrainian churches in the province.

Diversity in Language

To show diversity in language, provide opportunities for students to view Ukrainian television programs and videos or listen to Ukrainian radio programs. Also invite a variety of guest speakers to present or read to students. Students share how speech, vocabulary and pronunciation influence understanding.

Extension: Students do an Internet search of schools that offer Ukrainian language instruction throughout the province.

Diversity

Students will be able to:

- 7.2.3** explore diversity of the Ukrainian language and culture at the provincial level.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore diversity of the Ukrainian language and culture at the provincial level?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore diversity of the Ukrainian language and culture at the provincial level. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore diversity of the Ukrainian language and culture at the provincial level (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to discuss and provide feedback regarding their skills at identifying diverse elements of the Ukrainian language and culture in the province.

 Learning Logs

After each activity, students record personal reflections regarding diverse elements of the Ukrainian language and culture in the province. Review these entries and provide positive feedback and support where needed.

SAMPLE RESOURCES

- Ukrainian-speaking community resource people.
- Audio recordings of Ukrainian radio broadcasts; e.g., 101.7 WORLD FM from Edmonton.
- Video recordings of Ukrainian television programs; e.g., *Контакт* from Toronto.

General Outcome

7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

GRADE

5

Specific Outcome

Change

Students will be able to:

7.2.4 explore and reflect on change in the Ukrainian language and culture at the provincial level.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Celebrations Across the Province

Students explore and identify the different cultural celebrations in rural/urban centres across the province; e.g., Easter, Christmas. Have students choose a celebration and describe how it has changed over time.

Guest Speaker

Invite students to listen to a guest speaker's presentation on a variety of topics presenting a historical overview of a Ukrainian organization or event; e.g., schools and the teaching of Ukrainian, Ukrainian dance, music.

Past and Present Diagram/Chart

Students view a film (e.g., *Teach Me to Dance*) and, in groups, complete a T-chart or Venn diagram to explore similarities and differences between the Ukrainian experience in the past and the present.

Change

Students will be able to:

7.2.4 explore and reflect on change in the Ukrainian language and culture at the provincial level. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore and reflect on change in the Ukrainian language and culture at the provincial level?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore and reflect on change in the Ukrainian language and culture at the provincial level (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to determine their skill in reflecting on and identifying changes in the Ukrainian language and culture over time. Provide feedback and guidance.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore and reflect on change in the Ukrainian language and culture at the provincial level. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Teach Me to Dance* (videocassette). Valenta, V., Howe, J. (prods.). Edmonton, AB: National Film Board of Canada, 1978.
- Ukrainian-speaking community resource people.
- Graphic organizers (see sample blackline masters in Appendix D).

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Positive Group Membership

Students will be able to:

7.3.1 develop skills that promote cooperation and mutual respect within the classroom and the school.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Working with Another Class**

Students are twinned with another class in the school outside the Ukrainian program to work together on a common activity; e.g., a holiday craft, wheat weaving, embroidery, baking *paska*, writing *pysanky*.

Extension: Students prepare for an Easter religious celebration in the school and invite other classes in the school to attend and celebrate with them.

Brainstorming

Invite students to brainstorm a list of positive feelings that they could share with:

- parents
- friends
- classmates
- teachers.

Expressing Thanks

Using appropriate words and phrases, students design thank-you cards to express appreciation to others.

Positive Group Membership

Students will be able to:

- 7.3.1** develop skills that promote cooperation and mutual respect within the classroom and the school. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- develop skills that promote cooperation and mutual respect within the classroom and the school?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to develop skills that promote cooperation and mutual respect within the classroom and the school. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Conferences

Conference briefly with individual students, noting the following:

- engagement in cooperative learning tasks
- interest in and enthusiasm for the task
- interest in classmates' contributions.

Learning Logs

Students respond to prompts to write in their Learning Logs. Prompts may include:

- Contributions I made to help my partner were _____.
As a result I felt _____.
- Something I learned about helping others is _____
because _____.

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to develop skills that promote cooperation and mutual respect within the classroom and the school (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE RESOURCES

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation*. Edmonton, AB: Alberta Learning, 2002.
- Samples of thank-you cards in Ukrainian.

General Outcome

7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building
Community

GRADE

5

Specific
Outcome

Appreciating Diversity

Students will be able to:

7.3.2 explore, compare and reflect on how diversity in Canada has an impact on self and others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorming

Students brainstorm different foods they have eaten and/or different cultural practices they have adopted into their own lives; e.g.,

Food:

Chinese chow mein
Ukrainian *varenyky*
Italian pasta
Arabic *tabouleh*
Indian curry
Jewish blintz

Cultural:

German Christmas tree
Jewish Hanukkah songs
Native moccasins

Another Language Class

Students invite a class studying a different language to share their culture with the class. After, students can do a journal entry or prepare a visual presentation on the event and what they learned.

Cultural Foods

Students survey how foods from different cultures have been integrated into Canadian culture. They then research where they can purchase or sample cultural foods.

Guest Speaker

Invite a guest speaker to discuss similarities between the local Aboriginal and Ukrainian cultures or other cultures.

Appreciating Diversity

Students will be able to:

7.3.2 explore, compare and reflect on how diversity in Canada has an impact on self and others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore, compare and reflect on how diversity in Canada has an impact on self and others?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore, compare and reflect on how diversity in Canada has an impact on self and others (see sample blackline master in Appendix E: Observation Checklist).

 Learning Logs

Respond to students' Learning Logs to help them identify and clarify their understanding of diversity. Students record their reflections on its significance to themselves. Review these entries and provide positive feedback and support where needed.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore, compare and reflect on how diversity in Canada has an impact on self and others (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- Community resource people from various cultures.
- Ukrainian Web sites and search engines; e.g.,
 - www.brama.com
 - www.google.com
 - www.oomroom.ca
 - www.ukip.ca
 - www.infoukes.com.

General Outcome

7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building
Community

GRADE

5

Specific
Outcome

Appreciating Similarity

Students will be able to:

7.3.3 explore, compare and reflect on common human needs and experiences of Canadians.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Places of Worship

Students work in small groups to research places of worship; e.g., temple, church, synagogue, mosque.

Needs Collage

In a social studies class, students work in groups to create a collage demonstrating the needs of people in different cultures. They discover that human needs are all similar; e.g., food, shelter, clothing, laws, transportation.

Cultural Organizations Research

In small groups, students research the various cultural groups and organizations that exist in their community, province and country. Have students discuss and identify the similarities between these cultural organizations; e.g., common goals, ways they meet the needs of people in the community.

Extension: Students are encouraged to attend multicultural concerts and celebrations, e.g., Heritage Days in Edmonton, either during or after school hours. They report back to the class about their experiences.

Appreciating Similarity

Students will be able to:

7.3.3 explore, compare and reflect on common human needs and experiences of Canadians. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore, compare and reflect on common human needs and experiences of Canadians?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore, compare and reflect on common human needs and experiences of Canadians. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore, compare and reflect on common human needs and experiences of Canadians (see sample blackline master in Appendix E: Observation Checklist).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore, compare and reflect on common human needs and experiences of Canadians (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- Social studies program resources.
- Web sites.
- Ukrainian Web sites and search engines; e.g.,
 - www.brama.com
 - www.google.com
 - www.oomroom.ca
 - www.ukip.ca
 - www.infoukes.com.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Contributing to Community

Students will be able to:

7.3.4 demonstrate concern for the quality of own contribution to the classroom or community.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Brainstorming**

Students brainstorm a list of community service projects that they can organize; e.g.,

- visit a seniors' lodge
- donate to the food bank
- donate to the SPCA
- have a mitten tree
- make cards for sick children from their classroom
- take part in character education
- help as volunteers in lower grade classes
- take part in a school patrol program
- volunteer as school secretaries
- volunteer as library assistants.

Community Service Project

As a class, students choose a community service project from the list above and, working in cooperative groups, make a plan to carry it out. During the project, students take photographs and write reflections. They display these on a bulletin board in the hallway to encourage other classes to engage in a project to serve the community.

Class Discussion and Poster

Record students' responses in Ukrainian to a discussion about ways students can make positive contributions to the classroom and school. Students are required to design a mini-poster, using simple phrases in Ukrainian, showing three ways they can contribute positively to their classroom and school community; e.g., Я можу... Я буду...

Contributing to Community

Students will be able to:

7.3.4 demonstrate concern for the quality of own contribution to the classroom or community. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- demonstrate concern for the quality of own contribution to the classroom or community?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate concern for the quality of own contribution to the classroom or community. Record anecdotal notes (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 prior to beginning the activity. Students use the checklist to determine if they are able to demonstrate concern for the quality of own contribution to the classroom or community. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

 Self-assessment Checklist

Students reflect on their personal contribution to the success of the community service project undertaken by the class. Help students generate their own checklists. Students may be asked to create a web showing all the different people who benefited from the service project and to use key words and graphics to describe at least two ways each person or group of people benefited. (Adapted from *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation*, Alberta Learning, September 2002.)

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to demonstrate concern for the quality of own contribution to the classroom or community. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- Lists of local community service organizations.
- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation*. Edmonton, AB: Alberta Learning, 2002.

General Outcome

7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global
Citizenship

GRADE

5

Specific
Outcome

Responsible Citizenship

Students will be able to:

7.4.1 recognize the positive and negative aspects of the consequences of one's actions, and demonstrate honesty and reliability in a variety of situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Moral Characters

Working in small groups, students do a study of a Ukrainian fable, e.g., *Лисичка та журавель*, and discuss the actions of the characters and the results or impact that the actions have on others.

Discussion and Posters

Invite students to discuss the qualities of honesty and reliability in a variety of situations and to share personal ideas and experiences. As students discuss these qualities, jot down words and phrases in Ukrainian. Students create mini-posters, using illustrations and sentences, to promote responsible behaviour.

Responsible Citizenship

Students will be able to:

7.4.1 recognize the positive and negative aspects of the consequences of one's actions, and demonstrate honesty and reliability in a variety of situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize the positive and negative aspects of the consequences of one's actions, and demonstrate honesty and reliability in a variety of situations?

 Conferences

Conference with students to reinforce positive behaviour and to provide feedback on students' abilities to make informed decisions. Check for discrepancies between students' self-assessments and the behaviours that are actually observed.

 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to recognize the positive and negative aspects of the consequences of one's actions, and demonstrate honesty and reliability in a variety of situations. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- Ukrainian fables and folk tales; e.g., *Лисичка та журавель*.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Interdependence

Students will be able to:

7.4.2 reflect on the effectiveness of own contributions, and examine the role of the individual in group activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Self-assessment Checklist for Group Work**

Students create and complete a self-assessment checklist for use after working in a group; e.g., My contribution to the group was...

- listening to the ideas of my group members.
- expressing my opinions politely.
- complimenting others' ideas.

Group Roles and Responsibilities

Invite students to help decide on various group roles and the responsibilities of each role. As students brainstorm roles and responsibilities, write ideas onto a chart. Some roles may include:

- Recorder: той, хто пише
- Explainer: той, який пояснює
- Encourager: той, який заохочує усіх брати участь
- Summarizer: той, який підсумовує
- Timekeeper: той, який пильнує час.

Discuss with students the various roles and how they can choose roles for different group tasks.

Interdependence

Students will be able to:

- 7.4.2** reflect on the effectiveness of own contributions, and examine the role of the individual in group activities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- reflect on the effectiveness of own contributions, and examine the role of the individual in group activities?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to reflect on the effectiveness of own contributions, and examine the role of the individual in group activities (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to provide feedback on their development in taking roles and sharing responsibilities as a cooperative group member.

 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to reflect on the effectiveness of own contributions, and examine the role of the individual in group activities. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation*. Edmonton, AB: Alberta Learning, 2002.

General Outcome

7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global
Citizenship

GRADE

5

Specific
Outcome

Intercultural Skills

Students will be able to:

7.4.3 accept differences in characteristics and abilities of peers and others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Experiencing Different Groupings

Provide opportunities for a variety of different student groupings; e.g.,

- students work in heterogeneous groups to complete a task
- students are paired with a younger student for buddy reading
- students serve as mentors to assist a younger student in a computer activity.

Appreciating Others

Encourage students to show their appreciation for the characteristics and abilities of others; e.g.,

- write positive messages about each other on a pennant, lined paper or card
- choose names from a hat and write anonymous friendly letters or cards telling the person what strengths or personable traits they have
- create colourful posters showing the different characteristics and abilities of their peers in class.

Intercultural Skills

Students will be able to:

7.4.3 accept differences in characteristics and abilities of peers and others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- accept differences in characteristics and abilities of peers and others?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to accept differences in characteristics and abilities of peers and others (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to accept differences in characteristics and abilities of peers and others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation*. Edmonton, AB: Alberta Learning, 2002.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Future Opportunities

Students will be able to:

7.4.4 identify individual strengths and areas for further development, and establish personal goals and action plans.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Visiting Older Grades**

Students visit a Grade 6 class and interview those students to find out what skills are necessary to be successful in Grade 6. They then make a personal plan to set goals they will work on; e.g., over the summer.

Reflection and Goal Setting

Provide frequent opportunities for students to reflect on key concepts and useful information they have learned and to set personal goals, particularly for oral communication. For example, students start each class by noting daily goals for:

- number of times they will speak
- number of people they will speak to
- two or three key words or structures they will practise and use at least five times.

At the end of each class, students could review their goals and record the extent of their success.

Brainstorming and Action Plan

Students brainstorm a list of personal goals a Grade 5 student might have. Record students' ideas in Ukrainian on chart paper. Working with partners, students classify the list of goals as short-term and long-term. They choose one short-term and one long-term goal and, on a goal-setting sheet, write up their goal and action plan. Students should reflect on what would happen if they did not achieve their goals.

Future Opportunities

Students will be able to:

- 7.4.4** identify individual strengths and areas for further development, and establish personal goals and action plans. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify individual strengths and areas for further development, and establish personal goals and action plans?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify individual strengths and areas for further development, and establish personal goals and action plans (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Meet with students to discuss their progress toward the goals they set for themselves at the beginning of the year. Provide feedback, suggestions and encouragement.

 Learning Logs

Using the monitoring sheet developed in class, students write a short sentence or two reflecting on their progress toward achieving their goals.

 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify individual strengths and areas for further development, and establish personal goals and action plans. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- Samples of action plans written in Ukrainian.
- Goal-setting forms.
- *Self-Assessment and Goal-Setting*. Gregory, K., Cameron, C., Davies, A. Courtenay, BC: Connections Publishing, 2000.

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Express Ideas

Students will be able to:

1.1.1 use exploratory language to discover own interpretations and share personal responses.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Student Critique

Students write a critique of a play or presentation they have attended in the form of a review for a newspaper. They share their responses with a partner or group; e.g.,

- Мені подобалося...
- Мені не подобалося...
- Я найбільше любив/любила.
- Я даю _____ зірок.

Extension: After reading a short story or news article in Ukrainian, students write a short critique, using a template developed in class.

Journal Sharing

Students dialogue with peers via journal entries on topics of interest or concern. Interactions may include raising questions about an entry, expressing enjoyment, expressing empathy, sharing similar experiences or asking for clarification.

Inside-outside Circle

Students participate in an inside-outside circle. Invite students to form two circles, one inside the other. Students in the circles turn to face one another. When the music begins, students in each circle walk in opposite directions. When the music stops, pose a question or a topic for students to discuss. Students share information in Ukrainian before the music starts again. Some topics may include favourite sports, school subjects, after-school activities and favourite holidays.

Questions may include:

- З ким ви святкували День подяки?
- Де ви святкували?
- Які страви ви їли?
- Що Ви пили?
- Що Ви робили?

Prediction

In small groups, students study the illustrations of a new dialogue from the *Nova 6* series, without being presented with the accompanying script. After discussing possible story lines, characters and events, students record their predictions in a prediction chart; e.g.,

Таблиця передбачення

1 Діялог №. 1	2 Що я думаю і чому?	3 Що трапилося насправді?	4 Наскільки правдивим було моє передбачення?

Express Ideas

Students will be able to:

- 1.1.1** use exploratory language to discover own interpretations and share personal responses. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use exploratory language to discover own interpretations and share personal responses?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use exploratory language to discover own interpretations and share personal responses (see sample blackline master in Appendix E: Observation Checklist).

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use exploratory language to discover own interpretations and share personal responses (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use exploratory language to discover own interpretations and share personal responses (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE RESOURCES

- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Consider Others' Ideas

Students will be able to:

- 1.1.2** select from others' ideas and observations to develop own thinking and understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Partner Work**

Working with a partner, students explain what they see happening in a picture or story starter. They keep a journal in which they summarize what they have learned either through their own study or from other students; e.g., Я навчився/навчилася, що...

Student Survey

Students conduct a survey of their classmates to find out how many support and how many are against a particular issue; e.g., a new bicycle helmet bylaw.

Relationship Frames

Upon completion of a study comparing education in Canada and another country, students summarize information by completing a relationship frame; e.g.,

Освіта	
Ім'я: _____	Дата: _____
Освіта в Канаді	Освіта в Стародавній Греції
<p>Напиши узагальнення.</p> <p>У Канаді...</p> <p>У Стародавній Греції...</p>	

Dialogues

Invite students in small groups to exchange ideas for enjoyable things to do on a Saturday afternoon. Then students prepare dialogues with partners in which they plan activities together, exchanging opinions and giving reasons for their choices.

Group Discussion

Students work in small groups or pairs to discuss their impressions of a class outing, using pre-established criteria and familiar vocabulary. After the discussion, one representative from each group summarizes the group's three most memorable experiences to the whole class.

Consider Others' Ideas

Students will be able to:

- 1.1.2** select from others' ideas and observations to develop own thinking and understanding. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- select from others' ideas and observations to develop own thinking and understanding?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to select from others' ideas and observations to develop own thinking and understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Conferences

Conference with students in a variety of contexts. Ask students what types of questions they have used to seek the viewpoints of others.

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to select from others' ideas and observations to develop own thinking and understanding (see sample blackline master in Appendix E: Observation Checklist).

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to select from others' ideas and observations to develop own thinking and understanding (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра.* Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 6: Повтор-імітація.* Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings 6–8.* Regina, SK: Saskatchewan Education, 1997.

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Experiment with Language

Students will be able to:

1.1.3 explore and experiment with a variety of forms of expression for particular personal purposes.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Book Response Sharing**

After reading a book of their choice, students choose an effective way to share the book; e.g.,

- make a soap sculpture of the main character with a short, written character description
- create a mobile with illustrations and short write-ups of five major events from the story
- write a letter to a friend, describing opinions and feelings about the book and whether or not the friend should read the book
- make a movie poster, sharing information about the book
- write character descriptions in the form of Most Wanted posters for the main characters
- change the ending of the story and present it to the class.

Dramatic Presentations

After reading a story in Ukrainian, students pantomime feelings or dramatize their favourite part of the story.

Extension: Students rewrite their favourite Ukrainian folk tale into a readers' theatre script.

Letters to the Author

Students write a letter to the author of a book or story they have read, explaining their favourite part of the story.

News Stories

Students write a news story about the events in a story or dialogue under study. For example, students write about the earthquake and hurricane that hit the kingdom of Моряння in *Nova 6: Пригоди принцеси Любослави та блязня Нийвіра*.

Photo Essay

During a field trip, use a digital camera to take pictures that students later use to prepare a photo essay. Working in small groups, students arrange the photographs and write captions to accompany each photograph. They may also include a short, written summary of the field trip.

Experiment with Language

Students will be able to:

- 1.1.3** explore and experiment with a variety of forms of expression for particular personal purposes. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore and experiment with a variety of forms of expression for particular personal purposes?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore and experiment with a variety of forms of expression for particular personal purposes (see sample blackline master in Appendix E: Observation Checklist).

Conferences

Invite students to discuss their experiences with a variety of new forms of self-expression. Encourage students to identify their strengths and target areas for improvement. Have them identify new forms they would like to experiment with.

Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to explore and experiment with a variety of forms of expression for particular personal purposes (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore and experiment with a variety of forms of expression for particular personal purposes. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- A collection of Ukrainian fairy tales.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.
- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. ЕДМОНТОН: Міністерство освіти Альберти, 2003.
- Digital or disposable camera.

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Express Preferences

Students will be able to:

- 1.1.4** assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Book Talk

In groups of four, students meet biweekly for a book/story talk, using predetermined criteria with which they are familiar. They share their opinions about what they have been reading at school or at home; e.g., picture books, magazines, novels, information books.

Comparison and Discussion

Students read a story and view the video of the same story. They make a Venn diagram to show the similarities and differences between the book or story and movie or video. They discuss which version they prefer.

Favourites Interviews

Students interview one another about personal favourites; e.g.,

- Яка твоя улюблена українська народня казка?
- Яке твоє улюблене оповідання?
- Які книжки любиш читати?
- Які кінофільми любиш дивитися?
- Який твій улюблений український автор?
- Який твій улюблений англійський автор?

Extension: Students interview a student, as if on television, talking about his or her favourite book. They enjoy mimicking reporters from Ukraine; e.g., зараз ми почуємо від читача _____, який розкаже нам про свою улюблену книжку _____. This can also be done with a personal literacy record, indicating all the listening, viewing and reading activities for the week.

Web Site Favourites

Students bookmark their favourite Web sites and then create a Ukrainian poster that advertises the Web sites.

Text Advertisements

Students choose favourite Ukrainian texts from the library and create advertisements for them, using illustrations, words and short phrases that are posted on the bulletin board in the library. Students use vocabulary lists in the classroom from a brainstorming activity to assist them in creating advertisements. They present and discuss their advertisements with the class.

Express Preferences

Students will be able to:

- 1.1.4** assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Discuss students' reading records and preferences for a particular form of text.

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms. Offer feedback, encouragement and praise as needed.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Наші скарби*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти 1977.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Нова 3: Читанки-сходинки*. Білаш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12*. Regina, SK: Saskatchewan Education, 1996.
- A collection of Ukrainian folk tales.
- Venn diagram (see sample blackline master in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Set Goals

Students will be able to:

- 1.1.5** assess personal language use, and set personal goals to enhance language learning and use.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Writing Goals**

Using pre-established questions, students review their writing to set new writing goals; e.g.,

- Did I organize my information into paragraphs?
- Is my story written in a logical order?
- Did I use newly acquired vocabulary in a piece of writing?

Language Use Goals

Students set personal goals for improving their Ukrainian language use; e.g.,

- Моя мета...
- Ця мета важлива мені тому, що...
- Я можу попросити допомоги в...

Portfolio Analysis

Students keep a collection of their work in Ukrainian in a personal portfolio. They periodically review evaluated assignments and, based on the comments, describe two strengths of the work and set improvement goals for the next assignment.

Reading Records

Students review their reading records at regular intervals and complete information slips to tell what they have accomplished and to set goals for the future; e.g.,

Місяць: _____
Ім'я: _____
1. Цього місяця я прочитав/прочитала _____ книжок.
2. Я поділився/поділилася _____ книжками з моїми однокласниками.
3. На наступний місяць я прочитаю _____ книжок.
4. На наступний місяць я поділюся _____ книжками.
5. Коли я читаю, я добре вмюю...
6. Я хочу краще...
Учительські коментарі:

Set Goals

Students will be able to:

- 1.1.5** assess personal language use, and set personal goals to enhance language learning and use. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- assess personal language use, and set personal goals to enhance language learning and use?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to assess personal language use, and set personal goals to enhance language learning and use (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to assess personal language use, and set personal goals to enhance language learning and use. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

The student conferences with the teacher, other adults and peers to help him or her set realistic goals. Provide time on a regular basis for reflecting on language learning and goal setting.

 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to assess personal language use, and set personal goals to enhance language learning and use. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- Goal-setting suggestions and forms from other curricular areas; e.g., health and life skills and social studies.
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996.
- *Self-Assessment and Goal-Setting.* Gregory, K., Cameron, C., Davies, A. Courtenay, BC: Connections Publishing, 2000.

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Develop Understanding

Students will be able to:

- 1.2.1** use prior knowledge and experiences selectively to make sense of new information in a variety of contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Story Frames

Students use a story frame to represent the key elements of a Ukrainian folk tale they are reading. Encourage students to draw upon their prior knowledge and experiences during a class discussion of the story.

Структура твору

Структура твору _____		
Місце дії	Головні персонажі	Проблема
Важливі події 1. 2. 3. 4.		Розв'язка або закінчення

KWL Chart

In small groups, students brainstorm and record on a KWL chart what they know about a topic. They read a short informational article and, upon completion, add new information to the chart.

Що знаємо	Що хочемо знати	Чого навчилися

Develop Understanding

Students will be able to:

- 1.2.1** use prior knowledge and experiences selectively to make sense of new information in a variety of contexts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use prior knowledge and experiences selectively to make sense of new information in a variety of contexts?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use prior knowledge and experiences selectively to make sense of new information in a variety of contexts (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Discuss with students the importance of reflecting on prior knowledge and experiences for new learning experiences. Students should be encouraged to reflect on and articulate why new learning experiences are important to them; e.g., What's in it for me?

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use prior knowledge and experiences selectively to make sense of new information in a variety of contexts (see sample blackline master in Appendix E: Self-assessment Checklist).

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use prior knowledge and experiences selectively to make sense of new information in a variety of contexts. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра.* Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Казки.* Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Наші скарби.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.
- KWL chart (see sample blackline master in Appendix D).

General Outcome

1

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

GRADE

6

Specific Outcome

Explain Opinions

Students will be able to:

1.2.2 explain personal viewpoints, and revise previous understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Debate

Invite students to participate in a debate activity in Ukrainian. Present students with questions such as, “Would you rather go to a hockey game or to a movie?” or “Would you rather live in Edmonton or Vancouver?” In groups, students decide how they would answer the question, then prepare at least three supporting arguments. Their arguments are then shared with the rest of the class; e.g., Я хотів би/хотіла б жити в ЕДМОНТОНІ тому, що я люблю хокей.

Sharing Viewpoints

Working in small groups, students share their viewpoints on recent classroom activities and/or field trips by preparing a survey and administering it to classmates. The results of the survey are tallied and a short summary prepared.

Explain Opinions

Students will be able to:

1.2.2 explain personal viewpoints, and revise previous understanding. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explain personal viewpoints, and revise previous understanding?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explain personal viewpoints, and revise previous understanding (see sample blackline master in Appendix E: Observation Checklist).

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to explain personal viewpoints, and revise previous understanding. Offer feedback, encouragement and praise as needed.

 Conferences

Conference with students and have them explain new concepts and why these concepts are important to them. Use this opportunity to have students explain their personal viewpoints and opinions on a topic.

SAMPLE RESOURCES

- Copies of Ukrainian children’s magazines; e.g., *Готуйсь, Барвінок, Крилаті*.
- Ukrainian newspapers; e.g., *Українські вісті, Гомін України* or *Дзеркало тижня* (www.zn.kiev.ua).

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Combine Ideas

Students will be able to:

1.2.3 search for ways to reorganize ideas and information to extend understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Relationship Frame

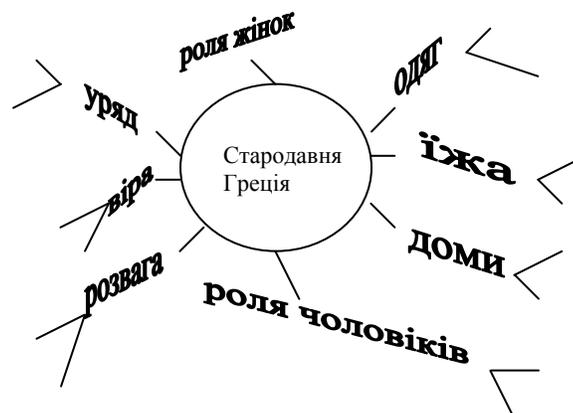
Students reorganize information from oral, print, visual or multimedia texts or current events, using a relationship frame. For example, in a story, students could complete a relationship frame that illustrates the changes in the main character as the story progresses.

Extension: Students complete a relationship frame for characters from *Nova 6: Пригоди Любослави та блязня Нийвіра*; e.g.,

Таблиця зміни головних персонажів		
<u>Дієва особа</u>	<u>Зміни</u>	<u>Результати</u>
Любослава		
Нийвір		

Mind Map

After students complete a story or theme study, they express their understanding in the form of a mind map; e.g.,



Graphic Organizers

Different groups of students work with the same piece of oral, print, visual or multimedia text, but they organize it by using various frames or graphic organizers. They share their work and discuss which organizer best helped to clarify understanding; e.g., Venn diagrams, charts, lists, webs, cycles, flow charts, trees.

Combine Ideas

Students will be able to:

- 1.2.3** search for ways to reorganize ideas and information to extend understanding.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- search for ways to reorganize ideas and information to extend understanding?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to search for ways to reorganize ideas and information to extend understanding (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Have students describe their preferred ways to organize ideas and information. Students show ways to organize to clarify understanding. Encourage students to identify challenges they face and target areas to improve.

 Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to search for ways to reorganize ideas and information to extend understanding (see sample blackline master in Appendix E: Self-assessment Rating Scale).

 Portfolios

Students select work samples that demonstrate different ways they had practised arranging ideas and information. They may include reasons for each work sample.

SAMPLE RESOURCES

- *Досить*. Форчук Скрипук М. Едмонтон: Методичний кабінет української мови, 2000.
- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Graphic Organizers: Visual Strategies for Active Learning*. Bromley, K., Irwin-DeVitis., L., Modlo, M. New York, NY: Scholastic Trade, 1996.
- Graphic organizers (see sample blackline masters in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

Extend Understanding

Students will be able to:

1.2.4 ask a variety of questions to clarify information and develop new understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

5 W's and 1H

Students use the 5 W's and 1 H organizer (Хто? Що? Як? Де? Коли? Чому?) to create questions on a specific topic.

Story Grid

Students use a story grid to map a story that they have heard, read or viewed; e.g.,

	Сцена 1	Сцена 2	Сцена 3
Хто?			
Що?			
Коли?			
Де?			
Чому?			

Interviews

In pairs, students interview one another to find out personal information, using pre-established questions. They use this information to write a biography of their partner; e.g.,

- Як в тебе гобі?
- Як в тебе мрії?
- Яка твоя улюблена музика?
- Що ти любиш робити у вільний час?

Extension: Generate questions for interviewing other students, teachers, family members or Ukrainian-speaking people in the community.

Oral Presentation Questions

During an oral presentation or discussion, guide students to ask clarifying, open-ended questions with prompts such as:

- Поясни, будь ласка...
- Мені здається, що ти сказав...
- Чи ти сказала...
- Можна сказати...
- Чи це значить, що...
- Скажи більше...
- Поясни, будь ласка,...

Extend Understanding

Students will be able to:

- 1.2.4** ask a variety of questions to clarify information and develop new understanding.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask a variety of questions to clarify information and develop new understanding?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to ask a variety of questions to clarify information and develop new understanding (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to ask a variety of questions to clarify information and develop new understanding. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Conduct interviews when assessing students. Look for evidence that:

- interactions are taking place in Ukrainian
- students are asking appropriate, relevant questions
- strategies are being used to negotiate meaning and sustain interactions; e.g., repeating, rephrasing
- students are using the structures and vocabulary they have practised.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to ask a variety of questions to clarify information and develop new understanding (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 3: Читанки-сходинки*. Білеш О. та інші. Едмонтон: Міністерство освіти Альберти, 1995.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- Ukrainian-speaking community resource people.
- A variety of travel brochures.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Prior Knowledge

Students will be able to:

2.1.1 make and record connections among personal experiences, prior knowledge and a variety of texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

KWL Chart

Before reading an informational article, students complete the first two columns of a KWL chart. After reading, students complete the third column to show the new ideas and information that they learned.

Тема:

К Що я знаю про ___?	W Що я хочу знати?	L Що я навчилася/ навчився?
• • •	• • •	• • •

Autobiography Time Line

In preparation for writing an autobiography, students develop a time line that summarizes significant events in their lives; e.g.,

Моє життя

•	•	•	•
1987	1989	1991	1993
народився в Калгарі	переселився до Едмонтону	моя сестра народилася	почав 1-шу клясу

Prior Knowledge

Students will be able to:

- 2.1.1** make and record connections among personal experiences, prior knowledge and a variety of texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make and record connections among personal experiences, prior knowledge and a variety of texts?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to make and record connections among personal experiences, prior knowledge and a variety of texts (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to determine if they can describe and build upon connections among personal experiences, prior knowledge and a variety of texts.

 Learning Logs

Review student Learning Logs to determine whether students articulate and build upon prior experiences or knowledge.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to make and record connections among personal experiences, prior knowledge and a variety of texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Graphic organizers (see sample blackline masters in Appendix D).
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5*. Regina, SK: Saskatchewan Education, 1998.
- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Comprehension Strategies

Students will be able to:

2.1.2 use comprehension strategies, such as interpretive language use strategies, appropriate to the type of text and purpose.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Prediction

Invite students to predict what is going to happen in the next chapter of *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра* by presenting open-ended questions; e.g.,

- Я думаю, що...
- Це станеться тому, що...

KWL Chart

Students complete the last column of a KWL chart on a topic taught in Ukrainian. They discuss what they have learned about the topic and how their previous ideas have changed as a result of their study.

Story Maps

Working in small groups, students use story maps to record key story elements as they read a story; e.g., characters, plot, setting, problem and solution. Story maps can be used to help students make and confirm predictions.

Sketching Notes

While listening to a story or viewing a video, students sketch their thoughts about the story. They discuss their sketches with a partner and may add or delete ideas from their sketches after their sharing session.

Comprehension Strategies

Students will be able to:

- 2.1.2** use comprehension strategies, such as interpretive language use strategies, appropriate to the type of text and purpose. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use comprehension strategies, such as interpretive language use strategies, appropriate to the type of text and purpose?

 Checklist

Comprehension Checklist—Grade 6	
Name: _____	Date: _____
Text: _____	
The student uses the following comprehension strategies:	
<input type="checkbox"/> makes viable predictions <input type="checkbox"/> sets a purpose for reading, viewing or listening <input type="checkbox"/> asks appropriate questions <input type="checkbox"/> infers meaning <input type="checkbox"/> confirms predictions <input type="checkbox"/> rejects incorrect predictions <input type="checkbox"/> makes logical conclusions <input type="checkbox"/> self-monitors understanding <input type="checkbox"/> self-corrects, using fix-up strategies	

 Conferences

Conference with students to discuss their use of comprehension strategies.

SAMPLE RESOURCES

- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра.* Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Graphic Organizers: Visual Strategies for Active Learning.* Bromley, K., Irwin-DeVitis, L., Modlo, M. New York, NY: Scholastic Trade, 1996.
- KWL chart (see sample blackline master in Appendix D).
- Story map templates.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning in interpreting text.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Using Text Features

Students use information in textbook margins, picture captions, questions, chapter introductions, summaries and special features to assist in understanding a topic.

Extension: Students use the headlines and sidebar summaries of newspaper and magazine articles in Ukrainian to decide if the articles are of interest or relevance.

Extension: Students access a Web page on the Internet and explain how its layout and design helped them understand its content and find more information.

Class Graph

Students use a class graph showing how many students in each grade wear bicycle helmets to answer questions; e.g.,

- In which grades do most students wear helmets?
- Does helmet use increase or decrease as students get older?

Strategies

Invite students to brainstorm strategies to read and understand the meaning of new words. These strategies are posted in the classroom for student reference; e.g.,

- Look at the parts of the word to see if they give clues to the meaning.
- Skip the word and read on to get a sense of what it may mean from the whole sentence, and then reread the sentence.
- Break the word into syllables and sound it out.
- See if the new word looks like other words you already know.

Video or Film

Invite students to view a video or film and ask them to pay attention to one particular cue; e.g., music, costuming, actions, sound effects or lighting. Following the viewing, students discuss, using simple words and phrases, how the music, for example, created mood, supported the action and helped them understand the content; e.g., *Музика змінилася — я знав/знала, що станеться щось страшне.*

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning in interpreting text. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use textual cues to construct and confirm meaning in interpreting text?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use textual cues to construct and confirm meaning in interpreting text (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Conference with students as they preview a text. Can students locate textual cues, such as the table of contents and glossary?

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use textual cues to construct and confirm meaning in interpreting text (see sample blackline master in Appendix E: Self-assessment Checklist).

 Quiz

Students are given a passage to read from a familiar text and asked to identify the main idea and supporting details.

SAMPLE RESOURCES

- *Лікар Айболить*. Чуковський К. Львів: Аврес, 2000.
- *Нова 6: Вправи до навчальних розділів 1–10*. Тарнавська І., Яремко Г. Едмонтон: Міністерство освіти Альберти, 2004.
- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Кляси 2–8*. Regina, SK: Saskatchewan Education, 1992.
- Copies of Ukrainian newspapers; e.g., *Український голос*, *Гомін України*, *Українські вісті*.
- Copies of Ukrainian children's magazines; e.g., *Готуйсь*, *Барвінок*, *Веселка*, *Крилаті*.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Cueing Systems

Students will be able to:

- 2.1.4** use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a variety of reference resources to determine word meaning in context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cueing Systems

Syntactic Cues: word order, rules and patterns of language in sentences, phrases and clauses that assist in constructing meaning in texts and identifying unknown words.

Semantic Cues: meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world and experiences with various texts and content.

Graphophonic Cues: refer to sound–symbol relationships of language that aid in constructing meaning and identifying unknown words.

Pragmatic Cues: refer to the social and cultural context, purpose and use of language. These factors affect how the individual constructs meaning.

Dictionary

When completing a journal entry, students use a dictionary to check the meaning of words they are unsure of. When students encounter unfamiliar words in a subject area text, they use the glossary or a dictionary to confirm meanings.

Word Roots

When encountering a new word in a reading passage, students find the root of the word to determine the word meaning; e.g., прочитати – читати.

Word Order

When given a list of words in random order, students unscramble them to create grammatically correct sentences. They use their knowledge of word order and the meanings of new vocabulary to complete a cloze passage.

Guess the letter

Students play a game of Guess the letter in which they have to guess the letters in the word(s) or the words in a sentence(s) that have been omitted; e.g., from *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*:

Любослави та блазня Нийвіра:

Кн_з_ / В_д_л_ / ж_ / / М_рія_ / з/ до_ _ю/ Лю_ _ _ _в_ _.

Solution: Князь Водолій живе в Моріанії з дочкою Любославою.

Extension: Students play Word Explosion, using root words; e.g., громада–громадяни, великий–велетень.

Cueing Systems

Students will be able to:

- 2.1.4** use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a variety of reference resources to determine word meaning in context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a variety of reference resources to determine word meaning in context?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a variety of reference resources to determine word meaning in context (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a variety of reference resources to determine word meaning in context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a variety of reference resources to determine word meaning in context (see sample blackline master in Appendix E: Self-assessment Checklist).

 Quiz

Use cloze procedures to assess students' comprehension skills before and after listening, reading or viewing a text.

SAMPLE RESOURCES

- Ukrainian-English dictionaries.
- A variety of Ukrainian folk tales and stories.
- *Казки*. Турко К. С., Філь Г. ЕДМОНТОН: Міністерство освіти Альберти, 1977, «Словник», с. 124–130.
- *Нова 6: Вправи до навчальних розділів 1–10*. Тарнавська І., Яремко Г. ЕДМОНТОН: Міністерство освіти Альберти, 2004.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Experience Various Texts

Students will be able to:

- 2.2.1** experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances; and share responses to these texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Folk Tale Dramatization**

After reading a variety of Ukrainian folk tales, groups of students dramatize individual folk tales to present to the class or to other grades.

Poetry Response

Students listen to an oral reading of a poem in Ukrainian and create a sketch of the image communicated by the poem's words.

Experiencing and Discussing Artwork

Students discuss various works by illustrators; e.g.,

- Він має цікаві ілюстрації.
- Мені подобаються кольори, які ілюстратор уживає.

Extension: Students discuss the illustrations in a variety of stories they have read throughout the year.

Text Log

Students keep text logs in which they record the number, titles, authors and genres of texts that they experience.

Ukrainian Comic Books

Invite students to look at excerpts from Ukrainian comic books and identify phrases or expressions useful for creating their own short comic strips modelled on those they have read.

Contemporary Ukrainian Songs

Students examine the lyrics of a contemporary Ukrainian song. They find familiar words to predict the song's content or theme. In groups, students could create movement sequences to accompany the song, mime the meaning as the song plays or lip-sync with it.

Experience Various Texts

Students will be able to:

- 2.2.1** experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances; and share responses to these texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances; and share responses to these texts?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances; and share responses to these texts (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to discuss preferences for particular types of text. Encourage students to explore texts from less familiar cultural traditions, forms and genres.

 Learning Logs

The student may use a log to track personal reading. Use the Reading Log to encourage students to explore a variety of texts. Give students a series of questions to respond to about their text choices; e.g.,

- Про кого цей текст?
- Що відбувається?
- Де відбувається?
- Коли відбувається?
- Чому відбувається?
- Яку проблему розв'язано?

SAMPLE RESOURCES

- Works by Ukrainian illustrators; e.g., Halia Dmytryshyn, Marika Onufrijchuk Sokulski, Deborah Uman-Sures, Larisa Symbaliuk Cheladyn.
- *Ходить зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходить зі мною! Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Наші скарби Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1982.
- *Мовна діяльність. Вправи для серії читанок Тут і там. Класи 2–8.* Regina, SK: Saskatchewan Education, 1992.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Connect Self, Texts and Culture

Students will be able to:

- 2.2.2** compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Courageous Characters

Students discuss how the main characters in *Нова 6: Пригоди принцеси Любослави та блязня Нуйвіра* show courage. They use the dialogues to find supporting details. A discussion about courage could follow.

Extension: In pairs or small groups, students prepare an interview with a main character from the *Nova 6* dialogues. They may then role-play these interviews in class.

Teach Me To Dance

After viewing the video *Teach Me To Dance*, students discuss if they would like challenges such as living the daily life of an early Ukrainian immigrant.

Interviews

Students interview one or two adults (e.g., family members, recent immigrants from Ukraine, seniors or teachers) in Ukrainian to discover the lifestyle of an older generation.

Звертання до вчителів або до будь-якої дорослої особи

- Де ви народилися?
- Якою мовою ви розмовляли вдома та на вулиці?
- Які свята святкувала ваша родина?
- Де і як ваша родина діставала харчі?
- Які улюблені страви вашої родини?
- Які засоби транспорту вживала ваша родина?
- Яким було ваше шкільне життя?

Extension: In small groups, students prepare interview questions to learn about life in contemporary Ukraine. Students role-play to practise the interview process.

Way of Life Portrayals

Students construct a diorama or collage to portray a way of life described in an interview or studied in class; e.g., contemporary Ukraine.

- 2.2.2** compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, visual and multimedia texts?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, visual and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

Conferences

Conference with students, using work samples to determine if students are able to identify similarities and differences between personal experiences and the experiences of others.

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, visual and multimedia texts (see sample blackline master in Appendix E: Self-assessment Checklist).

Learning Logs

Have students compare a character from a story or video with themselves. Provide sentence starters and vocabulary charts as language support for the activity.

SAMPLE RESOURCES

- *Teach Me to Dance* (videocassette). Valenta, V., Howe, J. (prods.). Edmonton, AB: National Film Board of Canada, 1978.
- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Нова 5: На допомогу вчителіві—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2005:
–Читання учням уголос.
- Ukrainian-speaking community resource people.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify and respond to descriptive and figurative language in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Character Analysis

Working with a partner, students use a chart to describe the characteristics and actions of a character from *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. They also record why they think the characters and actions are believable or not.

Character Name: _____		
Story Name: _____		
	Believable—Why?	Not Believable—Why?
Characteristics		
Actions		

Extension: After reading a story, students make charts comparing the main characters to people they know.

Examining Poetry

Students identify and respond to descriptive and figurative language in poetry. They then write their own simple poems, using descriptive and figurative language.

Proverb Illustrations

Students illustrate their favourite proverbs from the *Nova 6* dialogues and compile them into a class book.

Extension: Students compare and contrast Ukrainian and English proverbs, using a Venn diagram or other graphic organizer.

Appreciate the Artistry of Texts

Students will be able to:

- 2.2.3** identify and respond to descriptive and figurative language in oral, print, visual and multimedia texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and respond to descriptive and figurative language in oral, print, visual and multimedia texts?

 Conferences

Discuss the student's skills in identifying and using figurative language. Provide the student with individual mini-lessons based on observation and discussion of his or her work.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify and respond to descriptive and figurative language in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра.* Бомбак Л. та інші. ЕДМОНТОН: Міністерство освіти Альберти, 2003.
- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7).* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- Computer drawing software.
- Graphic organizers (see sample blackline masters in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Forms and Genres

Students will be able to:

2.3.1 recognize and apply key characteristics of various oral, literary and media genres.

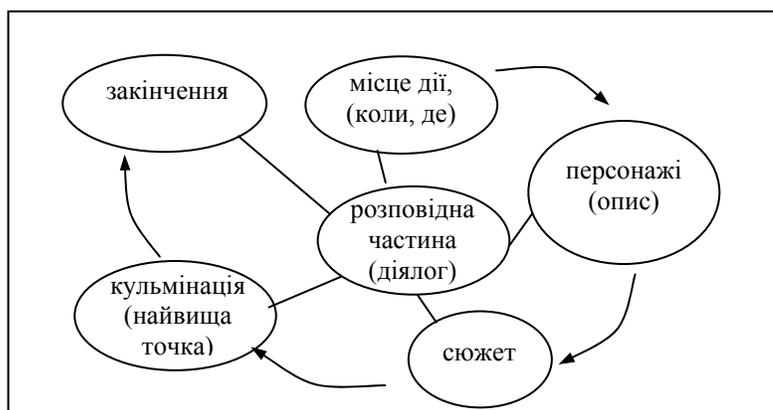
SAMPLE TEACHING AND LEARNING ACTIVITIES

Similarities and Differences

Students compare books or stories they have read with movie, television, audio recording or CD-ROM versions of the same story. They discuss the similarities and differences and tell which they like better; e.g., Рукавичка book, CD-ROM version.

Story Web

After reading a chapter from *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*, students create a story web that distinguishes the parts of a narrative; e.g.,



Story Retelling

Students retell a story, myth or legend, using a different genre; e.g., cartoon, play, poem, pictographs or puppets.

Таблиця жанрів та форм		
Жанр <ul style="list-style-type: none"> • романи • біографії • автобіографії • міфи • поезія • фільми • телебачення 	Майстерність <ul style="list-style-type: none"> • каламбур/гра слів • поезія • гумор • порівняння • метафора 	Форми творчості <ul style="list-style-type: none"> • листи • розповіді • трансляція радіо і телебачення • п'єси • вірші • відео-презентації • реферати

Forms and Genres

Students will be able to:

- 2.3.1** recognize and apply key characteristics of various oral, literary and media genres. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize and apply key characteristics of various oral, literary and media genres?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize and apply key characteristics of various oral, literary and media genres (see sample blackline master in Appendix E: Observation Checklist).

 Quizzes

Provide students with examples of a variety of forms and genres. Students sort them into form or genre categories.

 Portfolios

With students, discuss work samples to determine their understanding of the various forms and genres studied in class. Examine students' work samples for evidence of their ability to incorporate the distinguishing features of the forms and genres they have studied.

SAMPLE RESOURCES

- *Лікар Айболить*. Чуковський К. Львів: Аврес, 2000.
- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Мовна діяльність. Вправи для серії читанок Тут і там*. Кляси 2–8. Regina, SK: Saskatchewan Education, 1992.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Techniques and Elements

Students will be able to:

2.3.2 identify key elements and techniques in oral, print, visual and multimedia texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Character/Plot T-charts

Students read a chapter of a novel and make a T-chart to give examples of how a character's actions affect the plot; e.g.,

Дії/вчинки персонажу	Вплив на сюжет

Audio Stories

Students listen to books on tape as they follow the text in their own books. They comment on how the voice and music are used to reflect the intent of the story and how the tape matches their own interpretations of the text.

Internet Advertisement Analysis

Using the Internet, students study advertisements in Ukrainian magazines and newspapers to identify ways that companies try to convince people to buy their products. Students make a chart of the advertisers' choice of words.

Nonfiction Texts

Students compare information gathered from a Ukrainian encyclopedia or children's magazine. They discuss the ways in which pictures, fonts, colours and graphics make the text information more interesting.

Key Elements Mini-lesson

While reading a story, provide explicit instruction on key elements in the text in the form of mini-lessons.

Using Story Maps

Students read a story from the reader *Ходить зі мною*. Using a story map provided to them by the teacher, students record key elements from the story.

Techniques and Elements

Students will be able to:

- 2.3.2** identify key elements and techniques in oral, print, visual and multimedia texts.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify key elements and techniques in oral, print, visual and multimedia texts?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify key elements and techniques in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Observation Checklist).

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to identify key elements and techniques in oral, print, visual and multimedia texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Portfolios

Students select work samples that demonstrate their understanding of key elements and techniques.

SAMPLE RESOURCES

- A collection of Ukrainian fairy tales or short stories.
- Ukrainian newspapers and magazines.
- Ukrainian radio broadcasts; e.g., 101.7 WORLD FM or CJSR FM88 in Alberta or CKJS 810 AM in Manitoba.
- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Українські народні казки. Учительський довідник. Ukrainiam Folk Tales Teacher's Guide*. Blazuk, J., Lambert, V. Edmonton, AB: ACCESS Alberta Educational Communications Corporation, 1983.
- *Співучі скарби. Sing Along Treasures* (paperback/audiocassette). Hryhor Gulutzan, L. Edmonton, AB: Kazka Productions, 1986.
- *Досить*. Форчук Скрипук М. Едмонтон: Методичний кабінет української мови, 2000.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Ходіть зі мною! Книжка для вправ*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби Книжка для вправ*. Турко К. С., та інші. Едмонтон: Міністерство освіти Альберти, 1982.
- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Vocabulary

Students will be able to:

2.3.3 identify and group words according to commonalities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Prefixes

In small groups, students make a chart to show words that start with identical prefixes; e.g., Прочитати.

Thematic Vocabulary

Students, with the teacher, create a list of words from any text that deals with certain themes or topics; e.g.,

коляди	кістка
гагілки	крашанки
літак	звізда
автобус	колач
паска	велосипед
дельфін	кіт
вертеп	

Students write these words on yellow sticky notes and sort them on chart paper under appropriate headings; e.g., Різдво, Великдень, транспорт, морські тварини.

Extension: Upon completion of a thematic study, e.g., sea animals, students make games; e.g., word searches, crossword puzzles.

Cooperative Graffiti

Students participate, in groups, in an activity called cooperative graffiti. Decide on vocabulary the class needs to develop; e.g., analogies, slang, similes, words starting with a particular letter, rhyming words. Write the headings on large sheets of paper and give each group of students a sheet with a different heading. Each person in the group uses a different colour felt pen or pencil to write as many words or phrases as possible that fit the heading in a specified time. The group then passes its sheet to another group so that they may add their contributions. Sheets rotate around the room.

Vocabulary

Students will be able to:

2.3.3 identify and group words according to commonalities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and group words according to commonalities?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and group words according to commonalities (see sample blackline master in Appendix E: Observation Checklist).

 Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to identify and group words according to commonalities (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

SAMPLE RESOURCES

- *Крокодил у краватці їсть кавун у коробці. Хрестиківки для дітей та молоді.* Баср Фаркавець І. Торонто: Колосок, 2001.
- *Мовна діяльність. Вптави для серії читанок Тут і там.* Кляси 2–8. Regina, SK: Saskatchewan Education, 1992.

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Experiment with Language

Students will be able to:

2.3.4 alter words, forms and sentence patterns to create new versions of texts for a variety of purposes.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Alliteration Headlines

Students find, if possible, examples of alliteration from newspaper headlines or story titles. Using a dictionary, they create their own headlines or story titles with alliteration.

Adding Descriptive Language

A student looks at the sentence “Вітер зимний/холодний” and experiments with descriptive words to enhance the effect of the statement; e.g., “Сильний вітер віє,” “Сильний північний вітер віє.”

Poetry

Students create original poems modelled on poetry found in *Nova 6* components on a theme previously studied.

Extension: Students rewrite a short, informational text into a cinquain poem.

Echo-acting

Students write and illustrate an echo-acting activity, using a model or creating one of their own choice; e.g., *Nova 6* echo-acting routine *На пляжі*.

- Сьогодні _____, _____ день.
- Я їду до/на _____ з _____.
- Я беру _____, _____ і _____.
- Мені також потрібно _____.

Experiment with Language

Students will be able to:

2.3.4 alter words, forms and sentence patterns to create new versions of texts for a variety of purposes. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- alter words, forms and sentence patterns to create new versions of texts for a variety of purposes?

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to alter words, forms and sentence patterns to create new versions of texts for a variety of purposes (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to alter words, forms and sentence patterns to create new versions of texts for a variety of purposes (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

- Ukrainian-language newspapers.
- *Нова 6: Повтор-імітація*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003, «Повто-імітація 1: На пляжі».

Students will listen, speak, read, write, view and represent in Ukrainian to comprehend and respond personally and critically to oral, print, visual and multimedia texts.

Create Original Texts

Students will be able to:

2.3.5 create original texts to communicate and demonstrate understanding of forms and techniques.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Picture Books

After reading a Ukrainian story or book, students create a picture book with minimal text for a younger audience. They identify ways to make their picture book interesting and appealing; e.g., large print, simple vocabulary, short sentences, colourful illustrations.

Greeting Cards

Students write a variety of greeting cards (e.g., birthday cards, Christmas cards, Easter cards, thank-you cards or sympathy cards) to parents, grandparents, teachers or other Ukrainian bilingual students.

Extension: Students create an invitation for parents to a school concert or year-end celebration.

Letters

Students practise writing friendly letters and business letters to a pen pal in another Ukrainian bilingual school.

Poetry

Students create original poems modelled on patterns found in poetry they have studied in class.

Extension: Students create and perform a rap song based on a Ukrainian folk tale; e.g., *Дідова пінка*.

Story Responses

Students read a selection of Ukrainian children's stories and then each select one of the following projects:

- create a pattern book for young children
- role-play the story
- record a story on audiotape
- illustrate a story to clarify the meaning.

Create Original Texts

Students will be able to:

- 2.3.5** create original texts to communicate and demonstrate understanding of forms and techniques. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- create original texts to communicate and demonstrate understanding of forms and techniques?

Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to create original texts to communicate and demonstrate understanding of forms and techniques (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to create original texts to communicate and demonstrate understanding of forms and techniques (see sample blackline master in Appendix E: Self-assessment Checklist).

Portfolios

Portfolios, with samples of student work, provide valuable assessment information as well as opportunities for student self-reflection and self-assessment. Students choose samples of their best work to include in their portfolios. They should be prepared to explain why they chose certain work samples.

SAMPLE RESOURCES

- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- *Нова 6: Повтор-імітація*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 6: Вправи до навчальних розділів 1–10*. Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2003, «Навчальний розділ 10: Вправа 8»
- Samples of Ukrainian greeting cards and invitations for different occasions.
- Ukrainian children’s magazines; e.g., *Готуйсь*, *Барвінок*, *Малятко*, *Крилаті*.
- A collection of Ukrainian folk tales, short stories or storybooks.

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

Personal Knowledge and Experience

Students will be able to:

3.1.1 summarize and focus personal knowledge and experience of a topic to determine information needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Mind Map

After reading an article on a topic of interest, students prepare a mind map to summarize knowledge about the topic. They determine the areas in which they require further research.

Group Brainstorming

Students work in small groups to list personal ideas and information on a topic of interest. Each idea is written on a separate sticky note. Students cluster or group similar or related ideas to create categories. They review their ideas and categories and ask questions to identify information gaps.

Webs

Students complete a web. Working individually or in pairs, students review the information in the web and fill in the gaps with information they learned through researching the topic.



Personal Knowledge and Experience

Students will be able to:

- 3.1.1** summarize and focus personal knowledge and experience of a topic to determine information needs. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- summarize and focus personal knowledge and experience of a topic to determine information needs?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to summarize and focus personal knowledge and experience of a topic to determine information needs (see sample blackline master in Appendix E: Observation Checklist).

Conferences

Conference with students to determine their skills in summarizing and categorizing information. Help the student identify gaps in information, misconceptions or areas of uncertainty.

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to summarize and focus personal knowledge and experience of a topic to determine information needs. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *УСЕ. Універсальний словник-енциклопедія.* Київ: Всеуви́то, 2003.
- *Енциклопедія про все на світі.* Слабошпицька Л. (гол. ред.). Київ: Махаон—Україна, 2001.
- *Велика ілюстрована енциклопедія школяра.* Київ: Махаон—Україна, 2000.
- *Незвичайна енциклопедія тварин.* Київ: Махаон—Україна, 2002.
- Ukrainian-language search engines; e.g., www.google.com.ua.
- Graphic organizers (see sample blackline masters in Appendix D).

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.1 Plan and Focus

GRADE

6

Specific Outcome

Ask Questions

Students will be able to:

3.1.2 formulate relevant questions to focus information needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

KWL Chart

Students work individually or in small groups to list relevant questions that they would like to have answered on a particular topic in the W column on a KWL chart.

5 Ws and 1H

After being assigned a topic to research, students use the 5 Ws and 1 H questions in Ukrainian to guide their research; e.g., *Хто? Що? Де? Коли? Чому? Як?*

Interview Questions

After participating in a school celebration or field trip, students prepare questions for an interview related to the event.

20 Questions

Students practise asking questions by playing a game of 20 Questions (classmates attempt to identify a hidden object or word by asking a maximum of 20 questions).

Role-plays

Working in small groups, students dramatize situations where there is a need to ask questions; e.g., meeting an acquaintance, being lost, visiting a city in Ukraine, ordering food in a restaurant, shopping, visiting a medical office.

Ask Questions

Students will be able to:

3.1.2 formulate relevant questions to focus information needs. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- formulate relevant questions to focus information needs?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to formulate relevant questions to focus information needs (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Learning Logs

The student is given regular time for recording important points in the inquiry process. Students are encouraged to formulate the general and specific questions they are wondering about.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to formulate relevant questions to focus information needs (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation.* Winnipeg, MB: Manitoba Education and Training, 1996, “Strategies That Make a Difference,” p. 35.
- KWL chart (see sample blackline master in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

Participate in Group Inquiry

Students will be able to:

- 3.1.3** contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Mini-debate

After reviewing the necessary vocabulary for participating in a debate and the debate procedure, students organize a mini-debate on a topic of interest, using the following steps:

1. Identify expressions needed for debate; e.g.,
 - Я погоджуюся. (I agree.)
 - Я не погоджуюся. (I disagree.)
 - На мою думку,... (In my opinion...)
2. Discuss both sides of the issue.
3. Prepare by writing out supporting details, facts and information for the stance (pro or con) of the topic (issue) of debate. Sentence starters may include:
 - Моя думка така, що...
 - Мені здається,...
 - На мою думку,...
4. Actively participate in the debate.

Inside-outside Circle

Students engage in discussion about a particular inquiry topic, using an inside-outside circle. They sit in two circles facing each other. Pose questions for students to discuss with their facing partners. The circle then rotates so that new partners are found. Pose another question for each new set of partners.

Participate in Group Inquiry

Students will be able to:

- 3.1.3** contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Мовна діяльність. Вправи для серії читанок Тут і там. Класи 2–8.* Regina, SK: Saskatchewan Education, 1992.

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

Create and Follow a Plan

Students will be able to:

3.1.4 create and follow a plan to collect and record information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Book Review

When preparing for a book review, students create and refer to a set of class-developed criteria to assist with selecting information to support their recommendations; e.g.

- readability
- interest
- connections to real life
- likeable characters
- type of story (genre)

Group Presentation Project Planning

In small groups, students research and construct a plan for a presentation on a topic and revise it as necessary as the project proceeds; e.g.,

	Date Completed
1. Choose author	_____
Get books by author	_____
2. Read _____ (1 st title)	_____
Read _____ (2 nd title)	_____
3. Summarize books	_____
4. Critique books	_____
5. Prepare for presentation	_____
6. Give presentation	_____

Research Project Planning

Students develop a personal research plan for a topic. The plan includes:

- the topic
- a list of key words that begin a focus for research
- a list of possible resources for finding information
- time lines indicating target dates for completing steps in the research
- the project due date.

Create and Follow a Plan

Students will be able to:

3.1.4 create and follow a plan to collect and record information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- create and follow a plan to collect and record information?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to create and follow a plan to collect and record information (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to discuss what strategies they have chosen to gather and record information.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to create and follow a plan to collect and record information (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- Graphic organizers; e.g., webs and mind maps (see sample blackline masters in Appendix D).
- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- *Нова 6: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006:
–Читання учням уголос.

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE

6

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 record personal knowledge of a topic, and collaborate to generate information for inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITIES

5 Ws and 1 H

Students create announcements, using the 5 Ws and 1 H as a guide in formulating questions for a topic to generate information on the topic; e.g., school dances, class party.

Extension: Students transfer information from an informational text into another form; e.g., a diagram, table, chart, graph or map.

Fact or Opinion

Students distinguish between a fact and an opinion when presented with three or more sentences on a topic being studied. They work in groups to determine which of the statements are facts, then they share.

Knowledge Sharing

Individually, students create a web based on their personal knowledge of a topic. Individuals come together in small groups to share their knowledge and develop a collective web on chart paper.

Identify Personal and Peer Knowledge

Students will be able to:

- 3.2.1** record personal knowledge of a topic, and collaborate to generate information for inquiry or research. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- record personal knowledge of a topic, and collaborate to generate information for inquiry or research?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to record personal knowledge of a topic, and collaborate to generate information for inquiry or research (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students about works in progress to determine how students select, record and share personal information.

 Portfolios

Use work samples to determine if there is progress in students' ability to identify and share personal knowledge on a topic.

SAMPLE RESOURCES

- *Нова 6: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.
- *Нова 6: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006: –Читання учням уголос.
- Graphic organizers (see sample blackline masters in Appendix D).
- *Pushing the Pencil. Teaching Types of Writing (Grades 2–7).* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- *Thinking Tools for Kids: Practical Organizers.* Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

Identify Sources

Students will be able to:

3.2.2 identify a variety of information sources to answer inquiry or research questions.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Interviews**

In pairs, students interview groups of seniors to gather information for a class report on Ukrainian pioneer Christmas traditions. The seniors interviewed should be encouraged to share personal stories, photographs, songs and blessings. For the interviews to be rich, authentic language experiences, it is important that students prepare questions and practise them prior to the actual interviews.

Observation Checklists

Students participate in a field trip to the Ukrainian Cultural Heritage Village. Prior to the field trip, students, together with the teacher, develop a checklist to focus observations.

Extension: Students assist the teacher in developing an observation checklist prior to attending a performance of a Ukrainian dance troupe.

Collecting Information Sources

Invite students to help collect/prepare and later use a variety of information sources to record information and ideas related to a research topic. Information sources may include:

- artifact boxes (collections of topic-related objects)
- guest speakers
- field trips
- music and lyrics
- Internet sites (including news from Ukraine).

Bulletin Board Display

During a study of life in contemporary Ukraine, students work together to create a classroom bulletin board display. Items for the display may include photographs, maps, definitions, interesting facts and information sources including Web sites.

Identify Sources

Students will be able to:

- 3.2.2** identify a variety of information sources to answer inquiry or research questions.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify a variety of information sources to answer inquiry or research questions?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify a variety of information sources to answer inquiry or research questions (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Discuss with students their plans for research as well as the information sources they have chosen to answer their inquiry questions. Review students' interview questions.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify a variety of information sources to answer inquiry or research questions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Learning Logs

Ask students to reflect in their Learning Logs on the information sources they have identified to answer research or inquiry questions.

SAMPLE RESOURCES

- Lists of Ukrainian organizations and resource people.
- Field trip planning guides and informational packages from Ukrainian museums and other attractions.
- Ukrainian Web sites and search engines; e.g., www.brama.com, www.infoukes.com, www.google.com.ua.
- *Нова б: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Наші скарби*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Наші скарби Книжка для вправ*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1982.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходіть зі мною! Книжка для вправ*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE
6

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 review information to determine its usefulness to inquiry or research needs, using pre-established criteria.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Assessing Information

After gathering information on a topic of their choice, students decide if the information in their notes answers the questions set out to guide their research.

Preparing Group Presentations

When preparing a group presentation about life in Ukraine during the Cossack era, students decide which maps, illustrations, charts and artifacts would best explain their written report and engage the interest of the audience. Presentation could be bilingual to accommodate all learners.

Group Notes Analysis

When conducting research, students record information on index cards or sticky notes. Working in pairs or small groups, they determine what information is relevant and what should be discarded.

Resource Checklists

Invite students to help develop checklists to evaluate the purpose and usefulness of resources; e.g.,

	Так	Ні
1. Я можу читати й розуміти текст.		
2. Інформація сучасна.		
3. Інформація й текст допомогли мені.		
4. Текст має ілюстрації.		

Evaluate Sources

Students will be able to:

- 3.2.3** review information to determine its usefulness to inquiry or research needs, using pre-established criteria. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- review information to determine its usefulness to inquiry or research needs, using pre-established criteria?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to review information to determine its usefulness to inquiry or research needs, using pre-established criteria (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to review information to determine its usefulness to inquiry or research needs, using pre-established criteria. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Learning Logs

Ask students to reflect in their Learning Logs on the information sources used for research.

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to review information to determine its usefulness to inquiry or research needs, using pre-established criteria (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходіть зі мною! Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Наші скарби Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1982.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings K–5.* Regina, SK: Saskatchewan Education, 1998.

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE

6

Specific Outcome

Access Information

Students will be able to:

3.2.4 use a variety of tools to access information and ideas, and use visual and auditory cues to identify and gather important information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Venn Diagram

Students draw a Venn diagram to compare their personalities with that of a character from *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*.

Oral Presentations

Students prepare a short oral presentation in Ukrainian on their favourite sport. They consider the purpose of their speech; e.g., informative, persuasive. They consider their audience and the tone; e.g., serious, entertaining. They decide what to include in the introduction, the body (e.g., information or opinions) and the closing of the presentation.

SQ3R Method

Students read for information by using the SQ3R (Survey, Question, Read, Recite, Review) method, which assists them in learning how to identify important information by attending to visual clues.

Library Tour Guides

Students practise necessary vocabulary and concepts to become library tour guides, instructing younger students on where and how to locate information.

Access Information

Students will be able to:

- 3.2.4** use a variety of tools to access information and ideas, and use visual and auditory cues to identify and gather important information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of tools to access information and ideas, and use visual and auditory cues to identify and gather important information?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use a variety of tools to access information and ideas, and use visual and auditory cues to identify and gather important information (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Discuss students' ability to use a variety of tools and cues to access important information.

Encourage students to reflect on and assess their strategies for extracting specific information. Pose questions such as:

- Did you find more or less information in Ukrainian than you expected?
- What parts were easy for you?
- What kinds of problems did you have? How did you solve them?
- What did you learn about working in Ukrainian that you want to remember?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use a variety of tools to access information and ideas, and use visual and auditory cues to identify and gather important information. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра.* Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 6: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006:
– Читання учням уголос.
- *Усе. Український словник-енциклопедія.* Київ: Всеувиго, 2003.
- *Енциклопедія про все на світі.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- Venn diagram (see sample blackline master in Appendix D).

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.2 Select and Process

GRADE

6

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 use organizational patterns of oral, visual and print text to construct meaning; and skim, scan, listen, view and read closely to gather information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Skimming and Scanning

Have students practise skimming and scanning for information in texts; e.g., by providing new texts and having students search for particular facts to answer a list of questions.

Graphic Organizers

Students read an informational text in Ukrainian and use a graphic organizer, e.g., a Venn diagram, flow chart or graph, to show the relationship between ideas.

Prediction

Students view the illustrations from a chapter of *Нова 6: Пригоди принцеси Любослави та блязня Нуйвіра* to predict what the chapter will be about.

Visual Texts

Working in small groups, students analyze a visual, e.g., a cartoon, map, newspaper picture, photograph or diagram, for information. They discuss what the main idea is and what is happening in the visual and record their findings on a chart that they later share with the class.

Scanning for Resources

Students gather books and magazines from the library to begin research on an assigned topic. They scan the tables of contents, indices, titles, subtitles, pictures, graphs and charts to choose specific books for further investigation.

Make Sense of Information

Students will be able to:

- 3.2.5** use organizational patterns of oral, visual and print text to construct meaning; and skim, scan, listen, view and read closely to gather information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use organizational patterns of oral, visual and print text to construct meaning; and skim, scan, listen, view and read closely to gather information?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use organizational patterns of oral, visual and print text to construct meaning; and skim, scan, listen, view and read closely to gather information (see sample blackline master in Appendix E: Observation Checklist).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use organizational patterns of oral, visual and print text to construct meaning; and skim, scan, listen, view and read closely to gather information (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Ходить зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Нова 6: На допомогу вчителів—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006: –Читання учням уголос.
- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра.* Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003 (ілюстрації).
- *Pushing the Pencil. Teaching Types of Writing (Grades 2–7).* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- Copies of Ukrainian newspapers; e.g., *Українські вісті* and *Гомін України*.
- Copies of Ukrainian children’s magazines; e.g., *Веселка*, *Готуйсь*, *Крилаті*.
- Selected readings from Ukrainian children’s encyclopedias.
- Collection of Ukrainian folk tales.
- Graphic organizers; e.g., Venn diagrams, story webs, flow charts (see sample blackline masters in Appendix D).

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize,
Record and
Assess

GRADE

6

Specific
Outcome

Organize Information

Students will be able to:

3.3.1 organize information and ideas, using a variety of strategies and techniques.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Graphic Organizer

When starting a group research project on Ukrainian folk instruments, students brainstorm ideas for investigation and then group ideas in a graphic organizer; e.g., a web, outline or 5 Ws and 1 H chart.

Time Lines

Students scan the Internet for biographical or autobiographical information about a Ukrainian Olympic athlete. They make a time line of the events in his or her life, using Ukrainian labels provided by the teacher.

Venn Diagrams

Students complete a Venn diagram comparing the main characters Любослава and Нийвір from *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Students should be encouraged to find evidence from the story to back up their choices.

Organize Information

Students will be able to:

- 3.3.1** organize information and ideas, using a variety of strategies and techniques.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- organize information and ideas, using a variety of strategies and techniques?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to organize information and ideas, using a variety of strategies and techniques (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 prior to beginning the activity. Students use the rating scale to evaluate how well they are able to organize information and ideas, using a variety of strategies and techniques (see sample blackline master in Appendix E: Self-assessment Rating Scale).

Portfolios

Have students select work samples for their portfolios that demonstrate their skills in selecting and using a variety of strategies for organizing information.

SAMPLE RESOURCES

- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра.* Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Словник синонімів української мови.* Бурячок А.А. та інші. Київ: Наукова думка, 2001.
- Copies of Ukrainian newspapers; e.g., *Українські вісті* and *Гомін України*.
- Copies of Ukrainian children's magazines; e.g., *Готуйсь*, *Барвінок*, *Крилаті*.
- Graphic organizers (see sample blackline masters in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize,
Record and
Assess

Specific
Outcome

Record Information

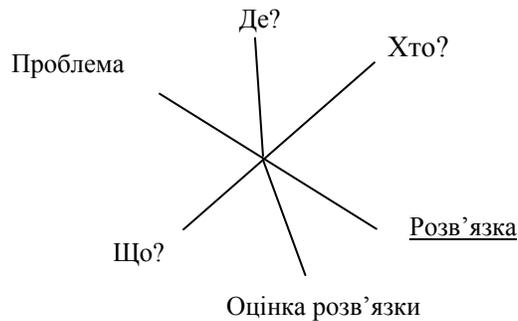
Students will be able to:

3.3.2 record information in own words, cite authors and titles appropriately, and provide publication dates of sources.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Webs

In analyzing a story, students use a web to jot down story elements and the relationships among them; e.g.,



Information Strips

When conducting research, students use long, narrow strips of paper to record their information. They write the category or heading at the top of each strip and record information in point form as single words or phrases.

Bibliographies

Students complete a bibliography to accompany a resource project or inquiry. They cite sources used in a project or report, using a format such as the following:

Заголовок: _____

Автор: _____

Дата видання: _____

Record Information

Students will be able to:

- 3.3.2** record information in own words, cite authors and titles appropriately, and provide publication dates of sources. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- record information in own words, cite authors and titles appropriately, and provide publication dates of sources?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to record information in own words, cite authors and titles appropriately, and provide publication dates of sources (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Self-assessment Checklist

Have students use a checklist to assess their planning and retrieving steps in the inquiry process; e.g.,

Self-Assessment Checklist		
Name: _____	Date: _____	
Topic: _____		
	Yes	No
I found appropriate resources to answer my research questions.		
I made notes to help me remember the information.		
I used a system to organize my notes.		
My bibliography followed the bibliography format provided.		
My bibliography is in alphabetical order based on the authors' last names.		

SAMPLE RESOURCES

- *Нова 6: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006: –Читання учням уголос.
- *Наші скарби.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1982.
- *Наші скарби. Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1982.
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходіть зі мною! Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Усе. Український словник-енциклопедія.* Київ: Всеуито, 2003.
- *Енциклопедія про все на світі.* Слабошпицька Л. (гол. ред.). Київ: Махаон–Україна, 2001.
- *Велика ілюстрована енциклопедія школяра.* Київ: Махаон–Україна, 2000.

General Outcome

3

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize,
Record and
Assess

GRADE

6

Specific
Outcome

Evaluate Information

Students will be able to:

3.3.3 recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose.

SAMPLE TEACHING AND LEARNING ACTIVITIES

KWL Plus Chart

As part of a novel study on the *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра*, students, along with the teacher, complete a KWL plus chart prior to beginning research on a sea animal. They then examine their chart to identify areas of the topic that need more information.

Feedback

Students who would like feedback regarding their choice of information place their names in a list on the board. The class gathers together and the student seeking feedback shares his or her work. Students giving feedback have a checklist that they go through to locate additional information needed for a particular form, audience or purpose, or to fill gaps in the information gathered.

Reading Buddy

A student goes to the library and chooses a picture book on sharks to share with a Grade 1 reading buddy. The student says, “I chose this book because there are lots of colourful pictures showing the different kinds of sharks, and it will be easy for my Grade 1 buddy to read it with me.”

List of Questions

Students use a class list of questions for providing feedback during peer writing conferences.

Evaluate Information

Students will be able to:

- 3.3.3** recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose (see sample blackline master in Appendix E: Observation Checklist).

Checklists

Develop checklists that provide items for students to focus on in making decisions regarding gaps in information and relationships among content, purpose, form and audience; e.g.,

Research in Review Checklist	
Name: _____	Date: _____
Topic: _____	
Have I:	
<input type="checkbox"/>	reviewed the information I gathered?
<input type="checkbox"/>	achieved my purpose for research?
<input type="checkbox"/>	used the right form for my audience and purpose?
<input type="checkbox"/>	gathered up-to-date information?
<input type="checkbox"/>	collected important information in my topic?
<input type="checkbox"/>	identified any gaps?
<input type="checkbox"/>	looked for more information when necessary?
<input type="checkbox"/>	formed conclusions based on the information?
<input type="checkbox"/>	developed new questions for further research?
New questions that I would like to research are: _____	

SAMPLE RESOURCES

- A variety of Ukrainian books from the school library.
- *Нова 6: На допомогу вчителів—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006: –Читання учням уголос (selected readings about sea animals).
- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра.* Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

Students will listen, speak, read, write, view and represent in Ukrainian to manage ideas and information.

3.3 Organize,
Record and
Assess

Specific
Outcome

Develop New Understanding

Students will be able to:

3.3.4 assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Reflection Questions

After completing a short reading, assignment or activity, students reflect on questions; e.g.,

- What did you like about the reading/assignment/activity?
- What other information do you need/want to know?
- What did you do well?

KWL Chart

Students focus on the L section (Що я навчився/навчилася) of their KWL charts to reflect on their new learnings and to compare previously known information with expanded knowledge.

Knowledge, Conclusions and Questions

Have students fill out an organizer to examine the knowledge gained through the inquiry or research process, form personal conclusions and generate new questions for further inquiry or research; e.g.,

Знання Я вивчив/вивчила такі речі:	
Запитання Нові запитання про цю тему	

Develop New Understanding

Students will be able to:

- 3.3.4** assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research (see sample blackline master in Appendix E: Observation Checklist).

Portfolios

Students share their completed projects along with self-assessment guides. They reflect on the inquiry process and make suggestions for future work. Their reflections should include answers to the following questions:

- The best part of my project was _____.
- It is my best part because _____.
- I need to work on _____.
- A new question I have is _____.

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- Create questions for further inquiry or research; e.g., *Хто?, Що?, Коли?, Де?, Чому?, Як?*.
- *Self-Assessment and Goal-Setting*. Gregory, K., Cameron, C., Davies, A. Courtenay, BC: Connections Publishing, 2000.
- KWL charts (see sample blackline master in Appendix D).

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

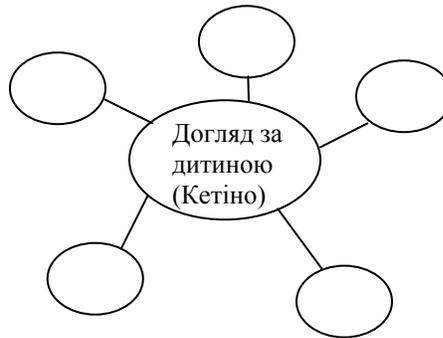
Generate Ideas

Students will be able to:

4.1.1 focus a topic for oral, print and visual texts, using a variety of strategies.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Webs**

After reading the poem “Кетіно,” students create a web dealing with babysitting do’s and don’ts; e.g.,

**Circle Map**

Students use a circle map as a planning strategy when asked to write a personal biography. The circle map could respond to the questions:

- Що тобі подобається?
- Хто/що впливає на тебе?

Generate Ideas*Students will be able to:*

- 4.1.1** focus a topic for oral, print and visual texts, using a variety of strategies.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- focus a topic for oral, print and visual texts, using a variety of strategies?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to focus a topic for oral, print and visual texts, using a variety of strategies (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Conference with students to discuss how they focus a topic for oral, print and visual texts by using a variety of strategies.

SAMPLE **RESOURCES**

- *Pushing the Pencil. Teaching Types of Writing (Grades 2–7).* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999 (templates).
- *Нова 6: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006: –Читання учням уголос.
- *Thinking Tools for Kids: Practical Organizers.* Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.1 Generate and Focus

GRADE

6

Specific Outcome

Choose Forms

Students will be able to:

4.1.2 use a variety of text forms for particular audiences and purposes.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Newspaper Articles

Using words and phrases from a dialogue, students summarize the events of Розділ 1 у *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра* in the form of a newspaper article.

Riddles and Jokes

Students write a riddle or joke that they share with a partner.

Dramatic News Stories

As part of a daily or weekly current events program, students work in groups to dramatize a news story in class. As the group dramatizes, other students try to guess the 5 W's of the news story. Write out the information students guess on the board. Students record the information in their *новини* notebooks in the form of a news summary.

Murals

Students work in groups to plan and construct a mural to represent a narrative or informational text read in class. Planning for the mural involves deciding on the main idea, sequence of images (ideas) and supporting details.

Choose Forms*Students will be able to:***4.1.2** use a variety of text forms for particular audiences and purposes. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use a variety of text forms for particular audiences and purposes?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use a variety of text forms for particular audiences and purposes (see sample blackline master in Appendix E: Observation Checklist).

 Portfolios

Students choose pieces they have composed in a variety of text forms for a variety of audiences. Encourage them to include sample planners with their final work.

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use a variety of text forms for particular audiences and purposes (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use a variety of text forms for particular audiences and purposes (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE **RESOURCES**

- Copies of Ukrainian language newspapers; e.g., *Український голос*, *Українські вісті* or *Гомін України*
- Online Ukrainian newspapers; e.g., *Дзеркало тижня* at www.zn.kiev.ua.
- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003, «Розділ 1. Чарівне князівство».
- *Нова 6: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006:
 - Читання учням уголос
 - Щоденні мовні вправи—загадки.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Organize Ideas

Students will be able to:

4.1.3 use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Echo-acting Dialogue**

Students write an echo-acting dialogue modelled on one they have learned in class; e.g., from *Nova Dialogue 1*:

Сьогодні гарний, літній день. Я їду на пляж з Наталкою.

Sample: Сьогодні хмарний, холодний зимовий день

Я їду на лещата з Марком Я беру...

Poetry Frame

Students use a poetry frame, e.g., a cinquain or haiku, to create an original poem; e.g.,

кіт
величезний, синій
плаває, дихає, підскакує з води
Важливий член морського царства
друг

Basic Persuasive Paragraph

Students write a persuasive paragraph in Ukrainian with the assistance of a sample paragraph and persuasive paragraph checklist.

Basic Dialogue Summaries based on Хто? Де? Що? Коли?

Students complete a cloze activity that summarizes the main idea and events at the completion of each *Nova* dialogue. They go on to write their own dialogue summaries.

Writing Instructions

Using a *Nova* echo-acting activity as a model, students write a sequence of instructions describing the procedure of a simple task; e.g., packing for a trip. As a group, follow a set of student-written instructions to complete the task described. Together, students discuss the usefulness of using specific language and explaining why each step is important. Students use authentic situations, e.g., borrowing a book from the library or saving a computer document on a CD-ROM or memory stick, as guided practise.

Organize Ideas*Students will be able to:*

- 4.1.3** use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts (see sample blackline master in Appendix E: Observation Checklist).

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts (see sample blackline master in Appendix E: Self-assessment Checklist).

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts. Offer feedback, encouragement and praise as needed.

SAMPLE **RESOURCES**

- *Нова 6: Вправи до навчальних розділів 1–10.* Яремко Г., Тарнавська І. Едмонтон: Міністерство освіти Альберти, 2004.
- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7).* Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- *Нова 6: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006:
 - Читання учням уголос (selected readings about sea animals)
 - Вірші.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Appraise Own and Others' Work

Students will be able to:

- 4.2.1** share with peers own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Peer Feedback on Dramatic Presentations

After viewing a student dramatization of a *Nova* dialogue, students provide feedback and support, using a format such as two “I like” statements and one “I wonder” statement; e.g.,

- I like how you used a clear voice.
- I like how you made eye contact with the audience.
- I wonder if you could speak with more expression.

Picture Book Partnership

With a partner, students develop the first draft of a picture book, with written text and quick sketches. They work together to revise their first draft; e.g.,

Student 1: When I read this out loud, I notice most of our sentences start the same way.

Student 2: Let’s try to find more interesting sentence beginnings and make our illustrations more colourful.

Conferencing Questions

While working with a peer-editing partner, a student jots down some questions to ask during an editing conference about his or her work; e.g., “Does my story make sense?” “Are my verb conjugations correct?” After the conference, the student decides to rearrange the sequence of events, improve the introduction or write a better conclusion.

Author’s Chair

Students share their creations with peers during an author’s chair activity. Review vocabulary and tips for asking for feedback and for giving specific encouragement and constructive feedback. Post sentence frames that may serve as prompts and offer language support during the author’s chair interactions; e.g.,

Для автора

- Мені потрібно допомоги з...
- Що тобі найбільше подобається з мого виступу/моєї презентації...
- Які маєш поради...

Для слухачів/глядачів

- Мені подобалося...
- Мені цікаво...
- Я хотіла б/хотів би знати більше про...
- Я не розумів/розуміла...

Appraise Own and Others' Work*Students will be able to:*

- 4.2.1** share with peers own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- share with peers own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to share with peers own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria (see sample blackline master in Appendix E: Observation Checklist).

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to share with peers own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria (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 prior to beginning the activity. Students use the checklist to determine if they are able to share with peers own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE **RESOURCES**

- *Казки*. Турко К. С., Філь Г. Едмонтон: Міністерство освіти Альберти, 1977.
- *Наші скарби*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Ходить зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Pushing the Pencil. Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Revise Content

Students will be able to:

4.2.2 revise for content, organization and clarity.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Revision Questions

After students complete a first draft piece of writing, they revise their work by answering questions; e.g.,

- Do I have enough information?
- What parts need to be taken out?
- Are any parts of my writing confusing?
- Is everything in the proper order?

Organizing into Paragraphs

Students use organizers (e.g., headings) in their notes to assist in writing their ideas into paragraphs that have a clear focus and supporting details. Invite students to read a story displayed on overhead transparencies and discuss how it could be divided into paragraphs to assist reader comprehension.

Revision Strategies

Encourage students to experiment with a variety of revision strategies; e.g.,

- use arrows, sticky notes and coloured highlighter pens to make revision easier
- make revisions to inputted text by using word-processing software to insert, cut and paste text within and between documents
- double-space their handwritten work, then use scissors and tape to cut and paste text when revising their work.

Modelling the Revision Process

Students listen and watch carefully as the teacher models revision procedures, using grade-appropriate texts on the overhead projector and a think-aloud process. Students participate in guided practice as a whole class, in small groups, then individually. They are encouraged to read aloud to themselves, self-question and keep a revision record up-to-date when revising work.

Revise Content*Students will be able to:***4.2.2** revise for content, organization and clarity. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- revise for content, organization and clarity?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to revise for content, organization and clarity (see sample blackline master in Appendix E: Observation Checklist).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to revise for content, organization and clarity (see sample blackline master in Appendix E: Self-assessment Checklist).

 Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to revise for content, organization and clarity (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

 Conferences

Discuss with students aspects of revision; e.g.,

- areas that presented a problem
- an action plan to implement revisions.

SAMPLE **RESOURCES**

- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999, pp.16–20.
- Computer software programs with Cyrillic fonts.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

GRADE

6

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cursive Letters

In pairs, students review Ukrainian cursive letter formations and connections through studying examples and models of appropriate format, spacing, alignment and slant.

Extension: Students participate in timed writing practice drills to help increase their pace while maintaining legibility.

Brochures

Working in groups, students create brochures that represent their school, in Ukrainian, to new students. They use colour, line, shape, font styles and appropriate space to develop a layout that effectively presents their message.

Extension: Students create posters to announce school events (e.g., Christmas concerts, Ukrainian cultural events), using their best handwriting and calligraphy or the technology available to format attractive posters.

Handwriting Letters

With teacher assistance, students examine and compare handwritten letters from Ukraine and Canada, noting similarities and differences. Students then write thank-you letters to a guest speaker, using their best handwriting, templates, stencils or the technology available.

Greeting Cards

Students study samples of Ukrainian greeting cards brought into class by the teacher and other students. They use their best handwriting to create unique cards and use their distinctive signatures. Students may use calligraphy, templates or attractive stencils in making their cards by hand, or they may use available technology to create cards. They send these cards to their classmates or family members to celebrate special occasions or achievements.

Enhance Legibility*Students will be able to:*

- 4.2.3** write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate (see sample blackline master in Appendix E: Observation Checklist).

 Self-assessments

Students engage in self-assessment to monitor their progress in creating neat, legible work. With teacher guidance, they develop a self-assessment checklist. Observe and discuss students' use of the checklist. Criteria for the checklist may include:

Самоперевірка та покращення знань і навиків		
Ім'я: _____ Дата: _____		
	Yes	No
Мої літери чітко написані.	<input type="checkbox"/>	<input type="checkbox"/>
Проміжки між літерами однакові.	<input type="checkbox"/>	<input type="checkbox"/>
Проміжки між словами однакові.	<input type="checkbox"/>	<input type="checkbox"/>
Розмір мої літер однаковий.	<input type="checkbox"/>	<input type="checkbox"/>
Слова та числа написані на лініях.	<input type="checkbox"/>	<input type="checkbox"/>
Я акуратно стираю або викреслюю помилки.	<input type="checkbox"/>	<input type="checkbox"/>
Мої навички укладання тексту на комп'ютері покращуються.	<input type="checkbox"/>	<input type="checkbox"/>
Мої навички друкування покращуються.	<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE **RESOURCES**

- *Нова 6: Повтор-імітація.* Бомбак Л. та інші. Едмонтон: Міністерство освіти, 2003.
- Ukrainian fonts installed on computers in classroom and/or language labs.
- *Мова і розмова.* Юрківська С. Вінніпег: Конгрес українців Канади, 1998. (Handwriting samples from Ukraine are included in this resource. Other sources, e.g., personal letters or samples by students from Ukraine or Canada, may also be used.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Enhance Artistry

Students will be able to:

- 4.2.4** choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Creating Complex/Compound Sentences**

Students identify coordinate and subordinate conjunctions, e.g., “від коли,” “перед” and “але,” in sentences shown on the overhead projector; e.g.,

- Before she could go visit her friends, she had to do her chores.
- My friend is a good figure skater who has been in lessons since she was three years old.

Story Pyramids

Working with a partner, students chose a story they have read in class and complete a story pyramid, using the following format and instructions:

Line 1 – 1 word that names the character/topic

Line 2 – 2 words to describe the setting

Line 3 – 3 words to describe a character

Line 4 – 4 words to describe one event

Line 5 – 5 words to describe another event

1. _____
2. _____
3. _____
4. _____
5. _____

Unique and Interesting Phrases

Students collect unique Ukrainian phrases, vocabulary or idiomatic expressions as they listen to, read or view a variety of texts. They may create a picture dictionary or a graffiti wall of these unique and interesting phrases; e.g., “Най тебе качка копне” or “Не скажи гоп, поки не перескочеш.”

Descriptive Word Practice

Working in small groups, students practise using descriptive words to enhance the clarity of their sentences. Provide each group with a two- or three-word sentence. Students add appropriate adjectives and adverbs as single words and in phrases.

Extension: With student input, develop lists of words that students may use to clarify and enhance their original text. Model how to use these signed or transitional words appropriately; e.g., під час, після, перше, друге, зараз, але, на приклад.

Enhance Artistry*Students will be able to:*

- 4.2.4** choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE **RESOURCES**

- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра.* Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003 (includes examples of Ukrainian idiomatic expressions and figures of speech).
- *Мовна діяльність. Вптави для серії читанок Тут і там.* Кляси 2–8. Regina, SK: Saskatchewan Education, 1992.
- Ukrainian-English dictionaries.

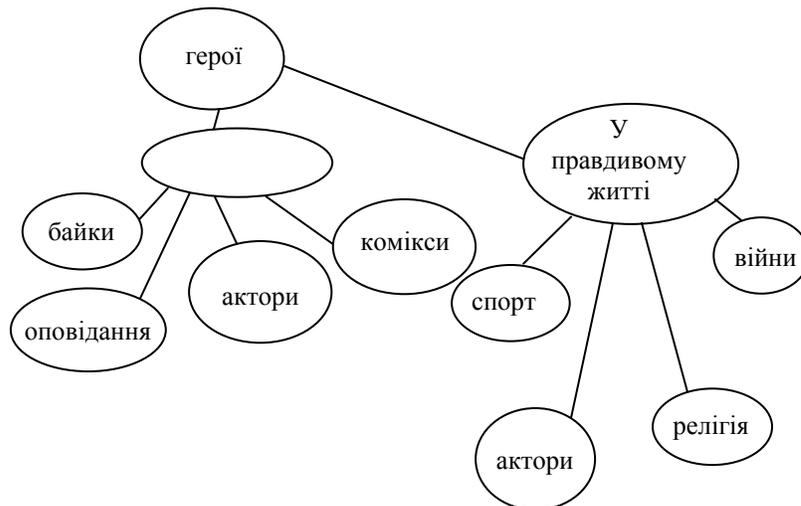
Enhance Presentation

Students will be able to:

4.2.5 prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Brainstorming Webs**

Review vocabulary and lead students to brainstorm a list of words relating to heroes. They arrange the words into categories to create webs; e.g.,

**Story Map**

Students prepare a simple, short story, using a story map template.

Enhance Presentation*Students will be able to:*

- 4.2.5** prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers (see sample blackline master in Appendix E: Observation Checklist).

 Portfolios

Students select samples of work that represent their use of pre-established organizers. Samples should reflect progress over time and all work should be dated.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers (see sample blackline master in Appendix E: Self-assessment Checklist).

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE **RESOURCES**

- Desktop publishing computer software.
- *Словничок. Ukrainian Words to Enjoy Everyday Ukrainian Culture. Volume 1: Summer Activities.* Foty, G., Pohorecky, Z. Saskatoon, SK: Ukrainian Canadian Committee–Saskatchewan Provincial Council (UCC–SPC), 1980.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE

6

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 identify and eliminate sentence fragments and run-on sentences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Daily Edit

Students practise writing effective sentences by participating in a daily edit exercise. On the board or overhead, write an authentic message that requires editing for sentence fragments and run-on sentences. Students work either individually or in small groups to make the necessary changes. As students receive enough practice with this activity, they may assume the responsibility of writing the message for the daily class edit.

Listening for Fragments

Students listen to a variety of sentences read aloud and, with the use of a checklist, identify them as sentence fragments, run-on sentences or effective sentences.

Pair Editing

Students work in pairs to edit one another's original text for complete sentences. Each student has a copy of another's work. Students take turns reading their work while their partner monitors it for complete sentences. Authors then make these changes independently.

Extension: Students work in pairs to edit one another's journal entries for sentence fragments and run-on sentences. Authors then make changes independently.

Grammar and Usage*Students will be able to:***4.3.1** identify and eliminate sentence fragments and run-on sentences. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify and eliminate sentence fragments and run-on sentences?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and eliminate sentence fragments and run-on sentences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Use completed checklists and students' work samples to conference with students about their progress in editing for complete sentences.

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to identify and eliminate sentence fragments and run-on sentences. Offer feedback, encouragement and praise as needed.

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify and eliminate sentence fragments and run-on sentences (see sample blackline master in Appendix E: Peer-assessment Checklist).

 Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to identify and eliminate sentence fragments and run-on sentences (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE **RESOURCES**

- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- A collection of Ukrainian stories and books.

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

Spelling

Students will be able to:

- 4.3.2** apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of familiar and unfamiliar words.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES**Spelling Challenges**

Invite students to brainstorm a list of spelling challenges or red alerts in Ukrainian; e.g.,

- use of м'який знак (Ь) to soften certain consonants
- incorrect use of и and е
- mixing certain English and Ukrainian letters.

The list can remain in the classroom for future reference.

Pronunciation Strategies for Spelling

Students listen closely as the teacher models correct pronunciation of words and shares how words can be easily misspelled if they are not correctly or clearly pronounced. Students are encouraged to stretch out the correct pronunciation of troublesome words, e.g., волосся and оповідання, so that they can spell the words correctly.

Partner Edit

Students work in pairs to edit one another's work for misspelled words. Each student has a copy of his or her partner's work. Students read the piece together to identify misspelled words. Reading from the end of the text to the beginning may help some students focus on the spelling.

Class List

With student input, prepare a class list of irregular words that students have difficulty spelling. This list is displayed in the classroom and is added to as new words are encountered. This list may be made into individual student bookmarks (закладки).

Metacognitive Spelling Strategies

Encourage students to develop metacognitive awareness of their spelling strategies by keeping a spelling log. Students use temporary spellings while drafting and circle words that need to be verified or corrected. They record their spelling attempts and their own reasons for their temporary spellings. They may include statements such as:

- Цього тижня я навчився/навчилася... (This week I learned...)
- Я хочу навчитися... (I want to learn...)
- Я не певний/не певна... (I am not sure about...)

Spelling*Students will be able to:*

- 4.3.2** apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of familiar and unfamiliar words. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of familiar and unfamiliar words?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of familiar and unfamiliar words (see sample blackline master in Appendix E: Observation Checklist).

 Quizzes

Together with students, analyze pre- and post-quizzes to determine areas of difficulty and decide on effective spelling strategies.

 Portfolios

Students choose a range of writing samples that show progress in spelling over time. They should periodically study their samples to determine their spelling progress and generate common spelling rules.

 Conferences

Interview students, using their spelling log entries as a guide. Ask the following questions:

- Why is spelling important?
- What do you do when you do not know how to spell a word?
- What do you do when you have not spelled a word correctly?
- What spelling problems or inconsistencies do you have?

Use student responses to guide instruction.

SAMPLE **RESOURCES**

- *Мова і розмова* (student exercise book). Yurkiwska, S. Winnipeg, MB: Ukrainian Canadian Impress Headquarters (UCC-N), 1981–1988.
- *Елементи української мови. Посібник для вчителів*. Едмонтон: Міністерство освіти алберти, 1991.
- Ukrainian dictionaries.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

GRADE

6

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Comparing Ukrainian and English

Students compare the rules of capitalization and punctuation in Ukrainian and English, noting similarities and differences; e.g., months of the year and days of the week are not capitalized in Ukrainian but they are in English.

Looking for Examples

Working in small groups, students look at selections of Ukrainian children's literature to find examples of the various uses of capital letters, commas, quotation marks and other punctuation. The findings are shared and discussed with others.

Extension: When writing a short story in Ukrainian, students refer to a novel or story they have read to find models for the correct use of quotation marks in dialogue.

Writing Conventions

The class and teacher create a list of writing conventions in Ukrainian; e.g., what does a good piece of writing include? The list remains posted in the classroom for student reference. It should be noted in the list that conventions for capitalization and punctuation differ in Ukrainian and English; e.g., no capitalization of days of the week or months of the year, placement of quotation marks.

Capitalization and Punctuation*Students will be able to:*

- 4.3.3** apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading?

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading (see sample blackline master in Appendix E: Self-assessment Checklist).

 Conferences

Conference with students about their editing and proofreading. Provide feedback and encourage accurate punctuation. Help students listen to themselves as they read their work and then insert appropriate punctuation. Arrange an editing mini-lesson with students to focus on a skill; e.g., how and when to use quotation marks.

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE **RESOURCES**

- *Ukrainian-English Bilingual Education: Curriculum Guide and Handbook for Grades 4–8*. Regina, SK: Saskatchewan Education Training and Employment, 1995.
- *Елементи української мови Посібник для вчителів*. Едмонтон: Міністерство освіти Альберти, 1991.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE

6

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience.

SAMPLE TEACHING AND LEARNING ACTIVITIES

School Newsletter

As a class, students write an article in Ukrainian for the school newsletter about a recent field trip or special activity. They include photographs and drawings.

Role-play: After reading a short story in Ukrainian, groups of students role-play their favourite scene for the class.

Electronic Slide Show

Working in pairs, students prepare a simple electronic slide show presentation in Ukrainian on a researched topic. They locate and choose visuals from various Web sites to enhance the presentation.

Share Ideas and Information*Students will be able to:*

- 4.4.1** prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience?

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Self-assessment Checklist

Student complete a self-assessment checklist after reflecting on their oral presentation in class; e.g.,

1. У мене був плян, як робити презентацію.	Yes	No
2. Цей плян був зроблений мною самостійно.	Yes	No
3. Хтось мені допоміг з цим пляном.	Yes	No
4. Я тримав/тримала свою працю в одному місці.	Yes	No
5. Моя праця була добре організована.	Yes	No
6. У своєму виступі я сказав/казала все, що було заплановано.	Yes	No
7. Я вживав/вживала ілюстрації, графіки та речі, предмети матеріальної культури.	Yes	No
8. Під час виступу я вживав/ла звукові ефекти.	Yes	No
9. Мої слухачі були зацікавлені моєю презентацією..	Yes	No
10. Мої слухачі уважно слухали, що я казав/казала.	Yes	No
11. Я відповів/відповіла на запитання слухачів.	Yes	No
12. Найкраще, що було в моїй презентації, це _____		
13. Одне, що я зробив би/ла б краще наступного разу, це _____		
14. Одне, що я зроблю так само наступного разу, це _____		
15. Загалом, я оцінюю мою презентацію як _____.		

SAMPLE **RESOURCES**

- Ukrainian language newspapers; e.g., *Українські вісті, Гомін України, Украянський голос.*
- Ukrainian children's magazines; e.g., *Готуйсь, Веселка, Барвінок, Крилаті.*
- Electronic presentation software.
- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра.* Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE

6

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 use appropriate volume, phrasing, intonation, presentation space and nonverbal cues, such as body language and facial expressions, to enhance communication.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Telephone Role-play

When role-playing a telephone interview in Ukrainian, students practise appropriate greetings and proper telephone etiquette. The student speaks clearly and politely, says “excuse me” when he or she is unable to hear what is said and carefully asks questions. At the end of it, the student thanks the person being interviewed.

Video Recordings

Videotape student dramatizations of dialogues from *Нова 6: Пригоди принцеси Любослави та блязня Нуйвіра* or other rehearsed interaction dialogues. Study the dramatizations in class for examples of good intonation, pronunciation, expression, body language and facial expressions. Students brainstorm ways of making their presentations more effective.

Oral Presentations

Students take turns doing a simple, one-minute oral presentation every day on a given topic or theme being studied; e.g., clothing, weather, news items, favourite food. They are given time to prepare in advance.

Classroom Checklists

Prior to engaging students in an oral presentation, self-assessment or peer assessment, discuss criteria, review necessary vocabulary and make a list of vocabulary to support the activity. This list is posted in the classroom while students prepare, then assess, their own or their peers’ oral presentations.

Effective Oral and Visual Communication*Students will be able to:*

- 4.4.2** use appropriate volume, phrasing, intonation, presentation space and nonverbal cues, such as body language and facial expressions, to enhance communication.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use appropriate volume, phrasing, intonation, presentation space and nonverbal cues, such as body language and facial expressions, to enhance communication?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use appropriate volume, phrasing, intonation, presentation space and nonverbal cues, such as body language and facial expressions, to enhance communication (see sample blackline master in Appendix E: Observation Checklist).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use appropriate volume, phrasing, intonation, presentation space and nonverbal cues, such as body language and facial expressions, to enhance communication (see sample blackline master in Appendix E: Self-assessment Checklist).

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to use appropriate volume, phrasing, intonation, presentation space and nonverbal cues, such as body language and facial expressions, to enhance communication (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE RESOURCES

- *Українські народні казки* (videocassette). Edmonton, AB: ACCESS Network, 1983.
- *Українські народні казки. Учительський довідник. Ukrainian Folk Tales Teacher's Guide.* Blaziuk J., Lambert, V. Edmonton, AB: ACCESS Alberta Educational Communications Corporation, 1983.
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996, pp. 95–96 (charts), 165, 167.
- *Classroom Assessment Materials Project (CAMP): Grade 4 English Language Arts.* Edmonton, AB: Alberta Education, 1997—Scoring Criteria for Oral Assessment.

General Outcome

4

Students will listen, speak, read, write, view and represent in Ukrainian to enhance the clarity and artistry of communication.

4.4 Present and Share

GRADE

6

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate critical listening and viewing behaviours, and show respect for the presenter.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Positive Feedback

Students respond appropriately to the mood of a readers' theatre presentation and provide positive feedback; e.g., "Я любив п'есу бо..."

Electronic Slide Shows

Students respond appropriately to a classmate's electronic slide show presentation by providing either oral or written feedback. Before expecting students to give feedback to their peers in Ukrainian, review or teach the necessary vocabulary.

Written Feedback

Students provide written feedback to classmates after oral presentations by completing feedback forms developed by the teacher with student input; e.g.,

Peer Feedback Form

Date: _____

Presentation Title: _____

Presenter: _____

1. The most interesting thing I learned was _____

2. The best thing you did to keep my attention was _____

3. One thing you could try is _____

Signature _____

Attentive Listening and Viewing*Students will be able to:*

- 4.4.3** demonstrate critical listening and viewing behaviours, and show respect for the presenter. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate critical listening and viewing behaviours, and show respect for the presenter?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate critical listening and viewing behaviours, and show respect for the presenter. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Conferences

Conference with students about the feedback slips completed by classmates. Help students consider what others have said in response to their presentations and encourage them to consider these suggestions when preparing for and presenting again.

Self-assessment Checklist

Students reflect on their behaviour during class presentations. Review necessary vocabulary and ask students to fill out a self-assessment checklist; e.g.,

	Yes	No
1. I was quiet while the speaker was talking.	<input type="checkbox"/>	<input type="checkbox"/>
2. My eyes were on the speaker.	<input type="checkbox"/>	<input type="checkbox"/>
3. I used my body language to show the speaker I was listening.	<input type="checkbox"/>	<input type="checkbox"/>
4. I asked the speaker a question about the topic.	<input type="checkbox"/>	<input type="checkbox"/>
5. I paid attention when others asked the speaker questions.	<input type="checkbox"/>	<input type="checkbox"/>
6. I made a positive comment about the presentation.	<input type="checkbox"/>	<input type="checkbox"/>
7. I enjoyed the presentation.	<input type="checkbox"/>	<input type="checkbox"/>
8. I helped my classmates enjoy the presentation.	<input type="checkbox"/>	<input type="checkbox"/>
9. The best example of good audience behaviour I showed was: _____		
10. One way I could improve my audience behaviour is: _____		

SAMPLE **RESOURCES**

- Posters and charts that illustrate and label human emotions and moods.
- *The Languages 5 to 12 Template Development Package*. Victoria, BC: British Columbia Ministry of Education, 2003.

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

Share and Compare Responses

Students will be able to:

5.1.1 compare own ways of responding and thinking with those of others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sharing Opinions

Students share their opinions about a field trip to a museum or art exhibit, using predetermined criteria; e.g.,

- Мені найбільше подобалося _____ бо...
- Я не люблю, як...
- Мені більше подобалося б, якби...
- Мені було цікаво...

Survey of Opinions

Students conduct a survey of fellow classmates about their opinions, then create a graph or diagram to show the results.

Extension: When students disagree about whether or not they liked a book or movie, they explore the reasons for their differences.

Dance Viewing and Response

Students watch a current video of a dance group from Ukraine; e.g., ансамбль танцю імені Вірського, Хор імені Верьовки. During the video, students choose one dance and one song, and write three reasons on why the piece appeals to them. In pairs, students then share their responses.

Extension: Students attend a performance of a Ukrainian dance troupe, e.g., Shumka, Volya, Cheremosh, and draw a picture with a caption of their favourite part of the performance.

Share and Compare Responses

Students will be able to:

5.1.1 compare own ways of responding and thinking with those of others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- compare own ways of responding and thinking with those of others?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to compare own ways of responding and thinking with those of others (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 prior to beginning the activity. Students use the rating scale to evaluate how well they are able to compare own ways of responding and thinking with those of others (see sample blackline master in Appendix E: Self-assessment Rating Scale).

 Learning Logs

Students reflect on the similarities and differences in ways of responding and thinking with classmates.

SAMPLE RESOURCES

- *Thinking Tools for Kids: Practical Organizers*. Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

General Outcome

5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE

6

Specific Outcome

Relate Texts to Culture

Students will be able to:

5.1.2 explore cultural representations in oral, print, visual and multimedia texts from various communities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Fairy Tale Comparison

Using a graphic organizer such as comparison chart or Venn Diagram, students compare *Popeliushka* to versions of the same fairy tale from different cultures; e.g., *Cinderella*, *The Rough-Face Girl* (Aboriginal), *Yeh-Shen* (China).

Cossack Comparison

Following a study of Ukrainian Cossacks, students view a film such as *Mulan*. They draw a picture of a Chinese warrior and a Ukrainian Cossack.

Radio Comparison

Students listen to a multiethnic radio station (e.g., 101.7 WORLD FM) and compare what type of reports both English and Ukrainian broadcasts have in common; e.g., weather.

Christmas Comparison

Students explore various Web sites (e.g., www.brama.com/art/Christmas/html) and compare Christmas traditions as written on the Web site with common local practices. Some elements to compare are St. Nicholas, carolling, Vertep.

Easter Venn Diagram

Students view videos of Easter traditions in Ukraine and complete a Venn diagram to compare these traditions with those practised in their own community.

Relate Texts to Culture

Students will be able to:

- 5.1.2** explore cultural representations in oral, print, visual and multimedia texts from various communities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore cultural representations in oral, print, visual and multimedia texts from various communities?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore cultural representations in oral, print, visual and multimedia texts from various communities (see sample blackline master in Appendix E: Observation Checklist).

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore cultural representations in oral, print, visual and multimedia texts from various communities (see sample blackline master in Appendix E: Self-assessment Checklist).

Portfolios

Students choose work samples that reflect their best efforts in representing similarities and differences in cultures.

SAMPLE RESOURCES

- *Попелюшка*. Київ: Гроно, 1997.
- *Попелюшка*. Вітер О. (ред.). Київ: Махаон
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- Audio recordings of Ukrainian radio programs; e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton or CKJS 810 AM in Manitoba.
- Video tapes/documentaries about Ukrainian Easter and Christmas traditions.
- Ukrainian-language Web sites and search engines; e.g., www.brama.com, www.infoukes.com, www.google.com.ua.
- Video recordings from Ukraine; e.g., game shows, news broadcasts, documentaries, children's programs.
- Venn diagram (see sample blackline master in Appendix D).

General Outcome

5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE

6

Specific Outcome

Appreciate Diversity

Students will be able to:

5.1.3 connect the thoughts, feelings and experiences of individuals in oral, print, visual and multimedia texts to personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Character Connections

Students read stories and identify the challenges faced by the main characters. They make comparisons with their own lives, using a T-chart or Venn diagram.

Personal Experiences and Understanding

Students discuss how personal experiences (e.g., playing sports, owning a pet, living in another province) contribute to understanding novels.

Biography Connections

Students research a hero or heroine and write a short biography including his or her contributions. Have students draw connections between their own lives and those of the heroes and heroines.

Extension: Using a Venn diagram or a comparison chart, students compare their lives with the life of a famous person.

Folk Song Connections

Students listen to recordings of Ukrainian folk songs; e.g., *По дорозі жук, жук* or *Ти ж мене підманула*. In small groups, they discuss the meanings of the songs, what the words mean to them and how the songs do or do not pertain to their lives.

Appreciate Diversity

Students will be able to:

- 5.1.3** connect the thoughts, feelings and experiences of individuals in oral, print, visual and multimedia texts to personal experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- connect the thoughts, feelings and experiences of individuals in oral, print, visual and multimedia texts to personal experiences?

 Self-assessment Checklist

Students may use the following questions to monitor their understanding of diversity, their personal participation and their responsibilities in a variety of communities.

Self-check Questions			
Name: _____		Date: _____	
Statement	Always	Sometimes	Never
<ul style="list-style-type: none"> • I contribute ideas during class meetings. • I make connections between people and events in texts with people and events in real life. • I try to understand people who are different from me. • I accept responsibility in the classroom. • I participate in my school community. • I participate in events or organizations outside of school. • I enjoy learning about people from other places. 			

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to connect the thoughts, feelings and experiences of individuals in oral, print, visual and multimedia texts to personal experiences (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- Ukrainian-speaking guests from the Ukrainian community; e.g., cancer survivors, recent immigrants, war veterans.
- *Княжа доба*. Cherniak, N. New York, NY: Educational Council, UCCA, 1981.
- *Заспіваймо собі. Let's Sing Out in Ukrainian*. Foty, G., Chepyha, S. Saskatoon, SK: Canuck Publications, 1977.
- *Ходить зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Заспіваймо! Let's Sing: Volumes 1 and 2. Favourite Ukrainian Folk Songs* (paperback/audiocassette). Stephura, M. (comp.). Sudbury, ON: Mary Stephura and Ukrainian Seniors' Centre, 1993.

General Outcome

5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.1 Develop and Celebrate Community

GRADE

6

Specific Outcome

Celebrate Special Occasions

Students will be able to:

5.1.4 select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Awards Presentation

Students create three Ukrainian language awards in bookmark format that they present to three classmates whom they deem deserving (language criteria to be set by the teacher). This will occur at the end of the month in a traditional ceremony planned by students.

Student of the Week

Students create a special Student of the Week award upon which they list that person's special qualities; e.g., добра приятелька, багато знає про комп'ютери, дбайливий.

Extension: During a weekly morning sharing session, students share and acknowledge one another's special news or accomplishments with verbal statements; e.g., "Поздоровляю," "Молодець."

Special Event Talk

Students prepare, in advance, a short talk about a special event of their choice; e.g., a school spirit day, mini-Olympics or an awards ceremony.

Celebrate Special Occasions

Students will be able to:

- 5.1.4** select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-assessments

Students complete self-assessments at regular intervals. These self-assessments may be placed in students' portfolios.

Self-check for Success	
Name: _____ Date: _____	
Describe what you did.	
I encouraged a classmate.	
I praised a classmate.	
I did great work.	
I celebrated success.	
One thing I could do better is	

SAMPLE RESOURCES

- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999.
- Samples of Ukrainian posters and a variety of invitations; e.g., birthday parties, concerts, weddings, anniversaries, banquets, New Year's Malankas.

General Outcome

5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

GRADE

6

Specific
Outcome

Cooperate with Others

Students will be able to:

5.2.1 assist group members to maintain focus and complete tasks.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classroom Newsletter

Students assume the roles of editor, illustrator and writer and collaborate to write news articles for a classroom newsletter.

Group Assessment

Students complete a mini-project and final peer evaluation based on pre-established criteria. They must use three adjectives to describe their group members' performances.

Group Problem Solving

When leading a group meeting, a student asks another student to record solutions to the problem being discussed; e.g., *Хто хоче бути головою? Хто напише текст? Хто буде відповідати за проєкт?*

Cooperative Group Work Language

Students learn the language they need for cooperative group work by watching and listening carefully as the teacher models the language and behaviours of attentive listening, giving encouragement, praising accomplishments and clarifying ideas and responses. The vocabulary necessary for cooperative group work in Ukrainian is posted in the classroom for student reference. Students practise this vocabulary through role-plays and repetition.

Cooperate with Others

Students will be able to:

5.2.1 assist group members to maintain focus and complete tasks. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- assist group members to maintain focus and complete tasks?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to assist group members to maintain focus and complete tasks (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with cooperative learning groups to review group process, provide feedback on observations made and discuss ways to improve the cooperative learning process.

 Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to assist group members to maintain focus and complete tasks (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 prior to beginning the activity. Students use the checklist to determine if they are able to assist group members to maintain focus and complete tasks (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Pushing the Pencil: Teaching Types of Writing (Grades 2–7)*. Walker, C. Edmonton, AB: Edmonton Public Schools, 1999 (section on writing and newspaper articles).
- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. ЕДМОНТОН: Міністерство освіти Альберти, 2003 (character sketches of main characters).
- Samples of Ukrainian newspapers published in North America; e.g., *Українські вісті*, *Гомін*, *Свобода*.
- Newspapers from Ukraine that can be downloaded or accessed on the Internet; e.g., *Українське слово* (www.ukrslovo.kiev.ua), *Дзеркало тижня* (www.zn.kiev.ua).

General Outcome

5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

GRADE

6

Specific
Outcome

Work in Groups

Students will be able to:

5.2.2 select and assume roles to assist in the achievement of group goals.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Dramatic Roles

In groups, students assign roles for the dramatization of the *Nova 6* dialogues.

Assigned Roles

In groups of three, students assign roles to produce a collage of needs; e.g., one person cuts out the pictures, one person classifies the pictures into groups, one person writes the headings.

Group Presentation Roles

When preparing a group presentation, one student makes an overhead transparency summarizing their ideas, two students work together to make a diorama and another student makes a poster.

Extension: Students create a poster to present and display in class. One student designs the title, another the illustrations and two others print up the information.

Work in Groups

Students will be able to:

5.2.2 select and assume roles to assist in the achievement of group goals. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- select and assume roles to assist in the achievement of group goals?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to select and assume roles to assist in the achievement of group goals (see sample blackline master in Appendix E: Observation Checklist).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to select and assume roles to assist in the achievement of group goals (see sample blackline master in Appendix E: Self-assessment Checklist).

 Conferences

Conference with students to reinforce positive communication behaviours as well as to address discrepancies between students' self-assessment reports and the behaviours that are actually observed.

SAMPLE RESOURCES

- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра.* Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

Use Language to Show Respect

Students will be able to:

5.2.3 demonstrate sensitivity to appropriate language use and tone when communicating orally.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Welcome and Introduction

Following a mini-lesson on formal introductions, a student prepares a short welcome and introduction for a guest speaker at a Grade 6 graduation.

Extension: Students address guests to the school, using the appropriate *ви* form.

Appropriate Greetings

Students use appropriate greetings; e.g., “Вітаємо Вас,” “Христос Воскрес,” “Христос Народився.”

Class Discussion

Discuss how to demonstrate sensitivity to appropriate language use and tone when communicating orally; e.g.,

- selecting and using language appropriate to the context
- demonstrating knowledge of the elements that make up oral communication, including tone, volume, intonation, word choice, register and nonverbal cues
- demonstrating understanding of a range of socially and culturally appropriate verbal and nonverbal language uses
- monitoring language use, recognizing the need for language change or adaptations for different social and cultural experiences
- applying culturally appropriate greetings at appropriate times.

Use Language to Show Respect

Students will be able to:

- 5.2.3** demonstrate sensitivity to appropriate language use and tone when communicating orally. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- demonstrate sensitivity to appropriate language use and tone when communicating orally?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to demonstrate sensitivity to appropriate language use and tone when communicating orally (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to reinforce positive communication behaviours as well as to address discrepancies between student's self-assessment reports and the behaviours that are actually observed.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate sensitivity to appropriate language use and tone when communicating orally. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Ходить зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Наші скарби.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- *Нова 6: На допомогу вчителю—матеріали для планування занять.* Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006:
–Читання учням уголос.
- Teacher or student poetry selections from a variety of sources.

General Outcome

5

Students will listen, speak, read, write, view and represent in Ukrainian to celebrate and build community.

5.2 Encourage,
Support and
Work with
Others

GRADE

6

Specific
Outcome

Evaluate Group Process

Students will be able to:

5.2.4 assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Group Goals Rubric

With teacher guidance, students create their own rubric that applies to group goals for completion of a project; e.g., create a rubric to evaluate Cossack forts built as a culminating activity to the study of Ukrainian Cossacks.

Extension: Students assist the teacher in creating a rubric to assess a group project. They use the rubric to evaluate their progress.

Class Discussion

Discuss how to assess own contributions to group process, set personal goals for enhancing work with others and monitor group process, using checklists; e.g.,

- participating willingly in the self-assessment of contributions to group process
- using checklists and other tools for self- and group-assessment
- reflecting on personal behaviours and setting personal goals
- reflecting on group behaviours and participating in group goal setting.

Evaluate Group Process

Students will be able to:

- 5.2.4** assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists (see sample blackline master in Appendix E: Observation Checklist).

 Learning Logs

Students respond to prompts to write in cooperative Learning Logs; e.g.,

- Contributions I made to help my group were _____.
- Groups work well when _____.
- I can become a better group member by _____.

Students should engage in written dialogue to give positive feedback and suggestions for improving the effectiveness of group work.

 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Sound–Symbol System

Students will be able to:

- 6.1.1** apply knowledge of the Ukrainian alphabet consistently and accurately in familiar and unfamiliar contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Spelling Quizzes**

Administer a spelling quiz of words that students are not familiar with to assess their knowledge of the sound–symbol system. After the quiz, go through the list of words with the class and review the sound–symbol system. Choose specific words with letters that students find confusing; e.g., ш, щ, ч, и, е.

Dictation

On a regular basis, select unfamiliar vocabulary or passages for dictation, making sure to pronounce words clearly and accurately. Students listen carefully and write the words or passages as they are read. In pairs or small groups, students check their work against a master list and repeat the process with only those words that were problematic or incorrect.

Writing List

Working with a partner, students generate a list of frequently used words that can be referenced during writing periods. They participate in journal-writing activities on a variety of different topics throughout the year.

Sound-Symbol System

Students will be able to:

- 6.1.1** apply knowledge of the Ukrainian alphabet consistently and accurately in familiar and unfamiliar contexts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- apply knowledge of the Ukrainian alphabet consistently and accurately in familiar and unfamiliar contexts?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to apply knowledge of the Ukrainian alphabet consistently and accurately in familiar and unfamiliar contexts (see sample blackline master in Appendix E: Observation Checklist).

Portfolios

Students choose work samples to show their progress in applying phonetic knowledge of Ukrainian. Samples can include pre-texts, post-texts and rough drafts. Students can discuss their progress and make observations about areas that still require improvement.

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to apply knowledge of the Ukrainian alphabet consistently and accurately in familiar and unfamiliar contexts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
 - Phonology (sounds)
 - Morphology (verbs, nouns, pronouns)
 - Syntax (sentence types)
 - Orthography (capitalization, punctuation, declension).
- *Ukrainian Bilingual Program K–12 Teacher Resource Guide.* Edmonton, AB: Edmonton Catholic Schools, 1998:
 - elementary scope and sequence for phonology, syntax and conventions of writing
 - vocabulary list.
- *Атлас України.* Єфремов С., Резіновська Т. О. Київ: НВП Картографія, 1996.
- *Мандруймо у дивосвіт! Географічний атлас для наймолодших.* Київ: Катографія, 2000.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Lexicon

Students will be able to:

- 6.1.2** recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Ukrainian Dictionaries

Invite students to use Ukrainian dictionaries to look up a list of words that have more than one meaning. Students illustrate the multiple meanings of these words; e.g., край, мати, трубка.

Intonation and Meaning

Students experiment with intonation to change meaning; e.g.,

- Справді?
- Справді!

Language Ladder

Students explore different ways of greeting people in Ukrainian and create a language ladder of the different expressions; e.g., добрий день, добридень, привіт, Слава Ісусу Христу.

Vocabulary Game Show

In teams, students play a game, such as the TV game show in which they must guess different words or phrases that express the same idea; e.g.,

Ways to introduce oneself:

- Я називаюся ...
- Мене звать ...
- Мене звати ...
- Моє ім'я ...

Ways to greet people:

- Слава Ісусу Христу!
- Привіт!
- Добридень, Доброго дня!
- Доброго ранку!
- Доброго вечора!

- 6.1.2** recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
 - Phonology (sounds)
 - Morphology (verbs, nouns, pronouns)
 - Syntax (sentence types)
 - Orthography (capitalization, punctuation, declension).
- *Ukrainian Bilingual Program K–12 Teacher Resource Guide.* Edmonton, AB: Edmonton Catholic Schools, 1998:
 - elementary scope and sequence for phonology, syntax and conventions of writing
 - vocabulary list.
- *Атлас України.* Єфремов С., Резіновська Т. О. Київ: НВП Картографія, 1996.
- *Мандруймо у дивосвіт! Географічний атлас для наймолодших.* Київ: Катографія, 2000.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Grammatical Elements

Students will be able to:

6.1.3 use, in **modelled** situations, the following grammatical elements:

Nouns

- accusative plural
- genitive plural
- locative plural; e.g., *у книжках, на столах*

Pronouns

- demonstrative, possessive, interrogative
 - instrumental singular
 - dative singular
 - locative plural; e.g., *у цих книжках, у моїх зошитах, на яких столах*
- definite and indefinite

Adjectives

- instrumental singular
- dative singular
- locative plural; e.g., *у великих крамницях, у нових журналах*

Verbs

- present, including archaic; e.g., *їм, їси, дамо, дадуть*

Expressions

- time (hours, minutes, intervals); e.g., *чверть по третій, за десять шоста*

Numerals

- 5 and higher plus noun agreement

use, in **structured** situations, the following grammatical elements:

Nouns

- hard, soft, mixed stem
- instrumental singular
- dative singular

Pronouns

- personal
 - instrumental
 - dative
- demonstrative, possessive, interrogative
 - accusative singular animate
 - genitive singular
 - locative singular

Adjectives

- accusative singular animate
- genitive singular
- locative singular

Verbs

- perfective/imperfective past and future
- *-ся* verbs with genitive, instrumental
- verbs *могти, знати, вміти*

Adverbs

- definite and indefinite
- of quantity

(continued)

Grammatical Structures

Students will be able to:

- 6.1.3** use, in modelled and structured situations or independently and consistently, the specific grammatical elements. *(continued)*

Grammatical Elements *(continued)*

Students will be able to:

use, in **structured** situations, the following grammatical elements:

Conjunctions

- comparative

Numerals

- cardinals over 100
- ordinals over 12

use, **independently** and **consistently**, the following grammatical elements:

Nouns

- accusative singular animate
- genitive singular

Pronouns

- demonstrative, possessive, interrogative accusative plural inanimate

Adjectives

- accusative plural inanimate
- comparative and superlative

Verbs

- *-ся* verbs with dative

Adverbs

- of frequency; e.g., *иноді*

Expressions

- date and year
- at what time
- of emotions

Note: Grammatical elements that students are able to use independently and consistently are to be maintained for the duration of the student's bilingual programming.

Students will acquire Ukrainian to understand and appreciate languages, and use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: The grammatical elements listed are not intended to be taught in isolation but within the context of the activities presented throughout the guide.

Definite or Indefinite Game

Have students play a cooperative game in small groups in which they must use the correct definite or indefinite article to complete a sentence or phrase.

Hundreds and Hundreds

Have students create, exchange and solve various simple math word problems for which the answers are greater than 100. Students may complete these math problems on paper or orally as part of a game or challenge.

Treasure Hunt Instructions

Have students write instructions in the imperative for a classroom treasure hunt. Encourage students to include activities such as:

- physical activities; e.g., hop on one foot, do jumping jacks, spin, bend, stretch
- manipulating objects in the environment; e.g., pick up, turn over, take, move
- thinking activities; e.g., think of, imagine, draw, choose, write down.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in modelled and structured situations or independently and consistently, the specific grammatical elements?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Grammatical Structures

Students will be able to:

- 6.1.3** use, in modelled and structured situations or independently and consistently, the specific grammatical elements. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)*

□ **Rubric**

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to use, in modelled and structured situations or independently and consistently, the specific grammatical elements (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
 - Phonology (sounds)
 - Morphology (verbs, nouns, pronouns)
 - Syntax (sentence types)
 - Orthography (capitalization, punctuation, declension).
- *Ukrainian Bilingual Program K–12 Teacher Resource Guide.* Edmonton, AB: Edmonton Catholic Schools, 1998:
 - elementary scope and sequence for phonology, syntax and conventions of writing
 - vocabulary list.
- *Атлас України.* Єфремов С., Резіновська Т. О. Київ: НВП Картографія, 1996.
- *Мандруймо у дивосвіт! Географічний атлас для наймолодших.* Київ: Катографія, 2000.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Mechanical Features

Students will be able to:

6.1.4 use basic mechanical features correctly and for effect.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Adding Punctuation**

Give students a dialogue without any punctuation. Students must add punctuation for effective written communication.

Effective Captions

Invite students to choose three interesting photographs from a collection presented to them. Students then write effective captions for these photographs, using a variety of mechanical features for effect.

Effective Headlines

Working with a partner, students create effective headlines for short Ukrainian newspaper articles provided to them by the teacher. Each pair shares their headlines in class and students vote on the three most effective headlines.

Mechanical Features

Students will be able to:

6.1.4 use basic mechanical features correctly and for effect. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use basic mechanical features correctly and for effect?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use basic mechanical features correctly and for effect (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Conduct conferences with students to determine their use of basic mechanical features; e.g., capitalization, punctuation. Refer to work samples available.

 Quizzes

Individual accountability may be assessed through regular quizzes. Regular periodic testing helps keep students aware of their responsibility to learn while they are doing group work.

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
 - Phonology (sounds)
 - Morphology (verbs, nouns, pronouns)
 - Syntax (sentence types)
 - Orthography (capitalization, punctuation, declension).
- *Ukrainian Bilingual Program K–12 Teacher Resource Guide.* Edmonton, AB: Edmonton Catholic Schools, 1998:
 - elementary scope and sequence for phonology, syntax and conventions of writing
 - vocabulary list.
- *Атлас України.* Єфремов С., Резіновська Т. О. Київ: НВП Картографія, 1996.
- *Мандруймо у дивосвіт! Географічний атлас для наймолодших.* Київ: Катографія, 2000.
- Copies of short newspaper articles in Ukrainian.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Discourse Features

Students will be able to:

6.1.5 use basic discourse features in oral, print and visual texts; and apply these features independently for effect.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Class Debate**

While participating in a class debate, students are encouraged to use phrases such as:

- по-перше, по-друге, спершу
- потім
- кількома словами
- далі.

Organizing Texts

Working with a partner, students organize a short, written text into paragraphs, using basic discourse features, e.g., indentation, headings, as required.

Social Conventions

Draw students' attention to the social conventions of native Ukrainian speakers as they view a video or newscast from Ukraine; e.g., vocabulary flows with very few pauses, almost a melodic, continual dialogue between speakers.

Discourse Features

Students will be able to:

- 6.1.5** use basic discourse features in oral, print and visual texts; and apply these features independently for effect. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use basic discourse features in oral, print and visual texts; and apply these features independently for effect?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use basic discourse features in oral, print and visual texts; and apply these features independently for effect (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use basic discourse features in oral, print and visual texts; and apply these features independently for effect. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Елементи української мови. Посібник для вчителів.* Едмонтон: Міністерство освіти Альберти, 1991.
 - Phonology (sounds)
 - Morphology (verbs, nouns, pronouns)
 - Syntax (sentence types)
 - Orthography (capitalization, punctuation, declension).
- *Ukrainian Bilingual Program K–12 Teacher Resource Guide.* Edmonton, AB: Edmonton Catholic Schools, 1998:
 - elementary scope and sequence for phonology, syntax and conventions of writing
 - vocabulary list.
- *Атлас України.* Єфремов С., Резіновська Т. О. Київ: НВП Картографія, 1996.
- *Мандруймо у дивосвіт! Географічний атлас для наймолодших.* Київ: Катографія, 2000.
- Live pre-recorded newscasts or weather forecasts from Ukraine.
- Ukrainian-language television programs; e.g., *Контакт* from Toronto.

General Outcome

6

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language
Competence

GRADE

6

Specific
Outcome

Listening

Students will be able to:

6.2.1 listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Television News Program

Students listen to and view a television news program (e.g., Контакт) and list one or two main points discussed.

Extension: Students listen to a radio or television newscast in Ukrainian on a topic they are familiar with and discuss the 5 Ws.

Guest Speaker

Working in small groups, students prepare relevant questions in preparation for a guest speaker. During the guest speaker's presentation, students record answers to their questions and later share this information with their group members.

Listening

Students will be able to:

- 6.2.1** listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations (see sample blackline master in Appendix E: Observation Checklist).

 Learning Logs

Students record entries in their Learning Logs following each oral presentation and discussion. The entries may include what students learned about the topic, how they felt about the ideas and information presented and other questions they may still have about the topic.

 Conferences

Meet with students to check on their understanding of key information heard during oral or media presentations. Review responses and assess how they use their knowledge and listening strategies to learn.

SAMPLE RESOURCES

- Live or pre-recorded Ukrainian television news casts; e.g., *Контакт* from Toronto.
- Ukrainian children’s magazines; e.g., *Готуйсь, Барвінок, Крилаті*.
- Ukrainian newspapers; e.g., *Український голос, Гомін, Українські вісті*.
- Ukrainian radio programs; e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton or CKJS 810 AM in Manitoba.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Speaking

Students will be able to:

- 6.2.2** produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Oral Book Review

Students prepare and present a short, oral book or story review, using a guideline.

Extension: Students prepare a short oral summary of the main event in a *Nova 6* dialogue under study.

Word Description

Students must describe a word given to them at random, using descriptive Ukrainian adjectives. Words should be from themes familiar to students or currently under study.

Folk Art Description

After studying the Ukrainian folk art form петриківка, students prepare three statements describing the art form.

Sharing Circle

Students share about their weekend or evening activities during a sharing circle, focusing on using verbs in the past tense.

Extension: Students choose a topic that is familiar and of interest to them and speak briefly on it; e.g., my favourite sport, my favourite holiday.

Speaking

Students will be able to:

- 6.2.2** produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Observation Checklist

When students present information orally, note the extent to which they:

- convey messages
- use body language or visuals to help make the meaning clear
- use a range of appropriate vocabulary and structures
- use volume and intonation
- use correct pronunciation
- attempt fluency of delivery
- show completeness of information
- understand simple questions about their topic
- attempt to answer questions in Ukrainian.

(Adapted from Languages Template, Ministry of Education, Skills and Training, British Columbia, 1997.)

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings 6–8.* Regina, SK: Saskatchewan Education, 1997.

General Outcome

6

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Language
Competence

GRADE

6

Specific
Outcome

Reading

Students will be able to:

6.2.3 read and understand the main idea and supporting details of lengthy texts dealing with a familiar topic in structured situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Read and Chart

Students read a short story and complete a chart asking for the main idea and supporting details.

Story Map

Students read a story and record information about the character's problem and the main events on a story map.

Pen Pals

Students exchange friendly letters with their pen pals from another Ukrainian bilingual school.

Reading

Students will be able to:

- 6.2.3** read and understand the main idea and supporting details of lengthy texts dealing with a familiar topic in structured situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- read and understand the main idea and supporting details of lengthy texts dealing with a familiar topic in structured situations?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to read and understand the main idea and supporting details of lengthy texts dealing with a familiar topic in structured situations (see sample blackline master in Appendix E: Observation Checklist).

Conferences

Conference with students, using a variety of short texts and/or a series of sentences. Talk about the strategies they used to construct and confirm meaning. Use this information to guide instruction.

SAMPLE RESOURCES

- *Срібні нитки*. Форчук Скрипук М. Едмонтон: Методичний кабінет української мови, 1996.
- *Мовна діяльність. Вправи для серії читанок Тут і там*. Кляси 2–8. Regina, SK: Saskatchewan Education, 1992.
- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings 6–8*. Regina, SK: Saskatchewan Education, 1997.
- *Велика енциклопедія школяра*. Слабошпицька Л. (ред.). Київ: Махаон–Україна, 2000.
- *Наші скарби*. Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1980.
- A collection of Ukrainian stories and folk tales.
- Samples of letters hand-written in Ukrainian.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Writing

Students will be able to:

6.2.4 produce, spontaneously or with preparation, lengthy texts dealing with familiar topics in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Writing Opportunities

Allow students opportunities to produce lengthy texts dealing with familiar topics in structured and unstructured situations; e.g.,

- write a short story on a topic familiar to them that has a beginning, middle and end
- write a summary of a topic discussed in class
- research a topic, e.g., an animal, and write a report
- send secret messages to a friend
- prepare a short summary of their favourite Ukrainian folk tale
- write a news article highlighting a recent class field trip
- create a recipe for a new dish they have invented, using a variety of menus written in Ukrainian as writing models.

Travel Brochure or Poster

Students create a travel brochure or poster in Ukrainian for a city that they have researched.

Subtopics may include:

- музеї, театри
- клімат
- приміщення
- готелі
- ресторани
- засоби транспортації.

Brainstorming

Brainstorm all words that pertain to a specific topic. Students then use those words to write a story and illustrate it.

Extension: Students research a topic of interest, using a graphic organizer to record information. From the information gathered, they write a report.

Writing

Students will be able to:

- 6.2.4** produce, spontaneously or with preparation, lengthy texts dealing with familiar topics in structured and unstructured situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce, spontaneously or with preparation, lengthy texts dealing with familiar topics in structured and unstructured situations?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to produce, spontaneously or with preparation, lengthy texts dealing with familiar topics in structured and unstructured situations (see sample blackline master in Appendix E: Observation Checklist).

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to produce, spontaneously or with preparation, lengthy texts dealing with familiar topics in structured and unstructured situations (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Portfolios

Students select samples of work that represent their ability to produce written texts in Ukrainian on familiar topics. They should be prepared to explain why they chose the texts that they did.

SAMPLE RESOURCES

- *Усе. Український словник-енциклопедія.* Київ: Всеувиго, 2003.
- *Велика енциклопедія школяра.* Слабошпицька Л. (ред.). Київ: Махаон–Україна, 2000.
- Ukrainian recipe books.
- Restaurant menus written in Ukrainian.
- Ukrainian folk tales; e.g., *Кирило Кожум'яка.*
- Samples of travel brochures.
- Graphic organizers (see sample blackline masters in Appendix D).

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Viewing

Students will be able to:

6.2.5 view and understand events and/or representations within and beyond the school context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Ethnic Celebration Review

Students view and explain ethnic celebrations held in either the school or the community. They write a short review, noting the following aspects:

- food
- clothing
- dance
- music
- language.

Extension: Students view cultural dances with a story line and share their interpretations.

Video

Students watch a video of День Незалежності in Ukraine, and list familiar and unfamiliar symbols or representations of the Ukrainian culture. The class will discuss both aspects after the video.

Artwork

In small groups, students study the artwork of William Kurelek to gather information about the life of early Ukrainian pioneers in western Canada.

Immigration Time Line

In small groups, students study a time line of Ukrainian immigration to Canada and answer accompanying questions.

My Mother's Village

Lead students through a brainstorming session to elicit vocabulary associated with Easter traditions. Students then view clips from *My Mother's Village* and compare, on a Venn diagram, Easter celebrations in contemporary Ukraine with those practised in the local community.

Viewing

Students will be able to:

- 6.2.5** view and understand events and/or representations within and beyond the school context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- view and understand events and/or representations within and beyond the school context?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to view and understand events and/or representations within and beyond the school context (see sample blackline master in Appendix E: Observation Checklist).

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to view and understand events and/or representations within and beyond the school context (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *My Mother's Village*. MacDonald, J. (prod.), Poskievich, J. (dir.). Winnipeg, MB: National Film Board of Canada, 2001.
- *A Prairie Boy's Winter*. Kurelek, W. Montreal, QC: Tundra Books, 1973.
- *A Prairie Boy's Summer*. Kurelek, W. Montreal, QC: Tundra Books, 1975.
- Brochures and activity calendars from the Ukrainian Cultural Heritage Village (near Edmonton, AB).
- Samples of advertisements, posters and announcements, in Ukrainian, for upcoming community events.
- Venn diagram (see sample blackline master in Appendix D).

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Representing

Students will be able to:

6.2.6 create multiple representations of ideas, events and/or information, using a variety of forms.

SAMPLE TEACHING AND LEARNING ACTIVITIES**School Event Advertisements**

Throughout the year, invite students to advertise school events in Ukrainian in a variety of ways; e.g., posters, announcements.

Story Representations

Have students create representations based on a story read as a class; e.g.,

- a dance, play or puppet show
- a diorama
- an electronic slide show presentation that includes graphs.

They then share their representations with another Ukrainian class.

Radio Show

In small groups, students prepare a radio show based on *Nova 6* or a novella by adding music and sound effects and manipulating the script as necessary.

Collages

Students create a collage representing their ideas of what it means to them to be Ukrainian (a Ukrainian speaker). They may use photographs, pictures, illustrations, words and phrases to express their thoughts.

Representing

Students will be able to:

- 6.2.6** view and understand events and/or representations within and beyond the school context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- create multiple representations of ideas, events and/or information, using a variety of forms?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to create multiple representations of ideas, events and/or information, using a variety of forms (see sample blackline master in Appendix E: Observation Checklist).

 Portfolios

Students select work samples that show different ways they have organized ideas and information. They include reasons for choosing each work sample.

SAMPLE RESOURCES

- Samples of advertisements, posters, announcements in Ukrainian.
- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра.* Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 6: Надзвичайні люди, надзвичайні події.* Цинцер-Грищук М., Яремко Г. Едмонтон: Міністерство освіти Альберти, 1998, «Кирило Кожум'яка», с. 40–43.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/
Sociolinguistic
Competence

Register

Students will be able to:

6.3.1 identify socially appropriate language in specific situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Examining Socially Appropriate Phrases

After students have been introduced to a list of socially appropriate phrases in Ukrainian (e.g., Слава Ісусу Христу, будь ласка), they play a game that encourages the use of these phrases in the classroom. Five students in the class are appointed the Мовна поліція and are given 10 tickets to give out when they hear their classmates using the phrases. The student with the most tickets at the end of the day receives a prize.

Underlining Appropriate Language

Students read a story or dialogue and underline the phrases they can identify that pertain to socially appropriate language; e.g., greetings.

Register

Students will be able to:

6.3.1 identify socially appropriate language in specific situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify socially appropriate language in specific situations?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify socially appropriate language in specific situations (see sample blackline master in Appendix E: Observation Checklist).

 Learning Logs

Students reflect on what they have learned about the use of appropriate words and intonations by recording their thoughts in their Learning Logs. Model the process of reflecting and provide students with sentence starters to assist them.

SAMPLE RESOURCES

- *Нова 6: Пригоди принцеси Любослави та блазня Нийвіра.* Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- Audio and video recordings of Ukrainian radio and television broadcasts.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/
Sociolinguistic
Competence

Idiomatic Expressions

Students will be able to:

6.3.2 use learned idiomatic expressions correctly in new contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Idiom Role-play Game

Students participate in a game to review idioms learned in class. They are separated into two teams and given an equal number of illustrations. Two students from one team act out a situation in 30 seconds in which an idiom could apply. Their teammates get together to decide which idiom is correct, then one student brings up the illustration. If it is correct, the illustration is hung on the board behind their team. At the end of the game, the team with the most illustrations wins.

Class Book of Idioms

After students are introduced to a variety of idiomatic expressions and understand their meanings, they compose a class book of Ukrainian idioms. Each idiom is written out and illustrated; e.g., Най тебе качка копне would be accompanied by a picture of a duck kicking someone.

Idiom Matching Game

Students play a matching game in which they have to correctly match an idiomatic expression to a given situation; e.g., planning a trip with a friend before asking permission: “Не кажи гоп, поки не перескочеш.”

Idiomatic Expressions

*Students will be able to:***6.3.2** use learned idiomatic expressions correctly in new contexts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use learned idiomatic expressions correctly in new contexts?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use learned idiomatic expressions correctly in new contexts (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use learned idiomatic expressions correctly in new contexts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Teach Yourself Ukrainian. A Complete Course for Beginners* (paperback/audiocassette). Bekh, O., Dingley, J. IU: NTC/Contemporary Publishing, 1997.
- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра*. Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- *Нова 6: На допомогу вчителю—матеріали для планування занять*. Білаш О. (упор.). Едмонтон: Міністерство освіти Альберти, 2006:
 - Читання учням уголос.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Variations in Language

Students will be able to:

6.3.3 recognize some common regional variations in language.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Dialectal Variations

Invite students to contribute to a class list of regional or dialectal variations in language as they listen to native speakers. For example, they could compare common ways of speaking; e.g., saying сьогодні або нині, брама або хвіртка або ворота, люстро або дзеркало.

Comparing Canada and Ukraine

As a class, students create a list of words or phrases not commonly used in Ukraine that are used in Canada and vice versa; e.g.,

Україна	Канада
машина	авто
Мене звати	Я називаюся
Як тебе звати?	Як ти називаєшся?
фіолетовий	пурпуровий
Добрий день	добридень
туалет	лазничка

Regional Songs

Teach students a song from a specific region of Ukraine; e.g., the Lemko region.

Variations in Language

Students will be able to:

6.3.3 recognize some common regional variations in language. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize some common regional variations in language?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize some common regional variations in language (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students about their experiences in listening to regional variations in language. Ask students what was challenging and interesting and what strategies they used to aid comprehension. Review Learning Logs during the conference.

SAMPLE RESOURCES

- Samples of music from different regions of Ukraine and the Diaspora.
- Audio and video recordings of interviews, weather reports or news broadcasts from Ukrainian radio and television stations; e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton or CKJS 810 AM in Manitoba.

General Outcome

6

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.3 Sociocultural/
Sociolinguistic
Competence

GRADE

6

Specific
Outcome

Social Conventions

Students will be able to:

6.3.4 recognize important social conventions in everyday interactions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Do's and Don'ts

Students write a list of do's and don'ts for behaviour in a variety of contexts to accompany a list of situations provided by the teacher; e.g., “Як поводитися в церкві або на концерті.”

Field Trip Preparation

In groups, students prepare for an upcoming field trip by drafting a list of rules on acceptable behaviour. These should include speaking to elders using the ви form.

Role-plays

In small groups, students role-play scenarios, e.g., greetings or farewells, in a variety of situations.

Social Conventions

Students will be able to:

6.3.4 recognize important social conventions in everyday interactions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize important social conventions in everyday interactions?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize important social conventions in everyday interactions. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Learning Logs

Students reflect on their learning and how well they were able to recognize important social conventions in everyday interactions when drafting rules on acceptable behaviour.

SAMPLE RESOURCES

- *Нова 6: Пригоди принцеси Любослави та блязня Нийвіра.* Бомбак Л. та інші. Едмонтон: Міністерство освіти Альберти, 2003.
- Audio and video recordings of interviews, weather reports or new broadcasts from Ukrainian radio and television stations; e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton or CKJS 810 AM in Manitoba.
- Ukrainian-speaking community elders and resource people.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Nonverbal Communication

Students will be able to:

6.3.5 use appropriate nonverbal behaviours in a variety of familiar contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Nonverbal Religious Behaviours

When students attend or learn about Ukrainian religious celebrations, they apply what they have learned in class about appropriate or respectful nonverbal behaviours; e.g., crossing oneself in front of the altar, standing and sitting at appropriate times.

Nonverbal Examples

Present examples of appropriate and inappropriate behaviours; e.g.,

- Any waving, either in a greeting or departure, is considered inappropriate in a church.
- Women in Ukraine, at one time, had to wear something to cover their heads.
- Men’s hats are removed when entering a building.
- Remaining seated when a guest, elder, person of the clergy or St. Nicholas enters a room is considered inappropriate.

Extension: Present examples of nonverbal communication in different situations; e.g., drama presentations, television shows, commercials. Students identify specific features; e.g., facial expressions, hand movements, whole-body movements, eye contact. In small groups or as a class, discuss how these features aided the presentation. When students have become familiar with nonverbal cues, give them a script to use in practising the cues in pairs or small groups.

TV and Video

Play clips of television shows or videos with the volume turned off to focus on the use of nonverbal cues, being sensitive to the cultural practices and values. With students, discuss how these cues convey feelings, persuade viewers or express opinions. Students may be given situations in which to pantomime the use of nonverbal cues.

Field Trips

Students participate in a number of field trips that demand appropriate nonverbal behaviours. Prior to the field trip, students review appropriate nonverbal and verbal behaviours and then make a point of practising them during the culture field trip; e.g., on a field trip to a Ukrainian church, students dress appropriately, boys remove hats, students greet the priest by saying “Слава Ісусу Христу” and respond with “Слава навіки.”

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use appropriate nonverbal behaviours in a variety of familiar contexts?

Learning Logs

Following the class discussion, have students write about the difference between appropriate and inappropriate nonverbal behaviours in certain contexts, based on what they viewed.

Conferences

Conference with students to check their understanding of appropriate and inappropriate nonverbal behaviours.

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use appropriate nonverbal behaviours in a variety of familiar contexts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- Sample dialogues prepared by the teacher.
- Audio and video recordings of news clips and interviews in Ukrainian; e.g., from the Ukrainian television program *Контакт* in Toronto.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Cognitive

Students will be able to:

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cognates

Introduce the concept of cognates. In small groups, students list as many as they can in 60 seconds. They then share them as a class.

Word Replacement

Students are introduced to a poem, e.g., *Іде, йде дід, дід*, and are asked to replace the adjectives with their own; e.g.,

- Іде, йде ____, ____
- Несе, несе ____, ____
- Отакий ____
- Отакий ____.

Identify and Sort

Using a familiar text passage, have students complete a variety of tasks; e.g.,

- identify vocabulary words that have similar verb endings and noun endings
- highlight verbs, adjectives and adverbs with highlighter pens and sort these words accordingly
- identify and then categorize nouns according to gender.

Word Patterns

Allow students to deduce rules by being directed to look for word pattern endings; e.g., the endings -ий, -а, -е, -і in the words хата, велика, біла, висока, великий, білий, чемний, око, мале, кругле, біле, штани, сині, довгі, теплі.

Graphic Organizers

After using graphic organizers to organize information and ideas, students reflect on the effectiveness of graphic organizers in enhancing their language learning.

Personal Dictionaries

Students create and maintain personal dictionaries. As new Ukrainian words are learned, students enter the words into their dictionaries along with drawings, illustrations or magazine clippings.

Cognitive

Students will be able to:

- 6.4.1** identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of cognitive strategies to enhance language learning?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

 Portfolios and Conferences

Students select pieces where organizers were used or language patterns tracked. Conference with students to reinforce the good use of strategies and encourage the use of new strategies.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify and use a variety of cognitive strategies to enhance language learning (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *The Languages 5–12 Template Development Package*. Victoria, BC: British Columbia Ministry of Education, 2003 (sample checklists and rubrics).
- *Нова 2: Вірші і ребуси*. Біалш О. (упор.). Едмонтон: Міністерство освіти Альбери, 1993.
- Collection of Ukrainian poetry for children.
- Ukrainian-English and English-Ukrainian dictionaries.
- Graphic organizers (see sample blackline masters in Appendix D).

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Metacognitive

Students will be able to:

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning; e.g., listen or read for key words, monitor own speech and writing to check for persistent errors.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Kinesthetic Strategies

Students use actions to remember new words introduced in the *Nova* dialogues; e.g., акула—students cup their hands together with the fingertips meeting and open and close the fingertips like jaws, мопе—students mimic waves with their hands. They reflect on the effectiveness of such strategies in helping with their language acquisition.

Reporting

Post a simple text at the front of the room. Divide students into groups and tell them to work together to read the text. Have the groups discuss strategies for remembering the text; e.g., looking for key words. Students then take turns going to the front and reading a portion of the text, then returning to their team and reporting what they read. One team member records what has been recited after each portion. At the end of the activity, provide 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.

Self-assessment

After using graphic organizers to organize information and ideas, students reflect on the effectiveness of graphic organizers in enhancing their language learning. Students participate in goal-setting and self-assessment activities for listening, speaking, reading and writing.

Extension: Invite students to discover how their daily efforts in class will enhance their learning of Ukrainian. At the end of the class, students rate their performances on aspects of their daily communication.

Metacognitive

Students will be able to:

- 6.4.2** identify and use a variety of metacognitive strategies to enhance language learning; e.g., listen or read for key words, monitor own speech and writing to check for persistent errors. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of metacognitive strategies to enhance language learning?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of metacognitive strategies to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Conference with students to share observations and to invite students to share their personal reflections on their progress as Ukrainian language learners. Discuss areas they have identified for improvement and provide direction, encouragement and feedback in progress.

 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify and use a variety of metacognitive strategies to enhance language learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- Ukrainian-English and English-Ukrainian dictionaries.
- Graphic organizers (see sample blackline masters in Appendix D).
- *Ходіть зі мною!* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Ходіть зі мною! Книжка для вправ.* Турко К. С., Грекул Г. Едмонтон: Міністерство освіти Альберти, 1978.
- *Thinking Tools for Kids: Practical Organizers.* Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social/Affective

Students will be able to:

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming and conferencing as prewriting and postwriting exercises.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Author's Chair**

Students participate in an author's chair activity by reading completed works or works in progress to classmates. After reading, the author asks for feedback from classmates, using vocabulary charts compiled earlier.

Sharing Strategies

Discuss strategies that you used when learning Ukrainian or a second language; e.g., using self-talk to make yourself feel confident, using positive self-talk or humour to reduce anxiety, self-correcting, allowing yourself to make mistakes. Have students discuss the strategies and choose one to try in the future.

Work Together to Interpret

Divide students into groups and have them work together to interpret a short text in Ukrainian. Encourage students to work in a variety of different groupings with a variety of different students. Have every student in the group take a turn reading the text before they begin. The student summarizes the text and presents his or her summary to the rest of the class.

Extension: After reading a story in Ukrainian, students work together to retell the story in another way; e.g., create a poster or comic strip, videotape an interview.

Extension: Working in small groups, students create a mural to represent an idea presented in class.

- 6.4.3** identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming and conferencing as prewriting and postwriting exercises. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of social and affective strategies to enhance language learning?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of social and affective strategies to enhance language learning (see sample blackline master in Appendix E: Observation Checklist).

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of social and affective strategies to enhance language learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Conferences

Conference with individuals or small groups of students about strategies that helped them enhance their language learning when working with others. Provide positive feedback and support to help students identify and develop social/affective strategies.

Peer-assessment Checklist

With students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to identify and use a variety of social and affective strategies to enhance language learning (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE RESOURCES

- *The Languages 5–12 Template Development Package*. Victoria, BC: British Columbia Ministry of Education, 2003 (sample checklists and rubrics).
- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12*. Regina, SK: Saskatchewan Education, 1996.
- Peer feedback forms.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Interactive

Students will be able to:

- 6.5.1** identify and use a variety of interactive strategies; e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite corrections.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Interacting Challenge Role-play

Invite students to brainstorm lists of “survival vocabulary” words that would assist them in a variety of situations; e.g., to ask for clarification, express concern. Students pretend that they are in Ukraine and they need something that they do not know the word for. They must attempt to describe it, in Ukrainian, using gestures and body language.

Mystery Objects

Students bring to class a mystery object that they do not show anyone. The student gives clues about the object without naming the object, while other students try to guess what the object is; e.g., Я це вживаю у школі. Я цим роблю прості лінії.

Keep on Talking

Divide 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., “the thing you hang the clothes on” for “hanger”), mime or point if they do not know the word, ask for clarification or repetition if they do not understand and ask follow-up questions to check for understanding (e.g., “Am I making sense?”).

Model and Role-play

After the teacher has modelled a variety of interactive strategies, students role-play situations in which they may practise these strategies; e.g., asking a speaker to slow down or repeat something said, using gestures and body language to aid communication.

Ukrainian Language Hour

Assign an hour where students are only allowed to speak Ukrainian. If they do not know a word, they must describe it or use other methods to communicate. At the end of the hour, the class discusses what they learned the value of the activity and what strategies they used to communicate in Ukrainian.

- 6.5.1** identify and use a variety of interactive strategies; e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite corrections. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of interactive strategies?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of interactive strategies. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of interactive strategies (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- *Українські мовні ігри. Ukrainian Language Games.* Regina, SK: Saskatchewan Education, 1996.
- *Games for Ukrainian Language Classes.* Wolansky-Hornjatkevyc, L., Radiuk, H., Radiuk, M. Edmonton, AB: Edmonton Public School Board; Faculty of Education, University of Alberta, 1980.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Interpretive

Students will be able to:

6.5.2 identify and use a variety of interpretive strategies; e.g., infer probable meaning of unknown words or expressions from contextual clues.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Reading Around the Unknown**

Before students read a new text, invite them to quickly scan the text and underline any words or phrases they are not familiar with. In pairs, students use the pictures, captions and titles and “read around” the unfamiliar words to predict the meaning of the new vocabulary.

Highlighting Key Words

Students use highlighter pens to focus on key words and concepts when reading an information text.

Predictions

Students work in small groups to examine a collection of words and pictures related to a text or topic they will be studying in class. They make predictions about the text and share their personal knowledge and experiences with their classmates.

Learning in Context

Model the strategy of using context to understand the meaning of a word. Introduce a new word independent of a sentence and have students guess its meaning. Then use the word in a sentence. The class discusses how they were able to understand once the word was used in context.

Extension: Using a familiar text, students complete a cloze activity where nouns are omitted. Students then complete a cloze activity on a familiar topic in which verb endings are omitted.

Interpretive

Students will be able to:

- 6.5.2** identify and use a variety of interpretive strategies; e.g., infer probable meaning of unknown words or expressions from contextual clues. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of interpretive strategies?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of interpretive strategies (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of interpretive strategies. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education Supplementary Materials: Thematic Readings 6–8.* Regina, SK: Saskatchewan Education, 1997.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Productive

Students will be able to:

6.5.3 identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Repeating a Pattern

Review various rhymes and songs that have repetitive sentence patterns. Read each line and have students repeat it. Write the line on the board and have students copy it. Complete an action for each line and have students copy it. Then have students use the sentence pattern to create their own poems and songs.

Writing from Patterns and Models

After viewing different cultural texts (e.g., alphabet books, numerical books or holiday books), students create their own texts, following a chosen pattern.

Extension: After studying a poetic form, students use the patterns found in the poem as a model for writing their own poem.

The Writing Process

After viewing different examples of basic familiar fables or fairy tales, students create their own texts with illustrations, following a chosen pattern. Have students follow the writing process (prewriting, writing, revisions, correction and publication). Encourage students to apply grammar rules to improve their texts and to avoid difficult structure by rephrasing. Have students use a variety of resources in the classroom (e.g., personal and commercial dictionaries, word charts and grammar charts) to edit and revise their texts.

Extension: Give students steps for producing a comic strip in Ukrainian.

6.5.3 identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of productive strategies?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of productive strategies (see sample blackline master in Appendix E: Observation Checklist).

Conferences

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the production strategies that were taught and practised in class.

Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to identify and use a variety of productive strategies (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- *The Languages 5–12 Template Development Package*. Victoria, BC: British Columbia Ministry of Education, 2003 sample checklists and rubrics.
- Ukrainian cartoon strips.
- Posters that deal with Ukrainian language or cultural content.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Cognitive

Students will be able to:

6.6.1 identify and use a variety of cognitive strategies to enhance general learning; e.g., look for patterns and relationships like verb endings.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Inquiry Process

Brainstorm with students what they know about a topic or theme. Have students research the topic and create a presentation. Before beginning their research, students write what they know and what they want to know in the KWL chart; e.g.,

Що я знаю	Що я хочу дізнатися	Що я дізнався/дізналася

Have students access and use a variety of information sources; e.g., the Internet, people in the community, professional organizations.

Extension: After reading a short, informational article in Ukrainian, students record important information on a web or mind map.

Classifying Verbs

Students are given a list of verbs that they must classify according to endings. Then students apply their knowledge of verb conjugations to correctly classify a list of familiar and unfamiliar verbs into *е-уть* and *е-ють* categories.

Cognitive

Students will be able to:

- 6.6.1** identify and use a variety of cognitive strategies to enhance general learning; e.g., look for patterns and relationships like verb endings. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of cognitive strategies to enhance general learning?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

 Portfolios

Students select samples of completed work (e.g., the KWL chart, mind map or web) that represent their ability to use graphic organizers effectively to help make information in Ukrainian easier to understand and remember. Samples should reflect progress over time. Students should provide reasons for their choices.

SAMPLE RESOURCES

- Graphic organizers (see sample blackline masters in Appendix D).
- Copies of informational articles from Ukrainian newspapers and children's magazines.
- *Graphic Organizers: Visual Strategies for Active Learning*. Bromley, K., Irwin DeVitis, L., Modlo, M. New York, NY: Scholastic Trade, 1996.
- *Thinking Tools for Kids: Practical Organizers*. Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Metacognitive

Students will be able to:

6.6.2 identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities have students discuss the actual strategies they applied to complete the activity.

Electronic Slide Show

Students review a variety of Web sites on Ukrainian cities. They decide on which city to create a short electronic slide show presentation.

Completing a Task

Students are given a task to complete; e.g., write a biography, make a fruit salad, plan a class party. They brainstorm the steps they will take to do it.

Goal-setting

On personal goal-setting forms, students not only set goals, but indicate how they will achieve them and what would happen if the goals were not achieved.

Project Planning

Students work in groups to create a logical plan about how to approach a learning task. After the task is complete, students assess their original plan and discuss other possible choices or improvements.

Metacognitive

Students will be able to:

- 6.6.2** identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of metacognitive strategies to enhance general learning?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of metacognitive strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify and use a variety of metacognitive strategies to enhance general learning. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

Learning Logs

Encourage students to keep and monitor two short-term goals in their Learning Logs. They write about their progress from time to time.

SAMPLE RESOURCES

- Goal-setting templates.
- *Thinking Tools for Kids: Practical Organizers*. Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.

Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

Social/Affective

Students will be able to:

6.6.3 identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorming Strategies

Brainstorm various social/affective strategies students might use to enhance their learning of Ukrainian; e.g.,

- use language such as *прошу повторити...*, *тепер моя черга...*, *прошу подати...*
- ask others for help
- watch others' actions and copy them
- offer encouragement and praise to your peers
- use positive self-talk
- be willing to take risks.

Have students identify strategies they have used (and when/how they used them), strategies they would like to use more often and strategies they would like to try for the first time.

Extension: When students are working in pairs, model for the pair how they encourage each other or point out to others when one student encourages another.

Extension: With the teacher, students brainstorm strategies they can use when they are feeling overwhelmed during an assignment or when writing an exam; e.g., turn over their paper to refocus and relax, take a deep breath, close their eyes and put their head down.

- 6.6.3** identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of social and affective strategies to enhance general learning?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify and use a variety of social and affective strategies to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify and use a variety of social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Observation Checklist).

Conferences

Conference with individual students or with a group of students to share observations, encourage students and provide guidance and feedback.

SAMPLE RESOURCES

- *Thinking Tools for Kids: Practical Organizers*. Walker, C., Antaya-Moore, D. Edmonton, AB: Edmonton Public Schools, 1999.
- *Нова 1: Настільні ігри*. Білаш О. (укл.). Едмонтон: Міністерство освіти Альберти, 1991.
- *Нова 2: Настільні ігри*. Білаш О. (укл.). Едмонтон: Міністерство освіти Альберти, 1993.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Understanding Self-identity

Students will be able to:

7.1.1 explore and reflect on various facets of self-identity and how it changes.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Talent Acknowledgement Letters

Students write letters to their parents, grandparents or guardian, thanking them for passing on a particular gift or gifts; e.g., musical ability, appreciation of art, Ukrainian traditions, the Ukrainian language.

Ukrainian Reflection

After reflecting on what they like about being Ukrainian or being in the Ukrainian program, students create a collage or photo essay.

Personal Time Lines

Invite students to create a personal time line of memorable events and accomplishments in their lives. Students use captions, photographs and pictures to enhance their time lines.

Extension: Students create a time line of their life from birth to present, complete with photos and explanations of important life events.

Self-portraits

Students bring to class a self-portrait or piece of work from grades 1 or 2. Students then write a journal entry about what they thought or felt about themselves at that time and how they interpret that piece of artwork today.

Brainstorming Web

With teacher guidance, students brainstorm skills, knowledge and talents they possess now that they did not have when they were younger. Record some of these ideas on the board. Students each make a web showing their areas of growth, including Ukrainian language learning; e.g.,



Understanding Self-identity

Students will be able to:

- 7.1.1** explore and reflect on various facets of self-identity and how it changes.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore and reflect on various facets of self-identity and how it changes?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore and reflect on various facets of self-identity and how it changes (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore and reflect on various facets of self-identity and how it changes. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore and reflect on various facets of self-identity and how it changes (see sample blackline master in Appendix E: Self-assessment Checklist).

 Learning Logs

In their Learning Logs, students complete the following sentences about changes they have experienced:

- Що я можу робити тепер, що я не міг/могла робити колись...
- Що я тепер знаю, що колись не знав/знала...
- Найголовніша зміна мені...

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996.
- *Health and Life Skills Kindergarten to Grade 9 Program of Studies.* Edmonton, AB: Alberta Learning, 2002.

General Outcome

7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

GRADE

6

Specific
Outcome

Developing Positive Self-identity

Students will be able to:

7.1.2 understand what stereotyping is.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teachable Moments

Through weekly current events discussions, use “teachable moments” to discuss what stereotyping is and how it affects people.

Looking for Stereotypes

Discuss what stereotypes are and have students scan newspapers, magazines, television shows, movies and the Internet for examples of stereotyping. Students present their examples to the rest of the class, explaining why each image or description is a stereotype.

Positive and Negative Stereotypes

Discuss the idea that there are positive and negative stereotypes. Have students find examples of each and explain in their own words why each example is positive or negative.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand what stereotyping is?

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to understand what stereotyping is. Offer feedback, encouragement and praise as needed.

 Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to understand what stereotyping is (see sample blackline master in Appendix E: Self-assessment Rating Scale).

 Conferences

Conference with students and have them share their understanding of stereotyping. Provide feedback and encouragement.

SAMPLE RESOURCES

- *Health and Life Skills Kindergarten to Grade 9 Program of Studies*. Edmonton, AB: Alberta Learning, 2002.
- *Teach Me to Dance* (videocassette). Valenta, V., Howe, J. (prods.). Edmonton, AB: National Film Board of Canada, 1978.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Valuing Ukrainian Language and Culture

Students will be able to:

7.1.3 recognize the value and significance of the Ukrainian language and culture to self.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Guest Speaker

Invite a guest speaker from the Ukrainian community to explain how the Ukrainian language and culture plays a large part in his or her self-identity.

Extension: Invite a guest speaker from another ethnic background to explain the importance of maintaining his or her language and culture.

Ukrainian Language and Culture Graffiti Wall

Students discuss what is the importance of maintaining Ukrainian language and culture. They create a graffiti wall where they post their personal messages about the value of learning the Ukrainian language; e.g., Українська мова крута (“cool”). It may be necessary to accept both English and Ukrainian responses from students so that they can express themselves clearly and concisely.

Bilingual Program Video Presentations

Students prepare a video presentation promoting the Ukrainian bilingual program in their school. They share personal testimonies and discuss the value and significance of the Ukrainian language and culture to themselves. This video may be shared with parents during an open house or during parent–teacher interviews.

Valuing Ukrainian Language and Culture

Students will be able to:

- 7.1.3** recognize the value and significance of the Ukrainian language and culture to self. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize the value and significance of the Ukrainian language and culture to self?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize the value and significance of the Ukrainian language and culture to self (see sample blackline master in Appendix E: Observation Checklist).

Conferences

Conference with students to discuss participation, recognition and appreciation of the Ukrainian language and culture.

Learning Logs

After an activity, students record personal reflections in their Learning Logs. Review these entries and provide positive feedback and support where needed.

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to recognize the value and significance of the Ukrainian language and culture to self (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Ukrainian-English Bilingual Education. A Handbook for Assessment and Evaluation K–12.* Regina, SK: Saskatchewan Education, 1996.
- Ukrainian-speaking community resource people.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.4 identify benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Graduate Guest Speaker

Invite a graduate of the Ukrainian bilingual program to visit the class and discuss with students how maintaining the Ukrainian language and culture has been a positive aspect in his or her life.

Extension: Invite prominent Ukrainians to visit the class and discuss how maintaining the Ukrainian language and culture has benefited them in their careers and personal lives.

Internet Job Search

Students visit international job Web sites and explore various jobs available to Ukrainian speakers; e.g.,

- American Councils for International Education: www.americancouncils.org
- Intel: www.intel.com/jobs/ukraine
- OverseasJobs.com: www.overseasjobs.com

Interviewing Other Language Classes

Arrange for students to visit another second language class, either within the school or outside of the school. Students conduct interviews to identify what other students believe are the benefits of learning another language and being in a language and culture program.

Valuing Bilingualism/Multiculturalism

Students will be able to:

- 7.1.4** identify benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context (see sample blackline master in Appendix E: Observation Checklist).

Learning Logs

Students respond to prompts to write in their Learning Logs; e.g.,

- Something I learned about _____.
- Something I appreciated about _____.
- Some other things I want to learn about _____.

Self-assessment Rating Scale

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to identify benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context (see sample blackline master in Appendix E: Self-assessment Rating Scale).

SAMPLE RESOURCES

- Ukrainian-speaking community resource people.

General Outcome

7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.2 Ukrainian Culture

GRADE

6

Specific Outcome

Historical Elements

Students will be able to:

7.2.1 identify major historical elements, events, figures and developments of the Ukrainian language and culture; e.g., immigration.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Ukrainian-Canadians in Government

Students research and report on a person of Ukrainian descent who presently plays or has played a major role in Canadian government; e.g., Lawrence Decore, William Hawrylak, Ray Hnatyshyn, Roy Romanow, Gene Zwozdesky.

Time Line

After reading the novel *Срібні нитки* together in class, students research Ukrainian immigration and create a time line of important events and contributions of early immigrants.

Extension: Create a time line about the history of the Cossacks.

Ukrainian Historical Figures

Students research important Ukrainian historical figures, authors or musicians and write about their life and accomplishments in the form of an “Oscar Award.”

Ukrainian Cultural Heritage Village

Students visit the Ukrainian Cultural Heritage Village outside of Edmonton, Alberta and experience how the first immigrants lived and settled in Alberta. Students may visit a Web site either prior to the field trip or as a follow-up activity.

Ukraine’s Independence

Students view a video highlighting celebrations during the declaration of Ukraine’s independence in 1991, noting symbols, places and people. Students discuss the video and create a collage, using photographs, lettering, pictures, words and phrases.

Historical Elements

Students will be able to:

- 7.2.1** identify major historical elements, events, figures and developments of the Ukrainian language and culture; e.g., immigration. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify major historical elements, events, figures and developments of the Ukrainian language and culture?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify major historical elements, events, figures and developments of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify major historical elements, events, figures and developments of the Ukrainian language and culture (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to discuss and provide feedback regarding their participation and experiences in traditional Ukrainian language and cultural activities.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify major historical elements, events, figures and developments of the Ukrainian language and culture (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Ukrainian Social Studies: Elements of Ukrainian Heritage in Canada (Grades 4–8)*. Regina, SK: Saskatchewan Education, 1992.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Contemporary Elements

Students will be able to:

7.2.2 identify major contemporary elements, events, figures and developments of the Ukrainian language and culture; e.g., political figures, dance groups, choirs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Mock Interviews

Students prepare a mock interview with a major political figure, director of a dance group or choir director.

Extension: Invite students to prepare interview questions to ask a political figure of Ukrainian descent who is visiting the classroom.

Dance Groups

Students identify Ukrainian dance groups that have influence on the Ukrainian community; e.g., Shumka, Volya, Cheremosh, Rusalka, Yevshan.

Ukrainian Newspapers

Order a number of yearly subscriptions to Ukrainian newspapers; e.g., the *Ukrainian News*. Students review the papers and cut out articles and advertisements and glue them into a scrapbook under various categories; e.g., art, culture, politics.

Extension: Students identify television shows, radio programs and newspapers that affect the Ukrainian community across Canada; e.g., *Контакт*, *Світогляд*.

Biographical Sketches

Students research a number of past or current athletes, sculptors, artists, dancers and musicians and write a short biographical sketch on one of these people; e.g., Oksana Baiul, Victor Petrenko, William Kurelek, Leo Mol.

Extension: Read an excerpt from one of Myrna Kostash's books and a biography of her life. Students view the film *A Tribute to Ihor Bilozir* and do a search about his life and work, or of another contemporary musician of Ukrainian ancestry.

Community Search

Working in small groups, students use a number of resources (e.g., telephone books, community directories and church bulletins) to compile a list of major organizations, schools, choirs and dance groups that have an influence on the Ukrainian community.

Extension: Working in small groups, students study a map of their city or province to identify names of cities or streets that have ties to Ukraine; e.g., Myrnam (Мир нам), Boychuk Drive, Hawrelak Park. Students research the origins of these names. They go on a field trip to see where street names or building names of Ukrainian origin are found.

Contemporary Elements

Students will be able to:

- 7.2.2** identify major contemporary elements, events, figures and developments of the Ukrainian language and culture; e.g., political figures, dance groups, choirs.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify major contemporary elements, events, figures and developments of the Ukrainian language and culture?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to identify major contemporary elements, events, figures and developments of the Ukrainian language and culture. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify major contemporary elements, events, figures and developments of the Ukrainian language and culture (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to discuss and provide feedback regarding their participation and experiences in contemporary Ukrainian language and cultural activities.

 Learning Log

Students reflect on their learning and how well they were able to identify major contemporary elements, events, figures and developments of the Ukrainian language and culture; e.g., political figures, dance, groups, choirs when researching biographies of famous Ukrainians.

SAMPLE RESOURCES

- *All of Baba's Children*. Kostash, M. Edmonton, AB: NeWest Press, 1992.
- Selections of contemporary Ukrainian music.
- Ukrainian dance videos; e.g., Shumka.
- TV program; e.g., *Контакт* from Toronto.
- Copies of Ukrainian newspapers; e.g., *Український Голос*, *Гомін України*, *Українськ вісті*.
- Internet Web sites; e.g., www.brama.com, www.infoukes.com.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Diversity

Students will be able to:

7.2.3 explore diversity of the Ukrainian language and culture in Canada.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Ukrainian Festivals Across Canada

With assistance from the teacher, students research different Ukrainian festivals held in a variety of locations throughout Canada and create an advertisement or brochure promoting each of these cultural events; e.g.,

- Vegreville Ukrainian Pysanka Festival
- Saskatoon Vesna Festival
- Canada’s National Ukrainian Festival in Dauphin
- Bloor West Village Ukrainian Festival in Toronto

Extension: Working in small groups, students research on the Internet a Ukrainian festival held in Canada, including festival advertisements and programs. They create a poster advertisement or short video clip in Ukrainian promoting the festival.

Pen Pals

Students establish pen pal relationships with Ukrainian students in other provinces. As a culminating project, they may videotape a local Ukrainian event; e.g., a Тарас Шевченко concert or play. Students must record an introduction and a conclusion, explaining the event to their pen pal.

Guest Speakers

Invite students to listen to a presentation by a guest speaker on the Ukrainian umbrella organizations that coordinate Ukrainian provincial and national organization; e.g., the Ukrainian Canadian Congress (UCC).

Extension: Invite hosts of local Ukrainian radio programs to discuss the diversity of Ukrainian music.

Diversity of Language

To show diversity in language, provide opportunities for students to view Ukrainian television programs or videos or listen to Ukrainian radio programs. Also invite a variety of guest speakers to present or read to students. Students share how they think that speech, vocabulary and pronunciation influence one’s understanding.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore diversity of the Ukrainian language and culture in Canada?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore diversity of the Ukrainian language and culture in Canada. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore diversity of the Ukrainian language and culture in Canada (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Conference with students to discuss and provide feedback regarding their skills at identifying diverse elements of the Ukrainian language and culture.

 Learning Logs

After each activity, students record personal reflections regarding the diverse elements of the Ukrainian language and culture. Review these entries and provide positive feedback and support where needed.

SAMPLE RESOURCES

- Radio programs; e.g., 101.7 WORLD FM or CJSR FM88 in Edmonton or CKJS 810 AM in Manitoba.
- Copies of advertisements and brochures for Ukrainian festivals, concerts, community events.
- Ukrainian-speaking community resource people.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Change

Students will be able to:

7.2.4 explore and reflect on change in the Ukrainian language and culture within Canada.

SAMPLE TEACHING AND LEARNING ACTIVITIES**English Influence on the Ukrainian Language**

Identify and list Ukrainian vocabulary for contemporary objects, food or technology and note how the words reflect their creation directly from English terms or from other languages; e.g.,

computer – комп'ютер jeans – джинси
pizza – піца French fries – картопля “фрі”

Guest Speakers on Preserving Traditions

Students invite a speaker to talk about why he or she wants to preserve his or her own cultural traditions as well as interacting, learning from and sharing with other cultures. Some special days could be:

- Thanksgiving
- Halloween
- Heritage Days.

Extension: Students interview their parents and discuss the issues brought up by the speaker.

Change

Students will be able to:

- 7.2.4** explore and reflect on change in the Ukrainian language and culture within Canada. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore and reflect on change in the Ukrainian language and culture within Canada?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore and reflect on change in the Ukrainian language and culture within Canada (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to determine their skill in reflecting on and identifying changes in the Ukrainian language and culture over time. Provide feedback and guidance.

 Learning Logs

Students reflect on the discussion and activities that facilitated student exploration of changes in the Ukrainian language and culture. Using prompts provided by the teacher, students record their learning and insights in their Learning Logs.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to explore and reflect on change in the Ukrainian language and culture within Canada. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Sample menus from Ukrainian restaurants.
- Magazines and newspapers from Ukraine.
- *Ukrainian Social Studies: Elements of Ukrainian Heritage in Canada (Grades 4–8)*. Regina, SK: Saskatchewan Education, 1995.
- Ukrainian-speaking community resource people.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Positive Group Membership

Students will be able to:

7.3.1 use skills that promote cooperation and mutual respect within the classroom and the school.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Supporting Younger Students

Students participate in a buddy system with younger students in the school by doing paired reading, writing stories, creating art projects and playing language games. Older students model a cooperative, respectful and caring attitude to younger students.

Extension: Students produce a puppet show and present it to younger students. Grade 6 students are then paired up with younger students to create a short puppet show or to experiment playing the puppets.

Brainstorming Positive Sharing

Invite students to brainstorm a list of positive feelings related to cooperation and mutual respect that they could share with friends and classmates. Using these words and phrases, students design thank-you cards to express appreciation to others.

Positive Group Work

Encourage students to interact in a cooperative and respectful way as they work in groups to plan a school-wide celebration; e.g., spring carnival.

Positive Group Membership

Students will be able to:

7.3.1 use skills that promote cooperation and mutual respect within the classroom and the school. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use skills that promote cooperation and mutual respect within the classroom and the school?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use skills that promote cooperation and mutual respect within the classroom and the school. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to use skills that promote cooperation and mutual respect within the classroom and the school (see sample blackline master in Appendix E: Observation Checklist).

Conferences

Conference briefly with individual students, noting the following:

- engagement in cooperative learning tasks
- interest in and enthusiasm for the task
- interest in classmates' contributions.

Learning Logs

Students respond to prompts to write in their Learning Logs. Prompts include:

- Contributions I made to help my partner were _____.
- As a result I felt _____.
- Something I learned about helping others is _____
- because _____.

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to use skills that promote cooperation and mutual respect within the classroom and the school (see sample blackline master in Appendix E: Self-assessment Checklist).

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Appreciating Diversity

Students will be able to:

7.3.2 explore the impact of diversity in other regions of the world, and compare this with the impact of diversity in Canada.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Diverse Cultural Practices**

Students research and identify the practices of different ethnic groups and how this affects diversity in Canada; e.g.,

- Ukrainian Christmas
- Ramadan
- Chinese New Year
- Dragon Festival
- Hanukkah.

Diversity of Food

Students research and identify the diversity of foods that we eat in Canada compared to other countries; e.g., Ukraine.

Diverse Family Roles

Students research family roles in an ancient or contemporary society or country and create a Venn diagram comparing them to family roles in Canada.

Extension: In small groups, students create a comparison chart of how we meet our needs in comparison to citizens of another country.

Appreciating Diversity

Students will be able to:

7.3.2 explore the impact of diversity in other regions of the world, and compare this with the impact of diversity in Canada. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore the impact of diversity in other regions of the world, and compare this with the impact of diversity in Canada?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore the impact of diversity in other regions of the world, and compare this with the impact of diversity in Canada (see sample blackline master in Appendix E: Observation Checklist).

Learning Logs

Respond to students' Learning Logs to help them identify and clarify their understanding of diversity. Students record their reflections on the significance of diversity to themselves. Review these entries and provide positive feedback and support where needed.

Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore the impact of diversity in other regions of the world, and compare this with the impact of diversity in Canada (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- Ukrainian-speaking community resource people.
- Community newsletters and newspapers with listings of local cultural events.

General Outcome

7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building
Community

GRADE

6

Specific
Outcome

Appreciating Similarity

Students will be able to:

7.3.3 examine the common needs and experiences of people around the world.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Brainstorming Needs

In small groups, students brainstorm a list of the needs of people from a particular country or culture. They categorize these needs as physical (фізичні потреби), psychological (психологічні потреби) or social (суспільні потреби).

Governments Around the World

Students view an informational video about Ukraine and list in a chart how the government helps to meet the needs of its citizens. Students compare this to government in Canada and other countries. Consider things such as health care, education, infrastructure, law and order.

Meeting the Needs of New Immigrants

Students interview recent immigrants from a variety of countries, and classify and compare these countries to Canada on how they meet people's basic needs. This can be established through an ESL class, a school or newcomers' organization.

Appreciating Similarity

Students will be able to:

- 7.3.3** examine the common needs and experiences of people around the world.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- examine the common needs and experiences of people around the world?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to examine the common needs and experiences of people around the world. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to examine the common needs and experiences of people around the world (see sample blackline master in Appendix E: Observation Checklist).

 Learning Logs

Respond to students' Learning Logs to provide positive feedback and support in regards to their reflections on the activity and its significance to them.

SAMPLE RESOURCES

- Films and documentaries about life in Ukraine or other countries where Ukrainians reside; e.g., Australia, Brazil, Russia or Poland.
- Ukrainian-speaking community resource people.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Contributing to Community

Students will be able to:

7.3.4 take initiative and provide positive contributions to the school and community.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Community Service Projects**

Students brainstorm a list of community service projects that they can organize; e.g.,

- visit a senior’s lodge
- donate to the food bank or the SPCA
- make cards for sick children from their classroom
- take part in character education
- help as volunteers in lower grade classes
- take part in a school patrol program
- volunteer as school secretaries
- volunteer as library assistants
- perform at a heritage festival
- write letters to or visit seniors
- plant a flower garden.

As a class, students choose a community service project from the list above and, working in cooperative groups, make a plan to carry it out.

First, students brainstorm and record ideas. As the project progresses, students can monitor and adjust their plan. During the project, students take photographs, write reflections and display them on a bulletin board in the hallway to encourage other classes to engage in a project to serve the community. Upon completion of the project, students reflect on all three stages and make suggestions to improve the process and highlight their successes.

Contributing to Community

Students will be able to:

- 7.3.4** take initiative and provide positive contributions to the school and community.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- take initiative and provide positive contributions to the school and community?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to take initiative and provide positive contributions to the school and community. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to take initiative and provide positive contributions to the school and community (see sample blackline master in Appendix E: Self-assessment Checklist).

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to take initiative and provide positive contributions to the school and community. Offer feedback, encouragement and praise as needed.

SAMPLE RESOURCES

- List of local community service organizations.
- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation*. Edmonton, AB: Alberta Learning, 2002.

General Outcome

7

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global
Citizenship

GRADE

6

Specific
Outcome

Responsible Citizenship

Students will be able to:

7.4.1 explore the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Explore and Debate

In English, students explore and debate the issue of Canadian citizens' internment during the First World War

Ukrainian Immigration Discussion

Students discuss the current wave of Ukrainian immigrants and why there is such an out-flux of Ukrainian citizens. In groups, students brainstorm where they can find information about new immigrants; e.g., research on the Internet, consult Ukrainian Social Services, invite a new immigrant to speak to the class.

Responsible Citizenship

Students will be able to:

- 7.4.1** explore the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to explore the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to reinforce positive behaviour and to provide feedback on students' abilities to make informed decisions. Check for discrepancies between students' self-assessments and the behaviours that are actually observed.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to explore the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- Internet Web sites.
- Community resource people; e.g., Canadian Ukrainian Social Services.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Interdependence

Students will be able to:

7.4.2 recognize that cooperation is important, and participate in and contribute to group activities effectively.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Focusing on Team Work**

As students play a game, remove one player from each team at a time. Afterward, students discuss the importance of each member of the team and playing as a team.

Brainstorming Alone and in Groups

Students brainstorm an idea individually and then are paired to combine their ideas. They then discuss the relevance of the idiom “two heads are better than one.”

Group Roles and Responsibilities

Invite students to help decide on various group roles and the responsibilities of each role. As students brainstorm roles and responsibilities, write ideas onto a chart; e.g.,

- Recorder (записувач/ка): той, який пише думки
- Explainer (тлумач/ка): той, який пояснює
- Encourager(підбадьорувач/ка): той, який захочує усіх брати участь
- Summarizer(підсумовувач/ка) : той, який підсумовує
- Timekeeper (лічильник/ця часу): той, який пильнує час

Discuss with students the various roles and how they can choose roles for different group tasks.

Interdependence

Students will be able to:

- 7.4.2** recognize that cooperation is important, and participate in and contribute to group activities effectively. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize that cooperation is important, and participate in and contribute to group activities effectively?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize that cooperation is important, and participate in and contribute to group activities effectively (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Conference with students to provide feedback on their development in taking roles and sharing responsibilities as a cooperative group member.

 Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to recognize that cooperation is important, and participate in and contribute to group activities effectively (see sample blackline master in Appendix E: Self-assessment Checklist).

SAMPLE RESOURCES

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation*. Edmonton, AB: Alberta Learning, 2002.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Intercultural Skills

Students will be able to:

7.4.3 recognize and respect individual differences, and recognize the worth of every individual.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Modelling Forming Groups**

Model using different techniques for forming cooperative learning groups; e.g.,

- draw names
- give numbers
- by colours
- with cards.

Students work in these groups to complete a task assigned.

Class Discussion

Students have a class discussion on what to do to recognize and respect individual differences and the worth of every individual. Create a list of options of what they can do; e.g.,

- take turns to play
- include all in play time
- write compliments to one another.

Classmate Recognition

On a specified day of each month, students draw the name of a classmate and write five positive phrases that describe that individual.

Sharing Special Qualities

Students play a game where the student says his or her name and a special quality he or she has. Each person in the circle must repeat the name and the quality, then add his or her own name and special quality to the list.

Intercultural Skills

Students will be able to:

7.4.3 recognize and respect individual differences, and recognize the worth of every individual. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize and respect individual differences, and recognize the worth of every individual?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to recognize and respect individual differences, and recognize the worth of every individual (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize and respect individual differences, and recognize the worth of every individual. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- *Kindergarten to Grade 9 Health and Life Skills: Guide to Implementation*. Edmonton, AB: Alberta Learning, 2002.

Students will explore, understand, appreciate and value Ukrainian culture in Canada and the world for personal growth, enrichment and satisfaction and for participating in and contributing to an interdependent and multicultural global society.

Future Opportunities

Students will be able to:

7.4.4 identify own interests, and explore future opportunities for learning and employment.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Career Day**

Students identify different job opportunities that require knowledge of a second language. They invite guest speakers to share the responsibilities of this job. Students create a brief outline of skills and qualifications for a chosen occupation.

Extension: Students visit places in which employees speak and/or understand a second language.

Reflection and Goal Setting

Provide frequent opportunities for students to reflect on key concepts and useful information they have learned and to set personal goals, particularly for future learning; e.g., students start each class by noting daily goals for:

- future jobs
- using their knowledge of Ukrainian
- future learning of languages.

Brainstorming

Students brainstorm a list of personal goals a Grade 6 student might have. Record their ideas in Ukrainian on chart paper. Working with a partner, students classify the list of goals as short-term and long-term. They choose one short-term and one long-term goal and write their goal and action plan on a goal-setting sheet. Students should reflect on what would happen if they did not achieve their goals.

Future Opportunities

Students will be able to:

- 7.4.4** identify own interests, and explore future opportunities for learning and employment. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify own interests, and explore future opportunities for learning and employment?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to identify own interests, and explore future opportunities for learning and employment (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Meet with students to discuss their progress toward the goals they set for themselves at the beginning of the year. Provide feedback, suggestions and encouragement.

 Learning Logs

Using the monitoring sheet developed in class, students write a short sentence or two reflecting on their progress toward achieving their goal.

 Self-assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine if they are able to identify own interests, and explore future opportunities for learning and employment. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

- International job Web sites.
- Goal-setting forms or templates.
- *Self-Assessment and Goal-Setting*. Gregory, K., Cameron, C., Davies, A. Courtenay, BC: Connections Publishing, 2000.



Appendices

Appendix A: Specific Outcomes Chart

Grade 4	A-1
Grade 5	A-17
Grade 6	A-33

Appendix B: Vocabulary and Classroom Expressions B-1

Appendix C: Planning Tools C-1

Instructional Planning Guide	C-2
Year Plan	C-5
Unit Plan Overview	C-7
Unit Plan A	C-8
Unit Plan B	C-9
Unit Plan C	C-10
Lesson Plan A	C-11
Lesson Plan B	C-12
How "Listener-friendly" Is My Instruction?	C-13
Examples of General Accommodations	C-14
Examples of Instructional Accommodations	C-15
Examples of Assessment Accommodations	C-16
Sample Text Forms	C-17
Alternative Learning Activities Menu	C-18
Sample Independent Study Agreement	C-19
Group Roles Organizer	C-20
Sample List of Learning Strategies	C-21

Appendix D: Graphic Organizers D-1

How I Contribute to Group Work	D-2
How I Can Help My Group	D-3
Evaluating Your Actions	D-4
Collecting My Thoughts	D-5
How to Use KWL Charts	D-6
KWL Chart	D-7
How to Use a Brainstorming Web	D-8
Brainstorming Web	D-9

Idea Builder	D-10
How to Use a Mind Map	D-11
Mind Map	D-12
How to Use Venn Diagrams	D-13
Venn Diagram	D-14
Five Senses Wheel	D-15
Triple T-chart	D-16
Y-chart	D-17
Five Ws and HI	D-18
A Day in the Life	D-19
How to Use PMI Charts	D-20
PMI Chart	D-21
What I Have, What I Need	D-22
Making a Decision	D-23
IDEA Decision Maker	D-24
Consider the Alternatives	D-25
Influences on Decision Making	D-26
Goal-setting Organizer 1	D-27
Goal-setting Organizer 2	D-28
Goal-setting Organizer 3	D-29
Goal-setting Organizer 4	D-30
Appendix E: Assessment Blackline Masters	E-1
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

Appendix A: Specific Outcomes Chart

GRADE 4

1.1 Discover and Explore		GRADE 4
express ideas	<ul style="list-style-type: none"> describe and reflect upon personal observations and experiences to reach tentative conclusions 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> explore connections among a variety of own and others' insights, ideas and responses 	
experiment with language	<ul style="list-style-type: none"> explore and experiment with a variety of forms of expression for particular personal purposes 	
express preferences	<ul style="list-style-type: none"> collect and explain preferences for particular forms of oral, print, visual and multimedia texts 	
set goals	<ul style="list-style-type: none"> identify areas of personal accomplishment in language learning and use 	
1.2 Clarify and Extend		GRADE 4
develop understanding	<ul style="list-style-type: none"> connect new information and experiences with prior knowledge to construct meaning in different contexts 	NOTES:
explain opinions	<ul style="list-style-type: none"> express new concepts and understanding in own words 	
combine ideas	<ul style="list-style-type: none"> organize ideas and information in ways that clarify and shape understanding 	

1.2 Clarify and Extend (continued)		GRADE 4
extend understanding	<ul style="list-style-type: none"> ask questions to clarify information and develop new understanding 	NOTES:
2.1 General Comprehension Strategies		GRADE 4
prior knowledge	<ul style="list-style-type: none"> make and record connections among personal experiences, prior knowledge and a variety of texts 	NOTES:
comprehension strategies	<ul style="list-style-type: none"> confirm or reject inferences, predictions or conclusions based on textual information; and check and confirm understanding by rereading 	
textual cues	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning in interpreting text 	
cueing systems	<ul style="list-style-type: none"> use semantic, morphological, phonological, graphophonic and syntactic cues, and a variety of print and nonprint resources, to construct and confirm meaning 	
2.2 Respond to Texts		GRADE 4
experience various texts	<ul style="list-style-type: none"> experience texts from a variety of genres and cultural traditions, with and without support, such as personal narratives, plays, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, CD-ROM programs and fairy tales; and share responses to these texts 	NOTES:

2.2 Respond to Texts (continued)		GRADE 4
connect self, texts and culture	<ul style="list-style-type: none"> identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts 	NOTES:
appreciate the artistry of texts	<ul style="list-style-type: none"> identify words that form mental images and create mood in oral, print, visual and multimedia texts 	
2.3 Understand Forms and Techniques		GRADE 4
forms and genres	<ul style="list-style-type: none"> identify similarities and differences between various oral, literary and media forms and texts 	NOTES:
techniques and elements	<ul style="list-style-type: none"> explain connections between events and roles of main characters in oral, print, visual and multimedia texts 	
vocabulary	<ul style="list-style-type: none"> build knowledge of word patterns by identifying prefixes, suffixes and roots 	
experiment with language	<ul style="list-style-type: none"> recognize how words and word combinations, such as wordplay, repetition and rhyme, influence or convey meaning; and recognize that exaggeration can be used to convey humour 	
create original texts	<ul style="list-style-type: none"> create original texts to communicate and demonstrate understanding of forms and techniques 	

3.1 Plan and Focus		GRADE 4
personal knowledge and experience	<ul style="list-style-type: none"> • categorize personal knowledge and experience of a topic to determine information needs 	NOTES:
ask questions	<ul style="list-style-type: none"> • ask general and specific questions on topics, using predetermined categories 	
participate in group inquiry	<ul style="list-style-type: none"> • identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research 	
create and follow a plan	<ul style="list-style-type: none"> • select and use a plan for gathering information 	
3.2 Select and Process		GRADE 4
identify personal and peer knowledge	<ul style="list-style-type: none"> • record and share personal knowledge of a topic to focus inquiry or research 	NOTES:
identify sources	<ul style="list-style-type: none"> • identify a variety of information sources to answer inquiry or research questions 	
evaluate sources	<ul style="list-style-type: none"> • review information to determine its usefulness to inquiry or research needs, using pre-established criteria 	
access information	<ul style="list-style-type: none"> • use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas 	

3.2 <i>Select and Process</i> (continued)		GRADE 4
make sense of information	<ul style="list-style-type: none"> determine main and supporting ideas, using prior knowledge, predictions, connections, inferences, and visual and auditory cues; and locate and/or listen for key words 	NOTES:
3.3 <i>Organize, Record and Assess</i>		GRADE 4
organize information	<ul style="list-style-type: none"> organize information and ideas in logical sequences, using a variety of strategies 	NOTES:
record information	<ul style="list-style-type: none"> record facts and ideas, using a variety of strategies; and list authors and titles of sources 	
evaluate information	<ul style="list-style-type: none"> analyze collected information to identify categories or aspects of a topic that need more information 	
develop new understanding	<ul style="list-style-type: none"> use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content 	
4.1 <i>Generate and Focus</i>		GRADE 4
generate ideas	<ul style="list-style-type: none"> generate and contribute ideas on particular topics for oral, print and visual texts, using a variety of strategies 	NOTES:
choose forms	<ul style="list-style-type: none"> use a variety of text forms for particular audiences and purposes 	
organize ideas	<ul style="list-style-type: none"> develop and arrange ideas in own oral, print and visual texts, using organizers 	

4.2 Enhance and Improve		GRADE 4
appraise own and others' work	<ul style="list-style-type: none"> share own stories and creations in various ways; and provide feedback to peers, with guidance 	NOTES:
revise content	<ul style="list-style-type: none"> revise text to focus on main ideas and relevant information 	
enhance legibility	<ul style="list-style-type: none"> write legibly, using a handwriting style that is consistent in alignment, shape and spacing; and experiment with the use of templates and familiar software when composing and revising 	
enhance artistry	<ul style="list-style-type: none"> select from a range of word choices, and use simple sentence patterns to communicate ideas and information 	
enhance presentation	<ul style="list-style-type: none"> prepare neat and organized compositions, reports and charts that engage the audience 	
4.3 Attend to Conventions		GRADE 4
grammar and usage	<ul style="list-style-type: none"> edit for complete sentences and to eliminate unnecessary repetition of words 	NOTES:
spelling	<ul style="list-style-type: none"> recognize spelling conventions in learned vocabulary, using a variety of strategies, resources and spelling patterns 	
capitalization and punctuation	<ul style="list-style-type: none"> use basic writing conventions when editing and proofreading 	

4.4 Present and Share		GRADE 4
share ideas and information	<ul style="list-style-type: none"> present information and ideas on a topic to engage a familiar audience, using a pre-established plan; and use print and nonprint aids to enhance the presentation 	NOTES:
effective oral and visual communication	<ul style="list-style-type: none"> describe and explain information and ideas to a particular audience; and select and use appropriate volume, intonation and nonverbal cues 	
attentive listening and viewing	<ul style="list-style-type: none"> demonstrate appropriate audience behaviours, and show respect for the presenter 	
5.1 Develop and Celebrate Community		GRADE 4
share and compare responses	<ul style="list-style-type: none"> understand relationships between own ideas and experiences and those of others 	NOTES:
relate texts to culture	<ul style="list-style-type: none"> examine ideas within stories from oral, print, visual and multimedia texts from various communities 	
appreciate diversity	<ul style="list-style-type: none"> connect portrayals of individuals or situations in oral, print, visual and multimedia texts to personal experiences 	
celebrate special occasions	<ul style="list-style-type: none"> use language appropriate in tone and form when participating in classroom and school activities 	

5.2 Encourage, Support and Work with Others		GRADE 4
cooperate with others	<ul style="list-style-type: none"> appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly 	NOTES:
work in groups	<ul style="list-style-type: none"> take roles and share responsibilities as group members 	
use language to show respect	<ul style="list-style-type: none"> show consideration for those whose ideas, abilities and language use differ from own 	
evaluate group process	<ul style="list-style-type: none"> show appreciation and offer constructive feedback to peers, and seek support from group members 	
6.1 Linguistic Elements		GRADE 4
sound-symbol system	<ul style="list-style-type: none"> apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing 	NOTES:
lexicon	<ul style="list-style-type: none"> use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts 	

grammatical elements	<ul style="list-style-type: none"> • use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> – hard, soft, mixed stem; e.g., <i>зошит, Леся, миша, доц</i> – instrumental singular; e.g., <i>зошитом, книжкою, автом</i> – dative singular; e.g., <i>братові, сестрі</i> Pronouns <ul style="list-style-type: none"> – personal <ul style="list-style-type: none"> • instrumental; e.g., <i>(зі) мною, тобою, ними</i> • dative; e.g., <i>мені, тобі, їм</i> – demonstrative, possessive, interrogative <ul style="list-style-type: none"> • accusative singular animate • genitive singular • locative singular; e.g., <i>у цій школі, на кому/чому</i> Adjectives <ul style="list-style-type: none"> – accusative singular animate – genitive singular – locative singular; e.g., <i>у новому зошиті, у цікавій книжці, у гарному авті</i> – comparative and superlative; e.g., <i>гарніший, найгарніший</i> Verbs <ul style="list-style-type: none"> – perfective/imperfective past and future; e.g., <i>прочитав/ читав, прочитає/буде читати</i> – -ся verbs with dative; e.g., <i>подобатися</i> Expressions <ul style="list-style-type: none"> – of emotions; e.g., <i>мені нудно, йому цікаво</i> – at what time; e.g., <i>о четвертій</i> Conjunctions <ul style="list-style-type: none"> – comparative; e.g., <i>як, ніж, ніби</i> Numerals <ul style="list-style-type: none"> – cardinals over 100; e.g., <i>двісті, тисяча</i> – ordinals over 12; e.g., <i>тринадцятий</i> 	NOTES:
-------------------------	--	--------

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.

grammatical elements	<ul style="list-style-type: none"> • use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> – accusative singular animate – genitive singular – accusative plural inanimate Pronouns <ul style="list-style-type: none"> – personal locative – demonstrative, possessive, interrogative <ul style="list-style-type: none"> • nominative singular and plural • accusative singular inanimate • accusative plural inanimate Adjectives <ul style="list-style-type: none"> – noun–adjective agreement; e.g., <i>високий Микола</i> – accusative plural inanimate Verbs <ul style="list-style-type: none"> – present – present of common reflexives – imperative – modal verbs – past, all genders singular and plural Adverbs <ul style="list-style-type: none"> – of time; e.g., <i>учора</i> – of frequency; e.g., <i>часто, рідко</i> Expressions <ul style="list-style-type: none"> – date and year – time Numerals <ul style="list-style-type: none"> – 1–4 plus noun agreement 	NOTES:
-------------------------	--	---------------

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.

6.1 <i>Linguistic Elements</i> (continued)		GRADE 4
grammatical elements	<ul style="list-style-type: none"> use, independently and consistently,³ the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> locative singular irregular plurals, including pluralia tantum, nominative; e.g., <i>двері, штани, окуляри, гроші, люди, діти</i> Pronouns <ul style="list-style-type: none"> personal genitive Adjectives <ul style="list-style-type: none"> accusative singular inanimate Verbs <ul style="list-style-type: none"> future imperfective Adverbs <ul style="list-style-type: none"> of motion of distance to express seasons Expressions <ul style="list-style-type: none"> of appeal Numerals <ul style="list-style-type: none"> ordinals 1–12 	NOTES:

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

mechanical features	<ul style="list-style-type: none"> use basic mechanical features correctly, and explore their use for effect 	
discourse features	<ul style="list-style-type: none"> use basic discourse features in oral, print and visual texts; and explore their use for effect 	
6.2 <i>Language Competence</i>		GRADE 4
listening	<ul style="list-style-type: none"> listen to and understand a short oral or media presentation on a familiar topic in structured and unstructured situations 	NOTES:
speaking	<ul style="list-style-type: none"> produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation 	

6.2 Language Competence (continued)		GRADE 4
reading	<ul style="list-style-type: none"> read and understand the main idea of texts dealing with familiar topics in structured and unstructured situations 	NOTES:
writing	<ul style="list-style-type: none"> produce, spontaneously or with guidance, simple texts on familiar topics in structured and unstructured situations 	
viewing	<ul style="list-style-type: none"> view and understand a variety of simple events and/or representations 	
representing	<ul style="list-style-type: none"> create multiple representations of the same familiar ideas, events and/or information 	
6.3 Sociocultural/Sociolinguistic Competence		GRADE 4
register	<ul style="list-style-type: none"> experiment with formal and informal uses of language in familiar contexts 	NOTES:
idiomatic expressions	<ul style="list-style-type: none"> use learned idiomatic expressions in new contexts 	
variations in language	<ul style="list-style-type: none"> experience a variety of accents and variations in speech 	
social conventions	<ul style="list-style-type: none"> recognize verbal behaviours that are considered impolite 	
nonverbal communication	<ul style="list-style-type: none"> recognize appropriate nonverbal behaviours for people frequently encountered 	

6.4 Language Learning Strategies		GRADE 4
cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task such as echo acting 	NOTES:
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance language learning; e.g., make a plan in advance about how to approach a language learning task 	
social/affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance language learning; e.g., work cooperatively with peers in small groups 	
6.5 Language Use Strategies		GRADE 4
interactive	<ul style="list-style-type: none"> identify and use a variety of interactive strategies; e.g., use the other speaker's words in subsequent conversation 	NOTES:
interpretive	<ul style="list-style-type: none"> identify and use a variety of interpretive strategies; e.g., listen selectively based on purpose, make predictions about what they expect to hear or read based on prior knowledge and personal experience 	
productive	<ul style="list-style-type: none"> identify and use a variety of productive strategies; e.g., use various techniques to explore ideas at the planning stage in graphic organizers 	

6.6 General Learning Strategies		GRADE 4
cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance general learning; e.g., focus on and complete learning tasks 	NOTES:
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance general learning; e.g., divide an overall learning task into a number of subtasks, with guidance 	
social/ affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance general learning; e.g., choose learning activities that enhance understanding and enjoyment 	
7.1 Self-identity		GRADE 4
understanding self-identity	<ul style="list-style-type: none"> identify influences on development of own self-concept and self-identity 	NOTES:
developing positive self-identity	<ul style="list-style-type: none"> learn that respect for oneself is essential, and understand that self-concept is determined by external and internal forces 	
valuing Ukrainian language and culture	<ul style="list-style-type: none"> recognize and appreciate various elements of Ukrainian language and culture 	
valuing bilingualism/ multiculturalism	<ul style="list-style-type: none"> participate in activities that promote and celebrate the bilingual/multicultural education experience 	

7.2 Ukrainian Culture		GRADE 4
historical elements	<ul style="list-style-type: none"> explore elements in the immediate environment that reflect the historical roots of the Ukrainian language and culture; e.g., the first wave of immigrants, settlement areas 	NOTES:
contemporary elements	<ul style="list-style-type: none"> explore elements in the immediate environment that reflect the contemporary features of the Ukrainian language and culture; e.g., monuments, art work, buildings 	
diversity	<ul style="list-style-type: none"> explore diversity of the Ukrainian language and culture in the immediate environment 	
change	<ul style="list-style-type: none"> explore and reflect on change within own family and community 	
7.3 Building Community		GRADE 4
positive group membership	<ul style="list-style-type: none"> encourage and support classmates and schoolmates 	NOTES:
appreciating diversity	<ul style="list-style-type: none"> explore diversity in the immediate and local community, and reflect on its significance to self 	
appreciating similarity	<ul style="list-style-type: none"> explore similarities among members of the local community, and reflect on the significance of this to self 	

7.3 Building Community <i>(continued)</i>		GRADE 4
contributing to community	<ul style="list-style-type: none"> demonstrate a desire to assist others, and contribute to classroom or community activities 	NOTES:
7.4 Global Citizenship		GRADE 4
responsible citizenship	<ul style="list-style-type: none"> respect the feelings, rights and property of others; and accept responsibility for own actions 	NOTES:
interdependence	<ul style="list-style-type: none"> recognize that people must depend on others to meet their needs, and recognize the effects of one's actions on others 	
intercultural skills	<ul style="list-style-type: none"> engage in activities that reflect other ways of doing things or other perspectives 	
future opportunities	<ul style="list-style-type: none"> identify personal strengths and areas for improvement and/or change, and establish personal goals and action plans 	

GRADE 5

1.1 Discover and Explore		GRADE 5
express ideas	<ul style="list-style-type: none"> use personal experiences as a basis for exploring and expressing opinions and understanding 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> seek others' viewpoints to build on personal responses and understanding 	
experiment with language	<ul style="list-style-type: none"> explore and experiment with a variety of forms of expression for particular personal purposes 	
express preferences	<ul style="list-style-type: none"> review a collection of favourite oral, print, visual and multimedia texts; and share responses to preferred forms 	
set goals	<ul style="list-style-type: none"> identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use 	
1.2 Clarify and Extend		GRADE 5
develop understanding	<ul style="list-style-type: none"> reflect on prior knowledge and experiences to arrive at new understanding 	NOTES:
explain opinions	<ul style="list-style-type: none"> explain personal viewpoints 	
combine ideas	<ul style="list-style-type: none"> arrange ideas and information in a variety of ways to clarify understanding 	
extend understanding	<ul style="list-style-type: none"> ask open-ended questions to clarify information and develop new understanding 	

2.1 General Comprehension Strategies		GRADE 5
prior knowledge	<ul style="list-style-type: none"> make and record connections among personal experiences, prior knowledge and a variety of texts 	NOTES:
comprehension strategies	<ul style="list-style-type: none"> use a variety of comprehension strategies to confirm understanding and self-correct 	
textual cues	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning in interpreting text 	
cueing systems	<ul style="list-style-type: none"> use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a dictionary to determine word meaning in context 	
2.2 Respond to Texts		GRADE 5
experience various texts	<ul style="list-style-type: none"> experience texts from a variety of genres and cultural traditions, such as historical fiction, myths, biographies, poetry, news reports, fantasy and guest speakers; and share responses to these texts 	NOTES:
connect self, texts and culture	<ul style="list-style-type: none"> identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, print, visual and multimedia texts 	
appreciate the artistry of texts	<ul style="list-style-type: none"> identify descriptive and figurative language in oral, print, visual and multimedia texts 	

2.3 Understand Forms and Techniques		GRADE 5
forms and genres	<ul style="list-style-type: none"> understand and use a variety of oral, literary and media forms and texts 	NOTES:
techniques and elements	<ul style="list-style-type: none"> identify key elements, including plot, setting and character; and explore techniques used in oral, print, visual and multimedia texts, such as use of colour, font, sound, word choice and visual imagery 	
vocabulary	<ul style="list-style-type: none"> expand knowledge of words and word relationships, using a variety of sources 	
experiment with language	<ul style="list-style-type: none"> experiment with words and sentence patterns to create word pictures, and identify ways in which exaggeration is used to convey humour 	
create original texts	<ul style="list-style-type: none"> create original texts to communicate and demonstrate understanding of forms and techniques 	
3.1 Plan and Focus		GRADE 5
personal knowledge and experience	<ul style="list-style-type: none"> summarize personal knowledge and experience of a topic to determine information needs 	NOTES:
ask questions	<ul style="list-style-type: none"> formulate general and specific questions to identify information needs 	
participate in group inquiry	<ul style="list-style-type: none"> share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research 	

3.1 Plan and Focus (continued)		GRADE 5
create and follow a plan	<ul style="list-style-type: none"> gather and record information and ideas, using a plan 	NOTES:
3.2 Select and Process		GRADE 5
identify personal and peer knowledge	<ul style="list-style-type: none"> record, select and share personal knowledge of a topic to focus inquiry or research 	NOTES:
identify sources	<ul style="list-style-type: none"> identify a variety of information sources to answer inquiry or research questions 	
evaluate sources	<ul style="list-style-type: none"> review information to determine its usefulness to inquiry or research needs, using pre-established criteria 	
access information	<ul style="list-style-type: none"> use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information 	
make sense of information	<ul style="list-style-type: none"> recognize organizational patterns of oral, visual and print text; and skim, scan and listen for key words and phrases 	
3.3 Organize, Record and Assess		GRADE 5
organize information	<ul style="list-style-type: none"> organize information and ideas into categories, using a variety of strategies 	NOTES:
record information	<ul style="list-style-type: none"> record key words, phrases and images by subtopics; and cite authors and titles of sources appropriately 	

3.3 Organize, Record and Assess <i>(continued)</i>		GRADE 5
evaluate information	<ul style="list-style-type: none"> recognize gaps in the information gathered, and locate additional information needed 	NOTES:
develop new understanding	<ul style="list-style-type: none"> determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences 	
4.1 Generate and Focus		GRADE 5
generate ideas	<ul style="list-style-type: none"> focus a topic for oral, print and visual texts, using a variety of strategies 	NOTES:
choose forms	<ul style="list-style-type: none"> use a variety of text forms for particular audiences and purposes 	
organize ideas	<ul style="list-style-type: none"> develop and arrange ideas in own oral, print and visual texts, using a variety of organizers 	
4.2 Enhance and Improve		GRADE 5
appraise own and others' work	<ul style="list-style-type: none"> share own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria 	NOTES:
revise content	<ul style="list-style-type: none"> revise text to create an interesting impression, and check for sequence of ideas 	
enhance legibility	<ul style="list-style-type: none"> write legibly, and use word processing when composing and revising 	
enhance artistry	<ul style="list-style-type: none"> choose descriptive language and sentence patterns to clarify and enhance ideas 	

4.2 Enhance and Improve <i>(continued)</i>		GRADE 5
enhance presentation	<ul style="list-style-type: none"> prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts and diagrams, that engage the audience 	NOTES:
4.3 Attend to Conventions		GRADE 5
grammar and usage	<ul style="list-style-type: none"> identify and eliminate sentence fragments 	NOTES:
spelling	<ul style="list-style-type: none"> recognize spelling conventions in learned vocabulary, using a variety of spelling patterns when editing and proofreading; and predict the spelling of unfamiliar words, using a variety of resources to confirm correctness 	
capitalization and punctuation	<ul style="list-style-type: none"> use writing conventions when editing and proofreading 	
4.4 Present and Share		GRADE 5
share ideas and information	<ul style="list-style-type: none"> prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience 	NOTES:
effective oral and visual communication	<ul style="list-style-type: none"> use gestures and facial expressions to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention 	

4.4 Present and Share <i>(continued)</i>		GRADE 5
attentive listening and viewing	<ul style="list-style-type: none"> show respect for the presenter, through active listening and viewing behaviours 	NOTES:
5.1 Develop and Celebrate Community		GRADE 5
share and compare responses	<ul style="list-style-type: none"> acknowledge differing responses to common experiences 	NOTES:
relate texts to culture	<ul style="list-style-type: none"> discuss ideas, events and figures within stories from oral, print, visual and multimedia texts from various communities 	
appreciate diversity	<ul style="list-style-type: none"> connect the experiences of individuals in oral, print, visual and multimedia texts to personal experiences 	
celebrate special occasions	<ul style="list-style-type: none"> select and use language appropriate in tone and form to recognize and honour people and events 	
5.2 Encourage, Support and Work with Others		GRADE 5
cooperate with others	<ul style="list-style-type: none"> distinguish between on-task and off-task ideas and behaviours in a group, and stay on task 	NOTES:
work in groups	<ul style="list-style-type: none"> assume the responsibilities for various group roles 	
use language to show respect	<ul style="list-style-type: none"> demonstrate sensitivity to appropriate language use when communicating orally 	

5.2 Encourage, Support and Work with Others <i>(continued)</i>		GRADE 5
evaluate group process	<ul style="list-style-type: none"> • assess group process, using checklists; and determine areas for development 	NOTES:
6.1 Linguistic Elements		GRADE 5
sound–symbol system	<ul style="list-style-type: none"> • apply knowledge of the Ukrainian alphabet accurately in unfamiliar contexts, orally and in reading and writing 	NOTES:
lexicon	<ul style="list-style-type: none"> • use vocabulary and expressions appropriately in a variety of classroom, school and community contexts 	

grammatical elements	<ul style="list-style-type: none"> • use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> – instrumental singular – dative singular – accusative plural; e.g., <i>книжки, братів, сестер</i> – genitive plural; e.g., <i>книжок, братів, сестер</i> Pronouns <ul style="list-style-type: none"> – personal <ul style="list-style-type: none"> • instrumental • dative – demonstrative, possessive, interrogative <ul style="list-style-type: none"> • instrumental singular; e.g., <i>(з) цим хлопцем, моєю сестрою, якою книжкою, ким/чим</i> • dative singular; e.g., <i>цьому хлопцеві, моїй сестрі, якій дівчині, кому/чому</i> – definite and indefinite; e.g., <i>усі, усе, ніхто, хтось, хтонебудь, ніщо, щось, щонебудь</i> Adjectives <ul style="list-style-type: none"> – instrumental singular; e.g., <i>новим зошитом, цікавою книжкою, гарним автoм</i> – dative singular; e.g., <i>гарному хлопцеві, старшій сестрі</i> Verbs <ul style="list-style-type: none"> – perfective/imperfective past and future – <i>-ся</i> verbs with genitive, instrumental; e.g., <i>боятися, цікавитися, займатися</i> – verbs <i>могти, знати, вміти</i> Adverbs <ul style="list-style-type: none"> – definite and indefinite; e.g., <i>десь, донебудь, кудись, колись, якось</i> – of quantity; e.g., <i>багато, мало, трохи</i> Numerals <ul style="list-style-type: none"> – 5 and higher plus noun agreement; e.g., <i>шість приятелів</i> 	NOTES:
-------------------------	--	--------

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.

grammatical elements	<ul style="list-style-type: none"> • use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> – hard, soft, mixed stem – accusative singular animate – genitive singular Pronouns <ul style="list-style-type: none"> – demonstrative, possessive, interrogative <ul style="list-style-type: none"> • accusative singular animate • genitive singular • locative singular • accusative plural inanimate Adjectives <ul style="list-style-type: none"> – accusative singular animate – genitive singular – locative singular – accusative plural inanimate – comparative and superlative Verbs <ul style="list-style-type: none"> – <i>-ся</i> verbs with dative Adverbs <ul style="list-style-type: none"> – of frequency; e.g., <i>іноді, часом, щотижня</i> Expressions <ul style="list-style-type: none"> – date and year – at what time – of emotions Conjunctions <ul style="list-style-type: none"> – comparative Numerals <ul style="list-style-type: none"> – cardinals over 100 – ordinals over 12 	NOTES:
-------------------------	--	---------------

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.

grammatical elements	<ul style="list-style-type: none"> • use, independently and consistently,³ the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> – accusative plural inanimate Pronouns <ul style="list-style-type: none"> – personal locative – demonstrative, possessive, interrogative <ul style="list-style-type: none"> • nominative singular and plural • accusative singular inanimate Adjectives <ul style="list-style-type: none"> – noun–adjective agreement; e.g., <i>високий Микола</i> Verbs <ul style="list-style-type: none"> – present – present of common reflexives – imperative – modal verbs – past, all genders singular and plural Adverbs <ul style="list-style-type: none"> – of time; e.g., <i>учора</i> – of frequency; e.g., <i>часто</i> Expressions <ul style="list-style-type: none"> – at what time Numerals <ul style="list-style-type: none"> – 1–4 plus noun agreement 	NOTES:
-------------------------	--	---------------

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

mechanical features	<ul style="list-style-type: none"> • use basic mechanical features correctly, and apply these features for effect 	NOTES:
discourse features	<ul style="list-style-type: none"> • use basic discourse features in oral, print and visual texts; and apply these features for effect 	

6.2 Language Competence		GRADE 5
listening	<ul style="list-style-type: none"> listen to and understand the main points of an oral or media presentation on a familiar topic in structured and unstructured situations 	NOTES:
speaking	<ul style="list-style-type: none"> produce a prepared or spontaneous oral presentation on a familiar topic in a structured situation 	
reading	<ul style="list-style-type: none"> read and understand the main idea and supporting details of texts dealing with a familiar topic in structured situations 	
writing	<ul style="list-style-type: none"> produce, spontaneously or with guidance, texts on familiar topics in structured and unstructured situations 	
viewing	<ul style="list-style-type: none"> view and understand a series of simple events and/or representations 	
representing	<ul style="list-style-type: none"> create multiple representations of the same ideas, events and/or information 	
6.3 Sociocultural/Sociolinguistic Competence		GRADE 5
register	<ul style="list-style-type: none"> use formal and informal language in familiar situations 	NOTES:
idiomatic expressions	<ul style="list-style-type: none"> use learned idiomatic expressions to enhance communication 	

6.3 Sociocultural/Sociolinguistic Competence <i>(continued)</i>		GRADE 5
variations in language	<ul style="list-style-type: none"> experience regional variations in language 	NOTES:
social conventions	<ul style="list-style-type: none"> recognize simple social conventions in informal conversations 	
nonverbal communication	<ul style="list-style-type: none"> use appropriate nonverbal behaviours in a variety of familiar contexts 	
6.4 Language Learning Strategies		GRADE 5
cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things (vocabulary, structures) with similar characteristics, identify similarities and differences between aspects of the Ukrainian language and their own language (punctuation, rules of capitalization) 	NOTES:
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance language learning; e.g., reflect on the listening, reading and writing process, check copied writing for accuracy 	
social/affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance language learning; e.g., understand that making mistakes is a natural part of language learning, experiment with various forms of expression 	

6.5 Language Use Strategies		GRADE 5
interactive	<ul style="list-style-type: none"> identify and use a variety of interactive strategies; e.g., assess feedback from conversation partner to recognize when the message has not been understood 	NOTES:
interpretive	<ul style="list-style-type: none"> identify and use a variety of interpretive strategies; e.g., use morphological cues to aid reading comprehension 	
productive	<ul style="list-style-type: none"> identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences 	
6.6 General Learning Strategies		GRADE 5
cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance general learning; e.g., record key words and concepts in abbreviated form—verbal, graphic or numerical—to assist with performance of a learning task 	NOTES:
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task 	
social/affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance general learning; e.g., encourage themselves to try even though they might make mistakes 	
7.1 Self-identity		GRADE 5
understanding self-identity	<ul style="list-style-type: none"> express own self-concept, and understand that others' perceptions of them may differ from own 	NOTES:

7.1 Self-identity (continued)		GRADE 5
developing positive self-identity	<ul style="list-style-type: none"> recognize the effect of “put-ups” and “put-downs” on self and others 	NOTES:
valuing Ukrainian language and culture	<ul style="list-style-type: none"> identify the benefits and contributions of the Ukrainian language and culture to self 	
valuing bilingualism/multiculturalism	<ul style="list-style-type: none"> recognize the uniqueness of bilingual/multicultural education in a Canadian context 	
7.2 Ukrainian Culture		GRADE 5
historical elements	<ul style="list-style-type: none"> explore key historical elements, events, figures and developments of the Ukrainian language and culture; e.g., early Ukrainian immigrants, adapting to a new life 	NOTES:
contemporary elements	<ul style="list-style-type: none"> explore key contemporary elements, events, figures and developments of the Ukrainian language and culture; e.g., authors, artists, athletes 	
diversity	<ul style="list-style-type: none"> explore diversity of the Ukrainian language and culture at the provincial level 	
change	<ul style="list-style-type: none"> explore and reflect on change in the Ukrainian language and culture at the provincial level 	

7.3 Building Community		GRADE 5
positive group membership	<ul style="list-style-type: none"> develop skills that promote cooperation and mutual respect within the classroom and the school 	NOTES:
appreciating diversity	<ul style="list-style-type: none"> explore, compare and reflect on how diversity in Canada has an impact on self and others 	
appreciating similarity	<ul style="list-style-type: none"> explore, compare and reflect on common human needs and experiences of Canadians 	
contributing to community	<ul style="list-style-type: none"> demonstrate concern for the quality of own contribution to the classroom or community 	
7.4 Global Citizenship		GRADE 5
responsible citizenship	<ul style="list-style-type: none"> recognize the positive and negative aspects of the consequences of one's actions, and demonstrate honesty and reliability in a variety of situations 	NOTES:
interdependence	<ul style="list-style-type: none"> reflect on the effectiveness of own contributions, and examine the role of the individual in group activities 	
intercultural skills	<ul style="list-style-type: none"> accept differences in characteristics and abilities of peers and others 	
future opportunities	<ul style="list-style-type: none"> identify individual strengths and areas for further development, and establish personal goals and action plans 	

GRADE 6

1.1 Discover and Explore		GRADE 6
express ideas	<ul style="list-style-type: none"> use exploratory language to discover own interpretations and share personal responses 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> select from others' ideas and observations to develop own thinking and understanding 	
experiment with language	<ul style="list-style-type: none"> explore and experiment with a variety of forms of expression for particular personal purposes 	
express preferences	<ul style="list-style-type: none"> assess a collection of favourite oral, print, visual and multimedia texts; and discuss preferences for particular forms 	
set goals	<ul style="list-style-type: none"> assess personal language use, and set personal goals to enhance language learning and use 	
1.2 Clarify and Extend		GRADE 6
develop understanding	<ul style="list-style-type: none"> use prior knowledge and experiences selectively to make sense of new information in a variety of contexts 	NOTES:
explain opinions	<ul style="list-style-type: none"> explain personal viewpoints, and revise previous understanding 	
combine ideas	<ul style="list-style-type: none"> search for ways to reorganize ideas and information to extend understanding 	
extend understanding	<ul style="list-style-type: none"> ask a variety of questions to clarify information and develop new understanding 	

2.1 General Comprehension Strategies		GRADE 6
prior knowledge	<ul style="list-style-type: none"> make and record connections among personal experiences, prior knowledge and a variety of texts 	NOTES:
comprehension strategies	<ul style="list-style-type: none"> use comprehension strategies, such as interpretive language use strategies,² appropriate to the type of text and purpose 	
textual cues	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning in interpreting text 	
cueing systems	<ul style="list-style-type: none"> use semantic, morphological, phonological, graphophonic and syntactic cueing systems to construct and confirm meaning; and use a variety of reference resources to determine word meaning in context 	
2.2 Respond to Texts		GRADE 6
experience various texts	<ul style="list-style-type: none"> experience texts from a variety of genres and cultural traditions, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances; and share responses to these texts 	NOTES:
connect self, texts and culture	<ul style="list-style-type: none"> compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, print, visual and multimedia texts 	
appreciate the artistry of texts	<ul style="list-style-type: none"> identify and respond to descriptive and figurative language in oral, print, visual and multimedia texts 	

2.3 Understand Forms and Techniques		GRADE 6
forms and genres	<ul style="list-style-type: none"> recognize and apply key characteristics of various oral, literary and media genres 	NOTES:
techniques and elements	<ul style="list-style-type: none"> identify key elements and techniques in oral, print, visual and multimedia texts 	
vocabulary	<ul style="list-style-type: none"> identify and group words according to commonalities 	
experiment with language	<ul style="list-style-type: none"> alter words, forms and sentence patterns to create new versions of texts for a variety of purposes 	
create original texts	<ul style="list-style-type: none"> create original texts to communicate and demonstrate understanding of forms and techniques 	
3.1 Plan and Focus		GRADE 6
personal knowledge and experience	<ul style="list-style-type: none"> summarize and focus personal knowledge and experience of a topic to determine information needs 	NOTES:
ask questions	<ul style="list-style-type: none"> formulate relevant questions to focus information needs 	
participate in group inquiry	<ul style="list-style-type: none"> contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research 	

3.1 Plan and Focus (continued)		GRADE 6
create and follow a plan	<ul style="list-style-type: none"> create and follow a plan to collect and record information 	NOTES:
3.2 Select and Process		GRADE 6
identify personal and peer knowledge	<ul style="list-style-type: none"> record personal knowledge of a topic, and collaborate to generate information for inquiry or research 	NOTES:
identify sources	<ul style="list-style-type: none"> identify a variety of information sources to answer inquiry or research questions 	
evaluate sources	<ul style="list-style-type: none"> review information to determine its usefulness to inquiry or research needs, using pre-established criteria 	
access information	<ul style="list-style-type: none"> use a variety of tools to access information and ideas, and use visual and auditory cues to identify and gather important information 	
make sense of information	<ul style="list-style-type: none"> use organizational patterns of oral, visual and print text to construct meaning; and skim, scan, listen, view and read closely to gather information 	
3.3 Organize, Record and Assess		GRADE 6
organize information	<ul style="list-style-type: none"> organize information and ideas, using a variety of strategies and techniques 	NOTES:

3.3 Organize, Record and Assess <i>(continued)</i>		GRADE 6
record information	<ul style="list-style-type: none"> record information in own words, cite authors and titles appropriately, and provide publication dates of sources 	NOTES:
evaluate information	<ul style="list-style-type: none"> recognize gaps in the information gathered; and locate additional information needed for a particular form, audience and purpose 	
develop new understanding	<ul style="list-style-type: none"> assess knowledge gained through the inquiry or research process, form personal conclusions, and generate new questions for further inquiry or research 	
4.1 Generate and Focus		GRADE 6
generate ideas	<ul style="list-style-type: none"> focus a topic for oral, print and visual texts, using a variety of strategies 	NOTES:
choose forms	<ul style="list-style-type: none"> use a variety of text forms for particular audiences and purposes 	
organize ideas	<ul style="list-style-type: none"> use listening, reading and viewing experiences as models for organizing ideas in own oral, print and visual texts 	
4.2 Enhance and Improve		GRADE 6
appraise own and others' work	<ul style="list-style-type: none"> share with peers own stories and creations in various ways; and give support and offer feedback to peers, using pre-established criteria 	NOTES:
revise content	<ul style="list-style-type: none"> revise text for content, organization and clarity 	

4.2 Enhance and Improve <i>(continued)</i>		GRADE 6
enhance legibility	<ul style="list-style-type: none"> write legibly and at a pace appropriate to context and purpose when composing and revising; and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate 	NOTES:
enhance artistry	<ul style="list-style-type: none"> choose descriptive language and use varied sentence lengths and structures to clarify and enhance ideas 	
enhance presentation	<ul style="list-style-type: none"> prepare organized compositions, presentations, reports, and inquiry or research projects, using templates or pre-established organizers 	
4.3 Attend to Conventions		GRADE 6
grammar and usage	<ul style="list-style-type: none"> identify and eliminate sentence fragments and run-on sentences 	NOTES:
spelling	<ul style="list-style-type: none"> apply spelling conventions, using appropriate strategies and patterns when editing and proofreading; and use a variety of resources to determine the spelling of familiar and unfamiliar words 	
capitalization and punctuation	<ul style="list-style-type: none"> apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading 	

4.4 Present and Share		GRADE 6
share ideas and information	<ul style="list-style-type: none"> prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience 	NOTES:
effective oral and visual communication	<ul style="list-style-type: none"> use appropriate volume, phrasing, intonation, presentation space and nonverbal cues, such as body language and facial expressions, to enhance communication 	
attentive listening and viewing	<ul style="list-style-type: none"> demonstrate critical listening and viewing behaviours, and show respect for the presenter 	
5.1 Develop and Celebrate Community		GRADE 6
share and compare responses	<ul style="list-style-type: none"> compare own ways of responding and thinking with those of others 	NOTES:
relate texts to culture	<ul style="list-style-type: none"> explore cultural representations in oral, print, visual and multimedia texts from various communities 	
appreciate diversity	<ul style="list-style-type: none"> connect the thoughts, feelings and experiences of individuals in oral, print, visual and multimedia texts to personal experiences 	
celebrate special occasions	<ul style="list-style-type: none"> select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school 	

5.2 Encourage, Support and Work with Others		GRADE 6
cooperate with others	<ul style="list-style-type: none"> assist group members to maintain focus and complete tasks 	NOTES:
work in groups	<ul style="list-style-type: none"> select and assume roles to assist in the achievement of group goals 	
use language to show respect	<ul style="list-style-type: none"> demonstrate sensitivity to appropriate language use and tone when communicating orally 	
evaluate group process	<ul style="list-style-type: none"> assess own contributions to group process; set personal goals for enhancing work with others; and monitor group process, using checklists 	
6.1 Linguistic Elements		GRADE 6
sound–symbol system	<ul style="list-style-type: none"> apply knowledge of the Ukrainian alphabet consistently and accurately in familiar and unfamiliar contexts 	NOTES:
lexicon	<ul style="list-style-type: none"> recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea 	

grammatical elements	<ul style="list-style-type: none"> • use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> – accusative plural – genitive plural – locative plural; e.g., у книжках, на столах Pronouns <ul style="list-style-type: none"> – demonstrative, possessive, interrogative <ul style="list-style-type: none"> • instrumental singular • dative singular • locative plural; e.g., у цих книжках, у моїх зошитах, на яких столах – definite and indefinite Adjectives <ul style="list-style-type: none"> – instrumental singular – dative singular – locative plural; e.g., у великих крамницях, у нових журналах Verbs <ul style="list-style-type: none"> – present, including archaic; e.g., їм, їси, дамо, дадуть Expressions <ul style="list-style-type: none"> – time (hours, minutes, intervals); e.g., чверть по третій, за десять шоста Numerals <ul style="list-style-type: none"> – 5 and higher plus noun agreement 	NOTES:
-------------------------	---	---------------

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.

grammatical elements	<ul style="list-style-type: none"> • use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> – hard, soft, mixed stem – instrumental singular – dative singular Pronouns <ul style="list-style-type: none"> – personal • instrumental • dative – demonstrative, possessive, interrogative • accusative singular animate • genitive singular • locative singular Adjectives <ul style="list-style-type: none"> – accusative singular animate – genitive singular – locative singular Verbs <ul style="list-style-type: none"> – perfective/imperfective past and future – <i>-ся</i> verbs with genitive, instrumental – verbs <i>могти, знати, вміти</i> Adverbs <ul style="list-style-type: none"> – definite and indefinite – of quantity Conjunctions <ul style="list-style-type: none"> – comparative Numerals <ul style="list-style-type: none"> – cardinals over 100 – ordinals over 12 	NOTES:
-------------------------	--	--------

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.

grammatical elements	<ul style="list-style-type: none"> • use, independently and consistently,³ the following grammatical elements: <ul style="list-style-type: none"> Nouns <ul style="list-style-type: none"> – accusative singular animate – genitive singular Pronouns <ul style="list-style-type: none"> – demonstrative, possessive, interrogative accusative plural inanimate Adjectives <ul style="list-style-type: none"> – accusative plural inanimate – comparative and superlative Verbs <ul style="list-style-type: none"> – <i>-ся</i> verbs with dative Adverbs <ul style="list-style-type: none"> – of frequency; e.g., <i>иноді</i> Expressions <ul style="list-style-type: none"> – date and year – at what time – of emotions 	NOTES:
-------------------------	--	---------------

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements in a variety of contexts with limited teacher guidance. Students in such situations will have consistent control of the linguistic elements and will be able to apply them in a variety of contexts with limited teacher guidance. Fluency and confidence characterize student language.

mechanical features	<ul style="list-style-type: none"> • use basic mechanical features correctly and for effect 	NOTES:
discourse features	<ul style="list-style-type: none"> • use basic discourse features in oral, print and visual texts; and apply these features independently for effect 	

6.2 Language Competence		GRADE 6
listening	<ul style="list-style-type: none"> listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations 	NOTES:
speaking	<ul style="list-style-type: none"> produce a prepared or spontaneous oral presentation on a familiar topic in a structured or unstructured situation 	
reading	<ul style="list-style-type: none"> read and understand the main idea and supporting details of lengthy texts dealing with a familiar topic in structured situations 	
writing	<ul style="list-style-type: none"> produce, spontaneously or with preparation, lengthy texts dealing with familiar topics in structured and unstructured situations 	
viewing	<ul style="list-style-type: none"> view and understand events and/or representations within and beyond the school context 	
representing	<ul style="list-style-type: none"> create multiple representations of ideas, events and/or information, using a variety of forms 	
6.3 Sociocultural/Sociolinguistic Competence		GRADE 6
register	<ul style="list-style-type: none"> identify socially appropriate language in specific situations 	NOTES:
idiomatic expressions	<ul style="list-style-type: none"> use learned idiomatic expressions correctly in new contexts 	

6.3 Sociocultural/Sociolinguistic Competence (continued)		GRADE 6
variations in language	<ul style="list-style-type: none"> recognize some common regional variations in language 	NOTES:
social conventions	<ul style="list-style-type: none"> recognize important social conventions in everyday interactions 	
nonverbal communication	<ul style="list-style-type: none"> use appropriate nonverbal behaviours in a variety of familiar contexts 	
6.4 Language Learning Strategies		GRADE 6
cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance language learning; e.g., look for patterns and relationships, use previously acquired knowledge to facilitate a learning task 	NOTES:
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance language learning; e.g., listen or read for key words, monitor own speech and writing to check for persistent errors 	
social/affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance language learning; e.g., participate actively in brainstorming and conferencing as prewriting and postwriting exercises 	

6.5 Language Use Strategies		GRADE 6
interactive	<ul style="list-style-type: none"> identify and use a variety of interactive strategies; e.g., start again using a different tactic when communication breaks down, use a simple word similar to the concept they want to convey and invite correction 	NOTES:
interpretive	<ul style="list-style-type: none"> identify and use a variety of interpretive strategies; e.g., infer probable meaning of unknown words or expressions from contextual clues 	
productive	<ul style="list-style-type: none"> identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process 	
6.6 General Learning Strategies		GRADE 6
cognitive	<ul style="list-style-type: none"> identify and use a variety of cognitive strategies to enhance general learning; e.g., look for patterns and relationships like verb endings 	NOTES:
metacognitive	<ul style="list-style-type: none"> identify and use a variety of metacognitive strategies to enhance general learning; e.g., identify their own needs and interests 	
social/affective	<ul style="list-style-type: none"> identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes 	

7.1 Self-identity		GRADE 6
understanding self-identity	<ul style="list-style-type: none"> explore and reflect on various facets of self-identity and how it changes 	NOTES:
developing positive self-identity	<ul style="list-style-type: none"> understand what stereotyping is 	
valuing Ukrainian language and culture	<ul style="list-style-type: none"> recognize the value and significance of the Ukrainian language and culture to self 	
valuing bilingualism/multiculturalism	<ul style="list-style-type: none"> identify benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context 	
7.2 Ukrainian Culture		GRADE 6
historical elements	<ul style="list-style-type: none"> identify major historical elements, events, figures and developments of the Ukrainian language and culture; e.g., immigration 	NOTES:
contemporary elements	<ul style="list-style-type: none"> identify major contemporary elements, events, figures and developments of the Ukrainian language and culture; e.g., political figures, dance groups, choirs 	
diversity	<ul style="list-style-type: none"> explore diversity of the Ukrainian language and culture in Canada 	
change	<ul style="list-style-type: none"> explore and reflect on change in the Ukrainian language and culture within Canada 	

7.3 Building Community		GRADE 6
positive group membership	<ul style="list-style-type: none"> use skills that promote cooperation and mutual respect within the classroom and the school 	NOTES:
appreciating diversity	<ul style="list-style-type: none"> explore the impact of diversity in other regions of the world, and compare this with the impact of diversity in Canada 	
appreciating similarity	<ul style="list-style-type: none"> examine the common needs and experiences of people around the world 	
contributing to community	<ul style="list-style-type: none"> take initiative and provide positive contributions to the school and community 	
7.4 Global Citizenship		GRADE 6
responsible citizenship	<ul style="list-style-type: none"> explore the meaning of personal and social conscience, and demonstrate problem-solving and decision-making skills 	NOTES:
interdependence	<ul style="list-style-type: none"> recognize that cooperation is important, and participate in and contribute to group activities effectively 	
intercultural skills	<ul style="list-style-type: none"> recognize and respect individual differences, and recognize the worth of every individual 	
future opportunities	<ul style="list-style-type: none"> identify own interests, and explore future opportunities for learning and employment 	

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

Тварини (продовження)	Animals (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
Частини тіла	Body Parts
кісточка/щиколотка	ankle
рука	arm/hand
спина	back
сідниці	buttocks
щока	cheek
груди	chest
підборіддя/борода	chin
вухо/вуха	ear/ears
лікоть/ліктя	elbow/elbows
брова/брови	eyebrow/eyebrows

Частини тіла (продовження)	Body Parts (continued)
вії	eyelashes
око/очі	eye/eyes
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/зап'ястя	wrist/wrists

Календар	Calendar
Місяці	Months
січень	January
лютий	February
березень	March
квітень	April
травень	May
червень	June
липень	July
серпень	August
вересень	September
жовтень	October
листопад	November
грудень	December
Дні тижня	Days of the Week
понеділок	Monday
вівторок	Tuesday
серeda	Wednesday
четвер	Thursday
п'ятниця	Friday
субота	Saturday
неділя	Sunday
Пори року	Seasons
весна	spring
літо	summer
осінь	autumn
зима	winter

У класі/класі	Classroom
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/парта	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
стругачка/заstrугувач	pencil sharpener
лінійка	ruler

У класі/класі (продовження)	Classroom (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
Одяг	Clothing
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/rimmed hat
халат	housecoat
піджак	jacket, blazer
куртка	jacket
джинси	jeans
спортивний костюм	jogging suit

Одяг (продовження)	Clothing (continued)
рукавиці/рукавички	mittens, gloves
панчохи	knee-highs
КОЛГОТИ	nylons
ШТАНИ	pants
КИШЕНЯ	pocket
сумка/сумочка/торбинка	purse
піжама	pyjamas
дощовик	raincoat
сандалі	sandals
шарф/шарфик	scarf
сорочка	shirt
черевики/капці/мешти	shoes
шорти	shorts
лижний костюм і шапка	ski suit and touque
спідниця	skirt
тапочки/капці	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

Сім'я/родина	Family
тітка/тета/вуйна	aunt
немовля	baby/infant
брат	brother
дитина	child
діти	children
кузина/двоюрідна сестра	cousin (female)
кузен/двоюрідний брат	cousin (male)
дочка/донька/донечка	daughter
тато/батько	father
дід/дідуся	grandfather
баба/бабуся	grandmother
прадід/прадідуся	great-grandfather
прабаба/прабабця	great-grandmother
мама	mother
сестра	sister
син/синок	son
зведений брат	stepbrother
вітчим	stepfather
мачуха	stepmother
зведена сестра	stepsister
вуйко/дядько	uncle
Їжа та напої	Food
яблуко	apple
банан	banana
буряки	beets
ягоди	berries
хліб	bread
масло	butter
торт	cake
морква	carrot

Їжа та напої (продовження)	Food (continued)
пластівці	cereals
сир	cheese
курка/курятина	chicken
кава	coffee
кукурудза	corn
десерт	dessert
яйце/яйця	egg/eggs
риба	fish
картопля фрі	French fries
фрукти/садовина	fruits (e.g., apples, peaches)
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
каша	porridge
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 (e.g., beets, onion)
сосиски	wieners

Українські страви	Ukrainian Food
борщ	borscht/beet soup
гречана каша	buckwheat
калач	braided bread
голубці	cabbage rolls
кулеша/мамалига	cornmeal
налисники	crepes with fillings
паска	Easter bread
бабка	Easter sweet bread
пиріжки	filled bun
вареники	pyrohy/dumplings
пампушки	puffs
узвар, компот	stewed fruit compote
начинка	stuffing
коровай	wedding bread
кутя	wheat with honey
Овочі/городина	Vegetables
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

Овочі/городина (продовження)	Vegetables (continued)
салата	lettuce
гриби	mushrooms
цибуля	onion
горох	peas
картопля/бараболья	potato
гарбуз	pumpkin
редька/редиска	radish
шпінат	spinach
соняшник	sunflower
помідор	tomato
Фрукти/садовина	Fruits
яблуко	apple
абрикоса	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
сливка	plum
малина	raspberries
вишні	sour cherries
полуниці	strawberries
кавун	watermelon
суниці	wild strawberries

Приправи та спеції	Seasonings and Spices
мед	honey
помідоровий соус/кетчуп	ketchup
гірчиця/муштарда	mustard
олія	oil
перець	pepper
сіль	salt
сироп	syrup
оцет	vinegar
У школі	At school
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	climbing apparatus
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

У школі (продовження)	School (continued)
обід	lunch
мапа/карта	map
музична кімната	music room
медсестра	nurse
офіс/канцелярія	office
подвір'я	yard
ігровий майданчик	playground
плакат/афіша	poster
директор/ка	principal
пісочниця	sandbox
школа	school
шкільний патруль	school patrol
секретар/секретарка	secretary
тротуар/хідник	sidewalk
учень/учениця; школяр/школярка	student (male/female)
гойдалка	swing
стіл	table
учитель/ка	teacher
перехід	walkway
лазничка/туалет	washroom, bathroom
Пора дня	Time of Day
ранок	morning
обід, полудень	noon
вечір	afternoon, evening
ніч	night, nighttime
Кольори	Colours
чорний	black
білий	white
жовтий	yellow
зелений	green

Кольори (продовження)	Colours (continued)
пурпуровий/фіолетовий	purple
червоний	red
сірий	grey
помаранчовий/оранжевий	orange
синій	blue
брунатний/коричневий	brown
рожевий	pink
Погода	Weather
хмарно/похмуро	cloudy/foggy
холодно/зимно	cold
гаряче/гарячо	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
мряка	drizzle
Дієслова	Verbs
досягати	to accomplish/to achieve
просити	to ask (for something)
бути	to be
купувати	to buy
носити	to carry
кликати	to call/to beckon
вибирати	to choose
закривати, зачиняти	to close something
розмальовувати, малювати	to colour

Дієслова (продовження)	Verbs (continued)
рахувати	to count
плакати	to cry
різати/вирізати	to cut/to cut out
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/вивчати	to learn
подобатися, любити	to like, to love 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	to perform
бавитися, гратися	to play
вправляти, практикувати	to practise
класти, ставити	to put or place something (book on a shelf, paper on a desk)

Дієслова (продовження)	Verbs (continued)
читати	to read
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, to converse
думати	to think
ходити	to walk
одягати	to wear (clothing—hat, etc.)
працювати	to work
писати	to write
Комахи	Insects
бджола	bee
жук	beetle
метелик	butterfly
гусениця	caterpillar
муха	fly
комар	mosquito
павук	spider
оса	wasp
хробак	worm
Удома	At home
лазничка/туалет	bathroom
ліжко	bed
спальня	bedroom
крісло	chair
шафа/шафи	cupboard(s)
їдальня	dining room

Удома (продовження)	Home (continued)
ХОЛОДИЛЬНИК	fridge
гараж	garage
дім/хата	house
кухня	kitchen
вітальня	living room
піч	oven
ганок	porch/deck
килим/хідник	rug
канапа/диван	sofa couch
стілець	stool
стіл	table
телефон	telephone
телевізор	television
вікно	window
Свята	Cultural Holidays
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

Вислови	Expressions/Idioms
Час усе лікує	Time heals all things.
Час ліне.	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.
Допомога в хаті	Helping at Home
мітла/віник	broom
відро	bucket/pail
прибирати хату, кімнати	to clean the house, rooms
митка/шматка	dishcloth
складати одяг	to fold clothes
прасувати	to iron
застеляти ліжко	to make the bed
шмата	rag
мило	soap
замітати	to sweep
пилососити	to vacuum
пилосос	vacuum cleaner
прати одяг	to wash clothes
мити посуд	to wash dishes

Моя кімната	My Room
ліжко	bed
стіл	desk
лямпа	lamp
дзеркало	mirror
полиця	shelf
шафа для одягу	closet
День народження	My Birthday
день народження/уродини	birthday
торт	cake
свічки	candles
святкувати	to celebrate
забава, вечірка	party
Іти на закупи	Going Shopping
каса	cash register
харчі	groceries
продукти	grocery products
розпродажа	sale
крамниця/магазин	shop/store
торговий центр	shopping mall
мода/стиль	style
купувати	to buy
іти на закупи	to go shopping
міряти одяг	to try on clothes
товари	wares/products

Гобі/хобі	Hobbies
іти в кіно	to go to the movies
іти в театр	to go to the theatre
гобі	hobbies, favourite activities
слухати музику	listen to music
малювати	to paint
читати	to read
ходити на лекції	to take lessons
танцювати	to dance
Спорт та ігри	Sports and Games
бейсбол	baseball
баскетбол	basketball
уболівальник	fan
американський футбол	football
матч/гра	game
змагання	competition
футбол	soccer
спорт	sport
стадіон	stadium
тренування	training
кубок	trophy
виграти	to win
У лікаря	Going to the Doctor
лікар	doctor
медики	medical personnel
медсестра/медбрат	nurse
лікарня/шпиталь	hospital
аналіз крові	blood test
рентген	x-ray
ліки	medication

У лікаря (продовження)	Going to the Doctor (continued)
вітаміни	vitamins
видужувати	to recover
видужання	recovery
виліковуватися/загоюватися	to heal
Домашні тварини	Pets
акваріум/акваріум	aquarium
клітка	cage
кіт	cat
собака/пес	dog
корм	dry feed (pellets)
рибки	fish
морська свинка	guinea pig
хом'як	hamster
ящірка	lizard
кролик	rabbit
доглядати	to care for
годувати	to feed
Усе про садівництво	Making Things Grow
копати	to dig
квіти	flowers
город	garden
сад	orchard
садити	to plant
рослини	plants
вазонки	house plants
насіння	seeds
грунт/земля	soil
дерево	tree
лопата	trowel, shovel
вода	water
поливальниця	watering can

Вакації/канікули/відпустка	Vacation
авто/машина	car
вагон	train car
екскурсія	excursion
рейс	flight
шосе	highway
готель	hotel
літак	airplane
курорт	resort
ночувати	to spend the night
валізи	suitcases
квитки	tickets
керувати/їхати	to drive
пакуватися	to pack
потяг/поїзд	train
подорожувати	to travel
подорож/поїздка	trip, journey
вантажне авто/вантажівка	truck
багажник	trunk
Професія	Jobs
бухгалтер	accountant
подаватися	to apply for
бізнес	business
лікар	doctor
водій	driver
пожежник	fireman
прибуток	income
професія/фах	job/occupation
адвокат/юрист	lawyer
бібліотекар	librarian
медсестра/медбрат	nurse
зарплата/заробіток	pay, wages

Професія (продовження)	Jobs (continued)
поліцай/поліцейський	police officer
посада/позиція	position
резюме	resume
секретар/секретарка	secretary
учитель/учителька	teacher
Телевізор	Television
телевізор	television
передача	program
фільм/кіно	film/movie
канал	channel
серіал	series
ведучий/ведуча	newscaster
документальний фільм	documentary
комедія	comedy

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 своє ім'я.	Write your name.	Напишіть свої 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.
Переверни сторінку.	Turn the page.	Переверніть сторінки.	Turn the pages.
Стань в ряд.	Line up.	Станьте в ряд.	Line up.
Читай	read	Читайте	read
Пиши	write	Пишіть	write
Говори	speak	Говоріть	speak

Фрази	Phrases
Чи я можу піти до лазнички (тулету)?	May I go to 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 page numbers _____.
Шукайте сторінки _____.	Look for page numbers _____.
Перепрошую.	Excuse me./Forgive me.
Як сказати _____ українською мовою?	How do you say _____ in Ukrainian?
Як написати _____?	How do you write _____?
Вибачте./Мені шкода.	I am sorry.
Вибачте/пробачте.	Pardon me./Forgive 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 _____.
Прошу повторити.	Repeat, please.
Прошу повільніше.	Slow, 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.
Прошу повторити.	Please repeat.
Я забув/забула _____.	I forgot _____.
Я загубила/загубив _____.	I lost _____.
Добридень./Добрий день.	Good day.
Доброго ранку.	Good morning.
Добрий вечір.	Good evening.
Привіт.	Hello. Greetings.
Вітаємо/Вітаю.	Welcome.
До побачення.	Goodbye.
Па-па.	Bye-bye.
Добраніч.	Good night.
Як справи?	How are things?
Усе в порядку./Усе нормально.	Everything is alright.
Прошу. Будь ласка.	Please.
Дякую. /Щиро дякую.	Thank you./Thank you very much.
Мені подобається _____.	I like _____.
Тихо. Мовчи.	Quiet, 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/часом	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.	I am happy.
Мені весело.	I am happy.
Мені нудно.	I am bored.
Мені сумно./Я сумний/сумна.	I'm sad.
Мені цікаво.	I'm interested.
Мені страшно./Я боюся.	I'm 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 маю _____.	I have _____.
Я народився/народилася _____.	I was born _____.
Мій номер телефону _____.	My telephone number is _____.
Моя адреса _____.	My address is _____.

Appendix C: Planning Tools

Instructional Planning Guide	C-2
Year Plan	C-5
Unit Plan Overview	C-7
Unit Plan A	C-8
Unit Plan B	C-9
Unit Plan C	C-10
Lesson Plan A	C-11
Lesson Plan B	C-12
How “Listener-friendly” Is My Instruction?	C-13
Examples of General Accommodations	C-14
Examples of Instructional Accommodations	C-15
Examples of Assessment Accommodations	C-16
Sample Text Forms	C-17
Alternative Learning Activities Menu	C-18
Sample Independent Study Agreement	C-19
Group Roles Organizer	C-20
Sample List of Learning Strategies	C-21

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
 - ___ tape 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.

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 space.

- 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
- ___ tape 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:
 - ___ a tape recording of the test
 - ___ a scribe to write down their 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 task for more condensed periods of time if necessary.
- Prepare an assignment summary with task increments and a 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): _____

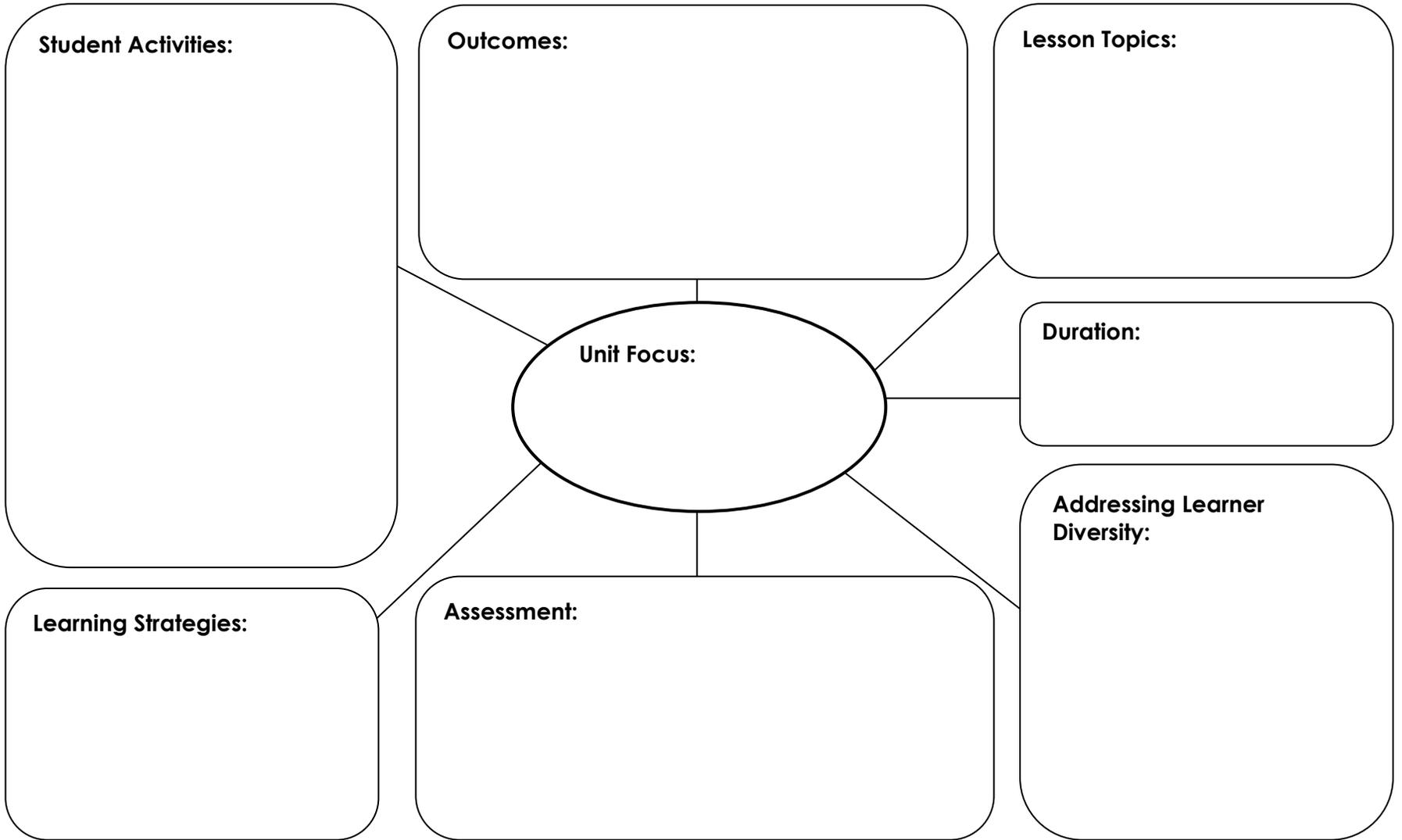
	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

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

Title:		Time line:	
General outcome:			
Specific outcomes		Learning strategies and activities	
Getting ready activities (Strategies for activating and assessing prior knowledge, and creating interest in new unit.)			
Assessment strategies and activities		Enrichment strategies (Students extend their learning and commit to healthy behaviour.)	
Resources			
Home/school/community connections		Cross-curricular connections	

Lesson Plan A

Lesson Title:

Date and Class:

Outcomes Addressed:

Materials Required:

Teaching and Learning Activities:

Differentiation of Instruction:

Opportunity for Assessment:

Lesson Plan B

Lesson Title: _____

Date: _____ Class: _____

Outcomes

Lesson Description

Possible Student Learning Strategies:

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, tasks.
- 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; i.e., 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).
 - 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"> ○ Use less difficult/alternative reading material. ○ Reduce amount of reading required. ○ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ○ Set time limits for specific task completion. ○ Enlarge text of worksheets and reading material. ○ Extend time to complete tests and assignments. ○ Use large print editions of tests. ○ Read test items aloud to student. ○ Read standard directions several times at start of exam. ○ Record directions. ○ Use assistive technology (optical character recognition system, books on tape/CD, screen readers). 	<ul style="list-style-type: none"> ○ Reduce volume of work. ○ Break long-term assignments into manageable tasks. ○ Extend time for completing assignments. ○ Offer alternative assignments. ○ Allow student to work on homework while at school. ○ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ○ Permit use of scribe or tape recorder for answers (student should include specific instructions about punctuation and paragraphing). ○ Waive spelling, punctuation and paragraphing requirements. ○ Accept keyword responses instead of complete sentences. ○ Use assistive technology (word processor, spell-check device, grammar-check device, text to speech software). 	<ul style="list-style-type: none"> ○ Provide alternative seating: <ul style="list-style-type: none"> — near teacher — facing teacher — at front of class, between well-focused students, away from distractions. ○ Provide additional or personal work space (quiet area for study, extra seat or table, "time-out" spot, study carrels). ○ Permit movement during class activities and testing sessions. ○ Provide directions in written form: <ul style="list-style-type: none"> — on board — on worksheets — copied in assignment book by student. ○ Set time limits for specific task completion. ○ Extend time to complete tests and assignments. ○ Allow student to take breaks during tests. ○ Use multiple testing sessions for longer tests. ○ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better. ○ Provide cues; e.g., arrows, stop signs on worksheets and tests. ○ Provide a quiet, distraction-free area for testing. ○ Allow student to wear noise buffer device such as head phones to screen out distracting sounds. ○ Provide checklists for long, detailed assignments. 	<ul style="list-style-type: none"> ○ Provide a written outline. ○ Provide directions in written form (on board, on worksheets, copied in assignment book by student). ○ Provide a specific process for turning in completed assignments. ○ Provide checklists for long, detailed assignments. ○ Read and discuss standard directions several times at start of examination. ○ Provide cues; e.g., arrows, stop signs on worksheets and tests. ○ Allow student to use reference aids (dictionary, word processor, vocabulary cue card). 	<ul style="list-style-type: none"> ○ Use assistive and adaptive devices: <ul style="list-style-type: none"> — pencil or pen adapted in size or grip diameter — alternative keyboards — portable word processor. ○ Set realistic and mutually agreed-upon expectations for neatness. ○ Reduce or eliminate the need to copy from a text or board ; e.g., <ul style="list-style-type: none"> — provide copies of notes — permit student to photocopy a peer's notes — provide carbon/NCR paper to a peer to copy notes. ○ Extend time to complete tests and assignments. ○ Alter the size, shape or location of the space provided for answers. ○ Accept keyword responses instead of complete sentences. ○ Allow student to type answers or to answer orally instead of in writing.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

Examples of Assessment Accommodations

Some students require accommodations that allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need in order 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 a 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 readability of 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
- other _____

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

Вибір заняття для альтернативного навчання

Ім'я: _____

Дата: _____

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)

ПРОДЕМОНСТРУВАТИ	ПЛАН	ІНТЕРВ'Ю
ДОСЛІДЖЕННЯ	ТВОЯ ІДЕЯ	ОПИТУВАННЯ
ПОКАЗАТИ	СТВОРИ	ОЦІНИ

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.

Як розподілити ролі в групі

Перш ніж почати групову працю, розподіли ролі і внеси імена у відповідні клітини.

Відповідальний за/ Відповідальна за перевірку:	Лічильник/лічильниця часу:	Питальник:
Записувач/ка:	Репортер/ка:	Підбадьорувач/ка:
Постачальник/ця:	Спостерігач/ка:	Інші обов'язки:

Як розподілити ролі в групі

Перш ніж почати групову працю, розподіли ролі і внеси імена у відповідні клітини.

Відповідальний за/ Відповідальна за перевірку:	Лічильник/лічильниця часу:	Питальник:
Записувач/ка:	Репортер/ка:	Підбадьорувач/ка:
Постачальник/ця:	Спостерігач/ка:	Інші обов'язки:

Sample List of Learning Strategies

Language Learning Strategies

Cognitive Language Learning Strategies

- listen attentively
- perform actions to match 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 the language
- use mental images to remember new information
- group together sets of things—vocabulary, structures—with similar characteristics
- identify similarities and differences between aspects of the Ukrainian language and English
- 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 English
- find information, using reference materials like 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 out 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, reading and writing process
- decide in advance to attend to specific aspects of input
- listen or read for key words
- evaluate own 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 problems that might hinder successful completion of a task and seek solutions
- ❑ monitor own speech and writing to check for persistent errors
- ❑ be aware of own strengths and weaknesses, identify own 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 try unfamiliar tasks and approaches
- ❑ repeat new words and expressions occurring in own 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 own rewards when successful

Language Use Strategies

Interactive Language Use Strategies

- ❑ use words from own first language or English to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Ukrainian
- ❑ acknowledge being spoken to
- ❑ interpret and use a variety of nonverbal clues to communicate; e.g., mime, pointing, gestures, drawing pictures
- ❑ indicate lack of understanding verbally or nonverbally; e.g., raised eyebrows, blank look
- ❑ ask for clarification or repetition when the message has not been understood
- ❑ use the other speaker's words in subsequent conversation
- ❑ assess feedback from a conversation partner to recognize when the message has not been understood; e.g., raised eyebrows, blank look
- ❑ start again, using a different tactic, when communication breaks down

- ❑ use a simple word similar to the concept to convey and invite correction
- ❑ invite others into the discussion
- ❑ ask for confirmation that a form used is correct
- ❑ use a range of fillers, hesitation devices and gambits to sustain conversations
- ❑ use circumlocution to compensate for lack of vocabulary
- ❑ repeat part of what someone has said to confirm mutual understanding
- ❑ summarize the point reached in a discussion to help focus the talk
- ❑ ask follow-up questions to check for understanding
- ❑ use suitable phrases to intervene in a discussion
- ❑ self-correct if errors lead to misunderstandings

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 is expected to be heard 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 own 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 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 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, researching, 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 own text
- ❑ revise and correct final version of text
- ❑ 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
- ❑ record key words and concepts in abbreviated form—verbal, graphic or numerical—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 own efforts can affect learning
- ❑ reflect upon own 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 own needs and interests
- ❑ manage the physical environment in which you have to work
- ❑ keep a learning journal, such as a diary or a log
- ❑ develop criteria for evaluating own work
- ❑ work with others to monitor own learning
- ❑ take responsibility for planning, monitoring and evaluating learning experiences

Social/Affective General Learning Strategies

- ❑ watch others' actions and copy them
- ❑ seek help from others
- ❑ follow own 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 try unfamiliar tasks and approaches
- ❑ monitor own 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

Appendix D: Graphic Organizers

How I Contribute to Group Work	D-2
How I Can Help My Group	D-3
Evaluating Your Actions	D-4
Collecting My Thoughts	D-5
How to Use KWL Charts	D-6
KWL Chart	D-7
How to Use a Brainstorming Web	D-8
Brainstorming Web	D-9
Idea Builder	D-10
How to Use a Mind Map	D-11
Mind Map	D-12
How to Use Venn Diagrams	D-13
Venn Diagram	D-14
Five Senses Wheel	D-15
Triple T-chart	D-16
Y-chart	D-17
Five Ws and Hl	D-18
A Day in the Life	D-19
How to Use PMI Charts	D-20
PMI Chart	D-21
What I Have, What I Need	D-22
Making a Decision	D-23
IDEA Decision Maker	D-24
Consider the Alternatives	D-25
Influences on Decision Making	D-26
Goal-setting Organizer 1	D-27
Goal-setting Organizer 2	D-28
Goal-setting Organizer 3	D-29
Goal-setting Organizer 4	D-30

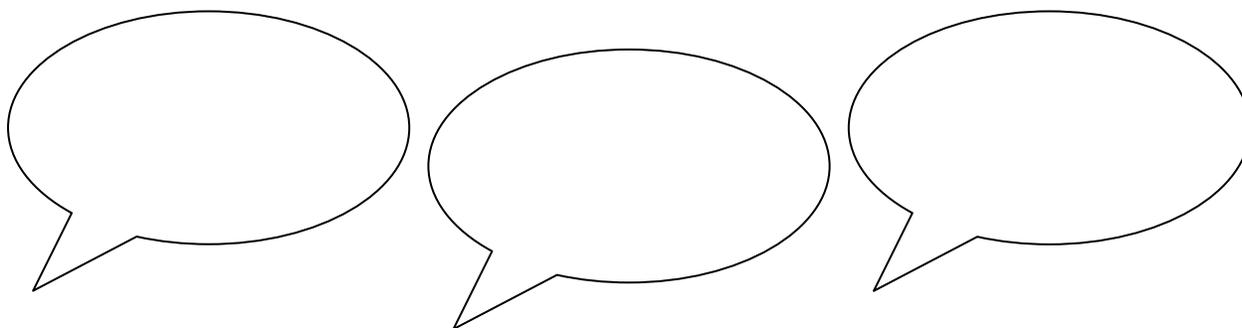
Моя роль у груповій праці



Моя роль у групі: _____
_____.

Я відповідальний/відповідальна за:

- _____
- _____
- _____



Найтяжча частина моєї роботи, це _____.

Найкраща частина моєї роботи, це _____.

Моя праця була _____
відмінною, дуже доброю, вирішальною, незадовільною

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.31.

Як я можу допомогти своїй групі



Ім'я: _____

Дата: _____

Під час групової праці, коли хтось:

☆ перебиває, я почуваюся _____

Щоб покращити ситуацію, я можу _____

☆ сперечається, я почуваюся _____

Щоб покращити ситуацію, я можу _____

☆ принижує інших, я почуваюся _____

Щоб покращити ситуацію, я можу _____

☆ нарікає, я почуваюся _____

Щоб покращити ситуацію, я можу _____

☆ не працює, я почуваюся _____

Щоб покращити ситуацію, я можу _____

☆ постійно наказує іншим, я почуваюся _____

Щоб покращити ситуацію, я можу _____

☆ не слухає інших, я почуваюся _____

Щоб покращити ситуацію, я можу _____

☆ незосереджений, я почуваюся _____

Щоб покращити ситуацію, я можу _____

☆ дуже тихий, я почуваюся _____

Щоб покращити ситуацію, я можу _____

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

Оцінювання своїх дій



Ім'я: _____

Дата: _____

Тема: _____

Що ми робили?	Які наші результати?
Що можемо робити тепер?	
Найважливіші речі, яких я навчився/навчилася	
Як я зможу вживати нову інформацію і навички з цього розділу у майбутньому?	

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.

Збірка моїх думок



Ім'я: _____ Дата: _____

Все, що я знаю про _____

Ось декілька малюнків _____

--	--	--

Мої запитання: _____

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">• Can use hand gestures and facial expressions to help the other person understand• Don't be afraid to make mistakes!		

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">• Can use hand gestures and facial expressions to help the other person understand• Don't be afraid to make mistakes!	<ul style="list-style-type: none">• What to do if I don't know how to say a word• What to do if I don't understand what the other person is saying	

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.

Таблиця ЗХН



М'я: _____

Дата: _____

Крок 1 Що я знаю	Крок 2 Що я хочу знати	Крок 3 Що я навчився/навчилася

How to Use a Brainstorming Web



Step 1

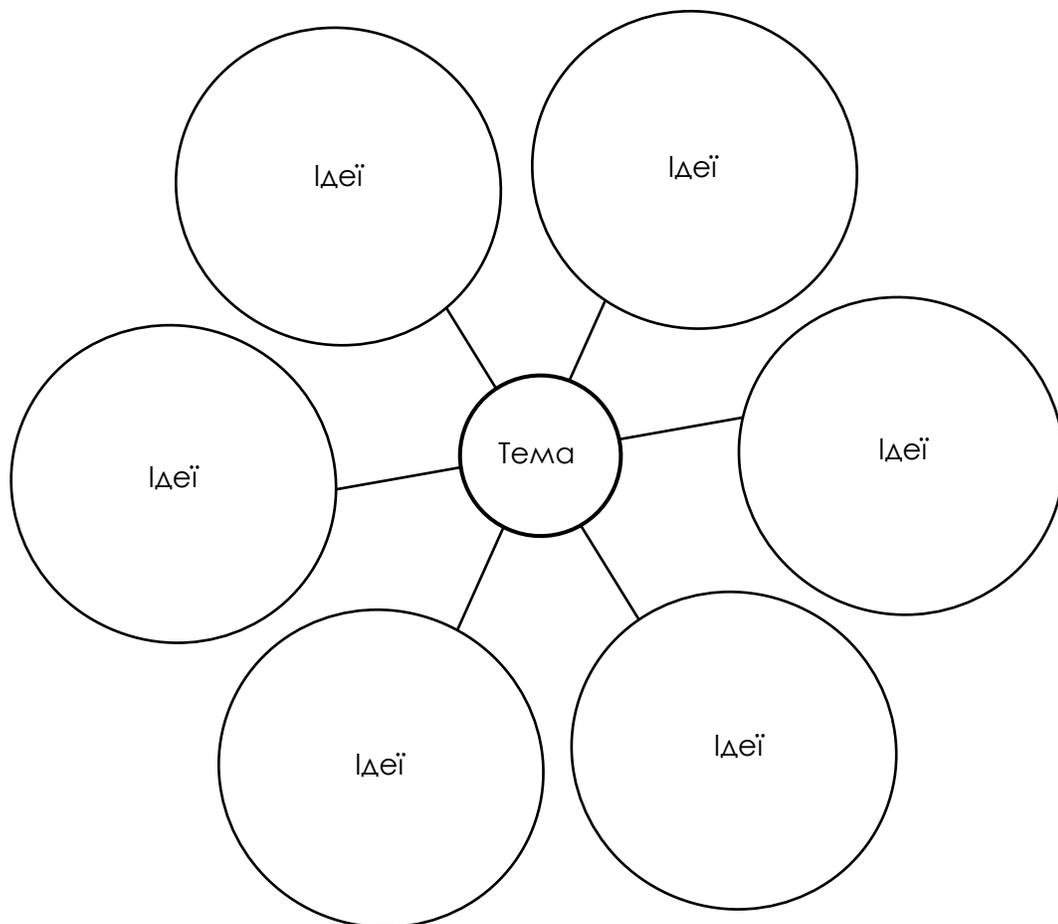
Identify your topic and use it as the title. Write it in the centre of your web.

Step 2

Identify categories of information and label each of the outer bubbles.

Step 3

Brainstorm and jot down ideas in each category.



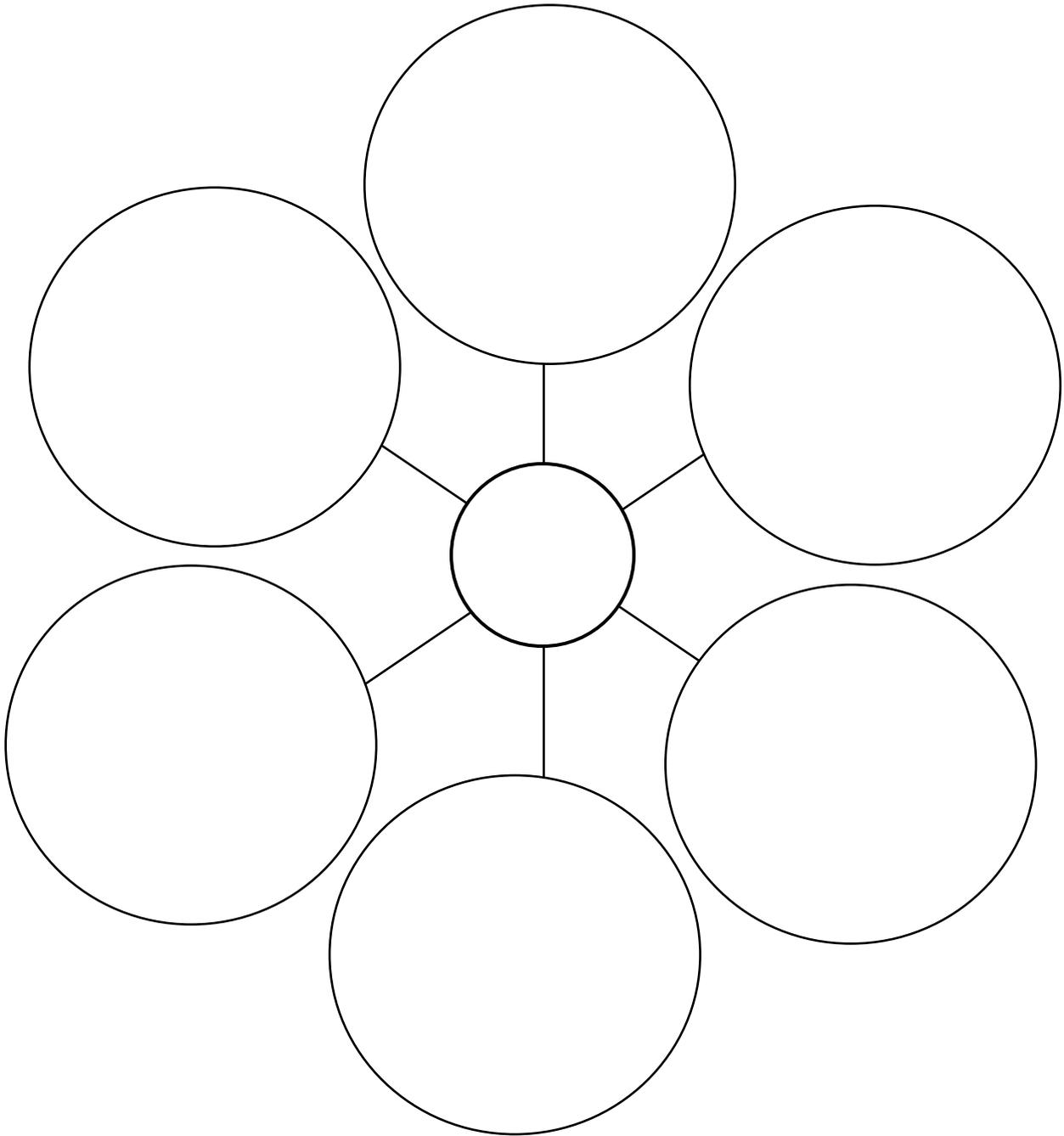
Newer versions of MS Word have a web-building option listed under **Diagram** on the **Insert** menu that lets you create your own web electronically.

Мозкова атака



Ім'я: _____

Дата: _____



Будуємо ідеї



1. Головна ідея

2. Намалюй

3. Факти

4. Зразкове речення

5. Зразки

6. Необхідні зразки

7. Значення

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 Use a Mind Map



Step 1

Identify a topic and use it as the title. Write the word or draw a picture in the centre of your mind map.

Step 2

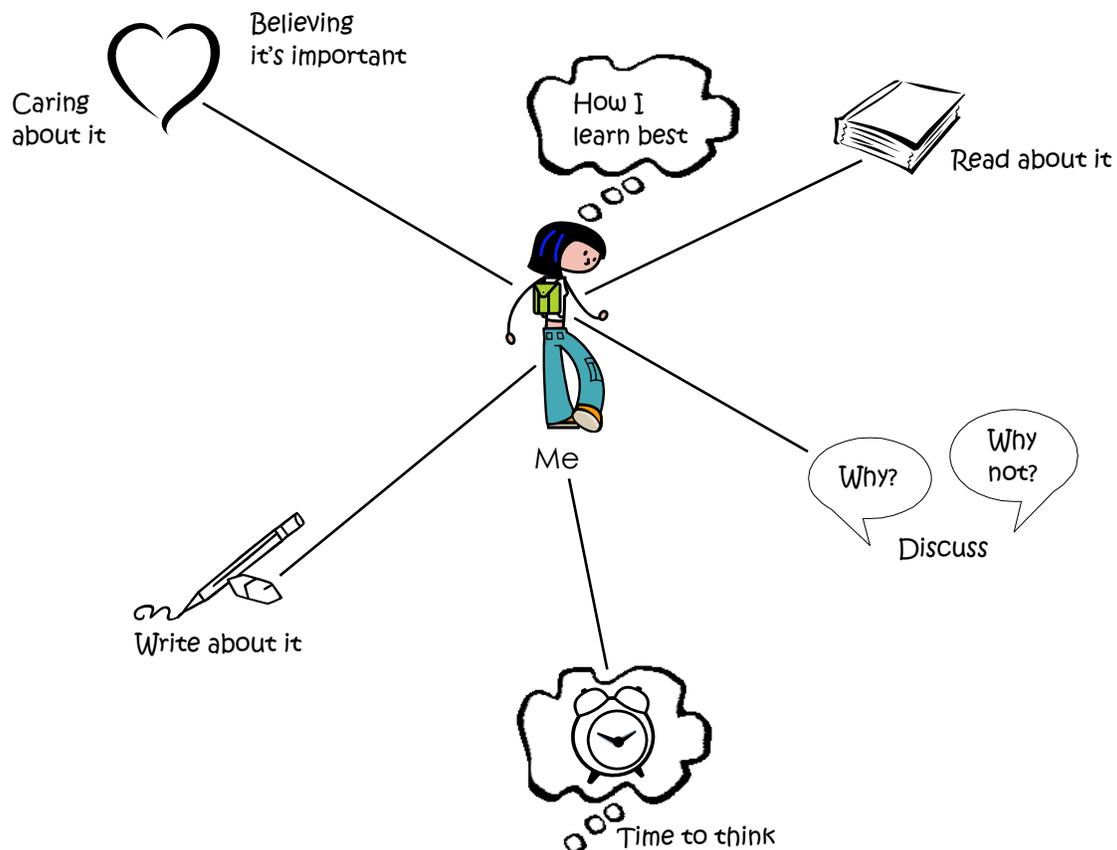
Identify categories of information and label or draw a picture in each of the outer bubbles.

Step 3

Create subcategories of information to expand on your mind map.

Step 4

Use as many pictures, colours, imagery and key words as you can to create your mind map.



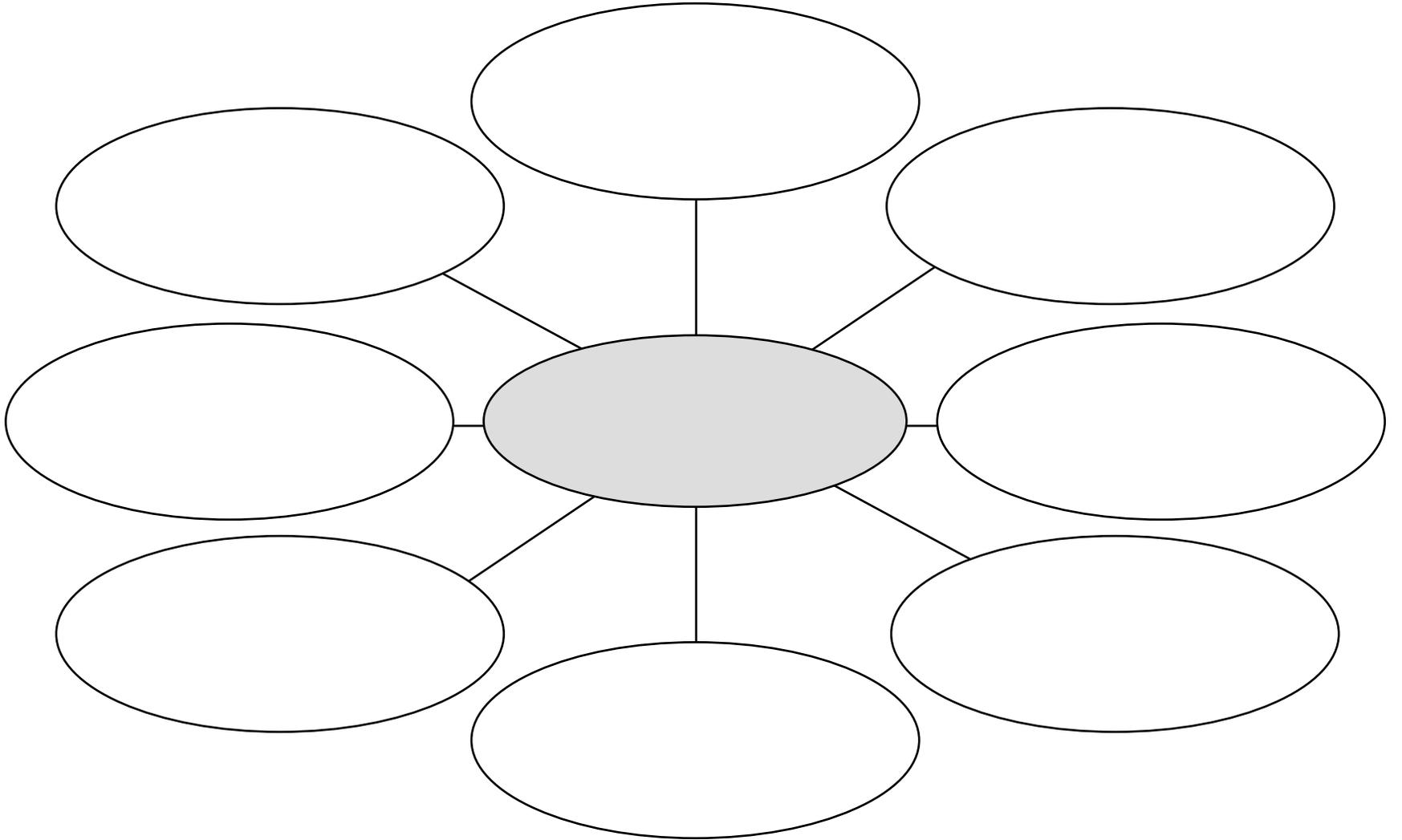
From Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. 93.



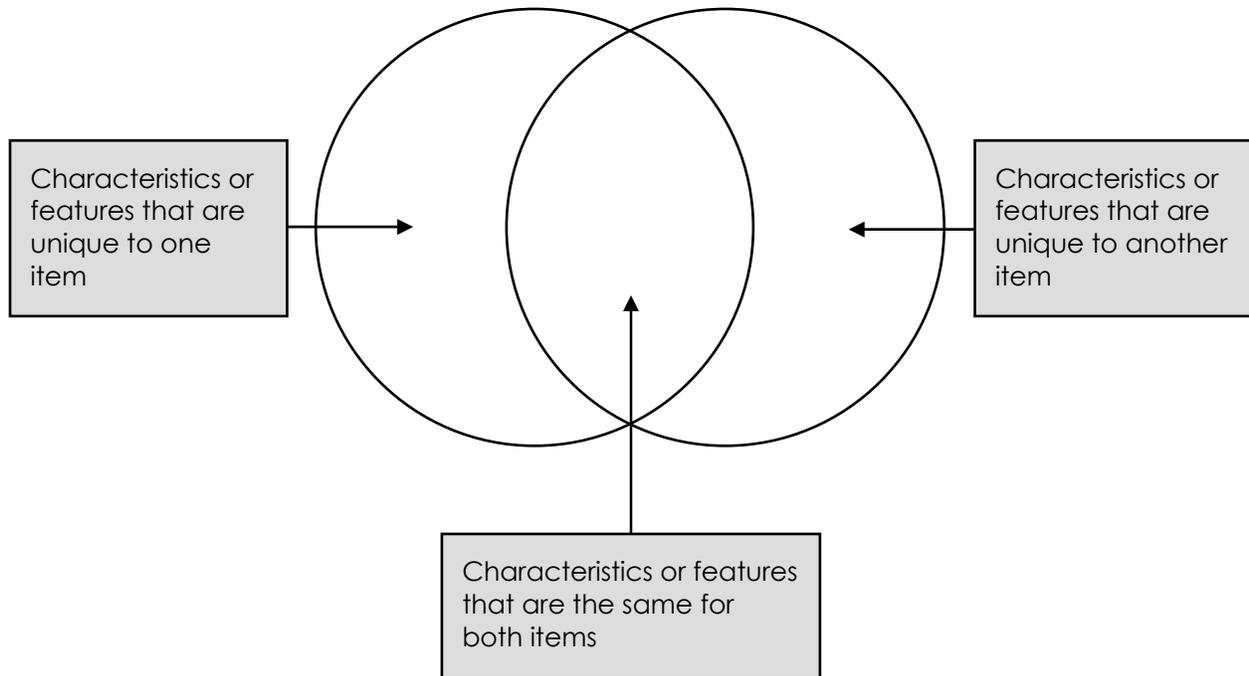
Карта думок

Ім'я: _____

Дата: _____



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.

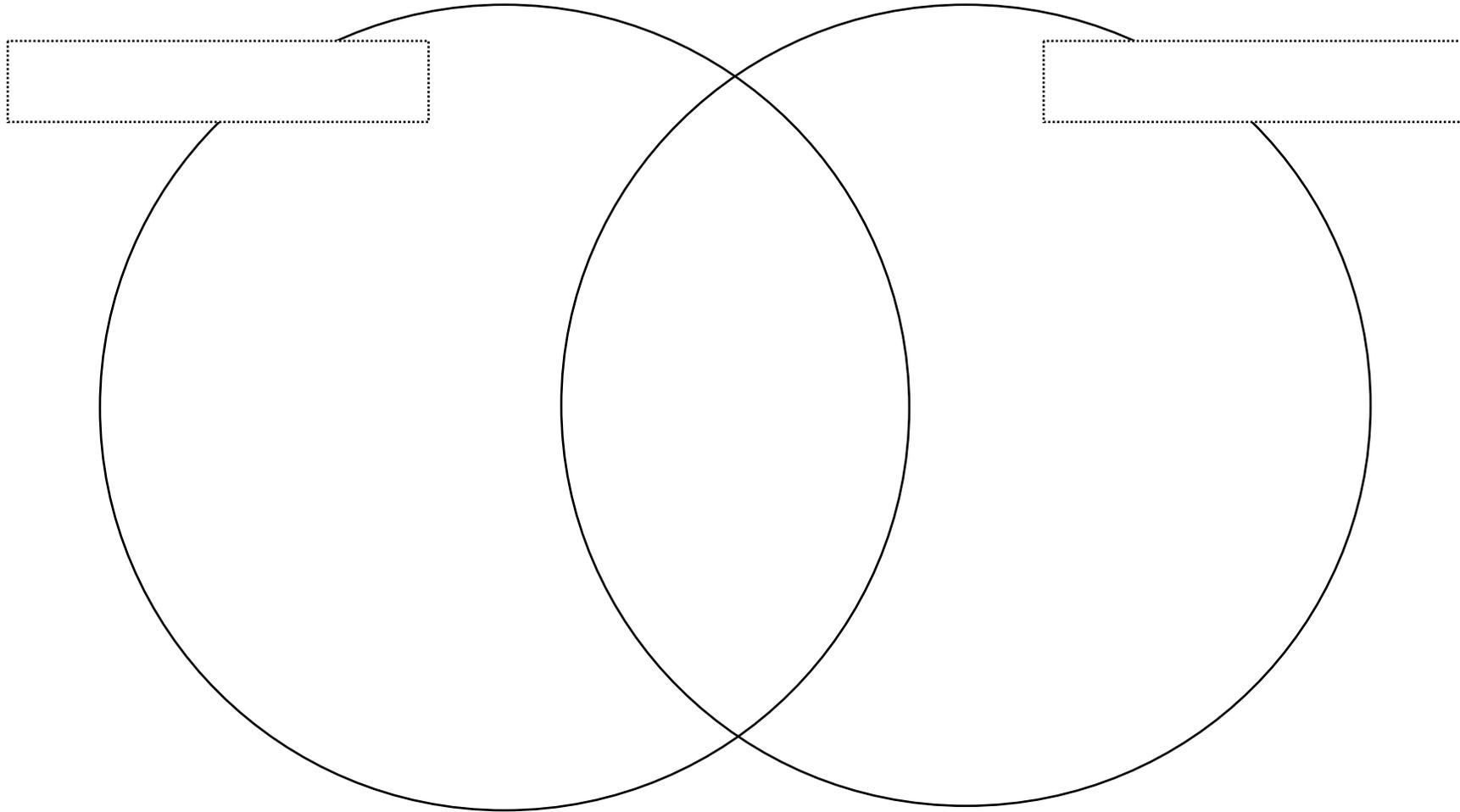


Newer versions of MS Word have a Venn diagram option listed under **Diagram** on the **Insert** menu that lets you build your own Venn diagram electronically.



Діяграма Венна

Ім'я: _____ Дата: _____

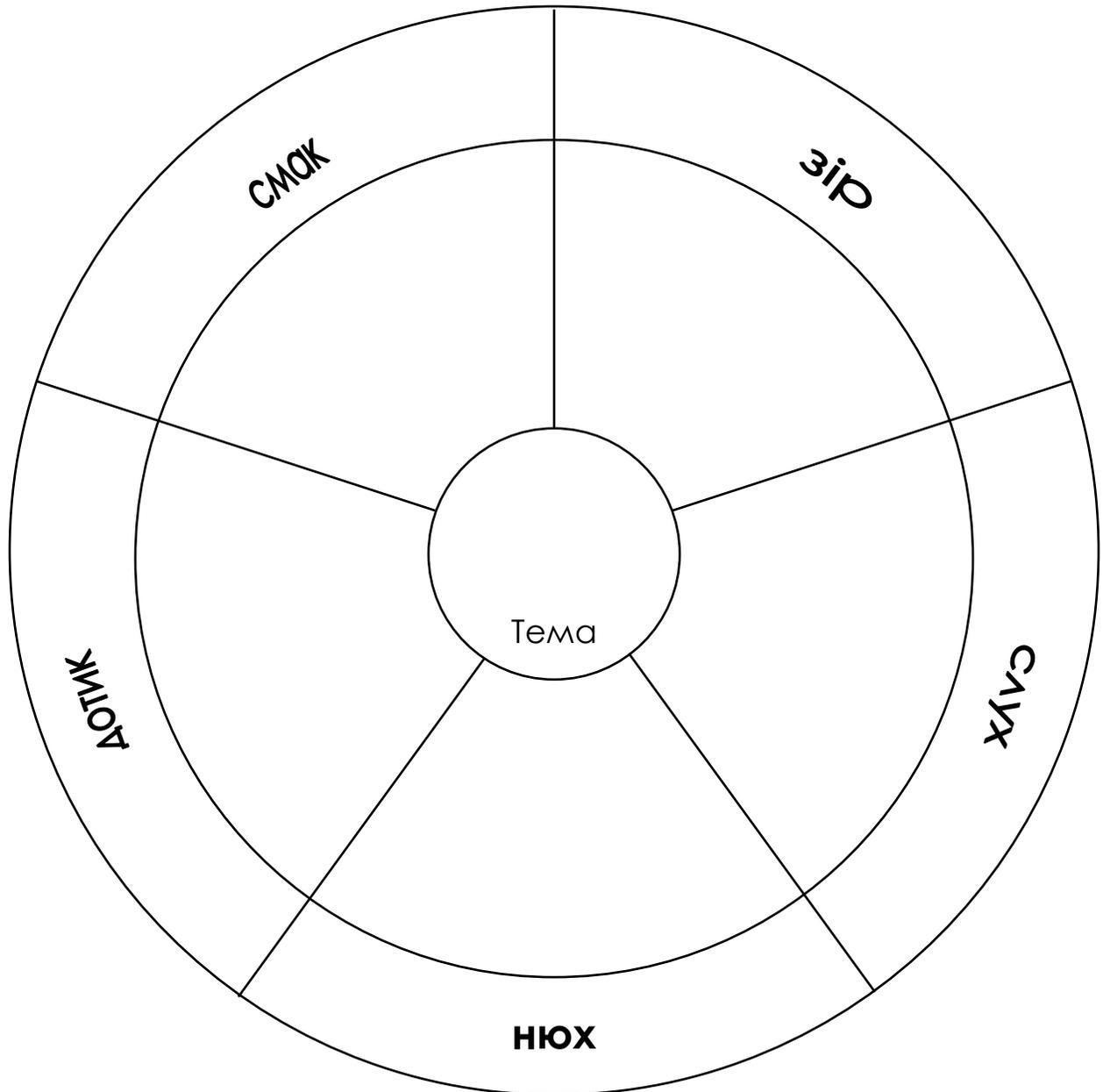


Мої п'ять органів чуття



Ім'я: _____

Дата: _____



Таблиця-схема



Ім'я: _____ Дата: _____

Тема: _____

Виглядає, як:	Звучить, як:	Відчувається, ніби:

Таблиця "У"



Ім'я: _____

Дата: _____

Відчувається, ніби	
Звучить, як	Виглядає, як

Питальні слова



Ім'я: _____ Дата: _____

Напиши в таблицю запитання, на які ти хочеш отримати відповіді.

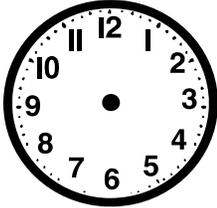
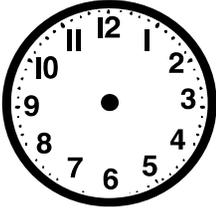
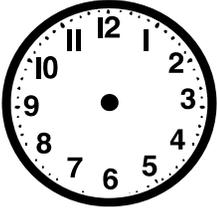
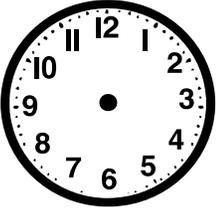
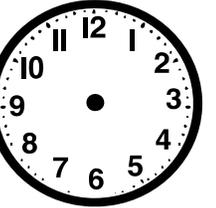
Хто? Напиши запитання про людей.	
Що? Напиши запитання про речі і події.	
Де? Напиши запитання про місця.	
Коли? Напиши запитання про час і дату.	
Чому? Напиши запитання про причину, мету.	
Як? Напиши запитання про те, як стаються речі.	
Якщо? Напиши запитання про речі, які б могли статися.	

День у житті



М'я: _____

Дата: _____

				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

How to Use PMI Charts

Таблиця П-М-Ц (Плюс-Мінус-Цікаво)



- 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"> • There is a lot of information. • You can look at a number of different sources in a short period of time. • You can do your research in the comfort of your home or classroom. 	<ul style="list-style-type: none"> • If you do not know how to search well, it can take a long time to find what you need. • There is no guarantee that the information you find is accurate or of good quality. • The reading level of factual and historical information may be high. 	<ul style="list-style-type: none"> • Most teenagers know more about using the Internet than adults! • Anybody can post information on the Internet. There are no rules to follow, no licenses, etc.



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

Таблиця ПМЦ



Ім'я: _____ Дата: _____

Заголовок: _____

Плюс	Мінус	Цікава інформація

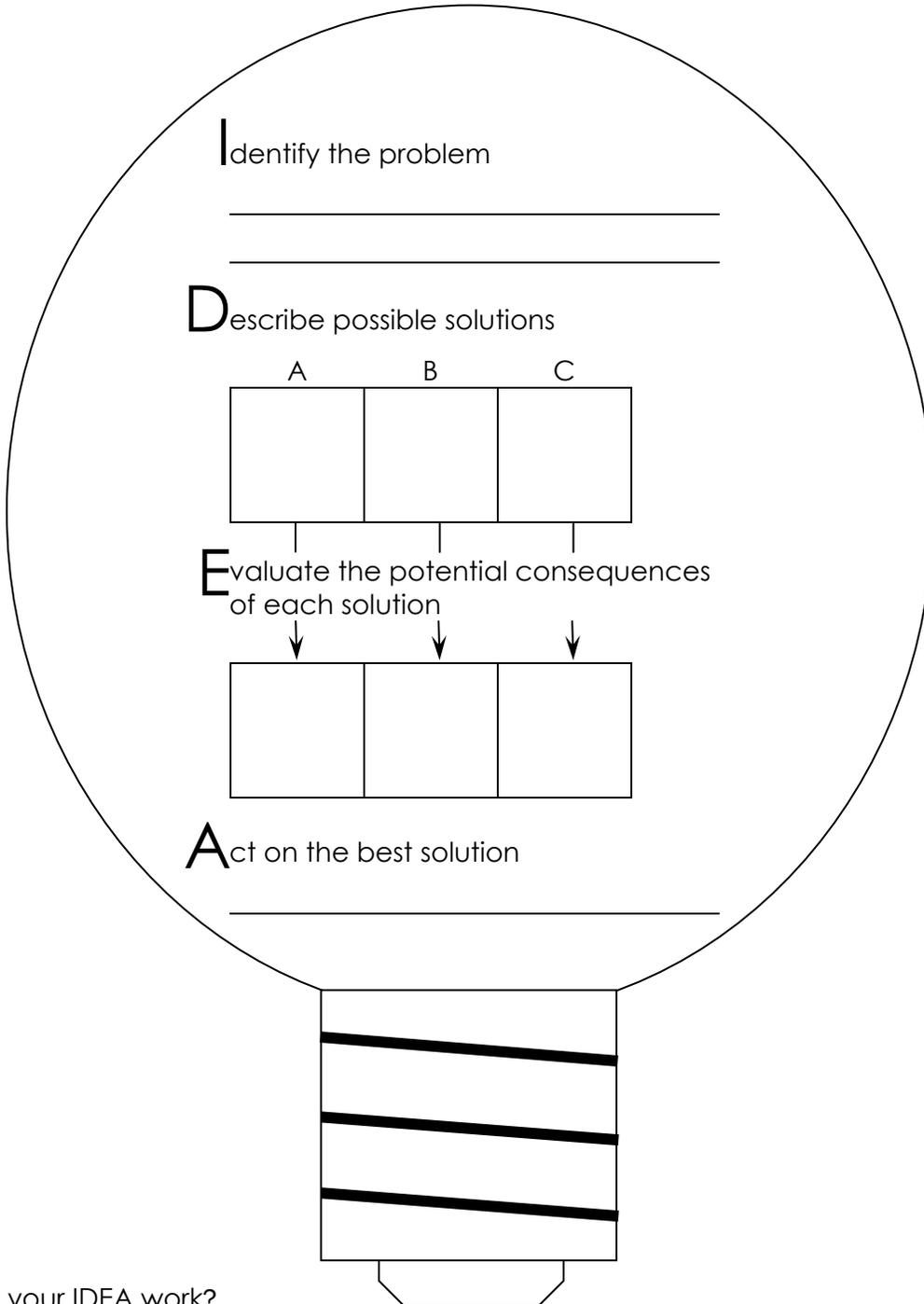
Приймаю рішення



Проблема: _____ Вибір: _____

	Позитивні +	Негативні –
Факти:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Почуття:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Мої нові ідеї:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Мої рішення:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Причини, які допомогли мені вирішити:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

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.



How did your IDEA work?
(Evaluate your results.)

Розглянь альтернативи



Проблема, яку треба вирішити: _____

1 Вибір: _____

➔

Можливі наслідки: _____

2 Вибір: _____

➔

Можливі наслідки: _____

3 Вибір: _____

➔

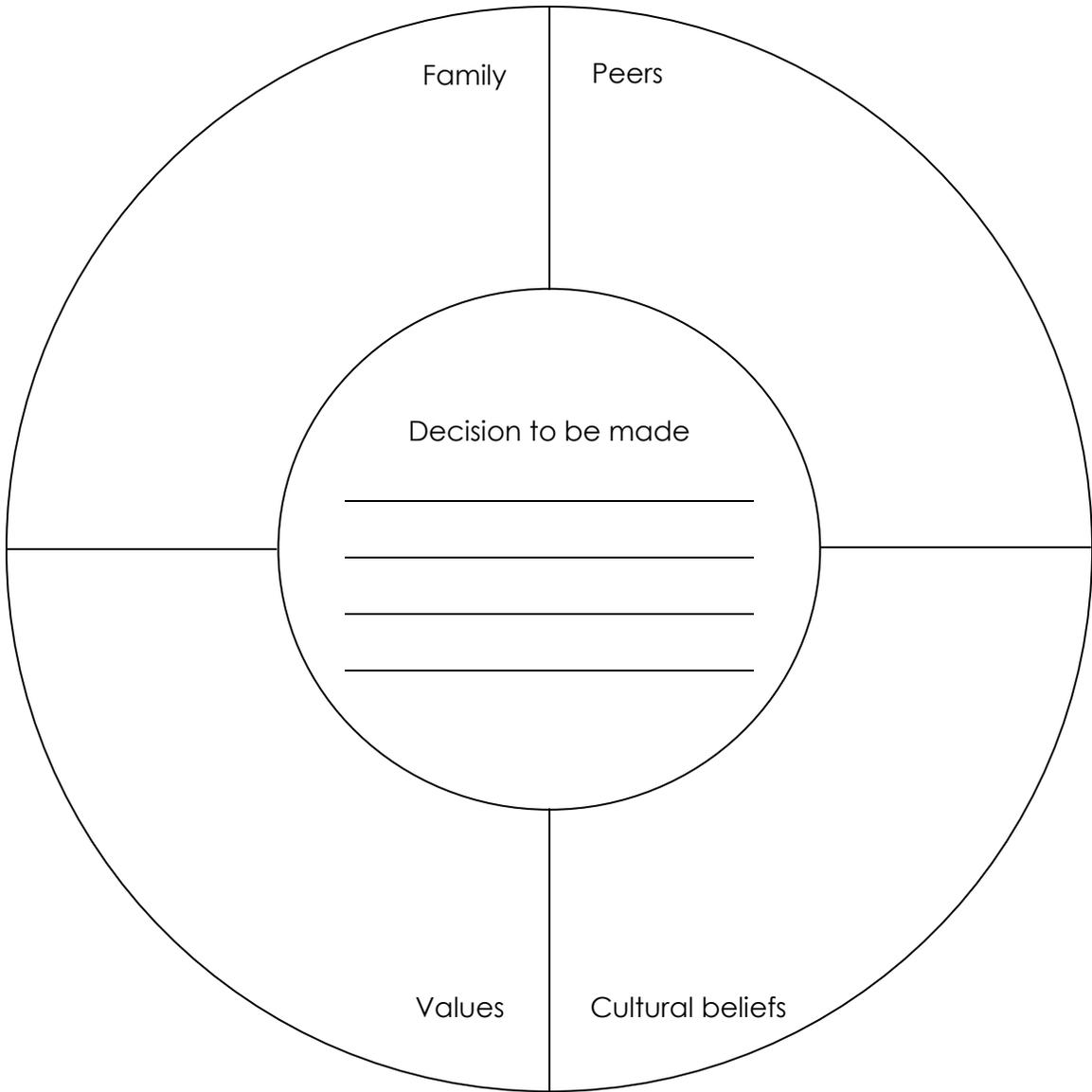
Можливі наслідки: _____

4 Вибір: _____

➔

Можливі наслідки: _____

Influences on Decision Making



Questions you need to ask to help you make this decision

Мета і планування 1



Ім'я: _____

Дата: _____

План

Моя мета _____

Я вибираю цю мету, тому що

Щоб досягнути моєї мети, я буду:

1. _____

2. _____

3. _____

Мені треба _____ днів, щоб досягнути мети.

Чи я досягнув/ла мети? так

майже

ні

Мета і планування 2



Дата: _____

Ім'я: _____

Чи твоя мета:

конкретна?

піддається оцінці?

досяжна?

реальна?

має часовий вимір?

Мета	Моя мета ...
Пояснення	Я це вибрав/вибрала тому, що ...
Планування дії	Щоб досягнути цієї мети, я ...
Міра планування	Як я дізнаюся, чи я успішно досягнув/досягнула мету?
Міркування про себе	Щоб я зробив/зробила інакше?

Мета і планування 3



Ім'я: _____ Дата: _____

Планування мети

Моя мета на майбутнє _____
_____ до _____

Кроки, які допоможуть мені досягнути мети:

Крок А	Крок Б	Крок С
_____	_____	_____
_____	_____	_____

Для досягнення мети, я:

- _____
- _____
- _____

до _____

Для досягнення мети, я:

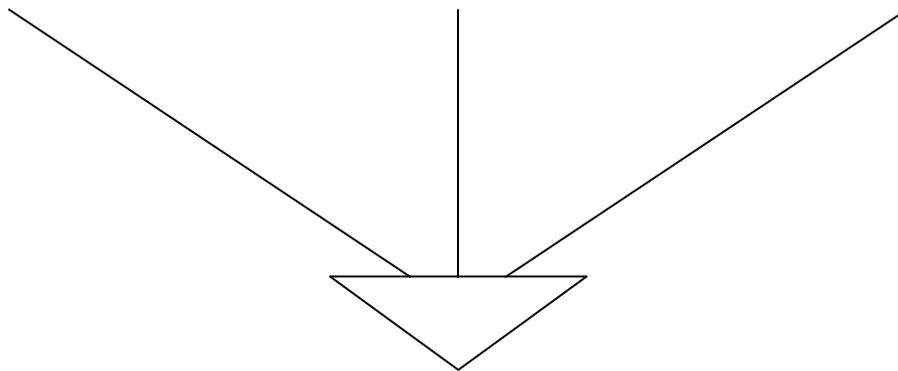
- _____
- _____
- _____

до _____

Для досягнення мети, я:

- _____
- _____
- _____

до _____



Я знатиму, що я досягнув/досягнула майбутньої мету тоді, коли _____

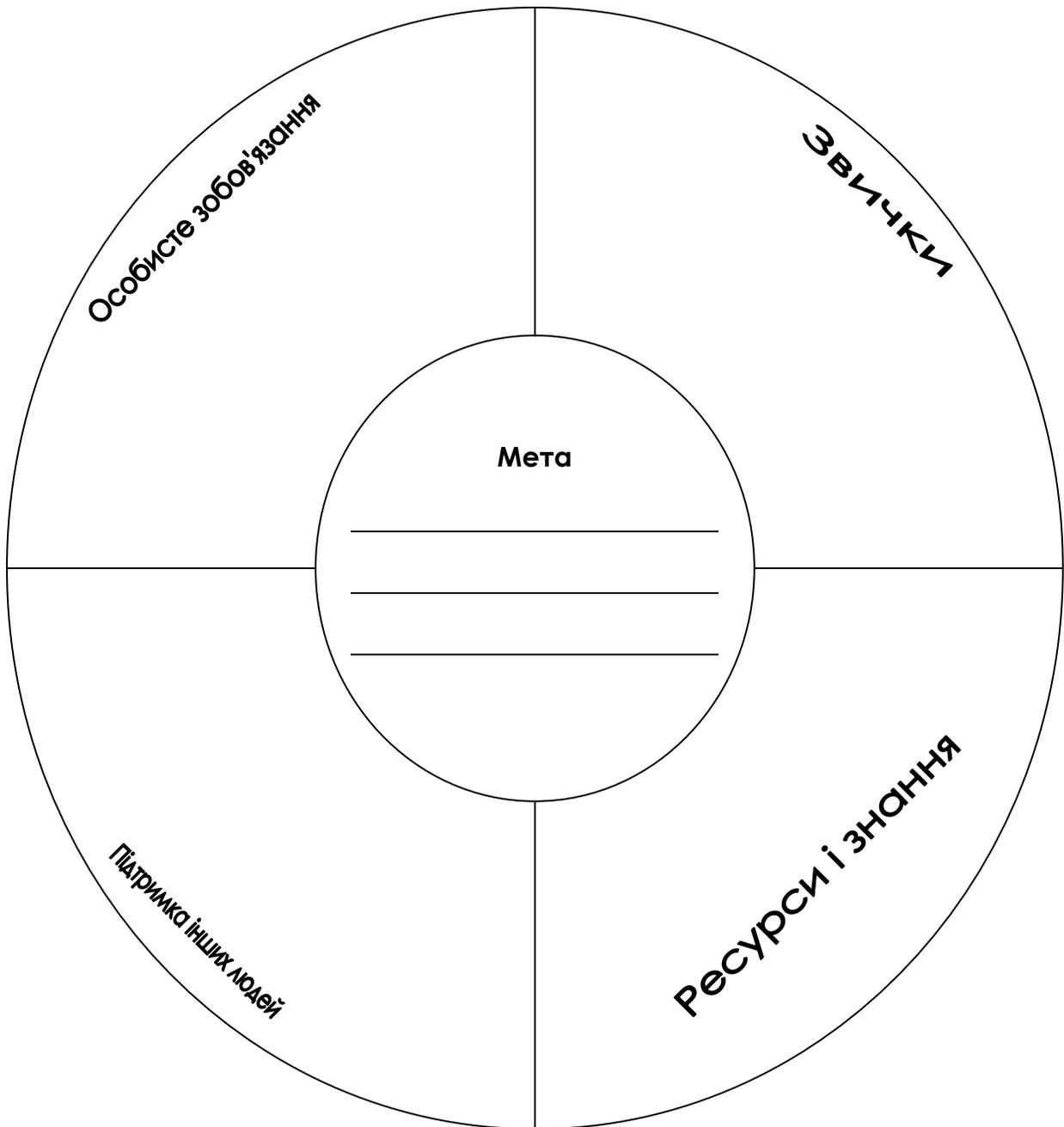
Мета і планування 4



Ім'я: _____

Дата: _____

Що може вплинути на досягнення мети?



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: 4

Дата: 2-е квітня

Я можу ...	Так!	Ще ні
пояснити, як українські й англійські слова часом можуть звучати однаково	✓	
помітити, коли хтось мене не зрозумів	✓	
вживати жести, щоб себе висловити	✓	
попросити допомогу, коли я не знаю, що робити	✓	
робити помилки в українській мові та не турбуватися		✓
перевіряти свою працю		✓

Note: This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

Самооцінка

Ім'я:

Кляса:

Дата:

Я можу ...	Так!	Ще ні

Self-assessment Rating Scale

Ім'я: Софія

Кляса: 5

Дата: 22-е квітня

Я можу	ніколи	деколи	звичайно	завжди
• пояснити комусь, чому я веселий/весела	●	●	●	●
• пояснити комусь, чому я сумний/сумна	●	●	●	●
• пояснити комусь, чому я сердитий/сердита	●	●	●	●
• пояснити комусь, чому я змучений/змучена	●	●	●	●
• пояснити комусь, чому я здивований/здивована	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

Note: 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.

Шкала самооцінки

Ім'я:

Кляса:

Дата:

Я можу	ніколи	деколи	звичайно	завжди
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____

Peer-assessment Checklist

Ім'я:	Nicole	Кляса:	6	Дата:	14-е ЛЮТОГО
Ім'я напарника/ напарниці:	Janelle	Вправа:	Іменний вірш		

Мій напарник/моя напарниця може ...	Так!	Ще ні
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.

Таблиця оцінки ровесників

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

Ім'я:	Tah	Кляса:	4	Дата:	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.

Самооцінка та визначення моїх наступних завдань

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.

Досягнення мети

Ім'я:

Кляса:

Дата:

Мета #1:

При кінці цього семестру, я хотів би/хотіла б: _____

Щоб досягнути цього, я: _____

Учитель/вчителька може допомогти мені, _____

Батьки можуть допомогти мені, коли: _____

Мета #2:

При кінці цього семестру, я хотів би/хотіла б: _____

Щоб досягнути цього, я: _____

Учитель/вчителька може допомогти мені: _____

Батьки можуть допомогти мені, коли: _____

Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments
Michel	Jan. 8	Pysanka making	6.2 Language Competence/listening—listen to and understand a short oral or media presentation on a familiar topic in structured and unstructured situations (Grade 4)		✓	Seemed to understand the directions but mixed up the sequence.
Josh	Jan. 8	Pysanka making	6.2 Language Competence/listening—listen to and understand a short oral or media presentation on a familiar topic in structured and unstructured situations (Grade 4)		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Cooperative group language	5.2 Encourage, Support and Work with Others/cooperate with others—appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (Grade 4)	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	5.2 Encourage, Support and Work with Others/cooperate with others—appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (Grade 4)		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan. 17	Small group discussion	5.2 Encourage, Support and Work with Others/cooperate with others—appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly (Grade 4)		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small group discussion	6.1 Linguistic Elements/lexicon—use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts (Grade 4)	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Sharing circle	6.1 Linguistic Elements/lexicon—use vocabulary and expressions appropriately in a variety of classroom and school contexts, and experiment with vocabulary and expressions in community contexts (Grade 4)	✓		Improved use and understanding of vocabulary.

Note: This 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	Student demonstrates that he or she has met the outcome.	
Leesa	Sept. 23	Singing traditional Ukrainian songs	7.1 Self-identify/valuing Ukrainian language and culture—recognize and appreciate various elements of Ukrainian language and culture (Grade 4)	Yes	Not Yet
Marc	Sept. 23	Singing traditional Ukrainian songs	7.1 Self-identify/valuing Ukrainian language and culture—recognize and appreciate various elements of Ukrainian language and culture (Grade 4)	Yes	Not Yet
Andreas	Sept. 23	Singing traditional Ukrainian songs	7.1 Self-identify/valuing Ukrainian language and culture—recognize and appreciate various elements of Ukrainian language and culture (Grade 4)	Yes	Not Yet
Su Mei	Oct. 1	Word study	6.1 Linguistic Elements/sound-symbol system—apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing (Grade 4)	Yes	Not Yet
Jack	Oct. 1	Word study	6.1 Linguistic Elements/sound-symbol system—apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing (Grade 4)	Yes	Not Yet
Ali	Oct. 10	Secret word game	6.1 Linguistic Elements/sound-symbol system—apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing (Grade 4)	Yes	Not Yet
Maya	Oct. 10	Secret word game	6.1 Linguistic Elements/sound-symbol system—apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing (Grade 4)	Yes	Not Yet
Philip	Oct. 10	Secret word game	6.1 Linguistic Elements/sound-symbol system—apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing (Grade 4)	Yes	Not Yet
Simone	Oct. 25	Deduce word pattern rule	6.4 Language Learning Strategies/cognitive—identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task such as echo acting (Grade 4)	Yes	Not Yet
Nour	Oct. 27	Deduce word pattern rule	6.4 Language Learning Strategies/cognitive—identify and use a variety of cognitive strategies to enhance language learning; e.g., use mental images to remember new information, repeat words or phrases in the course of performing a language task such as echo acting (Grade 4)	Yes	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

Grade: 4	Date: May 3	Activity: Individual Q and A
-----------------	--------------------	-------------------------------------

Specific Outcome: 6.5 Language Use Strategies/interactive—identify and use a variety of interactive strategies; e.g., use the other speaker’s words in subsequent conversation

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>Su Mei</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Ab</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• <u>Elise</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• <u>Nour</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 plan for future instruction.

Checklist and Comments 1

Grade:	Date:	Activity:
---------------	--------------	------------------

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"/>

Notes for future planning: _____

Checklist and Comments 2

Grade: 4	Date: October 5	Activity: Telephone conversations (invitations)
-----------------	------------------------	--

Specific Outcome(s): 6.3 Sociocultural/Sociolinguistic Competence/register—experiment with formal and informal uses of language in familiar contexts

Lance _____ can: (Student name)		
	Yes	Not Yet
• 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"/>
Done well: Seems to have a good understanding of the vocabulary.		
Could improve: Seems not to understand intonation and how it can affect meaning.		
<p>Note: 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

Grade:	Date:	Activity:
---------------	--------------	------------------

Specific Outcome(s): _____

_____ can: (Student name)	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"/>

Done well: _____

Could improve: _____

Rating Scale 1

Grade: 4	Date: March 10	Activity: Group classroom scavenger hunt
-----------------	-----------------------	---

Specific Outcome: 5.2 Encourage, Support and Work with Others/cooperate with others—appreciate that everyone in a group has to work together to achieve group tasks, and act accordingly

Student meets the outcome:				
Student Names:	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 2

Grade: 4	Date: November 12	Activity: Unit: My Family
-----------------	--------------------------	----------------------------------

Specific Outcome(s): 1.1 Discover and Explore/experiment with language; 3.2 Select and Process/identify personal and peer knowledge; 6.1 Linguistic Elements/lexicon; 6.2 Language Competence/writing; 6.5 Language Use strategies/productive

Student Name: Tania

Criteria:	Never	Sometimes	Usually	Always
• 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:
--------	-------	-----------

Specific Outcome(s): _____

Student Name: _____

Criteria:	Never	Sometimes	Usually	Always
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•
• _____ _____	•	•	•	•

Rating Scale 3

Grade: 4	Date: March 10	Activity: Reading out some familiar words
-----------------	-----------------------	--

Specific Outcome(s): 6.1 Linguistic Elements/sound–symbol system—apply knowledge of the Ukrainian alphabet accurately in a variety of contexts, orally and in reading and writing

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
6.3 Sociocultural/ Sociolinguistic Competence – idiomatic expressions	Consistently understands and uses learned idiomatic expressions in new contexts.	Frequently understands and uses learned idiomatic expressions in new contexts.	Sometimes understands and uses learned idiomatic expressions in new contexts.	Rarely understands and uses learned idiomatic expressions in new contexts.
6.3 Sociocultural/ Sociolinguistic Competence – variations in language	Consistently experiences a variety of accents and variations in speech.	Frequently experiences a variety of accents and variations in speech.	Sometimes experiences a variety of accents and variations in speech.	Rarely experiences a variety of accents and variations in speech.
6.3 Sociocultural/ Sociolinguistic Competence – social conventions	Consistently recognizes verbal behaviours that are considered impolite.	Frequently recognizes verbal behaviours that are considered impolite.	Sometimes recognizes verbal behaviours that are considered impolite.	Rarely recognizes verbal behaviours that are considered impolite.

Note: This Rubric demonstrates how a teacher can assess one student's performance as it relates to different learning outcomes.

Rubric

Name:	Date:	Activity:
--------------	--------------	------------------

Outcome	Excellent	Very Good	Acceptable	Limited

Rubric and Checklist

Name: Ellen	Date: November 14	Activity: Telephone Conversation
--------------------	--------------------------	---

Outcome	Excellent	Very Good	Acceptable	Limited
6.3 Sociocultural/ Sociolinguistic Competence – idiomatic expressions	Consistently understands and uses a variety of simple idiomatic expressions as set phrases.	Frequently understands and uses a variety of simple idiomatic expressions as set phrases.	Sometimes understands and uses a variety of simple idiomatic expressions as set phrases.	Rarely understands and uses a variety of simple idiomatic expressions as set phrases.
6.3 Sociocultural/ Sociolinguistic Competence – variations in language	Consistently accepts individual differences in speech.	Frequently accepts individual differences in speech.	Sometimes accepts individual differences in speech.	Rarely accepts individual differences in speech.
6.3 Sociocultural/ Sociolinguistic Competence – social conventions	Consistently uses appropriate oral forms of address for people frequently encountered.	Frequently uses appropriate oral forms of address for people frequently encountered.	Sometimes uses appropriate oral forms of address for people frequently encountered.	Rarely uses appropriate oral forms of address for people frequently encountered.

Work habits <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
--	---

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

Name:	Date:	Activity:
--------------	--------------	------------------

Outcome	Excellent	Very Good	Acceptable	Limited

Work habits

- | | |
|--|---|
| <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 |
|--|---|



Bibliography

Alberta Assessment Consortium. *A Framework for Student Assessment*. Edmonton, AB: Alberta Assessment Consortium, 1997.

_____. *A Framework for Student Assessment*. 2nd ed. Edmonton, AB: Alberta Assessment Consortium, 2005.

_____. *How to Develop and Use Performance Assessments in the Classroom*. Edmonton, AB: Alberta Assessment Consortium, 2000.

_____. *Refocus: Looking at Assessment FOR Learning*. Edmonton, AB: Alberta Assessment Consortium, 2003.

_____. *Refocus: Looking at Assessment for Learning*. 2nd ed. Edmonton, AB: Alberta Assessment Consortium, 2005.

Alberta Education. *English as a Second Language (ESL) Guide to Implementation Kindergarten to Grade 9*. Edmonton, AB: Alberta Education, 2007.

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

_____. *Trends and Issues in Language Education: A Discussion Paper* (draft). Edmonton, AB: Alberta Education, 1997.

Alberta Learning. *Standards for Special Education*. Edmonton, AB: Alberta Learning, 2003.

_____. *Teaching Students who are Gifted and Talented*. Programming for Students with Special Needs (PSSN) series, No. 7. Edmonton, AB: Alberta Learning, 2000.

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

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

_____. *The Journey: A Handbook for Parents of Children Who Are Gifted and Talented*. Edmonton, AB: Alberta Learning, 2004.

- _____. *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities*. Edmonton, AB: Alberta Learning, 2002.
- Atwell, Nancie. *In the Middle: Writing, Reading and Learning with Adolescents*. Portsmouth, NH: Heinemann, 1987.
- Bamford, Kathryn W. and Donald T. Mizokawa. "Additive-Bilingual (Immersion) Education: Cognitive and Language Development." *Language Learning* 41, 3 (1991), pp. 413–429.
- Barik, Henri C. and Merrill Swain. *Bilingual Education Project: Evaluation of the 1974–75 French Immersion Program in Grades 2–4, Ottawa Board of Education and Carleton Board of Education*. Toronto, ON: Ontario Institute of Studies in Education, 1975.
- Bellanca, James and Robin Fogarty. *Blueprints for Thinking in the Classroom*. Arlington Heights, IL: IRI/Skylight, 1990.
- Bennett, Barrie and Carol Rolheiser. "Summary Content: Integrating Pedagogy." *Beyond Monet: The Artful Science of Instructional Integration*. n.d. http://www.beyondmonet.ca/ch3_9.html (Accessed June 8, 2007).
- Bialystok, Ellen. "Effects of Bilingualism and Biliteracy on Children's Emergent Concepts of Print." *Developmental Psychology* 30, 3 (1997), pp. 429–440.
- Black, Paul et al. *Assessment for Learning: Putting It Into Practice*. Maidenhead, England: Open University Press, 2003.
- Bloom, Benjamin S., ed. *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York, NY: David McKay Company, Inc., 1956.
- Blythe, Tina and Associates. *The Teaching for Understanding Guide*. San Francisco, CA: Jossey-Bass Inc., 1998.
- Brewer, C. and D. Campbell. *Rhythms of Learning*. Tucson, AZ: Zephyr, 1998.
- British Columbia Ministry of Education. "Process." *Gifted Education – A Resource Guide for Teachers*. www.bced.gov.bc.ca/specialed/gifted/process.htm (Accessed June 8, 2007).
- _____. *English as a Second Language Learners: A Guide for Classroom Teachers*. Victoria, BC: Special Programs Branch, British Columbia Ministry of Education, 1999.
- Brownlie, Faye and Susan Close. *Beyond Chalk and Talk: Collaborative Strategies for the Middle and High School Years*. Markham, ON: Pembroke Publishers Limited, 1992.
- Brownlie, Faye, Catherine Feniak and Vicki McCarthy. *Instruction and Assessment of ESL Learners: Promoting Success in Your Classroom*. Winnipeg, MB: Portage & Main Press, 2004.
- Bruck, Margaret, W. E. Lambert and R. Tucker. "Bilingual Schooling through the Elementary Grades: The St. Lambert Project at Grade Seven." *Language Learning* 24, 2 (1974), pp. 183–204.
- Burke, Kay. *The Mindful School: How to Assess Authentic Learning*. 3rd ed. Arlington Heights, IL: Skylight Professional Development, 1999.

- Caine, Renate Nummela and Geoffrey Caine. "What is Brain/Mind Learning?" *Caine Learning Institute*. 2005. <http://www.cainelearning.com/principles.html> (Accessed June 13, 2007).
- _____. *Making Connections: Teaching and the Human Brain*. Parsippany, NJ: Dale Seymour Publications, 1994.
- _____. *Making Connections: Teaching and the Human Brain*. Alexandria, VA: Association for Supervision and Curriculum Development, 1991.
- Campbell, D. *The Mozart Effect*. New York, NY: Avon, 1997.
- Chamot, Anna Uhl and J. Michael O'Malley. *The CALLA Handbook*. Don Mills, ON: Addison Wesley Publishing Company, 1994.
- Chamot, Anna Uhl and Pamela Beard El-Dinary. "Children's Learning Strategies in Language Immersion Classrooms." *The Modern Language Journal* 83, 3 (1999), pp. 319–338.
- Cole, Robert W., ed. *Educating Everybody's Children*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1995.
- _____. *More Strategies for Educating Everybody's Children*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 2001.
- Danesi, Marcel. *A Guide to Puzzles and Games in Second Language Pedagogy*. Toronto, ON: OISE Press, 1985.
- Davies, Anne. *Making Classroom Assessment Work*. Merville, BC: Connections Publishing, 2000.
- Department of Education, State of Victoria. *Bright Futures Resource Book: Education of Gifted Students*. Melbourne, Australia: Department of Education, State of Victoria, 1996.
- Doman, Glenn. *Teach Your Baby to Read*. Philadelphia, PA: The Better Baby Press, 1984.
- Dornyei, Zoltán and Kata Csizér. "Ten Commandments for Motivating Language Learners: Results of an Empirical Study." *Language Teaching Research* 2, 3 (September 1998), pp. 203–229.
- Dryden, Gordon and Colin Rose. *Fundamentals*. Aylesbury, UK: Accelerated Learning Systems, 1995.
- Dryden, Gordon and Jeannette Vos. *The Learning Revolution*. Auckland, NZ: The Learning Web, 1997.
- _____. *The Learning Revolution: To Change the Way the World Learns*. Auckland, NZ: The Learning Web, 1999.
- Duravetz, George. *Conversational and Grammatical Ukrainian, Level I* (Revised Edition). Toronto, ON: Ontario Modern Language Teachers Association, 1977.
- Erickson, Lynn. *Stirring the Head, Heart, and Soul: Redefining Curriculum and Instruction*. 2nd ed. Thousand Oaks, CA: Corwin Press, 2001.
- _____. *Concept-based Curriculum and Instruction: Teaching beyond the Facts*. Thousand Oaks, CA: Corwin Press, 2002.

- Gagne, R. and M. Driscoll. *Essentials of Learning for Instruction*. 2nd ed. Englewood Cliffs, NJ: Prentice-Hall, 1988.
- Gardner, Howard. *Frames of Mind*. New York, NY: Basic Books, 1983.
- _____. Speech. American Education Research Conference, San Diego, CA. April 1998.
- Genesee, Fred. *Learning through Two Languages*. Cambridge, MA: Newbury House, 1987.
- Goodman, Yetta M. and Ann M. Marek. *Retrospective Miscue Analysis: Revaluing Readers and Reading*. Katonah, NY: R. C. Owens Publishers, 1996.
- Goodman, Yetta M., Carolyn L. Burke and Dorothy J. Watson. *Reading Miscue Inventory: Alternative Procedures*. New York, NY: Richard C. Owen Publishers, 1972.
- Graham, Neil and Jerry George. *Marking Success: A Guide to Evaluation for Teachers of English*. Markham, ON: Pembroke Publishers, 1992.
- Hakuta, Kenji. *Cognitive Development of Bilingual Children*. Los Angeles, CA: University of California, Center for Language Education and Research, 1986.
- Harp, Bill. *The Handbook of Literacy Assessment and Evaluation*. Norwood, MA: Christopher-Gordon Publishers, Inc., 1996.
- Heacox, Diane. *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3–12*. Minneapolis, MN: Free Spirit Publishing, 2002.
- Herman, Joan L., Pamela R. Aschbacher and Lynn Winters. *A Practical Guide to Alternative Assessment*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1992.
- Hill, Bonnie Campbell and Cynthia Ruptic. *Practical Aspects of Authentic Assessment: Putting the Pieces Together*. Norwood, MA: Christopher-Gordon Publishers, Inc., 1994.
- Horwitz, Elaine K., Michael B. Horwitz and Joann Cope. "Foreign Language Classroom Anxiety." *The Modern Language Journal* 70, 2 (Summer 1986), pp. 125–132.
- Humesky, Assya. *Modern Ukrainian*. Edmonton, AB: Canadian Institute of Ukrainian Studies, 1980.
- Jacobs, H. H. *Mapping the Big Picture: Integrating Curriculum and Assessment K–12*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1997.
- Jensen, E. *The Learning Brain*. San Diego, CA: Turning Point for Teachers, 1994.
- Johnson, D. W. and R. T. Johnson. *Leading the Cooperative School*. 2nd ed. Edina, MN: Interaction Book Company, 1994.
- Kagan, Spencer. "Group Grades Miss the Mark." *Educational Leadership* 52, 8 (May 1995), pp. 68–71.
- Kern, R. G. "The Role of Mental Translation in Second Language Reading." *Studies in Second Language Acquisition* 16, 4 (1994), pp. 441–461.

- Krashen, Stephen D. *Fundamentals of Language Education*. Beverly Hills, CA: Laredo Publishing Co., 1992.
- Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. Oxford, UK: Oxford University Press, 2000.
- Lipson, Marjorie Y. and Karen K. Wixson. *Assessment and Instruction of Reading and Writing Disability: An Interactive Approach*. 2nd ed. New York, NY: Addison-Wesley Longman, 1997.
- Lozanov, Georgi. *Suggestology and Outlines of Suggestopedy*. New York, NY: Gordon & Breach, 1978.
- MacIntyre, Peter D. and R. C. Gardner. "Language Anxiety: Its Relationship to Other Anxieties and to Processing in Native and Second Languages." *Language Learning* 41, 4 (December 1991), pp. 513–534.
- Manitoba Education and Training. *Reporting on Student Progress and Achievement: A Policy Handbook for Teachers, Administrators, and Parents*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1997.
- Marcos, Kathleen M. "Decade of the Brain: Learning Another Language Offers Both Personal and Professional Benefits." *American Language Review* 3, 6 (November/December 1999), pp. 2–3.
- _____. "Second Language Learning: Everyone Can Benefit." *The ERIC Review* 6, 1 (Fall 1998), pp. 2–5.
- Marzano, Robert J., Debra Pickering and Jay McTighe. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1993.
- Miller, Wilma H. *Alternative Assessment Techniques for Reading and Writing*. Paramus, NJ: The Center for Applied Research in Education, 1995.
- Muir, Maya. "Reaching Gifted Kids and English-Language Learners." *Northwest Report*. September 28, 2001. <http://www.nwrel.org/nwreport/aug00/reaching.html> (Accessed June 14, 2007).
- Nebraska Department of Education. *Nebraska K–12 Foreign Language Frameworks*. Lincoln, NE: Nebraska Department of Education, 1996.
- Politano, Colleen and Joy Paquin. *Brain-based Learning with Class*. Winnipeg, MB: Portage Main Press, 2000.
- Rhodes, Lynn K. and Nancy L. Shanklin. *Windows into Literacy: Assessing Learners K–8*. Portsmouth, NH: Heinemann, 1993.
- Ross, Elinor Parry. *The Workshop Approach: A Framework for Literacy*. Norwood, MA: Christopher-Gordon Publishers, Inc., 1996.
- Routman, Regie. *Invitations: Changing as Teachers and Learners K–12*. Concord, ON: Irwin, 1994.
- Saskatchewan Education. *English Language Arts: A Curriculum Guide for the Elementary Level*. Regina, SK: Saskatchewan Education, 1992.

- Scheid, Karen. *Helping Students Become Strategic Learners. Guidelines for Teaching*. Cognitive Strategy Training Series. Cambridge, MA: Brookline Books, 1993.
- Schlechty, Phillip C. *Inventing Better Schools: An Action Plan for Educational Reform*. San Francisco, CA: Jossey-Bass Inc., 1997.
- Shields-Ramsay, Patricia and Doug Ramsay. *Purposeful Planning Guidebook*. Edmonton, AB: InPraxis Learning Systems, 2006.
- Short, Kathy G. and Carolyn Burke. *Creating Curriculum: Teachers and Students as a Community of Learners*. Portsmouth, NH: Heinemann, 1991.
- Short, Kathy G., Jerome C. Harste and Carolyn L. Burke. *Creating Classrooms for Authors and Inquirers*. 2nd ed. Portsmouth, NH: Heinemann, 1996.
- Stevens, Robert J. and Robert E. Slavin. "When Cooperative Learning Improves the Achievement of Students with Mild Disabilities: A Response to Tateyama-Sniezek." *Exceptional Children* 57, 3 (December/January 1990–1991), pp. 276–280.
- Sutton, Ruth. *The Learning School*. Salford, England: RS Publications, 1997.
- Swain, Merrill. "Early French Immersion Later On." *Journal of Multicultural Development* 2, 1 (1981), pp. 1–23.
- _____. "Integrating Language and Content Teaching through Collaborative Tasks." *The Canadian Modern Language Review* 58, 1 (2001), pp. 44–63.
- Thomas, Wayne P., V. P. Collier and M. Abbott. "Academic Achievement through Japanese, Spanish or French: The First Two Years of Partial Immersion." *Modern Language Journal* 77, 2 (1993), pp. 170–180.
- Tokuhama-Espinosa, Tracey. *Raising Multilingual Children: Foreign Language Acquisition and Children*. Westport, CT: Bergin & Garvey, 2001.
- Toronto Catholic District School Board. *Assessment of Student Achievement in Catholic Schools: A Resource Document*. Toronto, ON: Toronto Catholic District School Board, 2001.
- Tyler, R. W. *Basic Principles of Curriculum and Instruction*. Chicago, IL: University of Chicago Press, 1949.
- University of Calgary Language Research Centre. *A Review of the Literature on Second Language Learning*. Edmonton, AB: Alberta Learning, 2004.
- University of Minnesota. *Developing Speaking and Writing Tasks for Second Language Assessment (The Minnesota Language Proficiency Assessments): A MLPA Miniguide for Assessment Development*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, n.d.
- Villano, D. "Heads Up: Time to go Bilingual?" *Smartkid* 1, 4 (1996), pp. 45–49.

- Weatherford, H. Jarold. "Personal Benefits of Foreign Language Study." *ERIC Digest*. October 1986. <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED276305> (Accessed June 14, 2007).
- Western Canadian Protocol for Collaboration in Basic Education. *The Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*. Edmonton, AB: Western Canadian Protocol for Collaboration in Basic Education, 1999.
- Wiggins, Grant and Jay McTighe. *Understanding by Design Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 2004.
- _____. *Understanding by Design, Expanded 2nd Edition*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 2005.
- Winebrenner, Susan. *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). Minneapolis, MN: Free Spirit Publishing Inc., 2001.
- Wixson, Karen K. et al. "An Interview for Assessing Student's Perceptions of Classroom Reading Tasks." In Richard Vacca and Jo Anne L. Vacca (eds.), *Content Area Reading*. 5th ed. New York, NY: Harper Collins, 1996.
- Wrigley, Pamela. *The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners*. Oneonta, NY: ESCORT, 2001.