

Kindergarten to Grade 3 German Language Arts

A Foundation for Implementation



KINDERGARTEN TO GRADE 3
GERMAN LANGUAGE ARTS

A Foundation for Implementation

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

Manitoba Education
School Programs Division

Louise Boissonneault
Coordinator

Document Production Services Unit
Educational Resources Branch

Cindy Ferguson
Desktop Publisher

Document Production Services Unit
Educational Resources Branch

Lynn Harrison
Desktop Publisher

Document Production Services Unit
Educational Resources Branch

Grant Moore
Publications Editor

Document Production Services Unit
Educational Resources Branch

Cheryl Prokopanko
Project Manager

Learning Support and Technology Unit
Instruction, Curriculum and Assessment Branch

Tony Tavares
Project Leader

Learning Support and Technology Unit
Instruction, Curriculum and Assessment Branch



Chapter 1

Introduction

Chapter Summary

Benefits of Second Language Learning
Purpose of This Guide
Understanding the Learner
Learning the German 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

German is one of the top 20 languages spoken in the World. Approximately 100 million people speak German throughout the world. German is the official language of Germany, where it is spoken by approximately 75 million people, and of Austria, where it is has 7.5 million speakers. It is one of the official languages of Liechtenstein, Belgium, Switzerland, Luxembourg, and Italy. It is used as a local official language in German-speaking regions of Belgium, Italy, Denmark, and Poland. It is also spoken in Namibia, a former German colony in Africa, in several Eastern European countries, and in the Americas. In the U.S., the Amish and some Mennonites speak a dialect of German. Ethnologists estimates that there are 28,000,000 second-language speakers of German worldwide. It is one of the twenty official languages of the European Union.

Immigrants from Germany or of German-speaking origins have played an important part in shaping our nation and province. This trend is still true today. In 2006, 1620 immigrants or approximately 16 percent of immigrants arrived in Manitoba from Germany, making it the second top source country for immigrants to Manitoba.

Learning German 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 is 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. Manitobans who are fluent in more than one language can enhance Manitoba's and Canada's economic competitiveness abroad, maintain Manitoba'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 students' language abilities will improve the effectiveness of the workforce and strengthen communities for years to come.

Purpose of This Guide

This guide to implementation is intended to support the Kindergarten to Grade 3 portion of *Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes*. 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 German language arts curriculum framework.

Familiarity with the curriculum framework is essential to teachers as they plan and implement language courses in their classrooms. The framework 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 curriculum framework, visit the Manitoba Education website at www.edu.gov.mb.ca/k12/cur/languages/german/framework.

This foundation for implementation will assist educators as they:

- develop further understanding of the curriculum framework
- 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 Kindergarten to Grade 3 Learners

Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes is a student-centred curriculum designed to support the language learning of students in the German bilingual program in Manitoba. 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 German. Cultural knowledge, skills, and attitudes are often taught using an integrated approach.

Teachers of German language arts 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 German language**. Finally, teachers, parents, administrators, community members, and others need to be aware of the fact that these learners are **learning German 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 the 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 Kindergarten to Grade 3 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 German bilingual program in Manitoba 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 German 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 German language experience, while others enter with a strong proficiency in German 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 German language arts classrooms.

The Kindergarten to Grade 12 German Language Arts 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 German 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 affect the acquisition of a second language.

Classroom Factors

Important classroom-based factors that affect 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 affect the rate and quality of an individual's second language acquisition. Elements such as previous knowledge and experiences with the first language, German, or other languages can have significant impacts on a student's future learning of a new language. Contributing factors include 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. 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 affect 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 affect 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 they feel 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, which ease the 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 ...

Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes

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 *Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes*.

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 German Language

There are significant differences between the English language and the German language, and educators and parents should be aware of the challenges faced when learning German.

In terms of grammar, German has a complex morphology. All nouns have one of three genders: masculine, feminine, or neuter. There is little logic that governs the gender of a plant, an insect, an inanimate object, or an abstract noun.

German, like 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.

In German, 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 German conjugation patterns.

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 in 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” (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, 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, 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:** The brain can perform several different activities at the same time.
- 6. Emotions are critical to patterning:** Emotion and cognition are strongly tied. It is emotionally difficult to change patterns such as assumptions and beliefs.
- 7. The brain processes parts and wholes simultaneously:** The brain is designed to perceive experiences as both separate and interconnected.

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

Sample Strategies to Support Brain-Based Learning:

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

Bloom’s Taxonomy

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

Sample Activities Organized in the Bloom's Taxonomy Model

Level	Sample Activities in the Second Language Classroom
<p>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 German • Listen for sequence • Explain the "What? Who? Where? When? How? Why?" • Describe scenes from a video presentation • Describe pictures from a German culture • Define words • Listen to and paraphrase in English a conversation heard in German • Draw pictures from verbal information of a German cultural scene or object • Understand text written in German
<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 German 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 German culture • Make shopping lists for various German cultural or social events • Apply rules of cultural protocol for dining in Germany • 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 German culture • Find evidence to support opinion • Conduct a survey and analyze the results • Analyze typical foods of German culture for nutritional value • Identify the best route to a historic site important to German culture • Play the role of a tourist who bargains in German 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 • Compose a poem, skit, role play or advertisement • Create hypothetical real-world situations in a German-speaking country • 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 • Give and support opinions about issues • Evaluate television shows, movies, or cartoons • Write an editorial, giving and supporting their 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 German, 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 German

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 German 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 years old, 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 extend their developing communication skills and facilitate their cognitive development by providing small- and large-group activities in which students listen actively to peers and ask and respond to questions.

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.

Stages of Literacy Development

	PRE-CONVENTIONAL	EMERGENT
	Kindergarten students are typically <i>pre-conventional</i> or <i>emergent</i> readers and writers.	Grade 1 students are typically <i>emergent</i> readers and writers, with most becoming <i>early</i> readers and writers by the end of the year.
Knowledge of written language	<p>The student:</p> <ul style="list-style-type: none"> knows reading and writing are things people do for some purpose is aware of visual aspects of written language (e.g., the looping characteristics of cursive writing) is aware of some forms of print (e.g., letters, especially capital letters) knows books contain stories may not realize that print “tells the story” knows books are sources of information and enjoyment knows front-to-back directionality is beginning to develop phonological awareness (e.g., syllabic awareness) 	<p>The student:</p> <ul style="list-style-type: none"> understands the alphabetic principle understands writing as “talk written down” understands that text, as well as illustrations, carry the message is aware of some forms or genres (e.g., labels, stories) is learning letter names is developing awareness of left-to-right directionality, capitals and punctuation is developing awareness of the phonetic principle (that there are consistent sound/symbol relationships) is developing awareness of onsets and rimes (e.g., c-at; br-ing) is developing phonemic awareness (e.g., b-r-i-ng)
Reading processes and skills	<p>Pragmatics</p> <ul style="list-style-type: none"> reads pictures rather than print (moving from labelling to telling the story) approximates some environmental print, such as signs and labels, in context relies on another person to read the text aloud sometimes uses “book language” in retellings and play 	<p>Pragmatics</p> <ul style="list-style-type: none"> begins print-governed reading uses pictures to predict text <p>Semantics</p> <ul style="list-style-type: none"> is growing in ability to predict meanings is developing strategies to check predictions against other cues, such as the illustration and the print itself <p>Syntax</p> <ul style="list-style-type: none"> is developing an awareness of syntax and uses this to construct meaning <p>Graphophonics</p> <ul style="list-style-type: none"> is establishing directionality in tracking print from left-to-right and top-to-bottom tries to match voice and print while reading (spoken words to written words)
Writing processes and skills	<p>Pragmatics</p> <ul style="list-style-type: none"> combines drawing and writing, with the drawing conveying most of the meaning may not intend to convey a particular message may ask “What does this say?” of own writing <p>Graphophonics</p> <ul style="list-style-type: none"> may use non-conventional forms, including “loopy” writing and/or letter-like forms may produce some conventional letter forms (especially capital letters) may write familiar words, such as own name, Mom, Dad may write with non-conventional directionality may use one symbol to represent one syllable (no phonetic correspondence) 	<p>Pragmatics</p> <ul style="list-style-type: none"> combines drawing and writing, with writing supporting and supported by the picture <p>Semantics and Syntax</p> <ul style="list-style-type: none"> can write a caption or label to accompany drawing may read the “gist” of own writing rather than exact words writes words, phrases or simple sentences <p>Graphophonics</p> <ul style="list-style-type: none"> makes letters that are mostly conventional matches some letters to speech sounds, moving from initial consonants to most consonants to inclusion of vowels to all phonemes represented uses a letter name strategy may use some non-conventional word spacing

Stages of Literacy Development (continued)

EARLY	FLUENT	
<p>Grade 2 students are typically <i>early</i> readers and writers.</p>	<p>Most Grade 3 students are <i>fluent</i> readers and writers by the end of the year.</p>	Knowledge of written language
<p>The student:</p> <ul style="list-style-type: none"> understands writing can stand alone to convey meaning begins to understand writing as “ideas written down” understands the importance of a self-improving system in progressing as a reader is aware of more genres (e.g., notes, poems, lists) knows letter names is aware of phonemes in spoken words is increasing in knowledge of spelling patterns is gaining some knowledge of terminology (e.g., “letter,” “word,” “sentence”) shows beginning awareness of needs of an audience 	<p>The student:</p> <ul style="list-style-type: none"> begins to understand writing as “ideas written down” understands most graphophonic patterns (word families) knows many writing terms (e.g., names of punctuation marks, paragraph) shows increasing awareness of needs of an audience/reader is aware of an increasing number of genres (e.g., reports, descriptions) shows a beginning awareness of differences between speaking and writing 	Knowledge of written language
<p>Pragmatics</p> <ul style="list-style-type: none"> uses pictures for checking rather than prediction <p>Semantics</p> <ul style="list-style-type: none"> integrates a variety of cues to construct meaning (pictures, word meanings, context) makes, checks, and confirms predictions with semantic cues (knows when reading “makes sense”) <p>Syntax</p> <ul style="list-style-type: none"> makes, checks, and confirms predictions with syntax (knows when reading “sounds right”) <p>Graphophonics</p> <ul style="list-style-type: none"> has a rapidly growing sight vocabulary makes, checks, and confirms predictions with visual (graphophonic) cues 	<p>Pragmatics</p> <ul style="list-style-type: none"> uses prior knowledge effectively to make predictions can read a range of genres and for a variety of purposes is able to read more demanding texts, including novels <p>Semantics and Syntax</p> <ul style="list-style-type: none"> uses all the cueing systems in an integrated way to construct meaning (predicting, checking, and confirming/revising) has a variety of reading strategies for making and monitoring meaning <p>Graphophonics</p> <ul style="list-style-type: none"> has extensive sight vocabulary (automatic recognition of many words) 	Reading processes and skills
<p>Pragmatics</p> <ul style="list-style-type: none"> combines drawing and writing; writing can stand alone to convey meaning is able to read own writing is beginning to write for different purposes may be willing to make some changes in own writing <p>Semantics and Syntax</p> <ul style="list-style-type: none"> can “think aloud” on paper, jot notes, keep a journal can write three or more sentences in a logical sequence <p>Graphophonics</p> <ul style="list-style-type: none"> uses invented spelling to write independently (with approximations becoming increasingly accurate) spells an increasing number of words conventionally uses some capitalization and punctuation 	<p>Pragmatics</p> <ul style="list-style-type: none"> can convey meaning in writing alone, when appropriate to purpose is able to write for an increasing range of purposes is developing ability to edit and proofread <p>Semantics and Syntax</p> <ul style="list-style-type: none"> can choose words for particular effects is beginning to develop “voice” as a writer writes a full page or more elaborates and supports ideas with relevant details uses a variety of sentence lengths and structures <p>Graphophonics</p> <ul style="list-style-type: none"> produces mostly conventional writing uses classroom aids to check spelling during the proofreading stage 	Writing processes and skills

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 (e.g., 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 an 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 refer 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 Manitoba, 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 Manitoba 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
- 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.
- 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 IEP (Individual Educational Plan) 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 student 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-categorizing 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 German Language Arts Classroom

Elements of Grammar

Grammar is not introduced and taught as a separate component of the German language arts program, but instead is integrated with other student learning. Linguistic Elements Outcome 6.1 of *Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes* outlines the grammatical components to be emphasized at each grade level. The suggested teaching and learning activities provide the context within which German 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 German 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 German language in a variety of circumstances. Although **language fluency** is a major goal of the German 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
Curriculum Framework
Planning Considerations
The Physical Environment
Understanding the German 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 curriculum framework.

Curriculum Framework

→ For more information...

Chapter 3:
Understanding the
German Language
Arts Outcomes

The curriculum framework 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 curriculum framework and continually refer to the program outcomes during the planning process. The Specific Learning 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 learning outcomes is included later in this chapter in the “Understanding the German 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 Foundation for Implementation

Kindergarten to Grade 3 German Language Arts: A Foundation for Implementation is designed to assist teachers as they plan for and implement *Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes*. 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 German classroom program.

The Grade Level Samples in Chapter 9 include teaching and learning activities and assessment strategies for each specific outcome from Kindergarten to Grade 3. These are samples only, providing teachers with possibilities to consider as they plan and implement the program.

Considerations for Effective Implementation

German 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 literary, media, 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 Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12* 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 German 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 German language be uninterrupted by English instructional time. It is crucial to block German instructional time to maintain a strong linguistic environment.

Class Groupings

In some situations, students from two grades may have to be combined into one German 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.

German 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 German
- German-Canadian community institutions and resource centres
- German-Canadian cultural, educational, and historic sites

German 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 German-speaking communities, post-secondary institutions, German cultural institutions, and other stakeholders all play crucial roles in supporting German bilingual programs. Teachers should ensure that opportunities for collaboration are maximized.

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

Materials

Students should work with all kinds of authentic audio, video, print, and media resources, including documents and texts designed for German 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 German language arts program demands a broad range of knowledge and skills, both in the German language and in second language pedagogy. Teachers should continue to engage in professional development to maintain or improve their proficiency in the German language and to continuously improve their teaching skills.

German language arts teachers will benefit from professional development opportunities to speak the language, to increase understanding of German 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-centered 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 German 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 German 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

Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes assumes that students will have limited or no previous knowledge of the German language upon entry. In situations where the majority of students do have previous knowledge of the German 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 German 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

German 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 German 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...

Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes, p.125

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 German language. In *Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes*, 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 German Language Use and Real-life Applications

Frequent and intensive use of the German language for meaningful purposes is crucial to the development of students' language abilities. Students in the German bilingual program have ample opportunities to use German throughout the school day for communication and for learning. It is very important that students use German for a variety of purposes, including communication with other speakers of German both within 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 German. A variety of media can be used to provide authentic and meaningful opportunities for language use for students in the German bilingual program.

Students will be more successful German 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 German language learning through meaningful contact with fluent speakers of the German 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 curriculum framework. 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 an additional language and require EAL-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...**

Curriculum Framework
pp. 129-134

Plan for students to learn and independently select and use cognitive, metacognitive and social/affective strategies. Strategies 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...**

German Language Arts Kindergarten to Senior 4 (Grade 12): A Teacher's Resource of Templates and Blackline Masters

The Physical Environment

A German 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 German language arts teacher's own classroom. This will provide learners with a sense of stability and familiarity. It reduces the German 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 German, displayed around the classroom
- a reading centre or classroom library with a variety of reading materials in German, 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 Germany, a DVD player for viewing DVDs in German or a computer for using multimedia applications

Understanding the German Language Arts Outcomes

➔ For more information ...

Chapter 9:
Grade Level
Samples

For more information on the German language arts outcomes, the Grade Level Samples in Chapter 9 identify the prescribed general and specific outcomes by grade from Kindergarten to Grade 3 that have been set out in *Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes*. 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 German 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 German 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 German language in environments that encourage risk taking and an appreciation of diverse ideas
- value students' preferences and experimentation in expression
- provide a German language-rich environment with access to books, media texts such as films and audio recordings, pictures, artifacts, and a wide range of German 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 German language learning by guiding students through the processes of goal-setting, self-monitoring, self-reflecting, and celebrating German language arts progress and achievements
- provide regular opportunities for reading and writing real texts in German for real purposes

General Outcome 2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media 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 German and German-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 German 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 German 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, timelines, 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 German 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 German 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 German 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 use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Students must acquire the linguistic elements of the German 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 German 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, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Within the German 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 German language and its cultures. Students are provided with opportunities to explore German cultures 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

Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes 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 *Kindergarten to Grade 3 German Language Arts: A Foundation for Implementation* treats each specific outcome separately, this is only to provide suggestions specific to each learning outcome. Effective German 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. German 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 German 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 multi-age 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

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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 the curriculum framework 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 the curriculum framework. 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 timeline. Year plans should also address integrated units of instruction and combined grade teaching.

Unit Plans

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

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

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

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

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

Developing a Unit Plan

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?	Curriculum framework 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 the curriculum framework. 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, topic, task or project and the resources used.

Tips for Developing a Unit Plan

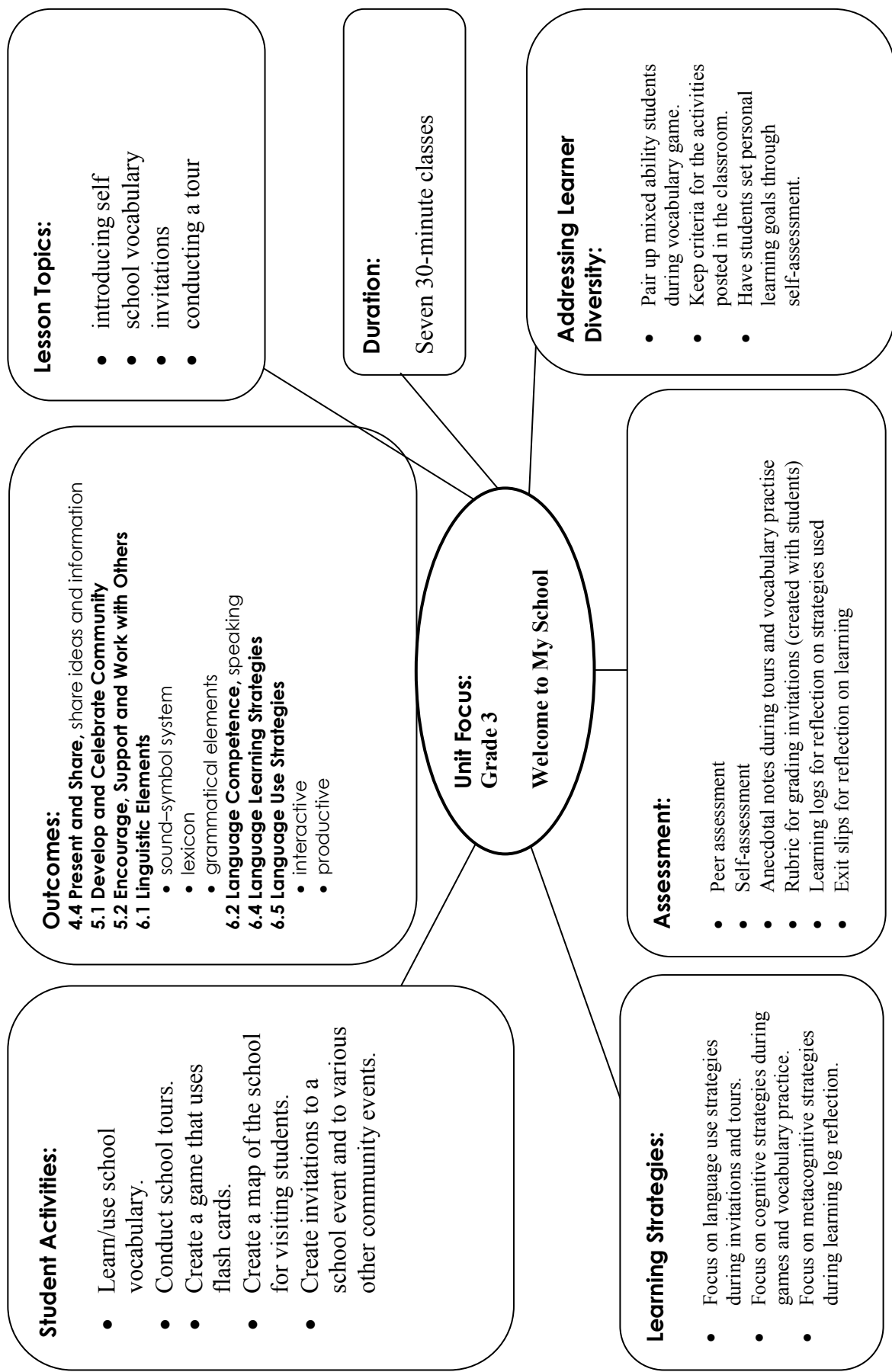
1. Choose a theme, topic, task, or project that is of interest to the students, offers possibilities for developing the students' communicative competence in German, and allows for some general learning as well. Students can participate in this step of the planning process.
2. Determine the specific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

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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 German 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 curriculum framework.

Sample Lesson Plan

Lesson Title: Greetings – Welcome to My School

Date and Class: January 10, 2008, Class 3B

Outcomes Addressed:

- 6.1 Linguistic Elements, sound–symbol system
- 6.1 Linguistic Elements, lexicon
- 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., *Hallo! Guten Morgen! Guten Tag! Aufwiedersehen! Tschüß!* smiling, waving, shaking hands/extending a hug).

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

After a few minutes, ask students to offer their names and ask their partner's name. *Hallo! Ich heiße Anna. Wie heißt du?*

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 curriculum framework.

To ensure that students develop effective, independent, lifelong learning skills, it is essential to foster strategic learning in the German 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...

*Kindergarten to
Grade 12 German
Language Arts:
Manitoba
Curriculum
Framework of
Outcomes*

The curriculum framework includes clusters of specific learning outcomes designed to develop three types of strategies in the German 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 curriculum framework 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 non-verbal 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 German 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 German) 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 German 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 German 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 “j”). 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., “z” or “ß”) 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:
German Language
Arts K to 12
Templates and
Blackline Masters

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. For example:

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

Possible Student Learning Strategies:

Cognitive

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

Social/Affective

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

☉ Brainstorming Webs

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Appendix D

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

Tips for Brainstorming

1. Accept all statements. Emphasize quantity rather than quality.
2. Prohibit criticism—all ideas are accepted no matter how outrageous or far-fetched.
3. Do not allow discussion except for clarification.
4. Encourage participants to build on others' ideas.
5. Set a time limit.
6. First, generate ideas, and then combine and order them.
7. Brainstorming in German 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 German words, phrases, or sentences.

☉ Decision Making (PMI Chart)

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Appendix D

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

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

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Appendix D

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

☉ Flowchart

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

☉ Idea Builders

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Appendix D

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

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

🕒 KWL Charts

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Appendix D or
Blackline Masters
S-107

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

Tips for Using KWL Charts

1. 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

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Appendix D or
German Blackline
Masters S-64

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

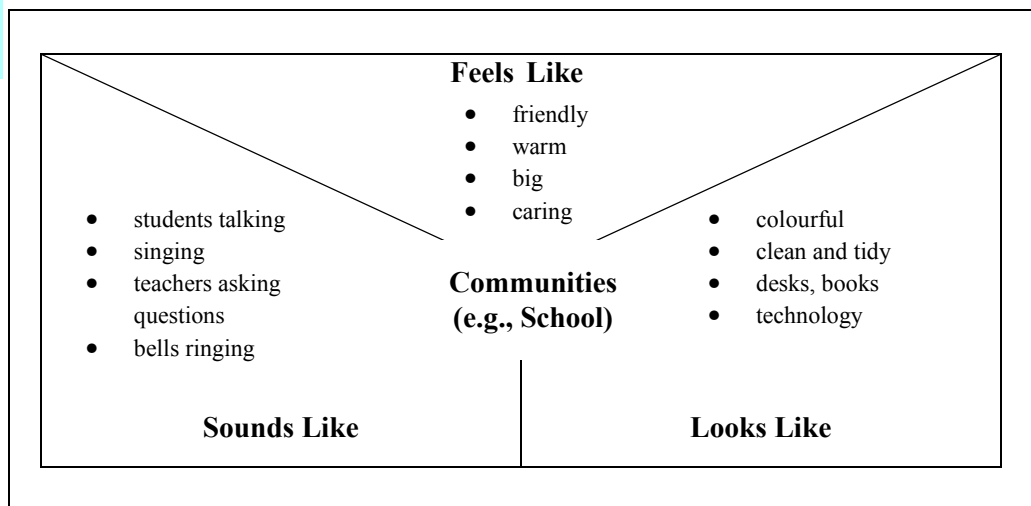
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Appendix D or
German Blackline
Masters S-69

A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in *Kindergarten to Senior 4 (Grade 12) German Language Arts: A Teacher's Resource of Templates and Blackline Masters*. (See <www.edu.gov.mb.ca/k12/cur/languages/german/deutsch/blms/index.htm>.)

☉ Y-charts

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Appendix D or
German Blackline
Masters S-64

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



Cooperative Learning Activities

➔ For more information...

Chapter 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 non-verbal 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 German alphabet	name three body parts in German	name four family members in German	sing you a simple song in German
identify a difference between his or her first language and German	name two modes of transportation in German	name three items of clothing in German	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 German 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

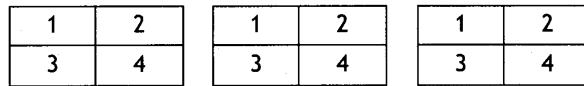
Each student is given a picture card with an illustration of an item from an area of experience, such as family, body parts, animals, or holidays. On a cue from the teacher, students rotate several places to the left or right and present their picture cards to their partners. Each student attempts to 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.

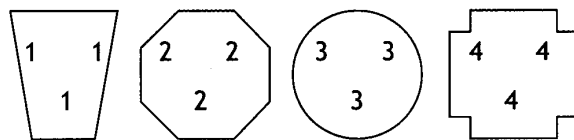
◎ Jigsaw

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.



The expert for a particular topic meets with fellow topic experts from the other home groups 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 students 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 12 months of the year. The first student starts by saying “*Januar*” (January). The next student would follow by saying “*Februar*” (February), and so, on until all 12 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 *Zimtsterne*, how to play a 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 that are out of the 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.

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.

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.

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 non-verbally

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 and objects missing). Students ask each other questions in German 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 non-verbal cues to communicate
- Ask for clarification or repetition if you do not understand

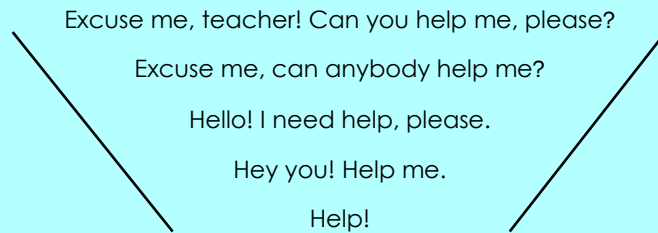
Tips for Interviews and Surveys

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 email, 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.

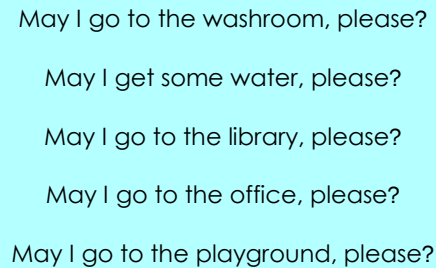
Language Ladders

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 contexts (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



Example B: Classroom Permission



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 German and in reflective thinking and writing, they will need teacher guidance and will likely reflect in English. The transition to using more German and more independent reflection is made over time. Once the transition is made, reflecting becomes a strong and meaningful context for students' German 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 to 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. For example:

- 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, guidance, 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 texts 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, practice, 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 | <ul style="list-style-type: none">• Use gestures, intonation and visual supports to aid comprehension• Listen or look for key words |
| Productive | <ul style="list-style-type: none">• Use non-verbal 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-Play

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

Rules of Sound Activities

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 “B”, “a” and “ll” along with a picture of a ball 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.

Provide students with many opportunities 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 *Kindergarten to Grade 12 German Language Arts: Manitoba Curriculum Framework of Outcomes*, 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 German Language Arts Classrooms

German language arts students meet communication outcomes from the ICT curriculum as they access information in German through the Internet and as they exchange information and seek support and validation of their ideas through emails, chat rooms, and discussion forums.

Under the guidance and direction of their teachers, German 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 German, 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 email, 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 websites, and shared content through digital devices are examples of how students can use technology for learning. German-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 German language arts classroom.

Technology	Specific Outcomes	Suggestions for Using Technology in the Classroom
Word processing	<p>4.2 (4.2.3) Enhance and Improve, enhance legibility; print or write legibly, using a style that is consistent in alignment, shape and spacing; demonstrate basic keyboarding skills</p> <p>6.5 (6.5.3) Language Use Strategies, productive</p> <ul style="list-style-type: none"> use a variety of simple productive strategies, with guidance; e.g., use illustrations to provide detail when producing their own texts 	<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 (1.1.4) Discover and Explore, express preferences</p> <ul style="list-style-type: none"> collect and share favourite oral, literary and media 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 (4.2.5) Enhance and Improve, enhance presentation</p> <ul style="list-style-type: none"> combine illustrations and written texts to express ideas, feelings and information 	<ul style="list-style-type: none"> Students create collages and other artwork, using electronic graphics and text.
Internet	<p>7.1 (7.1.1) Self-identity, recognize and appreciate various elements of the cultures of German-speaking peoples</p> <p>7.2 (7.2.3) German Culture, diversity</p> <ul style="list-style-type: none"> identify diverse elements of German culture in school and/or local community <p>6.4 (6.4.1) Language Learning Strategies, cognitive</p> <ul style="list-style-type: none"> use a variety of simple cognitive strategies, with guidance, to enhance language learning 	<ul style="list-style-type: none"> Students search the Internet for information on the German culture worldwide, and then share the information in group presentations.
Email	<p>6.2 (6.2.4) Language Competence</p> <ul style="list-style-type: none"> produce, spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic 	<ul style="list-style-type: none"> Students exchange emails with students from another German language arts class in Canada.

Technology	Specific Outcomes	Suggestions for Using Technology in the Classroom
Multimedia applications	6.1 (6.1.2) Linguistic Elements, vocabulary <ul style="list-style-type: none"> • use vocabulary and expressions appropriately in various contexts in the classroom and school environment 	<ul style="list-style-type: none"> • Students use a CD-ROM German/English dictionary to look up words.
Clip art/media clips	2.1 (2.1.1) General Comprehension Strategies, prior knowledge <ul style="list-style-type: none"> • make connections among texts, prior knowledge and personal experiences 	<ul style="list-style-type: none"> • Students examine a variety of German media clips.
Audio equipment	6.2 (6.2.1) Language Competence, listening <ul style="list-style-type: none"> • listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations 6.3 (6.3.3) Sociocultural/Sociolinguistic elements, variations in language <ul style="list-style-type: none"> • accept individual differences in speech 	<ul style="list-style-type: none"> • Students listen to a variety of audio clips of German speakers from music, movies, television, and so on.
Video equipment	6.3 (6.3.5) Sociocultural/Sociolinguistic elements, non-verbal communication <ul style="list-style-type: none"> • recognize that some non-verbal behaviours may be inappropriate in certain contexts 	<ul style="list-style-type: none"> • Students view videos in which German speakers use non-verbal behaviours; then students video-record themselves miming the behaviours.
Digital cameras	3.2 (3.2.4) 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 information and ideas 4.2 (4.2.5) Enhance and Improve, enhance presentation <ul style="list-style-type: none"> • combine illustrations and written texts to express ideas, feelings, and information 	<ul style="list-style-type: none"> • Students create booklets that include digital photographs of classmates and of various 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:** 3-G

Outcomes

4.4 Present and Share, share ideas and information

- share information and ideas on a topic with a familiar audience, and clarify information by responding to questions

6.2 Language

Competence, writing

- produce, sometimes spontaneously and/or with guidance, a simple text on a familiar topic in a structured situation

6.5 Language Use

Strategies, productive

- use a variety of simple productive strategies with guidance

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. For example,

Name (Name) _____.

Geburtstag (Birthday) _____.

Meine Freunde sind (My friends are) _____.

Zu meiner Familie gehören: (The people in my family are):

Ort oder Stadt: _____.

(place) city, country, place

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

offer two levels of templates

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



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 curriculum framework.

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.

Individual Education Plans (IEPs)

➔ For more information...

Individual Education Planning: A Handbook for Developing and Implementing IEPs (Manitoba Education and Training 1998). Available online at www.edu.gov.mb.ca/k12/specedu/iep/index.

Every student who is identified as having special education needs must have an Individual Education Plan (IEP). 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 IEP can provide helpful information for planning and adapting instruction in the language arts classroom. Any significant modifications of curriculum will be documented in the IEP. 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 an additional language, may be modified.

The IEP 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 reduce, 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 Grade 4 to Grade 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

See also *Success for All Learners: A Handbook on Differentiating Instruction*, Manitoba Education and Training, 1996

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 learning outcomes of the curriculum framework. 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 learning outcome, specific learning 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 learning outcomes, but some students work on specific learning 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 curriculum and are based on goals identified in that student's IEP. 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 German 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 German 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 workspaces.
- 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 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 checkmarks, 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 workspaces 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 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 German 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 German 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 German in the fourth column. A completed practice page might look like this:

mother	Mutter✓	mother✓	Mutter✓
father	Vater✓	father✓	Vater✓
brother	Schwester✗	brother✓	Bruder✓
	Bruder		

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:

- *Noch einmal, bitte?* (Could you repeat that, please?)
- *Ich verstehe nicht.* (I don't understand.)
- *Wie, bitte?* (Pardon?)
- *Was bedeutet _____?* (What does _____ mean?)
- *Können Sie es bitte noch einmal sagen?* (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

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 require 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 in acquiring an additional language is motivation (Dornyei and Csizér 1998). Even with appropriate curricula, good teaching, and inherent abilities, students cannot succeed without sufficient motivation. High motivation can make up for considerable difficulties in language aptitude.

Often closely related to motivation is the issue of language-learning 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 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 language speakers by arranging meetings with individuals in the community, organizing field trips or exchange programs, or finding pen pals or email 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 learning an additional language plays in the world and its potential usefulness both for the students and their communities.

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 German 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 judgment.• 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 judgment. • 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...

Promising Partnerships: a Bibliography (Manitoba, Education, Training and Youth, 2001)

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	<ul style="list-style-type: none">• exposure to quantities of information• access to challenging learning activities
<ul style="list-style-type: none">• varied interests• high level of verbal skills	<ul style="list-style-type: none">• exposure to a wide range of topics• opportunities for in-depth reflection and discussion
<ul style="list-style-type: none">• accelerated pace of thinking• flexibility of thought processes	<ul style="list-style-type: none">• individually paced learning• challenging and diverse problem-solving tasks
<ul style="list-style-type: none">• goal-directed behaviours• independence in learning• analytical thinking• self-motivation• emotional sensitivity	<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• interest in adult issues• holistic thinking• avid reader	<ul style="list-style-type: none">• exposure to real-world issues• integrated approach to learning• access to diverse materials

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.

Individual Education Plans (IEPs)

All students who are identified as having special education needs, including students who are gifted and talented, require Individual Education Plans (IEPs).

A student's IEP 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).

Teachers of an additional language are important members of the learning team. Participating in planning meetings and becoming familiar with information in the IEP will allow teachers to actively support a student's long-term goals and success across subject areas.

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 timeframe 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 curriculum framework.
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.

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.

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 1 <ul style="list-style-type: none">developing reading skills in German	<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 2 <ul style="list-style-type: none">exchanging basic personal information (e.g., name, age)	<ul style="list-style-type: none">Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They share a reading of their script with the class.	<ul style="list-style-type: none">Students interview community members who speak German, write about what they learned from the interview, and then introduce the community members to the class.
Grade 3 <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 German.	<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 German.

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 the 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 German, 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 German for your party supplies.</p>	<p style="text-align: center;">INTERVIEW</p> <p>In German, 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 Germany during major holidays.</p>	<p style="text-align: center;">YOUR IDEA</p>	<p style="text-align: center;">SURVEY</p> <p>In German, 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 German 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 German. Use this set for role-playing ordering in a restaurant, meeting new people or having a conversation in German.</p>	<p style="text-align: center;">EVALUATE</p> <p>In German, 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 slideshow).

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

1. ↓ lower to higher	Category Knowledge	Definition Ability to remember previously learned facts and ideas.	Activities tell • recite • list • memorize • remember • define • locate	Sample Products 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 German. • Draw a family tree and label the relationships between family members in German. 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. ↓	Category Comprehension	Definition Understand concepts and information.	Activities restate in own words • give examples • explain • summarize • translate • show symbols • edit	Sample Products drawing • diagram • response to question • revision • translation
	Illustrative Examples <ul style="list-style-type: none"> • Explain how to play a game in German. • Demonstrate how something works in German. 			

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)

3

Category

Application

Definition

Transfer knowledge learned from one situation to another.

Activities

demonstrate • use guides, maps, charts, etc. • build • cook

Sample Products

recipe • model • artwork • demonstration • craft

Illustrative Examples

- Interview a school volunteer who speaks German.
- Listen to a partner describe an object in German and draw what your partner describes.
- Write journal entries from the point of view of a new German-speaking person arriving in your city or town.

4

Category

Analysis

Definition

Understand how parts relate to a whole. Understand structure and motive. Note fallacies.

Activities

investigate • classify • categorize • compare • contrast • solve

Sample Products

survey • questionnaire • plan • solution to a problem or mystery • report • prospectus

Illustrative Examples

- Develop a simple story in German. Black out key phrases and trade with partners to fill in missing sections.
- Choose an important vocabulary word in German and create a web showing its meaning, origin, usage, and related words.
- Create a Venn diagram comparing English and German languages.

5

Category

Evaluation

Definition

Establish criteria and make judgments and decisions.

Activities

judge • evaluate • give opinions • give viewpoint • prioritize • recommend • critique

Sample Products

decision • rating • editorial • debate • critique • defence • verdict • judgment

Illustrative Examples

- Listen to two short stories in German 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 German language magazine.

lower to higher

6

Category

Synthesis

Definition

Reform individual parts to make a new whole.

Activities

compose • design • invent • create • hypothesize • construct • forecast • rearrange parts • imagine

Sample Products

lesson plan • song • poem • story • advertisement • invention • other creative products

Illustrative Examples

- Compose a song in German.
- View a travel film for Germany and plan the activities for a seven-day vacation with your family.

Mentorships

➔ **For more information...**

Promising Partnerships: a Bibliography
Manitoba, Education, Training and Youth, 2001

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 German to engage in communication for real purposes can lead to significant enrichment and satisfaction.

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



Chapter 7

English as an Additional Language Learners

Chapter Summary

English as an Additional Language (EAL) Learners
Implications of Learning Multiple Languages Concurrently
Additional Language Acquisition
Choosing Instructional Strategies
Suggestions for Assessment

English as an Additional Language (EAL) Learners

English as an additional language (EAL) learners are those students who first learned to speak, read, and/or write a language other than English. EAL 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 Manitoba from every corner of the world. Canadian students of Aboriginal, Francophone, and other cultural descents, whose families have lived in Manitoba for many generations, may also be learning to speak English as an additional language.

Canadian-Born EAL 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 an additional 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 Manitoba at some later time

Foreign-Born EAL Students

Recently arrived immigrants

- make up a large group of EAL students in Manitoba 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 an additional 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 EAL 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 Manitoba curriculum while learning English.
- Many students will experience differences between their home language and culture and the English language and culture in which they are immersed.

Cultural Considerations

Each EAL student's cultural and life experiences will differ from those of other EAL 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 Additional Language Learning

Learning an additional 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 EAL 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 non-verbal ways.

Some EAL students may only feel comfortable with male or with female teachers, depending on their customs and experiences. EAL 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 EAL students feel more comfortable in the school setting.

Impact on Learning Preferences

Like all students, EAL 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 additional 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. EAL 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 Manitoba 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.

EAL 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 EAL 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 EAL 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 EAL 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 EAL 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 EAL students will affect and make demands of the other students in the class.

Feedback on Pronunciation

The EAL 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 EAL 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 EAL learners need support and assistance with their language learning to achieve CALP. Therefore, it is important to remember that EAL 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, how recent the second language was acquired, linguistic distance, and interlanguage transfer. EAL students may find it beneficial to learn a third language as it may improve their understanding of English.

Additional Language Acquisition

The term *additional 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.

EAL learners are already learning a second language—typically English—in Manitoba schools. Whatever their backgrounds, all EAL learners will benefit from being included in the German language arts program. In fact, the EAL learner's own first language may provide an advantage. Also, the skills necessary to learn a new language are transferable to learning other languages. EAL students should be encouraged to be included in German 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 EAL 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.**
EAL 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 non-verbal 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 EAL students understand.**
EAL 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 non-verbal 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 EAL 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 EAL 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 EAL students will only need this additional support for a limited time or in rare situations.

Tips for Teachers of EAL 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.

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

13. 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 EAL students, it is important for teachers to consider the learning environment from the student's perspective.

EAL 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 EAL Students

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

	General Curriculum Focus	Whole Group Activity	Suggestions for Differentiation
Grade 1	Develop reading skills in German.	Class reads grade-level story and discusses.	EAL learner will highlight words understood. EAL learner will sit with a buddy and follow the text.
Grade 2	Exchange basic personal information.	Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They read the script together.	EAL learner will contribute some of the words for the script. He or she may mime parts of the script with the class.
Grade 3	Explore the use of language for imagination, humour, and fun.	Students play a variety of traditional sports or games in German.	EAL 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 EAL students. In general, structured cooperative learning activities, group discussions, and the use of educational technology are effective instructional strategies for EAL 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 EAL 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 EAL 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 EAL learners carefully, assign roles in each group, and monitor group interactions.

Group Discussion

Similar to cooperative learning, group discussions allow EAL 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 EAL 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 EAL 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 EAL students an opportunity to think before they respond.

Technology

➔ For more information...

Chapter 4

All students, including EAL 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, and bulletin boards
- production of audio, video, or multimedia assignments
- structured email interactions
- submission of assignments via email
- cross-cultural communication with e-pals
- writing conferences via email

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

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

Reporting EAL Students' Progress

School jurisdictions may have specific policies regarding the reporting of achievement of EAL students. Some jurisdictions will supply specifically designed EAL report cards. Other jurisdictions will modify the regular report card to reflect the program of the EAL 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 EAL 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 and Evaluation Resources

Introduction

Assessment approaches and strategies provide evidence of understanding and are a critical part of the planning process. Assessment should be considered and planned before deciding on learning activities. Assessment approaches and tasks provide the context and direction for 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 judgment 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 performance. If students are to become competent users of assessment information, they need to be included in the assessment process (Black et al. 2003).

Examples of assessment for learning activities include the following:

- Students learn the names of family members and bring a photograph or drawing of their family to class. They take turns introducing their family members to their peers. Observe students for the demonstration of specific learning 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 German 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 German 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 German. The collages are then presented orally in German. 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 German vocabulary word with the corresponding word in English. These tests are marked and contribute to an overall mark in a reporting period.

Summary of Planning Assessment of Learning

	Assessment for Learning	Assessment as Learning	Assessment of Learning
Why Assess?	to enable teachers to determine next steps in advancing student learning	to guide and provide opportunities for each student to monitor and critically reflect on his or her learning, and identify next steps	to certify or inform parents or others of student's proficiency in relation to curriculum learning outcomes
Assess What?	each student's progress and learning needs in relation to the curricular outcomes	each student's thinking about his or her learning, what strategies he or she uses to support or challenge that learning, and the mechanisms he or she uses to adjust and advance his or her learning	the extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curricular outcomes
What Methods?	a range of methods in different modes that make students' skills and understanding visible	a range of methods in different modes that elicit students' learning and metacognitive processes	a range of methods in different modes that assess both product and process

(continued)

Summary of Planning Assessment of Learning (continued)

	Assessment for Learning	Assessment as Learning	Assessment of Learning
Ensuring Quality	<ul style="list-style-type: none"> • accuracy and consistency of observations and interpretations of student learning • clear, detailed learning expectations • accurate, detailed notes for descriptive feedback to each student 	<ul style="list-style-type: none"> • accuracy and consistency of student's self-reflection, self-monitoring, and self-adjustment • engagement of the student in considering and challenging his or her thinking • students record their own learning 	<ul style="list-style-type: none"> • accuracy, consistency, and fairness of judgements based on high-quality information • clear, detailed learning expectations • fair and accurate summative reporting
Using the Information	<ul style="list-style-type: none"> • provide each student with accurate descriptive feedback to further his or her learning • differentiate instruction by continually checking where each student is in relation to the curricular outcomes • provide parents or guardians with descriptive feedback about student learning and ideas for support 	<ul style="list-style-type: none"> • provide each student with accurate descriptive feedback that will help him or her develop independent learning habits • have each student focus on the task and his or her learning (not on getting the right answer) • provide each student with ideas for adjusting, rethinking, and articulating his or her learning • students report about their learning 	<ul style="list-style-type: none"> • indicate each student's level of learning • provide the foundation for discussions on placement or promotion • report fair, accurate, and detailed information that can be used to decide the next steps in a student's learning

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 non-graded 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.

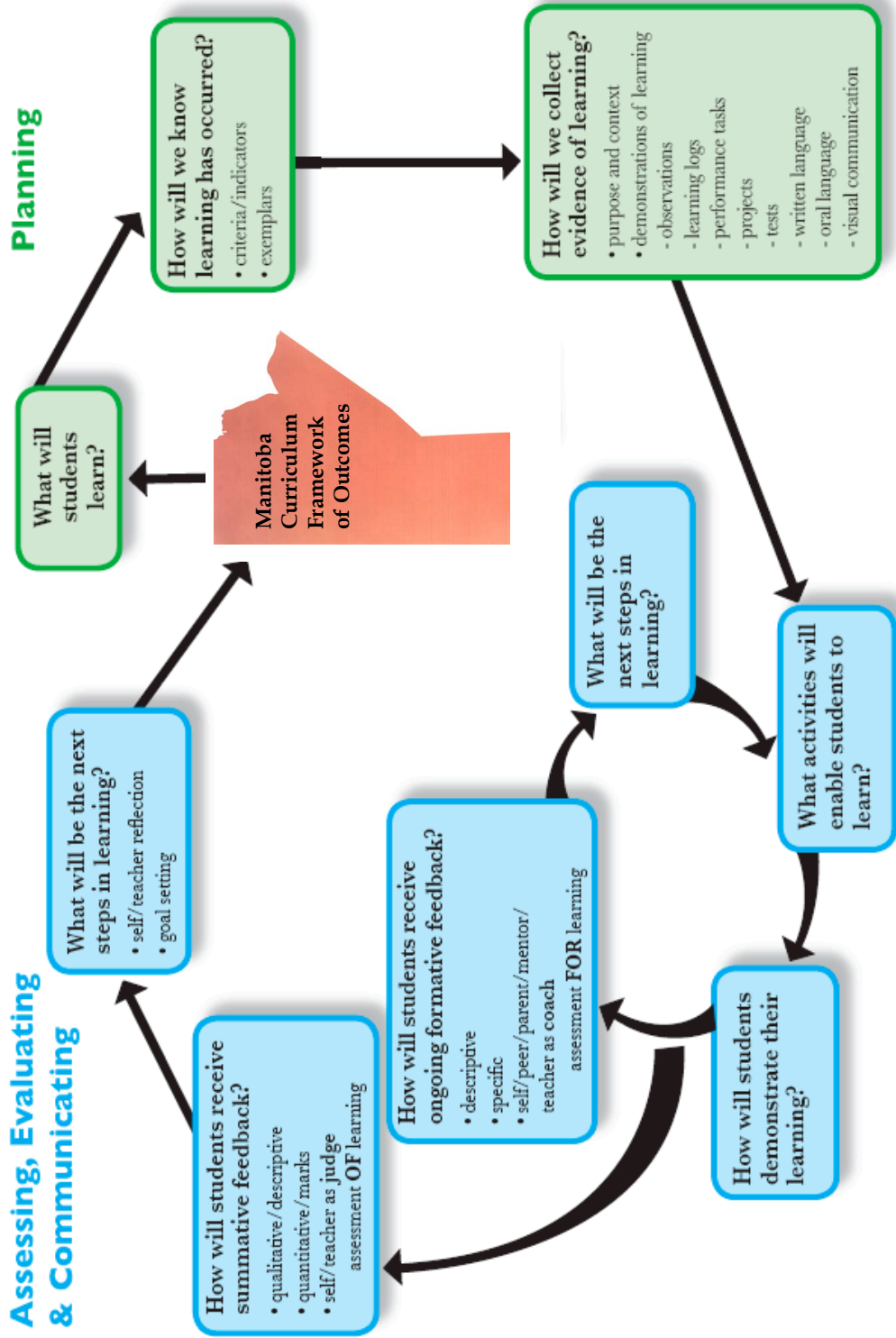
Meaningful Assessment

The quality of assessment largely determines the quality of evaluation. Valid judgments 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 curriculum framework.

General and specific learning outcomes identify expectations for student achievement across the 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 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 curriculum framework. For example, some skills 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 curriculum framework.

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, 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 English as an additional language (EAL) 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 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 who are 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

➔ For more information...

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 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, and 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. For example:

- 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.

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.

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.

➔ **For sample blackline masters...**

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

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

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

- consider their strengths
- 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 timelines 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 the opportunity to share with one another their insights about learning German.

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

Peer assessment could be facilitated by having students:

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

Teacher-Directed Assessment

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

Checklists, Rating Scales, and Rubrics

➔ For blackline masters...

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

Checklists, rating scales, and rubrics are tools that state specific criteria and allow teachers and students to gather information and make judgments 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...

See Appendix E

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 German language arts curriculum outcomes involved in the task?
- Do 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 4 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 master...

Appendix E:
Anecdotal Notes

Anecdotal notes are used to record specific observations of individual student behaviours, skills, and attitudes as they relate to the outcomes in the curriculum framework. 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 curriculum framework. 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 indicate 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.
- Non-graded, 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 curriculum framework 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, slideshows, 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 products 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.

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.

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.



Chapter 9

Grade-Level Samples

Chapter Summary

Introduction
Integrate for Efficiency and Motivation
Reading the Grade-Level Samples

Introduction

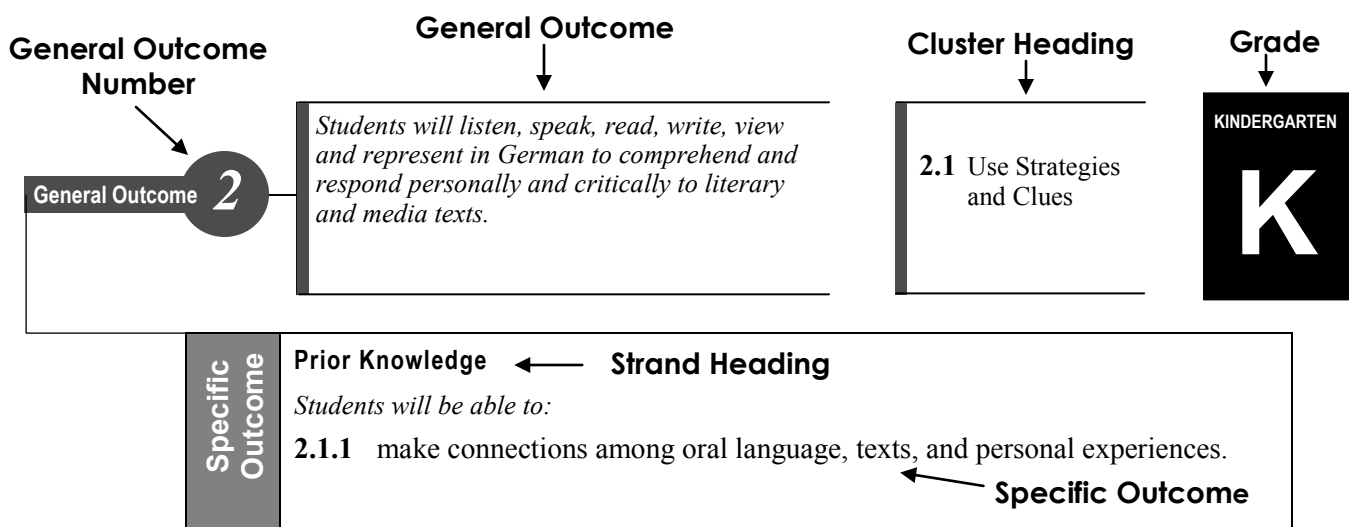
This section provides sample teaching and learning activities with complementary assessment strategies for each specific outcome in the curriculum framework. The prescribed general and specific learning outcomes for each grade level, which teachers are responsible for helping their students achieve, appear in the same order as in the curriculum framework.

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 learning 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

- As part of learning about plant growth from a resource book, students record their findings in a chart and discuss with others:
 - Was ich schon weiß.*
 - Was ich gelernt habe.*
 - Was ich noch lernen möchte.*
- After making oatmeal cookies from a recipe, students comment on how the recipe helped them:
 - Schüler 1: Das Rezept listet alle Zutaten. So wissen wir, was wir brauchen.*
 - Schüler 2: Das Rezept listet alle Schritte der Reihe nach. So wissen wir, was wir machen sollen.*
 - Schüler 3: Das Rezept listet alle Mengenangaben auf. So wissen wir, wieviel wir brauchen.*

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

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- access prior knowledge?
- have sufficient prior knowledge?
- have breadth, depth, or gaps in prior knowledge?
- share personal experiences?
- explain reasons for predictions?
- make connections between/among new knowledge, experiences, and text?
- discuss connections to other oral, literary, and media texts?
- record predictions and connections?

Checklists

Develop a checklist based on the Focus for Assessment criteria to assess students' skills in making connections between prior knowledge, personal experiences, and variety of texts. Progress over time should be noted.

Anecdotal Records

Keep a record of students' skills and strategies in contributing prior knowledge to classroom discussions.

Learning Logs or Journals

Review student logs to determine whether students articulate and build upon prior experiences or knowledge.

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

SAMPLE RESOURCES

Grade 1 Sample of the German Language Arts Foundation for Implementation

General Outcome 1

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

GRADE 1

1.1 Discover and Explore

Express Ideas
Students will be able to:
1.1.1 express personal experiences and familiar events.

Specific Outcome

GRADE 1

Specific Outcome

Express Ideas
Students will be able to:
1.1.1 express personal experiences and familiar events. (continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

- Does the student:
- express personal experiences and familiar events?
- Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to express personal experiences and familiar events. 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 express personal experiences and familiar events (see sample blackline master in Appendix E: Observation Checklist).

- Show and Tell (Покажи й розкажи)**

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sharing Personal Experiences

Students draw pictures to illustrate personal experiences. Drawings are first shared with a partner, then in the sharing circle. Students should practise how to clarify and ask questions. Alternatively, have students share and compare, using the five senses. Students share their experiences on a topic based on the five senses.

Extension: Students relate a personal experience during show and tell; e.g., they bring and share photographs from home depicting an experience. They can use П'ять питань (Хто? Що? Де? Коли? Чому?) as a guide in deciding what to share.

Relating to Stories

After listening to a story, e.g., *У зоопарку*, students discuss their own related experiences and draw pictures of their experiences; e.g., a trip to the zoo.

Alternative Activity: After reading the story *Я боюся*, students discuss what they are afraid of, using the pictures from the story as proof.

Book About Me

Students each create a "Book About Me." They add illustrations or photographs to support the text, then present it to the class and share; e.g.,

Усе про мене
Моя ім'я _____
Моя адреса _____
Моя число телефону _____

Sentence Starters

During oral group or circle time, students are given sentence starters to complete, based on the theme or topic; e.g.,

- Моя улюблена іграшка...
- Мій улюблений овоч...
- На сніданок мені подобається їсти...
- У зоопарку моя улюблена тварина...

Правила для Покажи й розкажи

Промовець

- принесе якийсь цікавий предмет чи виріб, що ти зробив/ла
- принесе даний предмет тільки один раз
- підготує три речі, які ти хочеш сказати
- говори так, щоб кожен міг почути
- передай предмет чи вироблену річ навколо

Слухач

- покажи зацікавлення, слухаючи промови
- будь уважним/ою
- запитуй питання по темі
- скажи щось гарне (Thompson 1995)

SAMPLE RESOURCES

- *Нова 1: Моя книга до читання й розм'яювання 4*. Білаш О., Білаш Л. Едмонтон: Міністерство освіти Альберти, 1991, «Я боюся», с. 45-54.
- *Нова 1: Моя книга до читання й розм'яювання 8*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1991, «У зоопарку», с. 23-32.
- *Нова 1: Дяюси і повтор-імітація*. Білаш О. Едмонтон: Міністерство освіти Альберти, 1990.

General Outcome

1

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

1.1 Discover and Explore

KINDERGARTEN

K

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 respond to a range of experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cultural Objects

Students observe the creation of a familiar object relevant to the German culture (e.g., *Schultüten*, *Laternen zum Sankt Martins Tag*, *Weihnachtsschmuck*). They then create their own versions of the object.

German Music

Students listen to a piece of music, and then paint their own interpretations of the music and words. Students act out the song.

Action Songs

Students imitate the teacher's actions during an action song or rhyme. As skills and comfort develop, student leaders lead the activity and alter the actions.

Show and Tell

Students participate in a simple version of show and tell (e.g., they bring their favourite items related to classroom themes, such as alphabet sounds, seasonal items).

German Foods

Students taste some foods from the German culture and indicate likes or dislikes with an expression or word (e.g., *Ich mag das.* *Ich mag das nicht.*). The class opinions are then tabulated and displayed in a picture graph.

Express Ideas

Students will be able to:

1.1.1 respond to a range of experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- respond to a range of experiences?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to respond to a range of experiences. 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 respond to a range of experiences (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- A variety of German music.
- German arts, crafts and cultural objects.
- German foods (e.g., *Lebkuchen*)
- CDs with children songs by Detlev Jocker, Rolf Zokowski.
- Peter und der Wolf (music without words video/DVD)
- Pappenheimers Video series.

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

Consider Others' Ideas

Students will be able to:

1.1.2 participate in a range of experiences, and represent these experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Learning Centres

Set up a variety of learning centres. Students participate in a variety of learning centres during which they experience a variety of types of activities. For example,

- sorting, patterning, measuring (mathematics)
- manipulatives—modelling clay, sand
- planting or otherwise observing nature (science)
- kitchen activities
- role-play
- crafts
- seasonal card making

At the end of the week, students illustrate their favourite learning activity or centre and place it in a special book entitled *Lernen macht Spaß*. Write a response or comment under each student's picture.

Story Time

Students listen to a telling or reading of a familiar story in German (e.g., a simple version of *The Three Little Pigs*). They then draw pictures of their favourite parts of the story and share their pictures with other students. Emphasis may be placed on beginning, middle, and end; main character; and emotions.

Community Walk

Students participate in a group community walk, then illustrate a favourite moment or make a large mural entitled *Unsere Umgebung*. Create a large map of the school so students can add representations to it to help them become familiar with the school.

Field Trip

Students participate in a field trip and, when they return, create a representation of their favourite part. Before going, prepare the students by introducing vocabulary and concepts they will encounter. They may include these representations in a journal.

My Weekend

Students prepare a representation of their weekend. While they work on their representations, help them learn an oral statement that can later be shared with the class. Eventually, students learn to verbalize simple weekend routines.

Consider Others' Ideas*Students will be able to:***1.1.2** participate in a range of experiences, and represent these experiences. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in a range of experiences and represent these experiences?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in a range of experiences (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 a range of experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Conference with students individually or in small groups to discuss activities that have taken place in the classroom. Students ask questions for clarification or to obtain further information.

 Rubric

Collaboratively create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to participate in a range of experiences (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

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

1.1 Discover and Explore

Experiment with Language

Students will be able to:

1.1.3 use a variety of forms to explore and express familiar events, ideas, and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

My Family Booklets. *Das ist meine Familie.*

Students draw pictures of family members on pre-printed labels or use frame sentences to make a booklet (e.g., *Das ist mein Vater. Das ist meine Mutter. Das ist mein Bruder. Das ist meine Schwester.*).

Extension: Students make a booklet “All About Me” or *Das bin ich* after oral questions and answers about address, telephone, favourite outdoor activity, food, games, etc.

Holiday Cards

Students make holiday cards for family members with standard greetings (e.g., “*Frohe Weihnachten!*” “*Herzlichen Glückwunsch!*”).

Extension: For Valentine’s Day, students make their own “*Ich liebe....*” booklets. They write the names of the people they love in the blanks provided and draw pictures.

Class Picture Book or Collage

Students make a class picture book or collage using a series of pictures or drawings related to a theme (e.g. “*Der Winter ist da!*” or “*Die Dinosaurier*” or “*Unsere Schule*”. “*Wir sind alle Wunderkinder*” “*Irgendwo heute spielt/schläft/schwimmt...jemand.*”). Write down students’ descriptions of their pictures using simple sentences or words in German.

Scrapbooks

Students develop and maintain a scrapbook with special mementos or representations of special events. They label or date the pages or use a scribe to label the mementos. Students regularly select items for their scrapbooks.

Songs and Poems

Students learn simple songs and poems related to various themes covered in class. They then perform the songs or poems using puppets or other props (e.g., “*Laterne, Laterne, Sonne, Mond und Sterne*”).

Experiment with Language*Students will be able to:*

- 1.1.3** use a variety of forms to explore and express familiar events, ideas, and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use a variety of forms to explore and express familiar events, 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 use a variety of forms to explore and express familiar events, ideas, and information (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 a variety of forms to explore and express familiar events, ideas, and information. 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 a variety of forms to explore and express familiar events, ideas, and information (see sample blackline master in Appendix E: Peer-assessment Checklist).

SAMPLE RESOURCES

- Puppets or props
- Children's songs

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

1.1 Discover and Explore

Express Preferences

Students will be able to:

1.1.4 demonstrate enjoyment of an oral, literary, or media text.

SAMPLE TEACHING AND LEARNING ACTIVITIES

My Favourite Part

Invite a guest presenter or storyteller to read or tell a story to students. Students show their enjoyment by their applause and their interaction with the guest. Afterwards, they draw their favourite part of the story. These drawings are included in a thank-you card sent to the storyteller.

Rating Picture Books

During free time, students select a favourite German picture book to look through with a classmate. After reading the book, students rate the book by giving it a 1, 2, or 3 star rating. Maintain a bulletin board with the books and students' ratings.

Variation: Students put stars with their own names on them beside a book title listed on a chart entitled "Books of the Month" to indicate whether they liked a particular German book.

Music and Songs

Play various German music or songs. Encourage students to enjoy the music and songs by singing and dancing along.

Artwork

Students draw and colour scenes from a favourite story, film, poem, plan, or song using felt pens, crayons, or paint. These pictures are then put on bulletin boards and preferences can be charted or graphed.

I Like It Because ...

Have students choose from the class library a book, song, work of art, or multimedia text that has been covered in class. They present the text to the rest of the class and explain, in a simple word, why they did or did not enjoy it, using a happy or sad face to show if they liked the selection.

Acting

Have students act out pictures and dramatize stories and songs.

Guessing Games

One student pretends to be an animal. Other students ask questions, such as *Bist du groß? Bist du schwarz?, etc.*

Express Preferences*Students will be able to:***1.1.4** demonstrate enjoyment of an oral, literary, or media text. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- demonstrate enjoyment of an oral, print, visual, or multimedia 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 demonstrate enjoyment of an oral, print, visual, or multimedia text (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 demonstrate enjoyment of an oral, print, visual, or multimedia text. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Discuss with students their responses to a variety of texts (e.g., favourite songs, poems, and stories). Gather information on student preferences and update records based on the information shared by students during the conference.

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to demonstrate enjoyment of an oral, print, visual, or multimedia text. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- Guest presenter or storyteller.

General Outcome

1

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

1.1 Discover and Explore

KINDERGARTEN

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Specific Outcome

Set Goals

Students will be able to:

1.1.5 participate in teacher-led group activities; demonstrate reading, writing, and representing behaviours.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Rebus Story Read Along

Point to and read aloud a rebus story while students follow along, saying the words that match specific pictures.

Poem Read Aloud

A student stands beside a flipchart with a poem about friends. The student points to each word as the teacher and students read aloud. Students have the word *Freund* circled in red each time it appears on the chart. The teacher asks “*Wer findet das Wort?*” Students circle familiar words.

Pattern Book Prediction

Read a simple pattern book (story with a phrase that is repeated, such as *Ich kann...*) aloud. Pause to give students time to think about and say aloud the word or phrase that comes next.

Classroom Library

Using the classroom library of German picture books, students choose from a variety of new and familiar books. Encourage students to view themselves as readers by asking what books they have read or are reading, what they would like to read again, and what they plan to read next.

Expressing Feelings

At a writing centre, students are provided with a variety of writing materials (e.g., felt markers, crayons, notepads, and paper of different sizes and colours). Encourage students to experiment with expressing feelings by using drawings or words. Act as a scribe when students need support in their attempt to use print.

Matching Nametags

Students’ German nametags are mixed up and placed on the floor in the centre of the group. Students practise reading the names of their classmates and matching nametags with students.

Making Predictions

Students make predictions about the plot of a story, the characters, the feelings, etc., while only looking at the pictures. Prompt them to use familiar vocabulary.

Letter of the Day

To practise the “Letter of the Day,” students use a variety of media to form the letter (e.g., modelling clay, glitter glue, pasta, markers, sand, rice, shaving cream, finger paint, etc.).

Set Goals

Students will be able to:

- 1.1.5** participate in teacher-led group reading activities, and demonstrate reading and writing behaviours. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- participate in teacher-led group activities, and demonstrate reading, writing, and representing behaviours?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in teacher-led group reading activities, and demonstrate reading and writing behaviours (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 participate in teacher-led group reading activities, and demonstrate reading and writing behaviours. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Discuss the reading and writing opportunities available in the classroom. Encourage students to talk about reading and writing experiences (e.g., keeping a book log or shared writing experiences).

 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 participate in teacher-led group reading activities, and demonstrate reading and writing behaviours (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE RESOURCES

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

Develop Understanding

Students will be able to:

1.2.1 recognize connections between new experiences and prior knowledge.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Connecting to English Knowledge**

Students sing German versions of familiar English songs (e.g., *Are you sleeping Brother John? I spy with my little eye, ABC song, Eensy Weesy Spider, Head & Shoulders, Knees & Toes*).

Brainstorming

When learning about a theme (e.g. *Meine Familie, Der Herbst, etc.*), students brainstorm German words that they have learned related to the particular theme (*Wortfelder*). Write the words on a large piece of chart paper. Model identifying words that go together or in categories and encourage students to add new information to the chart or web as they continue to learn about a topic. The brainstorming must be done with pictures or using both pictures and words.

Learning Log

Assist students with keeping a Learning Log containing pictures, drawings, and simple words to record new information and how it relates to prior knowledge.

Calendar Time

Students use prior knowledge to talk about calendar and weather during daily calendar time. Sample songs for seasons include (*Es war eine Mutter*) and for months include (*Jahresuhr*) (Rolf Zuk).

Field Trips

Students take field trips around the school and community, and learn words for what they have seen on trips.

Artwork

After learning colours and shapes, students participate in doing a wax crayon and watercolour-resistant technique.

Or, students create a picture using shape stickers. Students cut out shapes from wallpaper books and make pictures from them.

Develop Understanding*Students will be able to:***1.2.1** recognize connections between new experiences and prior knowledge. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize connections between new experiences and prior knowledge?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize connections between new experiences and prior knowledge (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 connections between new experiences and prior knowledge. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Discuss concepts and pose questions in a way that allows students to demonstrate how new knowledge may be linked with prior knowledge. Encourage students to use visuals or to draw pictures to illustrate the links.

 Self-Assessment Checklist

Create a simple outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students are guided to use the checklist to determine whether they are able to recognize connections between new experiences and prior knowledge (see sample blackline master in Appendix E: Self-Assessment Checklist).

SAMPLE RESOURCES

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

Explain Options

Students will be able to:

1.2.2 explore new experiences and ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Sampling Foods**

When learning new vocabulary regarding food and food groups, students sample foods and then express their likes and dislikes. Students sample foods from Germany and other countries and talk about their preferences. The class organizes a “*Gemüseparty*” or a “*Pfannkuchenparty*.”

Learning a Dance

Students learn some simple dance moves after viewing a dance presentation or video. Alternately, students create dance steps to a familiar German song.

Sharing Bag

Students bring objects to put into a sharing bag. When each object is in the bag, give oral clues that describe the object. Students guess what is in the bag from the clues.

Show and Tell

Every week a different student brings a favourite object or a picture to school. The student presents the object or picture to the rest of the class. Provide a framework that each student can follow when talking about the object or picture.

Responding to New Books

After listening to several classroom books or library books read aloud, students share their opinions of the books using simple vocabulary (e.g., “like” or “don’t like”). Students can create “Reading Logs” and put a checkmark under the happy face or sad face sign to indicated their like or dislike of a book.

Computer programs

When exploring and using computer programs, students put stars on a class tally chart that shows what they used and what specific program or activity they liked.

Explain Options

Students will be able to:

1.2.2 explore new experiences and ideas. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- explore new experiences and ideas?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to explore new experiences and ideas (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 explore new experiences and ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Discuss students' reactions to unfamiliar experiences and ideas. Ask probing questions that allow students to demonstrate their understanding of new ideas.

SAMPLE RESOURCES

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

Combine Ideas

Students will be able to:

1.2.3 group ideas and information to make sense.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sorting Items In a Picture

Students make an oral or written list of items in a picture and sort them according to category.

Picture Sorting

With students, sort pictures according to categories (e.g., fruits/vegetables, pets/wild animals). Display pictures of different animals around the classroom. Students walk around and name the animals they see. They then categorize the animals (e.g., draw pictures of tall animals on one sheet, then draw pictures of short animals on another sheet).

Sorting Games

Students play a guessing game. Describe an item by colour, size, and shape. Students try to guess the item from the description.

Pair Activities

Students are randomly given pictures of opposites. Direct them to find their pair. Alternately, students are given sequence cards to put together a concept.

Learning Centre

Create a sorting learning centre where students choose from a variety of objects and sort them independently. Materials and/or attributes may include:

- vocabulary cards
- building blocks or attribute blocks of various shapes and sizes
- shells
- different textured objects
- chips, beads, buttons, etc. that can be sorted by colour, shape, or size
- objects that can be sorted by smell
- foods that can be sorted by taste (sweet, salty)

Introducing a New Topic

Ask students what they know about a certain topic. Record their responses pictorially or in written form, and then lead the students in a process of clustering or grouping these ideas.

Combine Ideas

Students will be able to:

1.2.3 group ideas and information to make sense. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- group ideas and information to make sense?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to group ideas and information to make sense (see sample blackline master in Appendix E: Observation Checklist).

 Anecdotal Notes

Record instances when students group ideas and information. Indicate whether their use of the strategy was spontaneous or prompted. Observe students as they participate in the activity. Note the extent to which students are able to group ideas and information to make sense. Record anecdotal notes.

 Conferences

Discuss students' reasons for grouping ideas and ask probing questions to help students identify other ways of grouping the same information. Encourage students to identify common attributes shared by items or ideas in a particular group and to revise criteria for grouping when appropriate. As well, encourage students to discuss how grouping ideas might be used in other contexts.

SAMPLE RESOURCES

- Attribute and patterning blocks
- Sets of picture cards on a variety of themes (e.g., fruits, vegetables, clothing, household items, school supplies, occupations, beverages, food groups, opposites)

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

Extend Understanding

Students will be able to:

1.2.4 wonder about new ideas and observations.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Simple Questions**

Model how to form simple questions and encourage students to produce simple questions during show and tell (*Zeigen und erzählen*). Post a visual and have students ask simple questions about the object.

Mystery Object

Place a mystery object in a bag. Students feel the object without looking at it. Ask simple questions that use vocabulary already learned by students. Students answer the questions and try to guess what the object is. The student who guesses correctly chooses the next object for the bag.

Mini Research Project

Students conduct a mini research project (e.g., exploring an unfamiliar fruit like a star fruit). Students all look at a picture of the star fruit. Assist students to formulate very simple questions to guide their research (e.g., *Was ist es? Kann man es essen? Wie schmeckt es?*). Afterward, show the actual fruit to students, let them taste it, and help them formulate answers to their questions. Students can also keep a fish in an aquarium.

Modelled Thinking

When reading a story aloud, stop to do a talk-aloud, modelling your thoughts, questions, and inferences about the text.

Nonfiction Texts

Present students with non-fiction texts (e.g., how an apple grows). Exposure to non-fiction books will help arouse students' natural curiosity about the world. Include easy-to-read concept books with photographic illustrations and realistic, non-stereotypical books representing life around the world.

Science Experiments

Students participate in science experiments (e.g., planting seeds or mixing paint colours). Students can learn primary colours and predict new colours before mixing them. Model the use of the WML chart, and list the questions students wonder about.

Cause and Effect

Present cause-and-effect pictures to the students. Students guess what the effect may be.

Extend Understanding*Students will be able to:***1.2.4** wonder about new ideas and observations. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- wonder about new ideas and observations?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to wonder about new ideas and make observations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Consider items such as whether the student:

- asks relevant questions
- asks worthwhile questions
- seeks answers to own questions
- poses questions to peers, teachers, or others
- wonders about own and other's observations

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to wonder about new ideas and make observations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Use informal discussion to establish students' preferences for asking questions and making observations in large-group, small-group, or one-to-one settings. Discuss the types of ideas that students wonder about and encourage their natural curiosity.

SAMPLE RESOURCES

- Cause and effect picture cards or flash cards
- Nonfiction texts
- KWL (WML) charts (see sample blackline master in Appendix D)
- Mystery object in a bag
- Fish pet
- *Farbenportfolio* (booklet with colour wheel)

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts

Prior Knowledge

Students will be able to:

2.1.1 make connections among oral language, texts, and personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Trip

Before going to a museum or another class trip, brainstorm what students may see and have them draw a picture showing their understanding of where they are going. Students can also draw a picture after the field trip and copy phrases. Then they examine their two pictures for similarities and differences.

Alternative Activity: As a group, the class generates ideas and illustrates a small-class language experience story based on a class trip (e.g., after a visit to a farm, each student illustrates something he or she saw). Conference with each student to scribe a simple sentence, and then put together a class book.

Alternative Activity: Before a class trip, read a relevant story or non-fiction text. Discuss the story or text in relation to what students may experience during the class trip. After the trip, reread the story or text and discuss how their own experiences relate to those they read about.

Extension: After a class trip, create a simple class thank-you note that expresses what students learned.

Creating Books

Assist students in developing and maintaining holiday books that provide opportunities for students to represent family traditions and share their experiences. As holidays arise, students draw or paste pictures about what they do. They can write the name of each holiday and other key words at the top of the pictures. Books can also be created using social studies topics.

Pre-reading and Post-reading

Before reading a text, ask students to share what they know about the topic of the book. Show students the front cover and ask them to make predictions about the story. After reading a text, encourage students to respond by making connections to their own personal experiences in a variety of ways (e.g., drawing, speaking, dramatizing, building models, painting).

Comprehension Strategies*Students will be able to:*

- 2.1.1** make connections among oral language, texts, and personal experiences.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- make connections among oral language, texts, and personal experiences?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to make connections among oral language, texts, and personal experiences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2). Consider such items as whether the student:

- describes personal experiences that resemble those in stories.
- draws pictures that represent connections between personal experiences and texts.
- demonstrates an understanding of how events and experiences can be recorded in text.

 Anecdotal Notes

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

 Conferences/Portfolios

Discuss with each student his or her growing ability to make connections between self and text. Have students reflect on work samples and review work samples as the basis for this discussion. Choose portfolio samples together with the student.

SAMPLE RESOURCES

- Pre-made holiday books

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Comprehension Strategies

Students will be able to:

2.1.2 recognize and anticipate meaning from familiar print, symbols, and images in context.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Signs in the Community—Street Safety**

The class goes on a community walk, taking pictures of familiar signs, environmental print, etc. These pictures become the basis for the learning of new vocabulary. The students examine pictures of signs that are the same in German-speaking countries (e.g., stop sign, red light, green light, walk sign, no swimming, and other caution signs). They then learn and practise the German words associated with these signs. Post these signs around the school, and then tour students through the school. Students act out appropriate actions and say the associated words when each sign is encountered.

Extension: Introduce the idea that a red circle with a picture inside it and a red slash means “NO.” Have students experiment with creating “negative signs” using this symbol.

Washroom Signs

Students identify the boys’ washroom and the girls’ washroom by the symbols on the door. Introduce the vocabulary associated with identifying the washrooms, and have students select the appropriate washroom pass, *Mädchen, Jungen*.

Rebus Story

Point to and read aloud a simple rebus story as students say aloud the word associated with each picture or symbol.

Labels Around the School

Label rooms in the school (e.g., *die Bibliothek, die Turnhalle, der Computerraum*). Students notice these labels as they enter each room. Label the classroom centres with pictures and print. These pictures and words are posted on a chart to assist students in keeping track of which centres they have visited.

Extension: Have students label classroom objects with appropriate print or symbols.

It’s Time For ...

Maintain a daily timetable, using clocks and icons, to show students what activities they will be doing throughout the day.

Weather Reports

Students write simple weather reports and include pictures (e.g., *Es regnet. Es schneit*).

Comprehension Strategies

Students will be able to:

- 2.1.2** recognize and anticipate meaning from familiar print, symbols, and images in context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- anticipate meaning from familiar print, symbols and images in context?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to anticipate meaning from familiar print, symbols, and images (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 anticipate meaning from familiar print, symbols, and images. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences and Portfolios

Through discussion with students, explore their growing abilities to deal with environmental print and symbols. Have students reflect on their own use of environmental print in daily life. Review samples of print, signs, or images created or collected by students, and select portfolio samples with students.

SAMPLE RESOURCES

- Labels with names of rooms in the school
- Labels with names of items in the classroom

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Textual Cues

Students will be able to:

2.1.3 recognize environmental print, symbols, and images in context; recognize own name and personally familiar words.

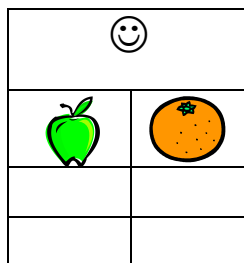
SAMPLE TEACHING AND LEARNING ACTIVITIES**Labelling Classroom Items**

Label important items in the classroom. After a period of time involving vocabulary practice, remove the labels, mix them up, and then distribute them to students. Students then place the labels back onto the classroom items.

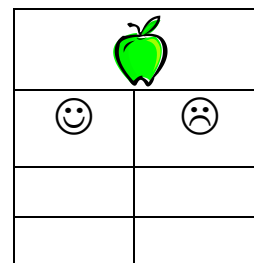
Nametags

At the beginning of the year, students find their own nametags in a pocket chart, and stick the nametags on themselves or their special places in the classroom. Alternately, placemats can be used. Use cards with icons and names to identify learning centres. Similar cards are placed in the boxes for the children to choose and place beside their name on a pocket chart.

Extension: Maintain a daily graphing activity. When students enter, ask a question. Students then must express their preferences by placing tags with their names on them in the appropriate choices.



or



Alternative Activity: Before gathering students into a group for an activity, place tags or placemats with students' names on the floor to indicate where each student should sit. Students search for their names, and then each student sits in her or his spot. After students become familiar with their names, place the nametags in different spots.

Numbers All Around Us

Students listen to counting books and poems, and then create their own counting booklet. They take a walk in their community and identify numbers used in different signs.

Rebus Poem or Song

Before reading or learning a rebus poem or song, students identify the images. Once students have identified the images, they name the image in the correct place as the text is read aloud.

Textual Cues

Students will be able to:

- 2.1.3** recognize environmental print, symbols and images in context; and recognize own name and personally familiar words. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize environmental print, symbols and images in context; recognize own name and personally familiar words?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize environmental print, symbols, and images in context and can recognize their own name (see sample blackline master in Appendix E: Observation Checklist). Consider items such as:

- Does the student readily recognize his or her name?
- Does the child recognize classmates' names?
- Can the child recognize a learning centre by name?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize environmental print, symbols, and images in context and can recognize their own name. 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 recognize environmental print, symbols, and images in context and can recognize their own name. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- Pre-made graph
- Student nametags
- Placemats with names

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Cueing Systems

Students will be able to:

2.1.4 recognize that text is organized in specific patterns and that text symbols represent sounds, words, or ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Group Readings**

Students participate in group readings of songs, rhymes, and poems that have been learned orally. Model and stress the concept of sounds, letters, and words.

Create a “morning message” each day, listing the activities planned for the day. Students read these in groups.

Read a simple story, poem, or song from a flipchart. The text has coloured words or phrases that students say out loud. Point to the words as the story is read.

Recognizing patterns in book covers

When reading a story to class, point out the title and the author’s name, or ask students to identify the title and the author’s name.

Nonsense Readings

Students practise reading nonsense, sound, or symbol poems that repeat in rhythm. Rhyming words can also be changed. A pocket chart can be used to change rhyming words. After a while, students create their own nonsense poems using a pocket chart and inserting sounds and symbols that they know. (Caution: Do not use students’ names as subjects for the rhyme as it may cause hurt feelings.)

Listening Centre

The listening centre can be used to allow students to listen to tapes with songs or stories with an accompanying text. As they follow along, they will begin to associate the sound of the text with the accompanying written text. Book tapes that cue students when to turn the page help students to focus on how the words and illustrations of a text connect with each other.

Cueing Systems*Students will be able to:*

- 2.1.4** recognize that text is organized in specific patterns and that text symbols represent sounds, words, or ideas. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize that text is organized in specific patterns and that text symbols represent sounds, words, or ideas?
- recognize that print is organized from top to bottom? From left to right?
- recognize that letters represent sounds?
- match sounds to print?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize that text is organized in specific patterns and that text symbols represent sounds, words, or ideas (see sample blackline master in Appendix E: Observation Checklist).

 Quiz

Administer a quiz to determine whether students recognize German sounds and can match sounds with print.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize that text is organized in specific patterns and that text symbols represent sounds, words, or ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Informal Observation

Have students demonstrate the flow of print text as it is read aloud. Monitor students' growing knowledge of text organization and text symbols.

SAMPLE RESOURCES

- Listening Centres with music, songs, story cassettes, class stories, or recorded class songs

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Experience Various Texts

Students will be able to:

- 2.2.1** participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Listening Activities, Games, and Art Projects.**

Students participate in various listening activities, games, and art projects.

Sing Songs

Students participate in listening to and singing familiar holiday songs (e.g., Christmas carols, birthday songs). Students listen to and sing familiar children's songs (e.g. *Alle meine Entchen*, *Backe, backe Kuchen*). Students create, listen to, and then read along with a rhyme that has been written on large chart paper.

Buddies

Students participate in a buddy class program in which classes visit each other and share things, such as favourite songs, poems, photographs, or illustrations. Students can also participate in a buddy reading program in which one student shares listening and reading activities with a student from a Grade 6 German bilingual class. Students could also visit the library and explore new books.

Class Photo Books

Students bring photographs on a specific theme or text and create wordless picture books.

Alternative Activity: The class creates and shares personalized or classroom yearbooks. Take pictures of students, and then assist them in creating a class yearbook of events to share with their families.

Wunderkind

Each week one student is declared "Wunderkind." Use texts describing the child as a basis for group reading.

Home Reading Program

Students can participate in a simple home reading program in which a binder is prepared with favourite class poems or songs that they can share with family members at home. Remember to include visual cues in the text to assist students.

Experience Various Texts*Students will be able to:*

- 2.2.1** participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories, and illustrations?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in shared listening, reading, and viewing experiences using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories, and illustrations (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 participate in shared listening, reading, and viewing experiences using texts from a variety of genres and cultural traditions, such as picture books, language pattern books/predictable books, stories, photographs, rebus stories, and illustrations. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Meet with students to discuss their shared listening, reading, and viewing activities and how sharing the experience with others helped them gain a greater understanding of the material.

SAMPLE RESOURCES

- Home reading program logs
- German children's books
- German song books
- German poetry and nursery rhyme books

Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to literary and media texts.

Connect Self, Texts, and Culture

Students will be able to:

2.2.2 share personal experiences related to oral, literary, and media texts; talk about and represent the actions of people in texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-Plays and Puppet Shows

Students role-play or create puppet shows of a simple story (e.g., *Märchen*) while the teacher narrates. Encourage students to focus on accurately representing the actions of the different characters in the story.

Objects from Home

Students bring objects from home relating to a story the class has read. Assist each student by providing the name of the object. The student presents the object to the class, and then adds the object to a class display.

Guest Storytellers

Invite guest readers or storytellers to share stories or literature to help students experience a variety of cultural traditions. These guests relate traditions to students through the stories. Elicit similarities and differences between the children's experiences and those presented in the story and record them on a Venn diagram. This activity can also be done with a story or media text.

My Favourite Character

Students choose a favourite character from an oral, print, visual, or multimedia text read as a class. They then take turns acting as a character did in the text and other students guess at the character represented.

Connect Self, Texts and Culture*Students will be able to:*

- 2.2.2** share personal experiences related to oral, literary, and media texts; talk about and represent the actions of people in texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- share personal experiences related to oral, print, visual, and multimedia texts, and represent the actions of people in texts?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to share personal experiences related to oral, print, visual, and multimedia texts, and represent the actions of people in texts (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 share personal experiences related to oral, print, visual, and multimedia texts, and represent the actions of people in texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Meet with students to discuss their personal experiences and family traditions related to oral, print, visual, and multimedia texts read as a class. Invite students to talk about the people described in the texts and their various actions.

SAMPLE RESOURCES

- Puppets or props
- Guest readers or storytellers

Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to literary and media texts.

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 share feelings evoked by oral, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Feeling Words

Introduce the words for basic feelings through actions and pictures (e.g., *froh*, *traurig*, *ärgerlich*). Reread some familiar books and then elicit from students the names of the emotions that the characters feel. Then elicit the names for the emotions they felt while listening to the book. After learning the oral words for feelings, students search for magazine pictures to represent each feeling. They create a “Feelings” chart of the pictures to use as prompts or to refer to when discussing various texts.

Emotion Faces

Students are given cut-out faces showing emotions. As a story is read aloud or a song is played, students lift the faces that indicate the emotions they feel.

Musical Mood

Play various styles of German instrumental music. Students show the mood of the music by painting or colouring a picture. Alternately, students could decide if the song seems happy or sad to them. Using happy or sad faces or words of emotion, students record their reactions to the music on a tally chart.

Responding to Text

Students respond to texts and share the feelings evoked by those texts in a variety of ways. For example,

- drawing
- modelling clay
- painting
- singing
- block building (castles, houses, etc.)

Appreciate the Artistry of Texts*Students will be able to:***2.2.3** share feelings evoked by oral, print, visual and multimedia texts. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share feelings evoked by oral, literary, and media texts?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to share feelings evoked by oral, print, visual, and multimedia texts (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 share feelings evoked by oral, print, literary, and media texts. 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 share feelings evoked by oral, print, literary, and media texts. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- List of sample oral, literary, and media texts:

Adventure	Humour	Messages	Riddles
Audiotapes	Illustrations	Movies	Rhymes
Cartoons	Illustrated storybooks	Non-fiction chapter books	Rhythms
Comic strips	Informational texts	Photographs	Signs, notices
Computer software	Invitations	Pictures	Songs
Conversations	Journals	Picture books	Stories
Drama	Labels	Plays	Story-telling by Elders
Drum dances	Legends	Poems	Symbols
Fables	Letters	Puppet plays	Video programs
Fairy tales	Maps	Recipes	Websites

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Forms and Genres

Students will be able to:

2.3.1 distinguish between what is realistic and imaginary in oral, literary, and media forms and texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Imaginary Animals

Read a simple story involving various animal characters. Discuss what these animals are like in real life compared to in the story. As a class, complete a Venn diagram that compares the real and imaginary animals using pictures.

Real or Imaginary?

After a story or text is told, viewed, or read, students decide whether the story is realistic or imaginary. Ask simple questions to guide students in explaining why they think that the story is real or imaginary.

Extension: Show students various illustrations and have them identify whether the scene depicted is real or imaginary and ask them to explain why they think that. Alternatively, provide samples of storybooks and reference books and ask students to classify them.

Lore, Myths, Fairy Tales, and Legends

Read or tell several traditional German *Märchen* or other German stories. Discuss the imaginary characters, places, and events described in the stories and have students draw or colour a picture of their favourite character or scene. Discuss the imaginary world described in the story and how it is different than the one they live in.

Forms and Genres

Students will be able to:

- 2.3.1** distinguish between what is realistic and imaginary in oral, literary, and media forms and texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- distinguish between what is realistic and imaginary in oral, literary, and media forms and texts?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to distinguish between what is realistic and imaginary in oral, literary, and media forms and texts (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 distinguish between what is realistic and imaginary in oral, literary, and media forms and texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Quiz

Quiz students orally or by using pictures of characters and scenes from the imaginary world of stories and pictures of realistic people and scenes. Have students identify whether the people and scenes depicted are imaginary or realistic.

SAMPLE RESOURCES

- Graphic organizers (e.g., Venn diagrams) (see sample blackline master in Appendix D)

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.3 Understand Forms and Techniques

Techniques and Elements

Students will be able to:

2.3.2 develop a sense of story through listening, reading, and viewing experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Understanding Through Illustration

Following the reading of the story, invite students to draw their own pictures of the main events.

Mystery Ending

Stop reading a story before the ending and observe students' reactions. Are they aware the story is incomplete? Offer simple alternative endings and have students choose which ending they think it will be.

Beginnings and Endings

While watching a video, pause it after the beginning and ask students what they have learned about the characters and the story. Pause the video again before the ending and ask students to predict what will happen.

Retelling the story

After becoming familiar with a story, prompt and support the retelling of the story by beginning a sentence and having students supply a key word to complete the sentence.

Sequence

Students sequence the events of a story using pictures.

Techniques and Elements*Students will be able to:*

- 2.3.2** develop a sense of story through listening, reading, and viewing experiences.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- develop a sense of story through listening, reading, and viewing experiences?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to develop a sense of story through listening, reading, and viewing experiences (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 develop a sense of story through listening, reading, and viewing experiences. 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 develop a sense of story through listening, reading, and viewing experiences. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- Wordless picture books

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.3 Understand Forms and Techniques

Vocabulary

Students will be able to:

2.3.3 demonstrate curiosity about and experiment with sounds, letters, words, and word patterns.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Changing the Words

Take a familiar rhyme, poem, or story and have students change a word in it.

Writing Centre

Maintain a writing centre with a variety of manipulatives (e.g., magnetic letters, letter cards, letter tiles, and writing materials). Encourage students to explore and experiment with letters and sounds independently (e.g., by forming their names or using modelling clay to form alphabet letters or their names).

Picture Dictionaries

Students choose several new words of personal interest to them each week to add to their picture dictionaries. Once the student has identified and drawn their new words, write the word underneath its picture.

Jigsaw Puzzles

Make sets of jigsaw puzzles matching a word and an icon of simple words (e.g., colours, animals, classroom items).

Reorganizing Words

Students reorganize words cut from sentence strips to recreate simple sentences on a familiar topic (e.g., activity plan for the day, story that has just been read).



Specific Outcome	Vocabulary <i>Students will be able to:</i> 2.3.3 demonstrate curiosity about and experiment with sounds, letters, words, and word patterns. <i>(continued)</i>
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SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
– demonstrate curiosity about, and experiment with, sounds, letters, words, and word patterns?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to demonstrate curiosity about, and experiment with, sounds, letters, words, and word patterns (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 demonstrate curiosity about, and experiment with, sounds, letters, words, and word patterns. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

Rubric

Create an outcome-based rubric and use the rubric to evaluate how well students are able to demonstrate curiosity about, and experiment with, sounds, letters, words, and word patterns (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.3 Understand Forms and Techniques

Experiment with Language

Students will be able to:

2.3.4 appreciate the sounds and rhythms of language.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Action Songs

Students learn an action song such as *Mein Hut, der hat drei Ecken*.

Rhythmic Poetry and Songs

Students learn short songs and poems with repeated song sounds, patterns, or phrases which have been printed on chart paper. As students recite the poem or sing the song, they clap, skip, march, dance, or use rhythm instruments to emphasize the rhythm of the words or beat.

Word Clapping

When learning new vocabulary from a theme, students clap out the rhythm of the words. Once students are familiar with these words, they guess the word by its rhythm.

Experiment with Language*Students will be able to:***2.3.4** appreciate the sounds and rhythms of language. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- appreciate the sounds and rhythms of language?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to appreciate the sounds and rhythms of language (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 appreciate the sounds and rhythms of language. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 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 appreciate the sounds and rhythms of language (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Create Original Texts

Students will be able to:

2.3.5 create original oral and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Role-Play

As the teacher narrates a story or plays a song, students work in groups to role-play the various parts. Alternately, have groups think up their own story. Consider setting up a drama centre with simple dress-up clothes that students can use when role-playing. If possible, videotape the performances. Students could role-play a telephone conversation with a friend or character from a story.

Telling a Story with Pictures

Students choose a character (e.g., animal, person, imaginary character like a princess or a fairy) and create a story by drawing. They may use as many pages as they like. Scribe a sentence.

Change the Ending

Retell a familiar story and stop before the story ends. Students draw a new ending.

Cards

Students write a thank-you note to visitors or a buddy reader. Students copy the word *Danke* and draw a picture representing the activity.

When celebrating a student's birthday, the class is given a card that has the face of the student on it made out of construction paper (e.g., eye and hair colour match the student) and the words "*Viel Glück zum Geburtstag!*" Each student draws a picture for the birthday student and signs the card.

Puppet Shows

In small groups, students prepare short dialogues with simple puppets and present these to the class. Encourage the use of repetition.

Create Original Texts*Students will be able to:***2.3.5** create original oral and media texts. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- create original oral and media texts?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to create original oral and media texts (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 create original oral and media texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Rubric

Create an outcome-based rubric and use it to evaluate how well students are able to create original oral and media texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- Birthday and thank-you cards
- Dress-up clothes
- Videotaping equipment

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

Use Personal Knowledge

Students will be able to:

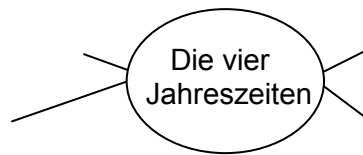
3.1.1 demonstrate personal knowledge of a topic.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Class Discussion**

Initiate discussion about a specific topic relevant to students (e.g., holidays, events or a theme that is to be studied). Students subsequently draw pictures about the discussed topic. Scribe for students a desired message for their pictures.

Webs

When studying a topic, prepare a web on a bulletin board that explains what students will be covering. This can be used as a reference by students.



Students prepare small 10 cm x 15 cm illustrations as they study the theme and place the illustrations in the appropriate section of the web. Alternately, each student has his or her own large web to which he or she adds illustrations.

Show and Tell

Students bring in an object based on the theme being studied. Each student shares two interesting facts in German about their objects during sharing time.

Sample questions:

Was hast du gebracht?

Was kannst du damit machen?

Wie sieht es aus?

Personal Knowledge and Experience*Students will be able to:***3.1.1** demonstrate personal knowledge of a topic. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- demonstrate personal knowledge of a topic?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to demonstrate personal knowledge of a topic (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 demonstrate personal knowledge of a topic. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Ask probing questions to establish the extent of students' personal knowledge. Frame questions so that they are encouraged to reflect on their knowledge and extend their understanding. Discuss ways that students can find more information to add to their personal store of knowledge.

SAMPLE RESOURCES

- Small cards—approximately 10 cm x 15 cm
- Webs (see sample blackline master in Appendix D)

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

Ask Questions

Students will be able to:

- 3.1.2** ask commonly used questions to satisfy personal curiosity and information needs in the classroom context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Modelled Classroom Questions

Throughout the year, model questions that students are expected to use for everyday routines as well as questions related to a specific theme, topic, or unit. It is important to use and repeat the same questions daily.

Model everyday routine questions that are incorporated into the morning routine. For example,

- *Welcher Tag ist heute?*
- *Wie ist das Wetter heute?*
- *Wie geht es dir heute?*
- *Wer hat heute Geburtstag?*
- *Was machen wir heute?*

Model questions related to everyday needs in the classroom. For example,

- *Wo sind die Bleistifte?*
- Darf ich das Buch lesen?*

The Five Ws

Post the five key questions near the area for group time: *Wer? Was? Wo? Wann? Wie?* When asking questions or modelling how to ask during show and tell, point to the question being posed.

Where?

To encourage students to use *Wo?*, one student is asked to leave the room. The class then picks a familiar class object (e.g., a pencil) and hides it. The student is called back to the room. To help the student locate the object, the class adjusts their volume as they chant “*Wo ist der Bleistift?*,” getting louder as the student approaches the object and becoming softer when the student is far from the object.

Ask Questions

Students will be able to:

- 3.1.2** ask commonly questions to satisfy personal curiosity and information needs in the classroom context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- ask commonly used questions to satisfy personal curiosity and information needs in the classroom context?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to ask essential questions to satisfy personal curiosity and information needs in the classroom context (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 essential questions to satisfy personal curiosity and information needs in the classroom context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Model clear, concise questions during conference time. Encourage students to ask questions about classroom activities and to reflect on their own questions by asking students why they asked a particular question.

SAMPLE RESOURCES

- Classroom weather and calendar centre

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

Participate in Group Inquiry

Students will be able to:

- 3.1.3** ask and answer essential questions to satisfy group curiosity and information needs in the classroom context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Hidden Objects

Hide objects around the classroom. Students are told what objects to look for. They place their hands behind their backs while searching. Ask students, “*Wo ist die Schere?*” When a student finds the classroom item, he or she says, “*Die Schere ist hier.*”

At the beginning of the year, ask the question “*Wo ist Amy?*” A student responds and points saying, “*Amy ist da.*” Amy then picks the next student and says, “*Wo ist David?*” and so on.

The Five Ws

Present students with a variety of pictures showing people, places, objects, time of day, and special events. They state the questions they would ask, choosing simply *Wer? Wo? Was? Wie? Wann?* This can be initially modelled by the teacher using storybook illustrations and doing a talk-aloud. Ask simple questions and explain your thoughts to students.

Pre-reading Questions

Before reading a story, walk through the illustrations and encourage students to ask questions about the pictures. After reading the story, answer the questions as a class.

I Spy

Facilitate a game of I Spy (*Ich sehe was, was du nicht siehst*) in German, using elements in the classroom as the target objects.

Game: *Ich möchte...*

Students form two lines facing the front. Each student has flash cards with different items. The student at the front turns around and asks the students directly behind him or her “*Was möchtest du?*” The student behind must choose what he or she wants and then answer “*Ich möchte ____.*” The student then gives the student behind the appropriate flashcard. That student now turns around and asks the next student in line. The line that finishes first wins. Make sure to keep vocabulary very simple and use repetitions.

Participate in Group Inquiry*Students will be able to:*

- 3.1.3** ask and answer commonly used questions to satisfy group curiosity and information needs in the classroom context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- ask and answer commonly used questions to satisfy group curiosity and information needs in the classroom context?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to ask and answer essential questions to satisfy group curiosity and information needs in the classroom 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 ask and answer essential questions to satisfy group curiosity and information needs in the classroom context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 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 ask and answer essential questions to satisfy group curiosity and information needs in the classroom context (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE RESOURCES

- Collection of pictures depicting people, places, objects, time of day, special events

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

Create and Follow a Plan

Students will be able to:

3.1.4 listen to and follow simple directions in the classroom context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classroom Routines

Use everyday words and phrases based on class routines and use visual cues as much as possible (e.g., *sitzen, aufstehen, gehen, warten, holen, aufräumen, malen, zuhören*).

Picture Cards

Create picture cards with frequently used commands. These cards can be used as a reference when giving instructions. To improve student comprehension, act out the command while using the picture cards. Use these cards to display instructions for a step-by-step activity

Simon Says

Play Simon Says in German using simple classroom directions. First model each action until students understand, then play the game using the familiar actions and commands.

Action Game

Introduce non-verbal actions that direct students to do something (e.g., opening and/or closing hands represents opening and/or closing a book). Give the direction and students do the action. As the year goes on, give the directions quicker and closer together and increase the speed of the game. The goal of the game is to have students work together so the entire class is correctly doing the action requested.

Action Game: *Der Kapitän kommt*

Play *Der Kapitän kommt* during gym time. Begin the game by calling *Der Kapitän kommt!* The students line up facing the middle of the gym, saluting you. Call out a variety of commands (e.g., *Geht alle nach links! Wir schrubben das Deck!*—Children get on their knees and scrub). When you call “*Der Kapitän kommt!*,” the children run back to line up in front and salute the teacher. Other ideas: *Wir fallen über Bord. Es kommt ein Hai-fisch. Wir schwimmen!* Once the children have learned the commands, they can take turns being *Der Kapitän*.

Create and Follow a Plan*Students will be able to:***3.1.4** listen to and follow simple directions in the classroom context. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- listen to and follow simple directions in the classroom context?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to listen to and follow simple directions in the classroom context (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 listen to and follow simple directions in the classroom context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Quiz

Quiz students orally by having them individually follow the various directions covered as a class.

SAMPLE RESOURCES

- Picture cards

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

Identify Personal and Peer Knowledge

Students will be able to:

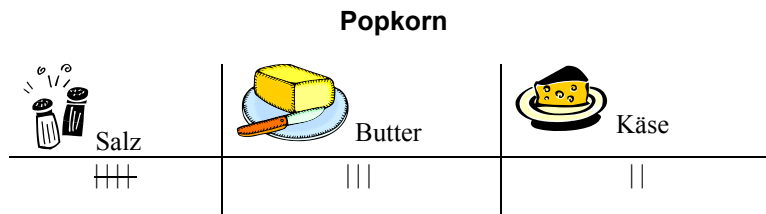
3.2.1 identify self and others as sources of information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Survey

Complete a class survey (e.g., choosing a favourite type of fruit). Students ask each other, “*Isst du gerne Äpfel?*” or “*Was isst du gerne?*” Students put their photocopied school pictures or names on specific spaces in the chart to indicate the fruits they like the most. They discuss the results.

Alternative Activity: After tasting different types of popcorn, students complete a tally by placing a tick in the appropriate box. For example,



Alternative Activity: Each day, as students enter the classroom, they can be asked a new survey question before they meet in the group area. Using simple icons, students either place their names in a pocket chart or clip clothespins holding their names onto a ribbon under their choice. This can also be used for taking attendance.

What Do We Know about ...

As a class, brainstorm what students already know about a topic. Write key words from the brainstorming on the board. After the brainstorming, emphasize all the different things that students in the class know about the topic.

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 identify self and others as sources of information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify self and others as sources of information?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to identify self and others as sources of information (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 self and others as sources of information. 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 identify self and others as sources of information. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- Survey tally sheets
- Graph
- Pictures and other sources of information

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

Identify Sources

Students will be able to:

3.2.2 seek information from others in the classroom context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Class Survey

One pair of students surveys the class for the day. With guidance from the teacher, they choose their questions, set up how they wish to present their data, and practise how to ask their questions.

Key Question Phrases

Students are taught key phrases for inquiry. For example,

- *Wo?* (Where?)
- *Hast du _____?* (Do you have a _____?)
- *Möchtest du _____?* (Do you want _____?)
- *Wann _____?* (When _____?)
- *Warum _____?* (Why _____?)
- *Was machst du?* (What are you doing?)

Have students practise the question phrases with other students in the class.

Guest Speakers

When studying community workers, invite German-speaking parents, relatives, or guests to talk about their occupations. Before a guest speaker arrives, students generate questions they would like answered. Assist students in formulating questions.

Morning Routine

Students take turns asking each other questions (e.g., *Was hast du am Wochenende gemacht? Was ist dein Lieblingsessen, dein Lieblingshaustier, deine Lieblingsfarbe*, etc.).

Identify Sources

Students will be able to:

3.2.2 seek information from others in the classroom context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- seek information from others in the classroom context?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to seek information from others in the classroom 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 seek information from others in the classroom context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 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 seek information from others in the classroom context (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE RESOURCES

- German-speaking guests

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

Evaluate Sources

Students will be able to:

3.2.3 recognize when information answers the questions asked.

SAMPLE TEACHING AND LEARNING ACTIVITIES**What's in the Bag?**

Invite students throughout the year to play “What’s in the Bag?” (*Was steckt in der Tüte/Tasche?*). Students take turns asking questions to find out what is in the bag. Eventually, a student asks the correct question and the mystery object is revealed.

WWL Chart

Work with the class to fill in a simplified KWL chart (in German WML) when learning about a topic. Direct students’ attention to the questions *Was weiß ich schon?* and *Was möchte ich wissen?*, and help them to understand how to answer the questions asked by the class (*Was habe ich gelernt?*).

Multiple Choice

Ask simple questions about a familiar topic and offer three or four different possible answers. Have students choose the response that answers the question, and have one volunteer explain why their choice answers the question.

Riddles

Introduce simple riddles to the class and work through possible answers to the riddles. Have students identify the correct answer to the riddle and explain how the answer solves the riddle.

Extension: Students create their own riddles on classmates or objects.

Evaluate Sources

Students will be able to:

3.2.3 recognize when information answers the questions asked. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize when information answers the questions asked?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize when information answers the questions asked (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 when information answers the questions asked. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 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 when information answers the questions asked (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE RESOURCES

- WML chart (see sample blackline master in *Appendix D*)
- A bag and various mystery objects

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

Access Information

Students will be able to:

3.2.4 use visual and auditory cues to understand ideas and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Felt Board**

Use a felt board to tell stories or fairy tales or to introduce a new theme or topic with many new words.

Language Ladders

Students make their own language ladders using visual cues or pictures for greetings, colours, and so on. These can be shared at home or with another grade.

Collages

Students make collages based on a theme (e.g., colours, numbers, feelings, shapes, seasons, home, farms, pets, food).

Classroom Display

When studying a theme, students bring in items from home related to the topic. The items are collected and become part of a classroom display.

Recordings

Students listen to recordings of German stories and songs. They draw images of words they understood in the songs and stories or act them out.

Watching a Video

After viewing the video, students discuss how the visuals, music, and sound effects helped them understand the events of the story.

Other daily activities

Many daily activities use visual and auditory clues (e.g., pictures to tell a story, sequence cards, cause/effect cards, action songs, and games). Make the connection to print when learning songs. Display an agenda of the day using picture clues with words.

Note: At the Kindergarten level, almost all activities include visual cues.

Access Information

Students will be able to:

3.2.4 use visual and auditory cues to understand ideas and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use visual and auditory cues to understand ideas and information?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use visual and auditory cues to understand ideas and information. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Review and discuss students' understanding of how meaning can be constructed by using illustrations and other visual cues. Determine students' awareness and ability to use visual cues (e.g., colour, shapes, and sizes to understand ideas and information).

SAMPLE RESOURCES

- Felt board
- Magazines

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

Make Sense of Information

Students will be able to:

3.2.5 use prior knowledge to make sense of information.

SAMPLE TEACHING AND LEARNING ACTIVITIES**KWL (WML) Chart**

Work with the class to fill in a simplified WML chart when learning about a topic. Direct students' attention to the section "*Was ich schon weiß*" and explain how what they already know about the topic helps them make sense of the information they learn.

Pre-Reading Predictions

Before reading a story, walk through the illustrations and encourage students to predict what the story is about. After reading the story, discuss the predictions and how they used what they already knew about the topic to make sense of the pictures.

Classroom Experiments

Students make predictions before doing a simple experiment. For example,

- melting snow
- planting seeds
- mixing paint colours

Discuss how students used what they already knew about the topic to make sense of what they saw during the experiment.

Cause and Effect

Using cause and effect picture cards, present students with the cause only and let them predict the effect. Ask them to explain their thinking and note their use of existing knowledge to make sense of the picture cards.

Make Sense of Information*Students will be able to:***3.2.5** use prior knowledge to make sense of information. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use prior knowledge to make sense of information?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use prior knowledge to make sense of information (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 prior knowledge to make sense of information. 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 prior knowledge to make sense of information. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- Cause and effect picture cards
- WML chart (see sample blackline master in Appendix D)

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

3.3 Organize,
Record and
Assess

Organize Information

Students will be able to:

3.3.1 categorize objects and visuals according to similarities and differences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Learning Centre Sorting

Students choose from a changing variety of objects in a learning centre and sort them independently. They can sort by various attributes. For example,

- *Farbe* (colour)
- *Größe* (size)
- *Form* (shape)

German Bingo

Explain to students how to play German Bingo based on groups of words from particular themes. Have students create their own Bingo cards using pictures of the different vocabulary words organized into different categories for each letter (b, i, n, g, and o), based on how they look (e.g., colour, shape, size).

Antonyms

Students cut out pictures or illustrate opposites.

Sorting Emotions

While studying emotions and feelings, students cut out pictures of faces from magazines. They then sort the pictures and create a picture collage for each emotion.

Sorting Food

While studying food groups, students sort pictures of foods into appropriate categories (e.g., colour, size, shape).

Social Studies topics

Students sort pictures of needs and wants. Students sort pictures of helpers at school, at home, and in the community.

Organize Information*Students will be able to:*

- 3.3.1** categorize objects and visuals according to similarities and differences.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- categorize objects and visuals according to similarities and differences?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to categorize objects and visuals according to similarities and differences (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 categorize objects and visuals according to similarities and differences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-Assessment Rating Scale

Create a simplified 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 categorize objects and visuals according to similarities and differences (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

SAMPLE RESOURCES

- Bingo game cards
- Magazines
- Pictures of various foods

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

3.3 Organize,
Record and
Assess

Record Information

Students will be able to:

3.3.2 represent and share information and ideas, and compose with a scribe.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Wish Booklets

Wunschbüchlein. For St. Nicholas Day, students compile wish booklets in which they draw pictures of their wishes.

Weather Chart

Das Wetter. Students maintain a monthly or weekly weather chart. This can initially be modelled, and then later be done independently after group time.

Last Night

“Gestern Abend”: Students talk about what they did the night before. These results are graphed and discussed at the end of the week.

All about Me

Das bin ich: Students make and present an “All about Me” box or prepare a picture collage. Alternatively, they could prepare a timeline of their lives using pictures.

Extension: Students prepare a photo gallery about their families and present it to the class or collect mementos and store them in a scrapbook.

My Favourite Part

Was mir am besten gefällt: Students illustrate their favourite parts of a poem or story that was read aloud.

Beginning, Middle and End

Anfang, Mitte und Schluss: After listening to a story, students illustrate the beginning, middle, and end. Alternatively, they work in groups of three and each student illustrates a section of the story.

Record Information*Students will be able to:***3.3.2** represent and share information and ideas, and compose with a scribe. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- represent and share information and ideas?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to represent and share information and ideas (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 represent and share information and ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Rubric

Create an outcome-based rubric and use the rubric to evaluate how well students are able to represent and share information and ideas (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- Templates for wish booklets
- Weather chart
- Scrapbooks, photographs

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

3.3 Organize,
Record and
Assess

Evaluate Information

Students will be able to:

3.3.3 share information gathered on a specific topic.

SAMPLE TEACHING AND LEARNING ACTIVITIES

All about Me Chart or Poster

Students make and present an “All about Me” chart or poster, including information such as age, favourite animal, height, shoe size, eye/hair colour, favourite food, best friend, etc.

Das bin ich!

Ich heiße _____.
Ich bin _____ Jahre alt.
Meine Augen sind _____.
Mein Lieblingstier ist _____.
Ich spiele gern _____.

Students take turns presenting the data collected about themselves.

Information Web

Students prepare a visual class web on a topic. They take turns gathering and adding information and making statements based on the information gathered.

Charts, Graphs or Posters

At the end of a unit, use chart paper to record what has been learned.

My Buddy

Each student pair traces each other. Each day, a new question is taught to the class and used for interviewing the buddies. After a student responds, his or her buddy makes or cuts out visual representations of the answer. At the end, the student pair presents to the class: *Mein Freund* or *Meine Freundin* (*Mein Partner, meine Partnerin*).

Extension: This can be done with buddies from another grade. Students can label body parts.

What I Learned About ...

After doing an experiment or cooking activity, students share what they learned. They can also share information by using illustrations.

Evaluate Information*Students will be able to:***3.3.3** share information gathered on a specific topic. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share information gathered on a specific topic?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to share information gathered on a specific topic (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 share information gathered on a specific topic. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Rubric

Create an outcome-based rubric and use the rubric to evaluate how well students are able to share information gathered on a specific topic (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

- “All about Me” chart or poster
- Roll of brown paper and markers or crayons

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

3.3 Organize,
Record and
Assess

Develop New Understanding

Students will be able to:

3.3.4 participate in information-gathering experiences.



SAMPLE TEACHING AND LEARNING ACTIVITIES

Family Trees

Students collect information about their own families to make a family tree. They present their projects to the class.

Simple Surveys

Students conduct simple surveys. For example,

Name	Was?	Mag	Mag nicht
Lisa	 <i>Apfel</i>	☺	
Daniel	 <i>Apfel</i>		☹

My Timeline

Students gather and organize personal photographs, with assistance from home, to make simple timelines.

Recording Observations

Students plant seeds and record their observations by drawing pictures of the changes they see.

Posters or Collages

Students collect information and prepare posters or collages on a particular theme or topic.

Class Murals

Students collect and display information in the form of a large mural (e.g., *Unsere Schule, unsere Stadt*).

Ask a Buddy

Pairs of students are given a simple question to ask their reading buddies. After obtaining the responses, they share and compare their responses with their teacher and classmates.

Develop New Understanding*Students will be able to:***3.3.4** participate in information-gathering experiences. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in information-gathering experiences?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in information-gathering experiences (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 information-gathering experiences. 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 participate in information-gathering experiences. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- Poster materials
- Chart paper and crayons
- Photographs from home
- Library books

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

Generate Ideas

Students will be able to:

4.1.1 share or demonstrate ideas from personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Class Discussion**

During morning routine, students engage in a discussion on topics that they can relate to. For example,

- holidays
- hobbies and interests
- health/doctor's visits
- birthday parties
- seasons
- families
- communities (city, farm, school)
- home

Show and Tell

Provide an opportunity for students to have “*Zeigen und erzählen.*” Present frame sentences students can use to ask questions, such as: *Was hast du mitgebracht? Was kannst du damit machen? Woher hast du der/die/das _____? Wie heißt er/sie?*

Extension: Have students bring an object and prepare two things to say about it in German.

Gallery Walk

Before introducing a topic, students bring in items from home (e.g., photographs, books, artifacts, concrete objects). These can be used for a Gallery Walk or displayed and shared by the individuals.

Sharing Circle

In a Sharing Circle, students talk about their weekend or what they did the night before.

Generate Ideas

Students will be able to:

4.1.1 share or demonstrate ideas from personal experiences. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- share ideas from personal experiences?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to share ideas from personal experiences (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 share ideas from personal experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Meet with students in small groups to discuss their experiences in sharing ideas from their personal experience in German. Note students' willingness to share their ideas with others and ask students what they felt they were able to do easily in German and what they found difficult or challenging.

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

Choose Forms

Students will be able to:

4.1.2 participate in shared oral, literary, and media experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Story Time

Students listen and follow the pictures as the teacher reads aloud fairy tales or repetitive stories in German (Eric Carle). They retell the story through drama, mime, puppetry, modelling clay sculptures, or illustrations.

Games and Songs

Students engage in playing games and acting out songs. For example,

- *Ente, Ente, Gans* (Duck, Duck, Goose)
- *Häschen in der Grube*
- *Alle meine Entchen*
- *Hopp, hopp, hopp*

German Videos

Students watch short German videos and cartoons (e.g., the “*Der kleine Eisbär*”). After the video, students discuss their favourite parts and characters.

Audio Stories

Set up a listening centre for student use. Ask the older students to prepare audio recordings of books. Encourage them to include appropriate background music and sound effects. The younger students then listen to the recordings.

Choose Forms*Students will be able to:***4.1.2** participate in shared oral, literary, and media experiences. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in shared text experiences?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in shared text experiences. Consider items such as:

- uses a variety of forms for sharing
- prefers oral, print, or other media (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 participate in shared text experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Discuss students' feelings about how they shared text experiences. Inquire about preferred forms and have students talk about their feelings for particular forms. Provide positive feedback and encouragement.

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to participate in shared text experiences. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

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

Organize Ideas

Students will be able to:

4.1.3 recognize that ideas expressed in oral language can be represented and recorded.

SAMPLE TEACHING AND LEARNING ACTIVITIES**When I Grow Up**

Students prepare their own pictorial representations after discussing a topic in the class. For example,

– When I grow up I want to be _____. *Wenn ich groß bin, werde ich _____.*

They illustrate their statements using visuals of objects that represent the occupation.

Nonverbal Communication

Students communicate their ideas or needs in a form other than oral for five minutes out of the day. This can be done as a daily or weekly event.

Retelling a Story

Students retell a story using visuals. Write down the plot as described by students and read it back to them. Afterward, students represent sections of the story by preparing illustrations.

Learning Logs

Students maintain Learning Logs with pictures representing ideas or words that they learned. They also make personal journal entries using pictures, diagrams, or sketches. A standard entry might be what the weather is like. Consider providing opportunities for peers and parents to respond to journal entries by using pictures.

What I Heard

After listening to a story or viewing a video, students create a representation of what they heard and/or saw. They can use a variety of methods (e.g., drawing, painting, or models). Students are encouraged to share their representations with other students.

Organize Ideas*Students will be able to:*

- 4.1.3** recognize that ideas expressed in oral language can be represented and recorded.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize that ideas expressed in oral language can be represented and recorded?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize that ideas expressed in oral language can be represented and recorded (see sample blackline master in Appendix E: Observation Checklist).

Consider items such as:

- draws to record oral language
- attempts to write to record oral language
- uses a combination of pictures and print

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize that ideas expressed in oral language can be represented and recorded. 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 recognize that ideas expressed in oral language can be represented and recorded. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- *Considering Children's Art: Why and How to Value Their Work*. Engel, Brenda S. Washington, DC: National Association for the Education of Young Children, 1995.

Students will listen, speak, read, write, view, and represent in German 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 participate in the sharing of own creations and those of others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Art Show

Model the simple sharing of a creation or object (e.g., show and talk about work by artist William Kurelek).

Show and Tell—*Zeigen und erzählen*

Provide an opportunity for students to have *Zeigen und erzählen*. Encourage the class to ask questions of the presenters. After the presentation, students illustrate their favourite object.

Class Presentations

Students present their illustrations, models or booklets to the class. After the presentations, they discuss the other students' creations in a positive way. Encourage students to say one positive thing about five different creations.

Sharing with the Community

Assist students in organizing presentations of songs or poetry to different groups in the community (e.g., seniors' homes).

Parents' Night

Students display their work in the school. Their parents are invited for an evening of sharing.

Creating Riddles

Students create riddles (e.g., of their classmates).

Ich bin ein Mädchen.

Ich habe _____ Augen.

Ich habe _____ Haare.

Ich kann gut _____ und _____.

Wer bin ich?

Appraise Own and Others' Work*Students will be able to:***4.2.1** participate in the sharing of own creations and those of others. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in the sharing of own creations 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 whether students are able to participate in the sharing of their own creations and those of others (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

Consider items such as:

- reflects upon own work
- responds to feedback from peers
- asks appropriate questions to gain feedback
- provides feedback to others

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in the sharing of their own creations and those of others. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-Assessment Rating Scale

Create a simple, 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 participate in the sharing of their own creations and those of others (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

 Peer-Assessment Checklist

With students, collaboratively create a simple outcome-based peer-assessment checklist. Students use the checklist to determine whether their peers are able to participate in the sharing of own creations and those of others (see sample blackline master in Appendix E: Peer-Assessment Checklist).

 Video of Oral Presentations

Record a video of the students' oral presentations to observe their growth and complexity.

SAMPLE RESOURCES

General Outcome

4

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

4.2 Enhance and Improve

KINDERGARTEN

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Specific Outcome

Revise Content

Students will be able to:

4.2.2 express lack of understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

“I Don’t Understand”

Model for students a few ways to express that they do not understand (e.g., saying, “I don’t understand,” “Repeat that, please,” “*Ich verstehe nicht*,” “*Noch einmal, bitte*.”). Students practise these expressions with buddies.

Asking Questions

Encourage students to ask questions in German to clarify understanding during activities (e.g., calendar routine, show and tell, when reading). Model these question techniques while students are presenting.

Extension: Model for students how the use of details in illustrations assists in developing an understanding. Maintain a visually rich environment or use visuals and drawings to explain concepts.

Non-verbal Communication

Model for students how facial expressions and actions can be indicators of a lack of understanding (e.g., shrugging shoulders, shaking head).

Revise Content

Students will be able to:

4.2.2 express lack of understanding. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- express lack of understanding?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to express lack of 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 express lack of understanding. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

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

4.2 Enhance and Improve

Enhance Legibility

Students will be able to:

4.2.3 trace and copy letters; recognize letter keys on the keyboard.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Copying Nametags

Describe the formation of letters and show students on a chalkboard (e.g., *Hier ist der Vater, die Mutter und hier sind die Kinder—A A a a*), and have students copy their names from nametags.

Extension: Students create their own alphabet book for tracing letters and print words.

Gel Tracing

Empty the contents of a jar of hair gel, preferably coloured, into a secure clear plastic bag. Prepare sets of large letters that students can place under the bag and then trace over, using their fingers.

Extension: Use sand, magna doodles, mini chalkboards, and whiteboards to trace letters.

Practice Keyboards

Supply old keyboards with alphabet overlays for students to use and practise on. Students are introduced and given instructions on how to use simple computer programs (e.g., Kids Works, Art Center).

Creating Artistic Letters

Students glue over letters of their names using breakfast cereal, pasta, cotton balls, and other small objects. Alternatively, students make long snakes from modelling clay and write their names. Students also practise writing large letters on a chalkboard or whiteboard.

Air Spelling

Have students trace letters in the air moving their whole arms.

Enhance Legibility*Students will be able to:***4.2.3** trace and copy letters; recognize letter keys on the keyboard. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- trace and copy letters, and explore letter keys on the keyboard?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to trace and copy letters, and explore letter keys on the keyboard (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 trace and copy letters, and explore letter keys on the keyboard. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences/Portfolios

Discuss the importance of legibility in written work. Choose portfolio samples with students and have them describe why they chose particular printing samples or print-outs. Discuss ways to enhance legibility as appropriate.

SAMPLE RESOURCES

- Class set of clear plastic bags and coloured hair gel
- Letters for tracing
- Modelling clay
- Small objects for gluing (e.g., dry cereal, cotton balls, dry pasta)

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

KINDERGARTEN

K

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 use familiar words to describe ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Gallery Walk and Discussion

Students participate in a Gallery Walk. Give them specific items to look for (e.g., shapes, lines, colours, numbers, characters). Following the Gallery Walk, students discuss what they observed and describe the items using familiar words.

Adding Familiar Words

After completing a class mural or a personal illustration, students describe the completed work in five familiar words. Add these words to the class mural or personal illustration.

Greeting Cards

Students prepare a card for Mother's Day or Father's Day and copy "*Ich hab dich lieb.*" Have them describe one thing they like about their mom or dad and add that key word to the card.

Show and Tell

Students participate in a show and tell activity for which they bring an object from home and prepare three statements about the object to share with classmates. Make sure to repeat vocabulary and sentence structures so that these become second nature to students.

Enhance Artistry

Students will be able to:

4.2.4 use familiar words to describe ideas. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use familiar words to describe ideas?

 Self-Assessment Rating Scale

Create a simple, 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 familiar words to describe ideas (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use familiar words to describe ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Checklist with picture clues for the Gallery Walk activity

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

4.2 Enhance and Improve

Enhance Presentation

Students will be able to:

4.2.5 use visuals to express ideas, feelings, and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Picture Books

Model how to create a wordless picture book. Students may work on their own, in pairs, or in small groups to create similar picture books.

My Favourite Part

Students listen to stories, poems, or songs. After a discussion, they illustrate their favourite parts. Students create “anthologies” to send home for family enjoyment.

Extension: Students create a mural of a favourite book.

Classroom Signs

Provide students with blank paper. With guidance, students create signs for each centre in the classroom. Help them create labels for important features of the centres. They practise reading the signs and prepare a guided tour of the classroom for potential visitors. Each student also maintains a personal checklist of the learning centres visited.

Photo Album

Take photographs of classroom experiences and display them on a classroom bulletin board. Students discuss the photographs to decide on appropriate labels. Write the labels and post them with the photographs.

Alternative Activity: Take photographs of students posing and expressing different feelings and then create a “Feelings” booklet.

Greeting Cards

Students make cards for special occasions. Provide students with samples and/or partially completed cards. Discuss the artistry of the cards and the ideas, feelings, and information that are expressed in the graphics.

Telling a Story with Visual Support

Tell a story using an overhead projector or by drawing the story on the board.

Enhance Presentation*Students will be able to:***4.2.5** use visuals to express ideas, feelings, and information. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use visuals to express ideas, feelings, 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 whether students are able to use visuals to express ideas, feelings, and information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use visuals to express ideas, feelings, and information. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- Wordless picture books
- Camera and photographs

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

Grammar and Usage

Students will be able to:

4.3.1 check for completeness of work, with guidance.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Talking in Complete Sentences**

Invite students to talk about common experiences, stories, or information being studied. They compose their simple messages orally before the teacher scribes them. Encourage students to speak in full sentences, use proper intonation, use proper gender, and attempt to use the proper singular or plural form of nouns.

Story Writing

Scribe students' simple stories. Share the pen with the student during the scripting of each story. Emphasize and encourage the use of complete sentences in students' stories and check for complete sentences with students.

Rubric for completeness

Post a guide for completeness students can refer to when handing in work. For example,

- *der Name*
- *das Datum*
- *Hast du alles angemalt?*
- *Ist dein Bild fertig?*
- *Ist das deine beste Arbeit?*

Grammar and Usage*Students will be able to:***4.3.1** check for completeness of work, with guidance. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- check for complete sentences, with guidance?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students, with guidance, are able to check for complete sentences (see sample blackline master in Appendix E: Observation Checklist).

 Rubric

Collaboratively create a simple, outcome-based rubric with students. Use the rubric to evaluate how well students, with guidance, are able to check for complete sentences (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students, with guidance, are able to check for complete sentences. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

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

Spelling

Students will be able to:

4.3.2 connect sounds with letters.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Writing Centre**

Create a writing centre with a variety of:

- manipulatives (e.g., sponge letters, letter tiles or cards, cereal, macaroni)
- writing materials (e.g., markers, glitter, crayons, pencils, letter stamps, chalk and boards, paper)
- cards with capital and small letters for matching
- audio equipment (e.g., audio alphabet books)

Letter of the Week

Highlight a different letter every week. On flipcharts, show different pictures, drawings, and cut-outs of items that begin with that letter, and say the letter and the words associated with the pictures aloud with students. Include a bag of objects that correspond with each letter as well. Students can create an art project to connect with each letter.

Exploring Sound

Give students opportunities to explore sounds, letters, and words in talk, oral word play, songs, poetry, chants, rhymes, and daily reading activities. Have students look for letters from their name in other words.

Exploring Written Words

Students experiment in written expression (e.g., labelling objects, copying card greetings, printing notes with the help of the teacher or a buddy from a higher grade). Have students engage in writing activities. For example,

- alphabet booklets or letter booklets
- personal picture dictionaries

Phonemes

Students say a word and separate it into the consonants and discrete sounds or phonemes. They place a coloured block or marker down for each sound they hear in sound boxes labelled on sheets of paper.

Spelling

Students will be able to:

4.3.2 connect sounds with letters. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- connect sounds with letters?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to connect sounds with letters (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Ask students to describe how they connect sounds and letters. Discuss strategies for remembering the different sounds associated with letters.

 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 sounds with letters (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE RESOURCES

- Consonant and vowel cards

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

Capitalization and Punctuation

Students will be able to:

4.3.3 recognize some basic writing conventions.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Copying Your Name**

Students practise writing their own names by copying from cards. They also write their names by forming long snakes from modelling clay.

Name Puzzles

Create name puzzles by cutting the name tags apart and having students connect them.

Letter Masking

Provide students with a model of the alphabet in upper-case and lower-case letters. With sticky notes, students show their knowledge of the alphabet by masking the following:

- an upper-case letter
- a lower-case letter
- the first letter of their first name
- their favourite letter
- the first letter of the alphabet
- the last letter of the alphabet

Matching Upper and Lowercase Letters

Have students stand in a circle so everyone can see upper- and lower-case letters printed on cards set in the centre of the circle. As students march in a circle to music, pause the music and name a student. The student enters the circle and matches a lower-case and an upper-case letter. Continue this until all letters are removed.

Fun with Fonts

Print students' names in a variety of fonts and sizes and invite students to choose their favourite fonts and tell why they made their choices. Create personalized letterhead with students' names in their favourite fonts and use it on notepaper to communicate with their families.

Capitalization and Punctuation

Students will be able to:

4.3.3 recognize some basic writing conventions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize some basic writing conventions?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize some basic writing conventions (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 recognize some basic writing conventions (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE RESOURCES

- Modelling clay
- Sticky notes

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

Share Ideas and Information

Students will be able to:

4.4.1 use illustrations and other materials to share information and ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Class Books**

Students prepare picture books, individually or as a class, on a variety of topics.

Picture Charades

Students take turns drawing a verb, event, action, and so on. Other students must guess the word being drawn. Choose words on a related topic.

Alternative Activity: Have students use modelling clay to represent words and ideas.

Show and Tell

Students bring in items of interest or personal collections for show and tell. Have them bring pictures, brochures, and books when discussing topics (e.g., family vacation, hobbies, favourite books).

All about Collages

Have students create collages based on what they have learned about a particular topic (e.g., health, plants, animals, German culture). Encourage students to express things they have learned in the pictures used.

Share Ideas and Information

Students will be able to:

4.4.1 use illustrations and other materials to share information and ideas. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use illustrations and other materials to share information and ideas?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use illustrations and other materials to share information and ideas (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Anecdotal Notes

Observe as students share both formally and informally in small or large groups. Record students' topics of interest and preferred modes of sharing, and observe students' developing communication and presentation skills in a variety of contexts. Note the extent to which students are able to use illustrations and other materials to share information and ideas. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Modelling clay
- Magazines

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

Effective Oral and Visual Communication

Students will be able to:

4.4.2 express and represent ideas through various media and forms.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Expressive Artwork “*Basteltisch*”

Students use fabric, modelling clay, and other media to form a picture based on a text or theme.

Class Drawing

The class illustrates a story using overhead acetate paper. Each student can take a part or sequence. Later, they present it to another class.

Video Recordings

Record on video the class reciting a poem or singing songs. Class members take turns bringing the video home to share it with their families.

Role-Plays and Puppet Shows

Students role-play or use puppets to present a familiar story, poem, or song. These can also be videotaped and class members can take turns bringing the video home.

Class Mural

Students make a mural on topics studied in class.

Effective Oral and Visual Communication

Students will be able to:

4.4.2 express and represent ideas through various media and forms. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- express and represent ideas through various media and forms?

 Rubric

Collaboratively create a simple, outcome-based rubric with students. Use the rubric to evaluate how well students are able to express and represent ideas through various media and forms (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 express and represent ideas through various media and forms. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-Assessment Rating Scale

Create a simple, 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 express and represent ideas through various media and forms (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

SAMPLE RESOURCES

- Video recording equipment
- Puppets

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 active listening and viewing behaviours.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Classroom Poster**

Post active listening expectations and behaviours in the classroom as a reminder for students.

Stop, bitte!





Zuhören, bitte!



Aufpassen, bitte!

**Brainstorming**

Lead students in a brainstorm of what attentive listening and viewing looks like/sounds like. Note students' responses and make a class chart. This chart becomes a reminder of criteria for attentive listening and viewing for classroom activities. Revisit the chart frequently with students.

Wir hören zu und passen auf!	
<p><i>Wie passe ich auf?</i></p> 	<p><i>Wie höre ich zu?</i></p> 
<p><i>Ich schaue auf den Sprecher.</i></p> <p><i>Ich bin ruhig.</i></p> <p><i>Ich versuche alles zu verstehen.</i></p>	<p><i>Ich höre auf den Sprecher.</i></p> <p><i>Ich bin ruhig.</i></p> <p><i>Ich versuche alles zu verstehen.</i></p>

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate active listening and viewing behaviours. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate active listening and viewing behaviours?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate active listening and viewing behaviours. 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 whether students are able to demonstrate active listening and viewing behaviours (see sample blackline master in Appendix E: Observation Checklist).

 Conferences

Discuss students' active listening and viewing behaviours and identify goals for improvement of active listening and viewing skills and strategies, as necessary.

SAMPLE RESOURCES

- Active listening poster

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

5.1 Develop and Celebrate Community

Share and Compare Responses

Students will be able to:

5.1.1 represent and draw stories about self and family.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Self-Portraits

Students draw self-portraits at the beginning and end of the school year. The portraits are dated and placed in student portfolios.

My Family Trip

Students, with assistance, create wordless books that record, in sequence, events of a personal or family activity (e.g., birthday party, trip to the zoo, visiting a grandparent, family vacation).

Extension: Students bring in personal photographs and prepare a personal timeline.

Picture Books

Students prepare a series of drawings that tell about themselves or their families. They use the drawings to create picture books for presentation to the class. Teachers, volunteers, or older buddies scribe for students. Topics for the picture books may include:

Das bin ich!

– *mein Zimmer*

– *mein Spielzeug*

– *mein Lieblingstier*

– *mein Lieblingsspiel*

Meine Familie

– *unser Haus*

– *was wir gerne machen*

– *was wir gerne essen*

– *wir feiern Geburtstag*

Share and Compare Responses

Students will be able to:

5.1.1 represent and draw stories about self and family. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- represent and draw about self and family?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to represent and draw about self and family (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 represent and draw about self and family (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Rating Scale

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to represent and draw about self and family (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE RESOURCES

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

5.1 Develop and Celebrate Community

Relate Texts to Culture

Students will be able to:

5.1.2 listen actively to stories and demonstrate curiosity.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Storytime Q and A

Read stories that have been translated into German (e.g., Eric Carle). Students view the illustrations and come up with questions about the characters, story, and illustrations.

Cultural Stories

Students listen to culturally related stories (e.g., St. Nicholas, Easter). Lead students in a discussion about similarities and differences in celebrations at home and in the stories.

Guest Storyteller

Invite a German storyteller or author to read a story and tell about his or her writing experiences. Encourage students to ask the guest questions about the story. (This is an excellent activity for ‘I love to read’ week.)

Story Variety

Students experience a variety of stories that address issues. For example,

- portraying different cultures in a positive way
- portraying the elderly as interesting and empathetic
- portraying males and females in traditional and non-traditional occupations
- portraying different families

Relate Texts to Culture*Students will be able to:***5.1.2** listen actively to stories and demonstrate curiosity. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- listen actively to stories, and demonstrate curiosity?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to listen actively to stories, and demonstrate curiosity (see sample blackline master in Appendix E: Checklist and Comments 1 or 2). Consider including the following criteria:

- shows interest in the presentation or story
- displays appropriate body language
- responds to the speaker with appropriate facial expression
- asks appropriate questions

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen actively to stories and demonstrate curiosity. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Engage students in informal discussions based on information presented to determine the effectiveness of their listening skills and their levels of curiosity about the stories read.

 Learning Logs

Students respond to texts that have been read to them. To demonstrate that they have actively listened to the story, have students:

- represent aspects of the story's plot or characters
- show how they felt about the story or represent a sequel to the story

SAMPLE RESOURCES

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

5.1 Develop and Celebrate Community

Appreciate Diversity

Students will be able to:

5.1.3 connect aspects of stories to personal feelings and experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Personal Responses to Stories

Assist students daily in responding to texts and memorable experiences in a variety of ways (e.g., drawing, painting, acting, speaking, singing, modelling). Students share their responses with partners or groups focusing on how the story made them feel and what the story reminded them of.

Extension: Students listen to a story and then make connections between the story and their own personal experiences.

Memory Box

Students collect objects related to a field trip, special occasion, or favourite book. They place the objects into a shoebox labelled “Memory Box.” Label objects as a class activity that involves reading and writing. Students share their memory boxes with partners or groups. As students talk about their memory boxes, encourage them to remember the names of the objects in German and to make connections between the objects and their own personal experiences.

Appreciate Diversity*Students will be able to:***5.1.3** connect aspects of stories to personal feelings and experiences. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- connect aspects of stories to personal feelings and experiences?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to connect aspects of stories to personal feelings and experiences (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 connect aspects of stories to personal feelings and experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Discuss the characters in stories with students and ask probing questions to determine whether students can relate aspects of the stories to their own experiences.

SAMPLE RESOURCES

- Shoeboxes to be used as memory boxes
- Supplies such as paints, modelling clay, crayons

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

5.1 Develop and Celebrate Community

Celebrate Special Occasions

Students will be able to:

5.1.4 contribute to group stories using rhymes, rhythms, symbols, pictures, and drama to create and celebrate.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Christmas

Students prepare for a visit from St. Nicholas by preparing a mini-performance for him or drawing pictures for him. These drawings can be delivered to a higher grade whose class members send return letters from St. Nicholas (or “der Weihnachtsmann”).

Easter

Students participate in creating an *Osterbaum* for Easter. Bring in a sturdy branch and have students create small objects or pictures of Easter symbols to tie to the “tree.”

Birthdays

To celebrate birthdays, each student makes a card and sings a birthday song. For example,

Zum Geburtstag viel Glück

Zum Geburtstag viel Glück

Langes Leben und Gesundheit

Zum Geburtstag viel Glück! To the tune of “Happy Birthday”.

Followed by:

Wie alt bist du heut’/heute? (4 times to the tune of “Happy Birthday”)

Then children ask:

Bist du eins? (Children clap once.)

Bist du zwei? (Children clap twice, etc. Sing until age of child is reached.)

Student of the Week: “Wunderkind”

Each week, a different student is chosen to be the Student of the Week. Each student says something special about the student and the comments are scribed by the teacher. Each student creates a portrait of the individual and sentences are written underneath. These are made into a book and the book can then be presented to the student.

Class Choice

Students decide how they would like to represent a cultural celebration (e.g., photo display, individual illustrations, group mural, video, models, wordless picture book, sequence of illustrations).

Celebrate Special Occasions

Students will be able to:

- 5.1.4** contribute to group stories using rhymes, rhythms, symbols, pictures, and drama to create and celebrate. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- contribute to group experiences to create and celebrate?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to contribute to group experiences to create and celebrate. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences/Self-Assessment Rating Scale

Discuss students' contributions to group experiences related to the celebrations. Create a simple, outcome-based self-assessment rating scale and help students use the rating scale to evaluate how well they are able to contribute to group experiences to create and celebrate (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

SAMPLE RESOURCES

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

5.2 Encourage, Support, and Work with Others

Co-operate with Others

Students will be able to:

5.2.1 participate in group activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Cooperative Learning Centres

Provide students with a variety of learning centres in which they work cooperatively in an unstructured group setting. Encourage students to share, take turns, and help one another to make the centres an enjoyable and productive aspect of the learning environment. Centres may include a sand table, water centre, toy centre, dress-up box, language centre, and construction centre.

Cooperative Games

Students play games (e.g., parachute games, board games) where cooperation is valued and necessary for the successful completion of the game. Model the use of encouraging and team-building language in German.

Alternative Activity: Students build a structure as a class by taking turns adding a block of their choice.

Discussing Cooperative Play

Explain to students what “cooperative” means. Discuss examples of cooperative play from students’ experiences.

Extension: Students brainstorm what cooperative play looks and sounds like. Record student responses and create a chart that is posted in the classroom.

Partner Collages

Working with partners, students cut out pictures from newspapers and magazines related to a theme or concept. They cooperatively plan and create a collage. The pair tells what they tried to show in their collage and how they worked together.

Learning how to take turns

Explain the importance of taking turns (e.g., student of the day gets special privileges).

Dance

Students dance in pairs and change partners after a set time.

Cooperate with Others

Students will be able to:

5.2.1 participate in group activities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- participate 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 whether students are able to participate in group 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 participate in group activities. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Discuss cooperative group activities with students and have them reflect on turn-taking, waiting for others to finish, sharing materials, making encouraging comments, and showing support in different ways as they work together.

 Peer-Assessment Checklist

With students, collaboratively create a simple, outcome-based peer-assessment checklist. Assist students as they use the checklist to determine whether their peers are able to participate in group activities (see sample blackline master in Appendix E: Peer-Assessment Checklist).

SAMPLE RESOURCES

- A variety of cooperative games (e.g., board games)
- Newspapers and magazines

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

5.2 Encourage, Support, and Work with Others

Work in Groups

Students will be able to:

5.2.2 demonstrate attentiveness in group activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Show and Tell

Students practise active listening skills, turn-taking, and asking questions during show-and-tell activities. Encourage students to ask appropriate questions of each presenter or tell him or her what they found most interesting about the presentation.

Partner Recall

Assign a topic and have the class break into pairs and take turns sharing their ideas with a partner. Each student tries to recall and share his or her partners' ideas with the rest of the class.

Positive Feedback

During group presentations or activities, students learn to share ideas, accept ideas, and provide positive and constructive feedback. Encourage students to listen carefully to the presentations of other groups or of other members of their own groups. Have them think of one positive thing to say about each presentation.

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- demonstrate attentiveness 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 whether students are able to demonstrate attentiveness in group 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 demonstrate attentiveness in group activities and record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

(continued)

Work in Groups*Students will be able to:***5.2.2** demonstrate attentiveness in group activities. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Self-Assessment Checklist**

After working in a small or large group, have students complete a self-assessment checklist using picture cues. For example,

1.



2.



3.



4.



5.



6.

**SAMPLE RESOURCES**

Students will listen, speak, read, write, view, and represent in German 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 recognize variations in language use in a school context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Formal and Informal Greetings

Explain that we call our friends by their first names and adults with *Herr* or *Frau*. Students role-play meeting different people. They are given a picture of a person (e.g. the principal, another teacher, the secretary, or other class members) and must decide how to greet each other or what phrase to use. For example,

- *Guten Tag, Karl, wie geht es dir?* Or *Guten Tag, Frau/HerrWie geht es Ihnen?*

Be sure to model the correct response: *Es geht mir gut, danke.*

Extension: Students role-play greeting each other as adults, children, or characters in a story.

Correcting Inappropriate Language

When inappropriate language has been used, discuss alternative ways of communicating that are more acceptable. Students talk about other variations or other languages spoken in their home or with family members.

Variations of German Expressions or Dialects

Discuss variations in language used in the home as they come up in class or when focusing on standard greetings and expressions of good-bye (e.g., *Grüß Gott, Servus, Guten Tag, Hallo, Tschüss, Bis bald, Bis morgen, Aufwiedersehen*, etc.).

Use Language to Show Respect

Students will be able to:

5.2.3 recognize variations in language use in a school context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize variations in language use?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize variations in language use (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 recognize variations in language use. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- Pictures of different people (e.g., principal, adults, children)

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

5.2 Encourage, Support, and Work with Others

Evaluate Group Process

Students will be able to:

5.2.4 help others and ask others for help.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Classroom Chores and Routines

Encourage students to participate actively in the daily routines that are necessary to the maintenance of an orderly learning environment. Help them learn to do their part in activities (e.g., clean-up times that are made more enjoyable when students are asked to):

- put away a specified number of things to encourage counting objects
- put away things by colour or shape
- work in small groups
- clean up to music and freeze when the music stops

Extension: Have students take turns leading the clean-up by choosing the variation to be used for the day and explaining it to the class. Through these activities, students learn that everyone is important and has a job in a classroom community.

Sharing and Helping

Implement a system for sharing materials that reinforces helping and cooperative behaviours, as well as emphasizing the positive aspects of working with others.

Extension: Make a class poster where students can check off when they helped out. Make this activity a daily self-assessment activity.

Helpful Phrases

Model key phrases for students to offer help and ask for help. For example,

Bitte, danke.

Kann ich dir helfen? Kannst du mir bitte helfen?

Extension: Post a language ladder with pictures to trigger key phrases or acts.

Group Work

During classroom activities (e.g., daily classroom routines, group art activities, centre activities, drama activities), students help others and seek assistance from group members. During a cooperative learning activity, each student is given a task and cooperates to achieve the group goal.

Evaluate Group Process*Students will be able to:***5.2.4** help others and ask others for help. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- help others and ask others for help?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to help others and ask others for help (see sample blackline master in Appendix E: Observation Checklist). Consider including the following criteria:

- identifies ways to help others
- uses supportive, encouraging language with peers
- works as a contributing member of large groups
- asks others for help

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to help others and ask others for help. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Discuss students' group interactions and elicit other ways of working effectively as members of a group.

 Self-Assessment

Implement a student daily self-assessment in which, at the end of the day, they check off on a class poster if they helped other students.

SAMPLE RESOURCES

Students will use German 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** listen to, identify, and produce basic sounds of the language; connect sounds appropriately to all letters including *ä, ö, ü, ß*.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Flash Cards**

Hold up a flash card of a very simple picture and word and say the word while emphasizing the sound of the first letter. Demonstrate how to print the initial letter on chart paper and display the chart paper in class. Wherever possible, use pictorial cues on flash cards.

Extension: Say a word and have students volunteer to point to the symbol of the initial sound of that word.

Pictures and Sounds

Students are shown pictures from which they identify the objects. As students say each word, ask them to repeat and identify the sound of the first letter. Students are then asked to identify the name of the letter and to attach the object picture to a chart paper labelled with that letter.

Initial Sounds

After brainstorming simple classroom words with the same initial sounds, students select three of these words to illustrate. Students draw these three pictures, and then show the pictures to the teacher or a partner, saying the names of the pictures. They then copy the letter of the initial sound onto the pictures.

Extension: When a student is Student of the Week, assist the class to brainstorm simple words that have the same initial sound found in the student's name.

Songs and Poems

After singing a song or reading a poem, ask students what sounds they hear in a specific word from the song or poem. Assist students in identifying and labelling the sound symbol.

Sound–Symbol System*Students will be able to:*

- 6.1.1** listen to, identify produce basic sounds of the language; connect sounds appropriately to all letters including *ä, ö, ü, ß*. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- listen to, identify and begin to produce basic sounds of the German language?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen to, identify, and begin to produce basic sounds of the German language. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Conferences

Meet with individual students to assess their ability to listen to, identify, and produce basic sounds of the German language. Ask students to produce initial and final sounds heard in words.

 Quiz

Quiz students orally by having them identify and produce basic sounds of the German language.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Vocabulary

Students will be able to:

- 6.1.2** repeat and recognize basic vocabulary and expressions used in the immediate environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Body Parts

After singing “*Kopf und Schultern*,” students identify body parts out of sequence.

Extension: While studying body parts, give students a sling or bandage and ask, “*Was tut dir weh?*” Students respond by saying, “*Der Kopf tut mir weh.*”

Prepositions

Use hand signals or locations to prompt and support students in recognizing prepositions (e.g., *über, unter, zwischen, in, auf, hinter, vor, bei*). Students watch the signals and repeat after the teacher.

Calendar Vocabulary

On a daily basis, students use the classroom calendar to practise vocabulary (e.g., numbers, expressions for date, names of the days, weather vocabulary).

Basic Vocabulary

Students recognize classroom objects, colours, clothing, animals, etc.

Lexicon

Students will be able to:

- 6.1.2** repeat and recognize basic vocabulary and expressions used in the immediate environment. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- repeat and recognize basic vocabulary and expressions used in daily situations 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 whether students are able to repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment (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 repeat and recognize basic vocabulary and expressions used in daily situations in the immediate environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Classroom calendar

Students will use German 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:

- *sein & haben* (1st, 2nd, and 3rd person singular, present tense)
- *dürfen, können* (1st person singular, present tense)
- correct definite nominative articles of familiar nouns

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.

Gender

Review the ideas of singular and plural, male and female, and neuter nouns. Begin with using persons, such as *Frau, Mann, Vater, Mutter, Junge, Mädchen*. Use examples from objects found around the class. Teach definite nominative article in conjunction with the noun.

Verbs

Choose simple verbs associated with a theme currently being studied (e.g., animal movements). Have students repeat after you and do the actions (e.g., “*Ein Hase hüpf.*” “*Die Hasen hüpfen.*” “*Der Hund bellt. Die Hunde bellen. Der Hahn kräht.*”).

Alternatively, have students repeat and do actions used in the classroom (*Ich singe. Wir singen. Ich male ein Bild. Wir malen ein Bild.*).

Pronouns

Have students create simple skipping songs or action songs, using personal nominative pronouns (e.g., *ich, du, wir*).

Grammatical Elements*Students will be able to:***6.1.3** use, in **modeled** situations, the following grammatical elements: *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use, in modelled and structured situations, the specific grammatical elements?

 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, the specific grammatical elements. 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 whether students are able to use, in modelled and structured situations, the specific grammatical elements (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

SAMPLE RESOURCES

Students will use German 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 imitate simple, basic German mechanical features.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Word Ordering**

Create several cards with nouns/subjects, verbs, and prepositional phrases (e.g., “*in der Schule*,” “*auf dem Spielplatz*”) based on a topic covered by the class (e.g., in the community, the weather). Choose one of each type of card and read them aloud separately. Work with students to order the words in a way that makes sense.

Sentence Patterns

Supply students with a sentence pattern related to a topic covered by the class (e.g., *Meine Familie*, *Das bin ich*). Ask students to come up with new sentences based on the pattern provided. After students have thought of ten, change the sentence pattern and start the activity again.

Meine Schwester heißt ..., mein Bruder heißt....

Ich esse gern Nudeln, ich spiele gern ... , ich ... gern

Basic questions and phrases

Encourage the use of phrases, such as:

Darf ich bitte kurz auf die Toilette?

Darf ich jetzt spielen?

Können Sie mir bitte helfen?

Create songs or rhymes that the students repeat to announce an activity.

Mechanical Features

Students will be able to:

6.1.4 imitate basic mechanical features. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- imitate basic mechanical features?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to imitate basic mechanical features (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 imitate basic mechanical features. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

- Cards with nouns/subjects, verbs, and prepositional phrases

General Outcome

6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.1 Linguistic Elements

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Specific Outcome

Discourse Features

Students will be able to:

6.1.5 imitate simple, basic discourse features in oral interactions in the classroom.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Simple Phrases

Learn purposeful terms in context, such as the following:

Pass auf!

Vorsicht!

Langsam, bitte.

Alle zusammen.

Darf ich?

Ich möchte

Hallo!

Discourse Features

Students will be able to:

- 6.1.5** imitate simple, basic discourse features in oral interactions in the classroom.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- imitate simple, basic discourse features in oral interactions in the immediate learning environment?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to imitate simple, basic discourse features in oral interactions in the immediate learning environment (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 imitate simple, basic discourse features in oral interactions in the immediate learning environment. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 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 imitate simple, basic discourse features in oral interactions in the immediate learning environment (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE RESOURCES

- Toy telephones

Students will use German 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 simple oral sentences in a classroom environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Routine Teacher Instructions

Students listen and respond to routine words and phrases (e.g., routine instructions and greetings).

Extension: Use body language together with commands (e.g., *aufstehen bitte*, *hinsetzen bitte*, *ruhig sein*, *bitte*, *aufräumen bitte*, etc.). Students respond appropriately.

Calendar Routine

Once the commands are modelled and known, students take turns being teacher and lead the calendar routine, asking questions.

Simon Says “Simon sagt”

Students play Simon Says with simple, routine commands. They take turns leading the game.

Alternate activity in gym: Give a series of commands (e.g., *Wir machen uns klein/rund/groß/schwer*, *wir tanzen*, *wir schwimmen*).

Chants

Teach the students simple verses or songs for transition times. For example,

Erst waschen wir

Dann trocknen wir

Dann sitzen wir

Jetzt essen wir

Listening

Students will be able to:

- 6.2.1** listen to and understand simple oral sentences in a classroom environment.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- listen to and understand simple oral sentences in a classroom environment?

 Anecdotal Notes

Observe students' responses to basic routine questions and commands. Does the student demonstrate complete understanding or partial understanding? Comment on the student's ability to transfer comprehension of key words to new situations.

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to listen and respond to basic phrases in the learning environment. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- Classroom calendar

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Speaking

Students will be able to:

6.2.2 repeat and create simple oral phrases in the classroom environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Surprise Bag

Introduce a surprise bag with objects. Present the objects from the surprise bag for students to view, name each object, and repeat the name. Once they are familiar with the names of the objects, divide students into teams to play a game. Students score a point for their team every time they can name one of the objects from the surprise bag.

Telephone

Students play *Telefon*. One student picks a word or phrase and whispers it into the ear of another student. The phrase is passed along the line of students. The last person states the phrase he or she heard.

Pattern Stories

Read pattern stories and have students repeat key phrases.

Survival Words and Phrases

Students learn basic survival words and phrases at a rate of one or two per week to use in German in the classroom. They repeat these phrases as they enter or exit the classroom before lunch. Record these phrases and post them in the classroom with accompanying symbols or pictures for student reference.

Learning New Vocabulary

The students work with new vocabulary. Students drill and read words and phrases. Wherever possible, pictures are included. These words or phrases may be put into booklets for at-home reading.



Specific Outcome	Speaking <i>Students will be able to:</i> 6.2.2 repeat and create simple oral phrases in the classroom environment. <i>(continued)</i>
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SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- repeat and create simple, patterned oral phrases in the classroom environment?

Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to repeat and create simple, patterned oral phrases in the learning environment.

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 repeat and create simple, patterned oral phrases in the learning environment (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to repeat and create simple, patterned oral phrases in the learning environment. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- Surprise bag and various objects

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Reading

Students will be able to:

6.2.3 recognize letters and their corresponding sounds; recognize some familiar words.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Identify Words with an Initial Letter**

Give students a picture with labelled items that begin with a specific letter. As students say each word, ask if they hear the specific letter sound. Later, provide pictures with words that have different initial letters and have students circle the pictures of objects that have a particular initial letter. Eventually, children create an *ABC Buch* in which they practise printing and illustrating initial letters.

Name Cards

Students look for their name cards when entering the class. Initially, the name cards are kept in the same position. Once students become familiar with their names, the cards are switched around.

Classroom Labels

Label objects in the room and post visuals and print for vocabulary used every day to focus students' attention.

Letter of the Day

When presenting the letter or sound of the day, display a tongue twister based on that sound. Read it and ask students to first listen for the sound most frequently repeated and then point to the letter they think is producing the sound (e.g., *Fritz fährt flink mit dem Fahrrad*).

Songs and Poems

- The students sing the alphabet in German.
- The students sing songs that are printed on chart paper using balanced literacy concepts. Sentences and vocabulary are printed on sentence strips and read from a pocket chart. Some words are illustrated.
- Print songs and poems on sentence strips or chart paper. These are displayed and students find the words.
- The students are introduced to the sounds and symbols through nonsense poems.

Reading

Students will be able to:

- 6.2.3** recognize letters and their corresponding sounds; recognize some familiar words.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize some letters of the alphabet?
- read their own name?
- read simple words?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize some letters. Does the student show recognition of letters and sounds during group time?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to recognize some letters.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Writing

Students will be able to:

6.2.4 write upper- and lower-case letters; copy words.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Alphabet Pictures

Give students pictures of things that begin with different letters of the alphabet. As students say each word, note the initial letter. On a lined space beside an object, students write the letter.

Printing Books

Students trace letters in printing books. A word using each letter is copied.

Greeting Cards

Students copy greetings in cards for different holidays.

Booklets

Students make individual and/or class booklets by copying text and creating their own illustrations. For example,

Ich mag...

Ich sehe...

Im Winter...

Stencils

Cut letter stencils out of cardstock. Students can use the stencils for tracing and art projects.

Writing Centre

Create a writing centre where students use different media and materials to copy letters.

Fine Motor Skills Practice

Engage students in daily fine motor activities (e.g., embroidery with plastic needles, modelling clay, forming strokes with different media, forming tactile letters).

Magnetic Letters

Provide students with magnetic letters and cookie sheets for alphabet practice.

Writing*Students will be able to:***6.2.4** write upper- and lower-case letters; copy words. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- copy letters?
- copy words?
- print her or his name using upper and lower case?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to copy letters. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Quiz

Have students copy various letters covered during class time.

 Portfolios

With students, choose various items to include in their portfolios.

 Observation Checklist

Create a checklist based on Focus for Assessment. The list may include:

- right or left handed
- pencil grip
- letter uniformity

The observations are dated and context noted.

SAMPLE RESOURCES

Students will use German 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 respond to familiar events and/or representations in the classroom context.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Personal Responses**

After viewing a media presentation, students can provide personal responses by:

- painting pictures
- presenting puppet shows
- creating dances
- making dioramas

Cultural Presentations

Invite cultural presentations into the classroom (e.g., musicians, singers, and dancers). Students respond in a variety of ways (e.g., drawing their favourite part).

Field Trip Gallery

After a field trip, create a picture gallery showing the highlights of the trip and any items collected during the trip. Discuss the gallery with students (e.g., what they liked best, what the pictures remind them of, or a feeling that a picture evokes).

Viewing

Students will be able to:

6.2.5 view and respond to familiar events and/or representations in the classroom context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- view and respond to familiar events/or and representations in the classroom context?

 Observation Checklist

Create a checklist based on attentive viewing skills. Does the student listen, watch, and sit still?

 Portfolios

Work with students to prepare a portfolio of their work, displaying responses to viewing activities.

 Anecdotal Notes

Observe students' oral responses after a viewing activity. Does the student require prompting? Does the student follow what others say or make his or her own observations?

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Representing

Students will be able to:

6.2.6 imitate and/or create simple representations of familiar ideas, events, and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Pictures

Students create pictures that represent family, events, and student involvement in various activities (e.g., students draw pictures of field trips).

Extension: Students create a collage or simple picture booklet on feelings, colours, or numbers.

Clay Characters

Using modelling clay, students create sculptures of characters from a text.

Role-Plays

Students act out their favourite parts of a story.

Class Wall Mural

Students create a wall mural representing familiar events (e.g., the seasons, a holiday, a school event). They copy a word from the wall to label their representation.

Scrapbooks

Students maintain a special event scrapbook in which they illustrate special school events (e.g., first day of school, Halloween, Thanksgiving, Remembrance Day assembly).

Recall

After hearing a text selection, students illustrate two things they recall from the text.

Journal Writing

Students keep a journal in which they draw pictures and eventually write words or simple sentences.

Representing

Students will be able to:

- 6.2.6** imitate and/or create simple representations of familiar ideas, events, and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- imitate and create simple representations of familiar ideas, events, and information?

 Rubric

Collaboratively create a simple outcome-based rubric with students. Use the rubric to evaluate how well students are able to imitate and create simple representations of familiar ideas, events, and information.

 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 imitate and create simple representations of familiar ideas, events, and information.

SAMPLE RESOURCES

- Pre-made field trip booklets
- Class set of scrapbooks
- Modelling clay

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Register

Students will be able to:

6.3.1 speak at a volume appropriate to classroom situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Inside and Outside Voices

Lead students in a discussion of appropriate voices for inside and outside. They learn words associated with appropriate volume and respond appropriately. For example, create a scale for voice levels and point to it.

Wie laut? Wie ruhig?

5 emergency	<i>im Notfall</i>
4 outside	<i>draußen</i>
5 conversation	<i>normal sprchen.</i>
2 whisper	<i>flüstern</i>
1 no talking	<i>ganz still</i>

Quiet Spaces

Lead students in a brainstorm of locations in the school that require quiet voices (e.g., *in der Bibliothek, im Klassenzimmer*). Other places in and around the school where louder voices can be used would include *in der Turnhalle, auf dem Schulhof, auf dem Spielplatz*.

Extension: Discuss classroom times during which quiet voices are required.

Register

Students will be able to:

6.3.1 speak at a volume appropriate to classroom situations. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- speak at a volume appropriate to classroom situations?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to speak at a volume appropriate to classroom situations. Look for and note evidence that students are able to:

- understand appropriate volume for a variety of classroom situations
- use appropriate volume when speaking in a variety of situations
- demonstrate a willingness to use appropriate volume when speaking

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to speak at a volume appropriate to classroom situations. Offer feedback, encouragement, and praise as needed.

General Outcome

6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.3 Sociocultural/
Sociolinguistic
Elements

KINDERGARTEN

K

Specific
Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 imitate age-appropriate idiomatic expressions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Idiomatic Expressions

Model the use of age-appropriate idiomatic expressions at appropriate times throughout the year. Encourage students to repeat and use these expressions accordingly.

Use expressions of praise such as *Prima! Wunderbar! Gut gemacht!*

Idiomatic Expressions*Students will be able to:***6.3.2** imitate age-appropriate idiomatic expressions. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- imitate age-appropriate idiomatic expressions?

 Anecdotal Notes

Note the extent to which students are able to imitate age-appropriate idiomatic expressions. Record anecdotal notes. Look for and note evidence that students are able to:

- attentively listen and observe teacher modelling of expressions
- imitate expressions
- use basic expressions appropriately in the classroom

 Observation Checklist

Create a checklist based on age-appropriate idiomatic expressions. Does the student listen, imitate, and use basic expressions appropriately?

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.3 Sociocultural/
Sociolinguistic
Elements

Variations in Language

Students will be able to:

6.3.3 experience a variety of voices (e.g., male and female, young and old).

SAMPLE TEACHING AND LEARNING ACTIVITIES**Guest Speakers**

Invite a variety of guest speakers into the classroom to read to students and interact with them in German. Invite volunteer parents to read.

Audio Books

Older students prepare audio books for students to enjoy during learning centre time.

Listening Centre

Students listen to a variety of audio recordings of stories and songs at a listening centre.

Variations in Language*Students will be able to:***6.3.3** experience a variety of voices (e.g. male and female, young and old). *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- demonstrate active listening skills when experiencing a variety of voices?

 Anecdotal Notes

Observe students as they interact with a different speaker in an informal setting. Does the student respond to other students and adults in the building?

 Rubrics

Develop rubrics based on active listening skills demonstrated when experiencing a different voice in a structured situation (e.g., a speaker, presenter, etc.).

SAMPLE RESOURCES

- Guest speakers
- Audiotapes

Students will use German 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 imitate simple routine social interactions.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Role-play Centre**

Establish a role-playing centre for:

- ordering at a restaurant
- purchasing a something from a store
- visiting the dentist
- going to grandparents
- attending a friend's birthday
- calling a friend on the phone

Hello, Goodbye

Model simple routine social interactions (e.g., greeting and leave-taking). Students generate a chart of these phrases (e.g., *Guten Tag, Danke, Bitte, Auf Wiedersehen*). Students practise these interactions with their peers.

Social Conventions

Students will be able to:

6.3.4 imitate simple routine social interactions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- imitate simple routine social interactions?

 Anecdotal Notes

Make notes based on your observations of the student interacting with peers and adults in the building.

 Observation Checklists

Create checklists based on simple daily interactions (e.g., please, thank-you, greetings, farewells).

SAMPLE RESOURCES

- Items for role-playing centre (e.g., toy telephone, plastic juice bottles)

Students will use German 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 imitate some common non-verbal behaviours used in the German culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Common Non-verbal Behaviours

Demonstrate various non-verbal behaviours used in German culture. For example,

- shaking hands when people meet, leave, or are thanked
- standing when singing for another person

Have students imitate these behaviours.

Greetings and Goodbyes

Model simple routine social interactions (e.g., greeting and leave-taking). Students practise these interactions with their peers, using appropriate non-verbal behaviours (e.g., shaking hands).

Non-verbal Communication*Students will be able to:*

- 6.3.5** imitate some common non-verbal behaviours used in the German culture.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- imitate some common non-verbal behaviours used in German culture?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to imitate some common non-verbal behaviours used in German culture.

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Cognitive

Students will be able to:

6.4.1 use simple cognitive strategies, with guidance, to enhance language learning (e.g., listen attentively, do actions to match words of a song, story, or rhyme).

SAMPLE TEACHING AND LEARNING ACTIVITIES**Songs**

Teach students to sing songs in German to build vocabulary. Consider recording these songs and replaying them for students. Invite students to create actions to the song.

Extension: When vocabulary that has been learned in a song comes up in other contexts, draw students' attention to it.

Story Actions

Read a familiar story with numerous actions while students act out the events of the story.

Picture Dictionaries

Students create simple picture dictionaries for themselves to enhance language learning.



Specific Outcome	Cognitive <i>Students will be able to:</i> 6.4.1 use simple cognitive strategies, with guidance, to enhance language learning (e.g., listen attentively, do actions to match words of a song, story, or rhyme). <i>(continued)</i>
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SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple cognitive strategies, with guidance, to enhance language learning?

Anecdotal Notes

Note the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning. Record anecdotal notes.

Informal Observation

Make mental notes on the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Metacognitive

Students will be able to:

6.4.2 use simple metacognitive strategies, with guidance, to enhance language learning (e.g., reflect on learning tasks with the guidance of the teacher).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Learning Centre Log

Students maintain a log of learning centres. Each day, they check off centres in which they participated. Centres can be labelled using picture cues and print. Students also rate the centres from 1 to 5.

Portfolios

Students select pieces of their work that can be placed into a personal portfolio. Discuss their choice with them, and scribe their comments. These portfolios can be shared with parents at different times during the year.

Metacognitive

Students will be able to:

6.4.2 use simple metacognitive strategies, with guidance, to enhance language learning (e.g., reflect on learning tasks with the guidance of the teacher). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use simple metacognitive strategies, with guidance, to enhance language learning?

 Conferences

Meet on an individual basis with students to assess their skills in using simple metacognitive strategies to enhance learning. Students are asked to review samples of their work in their personal portfolios. Samples of work can be used for parent conferences.

SAMPLE RESOURCES

- Learning Logs

Students will use German 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 use simple social and affective strategies, with guidance, to enhance language learning (e.g., initiate or maintain interaction with others).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Sharing with Others

Have students share their work with each other or with students in another German class. Encourage students to respond appropriately to the presentations of their peers.

Group Work

Divide students into groups to work cooperatively on a project. Have students assign group roles and work together to complete the assignment.

Extension: Students are matched with buddies from upper grades to help with language learning. They interact with their older buddies in a variety of ways throughout the year.

Practise Teaching

Students are invited to bring their favourite stuffed animals to school. Each student takes a turn being the teacher to his or her stuffed animal and teaching it German phrases. Students can only speak in German to their stuffed animals.

Extension: Students take turns being the teacher during routine activities.

Social/Affective

Students will be able to:

- 6.4.3** use simple social and affective strategies, with guidance, to enhance language learning (e.g., initiate or maintain interaction with others). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- initiate interactions with students in the classroom?
- imitate interactions with people outside the classroom?

 Anecdotal Notes

Make notes based on your observations of how the students interact with others, indicating the phrases, tone, volume used, and context. Can the students imitate and express needs, approval, or disapproval?

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Interactive

Students will be able to:

6.5.1 use simple interactive strategies, with guidance (e.g., use words from their first language to get their meaning across, acknowledge being spoken to).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Matching Actions with Words

Model a variety of gestures associated with words in German to aid comprehension. Have students imitate these actions as they repeat the words and phrases. Act out sentences and words using these gestures to help students develop an understanding of the syntax patterns in German. Encourage students to use a variety of non-verbal clues to communicate (e.g., mime, pointing, gestures, and drawing pictures).

Extension: Encourage students to interpret meaning in a video in German without understanding all the words. Discuss the video after watching it.

Group Singing

Have students sing songs with actions to assist language learning.

Classroom Cues

Encourage students to use words and visual cues visible in the immediate environment to communicate in German.

Communicating Non-verbally

Students play a game where they go to a learning centre without speaking. They play for five minutes at the centre and during that time use only gestures to communicate with others. Following the activity, lead students in a discussion about what gestures they found useful and effective in communicating with others. Encourage students to draw a picture or act out words they do not know.

Peace Table

Two children having difficulties go to the Peace Table and discuss their problem, apologize to each other, and come back with a solution.

Interactive*Students will be able to:*

- 6.5.1** use simple interactive strategies, with guidance (e.g., use words from their first language to get their meaning across, acknowledge being spoken to). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use simple interactive strategies, with guidance?

 Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use simple interactive strategies, with guidance.

Consider including the following criteria:

- acts out words he or she does not know
- uses gestures to help convey meaning
- acknowledges being spoken to, using verbal and/or non-verbal cues to the speaker
- uses words from his or her first language to get his or her meaning across

 Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use simple interactive strategies, with guidance. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

- German video
- German action songs

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Interpretive

Students will be able to:

6.5.2 use simple interpretive strategies, with guidance (e.g., use gestures, intonation, and visual supports to aid comprehension).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Expressing Understanding

Teach students simple strategies (e.g., gestures, common verbal expressions in German, facial expressions, intonation, pointing to or drawing a desired object, mime) to indicate that they do not understand a given utterance.

Prediction

Encourage students to make predictions about what they will hear or read based on titles, pictures, and so on.

Objects, Illustrations, and Gestures

When teaching new vocabulary/concepts, use concrete objects, illustrations, and gestures as frequently as possible to support student learning. Encourage students to use objects, illustrations, and gestures when trying to convey meaning.

Extension: Students participate in concrete, authentic experiences as frequently as possible to reinforce vocabulary (e.g., cooking soup, making a fruit salad).

Listening for a Key Word

Students listen to a simple story read by the teacher. They are asked to focus on a key word throughout the text. Read the text again, pausing before the key word so that students supply the word.

Interpretive

Students will be able to:

6.5.2 use simple interpretive strategies, with guidance (e.g., use gestures, intonation, and visual supports to aid comprehension). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use simple interpretative strategies, with guidance?

 Observation Checklist

Generate a checklist of simple interpretive strategies that may include:

- uses simple gestures and intonation to aid comprehension
- uses simple strategies and visual supports to aid comprehension.

The dates and context of the observations are noted.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Productive

Students will be able to:

6.5.3 use simple productive strategies, with guidance (e.g., mimic what the teacher says, use non-verbal means to communicate).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Essential Phrases

After teaching students essential phrases (e.g., I need..., I want..., Can I...?), show them how to communicate their needs when the object or verb in German is unknown (e.g., acting, pointing to a picture, showing the object, drawing). Key words and phrases include:

When?	<i>Wann?</i>
Why?	<i>Warum?</i>
Where?	<i>Wo?</i>
May I?	<i>Darf ich?</i>
I don't want ...	<i>Ich will nicht!</i>
I don't need it ...	<i>Ich brauche das nicht!</i>
How?	<i>Wie?</i>
I like ...	<i>Ich mag das!</i>
Mine.	<i>Das ist meins!</i>

A Positive Environment

Create a “language rich” environment in the classroom by posting important words, expressions, etc. in a highly visible manner. Encourage students to refer to these words during their daily work. Possible cues include objects, verb cards, picture cues for daily routines, adjectives (colours, sizes, shapes).

Extension: Create and maintain a word wall that lists important vocabulary, cognates, and so on. Have students design cards or small posters reflecting the vocabulary or expressions of the theme being covered. Post these cards and posters around the classroom.

Mimicking the Teacher

Students learn rhymes, verses, and songs by mimicking the teacher.

Productive

Students will be able to:

6.5.3 use simple productive strategies, with guidance (e.g., mimic what the teacher says, use non-verbal means to communicate). *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- mimic what the teacher says?
- use simple non-verbal means to communicate?
- copy what others say?
- use words in the immediate environment?
- use familiar repetitive patterns from songs, stories, poems, or media?

Checklists

Generate a checklist of simple productive strategies that may include such things as:

- mimic what the teacher says
- use simple nonverbal means to communicate
- copy what others say
- use words in the immediate environment
- use familiar repetitive patterns from songs, stories, poems, or media.

The observations are dated and context is noted.

SAMPLE RESOURCES

- An assortment of pictures that illustrate daily routines
- Charts that illustrate colours, sizes, and shapes

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning (e.g., classify objects, ideas according to their attributes).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Beginning with the Letter ...

Post the alphabet with a picture of an item beginning with each letter. Pick a letter of the day and, as a class, students draw or cut out pictures that begin with that letter.

Extension: Students classify objects by placing them in a letter box based on their initial letters.

Memory Aids

Have students memorize songs, chants, poems, nursery rhymes, or small skits to help them remember critical vocabulary.

Encouraging Language Use

Before students leave the classroom, ensure that they say something in German to you. This is their ticket out of the classroom.

Making Connections

Model connections between words and concepts previously learned and new vocabulary and concepts.

Cognitive

Students will be able to:

- 6.6.1** use simple cognitive strategies to enhance general learning (e.g., classify objects, ideas according to their attributes). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use simple cognitive strategies to enhance general learning?

 Checklist and Comments

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use simple cognitive strategies to enhance general learning (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Conferences

Discuss with students the cognitive strategies used during an activity and whether or not they were helpful. Discuss which strategies worked best for each student and suggest new strategies to try in the future.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning (e.g., reflect on learning tasks with the guidance of the teacher).

SAMPLE TEACHING AND LEARNING ACTIVITIES

This week at school I learned_____.

Prepare a booklet *Diese Woche habe ich gelernt* in which students can illustrate an event, behaviour, or learned concept. On the back of the page, students can illustrate a behaviour they wish to initiate or perform. The booklets are taken home every Friday, shared with parents, signed, and returned Monday.

Parents and the teacher are encouraged to make comments.

Metacognitive*Students will be able to:*

- 6.6.2** use simple metacognitive strategies to enhance general learning (e.g., reflect on learning tasks with the guidance of the teacher). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- use simple metacognitive strategies to enhance general learning?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to use simple metacognitive strategies to enhance general learning. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

 Self-Assessment Checklist and Goal-Setting

Students use simple self-assessment checklists for listening behaviours, reading behaviours, and writing behaviours, and set goals with the assistance of the teacher (see sample blackline master in Appendix E: Self-Assessment Checklist and Goal-Setting).

 Learning Logs

Have students draw pictures of themselves learning (e.g., at a favourite learning centre). The pictures are used to begin a conference with students about learning. Determine whether students show evidence of metacognitive reflection.

SAMPLE **RESOURCES**

Students will use German 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 use simple social and affective strategies to enhance general learning (e.g., watch others' actions and imitate them).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Role-play

In a variety of role-play situations, have students practise strategies to enhance their learning. For example,

- how to ask for help
- how to ask for directions
- how to ask for needed items
- how to state one does not understand/agree/like something

Encouraging Others

Have students practise phrases that encourage others (e.g., *Das hast du gut gemacht! Prima!*). Students can copy these phrases to make inspiration posters for the classroom. Consider having students use computers to make these posters.

Leader of the Day

Appoint the leader of the game, activity, or day. Students follow the leader's actions.

Extension: Students take turns being the teacher and giving routine commands or instructions.



Specific
Outcome

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning (e.g., watch others' actions and imitate them). *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple social and affective strategies to enhance general learning?

Checklists

Create a checklist for different modes:

- independent
- interdependent
- interactive

Anecdotal Notes

Create notes based on use of visual cues when auditory instructions are given. Does the student take cues from other students?

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

7.1.1 participate in cultural activities in the classroom and school.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Märchen Tag

Students dress up as a character from one of *Grimm's Fairy Tales*.

Festivals

Students participate in *Laternenfest, St. Nicholas Tag, Fastnacht, Kürbisfest, Valentinstag, Muttertag, Vatertag, Schlussfest*.

Cooking

Students participate in “Kindercooking” activities (e.g., pretzels, German cookies, or sampling of German food).

Understanding Self-identity*Students will be able to:***7.1.1** participate in cultural activities in the classroom and school. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in cultural activities in the classroom and school?

 Anecdotal Notes

Observe students as they participate in the activity.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.2 participate in classroom and school cultural activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES**School Multicultural Day**

Students participate in a multicultural day in the school. Encourage them to participate in as many different cultural experiences as possible. Discuss the different cultures represented as a class.

Sharing Traditions

Invite another Kindergarten class from a different language program to share in making traditional German food. In turn, students participate in cultural activities from the culture of the other language program.

School Concert

Students participate in a school-wide concert by preparing and performing a German song, poem, or dance.

Dance Around the World

During physical education classes, students learn a dance from another culture (e.g., Mexican Hat Dance).

Appreciating many cultures

The students may learn a song in three or four languages (e.g., *Are You Sleeping, Brother John?*).

Have students participate in a multicultural dance that is part of physical education curriculum.

Have a multicultural day and/or the school organizes a day where parents bring a variety of food for the students to enjoy.

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.2 participate in classroom and school cultural activities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- participate in classroom and school cultural events?
- participate in German language and cultural activities in the classroom?
- participate in German language and cultural activities during special school events?

 Student Checklists or Logs

The students are given a pictorial graph to fill in when they have:

- eaten German food
- visited with German speaker
- sung German songs
- read a German book
- seen a German video, etc.

The graphs are reviewed at a conference or students may share a special event with the class.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth 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** participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [*Muttertag*], music, dance, art, literature, food, etc.)

SAMPLE TEACHING AND LEARNING ACTIVITIES**St. Nicholas**

The teacher talks about the tradition and history of St. Nicholas on December 6. If possible, St. Nicholas may come to visit the students.

Extension: Invite an older German class to visit the class. They can present a program or simply share playtime with the students.

Christmas Traditions

Make or bring an advent wreath and talk about lighting a candle every Sunday for the four Sundays before Christmas. Students may learn the verse

*Advent, Advent, ein Lichtlein brennt,
Erst eins, dann zwei, dann drei, dann vier
Dann singen wir, dann feiern wir
Weihnachten bei dir und mir.*

Talk about *das Christkind* coming on Christmas Eve, a tradition in many parts of Germany and Europe, and bringing presents for the children.

Oktoberfest

Plan a school-wide celebration where students are treated to root beer and hot dogs.

Fasching/Karneval

Have a Karneval party in the classroom. Students can dress up in costumes and parade through the school.

St. Martin

Students make *Laternen* and learn about the story of St. Martin. Students can walk through the school with their *Laternen* singing the song.

Historical Elements*Students will be able to:*

- 7.2.1** participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [*Muttertag*], music, dance, art, literature, food, etc.) (continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- participate in activities and experiences that reflect elements of the German culture?

 Conferences

After or during an activity, ask students what they enjoyed and why. Look for enthusiasm and willingness to participate in students' responses. Discuss any negative feedback with individual students.

 Rubrics

Use rubrics to rate the degree of participation and completion of the activity.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth 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 participate in activities and experiences that reflect contemporary elements of the German culture (see example above).

SAMPLE TEACHING AND LEARNING ACTIVITIES**Contemporary Music**

Students borrow audio recordings that include a variety of contemporary German music from the school or classroom library.

Community Events

Inform parents and students of German events taking place in the community. Include posters in the room whenever possible.

Extension: Maintain a bulletin board of posters, pictures, and calendars from Germany.

Guest Speakers

Invite German guest speakers to the school to talk to students and to perform or demonstrate an activity (e.g., musicians, dancers, vocalists, writers, illustrators, costume designers, artists). Guest speakers can talk about their work and possibly conduct a workshop.

Class Exchange

The class teams up with another Kindergarten class in Canada or Germany exchanging pictures and drawings. Students can also exchange recordings of favourite songs, stories, and pictures.

Contemporary Elements

Students will be able to:

7.2.2 participate in activities and experiences that reflect contemporary elements of the German culture. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- participate in activities and experiences that reflect contemporary elements of German culture?

 Conferences

After or during an activity, ask students what they enjoyed and why. Look for enthusiasm and willingness to participate in students' responses. Discuss any negative feedback with individual students.

 Rubric

Collaboratively create a simple outcome-based rubric with students. Use the rubric to evaluate how well students are able to participate in activities and experiences that reflect contemporary elements of the German language and culture.

SAMPLE RESOURCES

- An assortment of contemporary German music selections
- Guest speakers from the community

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Diversity

Students will be able to:

7.2.3 experience cultural elements of diverse origins from within German culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Guests

Students are encouraged to invite German-speaking parents, grandparents, relatives, or other friends to visit the classroom. Visitors can read a story or talk about their childhood. They can bring something to eat or an object from their region.

Alternative Activity: Find stories, songs, or poems from a variety of German-speaking cultures from both Germany and within Manitoba.

Music

While students are involved in learning centres, play a variety of music from different regions in Germany for their enjoyment.

Food

Explore foods from different regions in Germany and different German-speaking cultures in Manitoba.

Diversity

Students will be able to:

- 7.2.3** experience cultural elements of diverse origins from within the German culture.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- participate in experiences which demonstrate diversity of culture?

–

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to experience linguistic/cultural elements of diverse origins from within the German language and culture.

 Conferences

After or during an activity, ask students what they enjoyed and why. Look for enthusiasm and willingness to participate in students' responses. Discuss any negative feedback with individual students.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Change

Students will be able to:

7.2.4 participate in events marking changes.

SAMPLE TEACHING AND LEARNING ACTIVITIES**How I Have Changed**

Students bring in pictures of themselves as babies to show how they have changed over time.

Prepare students for Grade 1 by having them visit the Grade 1 class near the end of the year to meet the teacher.

Students reflect on the changes while looking at their portfolios. They notice how their writing, drawing, and word recognition has changed.

Seasonal Changes

Students choose a tree outside and photograph and/or draw the changes in the tree over the course of the school year.

Growing a Plant

Students plant a bean and illustrate the growth of the plant or suspend a potato over water and observe the changes.

Change

Students will be able to:

7.2.4 participate in events marking changes. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- participate in events marking changes?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to participate in events that mark changes.

 Learning Logs

Have students illustrate representations marking change in their Learning Logs. Use these logs to prompt students into conversations on the activities and to talk about change and observations students made.

SAMPLE RESOURCES

- Camera and photographs

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Valuing Diversity

Students will be able to:

7.3.1 recognize differences between self and peers.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Make a chart graphing students' responses to hair colour, eye colour, favourite things, etc. The class discusses differences.
- Students make paper dolls of themselves. They interact with other students and talk about how their puppets are different.
- Measure students and talk about their different heights using German vocabulary.
- Students share their hobbies and discuss differences.
- Students share information about themselves during Show-and-Tell that demonstrates differences.
- Students create a personal graph displaying personal information (e.g., number of siblings, male/female, age, number of letters in first name). Students later decode and guess to whom each graph belongs.
- Students cut out a picture of a person from a magazine or newspaper and express opinions on why they are different from the cut-out image.

Valuing Diversity*Students will be able to:***7.3.1** recognize differences between self and peers. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and express differences between self and peers?

 Anecdotal Notes

Make notes based on observations made during class discussions and graphing activities that reflect a recognition of differences.

 Conferences

Engage students in a conversation using their work samples, and focus discussion on differences between self and others. This information can also be used in formulating anecdotal notes.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Valuing Similarity

Students will be able to:

7.3.2 recognize similarities between self and peers.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Guide students to create a chart about what we all like to do.
- Guide a discussion about finding commonalities in celebrations (e.g., Christmas, Easter).
- Students make classroom graphs of likes and dislikes. After gathering the data, students discuss similarities.
- Students create a class chart on needs (e.g., clothing, shelter, foods, family, friends, etc.). Students focus on how we all need the same things and create a booklet entitled *Ich brauche*.
- Students cut out a picture from a magazine and state how they are similar to this person.

Appreciating Similarity*Students will be able to:***7.3.2** recognize similarities between self and peers. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and express similarities between self and peers?

 Anecdotal Notes

The teacher's comments are based on observations made during class discussions and graphing activities that reflect a recognition of similarities.

 Conferences

Engage students in a conversation using work samples, and focus discussion on similarities between self and others. This information can also be used in formulating anecdotal notes.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Contributing to Community

Students will be able to:

7.3.3 participate in, and contribute to, classroom activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Goal Setting for Class**

Students discuss and help develop a plan of how they will maintain the classroom (e.g., supplies, tables, learning centres).

Classroom Duties

Have students do assigned duties around the classroom on a weekly or daily basis.

Decorating the Classroom

Have students decorate the classroom together for special events.

Sharing with Food

Have students cook together (e.g., each student brings in fruit to make a fruit salad).

Alternatively, have students and their families take turns bringing in food items to celebrate a special occasion.

Classroom Charity Drive

Students bring in items for a school or classroom charity drive.

Contributing to Community

Students will be able to:

7.3.3 participate in, and contribute to, classroom activities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- participate in and contribute to classroom activities?

 Anecdotal Notes

The teacher's comments are based on observations made of the student during large-group activities and how the student contributed.

SAMPLE RESOURCES

- Classroom duty chart.

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth 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 demonstrate personal and social responsibility in the classroom.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Classroom Helper Vocabulary**

Students learn and practise words in German for sharing and taking turns. They take turns being classroom helpers.

Extension: With teacher guidance, students create a T-chart on what responsible behaviour looks and sounds like.

School Volunteers

Students volunteer to participate in a schoolyard clean-up. They are encouraged to volunteer (e.g., in a community project).

Classroom Clean-up

Put labels in German around the classroom and explain to students where everything goes during clean-up (e.g., German Kindergarten library books, lost and found).

Classroom Rules

Make a poster of classroom rules in German and practise them with students.

Extension: Explain the rules for borrowing books from the class or school library.

Rewarding Your Peers

Encourage students to give stars to classmates when they observe responsible behaviour. Scribe the names and the deeds.

Library Visits

Students participate in borrowing books from the class or school library. Review rules about caring for and returning of books.

Responsible Citizenship*Students will be able to:***7.4.1** demonstrate personal and social responsibility in the classroom. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- demonstrate personal and social responsibility in the classroom?

 Observation Checklist

Create a checklist based on responsibilities during clean up. Observe and check off the participation of the students in fulfilling their responsibility.

 Anecdotal Notes

Note the extent to which students are able to demonstrate personal and social responsibility in the classroom.

 Learning Logs

Students reflect on activities in which they demonstrated responsibility in the classroom. In their Learning Logs, students draw pictures of themselves assuming responsibility (e.g., schoolyard clean-up, classroom helper). They share their drawings with their partners, then with the teacher during a conference.

SAMPLE RESOURCES

- Classroom labels
- Poster of classroom rules
- Classroom duty chart

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Interdependence

Students will be able to:

7.4.2 participate in tasks and activities with partners and in groups.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Science Projects**

Students work on simple science projects in small groups of three to four (e.g., planting a seed, making a mural of winter).

Group Cooking

Students participate in Kindercooking in groups of three to four in which they prepare waffles or fruit salad.

Buddy Reading

Students participate in buddy reading with a buddy from an older grade level.

Mirror Activities

Students take turns being leaders in mirror activities in which they copy what their partners do.

Cooperative Games

Students participate in cooperative games and physical education activities (e.g., a bicycle activity in which two students touch feet with each other and move their feet together).

Interdependence

Students will be able to:

7.4.2 participate in tasks and activities with partners and in groups. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- participate in tasks and activities with partners and in groups?

 Anecdotal Notes

Make notes based on students' choices during free time activities. Observe how students interact with other students.

 Rating Scale

Create a simple 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 participate and cooperate in tasks and activities with partners and in groups.

 Checklists

Create checklists based on choice of activity and play (e.g., independent, parallel, or interdependent), or use the student's Learning Centre Log instead.

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global
Citizenship

KINDERGARTEN

K

Specific
Outcome

Intercultural Skills

Students will be able to:

7.4.3 adapt to new situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Visiting Another Classroom

Organize a visit to another language classroom and participate in the activities that have been planned.

Changing the Venue

Move the class outside to a park or visit a cultural site (e.g., the *Hänsel and Gretel* House in Kildonan Park, a cultural bakery, a food processing plant). Have students adapt to the new environment (e.g., modify volume or speech, adjust interactions with other students).

New Groups

Have students participate in a variety of groupings by changing their working groups regularly throughout the year.

Learning Classroom and School Rules

Students learn class routines and important locations within the school and participate in the establishment of classroom rules and expectations.

Intercultural Skills*Students will be able to:***7.4.3** adapt to new situations. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- adapt to new situations?

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to adapt to new 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 adapt to new situations (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

- Museums or historic sites

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth 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 share or demonstrate personal strengths or achievements.

SAMPLE TEACHING AND LEARNING ACTIVITIES**Class Yearbook**

Students make a class yearbook showing special events and class achievements throughout the year. Scribe student responses in German.

Portfolios

Students maintain portfolios of their work that can be shared at conferences with parents.

I'm Good at ...

Ask students to share personal achievements that occur outside the school during daily sharing time.

Talent Show

The class hosts an evening talent show for parents and others in which students showcase their individual talents and accomplishments (e.g., poetry, song, music, dance).

Future Opportunities*Students will be able to:***7.4.4** share or demonstrate personal strengths or achievements. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share or demonstrate personal strengths or achievements?

 Conferences

Conference with students to discuss academic achievements and to learn about personal achievements. Discuss with students what they are proud of. Use samples from students' portfolios to generate discussion.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share or demonstrate personal strengths or achievements.

SAMPLE RESOURCES

- A collection of photographs for the class yearbook
- Student portfolios

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

Express Ideas

Students will be able to:

1.1.1 express personal experiences and familiar events.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After observing and repeating a colour-mixing science experiment, students draw and label their observations.
- Students maintain a regular journal, including pictures of personal experiences, using prompts (e.g., *Ich mag... Ich kann...*).
- While students listen to German music or view a German video, they express the feelings evoked by the music, through guided discussion.
- Students draw pictures to illustrate personal experiences. Drawings are first shared with a partner, then in the Sharing Circle, using structured speaking prompts (e.g., *Ich mag dein Bild*).
- Students relate a personal experience during a Show and Tell activity.
- After reading the class a story and discussing it as a group, have students draw and discuss their own experiences related to an aspect of the story.
- Students create a book about “me.” They add illustrations and/or photos to support the text, and then present it to the class and share.

Das bin ich

Mein Name ist ...

Ich bin ... Jahre alt.

Ich mag...

Ich kann gut... etc.

- Students share and compare using the five senses by sharing their experiences on a topic based on the five senses.
- Using surveys/charts/graphs encourages students to express personal preferences in a simple form. For example, students respond to a topic or story and make a class chart or graph to reflect their responses.
- Students cut out pictures from magazines to form a picture collage about a subject after presentation language has been practised. Students present their collage to the class.
- Students complete simple books (e.g., flip/accordion) using phrases by copying sentences gathered by the class dealing with the theme or topic, such as *Farben, Nahrungsgruppen*, etc.
- During oral group time, students are given sentence starters to complete based on the theme or topic.

Express Ideas*Students will be able to:***1.1.1** express personal experiences and familiar events. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express personal experiences and familiar events?

 Conferences

Conference with students about their choice of media as well as what they portrayed. Coach students to help them develop skills for sharing personal experiences and active listening.

 Anecdotal Notes

Listen to students as they converse with each other. Listen for patterns of conversation, the different roles that individual students take in conversations, and the context in which conversations take place. Listen for the vocabulary, note the kinds of language patterns, and register students' use. Anecdotal records, kept over time, help to identify patterns and themes in students' skills in expressing ideas, thoughts, and feelings. Keep anecdotal records on students to supplement checklist information. Note which factors stimulate and which inhibit students' oral expression.

 Show and Tell

Use the Rules for Show and Tell for checklists, rating scales, and rubrics.

Rules for Show and Tell**Speaker**

- bring one interesting object or something you made
- bring the same thing only once
- prepare three things to say
- speak so everyone can hear
- pass the object or work around

Listener

- show interest by watching the speaker
- pay attention
- ask questions about the topic
- say something nice

(Thompkin, 1995)

(continued)

General Outcome

1

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

1.1 Discover and Explore

GRADE

1

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 express personal experiences and familiar events.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Express Ideas

Students will be able to:

1.1.1 express personal experiences and familiar events. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Checklists**

Create checklists based on Focus for Assessment criteria. Include the context in which the observations occur and date all entries. Review data to note progress and to guide individual conferences.

Does the student:

- initiate talk about chosen topics in small groups?
- initiate talk about personal experiences or familiar events in small groups?
- initiate talk about chosen topics with the whole class?
- initiate talk about personal experiences or familiar events with the whole class?
- take turns and abide by established classroom conventions in group situations?
- stay on topic?

SAMPLE RESOURCES

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






Consider Others' Ideas

Students will be able to:

1.1.2 listen to and acknowledge experiences and feelings shared by others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students watch and listen to a classmate showing pictures of their family.
- Read a story in which the main character expresses preferences. After the story, students listen to and record their classmates' likes and dislikes on a variety of topics (e.g., television programs, books, sports, foods). Preferences are recorded on a tally chart.
- After key vocabulary has been presented and practised, students play a guessing game. One student acts out an emotion and another guesses what the emotion is.
- Read aloud stories with interesting characters so that students learn about experiences and feelings of others. After talking about the characters in a group, students draw pictures of the characters. They write a simple sentence (*Er ist(froh, traurig, etc., or Sie weint, sie schwimmen, etc.)*).
- Students listen to a student present a story based on a photo from home about a specific topic (e.g., party, pets, etc.).
- Students play *Simon sagt* using simple classroom vocabulary, "*Komm nach vorn!*" "*Setz dich hin!*"
- Each day, choose a student to share a personal experience.
- Provide opportunities for students to share personal ideas or experiences on a daily news chart. For example,

<i>Wann?</i>	<i>Wer?</i>	<i>Was?</i>	<i>Wo?</i>	<i>Warum?</i>
				
<i>am Abend</i>	<i>die Mutter</i>	<i>hinfallen</i>	<i>vor dem Haus</i>	<i>Ein Hund kommt</i>

(continued)

Consider Others' Ideas*Students will be able to:***1.1.2** participate in a range of experiences. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- acknowledge the experiences and feelings of others?
- listen to experiences and feelings shared by others?

 Anecdotal Notes

Keep anecdotal records that describe the specific language students use to respond to the experiences and feelings of others. Date and include the context of each observation.

 Checklists

Develop checklists, which may include the following.

Does the student:

- follow classroom guidelines for active listening?
- respond by asking clarifying questions?
- show appreciation for the speaker's ideas?
- respond to the speaker?

(continued)

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

Consider Others' Ideas

Students will be able to:

1.1.2 listen to and acknowledge experiences and feelings shared by others. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Use language cards dealing with emotions to develop vocabulary. Students are presented with the picture, and they express when they have personally felt this emotion. Scribe their responses. Students make a class book on each emotion (e.g., *Heute bin ich ...*).
Heute bin ich froh.
Heute bin ich traurig.
Heute bin ich lustig.
Heute bin ich ängstlich.
Heute bin ich schüchtern.
Heute bin ich aufgeregt.
Heute bin ich müde.
 Each student contributes her or his own page.
- Students play Emotion Bingo.

Consider Others' Ideas*Students will be able to:***1.1.2** listen to and acknowledge experiences and feelings shared by others. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Self-Assessment**

Involve students in monitoring their own listening and responding behaviours. Use self-assessment sheets immediately following a structured listening activity.

Good Listening	
Name: _____	Date: _____
1. I listened to my partner (speaker).	☺ ☹
2. I asked good questions.	☺ ☹
3. I added my ideas about the topic.	☺ ☹
4. I took turns talking.	☺ ☹
5. I thought about my partner's ideas.	☺ ☹

 Conferences

Conference with students about their active listening and responding behaviours. Provide positive feedback and coach students to help them develop skills for active listening and appropriate responding.

SAMPLE RESOURCES

- ALKI.
- *Gefühle sind wie Farben* BELITZ! Gelberg.
- Dr. Seuss, *My Many Coloured Days*.

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

Express Preferences

Students will be able to:

- 1.1.3** use a variety of forms to explore and express familiar events, ideas, and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After learning the song “*Kommt ein Vogel geflogen*,” students contribute to a group poem by substituting words to create a new one.
Students use shared writing using predictable forms (e.g., *Ich kann ...*, *Ich mag ...*).
- After language development and practice, students develop and present puppet shows of familiar tales, such as *Hase und Igel* or *Die Kleine hungrige Raupe*.
- After language development, students use felt board or magnetic boards to retell a story.
- Students compose a message orally about a familiar event. Scribe it for them.
- Encourage students to write notes, postcards, or thank-you notes and send them to their classmates. Mailboxes can be created from milk cartoons.
- Students use a repetitive pattern (e.g., *Wo mag nur meine Katze sein?* or alphabet/number books).
- Publish students’ writing and illustrations using a multimedia computer program (e.g., ePearl).
- Students make flip books with vocabulary and illustrations based on a poem. Later in the year, students write sentences on a theme (e.g., *Der Regenbogen*).
- Students create alliteration sentences and acrostics. For example,

The student’s name:

M
O
N
I
K
A

The seasons:

W
I
N
T
E
R

- Students write an *Elfchen* poem. For example,
 - Winter (topic)
 - Schlittschuh, Eis, Schnee (3 nouns)
 - Ich baue einen Schneemann (4 word sentence)
 - Schlitten, Eiszapfen (2 nouns or verbs)
 - Spaß! (1 noun)

Experiment with Language*Students will be able to:*

- 1.1.3** use a variety of forms to explore and express familiar events, ideas, and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- try a variety of forms to express and explore events, ideas, and information?
- express ideas and information using pictures or illustrations?

 Checklist for Self-Evaluation

Use the Checklist Strategy for Self-Evaluation to have the students self-evaluate. Address possible areas, such as the following:

Does the student:

- communicate clearly ideas and information?
- listen carefully?
- work effectively?
- make detailed observations?

SAMPLE RESOURCES

- *Wo mag nur meine Katze sein?* Eric Carle.
- *The Mitten*, Jon Brett.
- *Die kleine hungrige Raupe*, Eric Carle.

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

Express Preferences

Students will be able to:

1.1.4 express preferences for a variety of oral, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading a story to the class, guide students in rating it with one, two, or three stars. The titles are then added to a “story tree.”
- Students make a mobile from which they can suspend their drawn versions of book covers—title, author, and illustration of favourite books.
- Students use modelling clay or snow to make models relating to favourite texts. They share and explain why they are favourites after practising the language.
- Using a collection of poetry, students recite their favourite rhymes, songs, riddles, etc., and, with support, tell why they are favourites.
- Invite a guest reader or storyteller to share their favourite text. The guest is asked why he or she selected this text.
- Students create posters promoting their favourite text (mostly illustrations, some guided text).
- Establish a corner where students place their favourite books. Every week, students can vote and choose their preference for the following week. Students should also have the opportunity to select texts they did not enjoy and explain why.
- Students rate the various texts shared as a class, using a star stamp.
- Students can draw pictures or make collages of their favourite texts. Individual pages can be combined to make a class book of favourites.

Express Preferences*Students will be able to:***1.1.4** express preferences for a variety of oral, literary, and media texts. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Can the student:

- express preferences for a favourite oral text, literary, and media text?

 Conferences

Conference with students about their favourite books. Coach students to use German when possible to express reasons for their favourites. Note students' use of German and their clarity in explaining their preferences when discussing or representing favourite books.

SAMPLE RESOURCES

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

Set Goals

Students will be able to:

1.1.5 participate in reading, writing, and representing activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use graphic organizers (e.g., web) to retell and write their own story.
- Concept Books: After studying a new concept, students create a class book illustrating the concept (e.g., a class book on autumn includes illustrations and descriptions of activities you see or do in the fall). Students participate in a choral reading of the book.
- After listening to a story, students write their own story using patterned and modelled sentences.
- Writing Buddies: Older students work with Grade 1 students to help them compose a variety of texts (e.g., poems, boards, signs, books, and riddles). This could be done on a computer.
- Collaborative reading allows students to practise word recognition with a partner.
- Letter Writing (e.g., to St. Nikolaus): A form letter with blanks can be prepared. Students can fill in the blanks using pictures or words from a list generated by the class. These letters can be given to students in a higher grade who prepare answers from St. Nikolaus.
- Students write invitations and thank-you notes using sentence patterns and models.
- Students participate in echo-chanting activities.
- A home reading program with levelled books, guided reading, and reading buddies support reading at school.
- Model a write-aloud after a story (e.g., *Die Kleine Raupe Nimmersatt*) about the life cycle of a butterfly.
- Students participate in a substitution writing with a poem or song (e.g., *Alle meine Entchen schwimmen auf dem See, Köpfchen in das Wasser, Schwänzchen in die Höh*), or pattern stories (e.g., *Bär, brauner Bär*).

(continued)

Set Goals

Students will be able to:

1.1.5 participate in reading, writing, and representing activities. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- participate in reading, writing, and representing activities?

 Portfolios

Encourage students to choose work samples that indicate reading and writing with and for others. Work samples should show progress over time. All samples should be dated. Have students include reasons for their choices and goals for their future reading and writing.

 Checklists

Create a checklist to check for the Focus for Assessment. Items may include:

Does the student:

- select texts to read independently?
- select texts to read and share with others?
- choose writing activities?
- choose to write and share with others?
- pursue reading and writing interests?
- stay focused when reading?
- stay focused when writing?

Note dates and context of the observation.

SAMPLE **RESOURCES**

- *Regenbogen–Lesekiste Verlag für Pädagogische Medien (40 verschiedene Hefte, nach Leseschwierigkeit gestuft)*

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

Set Goals

Students will be able to:

1.1.5 participate in reading, writing, and representing activities. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Students use various methods to share personal reading, to generate original story ideas, to describe the plots of favourite TV shows or movies, or to relate current events. Examples:
 - Commence with oral retelling with props or acted components (e.g., class play, cut-out characters or puppets).
 - Sequenced retelling with pictures or pictures and text. Provide structure by folding a plain sheet of paper into three or six sections for each student. Each section has a heading. (Caution: This activity must be done with an extremely familiar story and must be done as a group.)

<i>Anfang</i>	<i>Mitte</i>	<i>Ende</i>

<i>Titel:</i> _____	<i>Problem:</i> _____	<i>Zuerst:</i> _____
<i>Dann:</i> _____	<i>Danach:</i> _____	<i>Am Ende:</i> _____

GRADE

1

Specific
Outcome

Set Goals

Students will be able to:

1.1.5 participate in reading, writing, and representing activities. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

General Outcome

1

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

1.2 Clarify and Extend

GRADE

1

Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 connect new experiences and information with prior knowledge.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students write patterned stories using a familiar story as a pattern for writing (e.g., *Brauner Bär, brauner Bär, siehst du wen?* or *Der kleine Käfer Immerfreh*).
- Students, given a command, place school supplies in the correct place in the room (e.g., *Lege dein Heft auf meinen Schreibtisch*).
- Read a German story to students so they can talk about the story and make connections.
- Post a series of pictures and/or objects about a topic of study for a Gallery Walk. After viewing, students discuss and integrate new information with previous knowledge.
- Before a field trip, students generate a list of questions they would like answered. Upon returning, students can see if their questions can be answered. Also, model how to categorize, map, and summarize what students learn by using a KWL chart (WML).
- Students use pictures to generate ideas before a topic is to be studied. They do the same Picture Splash for a final assessment.

Develop Understanding*Students will be able to:***1.2.1** connect new experiences and information with prior knowledge. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- make connections between prior knowledge and new experiences?
- talk about what is known about familiar topics?
- talk about personal experiences?
- develop new understanding?

 Checklists

Develop checklists to assess students' skills in connecting prior knowledge with new experiences for specific activities. Date and include the context of the observations.

 Conferences

Can the student articulate understanding of new learning? Does the student demonstrate understanding of new information?

 Picture Splash

Use the Picture Splash to determine if students have made connections and extended their learning.

SAMPLE RESOURCES

- Carle, Eric. *Brauner Bär, brauner Bär, siehst du wen?* Gerstenberg, 1997. ISBN 3806742022
- Carle, Eric. *Der kleine Käfer Immerfrech.* Gerstenberg, 2002. ISBN 3806742766

Explain Options

Students will be able to:

1.2.2 describe new experiences and ideas. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to the story, “*Der Regenbogenfisch*,” students sculpt, paint, or sketch a representation depicting a part of the story.
- Class concept books can be prepared (e.g., families, shapes, alphabet, numbers, sounds after studying _____, etc.). These are great to take home to be shared with parents or shared with students of another class or grade.
- Picture Splash: Present a collection of pictures related to a text the students will be listening, reading, or viewing. Examine, discuss, and predict what will happen in the text.
- During a field trip, take pictures (digital if possible) and provide each student with a photo essay. Students then prepare captions together.
- Lead students in group charts or stories that can be developed with the class. These can then be produced on computer, copied, and shared with others. They can serve as a home reading project.

Explain Opinions*Students will be able to:***1.2.2** express new experiences and ideas. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- describe new ideas and experiences to a partner or teacher?
- describe new ideas and experiences in small groups?

 Conferences

Conference with students about their representations of a new experience or idea. Coach students to use German when possible to describe the experience or idea.

SAMPLE RESOURCES

- Pfister, Marcus. *Der Regenbogenfisch*. Nord-Sud Verlag, 1995. ISBN 3314005814

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

Combine Ideas

Students will be able to:

1.2.3 group and sort ideas and information to make sense.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Sort transportation pictures into categories and divide students into small groups so they can organize them accordingly. Categories can include wheels/no wheels, land/air/water, or motor/no motor (*Räder/keine Räder; Auf dem Land/In der Luft; Motor/kein Motor*).
- Students listen to a familiar verse or song and identify a missing word.
- Students engage in sequencing activities using pictures or sentence strips to organize familiar texts. Students explain their sequencing.
- Students create picture maps of stories that are graphic representations of some key story elements.



- Throughout the year, students take pictures of special events in school. At the end of the year, students can label the pictures and make a personal yearbook.
- Using sorting boxes, students group objects and explain their thinking regarding the sorting.
- Guide the students to do a Picture Sort where picture cards are grouped according to initial sounds.

Affe, Apfel, Ameise, ...

Baum, Ball, Buch, ...

Combine Ideas*Students will be able to:***1.2.3** group and sort ideas and information to make sense. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- group information to make sense?
- sort ideas to make sense?
- understand that information can be grouped and sorted in various ways?
- group and sort ideas in different ways?

 Anecdotal Notes

Record observations during students' informal interaction to note how the students group and sort pictures into chosen categories. Date and record the context of each observation.

 Conferences

Discuss with students how they organize information and ideas.

SAMPLE RESOURCES

- Songs, any familiar or favourite poems/verses

General Outcome

1

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

1.2 Clarify and Extend

GRADE

1

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 demonstrate curiosity about ideas and observations to make sense of experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- During show and tell, students ask questions about a specific object. Provide simple question words or phrases for the students.
- After a field trip, have students brainstorm a list of things they would like to know more about based on what they saw and experienced that day. List students' ideas in the form of questions. Work with students to find the answers to these questions.
- Students use a chart to create a picture or sentence to illustrate. For example,
Im Winter
Mein Opa
Meine Mama
Meine Schule
- Help students prepare and practise simple questions to interview their family. Students present the results to the class.
- Before reading a book, students look at the pictures. They formulate questions and make predictions.
- Set up a science discovery table where interesting objects are displayed for students to investigate through manipulation. W-M-L charts are set up for students to use. Word cards can also be included.
- Lead a guessing game for students to discover who or what the character is in a familiar story (e.g., *Märchenfiguren: Dornröschen, Rumpelstilzchen, Frau Holle, Schneewittchen, Rapunzel, Rotkäppchen*).

Combine Ideas*Students will be able to:*

- 1.2.4** demonstrate curiosity about ideas and observations to make sense of experiences.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate curiosity about ideas and observations to make sense of experiences?

 Anecdotal Notes

Record students' questions, asking behaviours during show and tell. Include the date and context of each observation. Review notes to determine developing patterns of questioning. Note whether students ask questions to clarify and broaden their understanding.

SAMPLE RESOURCES

General Outcome

2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.1 Use Strategies and Cues

GRADE

1

Specific Outcome

Prior Knowledge

Students will be able to:

2.1.1 make connections among texts, prior knowledge, and personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Guide students in using a KWL (WML) chart.
- When looking at the title page of “*Das schwarze Huhn*,” students guess some words that might be inside (e.g., *das Ei, das Küken, der Bauer*). Students draw what they think will happen.
- After listening to a factual story “*Lena und die Sonnenblume*,” the students retell what they know about the story.
- After going on a field trip or having a guest visit, students share what happened. Chart their thoughts.
- Going on a Gallery Walk allows students a tactile and visual understanding of new ideas. As they view and examine, they have the opportunity to integrate new information with what they already know.
- Conducting a Talk-Aloud allows students to share their knowledge on a topic and integrate the ideas presented by others. Students should also be encouraged to ask questions. Reinforce turn-taking. This is a good time to model how to ask questions.

Prior Knowledge

Students will be able to:

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- make connections between new knowledge and previous experiences?

 Checklists

Develop checklists that may include the following. Does the student:

- access prior knowledge?
- have sufficient prior knowledge?
- share personal experiences?
- discuss connections to other oral, literary, and media texts?

Keep track of the date and context of the observation.

 Graphic Organizers—KWL (WML)

Have students create their own KWL (WML) chart using illustrations, after going through a guided chart. Note the students' preconception and interests, and include this information in the students' portfolios.

 Interviews

Ask the students to make a prediction about a text, and ask why they think that.

SAMPLE RESOURCES

- Eclare, M. *Lena und die Sonnenblume*, Reihe Lesemaus. Carlsen.
- Gersmeier, R. and Dreyer Engels, S. *Kleiner Igel Pit*.
- Holmer, F. and Kiehm, D. *Der Biber*.
- Otto, C. and Trachuk, C. *Der Waschbär*.

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Comprehension Strategies

Students will be able to:

2.1.2 anticipate meaning and revise understanding based on further information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Story Maps: Have students use simple Story Maps to retell the beginning, middle, and end of a story they have listened to. Students draw pictures. Guide students to use the story maps to write the story.
- Students ask questions to identify the mystery object in a bag. Questions can be generated beforehand and recorded on a chart for reference (e.g., *Ist es groß?*, *Ist es rot?*, *Rollt es?*).
- Students look through the pictures in the story “_____.” Students then ask the 6W questions prior to reading the story.
 - *Wer ...?*
 - *Wo ...?*
 - *Warum ...?*
 - *Was ...?*
 - *Wann ...?*
 - *Wie...?*
- Students take a walk in the community to observe signs and environmental print. Discuss cues such as symbols, colour, and shape to help understand meaning.
- Create Story Vines: Students draw or write key events on individual leaf motifs and attach to a vine. Students can retell the story using the story vine.
- Work with small groups using a guided reading procedure to support development of strategic reading. As a group, students preview and discuss a text, and then are given individual copies.
- Students, while listening to a text, draft main ideas with given vocabulary and share them with the class.
- Story Artifacts: Students bring in objects or pictures to retell a story (e.g., *Das Plüschtier Socke*).
- Students make predictions about a text before listening, viewing, or reading.
- Viewing only the illustrations, students are encouraged to form predictions, ask questions, and make comments.

Comprehension Strategies*Students will be able to:*

- 2.1.2** anticipate meaning and revise understanding based on further information.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- anticipate meaning?
- revise understanding based on further information?

 Checklists

Develop checklists to identify whether the student has constructed and confirmed meaning.

Does the student:

- ask questions to anticipate meaning?
- make predictions?
- reread to confirm understanding?
- read on to clarify meaning using context clues?

Date and record the context of students' developing skills in using textual cues to construct and confirm meaning.

 Interviews

Ask the students to predict, answer, and ask questions about a text. Keep anecdotal notes about their responses.

 Portfolios

Work samples are kept dated and used to demonstrate progress over time.

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After previewing the book cover, students draw pictures to show what they think the book will be about. They check their predictions as you read the story.
- Students use capital letters and periods to locate the beginning and ending of sentences displayed in a pocket chart.
- Students read today's message and identify the beginning of the sentence by tracing over the upper-case letter with a green marker (Go), and circle the end punctuation with a red marker (Stop).
- Any picture book can be used to help students construct and anticipate meaning. Simple patterned books with cumulative patterns, recurring events, ABC or number books, or rhyming patterns are effective.
- Guide students in locating titles, headings, table of contents, index, glossary, pictures, graphics, and signal words. Guide students in activating prior knowledge and making predications based on these textual cues.
- Use wordless picture books to help students become aware of textual cues.
 - colour creates mood, feelings
 - arrangement of objects indicates what is important.
- Songs with simple words, rhythm, rhyme, and repetition provide an excellent vehicle for encouraging early literacy.
- Choose simple songs with repetition, and record the lyrics on chart paper so the students can follow the print as they sing.

*Laterne, Laterne,
Es war eine Mutter
Die Jahresuhr
Alle Vögel sind schon da
Hörst du die Regenwürmer husten
Summ, summ, summ
Auf der Mauer*

Textual Cues*Students will be able to:***2.1.3** use textual cues to construct and confirm meaning. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

 Checklists

Develop checklists to identify whether the student has constructed and confirmed meaning.

Does the student:

- use pictures and illustrations in texts, and visual patterns to construct and confirm meaning?
- recognize simple repetitive phrases or sentence patterns studied in class?
- use simple story patterns to construct and confirm meaning?
- use rhyme to help construct and confirm meaning?
- use textual cues in oral text to construct and confirm meaning?
- use textual cues in informational text to construct and confirm meaning?

Date and record the content of students' developing skills in using textual cues to construct and confirm meaning.

 Conferences

Conference with students to assess how they used textual cues to determine what they thought the book was about, and whether their predictions were close to the story being read.

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Cueing Systems

Students will be able to:

2.1.4 use syntactic, semantic, and graphophonic cues to construct and confirm meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students match print to speech in big books by pointing to the words as they read them.
- Students break down words from their personal word lists, such as *Oma*, *Ball*, and *Hund* into sounds as in *O-m-a*, *B-a-ll*, *H-u-n-d*.
- Students repeat words such as classmates' names, and clap out the syllables (e.g., Nan-cy, Mo-ham-med, A-lex-an-der).
- Encourage students to reread texts in order to consolidate sight vocabulary and become fluent, confident readers.
- Students participate in group reading and choral reading activities.
- Students create personal dictionaries, word banks, or language ladders.
- Photocopy a text that students are reading and ask them to circle words with "au" in one colour, and "eu" in another colour. Similarly, this can be done with ö/o, ü/u, ä/a.
- Sound circle and game: "*Welches Wort beginnt mit "b"?*"
- Phonological Awareness: Help students to develop sound awareness with words that begin with the same sound, etc. Nonsense syllables can be fun (e.g., chanting *Zungenbrecher!*).

*Fischers Fritze fischte frische Fische,
Frische Fische fischte Fischers Fritze.*

*Esel essen Nesseln nicht,
Nesseln essen Esel nicht*

*Pias Papa packt Pakete
in Packpapier ein*

*Konnis Kakadu kaut kleine Kerne,
Konnis Kakadu klaut keine Kerne*

Cueing Systems*Students will be able to:*

- 2.1.4** use syntactic, semantic, and graphophonic cues to construct and confirm meaning. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use semantic (meaning) cues to construct and confirm meaning?
- use syntactic (word order and sentence patterns) cues to construct and confirm meaning?
- use graphophonic (sound-symbol) cues including phonics to construct and confirm meaning?

 Checklists

Develop checklists to identify whether the student has constructed and confirmed meaning.

Does the student:

- have adequate sight vocabulary?
- read for meaning, monitor, and self-correct?
- demonstrate confidence when reading?
- demonstrate fluency when reading?
- read with expression?
- demonstrate enjoyment when reading?
- use dictionaries or other resources to determine word meaning in context?

Date and record the context of students' developing skills in using textual cues to construct and confirm meaning.

 Running Records of Text Reading

Record students' oral reading behaviour as they read authentic texts, and analyze the record to determine the students' use of the cueing systems and to plan instruction.

 Conferences

Interview students when conducting a running record or miscue analysis, and pose questions when/if miscue errors occurred. Note cueing systems and strategies used.

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Experience Various Texts

Students will be able to:

2.2.1 participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to and join in reciting repetitive text or predictable words.
- Students look at an artists' work (e.g., Eric Carle in such books as *Chamäleon Kunterbunt*). As a class, students observe and discuss the style and technique, and then use it in their own pictures made with paints, oil pastels, crayons, or markers.
- Set up a reading log with the students. This may be checked after reading or listening to stories at home or as a part of a home reading program.
- Set up buddy reading with older German students. Direct the type of reading that could happen. The buddy can help track for the reading log.
- Use a pattern book (e.g., *Brown Bear, Brown Bear, what do you see?*). These pattern books can serve as a model for a class pattern book (e.g., *Gelbe Katze, gelbe Katze was siehst du?*).

Experience Various Texts*Students will be able to:*

- 2.2.1** participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- participate in shared reading, listening, and viewing experiences using texts from a variety of forms, genres, and cultural traditions?

 Checklists

Develop checklists to identify whether the student:

- listens to poems and books read aloud
- listens to poems and books in the listening centre
- listens attentively to an oral story
- reads poems
- reads recurring pattern books
- reads cartoons

Date and record the context of students' developing skills in participation in shared reading, listening, and viewing experiences.

 Detachable Labels

Use the detachable labels strategy to note students' participation in shared listening, reading, and viewing.

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Connect Self, Texts and Culture

Students will be able to:

2.2.2 share personal experiences related to oral, literary, and media texts; identify characters' choices and the resulting consequences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students draw pictures about events in their lives that they are reminded of when they experience a story.
- Students label parts of a picture from a familiar text.
- Dialogue Dramatization: Students bring items that relate directly to dialogue being dramatized from a familiar text.
- Direct students to bring in items related to specific text as a show and tell.
- Students begin keeping personal journals. They initially illustrate and label their experiences in relationship to the text. The teacher or another adult can scribe the pictures.
- Students interview family members, asking for their input after reading (e.g., after reading *Lauras Stern*, they ask “*Was machst du gern, wenn du allein bist?*” Or, after reading *Das Pfannkuchenbuch*, they can ask, “*Was isst du am liebsten?*”). If parents don't speak German, create an illustrated checklist for the student interview.

Connect Self, Text and Culture*Students will be able to:*

- 2.2.2** share personal experiences related to oral, literary, and media texts; identify characters' choices and the resulting consequences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- share personal experiences?
- relate ideas in texts to personal experience?
- relate ideas in texts to family tradition?
- recognize differences in cultural traditions?
- accept and respect the ideas of others?

 Portfolios

Students choose completed samples that show how they have made connections between personal experiences and texts read or viewed in class. All samples should be dated and placed in students' portfolios.

SAMPLE RESOURCES

- Baumgart, Klaus. *Lauras Sternenreise*. Baumhaus Verlag. ISBN 3909480004
- Carle, Eric. *Das Pfannkuchenbuch*.

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 share feelings and moods evoked by oral, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn words for feelings (e.g., *fröhlich, traurig, aufgeregt, schüchtern. Heute bin ich ...* (Today I feel ...).)
- Play different styles of music, and students identify their feelings (e.g., *Marschmusik, Weihnachtsmusik*).
- As an art activity, students draw from selected feeling words a happy picture and explain why it is a happy picture. Students then draw a sad picture and explain why it is a sad picture.
- Provide sentence starters like the following:
Ich bin _____ wenn ich ____.
Dieses Lied/diese Musik macht mich _____.
- After listening to a song, students identify feelings the song evokes.
- Students sketch their feelings or interpretations of a text and share with a partner.
- Keep on hand pictures depicting various moods. Students can refer to these pictures when needing to describe a mood. The pictures should be labelled with appropriate words.
- Prepare a chart with words and pictures identifying moods or feelings to be used for various classroom activities.

Appreciate the Artistry of Texts*Students will be able to:***2.2.3** share feelings evoked by oral, literary, and media texts. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share feelings and moods in response to oral, literary, or media texts?

 Response Journals

Check students' journals or response logs to determine if they are able to identify and discuss a range of feelings about the songs they have heard.

 Portfolios

Collect work samples to check to see if students:

- identify the feelings of characters in texts
- identify words and visual images that evoke feelings and create mood in oral, literary, and media text
- respond to feelings and mood created in texts

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Forms and Genre

Students will be able to:

2.3.1 recognize different oral, literary, and media forms and texts. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create a collage of books and poems that they have read.
- After listening to a story, students identify whether it is fiction or nonfiction.
- Students use guide vocabulary and phrases to show an appreciation of art in a book.
- Students are involved in a home reading program where they and their parents fill in a card and colour in various reading genres.
- Students keep a reading log of personal or home reading.
- Read a text, and students guess the genre and explain their reasons.
- Students brainstorm all the different types of oral texts they can think of (e.g., songs, poetry, storytelling, jokes and riddles, radio programs, conversations, plays). Students think of examples for each type that they have experienced, and set goals for experiencing any new types.

Forms and Genres*Students will be able to:***2.3.1** recognize different oral, literary, and media forms and texts (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize different oral, literary, and media forms and texts?

 Checklists

Create a checklist to assess students' skills in recognizing a variety of forms and genres from a collage that they have created.

Does the student:

- recognize differences in forms and genres studied in class?
- identify poetry, plays, stories, video programs, and cartoons?

Notes the date and context of the observation.

SAMPLE RESOURCES**List of Sample Written, Oral, and Multimedia Texts: Division I**

Adventure	Humour	Messages	Riddles
Audiotapes	Illustrations	Movies	Rhymes
Cartoons	Illustrated Storybooks	Non-fiction Chapter Books	Rhythms
Comic Strips	Informational Texts	Photographs	Signs, Notices
Computer Software	Invitations	Pictures	Songs
Conversations	Journals	Picture Books	Stories
Drama	Labels	Plays	Story-telling by Elders
Drum Dances	Legends	Poems	Symbols
Fables	Letters	Puppet Plays	Video Programs
Fairy Tales	Maps	Recipes	Websites

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.3 Understand Forms and Techniques

Techniques and Elements

Students will be able to:

2.3.2 identify the beginning, middle, and end of oral, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Following the events of a story, students create a tableau of the beginning of the story. They continue with the tableau for events from the middle and end of the story.
- Students create their own picture map, tracing the characters and the events when the characters entered the story.
- Students draw a picture to illustrate the character in the familiar story “*Elmar*.”

<i>Am Anfang</i>	<i>In der Mitte</i>	<i>Am Ende</i>
<i>Elmar ist anders. Er trägt keine Elefantenfarben.</i>	<i>Elmar sieht so aus wie jeder Elefant.</i>	<i>Elmar ist wieder kariert gefärbt.</i>

- Students prepare a story triad where a sheet is folded in three panels. Students then draw pictures and write sentences or labels depicting the beginning, middle, and end.
- Students prepare a three-part picture sequence of a story.
- Students make a TV out of a box and prepare a story sequence in filmstrip form.
- Students dramatize a role-play based on a simple story.
- Direct a story vine by asking students to draw a series of three to six pictures about a story. They then retell the story based on the pictures.

Techniques and Elements*Students will be able to:*

- 2.3.2** identify the beginning, middle, and end of oral, literary, and media texts.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify the beginning, middle, and end of literary and media texts?

 Checklists

Develop checklists to identify whether the student has constructed and confirmed meaning.

Does the student:

- orally retell the beginning, middle, and end of familiar texts?
- use a story map to depict the sequence of a story by drawing and/or writing?
- use props, story vine, or other concrete objects as aids in retelling the beginning, middle, and end of stories?

The dates and contexts are noted.

 Retelling

Have students retell the text of the story without cues, prompts, or props. Record the story to determine if they have recalled the beginning, middle, and end.

 Picture Sequences

Mix up a sequence of pictures and have the students order the pictures and relate a story with a beginning, middle, and end.

 Story Maps

Students use a simple organizer to relate a story.

SAMPLE RESOURCES

- Video: *Der Kleine Eisbär*.
- McKee, David. *Elmar Thienemann*.

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Vocabulary

Students will be able to:

2.3.3 experiment with parts of words, word combinations, and word patterns.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Using individual letter cards, students combine them to spell colour words (e.g., r-o-t, b-l-a-u).
- Students become “sound finders”—looking through favourite stories and rhymes for words that begin or end with certain letters or letter combinations.
- Students group words according to sound patterns or word families (e.g., *klein, mein, dein, fein; der Schnee, es schneit, der Schneemann*).
- Students start personal dictionaries. There may be some core words included in their dictionary.
- Present a print-rich environment—labels, signs, charts, word walls, poems, songs, rhymes. The students read around the room.
- Learning Centres: Encourage students to engage in a variety of word play and word study activities in the writing centre. Have students build or copy favourite words or phrases in a variety of ways. Place a variety of manipulatives, such as sponge letters, magnetic letters, sandpaper, tactile letters, letter cards, cereal, or macaroni letters in a writing centre. Include a variety of writing materials, such as felt pens, crayons, pencils, letter stamps, slate boards, chalk, markers, white boards, and a variety of paper types and sizes. Change or add to the materials in the centre by including finger paint, sand, salt, alphabet pasta, and modelling clay. Post students’ work for others to read.
- Students experiment with nonsense syllables orally (e.g., *Das große Lalula (Christian Morgenstern)*).

Vocabulary*Students will be able to:*

- 2.3.3** experiment with parts of words, word combinations, and word patterns.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- experiment with parts of words, word combinations, and word patterns?

 Checklists

Develop checklists to identify whether the student has constructed and confirmed meaning.

Does the student:

- experiment with word patterns?
- experiment with compound words?
- experiment with using refrains?
- try to make meaningful word and letter substitutions to create new words and patterns?
- show eagerness to play word games?
- take risks in creating new words and using word patterns in written expression?
- demonstrate creativity in playing with words in songs, chants, and skipping rhymes?
- benefit from the use of manipulative letters in vocabulary activities?

Date and record the context of students' developing skills in using textual cues to construct and confirm meaning.

 Anecdotal Notes

Observe students engaging in word play and word activities as they experiment with building word families. Keep anecdotal records over time to help identify students' strengths and challenges in vocabulary development, and to indicate where support is needed.

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Experiment with Language

Students will be able to:

2.3.4 appreciate repetition, rhyme, and rhythm in shared language experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After singing a short rhyming song, students make up actions to go along with the song. For example,
Auf dem Gummibaum sitzt ein Kakadu ...
Du, komm zu mir ...
- While students listen to stories, they chime in with repeated patterns.
 - *Wo mag nur meine Katze sein?*
 - *Der kleine Käfer Immerfrech*
- Students brainstorm rhyming words after reading a story such as *Die Riesenschlange Sansibar*.
- Students are involved in Echo reading and choral reading activities.
- Reread some favourite stories, and ask students to fill in and read repeated patterns.
- Students use repetitive/cumulative patterns to create classroom stories and songs.
- When learning new vocabulary, students clap out the rhythm of the words. Once students are familiar with the new vocabulary, they guess a word by its rhythm.
- Students select tongue twisters that they would like to master. They may try and draw a picture to match.
- Students learn and practice *Abzählreime*/counting rhymes.

*Vogel singt,
Eichkatze springt,
Sonne scheint,
Keiner weint,
der Wald ist grün,
und du must fliehn!*

*Häschen saß
im Klee und fraß
an einem schönen Tag
im Garten
Salat und Kohl und auch Spinat
und du musst warten.*

Experiment with Language*Students will be able to:*

- 2.3.4** appreciate repetition, rhyme, and rhythm in shared language experiences.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- appreciate repetition, rhyme, and rhythm in shared language experiences?

 Checklists

Develop checklists to identify whether the student has constructed and confirmed meaning.

Does the student

- recognize repetition when listening?
- recognize repetition when reading?
- repeat words, phrases, and sentences?
- recognize rhyme when listening?
- recognize rhyme when reading?
- recognize rhythm when listening?
- recognize rhythm when reading?
- show appreciation for repetition?
- show appreciation for rhyme?
- show appreciation for rhythm?

Date and record the context of students' developing skills in using textual cues to construct and confirm meaning.

 Anecdotal Notes and Video Recordings

Use video recordings to record observations during songs, and to note if students participate in creating actions to go along with the short rhyming song. Keep anecdotal records on students to supplement information obtained on video recordings. Date and record the context of the observations.

SAMPLE RESOURCES

- Buckley, Richard, and Carle, Eric. *Die Riesenschlange Sansibar*. Gerstenberg.

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Create Original Texts

Students will be able to:

2.3.5 create basic texts to communicate and demonstrate understanding of basic forms.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students change key words in a song to create original songs. For example,
One little, two little, three little snowflakes
Four little, five little, six little snowflakes
Seven little, eight little, nine little snowflakes
Ten little snowflakes falling from the sky.

[*Ein kleines, zwei kleine, drei kleine Kinder/vier kleine, fünf kleine, sechs kleine Kinder
sieben kleine, acht kleine, neun kleine Kinder/ Zehn kleine Kinder spielen*—substitute with
familiar nouns and verbs—the only problem is the ending of the first (singular) adjective]
- Use simple modelled sentences and have students write notes, cards, or invitations for special occasions such as:
 - Thanksgiving
 - Christmas
 - Valentine’s Day
 - Easter
 - Mother’s Day/Father’s Day
- Model the writing of simple persuasive writing (e.g., *Wunschzettel. Ich möchte einen Hund*).
- After Christmas, students use modelled sentences to write and illustrate a thank-you card to Santa.
- Model descriptive writing for situations such as *Wie baut man einen Schneemann? Wie macht man Obstsalat?*
- Story writing.
- Use wordless picture books as a guide for creating oral/written texts.
- Students use puppets or create skits to retell familiar stories.

Create Original Texts*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- create original text to communicate understanding?
- demonstrate understanding of basic writing forms?

 Self-Assessment

Students use a self-assessment checklist to monitor their own work. Use a checklist to suit the activity.

Meine Arbeit		
Name: _____	Datum: _____	
Was ich alles machen kann.		
Ich habe _____	geschrieben.	
Ich habe Bilder gemalt.	☺	☹
Ich habe meine beste Arbeit gemacht.	☺	☹

SAMPLE RESOURCES

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

Use Personal Knowledge

Students will be able to:

3.1.1 contribute personal knowledge of a topic to gather information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students contribute to a discussion by brainstorming. Record ideas on charts, etc. These ideas can be grouped and labelled.
- When introducing a new topic, guide students and create a KWL (WML) and KWL (WML) Plus chart. Information may be added over time.
- As part of a morning routine, students may share Daily News that is of a personal nature or from other media sources. Record information in a 6W questions chart form.

<i>Wer?</i>	<i>Wo?</i>	<i>Was?</i>	<i>Wie?</i>	<i>Wann?</i>	<i>Warum?</i>

- Students are asked to bring in items about a topic of study. Parents are aware of the topic and can help their child prepare words or phrases for sharing.
- The Sharing Circle provides a time for students to contribute knowledge they have about a topic. Students must take turns and listen actively to others. Sentence starters should be provided and modelled.

Personal Knowledge*Students will be able to:***3.1.1** contribute personal knowledge of a topic to gather information. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- contribute personal knowledge of a topic to gather information?

 Checklists

Develop checklists to identify whether the student has constructed and confirmed meaning. Date and note the context of every observation, and note progress over time.

Does the student:

- actively contribute personal knowledge about a topic?
- provide accurate information?
- identify missing information?
- have particular topics of interest?
- show interest in presented topics?
- have gaps or misinformation which must be clarified?
- discover information needs?

 Detachable Labels

Using detachable labels, observe students in formal and informal situations as they discuss things they already know about topics. Listen for and record the information being shared. Review data to note progress.

SAMPLE RESOURCES

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

Ask Questions

Students will be able to:

3.1.2 ask basic questions to satisfy personal curiosity and information needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students survey the class to find out which fruits the class prefers, and then students make fruit kabobs. They ask questions such as, “*Magst du Bananen, Äpfel, Weintrauben, Orangen oder Kiwi?*” The class graphs the responses and determines how much of each fruit is needed to make enough kabobs for everyone in the class.
- Students ask routine questions in German.
 - *Darf ich bitte zur Toilette gehen?*
 - *Darf ich bitte etwas trinken?*
 - *Darf ich bitte meinen Bleistift anspitzen?*
 - *Wie heißt _____ auf Deutsch?*
- During show And tell, students are encouraged to ask questions. Prepare a chart containing basic questions to which the students can refer.
- Sharing Box—*Erzählkiste*: Students take turns bringing an item from home that fits in the box. Three clues are given to the classmates. Students ask questions until they guess what is in the box.

Create and Follow a Plan*Students will be able to:*

- 3.1.2** ask basic questions to satisfy personal curiosity and information needs.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- ask basic questions to satisfy personal curiosity and information needs?

Checklists

Develop checklists to identify whether the student has constructed and confirmed meaning. Date and note the context of every observation, and note progress over time. Consider items such as the following:

Does the student:

- express curiosity about a topic?
- show a willingness to ask questions?
- ask different kinds of questions?
- ask open-ended questions?
- discuss personal information needs?

Anecdotal Notes

Keep anecdotal records that describe the type of questions used for daily routines or for show and tell questions.

SAMPLE RESOURCES

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

Participate in Group Inquiry

Students will be able to:

3.1.3 ask and answer basic questions to help satisfy group curiosity and information needs on a topic.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students survey the class to identify favourite school activities or hobbies.

<i>Liest du gern?</i>	<i>Spielst du gern Fußball?</i>
<i>Schreibst du gern?</i>	<i>Spielst du gern im Schnee?</i>
<i>Rechnest du gern?</i>	<i>Schwimmst du gern?</i>
- Students are encouraged to use modelled or original questions for show and tell.
- Discuss set categories. Students are given an item and must decide where it fits. *Der Apfel gehört zum Obst. Der Apfel passt mit rot.*
- Place an item related to a topic or theme under study in a Mystery Box. Have students guess what is in the bag by playing Twenty Questions. Model how to ask categorical questions such as:
 - *Größe: Ist es größer als ein Bleistift?*
 - *Form: Welche Form hat es?*
 - *Farbe: Welche Farbe hat es?*
 - *Kategorie: Ist es ein Spielzeug?*
 - *Funktion: Spielt man damit?*
 - *Standort: Ist es in unserem Klassenzimmer?*
- Print five questions on index cards and place them in a Question Box. After discussing a topic, students take turns drawing cards out of the box and responding to them.

Create and Follow a Plan*Students will be able to:*

- 3.1.3** ask and answer basic questions to help satisfy group curiosity and information needs on a topic. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- ask basic questions for basic group needs and to gather information on a topic?
- answer basic questions for basic group needs and to gather information on a topic?

 Checklists

Create checklists.

Does the student:

- ask relevant questions?
- take turns asking questions?
- identify question and answer relationships?

Use the checklist to record students' question-asking and question-answering skills during Mystery Bag or Box. Date and record the context of each observation, and review to monitor progress over time.

Does the student:

- ask W6 questions: *Wer? Was? Wo? Wann? Warum? Wie?*
- ask relevant questions?
- answer questions in single words?
- answer questions in phrases?
- answer questions in sentences?
- take turns asking questions?
- identify question and answer relationships?

 Self-Assessment

Name: _____		Datum: _____	
Thema: _____			
1. Ich habe Fragen gestellt.	ja	nein	
2. Ich habe geantwortet.	ja	nein	
3. Meine beste Frage war _____			

Question '3' can be answered during a conference where the teacher can scribe the response.

SAMPLE RESOURCES

General Outcome

3

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

3.1 Plan and Focus

GRADE

1

Specific Outcome

Create and Follow a Plan

Students will be able to:

3.1.4 listen actively and follow directions for gathering information and ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Conducting Research:** Students, with teacher guidance, use questions to direct research about a specific topic. Help students develop a plan for selecting and gathering information. During library time, show them appropriate books in which they can find some information about the topic.
- Ask students to repeat directions, or to give routine directions.
- The teacher or a student leads a game of *Simon sagt* where students are asked to identify body parts.

Create and Follow a Plan*Students will be able to:*

- 3.1.4** listen actively and follow directions for gathering information and ideas.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- listen actively to directions?
- recall directions for gathering information?
- follow steps for gathering information?

 Response Journal

Assess students' skills in recalling and following directions for gathering information. Have students use a journal to self-reflect on the information-gathering process. Provide journal prompts.

SAMPLE RESOURCES

General Outcome

3

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

3.2 Select and Process

GRADE

1

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 identify and share basic personal knowledge related to experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students discuss favourite foods, draw pictures, and label food items in German.
- Students bring favourite photos from home and arrange them to tell a story (e.g., a camping experience, a celebration, a trip). Students are encouraged to describe what is in the picture and to say what they learned during these experiences. If they describe a camping trip, they can talk about animals or insects they saw. If they visited another city, province, or country, they can talk about places they encountered. The large group sharing may be limited to two or three students per day.
- Students share and compare using the five senses (e.g., cookies or other treats). Construct a chart to record students' feelings and experiences. Students can make comparisons.
- Students draw and discuss personal experiences in which they have learned new things. Experiences can include helping out at home or participating in extracurricular activities (e.g., helping in the kitchen, doing yard work, working in the garage; taking music lessons, learning a new sport, taking dance lessons, enrolling in art classes). These can be shared with a partner or during a Sharing Circle after appropriate vocabulary has been provided.
- Students decorate a shoebox and fill it with items that they brought from home and that are special to them. Students share the contents with their classmates. Students can also bring in objects related to a topic being studied. Students should be given the necessary vocabulary and practice before they make a class presentation.

Identify Personal and Peer Knowledge*Students will be able to:***3.2.1** identify and share basic personal knowledge related to experiences. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share personal knowledge?
- stay on topic?
- take turns sharing knowledge with peers?
- develop confidence in identifying and sharing personal knowledge related to experiences and topics?

 Anecdotal Notes/Observations

Record students' developing skills in identifying and sharing personal knowledge and experiences. Date and record the context of each observation, and review to note progress and inform instruction.

SAMPLE RESOURCES

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



Identify Sources

Students will be able to:

3.2.2 seek information from a variety of sources.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students survey another German class (e.g., favourite colour, game, etc.).
- Students use word walls, magazines, dictionaries, or books to help with drawing and writing.
- Students prepare interview questions and interview school workers about the job they do in the school.
- When doing a theme, review various sources with students (e.g., books, videos, audiotapes, songs, poems, websites). This list may be charted or graphed as a reference chart for a class display.
- Guest speakers are invited to visit and share information about a topic.
- Field trips provide a source of information. The class discusses what was learned.
- Students become familiar with a reference chart.

Sehen 	Hören 	Lesen 
<ul style="list-style-type: none"> - Videos - Fernsehprogramme - Fotos - DVDs 	<ul style="list-style-type: none"> - Kassetten - Radio - CDs - Erzähler - Vorleser 	<ul style="list-style-type: none"> - Bücher - Magazine - Zeitungen - Plakate - Schilder - Karten - Diagramme

When sharing with the class, students reveal the source of their information.

Identify Sources*Students will be able to:***3.2.2** seek information from a variety of sources. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- seek information from a variety of sources?

 Checklists

Develop checklists to note the sources students use to answer inquiry questions.

Does the student:

- use visual sources such as pictures to answer inquiry questions?
- use oral sources such as parents and elders to answer inquiry questions?
- use print sources such as concept books to answer inquiry questions?
- use experiences such as field trips, excursions, or camps to answer inquiry questions?

Date and record the context of each observation. Review checklists to note the progress of their developing skills and to inform instruction.

 Conferences

Conference with students to find out what sources were used in gathering information.

SAMPLE RESOURCES

General Outcome

3

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

3.2 Select and Process

GRADE

1

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 recognize when information answers the questions asked.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- For a whole-class project, students record information, gained from various sources, on index cards or self-stick notes. Read and categorize information with students. Students arrange their cards using various organizational patterns such as chronological or spatial order. Students work in pairs to determine what information is relevant, what information can be discarded, and what information can be saved for future use. Check the information to ensure that it answers the questions asked (Jansin 1995).
- After looking at three book covers, students identify which one would be about sports.
- Ask students multiple-choice questions.
- When working on a class project, students decide whether information should be trashed, saved, or regarded as a definite treasure.
- Students play a game involving a question and answer. A student gives the answer and the rest of the students guess the question.
- Students interview German-speaking family members, staff, or community workers about a specific topic.
- Students make riddles about people or objects in the class or school, or about animals. They challenge each other to answer the riddles.

Evaluate Sources*Students will be able to:***3.2.3** recognize when information answers the questions asked. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)***Focus for Assessment**

Does the student:

- recognize when information answers the questions asked?

 Self-Assessment

Have students reflect on how they determined when the information was relevant, when it could be discarded, and when it could be saved. Date and include the observation situation, and review to note progress over time and to inform instruction.

Name: _____ Datum: _____

Thema: _____

1. Meine Frage _____

2. Meine Antwort _____

3. War meine Antwort richtig? ja nein

4. Habe ich genug Informationen? ja nein

This can be guided by the teacher or done while conferencing with a student.

SAMPLE RESOURCES

General Outcome

3

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

3.2 Select and Process

GRADE

1

Specific Outcome

Access Information

Students will be able to:

3.2.4 use visual and auditory cues to make meaning; understand that library materials have a specific organizational system.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students understand that German books are in one area of the library.
- Students understand that picture books are in one area of the library and informational books are located in another part of the library.
- Use the overhead and coloured markers to model how to locate key words for relevant facts. Use different coloured highlighters to highlight various categories of information. Repeat until students demonstrate a readiness to work more independently. In small groups, students read text to locate and highlight the key words that answer their inquiry questions.
- Take students to the library to explain different sections, especially the section where the German books are found.
- Ask an older class to give a tour of the library and explain how they use it.
- Label and number items in the library. Students are given a map and a list and are asked to locate ten items in the library. Call out the item and have students mark it on their map.
- The class labels sections of school and class library using visual and print cues.
- After realizing books are in alphabetical order, students arrange themselves in alphabetical order like books on a shelf.

Access Information

Students will be able to:

- 3.2.4** use visual and auditory cues to make meaning; understand that library materials have a specific organizational system. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use visual cues to discover meaning?
- use auditory cues to discover meaning?
- know that a library uses a specific organizational system?

 Conferences

Conference with students about the map they created. Discuss with students the cues they used in the library that helped them create their map. Conduct conferences during work in progress to coach students to use a variety of informational sources.

 Checklists

Develop checklists to note the sources students use to answer inquiry questions.

Does the student:

- locate materials in the library using titles?
- locate materials in the library using authors' names?
- gather information from charts?
- gather information from pictures?
- gather information from oral or media text?
- use visual cues to locate information?
- use auditory cues to locate information?

Date and record the context of each observation. Review checklists to note progress students are making in developing these skills and to inform instruction.

SAMPLE RESOURCES

General Outcome

3

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

3.2 Select and Process

GRADE

1

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 make and check predictions, using prior knowledge and oral, visual, and written text features to understand information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Stop in the middle of a story or video and ask students to predict what could occur next in the story.
- Students listen to a sentence about an object or picture. They are asked to identify whether the statement is accurate.
- Using wordless picture books, model for students how to create a text. Students should be provided with frame sentences.
- Students look at the title and cover pages of a book. Then, on a blank piece of paper, they illustrate and label their prediction of what they story is about. Students look through the illustrations and confirm or add pictures or labels. Finally, after hearing the story, students do a final analysis and share their predictions with the group.
- Students fold a paper into four squares. As they listen to a text, stop at four key points. When you pause, students predict what will happen next, placing words and sketches in the appropriate square of their folded paper.

Make Sense of Information*Students will be able to:*

- 3.2.5** make and check predictions, using prior knowledge and oral, visual, and written text features to understand information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- make and check predictions using prior knowledge and oral, visual, and written text to understand information?

 Detachable Labels

Use detachable labels to observe students as they make predictions. Listen to see if students use techniques such as prior knowledge, text features in written texts, or visual features in video to make predictions. Date and include the context of each situation. Review data to help identify patterns and themes in the students' thinking.

 Conferences

Conference with students about predictions made. Students are coached on refining their predictions by using visual and print cues.

 Checklists

Develop checklists to note the sources students use to answer inquiry questions.

Does the student:

- use prior knowledge to make predictions in oral, literary, and media text?
- use illustrations to check predictions?
- use titles to check predictions?
- check predictions in media text from the opening shots?
- use text features in written texts to make and check predictions?

Date and record the context of each observation. Review checklists to note progress students are making in developing these skills and to inform instruction.

SAMPLE **RESOURCES**

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

3.3 Organize,
Record, and
Assess

Organize Information

Students will be able to:

3.3.1 identify and categorize information according to similarities, differences, patterns, and sequences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students arrange pictures in sequential order to show the growth of a plant.
- Students are presented with a list of describing words. Then they complete a class T-chart or Venn diagram showing similarities and differences between two animals or two objects (e.g., tigers and bears; pencil and felt pen).
- Students compare and contrast two different holidays or cultural differences (e.g., *Ostern und Weihnachten*).
- Students sequence sentence strips to create a story (e.g., students sequence a dialogue text).
- Good News/Bad—*Etwas Gutes und etwas Schlechtes*: Students can look at a situation and find both good and bad aspects to it. Students can do these orally. Then each student prepares a sheet. At the end of the activity, the sheets can be put into a class book.
- After discussing a sequence activity, students are given a sheet which is divided into four squares. Students label and illustrate their squares in the order of the sequence (e.g., 1 to 4). Students then present their story to a partner (e.g., *Hier ist meine Reihenfolge*).
- Using sorting boxes, students categorize objects and orally explain their rationale for their choices.

Organize Information*Students will be able to:*

- 3.3.1** identify and categorize information according to similarities, differences, patterns, and sequences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify and categorize information according to similarities, differences, patterns, and sequences?

Conferences

Conference with students as they group and categorize information. Have students explain their T-chart or Venn diagram.

Checklists

Prepare checklists based on Focus for Assessment criteria.

Does the student:

- group or categorize information?
- categorize information according to similarities?
- identify similarities?
- identify differences?
- sequence information in an organized way?
- sequence according to beginning, middle, and end?
- sequence familiar events chronologically?
- sequence events logically?
- identify when events are not in sequence?

SAMPLE RESOURCES

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

3.3 Organize,
Record, and
Assess

Record Information

Students will be able to:

3.3.2 represent and express key facts and ideas in visual form or with words.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students represent their ideas by drawing or cutting pictures and placing them in the appropriate word box. For example, after reading a book about caterpillars, a student finds a picture of a leaf and places it in the box marked *Was frisst eine Raupe?*
- Students discuss their pets using the following areas of discussion:
 - Mein Haustier*
 - Mein Haustier ist* _____.
 - Es heißt:* _____.
 - So sieht es aus.* _____.
 - Es frisst:* _____.
 - Seine Gewohnheiten:* _____.
 - Das ist interessant:* _____.
- Students use the 6W questions to present information.
- Students learn how to use webs to record their own key words, phrases, and images about a certain topic.
- Students make a model or shoebox diorama, and then present it to the class (e.g., *Mein Zimmer*).

Record Information*Students will be able to:***3.3.2** represent and express key facts and ideas in visual form or with words. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explain key facts in own words?
- represent ideas in a form different from the original text?
- record information accurately?

 Conferences

Conference with students about their labelled pictures to see whether they represent key facts and ideas. These can be dated and kept as a sample to be used at a later period to monitor progress.

 Portfolios

The teacher and students choose work samples that are dated and reflect growth over time.

SAMPLE RESOURCES

General Outcome

3

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

3.3 Organize, Record, and Assess

GRADE

1

Specific Outcome

Evaluate Information

Students will be able to:

3.3.3 use gathered information as a basis for communication.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After a neighbourhood walk, students record in pictures and words what they saw, heard, and smelled. They then share their work with their classmates.
- Students summarize and represent interesting information they have heard, read, or viewed. Provide a variety of journal prompts to encourage students to reflect upon and share information. For example, after listening to the story *Neues aus der Milchzahnstraße*, students illustrate what they learned about healthy teeth.
- Students prepare an audio or video tape presenting information on a concept that they learned. Alternatively, students can prepare a class booklet with illustrations and labels that depict the information.
- In a journal, students record something they learned in school. This can be shared with parents on a weekly basis.

Evaluate Information*Students will be able to:***3.3.3** use gathered information as a basis for communication. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use gathered information to communicate with others?

 Checklists

Use the checklists to observe students' skills in communicating information to others.

Does the student:

- recognize when gathered information may be of interest to others?
- use a variety of ways to communicate gathered information with others?

Date the entries and include the context in which the observations occur. Review data to note progress and to inform instruction.

 Conversations and Conferences

To provide an opportunity for students to talk about their favourite project. Keep anecdotal records of the conference.

SAMPLE RESOURCES

- Russelmann, Anna. *Neues aus der Milchzahnstrasse*. Libri. ISBN 3-85195-333-9

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

3.3 Organize,
Record, and
Assess

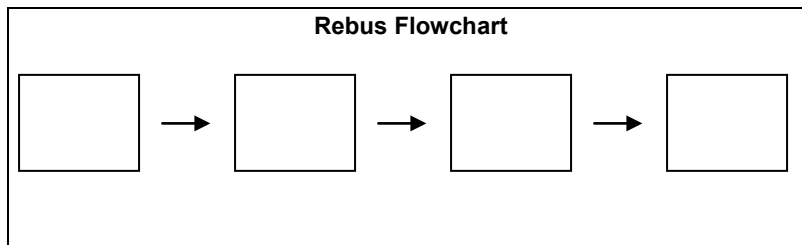
Develop New Understanding

Students will be able to:

3.3.4 recall, share, and record information-gathering experiences in visual or text form.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- During Fire Safety Week, students listen to a firefighter talk about fire safety. They record ideas in pictures and print. A map of the school is given to students to draw escape routes. Similarly, they prepare escape routes for their home with their family. Students present their routes using terms such as *nach links*, *nach rechts*, *geradeaus*.
- After doing an activity, students share in a circle what they experienced in the process.
- Students listen to a book, *Ich will auch Geschwister haben*, and they draw before and after pictures to show how families change.
- After completing a project or presentation (e.g., a diorama, an interview, a graph), students create a rebus flowchart representing the steps taken in making the final product.



- While studying a theme or unit, take pictures of various student activities to show the development of the concepts.
- After interviewing school staff, students match staff members and their responsibilities.
- As a whole class, students generate questions to ask their reading buddies. Then they choose four or five questions to ask their buddy. After interviewing reading buddies, students create a poster about their reading buddy.

Develop New Understanding*Students will be able to:*

- 3.3.4** recall, share, and record information-gathering experiences in visual or text form.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recall the information-gathering experiences?
- record information-gathering experiences?

 Conferences

Conference with students about their personal contributions to group writing. Provide support and coach students to help them gain confidence in sharing their knowledge and experiences.

SAMPLE RESOURCES

- Lindgren, Astrid. *Ich will auch Geschwister haben*. Libri. ISBN 3-7891-6033-4.

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

Generate Ideas

Students will be able to:

4.1.1 contribute ideas from personal experiences for oral, written, and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Brainstorm a topic with students. Then they write a class book.
 - *Im Winter können wir...*
 - *Wir spielen gern ...*
- During a school tour, students orally recall what they saw. Then they draw and/or write what they saw. *Wir haben uns die Schule angeschaut. Das habe ich gesehen.*
- Students create illustrated books on a topic and complete sentences for their illustrations. For example,
 - Mein Papa*
 - Mein Papa ist ...*
 - Mein Papa kann ...*
 - Mein Papa und ich ...*
 - Thanksgiving
 - Danke für ...*
 - Colours
 - ... ist rot*
 - ...ist blau*
 - ... ist grün*
- Students listen to a story (e.g., *Eulenrufe*) and illustrate “their favourite part of the story.” Students then share their illustration during a Sharing Circle.
- Students cut and paste objects of a specific colour to make their own book about a planet that has only one colour. Modelled after “*Riri im Farbenland.*”
- The class creates a language experience bulletin board using visuals and text. Students are given four pieces of paper, 4" x 5½". Give the students a theme (e.g., *Familie* or *Auf dem Bauernhof, Im Wald*) and they illustrate four different personal thoughts or ideas. As they compile each picture, they present it to the teacher. Label their picture using a word, phrase, or sentence, and then post it. Make large word or phrase labels for the group, and they recall ideas. In the end, present vocabulary and concepts that are missing.

Generate Ideas*Students will be able to:*

- 4.1.1** contribute ideas from personal experiences for oral, written and visual texts.
(continued)










SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- contribute personal ideas in oral form?
- contribute personal ideas in written form?
- contribute personal ideas in visual form?
- maintain topic focus?

□ Self-Assessment

Students complete a self-assessment to show how they shared ideas.

Name: _____	Datum: _____
1. Ich spreche über meine Ideen.	
  	
2. Ich höre Anderen gut zu.	
  	
3. Ich habe etwas neues gelernt.	
  	
4. So bekomme ich neue Ideen	
<hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/>	

Initially, you can read these sentences while students complete the sheet on their own. As well, the lines for #4 can be eliminated to allow students to represent their idea, thought, and/or concept through an illustration. Later, lines can be added so students can write their responses. See Appendix E for further assessment charts.

SAMPLE RESOURCES

- Schoenherr, John, and Yolen, Jane. *Eulenrufe*. Ravensburger.
- Reinl, Edda, and Wolfgang Neuper, Lois, *Riri im Farbenland*.

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

Choose Forms

Students will be able to:

4.1.2 share ideas and experiences using simple forms in the classroom context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students share an experience (*Mein Schönstes Erlebnis*).
- Students create a simple flip book and read it to parents or a reading buddy.

In der Schule.

<i>Wer?</i>
<i>Macht was?</i>
<i>Wo?</i>

- Students use pictures or take photographs of the same object throughout each season. Students create a timeline using photographs of themselves.
- Students put on a puppet play. The script is written by the class.
- Students make dioramas of their room or house.
- Students make modelling clay sculptures of their family, a shape, favourite pet, an item of food, an animal, or a favourite story character. They talk about the sculpture using implemented vocabulary to describe it.
- Students make a model of an item that represents their favourite poem or song. The others guess the poem or song represented.

Choose Forms*Students will be able to:*

- 4.1.2** share ideas and experiences, using simple forms in the classroom context.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- share ideas and experiences following simple story patterns?
- share ideas through informal writing?
- share ideas through visual representations?
- share ideas through illustrations?

 Observation Checklists

Develop checklists (see Appendix E: Observation Checklist). Date and include the context of sharing. Try to ensure that students have ample opportunities to share their ideas and experiences. Have students choose different forms and patterns throughout the year.

 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 share ideas and experiences using simple text forms (see Appendix E: Rating Scale 1, 2, or 3).

SAMPLE RESOURCES

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

Organize Ideas

Students will be able to:

4.1.3 organize visuals and familiar print to express ideas and tell stories.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students sequence the dialogue pictures from a familiar story.
- Students take a comic strip that has been cut up and sequence it into a story.
- Students use a computer paint program (e.g., *Kid Pix* and *Kids Work*) to produce a series of animated pictures to show movement. Afterwards, they present their mini-movie to the class.
- Students create, in sequence, pictures to show how to prepare a dish (e.g., *Pizza*, *Obstsalat*, *Gemüsesuppe*).
- Students make storyboards or wordless picture books to represent a series of ideas. Provide sentence starters that can be used for daily journaling.

An einem sonnigen Tag ...

Wenn der Sommer kommt ...

Manchmal wünsche ich mir

Mein bester Freund/meine beste Freundin ...

Mein Lieblingstier ...

Als wir zelten waren, ist ein Bär gekommen und ...

Organize Ideas*Students will be able to:***4.1.3** organize visuals and familiar print to express ideas and tell stories. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- organize visuals and familiar print to express ideas and tell stories?

 Rubrics

Develop a rubric to reflect whether the students could:

- tell the information in appropriate sequence.
- draw pictures to illustrate informational text.
- arrange pictures of the informational text in an appropriate sequence.

Encourage students to use the rubrics to assess their own work (see Appendix E: Rubric or Rubric and Checklist).

 Checklists

Develop checklists to observe students' skill in communicating information to others.

Does the student:

- tell stories or information in appropriate sequence?
- arrange pictures from stories or informational text in appropriate sequence?
- draw pictures to express ideas?
- draw pictures to support original stories?
- draw pictures to illustrate informational text?
- write original stories or informational text in appropriate sequence?

Encourage students to use a checklist to assess their own work.

 Portfolios

With assistance, students select work samples that show how they organized visual and simple written texts to express their ideas and tell stories.

SAMPLE RESOURCES

- German *Mücker* magazines for simple cartoons

Students will listen, speak, read, write, view, and represent in German 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 talk about own creations and those of others, using basic, commonly used expressions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Post a list of compliments.

Das ist gut.

Prima!

Ich mag das.

Das hast du sehr gut gemacht.

Students compliment the work of other students, choosing phrases from the list.

- Post a list of characteristics of good poets and writers.
- Post an editing checklist appropriate for Grade 1.
- After a story is read, generate a list of what the students enjoyed about the text. Students use this as a basis for comments made to someone who has presented in the Author's Chair (e.g., *Das ist lustig. Ich mag deine Personen, deine Tiere, deine Bilder.*)
- Students talk about their own pictures (e.g., *Das habe ich gut gemacht. Das kann ich besser machen.*).

Appraise Own and Others' Work*Students will be able to:*

- 4.2.1** talk about own creations and those of others, using basic, commonly used expressions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use basic expression to talk about their own creations and those of others?

Observation Checklists

Create checklists based on Focus for Assessment criteria (see Appendix E: Observation Checklist).

Does the student:

- share personal creations?
- take an interest in others' work?
- talk about creations of others in a positive way?
- value ideas and contributions of others?
- review personal creations?
- share personal creations with teachers?
- share personal creations with peers?
- share personal creations in small groups?
- ask for feedback when sharing?
- offer feedback to others?
- incorporate suggested enhancements willingly?

Observe the students' active listening skills.

SAMPLE RESOURCES

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

Revise Content

Students will be able to:

4.2.2 ask basic questions to clarify meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Ask calendar and weather questions as part of the morning routine. Later, students can take turns asking the morning weather questions.
- After show and tell, students use guided questions for information and clarification.
- Students play a game of 20 Questions (yes/no question prompts posted on a chart) to discover an item in the Mystery Bag (*Geheimtüte*).
- Students learn phrases that help them formulate questions to clarify meaning (see Appendix B, *Ausdrücke für Schüler*).
- Create a poster of the 6W questions. Students use these to ask questions after story time. Initially, model asking the questions, and then later the students take turns being the teacher.
- Students are introduced to simple adjectives or adverbs that could help extend their questioning skills (e.g., *Ist es groß? Ist es sehr groß? Ist es riesengroß?*).
- Each student holds a picture of an object pertaining to the theme or vocabulary being developed. Students take turns asking prepared questions.
- Students play games, such as the following:
“Wie spät ist es Herr Wolf?”
“Fischer, Fischer, wie tief ist das Wasser?” or *“Taler, Taler, du musst wandern”*
- Students role-play a dialogue. One character must ask at least three questions (see example between Tiger and Bär when Tiger is sick).

Bär: *Wie geht es dir?*

Tiger: *Nicht gut.*

Bär: *Was hast du?*

Tiger: *Mir tut der Kopf weh. Ich habe Kopfschmerzen.*

Bär: *Bist du müde?*

Tiger: *Ja, ich bin sehr müde.*

Bär: *Das tut mir leid. Geh schnell ins Bett.*

Revise Content*Students will be able to:***4.2.2** ask basic questions to clarify meaning. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

– ask basic questions to clarify meaning?

 Checklists and Comments

Create an outcome-based checklist and share it with students prior to the activity. Use the checklist to assess whether students are able to ask simple questions to clarify meaning (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

 Self-Assessment Checklist

Create a simple outcome-based self-assessment checklist to determine whether students are able to ask simple questions (see Appendix E: Self-Assessment Checklist).

SAMPLE RESOURCES

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

Enhance Legibility

Students will be able to:

4.2.3 form recognizable letters; use letter keys and basic keys on the keyboard.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students practise forming all letters of the German alphabet, including *ß ü ö ä*. Students strive for consistency in size and shape.
- Students become familiar with and experiment using the Alt key and the appropriate number from the Number Pad to get the German letters *ß ü ö ä*, etc., on the computer.
- Each student is given a letter or number. The student will use a computer paint or word processing program to create a page for an alphabet or number book. The pages are then printed and compiled to form a class book (e.g., *A – ist für...., B – ist...*). The student uses a paint program to illustrate the letter. Students share taking the book home to read to family members.
- After typing one letter on the keyboard, each student experiments with different styles and sizes of the letter. Students do the same using their name.
- Provide explicit instruction and model appropriate letter formation. Mini-lessons should include:
 - moving from left to right
 - top to bottom of page
 - proper formation of upper and lower case

Enhance Legibility*Students will be able to:*

- 4.2.3** form recognizable letters; use letter keys and basic keys on the keyboard.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- form recognizable letters?
- use letter keys and basic keys on the keyboard?

 Portfolios

Students choose samples of their best printing for their portfolios. Students should tell why the selected piece represented their best work. Date work samples to show progress over time.

 Observation Checklists

Create checklists based on forming recognizable letters.

Does the student:

- form letters correctly?
- demonstrate consistency in formation of letters?
- demonstrate appropriate spacing between letters?
- demonstrate appropriate spacing between words ?
- print from left to right?
- print from the top of the page to the bottom?
- demonstrate skill in printing on lined paper?
- take pride in own printing efforts?
- use the preferred hand consistently?
- hold the pencil using a satisfactory grip?

(See sample blackline master in Appendix E: Observation Checklist.)

SAMPLE RESOURCES

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

Enhance Artistry

Students will be able to:

4.2.4 use familiar words or simple sentences to describe ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Together with students, compose a text discussing familiar words or simple sentences based on the students' common experiences. When the text is complete, students reread it to ensure the information is accurate and sequenced appropriately. Post the text in the classroom for reading practice.
- Students draw and colour their favourite ice cream, food, animal, etc., and use simple sentences to describe it.
- After you have read them a text, students illustrate three ideas and label each idea.
- After you have read them a story (e.g., *Der tapfere Theo*), students are asked to share similar experiences (e.g., describe when they are afraid). Scribe their responses and draw picture cues. Students choose their response, complete a sentence on a pre-made sheet, and illustrate their response. As a final copy, the sheets can be completed using a computer.
- After reading a story, ask the students to retell it in their own words, using prompts provided.
- After a field trip, the class composes a Language Experience chart. Guide and model appropriate sentence structures for the students.
- Students use pictures or photographs to describe familiar events (e.g., *Meine Geburtstagsfeier*, *Unsere Halloweenparty*, or *Mein Zahn ist nicht mehr da!*). Students label the pictures.
- Provide a simple sentence and chooses a noun, verb, or adjective that could be changed. Students brainstorm different possibilities (e.g., *Ich gehe jeden Tag in die Schule. Ich fahre jeden Tag in die Schule*).

Enhance Artistry*Students will be able to:***4.2.4** use familiar words or simple sentences to describe ideas. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- describe ideas using familiar words or simple sentences?

 Detachable Labels

During a Language Experience lesson, record observations of students' skills in using familiar words or simple sentences to describe ideas. Date observations and record the context. Review notes to look for patterns of how students use the language and implements this information to guide instruction and individual student conferences. Items to be observed or checked for may include the following.

Does the student:

- experiment with words orally?
- experiment with sentence patterns orally?
- experiment with words in written text?
- experiment with sentence patterns in written text?
- imitate others' work to create original text?
- create text that makes sense?

 Anecdotal Notes

See sample blackline master in Appendix E.

 Rating Scale

Create an outcome-based rating scale and use it to evaluate how well students are able to use familiar words or simple sentences to describe idea (see sample blackline master in Appendix E: Rating Scales 1, 2, or 3).

SAMPLE RESOURCES

- Dietl, Erhard. *Der tapfere Theo*. Thienemann.

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

Enhance Presentation

Students will be able to:

4.2.5 use familiar words with visuals to express ideas, feelings, and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Students draw a series of illustrations to show how to complete a simple and familiar procedure. Students use familiar words to explain the series of illustrations (e.g., *Ich wasche die Teller. Wir räumen das Klassenzimmer auf.*).

- Using sentence starters, students use familiar words or simple sentences to describe how to do things.

Sentence Starters

- *Man braucht _____*
- *Zuerst ...*
- *Dann ...*
- *Danach ...*
- *Zuletzt ...*

Mögliche Themen:

- *Wie macht man Obstsalat?*
- *Wie baut man einen Schneemann?*
- *Wie kocht man Gemüsesuppe?*

- Students write a letter to their teacher by filling in the blanks on where they would like to go on their next field trip (e.g., *Ich möchte _____ . Wir können _____ .*).
- After watching a movie, such as *Der Kleine Eisbär*, students retell the story. Students receive sentence strips that describe the beginning, middle, and end of the story. They arrange the sentence strips in order. Students use simple sentences to change the ending of the story.
- After a discussion on winter activities, students illustrate their favourite activity. Students describe their illustration using familiar words.
- Students prepare simple rebus sentences. Initially this is modelled with familiar songs or poems. Students add their own illustrations later to the list of songs or poems.
- During a read-aloud time, pause periodically and encourage students to discuss how the illustrations contribute to the ideas and information in the text.
- During a read-aloud time, pause periodically to ask, “What will happen next?” (*“Was wird jetzt passieren?”*).
- Before the read-aloud, walk through the illustrations and ask the students to give words, phrases, and ideas about the story.

Enhance Presentation*Students will be able to:*

- 4.2.5** use familiar words with visuals to express ideas, feelings, and information.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use familiar words with visuals to express ideas, feelings, and information?

Conferences

Conference with students about their illustrated texts. Discuss how details in the pictures enhance the meaning of their written work and how words support their drawing.

Does the student:

- match illustrations with written text?
- add appropriate captions to drawings?
- include details in his/her illustrations to make the meaning clear?

Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use familiar words with visuals to express ideas, feelings, and information (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE RESOURCES

General Outcome

4

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

4.2 Enhance and Improve

GRADE

1

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 check for completeness of work and add details, with guidance.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Use a simple Edit Checklist after writing demonstrations to help students become aware of the editing procedure.

- | | |
|---|--------------------------|
| 1. <i>Ich lese es noch einmal.
Hat es einen Sinn?</i> | <input type="checkbox"/> |
| 2. <i>Habe ich am Satzanfang groß geschrieben?</i> | <input type="checkbox"/> |
| 3. <i>Habe ich Namen und der/die/das Wörter groß geschrieben?</i> | <input type="checkbox"/> |
| 4. <i>Steht Punkt oder Fragezeichen am Ende des Satzes?</i> | <input type="checkbox"/> |

- Write sentences that contain errors and students discuss and correct them.
- Write simple sentences and ask students to add more details.

Grammar and Usage*Students will be able to:***4.3.1** check for completeness of work and add details, with guidance. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- check for completeness of work and add details, with guidance?

 Anecdotal Notes

Record observations of students as they speak, write, or represent in many contexts. Note grammatical language and the inclusion of details. Date each observation and include specific examples of students' behaviours during the process. Review these observations to note students' developing skills over time.

Does the student:

- communicate complete thoughts?
- use complete sentences?
- use specific vocabulary to name his/her ideas?
- use specific language to describe his/her ideas?
- include details to make his/her ideas clear?
- have subject–verb agreement?

(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 whether they are able to check for complete sentences and, with guidance, make sentences complete. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE RESOURCES

General Outcome

4

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

4.3 Attend to Conventions

GRADE

1

Specific Outcome

Spelling

Students will be able to:

4.3.2 spell familiar words.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Use a word list of the 100 most used words in German children’s literature for a Word Wall. You may wish to create a Kindergarten 50-word list and a Grades 1 to 6 hundred-word list to eliminate overlap and to build continuity (see Appendix B for word lists).
- Students create their own picture dictionary and begin to refer to it for spelling.
- Students copy Word Wall words and theme words for food, season, actions, school, and family into their own dictionary.
- Students spell German words according to the semiphonetic stage of spelling.
- Students learn the song “*Auf der Mauer, auf der Lauer sitzt ‘ne kleine Wanze*” (models a word family).
- Students sing a song and go through all the vowels, a, e, i, o, u, in the text (e.g. *Drei Chinesen mit dem Contrabass*).

Spelling*Students will be able to:***4.3.2** spell familiar words. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- spell familiar words correctly?

 Portfolios

Students choose work samples that reflect their use of the Word Wall to copy familiar words. Date work samples.

 Checklists and Comments

You may wish to use a checklist that can include the following questions:

Does the student:

- use spelling approximations?
- recognize simple word families?
- recognize sound–symbol correspondence?
- take risks and generate two or three possible spellings for words?
- conference with the teacher about spelling?
- increase the number of words she or he is able to spell independently?

(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 spell familiar words (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE **RESOURCES**

General Outcome

4

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

4.3 Attend to Conventions

GRADE

1

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 know and use basic writing conventions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Use shared and interactive writing procedures to model capitalization and punctuation while scribing language experience charts. Have students listen for auditory cues that signal sentence boundaries. Show them how these auditory cues guide sentence boundaries and the use of capital letters and punctuation marks.
- Students use capital letters in the appropriate places for the greeting (e.g., *Geburtstagskarte, Weihnachtskarte, Osterkarte, Karte zum Muttertag und Vatertag*). Students also learn when not to use the capital letter.
- Students write a letter to fairy-tale characters after reading a fairy tale story (e.g., to *Frau Holle, Schneewittchen, Rapunzel*).
- In their daily work, students copy the date using basic writing conventions.

Capitalization and Punctuation*Students will be able to:***4.3.3** know and use basic writing conventions. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- know and use basic writing conventions?

 Conferences

Look for and discuss students' understanding of the use of capitalization and punctuation in written expression. Provide feedback to help students develop awareness of sentence boundaries.

 Checklists

You may wish to use a checklist that includes the following questions:

Does the student:

- read familiar text using appropriate sentence intonation?
- direct scribes to begin sentences with capital letters and end with periods in early written expressions?
- direct scribes to begin proper nouns with capital letters in early written expression?
- use capital letters to begin sentences during independent writing; use periods to end sentences during independent writing?
- capitalize names during independent writing?

You may observe or check for some of these points.

SAMPLE RESOURCES

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

Share Ideas and Information

Students will be able to:

- 4.4.1** share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A student brings a familiar object from home and shows peers how to use it.
- Students bring a toy or familiar object from home and with assistance present it to their peers using simple descriptive words. Students may seek assistance by asking ahead for vocabulary preparation.
- Daily News provides opportunities for students to share their news and experiences. Have students use the Daily News Chart to report their own daily news. Help students listen for answers to the 6W questions.
- After learning vocabulary from a modelled dialogue, students draw and label a picture to present to the class.
- Students cut out pictures of food from flyers and label the pictures. Students later take three paper plates, label them *Vorspeise*, *Hauptgericht*, and *Nachtisch*, and present their favourite meals by cutting out illustrations or drawing them.
- When using a Mystery Box, the teacher encourages oral language development by having students tell about objects in the Mystery Box. Base the objects on classroom themes. The items may be from the familiar theme vocabulary.
- Photographs without Cameras: Help students create photographs by placing small objects, with defined edges, on light-sensitive paper (available at camera or art supply stores) and exposing these to sunlight. Students compose captions or labels and use these for oral presentation. The captioned photographs are later put together for a class book.
- Students work in groups making thematic murals, writing labels, phrases, or sentences and presenting them to the class.

Share Ideas and Information*Students will be able to:*

- 4.4.1** share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- share information and ideas in a presentation to a familiar audience?
- use illustrations and other materials to aid the presentation?

 Conferences

Conference with students to encourage them to share ideas and information in presentations. Coach students in preparing and using descriptive words to describe toys or familiar objects.

 Checklists

You may wish to use a checklist that can include the following questions:

Does the student:

- share willingly?
- need encouragement to share?
- share with a small group?
- share with the whole group?
- follow Show and Tell rules for presenting?
- support presentations with artifacts or illustrations?

Observe or check for some of these points.

 Rubrics

In collaboration with the students, create an outcomes-based rubric (see blackline master in Appendix E: Rubric or Checklist).

SAMPLE RESOURCES

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

Effective Oral and Visual Communication

Students will be able to:

4.4.2 share information and ideas with a group.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A student tells a small group or the class about his or her family.
- Students tell about one piece of clothing they are wearing.
- Students use a sequence of pictures as the basis for retelling a familiar story (any of the dialogues). Model how to sequence pictures, and use them to explain how the story starts, what happens in the middle, and how the story ends.
- Have two telephones in the classroom that students use in order to mimic telephone conversations. Discuss appropriate telephone etiquette.
- Small groups or pairs demonstrate or role-play while others silently observe. Afterwards, the group discusses what they observed.
- Students use a magnetic or flannel board to retell a story or present information based on a theme.
- Students present puppet plays to retell a story, or present their own story or sentences.
- Students work in pairs or small groups and, using sequence cards, talk about what happened. Each group presents to the whole class.

Effective Oral and Visual Communication*Students will be able to:***4.4.2** share information and ideas with a group. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share information and ideas with a group?

Conferences

Record students on audio or video as they share information. Use this for individual conferencing. Discuss with students what they did well and make suggestions for improvement.

Checklists

You may wish to use a checklist that can include the following:

Does the student:

- share ideas and information in small groups?
- share ideas and information in large groups?
- speak confidently?
- speak in complete thoughts?
- use specific language rather than generic terms?
- present information in complete sentences?
- express ideas in complete sentences?

Observe or check for some of these points (see Appendix E: Checklist and Comments 2).

SAMPLE RESOURCES

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






Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate active listening and viewing behaviours.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Think-Pair-Share: As they are listening to a German story, students THINK about what they are hearing. Students then PAIR with another student and discuss what they have heard. Finally, students are invited to SHARE their perceptions with the group.
- After listening to any story or poem, students pair up, draw a favourite or important part of this listening experience, and share with the class.
- Students mime or act out a part of a story. This can be done with a partner or as a large-group activity.
- For active listening, a quick reminder could be Sit, Listen, Give Me 5 (*Alle fünf bitte!—Augen nach vorne. Hände still. Füße still. Mund zu. Ohren hören*).
- A visual cue for listening and/or viewing behaviours could be:

	Aufpassen bitte
	Hände still bitte
	Leise sitzen bitte
	Mund zu bitte
	Überlegen und antworten

- Students listen to a set of directions for completing an activity. Suggested activities include:
 - making a snowflake
 - simple origami creations based on the theme being studied (in small groups)
 - playing *Simon Sagt* or other games.

Attentive Listening and Viewing*Students will be able to:***4.4.3** demonstrate active listening and viewing behaviours. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- demonstrate active listening and viewing behaviours?

 Checklist

When attending, does the student:

- look at the speaker?
- track the speaker?
- keep hands quiet?
- stay in one place?

When responding, does the student:

- retell key ideas?
- stay in one place?
- ask questions for clarification?
- ask questions to learn more?
- make positive comments?

Observe or check for some of these points.

 Anecdotal Notes

Observe students as they participate in the activity and record anecdotal notes (see Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

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

Share and Compare Responses

Students will be able to:

5.1.1 tell and draw about self and family.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- *Wir zeichnen.* Help students make life-size tracings of each other. Each student then paints his or her own features and favourite clothing. Post the life-size tracings. Encourage students to write labels on their own representation.
- *Ich helfe zu Hause.* Students draw how they help out at home. In pairs, students share their illustrations and “how to” story with a peer.
- *Meine Schachtel.* As part of the unit about themselves, each student prepares and presents a decorated box that includes objects inside that represent her or him.
- *Meine Zeitleiste.* Students prepare and present a timeline about themselves or their family.
- *Meine Lieblingssachen.* Students bring in personal items to share with their peers for show and tell.
- *Meine Familie.* Students make a family mobile or a mobile about themselves and present it to the class.

Share and Compare Responses*Students will be able to:***5.1.1** tell and draw about self and family. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share personal ideas and experiences through talking?
- share personal ideas and experiences through drawing or representing?

 Conferences

Conference with students during work in progress. Provide feedback and encourage students to communicate their ideas in clear, specific ways. Extend and expand upon ideas and illustrations, and assist students in enhancing their work.

 Rubrics

Create an outcome-based rubric with students to evaluate how well they are able to tell and draw about self and family (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

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

Relate Texts to Culture

Students will be able to:

5.1.2 listen to stories from oral, literary, and media texts from various communities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- *Unsere Nachbarn:* Introduce videos in English that portray other cultures or communities. Guide students to correct any stereotypes they exhibit.
- *Wie war es damals?* Invite a guest speaker to present experiences from different cultures or eras (e.g., grandparents or older people in the community could talk about their first year of school, how they celebrated their birthdays, or a favourite song of their youth). Students can learn phrases in another language or make comparisons to their own cultures.
- *Andere Sprachen:* Invite another bilingual class to present and share their favourite songs, poems, and stories.
- *Ein Gast aus Deutschland:* Invite a guest recently emigrated from Germany and ask her or him to tell or read a story.
- *Wir erzählen die Geschichte:* Students view a video with no dialogue. Afterwards, the students dictate a story to the teacher (e.g., *Der Kleine Maulwurf*).
- *Kinderlieder aus vielen Ländern.:* Students listen to children's songs from a variety of cultures.

Relate Texts to Culture*Students will be able to:*

- 5.1.2** listen to stories from oral, literary, and media texts from various communities.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- listen to stories from oral, literary, and media texts from various communities?

Anecdotal Notes

Observe and record students' behaviours in formal and informal situations as they listen to stories from various communities. Date all observations, and review students' patterns of listening behaviours.

Checklists

Develop checklists to observe students' skill in listening to information about others. Consider items such as the following:

Does the student:

- listen actively to familiar stories?
- listen actively to less familiar stories?
- make connections between texts from his or her own and others' communities?

Date and note the context of every observation, and note progress over time.

SAMPLE RESOURCES

General Outcome

5

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

5.1 Develop and Celebrate Community

GRADE

1

Specific Outcome

Appreciate Diversity

Students will be able to:

5.1.3 connect aspects of stories and characters to personal feelings and experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to stories with animal characters or heroes and villains, students discuss the stories so that they can make personal connections with the experiences and feelings expressed. Students' responses are recorded on a chart like the one below.

Helden und Bösewichte		
Titel: _____		
	Was macht er?	Wie denkst du darüber?
Held		
Bösewicht		

- *So etwas habe ich auch erlebt:* After watching a video about someone who reaches a goal, students discuss a time when they wanted to do something really well, or achieve a definite goal.
- *Meine Lieblingssportart:* After you read a sport story, students state their favourite sport and then present a sentence and illustration.
- *Gefühle:* While you read a story in which the character experiences a strong emotion, stop and discuss the feelings. At the end of the story, ask students to talk about situations in which they had similar feelings. For example, in the story “*Der Handschuh*,” stop and discuss how the boy felt having lost the mitten. At the end of the story, discuss how the boy felt when he found the mitten. Then ask students if they have ever lost something that meant a lot to them.

Appreciate Diversity*Students will be able to:*

- 5.1.3** connect aspects of stories and characters to personal feelings and experiences.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- relate story events to personal experiences?
- relate story characters' feelings and actions to personal experiences?
- describe feelings aroused by stories?

 Portfolios

Review Heroes and Villains charts that students completed independently. Note the connections they have made between their lives and experiences and the feelings and experiences portrayed in the text. Date the chart and place it in the students' portfolios.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen to connect aspects of stories and characters to personal feelings and experiences. Record anecdotal notes (see Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

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

Celebrate Special Occasions

Students will be able to:

5.1.4 share ideas and experiences through conversation, puppet plays, dramatic scenes, and songs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Discuss special occasions, holidays, and classroom accomplishments.
- Students learn a German birthday song and sing it for each child's birthday.
- Students learn German songs for special holidays.
- Students record in pictures and words how they celebrate their birthdays.
- Students create simple puppet plays about common experiences like going to the doctor, the dentist, visiting relatives, getting lost in a store, etc.
- Students create short role-plays in which they practise ordering food in a restaurant, shopping for groceries, or getting a book from the library.
- Students draw and label what they did on the weekend. Afterwards, they present and share their drawings, with each student giving an oral sentence.
- The whole class personalizes a song by writing new words to a familiar tune. For example, the song "*Bruder Jakob, Bruder Jakob, schläfst du noch?*" could reflect the class experience by alternating names and verbs (e.g., "*Schwester Lisa, Schwester Lisa, spielst/schreibst/liest/lachst du noch?*"). The verbs can be acted out.

Celebrate Special Occasions*Students will be able to:*

- 5.1.4** share ideas and experiences through conversation, puppet plays, dramatic scenes and songs. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- share ideas and experiences in conversation?
- share ideas and experiences in groups?
- celebrate special occasions through conversations?
- celebrate special occasions through songs?
- celebrate special occasions through drama?
- celebrate special occasions through visuals?

 Anecdotal Notes

Observe students' behaviours in formal and informal situations as they share ideas and experiences. Possible areas of observation could include the following questions.

Does the student:

- share ideas and experiences in conversation?
- share ideas and experiences in groups?
- celebrate special occasions through songs?

Review students' records to note patterns in their use of supportive language.

SAMPLE RESOURCES

General Outcome

5

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

5.2 Encourage,
Support, and
Work with
Others

GRADE

1

Specific
Outcome

Co-operate with Others

Students will be able to:

5.2.1 work in partnerships and groups.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- *Zusammen geht's besser!* Help students plan a group mural. Students work in small groups to discuss and decide how to create a mural on a specific topic or theme, or each group may take responsibility for one section of the mural. As students plan, they need to consider what details to include, where to place the details, and what medium they will use.
- *Lesepartner.* Students are paired and/or grouped with older students for German buddy reading. They can also partner with older students for computer projects, interviews, gathering data, writing activities, or cooking projects.
- Students work in small groups to present role-playing activities of familiar stories.
- Students present puppet plays of familiar stories.
- Students work in small groups to collect information by measuring, surveying, counting, and experimenting.
- With a partner or in a small group, students sequence pictures to form a story.

Cooperate with Others*Students will be able to:***5.2.1** work in partnerships and groups. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- work in partnerships and groups?

 Sociograms

Observe the social interactions of a small group to focus on possible difficulties. List the group members and draw arrows to show interactions. Record the number and kinds of interactions, date the observation, and place the data in the students' portfolios. Use the data to help individuals develop effective group working skills.

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- participate as a group member?
- take a variety of group roles?
- co-operate with peers?
- listen attentively?
- speak with respect?
- help others?
- encourage and support others verbally?
- demonstrate a willingness to change behaviour when given constructive feedback?

Date and note the context of every observation, and note progress over time.

 Self-Assessment

Students assess their group work using models in Appendix D, 1-4.

SAMPLE RESOURCES

General Outcome

5

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

5.2 Encourage, Support, and Work with Others

GRADE

1

Specific Outcome

Work in Groups

Students will be able to:

5.2.2 take turns sharing information and ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Help students identify and recognize turn-taking. Develop T-charts to show what taking turns looks like and sounds like. Use the chart during instruction and debriefing sessions.

Wir sind alle mal dran	
So sieht es aus	So hört es sich an
Wir schauen den Sprecher an.	“Bin ich jetzt dran?”
Wir nicken mit dem Kopf.	“Ich möchte sagen ...”
Wir haben ein freundliches Gesicht.	“Ich erinnere mich an ...”
Wir gehen der Reihe nach.	Eine Person spricht.

- In Sharing Circle, the teacher and students sit in a circle and share events and experiences, taking turns by passing an object. Only the person with the object may speak.

Work in Groups*Students will be able to:***5.2.2** take turns sharing information and ideas. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- take turns in sharing information and ideas?
- take turns when working with a partner?
- take turns when working in a small group?

 Debriefing

Review T-charts and debrief with students to determine whether they effectively worked in groups and took turns sharing information and ideas.

 Observation Checklist or Anecdotal Notes

See Appendix E for templates.

SAMPLE RESOURCES

- Graphic organizers (e.g., T-charts), see Appendix D

Students will listen, speak, read, write, view, and represent in German 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 recognize that individuals adjust language use for different situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Provide opportunities for students to role-play situations that involve sharing, courtesy, respect, and encouragement. Role-playing may be done in response to texts that have been heard, read, or viewed. Scenarios may be real or imagined and may include the following:
 - a telephone conversation
 - with a dentist
 - grandmother
 - best friend
 - the parent of a friend
 - a salesclerk
 - meeting an adult for the first time
 - welcoming a new student into the class
 - how to borrow an object from a student or teacher
 - speaking to a librarian
- Post words of encouragement and greetings around the room. Points are given for use of the words during school time.

Prima!

Gute Arbeit!

Das hast du gut gemacht!

Hallo

Aufwiedersehen

Wie geht's?

Use Language to Show Respect*Students will be able to:***5.2.3** recognize that individuals adjust language use for different situations. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use language to show courtesy to others?
- use language to encourage others?
- identify language that shows courtesy and support?
- adjust language use according to the audience and situation?

 Self-Reflection

Have students complete a self-reflection. Sentence starters could include:

*Ich habe _____ geholfen.**Ich habe gesagt: _____.**Ich habe eine "Idee gehabt".**Ich habe dieses gesagt _____.**_____ (Name) hat mir geholfen.**Er/sie hat gesagt: _____.* **Observation Checklist**

Create a checklist to assess whether students are able to recognize that individuals adjust language use for different situations (see Appendix E: Observation Checklist).

SAMPLE RESOURCES

General Outcome

5

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

5.2 Encourage, Support, and Work with Others

GRADE

1

Specific Outcome

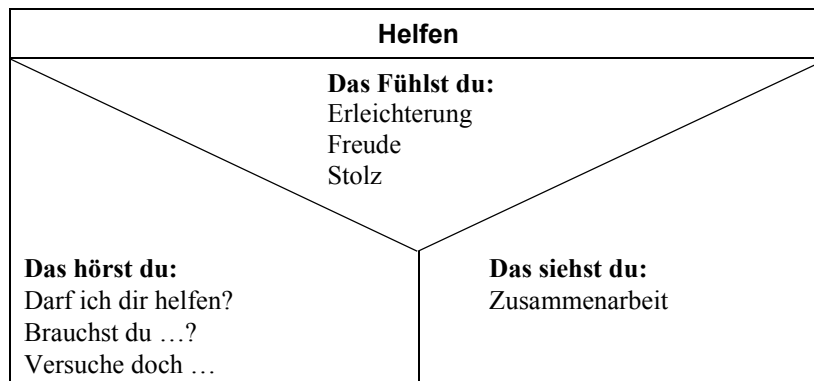
Evaluate Group Process

Students will be able to:

5.2.4 find ways to be helpful to others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Provide positive feedback to recognize and celebrate how class members helped each other during group activities. Set up a Celebration Wall where students post sketches, poems, “bouquets,” or statements that highlight ways they were helped and how they helped someone else. Review and update the wall periodically. Ensure that each student’s name appears in a positive manner on the Celebration Wall.
- Brainstorm for words and phrases that describe positive and effective participation in group activities. Record these descriptions on T-charts or Y-charts, and post where they are easily referred to for instruction and assessment.



Evaluate Group Process*Students will be able to:***5.2.4** find ways to be helpful to others. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- find ways to be helpful to others?

 Celebration Wall

Review the Celebration Wall display to provide feedback to students for their help and good deeds that have benefited the classroom community.

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- help others?
- ask peers for help?
- ask teacher for help?
- identify group roles?
- assume group roles?
- contribute to group success?

Date and note the context of every observation, and note progress over time.

 Learning Logs and Conferences

Invite students to draw and label pictures of themselves helping others. Use these Learning Log entries when conferencing with students about the ways they help others in the classroom or school.

SAMPLE RESOURCES

- T-charts and Y-charts (see sample blackline masters in Appendix D)

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

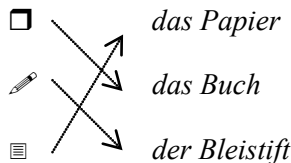
Sound–Symbol System

Students will be able to:

- 6.1.1** identify and produce all German sounds and connect them to the appropriate vowel combinations, consonant blends, diphthongs, and digraphs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students connect pictures related to a unit of study with the appropriate German word.

Sample Matching Activity

- Use cards to play games that help students identify sounds. Students select a card and name as many objects as they can that begin with that sound.
- Students write their names and match each letter to an item they like, something that describes them, or something they have learned. For example,
 - N – *Nüsse*
 - I – *Igel*
 - N – *Nashörner*
 - A – *Affen*
- After brainstorming for words, each student is given a letter of the German alphabet and asked to produce the letter, illustrate the letter in a picture, and type a word starting with that letter using a computer paint program. The letters are compiled to form an alphabet book.
- Letter of the Day: After reading a familiar poem or song, students find the letter in the poem or song. Later, a similar procedure can take place with diphthongs (e.g., *au*, *ei*, *eu*) or digraphs (e.g., *sch*, *ch*).

Inside letter-labelled coffee cans, place miniature objects or pictures of things that have the initial sound (e.g., A—*Apfel*, *Ananas*, *Affe*). Later, small word cards could be added for matching, and students could add their own miniature objects from home.

- Share tongue twisters or poems based on the alphabet letter of the day.

Sound–Symbol System*Students will be able to:*

- 6.1.1** identify and produce all German sounds and connect them to the appropriate vowel combinations, consonant blends, diphthongs, and digraphs. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- clearly produce all sounds of the German alphabet?
- randomly identify the letters of the alphabet?
- connect German sounds to appropriate vowel combinations, consonant blends, diphthongs, and digraphs?

 Checklists and Comments

Develop checklists that assess whether students are able to listen to, identify, and produce basic sounds in the German language and can connect them to the appropriate vowel combinations, consonant blends, diphthongs, and digraphs (see sample blackline master in Appendix E: Checklist and Comments). Observe students' independent work and record observations on the checklists. Date each observation and review to note progress over time and to guide instruction.

 Anecdotal Notes

Observe students' independent work and record observations. Date each observation and review to note progress over time and to guide instruction.

SAMPLE RESOURCES

General Outcome

6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.1 Linguistic Elements

GRADE

1

Specific Outcome

Vocabulary

Students will be able to:

6.1.2 use simple vocabulary and expressions in daily situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use modelled questions in class to meet their needs, based on 6W *Fragen* (*Wer? Was? Wo? Wann? Wie?*)
- The morning message includes everyday phrases and expressions used in class.
- Picture Walls are based on a theme and used to build vocabulary.
- Students maintain a personal illustrative dictionary adding vocabulary from every theme.
- *Neue Wörter Liste*. The class compiles a short list of new words every day (3 to 5). These are reviewed throughout the week and practised in various ways.

Vocabulary*Students will be able to:***6.1.2** use simple vocabulary and expressions in daily situations. *(continued)***SAMPLE ASSESSMENT STRATEGIES**

Does the student:

- use simple vocabulary and expressions in daily situations?

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- show knowledge of relevant vocabulary?
- orally use relevant vocabulary?
- show a desire to acquire new vocabulary by using various resources?
- express basic needs in question form?

Date and note the context of every observation, and to note progress over time.

 Detachable Labels

Use detachable labels when observing students' knowledge, attitudes, and ability to use simple vocabulary and expressions during morning messages.

 Self-Assessment Checklist

Create a self-assessment checklist. Students use the checklist to determine whether they are able to use simple vocabulary and expressions in daily situations (see Appendix E: Self-Assessment Checklist).

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Grammatical Features

Students will be able to:

6.1.3 use, in **modelled** situations, the following grammatical elements:

- *sein & haben* (1st, 2nd, 3rd person singular and plural, present tense)
- *dürfen, können & müssen* (1st, 2nd, 3rd person singular, present tense)
- simple questions using *wer, wie, was, wo*

use, in **structured** situations, the following grammatical elements:

- correct definite nominative articles of familiar nouns

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.

GRADE

1

Specific
Outcome

Grammatical Structures

Students will be able to:

6.1.3 Linguistic Elements. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use linguistic elements?

SAMPLE RESOURCES

General Outcome

6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.1 Linguistic Elements

GRADE

1

Specific Outcome

Mechanical Features

Students will be able to:

6.1.4 imitate and experiment with basic German mechanical features.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students write their names with the proper letter size.
- Students copy the date in German with the proper letter size for month and day.
- Together, the teacher and students compose text in German based on common experiences. Scribe students' ideas using simple vocabulary and sentences. When the text is complete, students reread the text. Students copy one sentence from the Language Experience Chart and draw an illustration to portray the meaning of the sentence.
- Students get a sentence frame to copy and write, or complete their own sentences after brainstorming ideas.

Mechanical Features*Students will be able to:***6.1.4** imitate and experiment with basic German mechanical features. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- imitate and experiment with basic German mechanical features?

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- communicate in written form?
- use complete sentences?
- use proper punctuation at the end of a sentence?
- demonstrate proper use of lower and upper case letters in words, names, beginning of a sentence?

Date and note the context of every observation, and note progress over time.

 Work Samples

Periodically collect work samples from students to assess their ability to correctly copy the date in German. Provide feedback and correct forms in a positive manner. Allow the review to guide instruction.

 Rating Scale

Create a simple outcome-based self-assessment rating scale and share it with students prior to beginning the activity (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

SAMPLE RESOURCES

Students will use German 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 imitate and experiment with basic German discourse features in oral interactions in the classroom.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use everyday greetings.
Guten Morgen! Guten Tag! Auf Wiedersehen!
- Students use apologies.
Verzeihung! Entschuldigung!
Das tut mir leid.
- Students use courtesies.
Bitte. Danke.
- Students imitate and experiment with inquiries.
Darf ich zur Toilette gehen? Darf ich etwas trinken? Darf ich meinen Bleistift anspitzen?
- Students imitate and experiment with disagreements.
Das mag ich nicht. Das gefällt mir nicht. Das ist nicht schön. Das ist nicht gut.

Discourse Features

Students will be able to:

- 6.1.5** imitate and experiment with basic German discourse features in oral interactions in the classroom. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- imitate and experiment with basic German discourse features in oral interactions in the classroom?

 Checklists

Create a checklist of basic discourse to track students' progress over time. Date and note the context of every observation, and note progress over time.

 Anecdotal Notes

Observe and record students' skills in the use of greetings at the appropriate times. Date all observations. Review students' records to note patterns in their use of basic discourse features of the German language.

SAMPLE RESOURCES

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.

Listening

Students will be able to:

6.2.1 listen to and understand simple oral sentences in a variety of familiar contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students follow simple one-two step instruction (e.g., pick up the scissors, then bring them to the table).
- Students are given instructions and demonstrate understanding by physical response (e.g., put the pencil in your desk; and other daily routines).
- After listening to a text, students represent ideas or words through illustrations or a variety of forms.
- Provide students with a list of statements that they use in order to clarify their understanding of new or unfamiliar words (e.g., *Heißt das...? Ist es.../Farbe/Größe/Form/Alter*).
- Use illustrations or rebus pictures to help students develop understanding of new vocabulary.
- Engage students in kinesthetic or tactile actions or activities that reinforce and assist in internalization of vocabulary.

Listening*Students will be able to:*

- 6.2.1** listen to and understand simple oral sentences in a variety of familiar contexts.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- listen to and understand simple oral sentences in a variety of familiar contexts?

 Checklists

Develop checklists that reflect active listening and viewing skills.

Does the student:

- look at the speaker?
- track the speaker?
- ask questions for clarification?
- respond to simple oral requests?
- demonstrate active listening skills?
- demonstrate understanding of what is being said?
- ask relevant questions about what was heard?
- ask for assistance when he or she does not understand?

Date and record students' behaviours to note progress over time.

 Anecdotal Notes

Observe and take dated notes on student activities. Do students apply comprehension, vocabulary, or sentence frames to new situations?

 Rubrics

Develop rubrics based on observation criteria.

SAMPLE **RESOURCES**

Students will use German 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, orally, simple sentences in a structured situation.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Based on a theme such as school items, students tell a simple sentence about an object. Students also ask questions of each other.
- Students complete a sentence pattern based on a theme, story, etc.
- Students play 20 Questions (yes/no answers).
- Keep a post of 6W questions and model for students how to ask questions and show the key word being used. Encourage students to play the teacher's role and ask questions in daily routines (e.g., weather, calendar, attendance, show and tell, etc.).
- Students form riddles based on a theme using:
 - size
 - colour
 - shape
 - use

Speaking*Students will be able to:***6.2.2** produce, orally, simple sentences in a structured situation. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- produce, orally, simple sentences in a structured situation?

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- orally produce sentences on his/her own in a structured situation?
- require prompting for frequent repetition?
- demonstrate confidence in oral use of the language?
- use the vocabulary and structures taught in class in other situations?

Date and note the context of every observation to note progress over time.

 Anecdotal Notes

Observe and record students' ability to ask questions in German for basic needs. Date all observations. Review students' records to note patterns in their use of simple sentences in German in structured situations.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Reading

Students will be able to:

6.2.3 recognize and understand simple words and sentences in a structured situation.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read simple daily messages.
- Based on the theme being developed, students are given two words and select one word to match an object.
- The teacher and students create a Word Wall. A Word Wall also provides spelling support.
- Students each create a simple reader. They match sentences to a picture.
- Based on themes being developed, create a domino game (e.g., match pictures to words or jigsaw words and pictures).
- Create flash cards to post by various classroom furnishings. Give the students a word card and the students match their card to the object. Give oral cues.
- After learning a song or poem, ask students to locate words on a chart.

Reading*Students will be able to:*

- 6.2.3** recognize and understand simple words and sentences in a structured situation.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize and understand simple words and sentences in a structured situation?

Checklists and Comments

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- read words in one context and in isolation?
- apply phonetic knowledge?
- read words in a variety of contexts?

Date and note the context of every observation to note progress over time
(see Appendix E).

Conferences

Conference with students about how they understood the daily message. Provide feedback and encouragement to help students explain the strategies they used to recognize and understand the information.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Writing

Students will be able to:

6.2.4 write simple words and sentences in a structured situation.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Provide picture cards about a text, event, or basic instructions. Students place the pictures in sequence to represent beginning, middle, and end. Students create their own version of the text by copying captions for each picture that were dictated by the class.
- The class uses themes to create shape books. Students choose from a variety of sentences they have brainstormed. Initially, students simply copy a single word.
- Students create a book about their classmates—what they like, their hobbies, and how they feel about them.
- Students create a book about what they like about each season—what they wear and what they like to do.

- Students write a poem.

*Auf Wiedersehen Winter
Auf Wiedersehen Handschuhe,*

*Guten Tag Frühling
Guten Tag grünes Gras*

- Students write what they like next to letters of the alphabet.

*Was ich mag
Ananas essen
Baden gehen
Computer spielen
Dinoknochen suchen
Eier anmalen
Fernsehen*

Writing*Students will be able to:***6.2.4** write simple words and sentences in a structured situation. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- write simple words and sentences in a structured situation?

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- write from left to right?
- form the letters correctly?
- leave spaces between words?
- use upper and lower case letters?
- copy complete words/letters?

Date and note the context of every observation, and note progress over time.

 Portfolios

Keep a portfolio with samples of rough drafts and good copies. The portfolio provides demonstrations of growth over time.

 Writing Conferences

Discuss ideas, sentence form, and the representation of work with students.

SAMPLE RESOURCES

Students will use German 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 simple, familiar events and/or representations in the classroom context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Use field trips and visuals (e.g., paintings, sculpture, dance, dioramas, plays, puppet plays, mime) to extend, generate, and reinforce concepts being developed.
- Maintain a daily timetable, showing clocks and/or time activities.
- The teacher and students maintain a weekly graph of favourite texts.
- The teacher and students prepare a Gallery Walk or develop a Picture Wall based on the theme being presented.
- Students view videos based on the theme being studied (e.g., *Little Bear* or *Die Sendung mit der Maus*).
- Before reading a story to the class, walk through the illustrations in order to assist students in using illustrations to develop comprehension.

Viewing*Students will be able to:*

- 6.2.5** view and understand simple, familiar events and/or representations in the classroom context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- view and understand simple, familiar events and/or representations in the classroom context?

 Checklists

Develop checklists to observe students' skill in communicating information to others.

Does the student:

- actively participate when viewing representations made by others, such as ask questions and give positive feedback?

Date and note the context of every observation, and note progress over time.

 Journal Learning Logs

Review students' journal or Learning Log entries to assess how they viewed the field trip and to see what they understood.

 Portfolios

Keep a portfolio with samples of student work. The portfolio provides demonstrations of growth over time.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

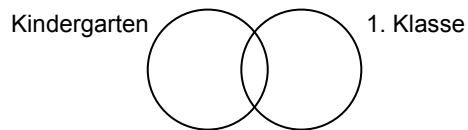
Representing

Students will be able to:

6.2.6 create simple representations of familiar ideas, events, and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to a poem or song, students create pictures using different media.
- Students create a modelling clay sculpture of a fairy tale.
- Students create a diorama from a favourite part of a book or event.
- Students mime a sentence or an action from a modelled dialogue.
- Students prepare a picture display.
- Students prepare a timeline about themselves using photographs.
- Students take pictures of special events in class and field trips using a digital camera.
- Students create a mobile about foods they enjoy, my friends, my family, etc.
- Students conduct surveys and graph their data.
- Students prepare a collage of magazine pictures on a story, character, theme, etc.
- Students create computer-generated illustrations.
- Students use modelling clay to form their name.
- Students contribute to a class Venn diagram. For example,



Representing*Students will be able to:***6.2.6** create simple representations of familiar ideas, events and information. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- create simple representations of familiar ideas, events, and information?

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- make representations/reflections of the topic/text?
- use a variety of forms to present ideas?
- require guided assistance?
- willingly create representations?

Date and note the context of every observation, and note progress over time.

 Rubrics

Develop rubrics on some of the checklist items and Focus for Assessment.

 Anecdotal Notes

Date comments on the details and ideas represented by students.

 Conferences

Conferences are held for some of the portfolio entries. During this time, discuss with students the ideas represented and the form chosen. This is a good time to encourage students how they might further enhance their representation.

 Portfolios

Originals, photocopies, photographs, or video recordings could be placed in the portfolios depicting the variety of representations.

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Register

Students will be able to:

6.3.1 respond to tone of voice.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students respond appropriately to the teacher's tone of voice.
- Listen-Sketch-Draft: As they listen to a text in German, students sketch their thoughts about whether it is a happy, a sad, or an angry text. Then they share their sketches with a partner and add ideas and details they have missed.
- In conjunction with the study of emotion, use one or two sentences and change inflection to reflect emotion. Students guess the emotion. This can be used as a charades games. Post words expressing feelings with picture cues made with clip art.
- Students draw a picture of a situation and add one or two simple sentences to describe the situation.
- Students look through magazines, cut out a picture, and make up a sentence of conversation corresponding to the picture.

Register*Students will be able to:***6.3.1** respond to tone of voice. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond to tone of voice?

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- respond appropriately to a given tone of voice?
- use appropriate tone in a given situation?
- use actions in addition to tone to reinforce feelings?

Date and note the context of every observation, and note progress over time.

 Anecdotal Notes

Keep anecdotal records to note students' skills and strategies when responding to varied voice tones used.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Idiomatic Expressions

Students will be able to:

6.3.2 imitate age-appropriate idiomatic expressions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Provide opportunities for students to engage in conversations about familiar topics.
- Students create puppet shows about familiar objects.
- Students compare the literal meaning with the figurative meaning.
- Students collect expressions used in families.
- Students illustrate idiomatic expressions to reinforce internalization of the vocabulary.

“hundemüde sein”

“er hat vorn und hinten Augen”

“Hand aufs Herz”

Idiomatic Expressions*Students will be able to:***6.3.2** imitate age-appropriate idiomatic expressions. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- imitate age-appropriate idiomatic expressions?

 Anecdotal Notes

Record information about students' skills and knowledge of the use of age-appropriate idiomatic expressions. Date and describe the context of each situation. Review to note progress over time.

SAMPLE RESOURCES

General Outcome

6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.3 Sociocultural/
Sociolinguistic
Elements

GRADE

1

Specific
Outcome

Variations in Language

Students will be able to:

6.3.3 experience a variety of voices.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students view video or film in German that portrays characters of all ages.
- Students use puppetry and drama to explore a familiar fairy tale (e.g., *Rotkäppchen*).
- Invite guests to read to the class. These guests represent different ages, sexes, dialects, and knowledge of the German language (e.g., parents, grandparents, visitors from Germany).
- When doing a Read-Aloud of stories to students, model the use of character voices.
- Invite older students to read to the class.
- Students use a Listening Centre developed by older students.

Variations in Language*Students will be able to:***6.3.3** experience a variety of voices. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experience a variety of voices?

 Anecdotal Notes

Record observations during students' informal interaction to note how they group information in reference to variations of voices. Date and note the context for each observation.

 Checklists

Develop a checklist using the Focus for Assessment criteria.

Does the student:

- demonstrate active listening when listening to a different speaker/voice?
- demonstrate comprehension when listening to a different speaker/voice?
- ask for clarification when experiencing a different speaker/voice?

Date and note the context of every observation, and note progress over time.

 Conferences

Conference with students after a speaker or after watching an activity or video.

SAMPLE RESOURCES

Students will use German 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 use basic social expressions appropriate to the classroom.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Think Aloud: Model your thinking when considering using basic social expressions appropriate to the classroom. This activity shows students how to connect new experiences and ideas with prior knowledge.
- Through the use of a T-chart, the teacher and students identify appropriate basic social expressions to the classroom.
- Students use role-playing to practise targeted expressions.
- Using puppets or skits, students demonstrate their knowledge and understanding of social expressions in appropriate situations.
- For birthdays, students make cards, write greetings, and sing “*Wie schön, dass du geboren bist.*”
- Before snack time or lunch time, students wish each other “*Guten Appetit*” and “*Danke, gleichfalls*”.

Social Conventions*Students will be able to:***6.3.4** use basic social expressions appropriate to the classroom. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use basic social expressions appropriate to the classroom?

 Anecdotal Records

Keep anecdotal records on students' use of basic social expressions appropriate to the classroom. Record observations during students' interactions. Date and record the context of the observations.

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- use appropriate greetings and farewells with individuals?
- use appropriate expressions to express disagreement or agreement?

Date and note the context of every observation, and note progress over time.

SAMPLE **RESOURCES**

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Non-verbal Communication

Students will be able to:

6.3.5 understand the meaning of and imitate some common non-verbal behaviours used in the German culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Think-Aloud: Model your thinking when considering using common non-verbal behaviours found in German culture. This activity shows students how to connect new experiences and ideas with prior knowledge.
- Students use role-playing and model non-verbal behaviours such as shaking hands when greeting and leaving. It may be considered an insult if you meet someone and do not offer your hand. (Many of these behaviours are used throughout Canada.)
- Students create little skits where they use both verbal and non-verbal behaviours.

Non-verbal Communication

Students will be able to:

- 6.3.5** understand the meaning of and imitate some common non-verbal behaviours used in the German culture. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- understand the meaning of and initiate some common non-verbal behaviours found in the German culture?
- use non-verbal behaviours?

 Detachable Labels

Use detachable labels to record whether the students show, through imitation, an understanding of the meaning of some common non-verbal behaviours found in German culture.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Non-verbal Communication

Students will be able to:

6.4.1 use simple cognitive strategies, with guidance, to enhance language learning (e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn simple rhymes or songs. They may also include actions to match the song or poem.
- Students are asked to do choral speaking to enhance sentence patterns.
- Model charades to build and practise vocabulary.
- Students use puppets or do simple skits to imitate sounds and sentence patterns.

Cognitive

Students will be able to:

- 6.4.1** use simple cognitive strategies, with guidance, to enhance language learning (e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use simple cognitive strategies?

 Detachable Labels

Use detachable labels to observe students as they are repeating words. Date and include the context of each situation.

 Anecdotal Notes

Keep anecdotal notes based on observations made while the student is reading (e.g., echo chanting).

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Metacognitive

Students will be able to:

6.4.2 use simple metacognitive strategies, with guidance, to enhance language learning (e.g., make choices about how they learn).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Think-Aloud: Choose a reading passage on a topic that is familiar to the student and at the student's instructional level. Follow the Before-During-After process to focus on the use of simple metacognitive strategies that allow the student to construct meaning.
- Listen-Think-Pair-Share: After listening to a story or viewing a video, students think about the experience or ideas and then share their understanding with a partner. Students answer a provided checklist of metacognitive strategies to see which metacognitive strategy they used (see the Curriculum Framework under "Global List of Strategies").
- With guidance, the class generates a list of what a good reader does or what a good writer does.

Cognitive*Students will be able to:*

- 6.4.2** use simple metacognitive strategies, with guidance, to enhance language learning (e.g., make choices about how they learn). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use simple metacognitive strategies, with guidance, to enhance language learning?

Metacognitive Reading Inventory

Use a Metacognitive Reading Inventory to determine which metacognitive strategies the student is using. Use this information to guide the student with further metacognitive strategies.

Metacognitive Reading Inventory

Name: _____ Date: _____

Place a checkmark in front of the strategies that you use before, during, and after reading.

Before I begin to read, I ...

- find out who the author and illustrator are.
- make predictions about the book.
- pose questions about the book.

While I am reading, I ...

- decide if what I am reading makes sense.
- re-read and read on when it does not make sense.
- try to understand the vocabulary used.
- picture what I am reading in my mind.
- get to know the characters.
- predict what will happen next.
- try to answer my questions.

After reading I ...

- think back about what I read.
- check to see if my predictions were correct.
- answer my questions.
- form my own opinions about the book.
- ask new questions.
- think about other similar books.
- make connections with events in my own life.

SAMPLE **RESOURCES**

- German Blackline masters S-95

Students will use German 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 use simple social and affective strategies, with guidance, to enhance language learning (e.g. participate in shared reading experiences).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Choral Reading: Select or compose a selection with appropriate rhymes, rhythm, language structures, and vocabulary. Read the selection aloud to the students as they follow along. Students read the selection together. Discuss with the students ways to use their voices effectively to make the selection more interesting. Discuss and model differences in volume, pace, pitch, and gestures. Students reflect on the effects they have achieved.
- Students share their written work with each other or with students in another German class. Encourage students to respond appropriately to the presentations of their peers.
- Students realize that making a mistake is normal and helps them to get better.
- Divide students into groups to work cooperatively on a project. Have students assign group roles and work together to complete the assignment.

Cognitive

Students will be able to:

- 6.4.3** use simple social and affective strategies, with guidance, to enhance language learning (e.g. participate in shared reading experiences). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use simple social and affective strategies, with guidance, to enhance language learning?

 Self-Assessment Checklist

Students review their participation during choral reading and complete a self-assessment on their use of simple social and affective strategies (see Appendix E).

SAMPLE RESOURCES

General Outcome

6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.5 Language Use Strategies

GRADE

1

Specific Outcome

Interactive

Students will be able to:

6.5.1 use simple interactive strategies with guidance (e.g., interpret and use a variety of non-verbal clues to communicate).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Show and Tell: Individual students talk about an event in their lives or bring an object to show. Students are encouraged to use German as much as possible. However, they may use words from their first language to get their meaning across.
- During Sharing Circle, students have the opportunity to share experiences.
- Set aside a five-minute period where the class uses any means except verbal communication to communicate. Students may then share what they thought someone else wanted or meant.

Cognitive

Students will be able to:

- 6.5.1** use simple interactive strategies with guidance (e.g., interpret and use a variety of non-verbal clues to communicate). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use simple interactive strategies with guidance?

 Anecdotal Notes

Record observations based on whether students use simple interactive strategies and a variety of non-verbal cues to communicate. Date each observation and include specific examples of students' behaviours as they experiment with words and sentence patterns. Review these observations to note students' developing skills over time. Does the student use facial gestures, hand gestures, etc.?

SAMPLE RESOURCES

General Outcome

6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.5 Language Use Strategies

GRADE

1

Specific Outcome

Interpretive

Students will be able to:

6.5.2 use simple interpretive strategies with guidance (e.g., make connections between texts, prior knowledge, and personal experience).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Experience-Text-Relationship: Select the material and formulate questions that will generate discussion to access students' prior knowledge. After determining prior knowledge, have the students make predictions. Students then read a portion of the text with the teacher and they confirm or refute their predictions. The teacher and the students continue with this method of summarizing the key ideas and relationships between the key ideas as a final step.
- To make connections to a text, students bring in artifacts, photos, etc., to generate discussion.

Cognitive

Students will be able to:

- 6.5.2** use simple interpretive strategies with guidance (e.g., make connections between texts, prior knowledge, and personal experience). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use simple interpretive strategies with guidance?

 Checklists

Develop checklists based on whether the students are using simple interpretive strategies. Refer to the Global List of Strategies—Interpretive from the *Curriculum Framework* to develop criteria.

Does the student:

- participate in discussion on a text?
- make connections between text and prior knowledge?
- make connections between text and personal experience?
- after experiencing a text, demonstrate connection to a previous activity or text?

Date the observations and review to note progress over time.

 Anecdotal Notes

Make anecdotal notes based on observations of the student during group discussion.

SAMPLE **RESOURCES**

General Outcome

6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.5 Language Use Strategies

GRADE

1

Specific Outcome

Productive

Students will be able to:

6.5.3 use simple productive strategies with guidance (e.g., copy what others say or write, use words that are visible in the immediate environment).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- “How To” Illustrations: Students draw a series of illustrations to show how to complete a simple and familiar procedure such as following a simple recipe, building a simple structure, making a patterned necklace, using the telephone, signing out a library book, or making cards for special occasions. Students add labels or captions to enhance the meaning.
- Word Walls help students in their writing tasks.
- Listen-Sketch-Draft is a process that leads students to making effective summaries.
- Word Lists about a topic provide writing support for students.
- Students keep lists of their spelling words. Students highlight or check words that are challenging. This activity supports writing and spelling.

Productive*Students will be able to:*

- 6.5.3** use simple productive strategies with guidance (e.g., copy what others say or write, use words that are visible in the immediate environment). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- use simple productive strategies with guidance?

 Conferences

Conference with students about their illustrated texts. Discuss with students how details in the pictures enhance the meaning of their written work and how texts support their drawings.

 Anecdotal Notes

Make dated notes based on observation noting context or situations and detailing sentence structures of student partner conversations.

 Checklists

Keep a checklist of phrases that are frequently expected and used. You may also track these for the Focus for Assessment, which may include the following:

Does the student:

- use words from the immediate environment without assistance, either orally or in written form?
- copy what others say or write?

 Work Samples

Does the student use Word Walls or other sources (e.g., picture dictionary, charts)? Was this done without assistance?

SAMPLE **RESOURCES**

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning (e.g., use models).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- KWL and KWL Plus (WML): Have the students brainstorm what they know about a topic. Record the information in the 'K' column of the KWL Chart. Then the students generate what they want to know in the form of questions. Record these in the 'W' column of the KWL Chart. After the students have gathered information, they categorize, map, and summarize what they learned in the 'L' column (see Appendix D).
- Students practise visualizing and verbalizing single words and then move on to doing the same with sentences.
- Frames such as webs, graphic organizers, thinking maps, and so on, are used to enhance general learning (see Appendix D).

Cognitive*Students will be able to:*

- 6.6.1** use simple cognitive strategies to enhance general learning (e.g., use models).
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- use simple cognitive strategies to enhance general learning?

 Rubrics

Develop rubrics to reflect the students' use of simple cognitive strategies to enhance their general learning. Discuss the rubrics with the students, and use small-group mini-lessons to help the students use the rubrics.

 Checklists

Create a checklist of phrases that should be modeled, and indicate the frequency of their use.

Does the student:

- follow simple models orally?
- follow simple models in written form?

 Anecdotal Notes

Write notes on how models are used, recording the date and context of the observations.

SAMPLE **RESOURCES**

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning (e.g., choose from among learning options).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Goal-Setting:** Guide the students in setting goals that are attainable and appropriate. Use direct instruction to help the students develop skills at setting goals.
- Use learning journals and logs to help students reflect on their learning.
- Students pair with older students for Buddy Reading. Students can reflect on how this process works for them.
- Students write a simple letter to their parents (based on a model or form) summarizing their learning for the month, term, or year. Encourage parents to respond to their children's letters.

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning, e.g., choose from among learning options. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use simple metacognitive strategies to enhance general learning?

 Conferences

Conduct conferences with the students to observe whether they use simple metacognitive strategies to enhance their general learning. Use the students' goals as the basis for conferencing.

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation, and note progress over time. Consider items such as the following:

Does the student:

- use checklists (e.g., reading logs)?
- set goals?
- self-direct during optional periods?

SAMPLE RESOURCES

General Outcome

6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.6 General Learning Strategies

GRADE

1

Specific Outcome

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning (e.g., seek help from others).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- T-chart or Y-chart: Develop a T-chart to help students understand the concept of encouragement for others. Students brainstorm for words that fit under each descriptor. Model and use role-play for guided practice to help students use verbal language and gestures to show encouragement to different people in a variety of contexts.
- Students work in small groups or with partners to practise and present a role-play about a familiar topic, story, or event. Targeted vocabulary charts may be available.

Social/Affective*Students will be able to:*

- 6.6.3** use simple social and affective strategies to enhance general learning (e.g., seek help from others). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- use simple social and affective strategies to enhance general learning?

 Journals

Have students complete a peer assessment and self-reflection following a co-operative learning task. Use the T-chart or Y-chart that they developed to create prompts.

 Observations

Observe during students' independent work periods and group activities to see if students ask peers or adults for assistance.

 Peer-Assessment Checklist

Students use a checklist to determine whether their peers are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Peer-Assessment Checklist).

SAMPLE **RESOURCES**

General Outcome

7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-Identity

GRADE

1

Specific Outcome

Valuing German Language and the Cultures of German-Speaking Peoples

Students will be able to:

7.1.1 participate in cultural activities and traditions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- As part of a weekly snack program, students sample various German foods. They may rank the food on a chart in their food books.
- Students listen to simple German poems and songs from traditional to modern music.
- Students learn about German instruments, historic and modern, through a presentation done by a parent, music teacher, or guest musician.
- Students participate in a *Karneval* party with costumes and parades. They may invite another class in to view it.
- Students learn a Christmas carol for presenting to other classes or for recording on video or DVD as a Christmas gift.

Valuing German Language and the Cultures of German-Speaking Peoples*Students will be able to:***7.1.1** participate in cultural activities and traditions. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in language and cultural activities?
- know some of the traditions involved in cultural activities?

 Conferences

Conference with students about their participation in the varied German language and cultural activities and traditions. Note students' attitudes in relating to the German language and cultural activities and traditions. Give feedback.

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-Identity

GRADE

1

Specific Outcome

Valuing Bilingualism/ Multiculturalism

Students will be able to:

7.1.2 participate in classroom and school cultural activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Have students bring in a variety of artifacts that they have at home or from their grandparents. Students share with the class, and in a simple form, present any symbolism associated with the item.
- Inform students of German community events that they can attend. This may be recorded in a daily organizer or in a class newsletter.
- Students participate in an exchange with students from a different language program.
- Students perform songs for a senior's home care facility.

Valuing Bilingualism and Multiculturalism*Students will be able to:***7.1.2** participate in classroom and school cultural activities. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in classroom cultural activities?
- participate in school cultural events?
- participate in community cultural events to which the school has been involved?

 Journals

Have the students write comments in their journals about how they participated in cultural activities. Give the students the option of sharing their reflections in a group response time.

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 German Culture

GRADE

1

Specific Outcome

Historical Elements

Students will be able to:

7.2.1 participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [*Weihnachten*], music, dance, art, literature, food, etc.).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students celebrate *St. Martinstag* by making a lantern and discussing who St. Martin was.
- St. Nikolas will visit each classroom. Students sing and recite a poem for him.
- Students decorate eggs and create an *Osterstrauß*.
- Students learn German Christmas songs and participate in a Christmas concert that the parents can attend.

Historical Elements

Students will be able to:

- 7.2.1** participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [*Weihnachten*], music, dance, art, literature, food, etc.). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- actively participate in language and cultural or historical activities such as Easter or Christmas?

 Detachable Labels

Use detachable labels to observe how the students participate in activities and experiences that reflect traditional elements of the German language and culture. Date and include the context of each situation.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth 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 participate in activities and experiences that reflect contemporary elements of German culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Encourage students to attend German concerts in the community.
- Students look at pictures by contemporary German artists.
- Students look at German children's magazines.
- Students view and compare calendars from Germany and from Canada.
- During art periods, students listen to music by a variety of contemporary German musicians.
- Encourage students to bring in posters of community events written in German.
- Establish an audio library with a variety of German music, stories etc., which the students can borrow and listen to at home. Students share their favourite selections or post the title on a poster.
- Have students write comments in their journals about the similarities and differences between the historical and contemporary elements in German culture. Encourage students to write their reflections and share these in a group response time. Keep this simple (e.g., *Früher haben die Leute Brot gebacken. Heute kaufen wir Brot.*).

Contemporary Elements*Students will be able to:***7.2.2** participate in activities and experiences that reflect contemporary elements of German culture (see example above). *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in activities and experiences that reflect contemporary elements of German culture?

 Checklists

With assistance, students create a list of activities that will be done for this concept. As the activities are done, students check them and comment with a 😊 😐 😞 and/or perhaps a word or two to reflect on the experience.

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 German Culture

GRADE

1

Specific Outcome

Diversity

Students will be able to:

7.2.3 experience cultural elements of diverse origins from within German culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students view pictures or actual costumes native to various regions of Germany. They can discuss the differences and similarities.
- Students learn about diverse cultural groups of Germanic origin in Manitoba, such as Hutterites or Mennonites.
- Students view cartoons from Germany.
- Students share personal experiences and discuss the differences in celebrating holidays.
- Invite guest speakers so students have the opportunity to hear different voices, dialects, etc.

Diversity*Students will be able to:*

- 7.2.3** experience cultural elements of diverse origins from within German culture.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- experience cultural elements of diverse origins from within German culture?

 Checklists

Observe students in activities where there is cultural and linguistic diversity. Develop checklists based on the students' participation, recognition, and understanding of diversities. Observe the students as they engage in discussion. Date and include the context of each observation.

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 German Culture

GRADE

1

Specific Outcome

Change

Students will be able to:

7.2.4 illustrate that change occurs in one's immediate environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn that some Christmas traditions have changed.
- Students interview grandparents on how they celebrated special occasions.
- Students visit a local museum, view videos, or study pictures and then compare buildings from earlier days to buildings now (e.g., school houses).
- Students do self-assessment in reading and writing making observations in their learning of the German language.
- Students prepare a personal timeline using photos from home. These can be shared and discussed.

Change*Students will be able to:***7.2.4** illustrate that change occurs in one's immediate environment. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- observe changes in his or her immediate environment?

 Checklists

Develop a checklist based on the students' skills in illustrating that change occurs in the students' immediate environment. Date and record the context of each observation.

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building
Community

GRADE

1

Specific
Outcome

Valuing Diversity

Students will be able to:

7.3.1 explore diversity within one's own family and in the school.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students contribute ideas on family routines or rules and discuss how each member has a role and different responsibilities within the family. All families have them, but rules and routines will vary for each family.
- Students create a diorama of their birthday traditions. Class will discuss similarity and difference.
- The class invites other students in the school to express their likes and dislikes through surveys. Students build a school graph, and then make comparisons to their own class chart.

Valuing Diversity*Students will be able to:***7.3.1** explore diversity within one's own family and in the school. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore diversity within one's own family and in the school?

 Anecdotal Notes

In a variety of contexts, observe and record students' awareness of the diversity that exists within one's own family. Date all observations and note the context of the observations.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Valuing Similarity

Students will be able to:

7.3.2 explore similarities within one's own family and in the school.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- With assistance, students develop a survey on common interests. Students complete the survey. Help them tabulate the results. A discussion ensues about the similarities that exist among the students and their peers and the need to appreciate these.
- Students complete a survey at home of the birthplace of parents and grandparents. At school, the students discuss similarities.
- While studying families, students prepare a picture mobile or a Venn diagram. Students can talk about their mobiles.
- While studying hobbies, students prepare a class graph.
- Students bring in a baby picture of themselves and the class tries to guess who is whom.

Valuing Similarity*Students will be able to:***7.3.2** explore similarities within one's own family and in the school. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- contribute ideas about self?
- contribute ideas that express similarities between self and others?

 Journals

Review students' journal entries about this activity, noting the connections the students have made between themselves and their peers and the feelings they have about this.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Contributing to Community

Students will be able to:

7.3.3 participate and cooperate in, and contribute to, classroom and school activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Throughout the year, each student will have the opportunity to be a helper for:
 - returning library books
 - delivering attendance sheets to office
 - passing/collecting materials
 - being a leader to the music room or gym
 - placing recycle bin in the hallway.
- Students participate in school and playground clean-up.
- Students attend school assemblies.
- Students complete a fundraiser for a special event.
- Students participate in a school concert or evening class showcase.

Contributing to Community*Students will be able to:***7.3.3** participate and co-operate in, and contribute to, classroom and school activities.
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate and cooperate in and contribute to classroom and school activities?

 Anecdotal Records

Observe students as they engage in the different helper roles. Note how the students participate, cooperate in, and contribute to classroom and school activities. All observations should be dated and reviewed to note a pattern and be used in student-teacher conferences.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth 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 demonstrate personal and social responsibility in the classroom and school.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students independently pick up paper or crayons found on the floor and are encouraged to keep items in the class organized.
- Students help a classmate experiencing difficulty completing an assignment.
- Students maintain an organized desk.
- Students are encouraged to volunteer names of peers who demonstrated Acts of Kindness. The names can be placed on a bulletin board. Each week the board is cleared.
- Students participate in borrowing books from the library, and learn their responsibility in caring for and returning the books.
- Create a T-chart generated by the students, demonstrating what a responsible student says and does.
- Discuss with the students and create a chart indicating responsibilities for Your Job/My Job.

Responsible Citizenship*Students will be able to:*

- 7.4.1** demonstrate personal and social responsibility in the classroom and school.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate personal and social responsibility in the classroom and school?

 Self-Assessment Checklist

Students complete a self-assessment to show how they demonstrated responsible citizenship in the classroom and school. Use this information to conference (see Appendix E).

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

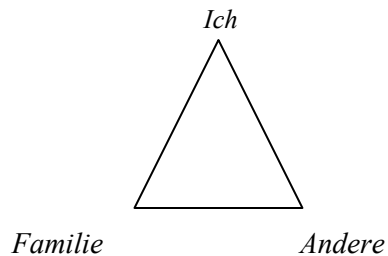
Interdependence

Students will be able to:

7.4.2 recognize own and others' contributions to a group.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Two Stars and a Wish: Students reflect on group activities and make two positive comments on their own and others' contributions to a group. They then state one wish or suggestion for improving group process.
- A student thanks a classmate for finding his or her missing pencil.
- Students identify positive behaviours of classmates.
- Students applaud a classmate's presentation.
- In the study of character education in which students explore characteristics such as responsibility, friendship, punctuality, etc., the students refer to the following triangle, which is available at all times.



Interdependence*Students will be able to:***7.4.2** recognize own and others' contributions to a group. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and reflect on personal actions positively?
- recognize and reflect on thoughts and actions of others positively?

 Journals

Have students complete a peer assessment and self-reflection following group work. Consider some of the following prompts for student journals:

- *Anna hat mir beim Aufräumen geholfen.*
- *Ich habe Anna beim Lesen geholfen.*

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global
Citizenship

GRADE

1

Specific
Outcome

Intercultural Skills

Students will be able to:

7.4.3 work and play with others, recognizing that expectations can be different for different people.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Help students become aware of the importance of respect and safety. The class discusses food allergies, and why everyone needs to be careful.
- Students explore and acknowledge that some cultures avoid certain foods or celebrate with special foods.
- Read stories about children with disabilities. Students talk about the importance of inclusiveness.
- Read stories about children from newcomer families. Students talk about similarities and differences within cultures and how we can all learn from each other.

Intercultural Skills

Students will be able to:

7.4.3 work and play with others, recognizing that expectations can be different for different people. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize that rules can be different for different people?
- interact with all classmates positively?
- help others who may require assistance?

 Anecdotal Notes

Record students' behaviours as they work and play with others who are different. Review the anecdotal records to note patterns of behavior, and use this data to inform instruction.

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global
Citizenship

GRADE

1

Specific
Outcome

Future Opportunities

Students will be able to:

7.4.4 share or demonstrate personal strengths and areas for further development.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use a goal-setting sheet to set goals. These goals can be initially generated by the class as well as guided by the teacher. Every week, students have an opportunity to set a goal and explain how they plan to achieve it.
- Students maintain a learning journal to help them in their reflection and goal-setting.

Future Opportunities*Students will be able to:*

- 7.4.4** share or demonstrate personal strengths and areas for further development.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- share personal strengths?
- set goals for improvement?

 Conferences

Conference with the students to encourage them to share their personal strengths and areas for further development. Provide feedback and encouragement.

 Portfolios

Portfolios indicate whether the student is able to observe strengths or areas of improvement.

 Anecdotal Notes

Observe students as they discover and discuss personal strengths and are involved in setting simple goals for improvement. Date all observations and note the context of the observations. Anecdotal records should be reviewed to note progress over time.

SAMPLE RESOURCES

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

Express Ideas

Students will be able to:

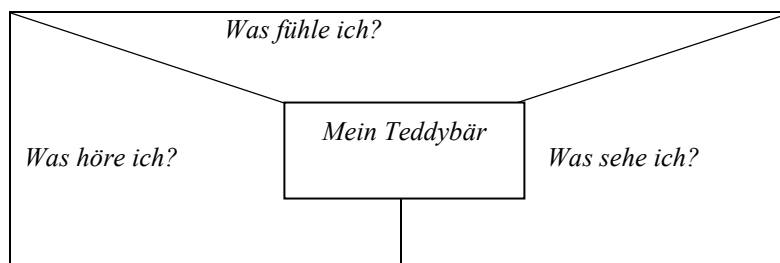
1.1.1 make personal observations and talk about them.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students observe daily weather (temperatures, storms, etc.) and contribute to a class weather chart.
- Students make a class graph about who has specific things in the house.

	1	2	3
<i>Schlafzimmer</i>			
<i>Fernseher</i>			
<i>Computer</i>			
<i>Telefon</i>			

- Students talk about their weekend plans and activities and give examples.
- Y-chart: Students discuss a topic and record their observations on how an object looks, feels, and sounds.



- In pairs, students collect words and/or pictures related to a topic or text and talk about what they have collected.
- Sharing Circle: Students share personal experiences.
- After quiet reading (library book), students share personal observations about what they have read.
- Before reading a new story, do a KWL (WML) chart asking students to talk about personal observations, set goals about what they would like to learn, and, at the end, sum up what they have learned.

Express Ideas*Students will be able to:***1.1.1** make personal observations and talk about them. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- share personal observations, experiences, ideas, and feelings with another student?
- share personal observations, experiences, ideas, and feelings in small groups?
- make personal observations?
- make predictions about what will happen in a story or event?
- listen to others' ideas, opinions, and predictions?
- respond to others' ideas, opinions, and predictions in conversations and class discussions?

 Checklists/Rubrics

With or without the students, develop checklists or rubrics that reflect observations made during various class activities. In addition, make notes of student accuracy. Date and record the context of the observations, and review data to note progress and to guide individual conferences.

Erfahrungen beschreiben—Lehrerkontrollliste**Inhalt***Der Schüler/Die Schülerin:*

- kann persönliche Beobachtungen auf Deutsch beschreiben
- kann in einer Kleingruppe persönliche Ideen und Gefühle ausdrücken
- kann sich die Gefühle oder Ideen anderer anhören
- kann sich auf andere Menschen einstellen und entsprechend antworten

Mündlicher Ausdruck

- Lautstärke
- Blickkontakt
- Anzahl an Sätzen
- Reihenfolge der Sätze
- angebrachtes Thema
- Genauigkeitsgrad der Grammatik
- Sprechgeläufigkeit

 Anecdotal Records

Record observations during students' informal interaction to note how they describe personal observations, predictions, experiences, and feelings. Date and record the context of the observations. (See Appendix E).

 Conferences

Interview students (and record these interviews) at different times during the year.

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

Consider Others' Ideas

Students will be able to:

- 1.1.2** ask for others' ideas and observations to help discover and explore personal understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students write up interview questions based on the 6W questions, *Wo/Was/Wann/Wie/Warum/Wer* or on yes/no questions.
- Students survey classmates (“*Magst du Eis?*”) for food preferences, sort data, and make a graph.
- Page of Personal Questions: Students go around asking questions until they find someone who says “yes” (e.g., “*Trinkst du gern Milch?*”). They write the name of the student who answers “yes.” Then ask, “*Wer trinkt gern Milch?*” Students give the names of the students they asked.
- Students conduct interviews with a classmate to find out his or her preferences.
 - *Lieblingsfarben*
 - *Lieblingstiere*
 - *Lieblingssport*
 - *Lieblingessen*
- **Extension:** Visit another class and interview them.
- Students prepare an interview to find out about the professions or living arrangements in families of students in other classes.
 1. *Wohnst du in einem Hochhaus ...*
 2. *Wo arbeitet dein Vater?*
 3. *Wo arbeitet deine Mutter?*
- Students brainstorm a topic with a partner and then share ideas with the larger group.
- Students write letters to students in Germany asking personal questions and providing personal information.
- Students learn expressions that show consideration for others' ideas (e.g., *Gute Idee!! Das finde ich gut!*).
- Create a survey question with the students and graph the answers (e.g., responsibilities at home—connects to social studies).

Consider Others' Ideas*Students will be able to:*

- 1.1.2** ask for others' ideas and observations to develop own personal understanding.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- ask various types of questions to explore personal understanding?
- listen to others' ideas?
- listen to others' observations?
- use others' ideas to extend personal ideas?

 Checklists/Rubrics

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

 Anecdotal Records

Use observation forms to note behaviours as students role-play, interact with each other, and engage in conversations while working on projects. Note examples of behaviour that show consideration for others' ideas.

 Self-Assessment

Students fill out a self-assessment after conducting interviews. For example,

- My partner understood my questions—Yes or No.
- I repeated my question in different ways if the partner did not understand.
- I asked the questions freely without reading them off the sheet.

 Video Recordings

Record students while they are making presentations, participating in role-plays, or working on an activity.

SAMPLE RESOURCES

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

Experiment with Language

Students will be able to:

- 1.1.3** use a variety of forms to organize and give meaning to familiar experiences, ideas, and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students make storyboards or stick puppets to help them in retelling familiar stories and rhymes. The *Bärenspañ* cut-out stick puppets can be used.
- Students read a story and then draw pictures of the story on an overhead transparency. They use the pictures to share the story with others.
- Students work in groups to improvise a presentation based on a favourite fairy tale or poem in which the characters react in a different or unexpected way (e.g., *Aschenputtel*'s stepmother treats *Aschenputtel* just like her own daughter, and the wolf in "*Rotkäppchen*" is friendly).
- After a field trip, students record their experiences by drawing and captioning a poster or writing a list of their activities.
- Students, in small groups, research animals' hearing abilities. They categorize animals as having large, medium, small, or no ears. As a follow-up, they can create a poster about animal ears.
- Students, in small groups, look at a recipe to bake something, act out the vocabulary, and then bake their recipe.
- Students look at menus. They then make their own menu and act out a restaurant dialogue.
- Students write a letter to mom and dad for Thanksgiving, in German, listing all the things they are thankful for.
- Students prepare personal timelines to depict memorable events in their lives.
- Students use a digital camera to capture experiences or events in school. Students can later make a personal yearbook using entries from their journal or other personal writings.
- Students make a collage of pictures or magazine cut-outs showing what they did during the summer.

Experiment with Language*Students will be able to:*

- 1.1.3** use a variety of forms to organize and give meaning to familiar experiences, ideas, and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- express familiar experiences, ideas, and information?
- elaborate on these experiences and information by using a variety of forms to organize ideas?
- participate and contribute positively during classroom conversations?
- communicate clearly?

 Checklists

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and then review the checklists to note progress over time.

 Journals/Reflection Logs

Students keep a list of the forms they created and how they feel about each one. Periodically review the log to assess whether students grasp the idea that information can be organized and expressed in a variety of ways.

 Conferences

Ask students how they shared ideas and information in class. Provide positive feedback and support to help students develop and expand ways to organize and share familiar experiences, ideas, and information.

 Portfolios

In an inquiry, discuss with students their strategies for organizing and the variety of forms used. Talk about choices made, captions used in pictures, and forms employed to relate information.

SAMPLE RESOURCES

- German menus
- Simple story books and fairy tales
- *Mücker Magazine*
- *Bärenspäß* puppets in workbook

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

Express Preferences

Students will be able to:

1.1.4 explain why an oral, literary, or media text is a personal favourite.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- In a modelled situation, students discuss their favourite animated movies and share what particular elements made these movies so appealing (e.g., characters, special effects, music, suspense).
- Following an example from the teacher, students make a mobile of their favourite story including characters, setting, and favourite part.
- Students make a story cube and present the story. The teacher makes a Cloze generic sheet: *Meine Lieblingsgeschichte ist (Titel). Der Autor heißt (Name). Der Hauptcharakter heißt (Name).*
- After reading and/or listening to a variety of stories, students create a book jacket of a favourite book.
- Photocopy the front cover of the students' favourite book. Students write a sentence about what they most enjoyed about the book or why the illustration was chosen for the front cover.
- Students design a new cover for a favourite story.
- Students act out a favourite story (e.g., *Little Red Riding Hood*). Tell the story and have the students repeat their lines and act it out.
- Each day, the class members take a turn choosing and presenting their favourite song and/or poem for the class to listen to.
- Students bring a series of pictures of something they wish to share with the class and explain what the series is about.
- Post and maintain a list of the various texts experienced by the class. Students rate the texts using a star system.
- Students keep track of materials read in class, at home, and from the library. Discuss with the students their lists.

Express Preferences*Students will be able to:***1.1.4** collect and share favourite oral, print, visual, and multimedia texts. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- choose a variety of texts?
- name favourites?
- give reasons for selecting texts as favourites?
- share favourites willingly?
- share favourites confidently?
- expand preferences upon others' recommendations?

 Checklists/Rubrics

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and reviews the checklists to note progress over time.

 Reading Logs

<i>Schülername:</i>		
<i>Buchtitel</i>	<i>Autor</i>	<i>Datum</i>

 Conferences

Conference with individual students, discussing their preferences for a particular author, illustrator, form, or genre.

 Peer Conferences

Students can share their favourite book and reading log with a partner.

SAMPLE RESOURCES

- Story books by:
 - Eric Carle
 - Leo Leoni
- Fairy Tales
- *Mücker Magazine*

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

2

Specific Outcome

Set Goals

Students will be able to:

1.1.5 choose to speak, read, write, and represent in German.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- At a note-writing centre, students choose from a variety of stationery, vocabulary, and/or expressions to create notes for family, classmates, etc.
- Students reread favourite stories or engage in choral readings and Readers' Theatre.
- Students take home German books regularly for home reading.
- Students act out a story after learning it in the larger group.
- Students bring in a stuffed animal or other toy to use in conversation with another student.
- Set up a pen-pal program with students in Germany or in another bilingual school. They plan the first letter to write together.
- A student chooses to read to the class cards sent or made by others. The class then makes some cards in return.
- Have the students think and talk about how they became a reader and share this with a partner.
- Students set goals for themselves as readers or writers using reading or writing strategies (see Appendix D).

Set Goals*Students will be able to:***1.1.5** participate in reading and writing activities. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express his or her own ideas?
- participate as an author?
- participate as an illustrator?
- participate as a reader and audience in interactions with text?
- show an awareness of accomplishments?
- describe successful accomplishments in all areas of language arts?

 Checklists/Rubrics

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

 Conferences

Conference with students to determine how they view themselves as readers, writers, and illustrators. Ask students to:

- share the work they have written
- describe their work completed as illustrators
- tell about strategies they use as readers, writers, and illustrators
- explain why they use the strategies
- explain how they used the feedback from their classmates during peer assessment
- identify specific accomplishments
- reflect on successes
- review others' judgement of their work and use the results of the assessment to set goals for future projects

SAMPLE RESOURCES

- Library books

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** connect new information, ideas, and experiences with prior knowledge and experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to a story about a topic. They then add new information from the story to a classroom web or chart.
- After viewing the photographs or reading a book, the class discusses, in German, similar activities or feelings, such as:
 - I remember feeling like that when... (*Ich habe mich auch einmal so gefühlt als...*)
 - Our school... (*Unsere Schule...*)

This activity is modelled by the teacher.

- After reading a book about a particular animal, students prepare a checklist about their own experience with those animals.
- Students brainstorm ideas that demonstrate what they know and what they want to learn. Ideas can be placed on a graphic organizer (e.g., T-chart).

<i>Was ich schon weiß</i>	<i>Was ich wissen möchte</i>

- Choose a theme (e.g., animals, clothes). Students brainstorm words that suit the theme. Record this for all to view graphically.
- Box of Clues: Collect three or four artifacts that can be linked to the story that will be read, viewed, or listened to. Take out each artifact in turn and ask students to identify it. Students briefly discuss possible connections to the story.
- Students view a display of words or pictures related to a text they will be listening to, viewing, or reading. Students will chant the words together and then add their own words and pictures to further extend and connect their background knowledge.

Develop Understanding*Students will be able to:*

- 1.2.1** connect new information, ideas, and experiences with prior knowledge and experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- access prior knowledge?
- have sufficient prior knowledge?
- access personal experiences?
- share ideas?
- connect prior knowledge and personal experiences with new ideas?

 Checklists/Rubrics

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

 Anecdotal Records

Record observations to show examples of students making connections between prior knowledge and experiences, and new knowledge. Include information regarding the extent of:

- prior knowledge and experience
- connections between new experiences and prior knowledge
- recording of connections
- gaps in knowledge and experience

 Conferences

Through discussion, determine students' skills at accessing prior knowledge and making the links to previous experiences and other text. To elicit connections to the text, students are asked questions such as:

- What do you think this will be about?
- Why do you think that?
- What do you already know about this topic?
- What does this remind you of in your own life?
- Does this remind you of another story? movie? video?

Provide feedback when students make appropriate connections.

 Portfolios

Collect work samples over time, which demonstrate that students are connecting new information, ideas, and experiences to their prior knowledge and experiences. Date all samples.

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

Explain Options

Students will be able to:

1.2.2 explain new experiences and understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students share a new experience (e.g., swimming or learning to ride a bike) by telling their story to the class.
- Students create a storyboard displaying illustrations and captions that explain new concepts and experiences.
- Students sketch their thoughts while listening to a text. They then share their sketches with a partner adding ideas and details based on their discussion.
- Following an example, the students find the main idea in a story.
- Students describe a field trip following a model provided by the teacher.
- Before reading, students make a prediction about what the story is about (illustrate and label). During reading, students can add images and labels. After reading, students can work with a partner, discuss, review, and make adjustments to their understanding of the story.

Explain Options*Students will be able to:***1.2.2** explain new experiences and understanding. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)***Focus for Assessment**

Does the student:

- explain new knowledge and understanding of concepts?
- provide clear, accurate explanations of his/her understanding?
- give examples of concepts?
- explain relationships between concepts?

 Checklists/Rubrics

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

 Conferences

Conference with students about work samples such as Venn diagrams, panel stories, and concept panels on listen/sketch/draft, in order to determine their abilities to explain new experiences and understandings. Date and note context of conference.

 Portfolios/Work Samples

Collect work samples that demonstrate student knowledge and understanding of different concepts. Have students date all work samples, using given criteria or frame sentences.

SAMPLE RESOURCES

- Story books from the library

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

Combine Ideas

Students will be able to:

1.2.3 arrange ideas and information to make sense.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After viewing a video on an animal, students provide facts about the animal. Then they come up with ways to categorize those facts, such as what the animal looks like, what the animal eats, and what the animal does.
- After brainstorming the topic of food, the students help the teacher put the list into categories of fruit, vegetables, meats, etc.
- Provide students with a picture story and matching captions (mixed up), which students must arrange and put in order.
- Students discuss different activities they do throughout the year and arrange these in categories of seasons.
- Students arrange sentences about eating habits into categories of “healthy” and “unhealthy.”
- After listening to a story, students demonstrate new learning and organization through the use of storyboard, flannel board, puppets, and skits. They may also use computer-generated stories, collages, dioramas, or murals to present the story in a new form.
- Students work in groups to represent the same piece of text in different ways (e.g., Readers’ Theatre, skits, drawings, collages, etc.). They discuss their representation with others.
- Students take cut up comic strips that are out of sequence. Students reorder them and present the story to a small group.
- Display a Venn diagram, a chart, a timeline, or other visual organizer. Students decide which organizer to use to represent the key points in a text they hear or read.

Combine Ideas*Students will be able to:***1.2.3** arrange ideas and information to make sense. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- arrange ideas and information in an organized way?
- use a variety of organization structures?
- use organizational structures appropriate for the information or ideas?
- arrange ideas meaningfully in narrative text?
- arrange ideas meaningfully in informational text?

 Checklists/Rubrics

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

 Conferences

Meet with students to review their work samples and in particular the organizers they used to arrange the information gathered.

- How did you organize your ideas?
- Why did you choose a _____ to represent your ideas?
- Do you think this was a good choice? Why?
- What do you want others to know about this topic?
- Could you have arranged your ideas in another way to make sense?

Add this information to the student's portfolio to note progress over time.

 Portfolios

Select work samples that demonstrate growth in the organization of ideas and information. Note evidence of progress that occurs over time in organization and development of concepts.

SAMPLE RESOURCES

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 basic questions to make sense of experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- During a game of guessing a secret object, students ask basic questions (e.g., *Welche Farbe hat es? Ist es groß? Ist es rund? Kann man es essen?*).
- Students play *Bingo für Neugierige* asking classmates questions to which they answer *Ja/Nein*. All questions are on a “bingo” page. As students find classmates who answer with a “yes,” they write their names down in one of the squares. The winner has all squares filled in with names.
- Students conduct a survey of their classmates to find out more about them.
- Depending on the topic, students can interview a staff member, family member or community worker. Students must first generate a series of questions.
- Students play “*Wer bin ich?*” with professions. Questions are written on chart paper (e.g., *Arbeiten Sie in der Schule, im Krankenhaus?*). Students take turns being ‘a profession,’ while classmates ask the questions.
- Post chart paper and record the questions students would like to explore while studying a particular topic.
- Depending on the topic, students interview a staff member, family member, or community worker. Students must first generate a series of questions.
- Present ten objects in a bag, and then hide one of them. Students guess which object is missing by asking, *Ist es der Kuli?*
- Invite students to practise asking questions by involving them in a game of 20 Questions.

Extend Understanding*Students will be able to:***1.2.4** ask basic questions to make sense of experiences. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- demonstrate a curiosity and question ideas and observations?
- ask questions to make sense of his/her own life and experiences?
- ask questions to clarify instruction?
- ask questions to elicit information ?
- extend thinking through asking questions?
- demonstrate self-questioning?

 Checklists/Rubrics

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

 Anecdotal Records

Observe students as they participate in the activity and note the extent to which they are able to ask basic questions to make sense of experiences (see Appendix E).

 Self-Assessment

Provide students with a self-assessment sheet after the student has conducted an interview.

- *Meine Fragen sind klar.*
- *Man versteht meine Fragen.*
- *Man beantwortet alle meine Fragen.*
- *Ich verstehe alle Antworten.*

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Prior Knowledge

Students will be able to:

2.1.1 make connections among texts, prior knowledge, and personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Read a story (e.g., *die Olchis*). Students make a list of what the *Olchis* eat and compare the list to what they like to eat).
- Prior to a discussion about cats, students begin a KWL (WML) chart, recording what they know, want to know, and what they learned after finishing the article.
- Students use a Venn diagram to compare and contrast aspects of German, Austrian, and Swiss culture with Canadian culture (e.g., family life, Christmas, meal times, etc.).
- Assemble a collection of pictures, words, or key terms from the text that students will be reading or hearing. Students examine the collection, make personal connections, and try to predict what they will read or hear.
- After reading only the title of a text or looking at the illustration, students make predictions about the text. Students explain why they made their predictions.
- Students prepare a Story Map arranged chronologically (*am Anfang, mitten drin, am Ende*) or thematically (*Hauptperson, Problem, Lösung*).

Prior Knowledge*Students will be able to:*

- 2.1.1** make connections between texts, prior knowledge, and personal experiences.
(continued)

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SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- make connections among texts, prior knowledge, and previous experiences?

Observation Checklists

Use Observation Checklists to assess students' abilities to make connections among prior knowledge, personal experiences, and a variety of texts.

Anecdotal Records

Make a note of areas where students have considerable prior knowledge, topics, or concepts that require clarification and where gaps exist.

Conferences

Meeting one-on-one with the student, review a graphic organizer such as a KWL (WWL) chart done in class. With the individual student's input and through discussion, determine the student's ability to access prior knowledge and make the links to previous experiences and other texts. Other graphic organizers will serve the same purpose. When looking at work samples together, have students talk about how they made connections between prior knowledge, texts, and personal experiences.

Portfolios

Assess students' work to observe links among prior knowledge, experiences, and texts (e.g., review anticipation guides and story maps such as before, during, and after).

Work Samples

Assess students' work samples to observe connections among texts, prior knowledge, and personal experiences. For example,

- review sketches that represent prior knowledge
- review journal entries, reading logs, and written responses to determine whether students are making connections among different texts, prior knowledge, and their own personal experiences.

SAMPLE RESOURCES

- *Die Olchies*

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literacy and media texts.

Comprehension Strategies

Students will be able to:

2.1.2 anticipate meaning, recognize relationships, and draw conclusions; use a variety of strategies to confirm understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students can guess the ending to a story.
- Students look at the cover of a book and guess what the book will be about.
- Students ask questions to clarify understanding.
- Before reading or listening to a text, guide the students to make predictions about it. After the reading, students draw conclusions about the text and respond by retelling, writing, dramatizing, or drawing. They compare their predictions with their retellings for further comprehension.
- Students retell their reading and viewing experience by creating a Story Vine or props that show the main ideas of the story.
- Students sketch their thoughts while listening to the text. They share sketches with a partner and discuss ideas they may have missed.
- Read the students a story. After it is complete, put a Cloze passage of the story on the overhead projector. Use a Cloze procedure to model the comprehension process for the students. This activity shows the importance of rereading and the use of cueing systems in constructing meaning.

Comprehension Strategies*Students will be able to:*

- 2.1.2** anticipate meaning, recognize relationships, and draw conclusions; and use a variety of strategies to confirm understanding. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- access prior knowledge?
- set a purpose for listening, reading, or viewing?
- confirm predictions by referring to the text?
- adjust predictions while interacting with text?
- make viable inferences based on the text?
- participate in mini-strategy lessons?
- make and explain conclusions?
- use a variety of strategies to monitor understanding?
- reread when the text does not make sense?
- use knowledge of story structure to comprehend narrative text?

 Checklists

Develop comprehension checklists based on the Focus for Assessment criteria. Include the context of the observations and the text used, and date all entries. Review data to note progress over time.

 Conferences

Conference with students to assess knowledge, skills, strategies, and attitudes. During the conferences, ask the following questions:

- Did you know something about the topic before reading?
- Did you know why I was reading?
- Did you predict what the text was about?
- Were your predictions correct?
- Did you change your predictions when you needed to?
- Did you make good conclusions?
- Did you read “between the lines” to understand what the author was trying to tell you?

(continued)

General Outcome

2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literacy and media texts.

2.1 General
Comprehension
Strategies

GRADE

2

Specific
Outcome

Comprehension Strategies

Students will be able to:

2.1.2 anticipate meaning, recognize relationships, and draw conclusions; use a variety of strategies to confirm understanding. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Comprehension Strategies

Students will be able to:

- 2.1.2** anticipate meaning, recognize relationships, and draw conclusions; use a variety of strategies to confirm understanding. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Retellings**

Retellings are effective tools for assessing students' comprehension of oral, literary, and media texts. Ask students to listen to, read, or view a text and orally recall it. Before observing the retelling, develop an assessment template.

Retellings can be cued or not. Use rubrics to describe the students' level of performance and place these in the students' portfolios.

In retelling, is the student able to:

- explain anticipated meaning?
- recognize relationships?
- draw conclusions?
- self-correct understanding, using a variety of strategies including rereading for story sense?
- recall the beginning, middle, and end of the story?
- use story elements to cue recall?

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.



Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look at a labelled map of the school:
Student 1: This must be “*die Toilette*” because it’s by the front door.
Student 2: And the word starts with “T”.
- A student says, “This story begins with ‘*Es war einmal...*’ I think it’s a fairy tale.”
- A student looks at the book cover and says, “I think this book is about _____.”
- Cloze Activity with Pictures in the Blanks: ‘*Mücki!* Magazines have many such wonderful activities. For example,

Das  *wohnt in einem* .

- Students learn text structure. Guide students in locating and using textual cues such as titles, headings, tables of contents, indexes, glossaries, graphics, illustrations, and signal words. This can be done using an overhead transparency of a table of contents, index, etc. Ask students, “Where might you locate information on _____?” or you can ask, “What information might you find on page ___?”
Model and provide guided practice to help students recognize the use of audiovisual cues in media texts. There are seven key textual cues in media text. Prior to viewing an animated cartoon, students receive a list of media cues such as *Farbe, Beleuchtung, Bewegung, Ton, Rhythmus*. Each time they note a change in any of these features, they add a check mark. The class discusses when the some of these changes occurred and why.
- Ask the students to sketch a scene from the cartoon that holds a number of features critical to the plot. The class discusses why each element was placed there and how its presence contributes to the storyline.
- A series of audio clips is played. As soon as students can tell what type of clips it is (e.g., sporting event, weather report, adventure story, lottery numbers, train station), they raise their hands. The class discusses which audio cues helped identify the type of text.

Textual Cues*Students will be able to:***2.1.3** use textual cues to construct and confirm meaning. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use textual cues, with teacher assistance, to construct and confirm meaning while reading, viewing, and listening?
- recognize textual cues in reading?
- recognize textual cues in viewing?
- recognize textual cues in listening?
- participate actively and with enjoyment in repeating patterns and rhymes?
- demonstrate use of patterns in his/her composing of text?

 Observation Checklists

Observe students as they interact with text, and create a checklist to assess whether students are able to use textual cues such as story models and titles to construct and confirm meaning.

 Portfolios

Have students place copies of original text in their portfolios that show knowledge of textual cues and story patterns. Textual cues such as titles and repetitive patterns are highlighted with coloured markers.

 Conferences

Conference with students to determine how they use textual cues to confirm and construct meaning in oral, literary, or media texts, as well as to determine whether they use textual cues in composing texts as they speak, write, or represent.

SAMPLE RESOURCES

- *Mücki* magazine
- Krauß, S. and M. Mai. *Mein erster Schultag - Ein Lesebilderbuch*. Ravensburger Verlag. 2000. ISBN 3-473-33776-5
- Animated cartoons such as *Janosch* or *Right from the Heart*. National Film Board (wordless)

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Cueing Systems

Students will be able to:

2.1.4 use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read a short Cloze passage from an overhead projector. They suggest words to fill in the blanks. Record all suggestions and lead a discussion about the appropriateness of each word suggested.
- Students, in pairs or small groups, are given a list of basic sight words. Given 15 minutes, they find as many of those words as they can in classroom books.
- Students are given new words to sound out using previously learned skills.
- Students discuss and brainstorm a list of cognates (e.g., *Maus, Haus, Hand, Land*). They discuss how these words are similar and different in both languages.
- Students participate in a daily shared reading. The class reads charts, big book, or text on the overhead either together or following along as the teacher reads.
- Students create Personal Dictionaries when they come across interesting words when reading.
- SPLASH: Students will refer to the splash word identification strategy chart on the wall when encountering unknown words:
Skip the word.
Predict. What word makes sense here?
Look for parts you know.
Ask: Is it like a word I already know?
Say the parts and blend them together.
Help. Ask someone.
- Students create nonsense words from a list of provided phonograms. Students then pronounce the word and everyone guesses at the spelling. Then the student puts the word in a sentence that enables the class to understand the meaning through context.
- Record students reading a text and respond to comprehension questions.

Cueing Systems

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

Semantic Cues: Refer to meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections among 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.

Cueing Systems

Students will be able to:

- 2.1.4** use syntactic, semantic and graphophonic cues to construct and confirm word meaning in context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use semantic (meaning), syntactic (word order), and graphophonic (sound-symbol) cues?
- read for meaning, monitor, and self-correct?
- demonstrate fluency when reading?
- read with expression?

 Anecdotal Notes

Observe and record the students in authentic contexts to assess comprehension and to determine how they integrate cues to construct and confirm meaning. Keep anecdotal records over time to help identify students' strengths and challenges, and indicate where further support is needed.

 Running Records

Record students' oral reading behaviours as they read text, and analyze to determine their use of cueing systems.

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Experience Various Texts

Students will be able to:

- 2.2.1** participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read text with a partner and then chorally in a large group.
- Students listen to stories during Carpet Time.
- Students listen to familiar stories and read in target language (e.g., *Rotkäppchen*).
- Students record their own stories and then share them.
- Read an article about an animal from *Mücki*. Students listen and answer true/false questions about what they hear.
- Students produce a book of riddles and share these with the class (e.g., *Man kann mich trinken. Ich habe viele Vitamine. Was bin ich? (Orangensaft)*).
- Buddy Reading: Students read with older or younger students in the school.
- Keep a running list of texts the class has experienced on a personal genre/form sheet.
- Video-record students reading, talking about, or dramatizing their favourite part of a text. These recordings provide a tool for sharing texts in the classroom. Students may share their video recordings with their parents.
- Do an Author Study. Students listen to, read, and discuss a variety of books by one author.

List of Sample Written, Oral, and Multimedia Texts: Division I

Adventure	Humour	Messages	Riddles
Audiotapes	Illustrations	Movies	Rhymes
Cartoons	Illustrated Storybooks	Nonfiction Chapter Books	Rhythms
Comic Strips	Informational Texts	Photographs	Signs, Notices
Computer Software	Invitations	Pictures	Songs
Conversations	Journals	Picture Books	Stories
Drama	Labels	Plays	Storytelling by Elders
Drum Dances	Legends	Poems	Symbols
Fables	Letters	Puppet Plays	Video Programs
Fairy Tales	Maps	Recipes	Websites

Experience Various Texts*Students will be able to:*

- 2.2.1** participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- join in to recite a poem or other text?
- participate in music and rhythms?
- sustain focused attention?
- provide responses that indicate not only involvement, but that the student has interpreted the meaning conveyed in the story, video, or song?
- choose a variety of forms and genres?
- contribute personal or cultural traditions to class discussions?
- choose a number of books, recordings, films, and videos that expand his/her experiences with forms and genres?

Checklists

Create a checklist based on the Focus for Assessment criteria. The checklists can be reviewed to provide feedback to students and parents and guide classroom instruction.

Anecdotal Records

Keep notes on students' participation in shared activities. Does the student

- repeat chorally?
- listen during story time?
- understand new information?

Self-Assessment

Students keep a running list of the titles of songs, books, or videos they see in class and check off which genre they are using. Students decide which genres are missing from their list.

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Connect Self, Texts, and Culture

Students will be able to:

2.2.2 discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn about *Karneval* in German, French, and Spanish parts of the world (discussion in English). Then students learn and present *Karneval* poems, stories, or role-plays.
- Students compare how people live (housing, food, clothing) in Germany and Canada. They can also compare lifestyles of people living in rural areas of Manitoba with urban communities, or the traditions in various ethnic groups in Manitoba and other parts of Canada. Make Venn diagrams to compare and contrast their hometown with a community that has been studied in class.
- Students write emails to German students asking questions about home, school, and family life. They share information when they get a response.
- Students listen to various multicultural songs (e.g., from Global Village, CBC Radio) and discuss how traditional instruments are made of locally available materials. Students improvise a song with instruments made of items found in the classroom.
- Students read stories set in different countries and find cultural details that differ from stories set locally.

Connect Self, Texts, and Culture*Students will be able to:*

- 2.2.2** discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- share personal experiences with others?
- relate ideas in texts to personal experiences?
- relate ideas in texts to previous experiences with other texts?
- relate ideas in texts to family traditions?
- demonstrate an understanding of cultural and community differences?
- recognize and appreciate diversity of other communities and cultures?

 Response Journals

Review students' journal entries to determine their skills in sharing personal experiences and cultural traditions. Note how students relate their experiences to texts read or viewed in class.

 Anecdotal Records

Observe activities in which students compare their lives with those of others from different communities and cultures portrayed in texts. Observations should be dated and include the context in which observations were made.

SAMPLE RESOURCES

- *Müicki* magazine

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify and express the feelings of people in oral, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students role-play songs and nursery rhymes as someone reads or retells them.
- Students, in pairs, look at some art reproductions or magazine pictures and label them (e.g., happy, sad, scary).
- Students are shown adjectives that express feelings. They draw faces depicting those feelings.
- Students play Simon Says, showing different expressions (e.g., *Macht ein trauriges Gesicht*).
- In choral reading, students use voice, tone, rate, intonation, and expression to help convey the characters' feelings.
- Invite students to dress like book characters and retell a part of the story from the character's point of view.
- At the top of the page, students write a character's name from a story that was read to them. They cut pictures from old magazines that represent aspects of the character and glue them on the page.

Appreciate the Artistry of Texts*Students will be able to:*

- 2.2.3** identify and express the feelings of people in oral, literary, and media texts.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify people’s feelings based on their actions? Why was the person happy, mad, sad, worried, nervous?
- recognize characters’ and people’s feelings in oral, literary, and media texts?
- identify varieties of text that display feelings through stories, music, and illustrations—texts that express the authors’ and illustrators’ feelings?

 Portfolios

Collect work samples over time that demonstrate a growing understanding of characters’ feelings.

 Rating Scales

Students rate the intensity of emotion displayed by characters they encounter in oral, literary, or media texts. Verify one aspect of text comprehension by examining student ratings.

	sehr	ziemlich	kaum	etwas	gar nicht
traurig					
enttäuscht					

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.3 Understand Forms and Techniques

Forms and Genres

Students will be able to:

2.3.1 recognize that information and ideas can be expressed in a variety of forms and texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Display a variety of texts around the class. Students view and then write a number corresponding to each (e.g., *Wo ist ein Gedicht? ein Brief, ein Rezept?*).
- Groups of students share information about caterpillars. One group creates a poster using a computer publishing program. Another group creates a diorama of the caterpillar's habitat while another does a dramatization.
- After listening to a story about a certain subject (e.g., snow, watching a video about it, and reading from an encyclopedia), students talk about what they have learned about snow and why they prefer a particular media text.
- Students create a simple class newsletter incorporating a variety of genres (e.g., stories, information text, poetry, songs, news reports, photo journals, recipes, cartoons, riddles/jokes, games, letters, puzzles).
- Explore non-fiction and fiction writing. Compare and contrast the two types of writing. Read a fiction book about a particular animal and then a non-fiction book about the same animal (e.g., *Im März darfst du mich wecken*).

Forms and Genres*Students will be able to:*

- 2.3.1** recognize that information and ideas can be expressed in a variety of forms and texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- browse through and read a variety of forms and genres?
- search for ideas in a variety of forms and genres of oral, literary, and media texts?
- recognize that the same information can be represented in many different forms?

 Checklists

Develop an outcome-based checklist.

 Conferences

Conference with students using a specific form or genre that is familiar to them to determine whether they can identify the distinguishing features of a piece of text. Provide feedback and encouragement. Observations are dated.

 Portfolios

Collect different pieces of student work and assess how information is presented in different ways.

SAMPLE RESOURCES

- *Im März darfst du mich wecken*, Dorothee Raab, James Preller, 1996.

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

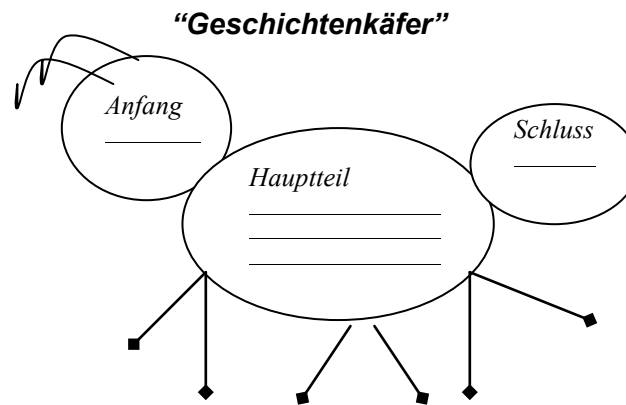
Techniques and Elements

Students will be able to:

2.3.2 represent the beginning, middle, and end of oral, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use an appropriate shape, such as a castle or forest, divided into three sections, to represent the beginning, middle, and end of fairy tales.
- Students use visuals to help them remember the idea of beginning, middle, and end.



- Two students use presentation software to write their story. They use six slides: two for the beginning, three for the middle, and one for the ending.
- Character pictures: After listening to a story, students draw the main characters and attach speech to depict events in the story.
- Working in a group, students rewrite a story in which the new character is different from the original. All other elements stay the same.
- Write brief statements on cards from the beginning, middle, and end of familiar stories. The cards are shuffled and pairs of students must group them correctly.

Techniques and Elements*Students will be able to:*

- 2.3.2** represent the beginning, middle, and end of oral, literary, and media texts.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- retell the beginning, middle, and end of a text?
- identify main characters?
- represent the beginning, middle, and end of text listened to, read, or viewed?

 Rubrics

Develop a rubric to use in assessing students' comprehension of the concept of beginning, middle, and end of any story.

 Work Samples

Collect samples of work, such as character pictures, stories, *Geschichtenkäfer*, and assess a student's ability to comprehend beginning, middle, and end.

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.3 Understand Forms and Techniques

Vocabulary

Students will be able to:

2.3.3 explore commonalities in word families to increase vocabulary.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students generate word families by listing words that relate to a word pattern such as *Hand, Land, Wand, Rand*, and discuss unfamiliar words in the list.
- Students generate word families by listing words based on the same root word (e.g., *laufen, gelaufen, verlaufen, Langlauf, Dauerlauf, Schillauf, Schlittschuhlaufen, hinlaufen, zurücklaufen* or *essen, gegessen, Abendessen, Mittagsessen, Esslöffel, Esszimmer, Lieblingsessen*).
- Students list words that are:
 - identical to their English equivalent
 - one letter different
 - two letters different
 - three letters different
 - completely different
- Students search for certain word patterns in picture dictionaries (e.g., Sch, au, ch, eu, etc.) and record them on a web.
- Circle game: Students must say a word that includes a particular letter combination (e.g., sch, ch, au, eu) in turn. Students sit down if they cannot think of one.

Vocabulary*Students will be able to:***2.3.3** explore commonalities in word families to increase vocabulary. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- show ability to sort words into families?
- demonstrate ability to add new words to established families?
- recognize commonalities in words to aid in identification and comprehension?
- show awareness of word families while listening to and reading a variety of texts?
- show evidence of expanded vocabulary while speaking, reading, and writing?
- participate in songs, refrains, and familiar word patterns while listening to or viewing texts?
- show a lively interest in word play, rhyme, and word study while listening to, reading, or viewing text?

 Checklists

Create a checklist to assess whether students are able to explore commonalities in word families (see Appendix E).

 Anecdotal Notes

Observe the students engaged in word play and word-study activities as they experiment with building word families. Use these words as an indicator of where support is needed.

SAMPLE **RESOURCES**

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

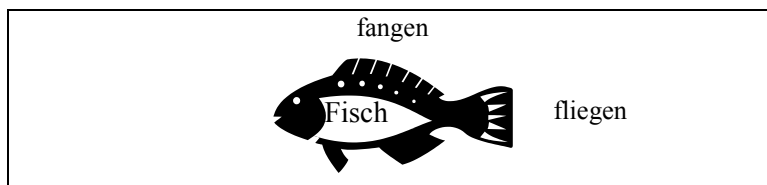
Experiment with Language

Students will be able to:

2.3.4 demonstrate interest in the sounds of words, word combinations, and phrases.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- List vowel combinations on one side of the board and consonants on the other. Students list words that contain them. Spell them on the board.
 - Students practise tongue twisters, saying them as fast as they can.
 - Students practise poems with interesting sounds (e.g., *Schnaddel diedaddel*).
 - Students memorize sentences with alliteration. For example,
Yoshi Yamomoto aus Yokohama übt Yoga.
Manfred Maus malt Mücki and Max.
Hundert Hasen hoppeln hin und her.
- Students try to create some of their own.
- Students use word cards and arrange them into sensible sentences.
 - Students engage in echo-reading, choral reading, and Readers' Theatre.
 - Read pattern books with 1 or 2 line captions. Students can join in on repeated phrases and words.
 - Students are given an alphabet letter and find words that start with that letter.



- Students brainstorm rhyming words and make short sentences (e.g., *Maus, Haus, Laus, raus. Die Maus und Laus sollen raus aus dem Haus*).
- Students write a sound common to a list of words (e.g., *ei*). Dictate words that have that sound (e.g., *mein, dein, fein, sein, Bein*).
- Students search for words that contain a certain sound (e.g., *sch, ei, ch*) in picture dictionaries.
- Students make bookmarks that feature a certain sound and draw a picture cue beside each one (e.g., *au—Auto*).

Experiment with Language*Students will be able to:*

- 2.3.4** demonstrate interest in the sounds of words, word combinations, and phrases.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate interest by participating in and initiating experiments in language play?
- recognize patterns in a variety of texts?
- predict upcoming words, phrases, and patterns?
- create new variations in known poems?
- recognize authors' techniques in their own writing?

 Checklists

Develop a checklist based on the Focus for Assessment. The date and context of observations should be included.

 Work Samples

Collect samples of work to assess students' willingness to experiment with the language.

SAMPLE RESOURCES

- *Mücker* magazine
- www.minispatzen.post.at

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

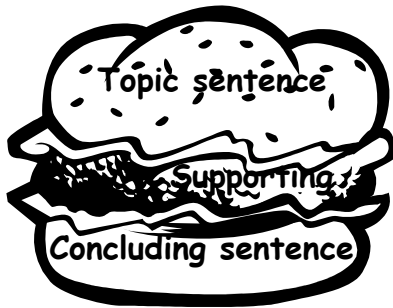
Create Original Texts

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- The student uses a sandwich form to write a paragraph about a topic such as family (can be done in English first):



bun

lettuce

tomato

meat

bottom of bun

Possible topics:

1. *Meine Familie*
2. *Meine Schule*
3. *Mein Tier*
4. *Meine Ferien*

Provide a sample paragraph. Students complete a paragraph in Cloze form and share with a partner.

- Students write sentences with new vocabulary.
- Students write a letter to a pen pal.
- Students write a letter or a card to a character.

Create Original Texts*Students will be able to:***2.3.5** create basic texts to communicate and demonstrate understanding of modelled forms. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- create text according to a chosen form?
- incorporate techniques of authors and illustrators he or she has studied?

 Checklists/Rubrics

Use checklists or rubrics to assess content, organization, sentence structure, vocabulary, and conventions of student writing.

Aufsätze schreiben—Kontrollliste

Der Schüler/die Schülerin

- wählt Inhalt, der zum Thema passt.
- genügend inhaltliche Elemente.
- gliedert den Aufsatz in Einleitung, Hauptteil, Schluss
- verwendet vollständige Sätze
- verwendet angemessenes Vokabular.
- verbessert selbstständig grammatische Fehler.
- verbessert selbstständig Rechtschreibungsfehler.

 Self-Assessment

Students, with guidance from the teacher, use a self-assessment checklist to monitor their own work.

 Conferences

Discuss the students' writing with them. The student explains his or her choice of text form and use of conventions. Provide students with constructive and positive feedback.

Das kann ich—Schülercheckliste

J = Ja, natürlich!

M = Meistens

E = Ein wenig

N = Nein, noch nicht.

- __ eine Überschrift schreiben, die zum Thema passt
- __ im richtigen Format schreiben
- __ eine Einleitung schreiben
- __ alle Hauptgedanken schreiben
- __ einen Schluss schreiben
- __ meine Fehler finden
- __ meine Fehler verbessern
- __ mit anderen über den Text/Aufsatz sprechen

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

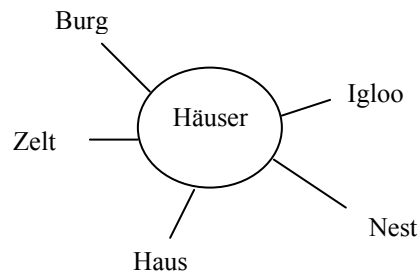
Use Personal Knowledge

Students will be able to:

3.1.1 record and share personal knowledge of a topic to identify information needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- In small groups, students brainstorm ideas about a topic and develop a web. They share results with the class.



- Students share daily news orally in a quick presentation to the whole group.
- Students talk about their favourite hobby. Students can graph class lists. Each student makes her or his own page and the class forms a book (e.g., *Ich spiele gern am Computer*). *Ich lese gern*.
- Students brainstorm vocabulary and ideas on a topic provided by the teacher (e.g., *Tiere, die im Wasser leben*).
- Prior to reading an informational text, students do a KWL (WML) chart in groups. All the areas for which students have information or are missing information are charted for the whole class. After the reading, the chart is revisited.

Use Personal Knowledge*Students will be able to:*

- 3.1.1** record and share personal knowledge of a topic to identify information needs.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- record ideas on a topic?
- represent ideas on a topic?
- provide accurate detailed illustrations and descriptions of personal knowledge of a topic?
- identify information needs?
- contribute ideas on a topic?
- take turns in discussing ideas with others?
- notice missing details?
- identify gaps in knowledge of a topic?

 Checklists/Rubrics

Create a rubric or checklist using the following. Students can:

- record ideas on a topic.
- contribute ideas on a topic.
- take turns in discussing ideas with others.

 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:

Untersuchungsplan		
Name: _____	Datum: _____	
Thema: _____		
1. Ich habe ____ Gedanken aufgeschrieben.		
2. Ich habe über meine Gedanken mit einem Partner gesprochen.	Ja	Nein
3. Danach habe ich ____ andere Gedanken aufgeschrieben.		
4. Ich habe mir die Gedanken gut überlegt.	Ja	Nein
5. Mein bester Gedanke war _____		

SAMPLE RESOURCES

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

Ask Questions

Students will be able to:

3.1.2 ask questions to understand a topic, and identify information needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Before a field trip, guest speaker, or topic, students create a set of questions they would like answered.
- Help students create questions for interviewing members of the school community.
- Before learning about a topic, students start a KWL (WML) chart.

W Was ich schon weiß	M Was ich wissen möchte	L Was ich gelernt habe

- Play the game of 20 Questions (*20 Fragen*) in order to identify an object, animal, person, place, or topic. One student has an object or card with a word. Classmates attempt to identify the object, animal, person, place, or topic by asking a maximum of 20 questions. This may be done in small groups or with the whole class.

Ask Questions

Students will be able to:

3.1.2 ask questions to understand a topic, and identify information needs. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- ask 6W questions (*wer, was, wo, wann, warum*)?
- ask relevant questions on a specific topic?
- identify information needs?
- demonstrate an inquisitive attitude in the inquiry process?

 Checklists

Use the above Focus for Assessment criteria as a checklist when making individual observations during learning activities.

 Conferences

Record the kinds of questions asked by the student, and use this data to guide conferences with the student and to encourage or coach the student into using a variety of questions.

SAMPLE RESOURCES

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

Participate in Group Inquiry

Students will be able to:

- 3.1.3** contribute relevant information and questions to assist in group understanding of a topic or task.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students share information about family occupations to complete a class chart on occupations in the community.
- Students contribute to a class discussion about friendship by telling about their own friends, why they like them, and what activities they like to do with them. Students interview a friend and present the information to the whole class.
- After the vocabulary has been taught, students share information about their house and things in it. This information is put on chart paper. As a follow-up, students do a sorting activity about what would be found in different rooms in a house (e.g., *Wohnzimmer*, *Schlafzimmer*, *Küche*, *Badezimmer*).
- Students create question cubes. Students take turns rolling the cubes and answering the questions.
- Mystery Bag: Students ask questions to guess what is inside.
- Students form two circles—inside/outside. After one minute, one circle moves. Students share their ideas with their new partner.
- Students play true/false. Three students get up and give information about a topic. The class decides which two students are telling the truth and who has given false information.
- While reading a story, pause at particular times and model questions students might ask.

Participate in Group Inquiry*Students will be able to:*

- 3.1.3** contribute relevant information and questions to assist in group understanding of a topic or task *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- stay focused on inquiry task?
- ask questions in a variety of ways?
- participate in the search for answers, using a variety of sources?
- share research sources and information?
- contribute to group inquiry process?
- contribute relevant information?

 Checklists

Record observations on a checklist based on the students' ability to:

- share personal knowledge and ideas for topics with classmates
- ask questions to identify information needs as the class engages in a group inquiry.

Date and include the context of each observation, and use the data to inform instruction.

 Conferences

Use this opportunity to encourage students to ask topic-related questions, to assist the student in staying on topic, and to encourage them to contribute to group discussions and the inquiry process.

SAMPLE **RESOURCES**

General Outcome

3

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

3.1 Plan and Focus

GRADE

2

Specific Outcome

Create and Follow a Plan

Students will be able to:

3.1.4 recall and follow directions for accessing and gathering information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Provide a topic for the class to research, and provide appropriate books and websites. Encourage students to use family members and members of the community as sources of information.
- Students fill out a research chart when they do their research.

<i>Thema: Bären</i>		
<i>Wo wohnen Bären?</i>	<i>Was essen sie?</i>	<i>Wie sehen sie aus?</i>

Create and Follow a Plan*Students will be able to:***3.1.4** recall and follow directions for accessing and gathering information. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- listen to directions?
- recall directions for accessing and gathering information?
- follow one-step and two-step directions for accessing and gathering information?
- require assistance in following directions?
- support others in their information-gathering?
- develop a problem-solving attitude to the information-gathering process?

 Checklists

Develop a checklist based on the Focus for Assessment criteria (e.g., a checklist based on students' ability to fill in research chart).

E	Excellent: student needs no assistance		
A	Adequate: student needs some assistance		
L:	Less than adequate: student needs a high degree of assistance; is unable to fill in chart		
Student Name	E	A	L

 Work Samples

Review the research charts to determine students' skills in following a research plan. The charts are placed in the students' portfolios and can be reviewed to note progress over time.

SAMPLE RESOURCES

General Outcome

3

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

3.2 Select and Process

GRADE

2

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 participate in group discussion to generate information on a topic and to identify sources of additional information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After a school or community event, students can have a class discussion related to the event. Record this on a chart. After the discussion, the facts can be cut up and distributed to small groups. The groups make a poster illustrating the facts.
- Students brainstorm their personal knowledge about a topic and share their topic-related ideas and experiences. Record students' ideas on a chart.
- After viewing a video on a specific topic, students make general observations about the information. The class then discusses where additional information could be found.
- The same information is provided to students in a chart, a diagram, and a paragraph. Students highlight the content as it appears in each form.

Identify Personal and Peer Knowledge

Students will be able to:

- 3.2.1** participate in group discussion to generate information on a topic and to identify sources of additional information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- remain on topic?
- participate in group discussions?
- suggest appropriate sources?
- respond appropriately to others' ideas?
- state the facts clearly?
- gather information from charts?
- gather information from pictures?
- gather information from diagrams?

 Checklists

Use the Focus for Assessment for a checklist when making individual observations.

 Anecdotal Records/Conferences

Observe students as they work independently and interact with their peers. Record examples of students' behaviours based on the Focus for Assessment. Data collected should be used to conference with students and guide instruction.

SAMPLE RESOURCES

- *Mini Spatzenpost*
- *Jahressammelband*
- *Jungösterreich*
- *Zeitschriftenverlag*
- www.minispatzen.post.at

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

Identify Sources

Students will be able to:

3.2.2 answer questions, using oral, visual, and print information sources.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students answer questions about a text read by the class.
- Present story pictures, asking the students questions (e.g., *Bärenspañ*).
- Read an information text to students and have them answer questions by writing a brief answer.
- After reading a story, students draw answers to the questions.
- Students are provided with background information and focus on what they are looking for on a field trip. As a follow-up, students report on information gained.
- Students interview family members. Model appropriate question-and-answer procedures (e.g., *Welche Sprache spricht deine Mama? Meine Mama spricht ...*). These questions and sentence starters can be sent home.
- Students have a scavenger hunt where teams of students research information about a current topic of study using books, pictures, and websites.
- Generate a list of questions that students ask fellow classmates. Then have students share information. Finally, students write personal answers to the questions.
- Students work with a range of people (e.g., boys, girls, older people) and ask them all the same questions (e.g., What is your favourite activity? What season is better: winter or summer?). Lead the class in charting the responses as to gender/age of the respondents. Students reflect on why different people may have different answers to the same question.

Identify Sources

Students will be able to:

3.2.2 answer questions, using oral, visual, and print information sources. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use more than one resource to answer an inquiry question?
- access information from oral or human resources, such as parents and relatives?
- access information from literary sources?
- access information from nonfiction sources?
- access information from visual sources?
- access information from multimedia sources?

 Checklists

Develop an outcome-based checklist and observe students as they work together or independently when using cueing systems. Note the date and context of all observations in order to note progress over time.

 Anecdotal Records

Observe students as they use a variety of sources to answer inquiry questions. Anecdotal records kept over time help to identify students' developing skills in accessing information from multiple sources. Keep anecdotal records to supplement checklist information.

SAMPLE RESOURCES

- *Wieso? Weshalb? Warum?* (1998) Series of Reference Books Ravensburger. For example,
 - *Wir entdecken unseren Körper*
ISBN 3-473-33273-9
 - *Alles über Dinosaurier*
ISBN 3-473-33268-2
 - *Unser Wetter*
ISBN 3-473-33269-0
- Other themes include:
 - *Schule, Bauernhof, Feuerwehr, Ritterburg,*
 - *Eisenbahn, Tiere.*
 - Sokolowski, I. and T. Müller. *Mein erstes Lexikon der Tiere.* 2002
 - *Würzburg: Edition Bücherbär*
ISBN 3-401-08242-6

General Outcome

3

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

3.2 Select and Process

GRADE

2

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 compare gathered ideas and information to personal knowledge.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Give small groups of students a text to read. Students create two questions about the text and then ask these questions of others.
- Students sit in two concentric circles. The outside circle poses questions while the inner circle responds.
- Students receive a list of questions and a list of answers and match up the questions to the answers. Alternatively, questions may be written on cards of one colour and matched with answers on cards of another colour.

Evaluate Sources*Students will be able to:***3.2.3** compare gathered ideas and information to personal knowledge. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- identify important information to answer questions?
- recognize key words used to pose a question?
- recognize simple question and answer relationships?
- match information with inquiry or research needs?
- match information to personal knowledge?

 Conferences

Talk with students about the inquiry or research questions they have asked and answered. Refer to the self-assessment and the checklist to note discrepancies. Coach students to evaluate their answers and to consider aspects of a topic that they need to think about. Guide students to search for answers to their questions in appropriate sources.

 Self-Assessment

Have students reflect on how they used information to answer inquiry or research questions. Students complete a self-check sheet similar to the one below.

Was habe ich gelernt?	
Fragen Beantworten	
Name: _____	Datum: _____
Thema: _____	
1. Meine Frage: _____	
2. Die Antwort: _____	
3. Habe ich die Antwort gefunden?	
☺	☹
4. Habe ich genug Information gefunden?	
☺	☹
5. Das möchte ich noch wissen: _____	

General Outcome

3

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

3.2 Select and Process

GRADE

2

Specific Outcome

Access Information

Students will be able to:

3.2.4 use visual and auditory cues to make meaning; use the specific library organizational system to locate information and ideas; use titles to locate information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students go to relevant sections of the library, such as the non-fiction sections, to find information on butterflies and moths.
- Students use a personal dictionary on a daily basis. Repeated use of divider pages for each letter section should strengthen students' ABC skills to help them develop effective research skills for alphabetical sources (dictionaries, etc.).
- Develop sets of questions for students to practise using a table of contents, guide word headings, labels, diagrams, and captions. Students locate the information.
- Students participate in a scavenger hunt to learn how to locate the section in the library on animals.

Access Information*Students will be able to:*

- 3.2.4** use visual and auditory cues to make meaning; use the specific library organizational system to locate information and ideas; use titles to locate information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- locate materials in the library using an organized search method?
- shelve library materials within set parameters (e.g., in the “easy” section)?
- locate and use titles?
- locate books by the author’s last name?
- gather information from oral or media sources?
- attend to visual cues to access information?
- attend to auditory cues to access information?

 Checklists

Develop a checklist based on the Focus for Assessment criteria, and observe students as they work together or independently to access information. Note the date and context of all observations in order to note progress over time.

 Conferences

Conference with students during work in progress about how they accessed information to answer their inquiry or research questions, and to coach them to use a variety of informational sources.

 Self-Assessment

Information Search—How Did I Do?				
Name: _____	Super	Okay	Not Yet	Comments
I used the table of contents to find my topic				
I used my index to find my topic				
I used captions to help me learn my topic				
I found and used key words in the text to help me gather information				
I read the chapter headings to help me learn about the topic				

SAMPLE RESOURCES

General Outcome

3

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

3.2 Select and Process

GRADE

2

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 make connections between prior knowledge, ideas, and information, and oral, visual, and written text features.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students complete a KWL (WML) chart about a topic.
- Present a variety of words, or key terms, from textual material that students will be reading, hearing, or viewing.
- Guided Reading: Guide the group through the process by asking questions, confirming responses, and organizing ideas.
- Provide a set of pictures with or without corresponding captions. Students match captions with pictures or create new captions. New connections are then discussed.
- Before reading a story, ask students personal questions related to the story so that they can better make connections and comprehend. Ask students to make predictions about the story.

Make Sense of Information*Students will be able to:*

- 3.2.5** make connections between prior knowledge, ideas, and information, and oral, visual, and written text features. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- express awareness of new ideas or information?
- make logical predictions about new text based on prior knowledge?
- connect new ideas to prior knowledge?
- use tables of contents?
- use chapter headings?
- identify key words in texts?
- read and match captions with visual cues?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Observe students in formal and informal situations as they make predictions. Date and include the context of each observation, and revise data to guide instruction and note progress over time.

 Anecdotal Records

Keep anecdotal records to supplement checklist information. Listen for students' predictions to help identify patterns and themes in their thinking.

 Conferences

Conference with students about predictions they made in oral and written texts. Coach and support students to refine their predictions by effective use of oral, print, and non-print media text features. Links between prior and new knowledge are discussed.

SAMPLE RESOURCES

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

3.3 Organize,
Record, and
Assess

Organize Information

Students will be able to:

3.3.1 categorize related information and ideas, using a variety of strategies, such as webbing, graphic organizers, and charts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- As the class brainstorms names of mammals (in English), scribe them onto strips of paper (English with German translation). When they are done, students decide that mammals could be grouped according to criteria, such as meat eaters/plant eaters or types of habitat. After discussing the choices, they decide to group according to habitat because it would allow for a greater variety of categories. The class decides on the following category titles: farm, ocean, forest, and desert.
- Groups of students create floor charts when learning about a specific topic:

BÄREN	
Was machen sie?	Was essen sie?
Bären machen Winterschlaf.	Bären essen Beeren.
Welche Feinde haben sie?	Wo leben sie?
Menschen jagen Bären.	Bären schlafen in Höhlen.

- After reading a story, students discuss information from the story. They write information or steps on a strip of paper. They next put these strips in order so as to construct a chain.
- Students divide a piece of paper into four quadrants. They draw four items to display details on a topic. Students then provide sentences to describe each aspect.
- Students, in pairs, are provided with partially completed graphic organizers. They fill out the organizers based on class readings, discussions, etc.
- Students receive a handout with a number of scrambled terms and a chart to sort them into.

Organize Information*Students will be able to:*

- 3.3.1** categorize related information and ideas, using a variety of strategies, such as webbing, graphic organizers, and charts

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate skill at sorting and categorizing information and ideas?
- demonstrate skill at sequencing ideas and information?
- recognize links between/among details?
- see patterns and relationships among ideas?
- use suitable texts to represent ideas and information?
- organize information using a variety of strategies?
- link ideas and information logically?

 Checklists

Develop checklists based on the Focus for Assessment criteria, and date and note the context of every observation.

 Portfolios

Help students choose work samples that show how they have attempted to identify and categorize information according to similarities, differences, and sequences. Include dated samples over a period of time to monitor progress.

SAMPLE RESOURCES

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

3.3 Organize,
Record, and
Assess

Specific
Outcome

Record Information

Students will be able to:

3.3.2 record key facts and ideas in own words; identify authors and titles of sources.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading an informational article such as one on an animal, students use a list, chart, or web to jot down the important ideas.
- After viewing a video, students name five facts they have learned.
- Students can make charts to organize facts they have learned (e.g., about children in Germany).

Kinder in Deutschland

Zu Hause	Familien	Spiele	Schule

- Students make theme-related booklets to record key information, ideas, and reflections. These may be illustrated.
- Have students keep a log or list of informational books they have found useful in their research projects.

Wo ich Informationen finde		
Thema: _____		
Titel	Autor	Datum

- After viewing a video, reading a book, or visiting a website, students record information on a fact sheet.

Fakten
Thema: _____
Buchtitel und Autor oder Internetseite: _____
Das habe ich gelernt: _____

Das fand ich interessant: _____

Record Information*Students will be able to:*

- 3.3.2** record key facts and ideas in own words; identify authors and titles of sources.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify key points?
- tell ideas in his or her own words?
- record information accurately?
- identify title and authors?
- record key words and phrases to make notes?

 Portfolios

Students choose work samples such as lists, charts, and booklets to include in their portfolio. These samples demonstrate how students represented key facts and ideas in their own words.

 Work Samples

Use the Focus for Assessment criteria when marking the students' log of informational books. With or without assistance, can the student identify the author, title, and date?

SAMPLE RESOURCES

- *Wieso? Weshalb? Warum?* (1998) series of reference books (e.g., *Ravensburger*). For example,
 - *Wir entdecken unseren Körper*
ISBN 3-473-33273-9
 - *Alles über Dinosaurier*
ISBN 3-473-33268-2
 - *Unser Wetter*
ISBN 3-473-33269-0
- Other themes include:
 - *Schule, Bauernhof, Feuerwehr, Ritterburg,*
 - *Eisenbahn, Tiere.*
 - Sokolowski, I. and T. Müller. *Mein erstes Lexikon der Tiere.* 2002.
 - *Würzburg: Edition Bücherbär*
ISBN 3-401-08242-6

General Outcome

3

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

3.3 Organize,
Record, and
Assess

GRADE

2

Specific
Outcome

Evaluate Information

Students will be able to:

3.3.3 examine gathered information to decide what information to share or omit.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Groups of students create posters or diagrams to illustrate what they have learned. They decide what information is best represented visually and what information needs to be provided in print (e.g., labels, lists, headings).
- As the class shares information to be recorded on a class chart, students decide if it is new information to be added or if the ideas have already been recorded.
- Place pieces of information on separate cards. Students sort the information cards into “useful” and “save for later.” Students talk about the useful information and why it was chosen or saved.
- Students number the facts that they found in their research to answer one of their questions.
- Students prepare skits in the form of “Did You Know” commercials to present new information to the class.

Evaluate Information*Students will be able to:*

- 3.3.3** examine gathered information to decide what information to share or omit.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- determine which information was suitable for the topic or question?
- recognize when more information is needed?
- identify what information on this topic should be shared?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Use checklists to observe students' skills in communicating information to others. Review data to note progress and to inform instruction, and include the context in which the observations occur and date all entries.

 Portfolios

Students, with the teacher's support, select work samples that demonstrate their ability to examine gathered information in a variety of ways. Samples may include recorded retellings, peer conferencing, or "Did You Know?" commercials, as well as written inquiry projects.

SAMPLE RESOURCES

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

3.3 Organize,
Record and
Assess

Develop New Understanding

Students will be able to:

3.3.4 recall, discuss, and record information-gathering experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Working in groups, the students are given a topic and asked to gather any information they can in the classroom, library, or computer labs. If possible, this should be done with support from an adult. Students explain if and how they found the information.
- Create and post a rebus flowchart in a series of pictures to help students recall, record, and represent the highlights of an information gathering experiences. Students can talk about the steps represented in the flowchart.
- Students sit in a circle and orally reflect on the most interesting/important things they learned about their inquiry or research experience.
- Students fill out a Project Reflection Form for self-assessment.

Ich denke nach	
Name: _____	Datum: _____
Projekt: _____	
Das hat gut geklappt: _____	

Das hat nicht so gut geklappt: _____	

Was mir am besten gefallen hat: _____	

Das nächste Mal werde ich: _____	

- Students pair, plan, and record mini-dialogues in which they give advice to next year's Grade 2 class about how to sort information and plan presentations.

Develop New Understanding*Students will be able to:***3.3.4** recall, discuss, and record information-gathering experiences. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recall information-gathering experiences?
- talk about information-gathering experiences?
- identify what worked well?
- identify what did not work well?
- record information?
- develop new understanding about the inquiry or research process?

☐ Checklists

Model how to complete an inquiry checklist with the class.

Informationensuche—Gruppencheckliste	
Name: _____ Datum: _____	
Was stimmt?	
Planungsprozess	<input type="checkbox"/> Wir haben unser Thema verstanden. <input type="checkbox"/> Wir haben etwas im Voraus gewusst. <input type="checkbox"/> Wir haben gute Fragen gestellt. <input type="checkbox"/> Wir haben einen Plan entwickelt.
Materialiensammlung	<input type="checkbox"/> Wir haben Quellen gefunden. <input type="checkbox"/> Wir haben die besten Quellen gesucht und benutzt. <input type="checkbox"/> Wir haben die Informationen ausgewählt. <input type="checkbox"/> Wir haben die Fragen beantwortet. <input type="checkbox"/> Wir haben unsere Ergebnisse notiert. <input type="checkbox"/> Wir haben neue Fragen entwickelt und notiert.

SAMPLE RESOURCES

General Outcome

4

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

4.1 Generate and Focus

GRADE

2

Specific Outcome

Generate Ideas

Students will be able to:

4.1.1 generate and contribute ideas on particular topics for oral, written, and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students find magazine pictures and graphics and create a collage of their interests to present to their classmates.
- Students write a comic strip about a typical day in their life.
- Students brainstorm ideas on a variety of topics throughout the year.
- Students do a Quick Write by writing as many ideas as possible in a short time. Give students categories to which they list ideas, either independently or in a group. Students record their ideas. Pause frequently to share and encourage students to use and build on the ideas of others.

Generate Ideas*Students will be able to:*

- 4.1.1** generate and contribute ideas on particular topics for oral, written, and visual texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)***Focus for Assessment**

Does the student:

- demonstrate fluency in generating ideas on a particular topic?
- contribute ideas orally on a topic?
- contribute written ideas on a topic?
- contribute ideas visually on a topic?
- remain on topic?
- require refocusing?

 Checklist

Consider whether each student has a variety of ideas about the topic and quantity. Keep track of the number of ideas generated, noting who can categorize and who cannot.




 Portfolio




Collect work samples such as lists, maps, or sketches that demonstrate students' contributions of ideas on particular topics.




 Self-Assessment

Students complete a self-assessment to show how they shared ideas.

Name: _____ Datum: _____

1. Ich gebe meine Ideen weiter.
  

2. Ich höre mir die Ideen von Anderen an.
  

3. Wenn ich meine Ideen weitergebe, fühle ich mich _____.
  

SAMPLE RESOURCES

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

Choose Forms

Students will be able to:

4.1.2 share ideas and experiences, using various forms for particular audiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- *Superkind*: Students present pictures of themselves and their family to share with the class.
- Each weekend, a different student takes a stuffed animal home (provided by the teacher). The student writes about his or her weekend with the animal in a class book and draws a picture of one event they shared.
- Students create a comic strip, song, or poem about their hobbies and present it to the class.
- Provide students with a series of animal pictures. Together, they brainstorm vocabulary used in describing animals. First, they practise making statements orally, and then they create a short paragraph describing an animal.
- Students collect items, artifacts, or figures to assist them in telling a story. They tie the items to a string based on their order in the story.
- String games are one of the earliest forms of texts. Strings were used for record keeping and historical accounts. Pieces of the stories, songs, and myths that accompany the string figures are still told in parts of Canada, such as among the Inuit. Students use string games to demonstrate a form for storytelling.

Choose Forms*Students will be able to:*

- 4.1.2** share ideas and experiences, using various forms for particular audiences.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify key questions?
- answer the questions accurately?
- ask a key question orally?
- respond in a complete sentence?
- report information orally?
- write a simple paragraph?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation, and use a checklist to record the variety of forms students have used throughout the year.

 Portfolios

Assist students in selecting samples of different forms of writing, sharing ideas, and experiences for particular audiences. Students include personal comments along with each sample.

 Anecdotal Records

As students create string stories, note observations on self-stick notes. For example, does the student:

- show an interest in creating the story?
- have the items and storytelling coordinated?
- discuss each event the item represents?

SAMPLE RESOURCES

- *Many Stars and More String Games*, Camilla Gryski, 1985.

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

Organize Ideas

Students will be able to:

- 4.1.3** organize visuals and print to express ideas and tell stories with a beginning, middle, and end.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students write about their day using simple sentences including information about morning, afternoon, and evening (*Mein Tag*).
- Students match words with illustrations or sentences with a picture (picture story).
- Read narrative stories aloud to the students and discuss the following questions:
 - am Anfang:* Welche Personen kommen in der Geschichte vor? Wo spielt die Geschichte? Wann spielt die Geschichte?
 - in der Mitte:* Was ist das Hauptproblem? Wie wird es gelöst? Was waren die wichtigsten Teile/Stufen/Etappen?
 - am Ende:* Was hat die Hauptfigur gemacht? Was haben die Nebenfiguren gemacht? Wie fühlt sich die Hauptfigur?
- Read expository texts aloud and then lead a discussion on:
 - am Anfang:* Welche Ideen kommen zuerst vor? Welche Informationen kommen zuerst vor?
 - in der Mitte:* Welche Ideen oder Informationen kommen als Nächstes vor? Welche Details oder Fakten kommen hinzu? In welcher Reihenfolge kommen alle Ideen?
 - am Ende:* Wie werden alle Ideen und Informationen zusammengefasst? Was ist hier am allerwichtigsten?
- Use colour flash cards to highlight your arrival at a new section (e.g., yellow, green, and red for beginning, middle, end). Next, students evaluate their writing by highlighting the content with the colour of the section to which it is most appropriate. Students share papers and check to see if they agree with the colour coding selected by a partner.
- Cartoons such as *Vater und Sohn* are cut into panels. Students then arrange them in sequence.

Organize Ideas

Students will be able to:

- 4.1.3** organize visuals and print to express ideas and tell stories with a beginning, middle, and end. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- order pictures to indicate beginning, middle, and end?
- tell the beginning, middle, and end in his/her own oral texts?
- represent the beginning, middle, and end in original texts?
- write stories with a beginning, middle, and end?
- write a simple report with a beginning, middle, and end?

 Checklists

Develop checklists based on the Focus for Assessment criteria outlined above. Information on the checklists should reflect the use of both narrative and informational texts. Date and record the context of each observation, and review to guide instruction and note progress over time.

 Rubrics

Develop a rubric based on the Focus for Assessment to evaluate student writing, such as *Mein Tag*.

SAMPLE RESOURCES

- Select cartoons from:
 - Plauen, E.O. *Vater und Sohn. Bildgeschichten für den Konversations—und Aufsatzunterricht*. Max Hueber Verlag, 1987.
 - Kossatz, Hans. *Dacket Willi und Familie Kaiser*. Tomas Verlag, München. ISBN 3-8231-0200-1

Students will listen, speak, read, write, view, and represent in German 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 talk about own creations and those of others, using commonly used expressions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Put up a chart of useful expressions and encourage students to use them.

Das ist schön.

Ich finde dein/mein Bild schön/interessant

Das hast du gut gemacht/geschrieben.

- Das hast du*

<i>toll</i>	}	<i>gut</i>	<i>gemacht/geschrieben</i>
<i>sehr gut</i>			
<i>fein</i>			
- Students draw a picture of a main character from a story. Other students provide feedback, as specific as possible. Then the student says what he or she likes best about his or her own drawing.
- Students draw a picture of their house and present it to the class. Students comment on it.

Appraise Own and Others' Work*Students will be able to:*

- 4.2.1** talk about own creations and those of others, using commonly used expressions.
(continued)

SAMPLE ASSESSMENT STRATEGIES (continued)**Focus for Assessment**

Does the student:

- consider work by rereading and reviewing, adding, and changing?
- work in pairs or small groups to make or take suggestions?
- engage in the revision process?
- feel positive about the revision process?

 Anecdotal Records

Note who volunteers to share their creations most often, and encourage those who are timid to also volunteer.

 Self-Reflection

Encourage students to reflect on their work in progress. Use a self-reflection form such as the following:

Student Self-Reflection	
1.	The three things I want you to notice about my work are:
a)	_____
b)	_____
c)	_____
2.	It was hard for me to learn _____
3.	I was surprised to learn that _____
4.	A question I have is _____
5.	I want to improve _____

SAMPLE RESOURCES

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

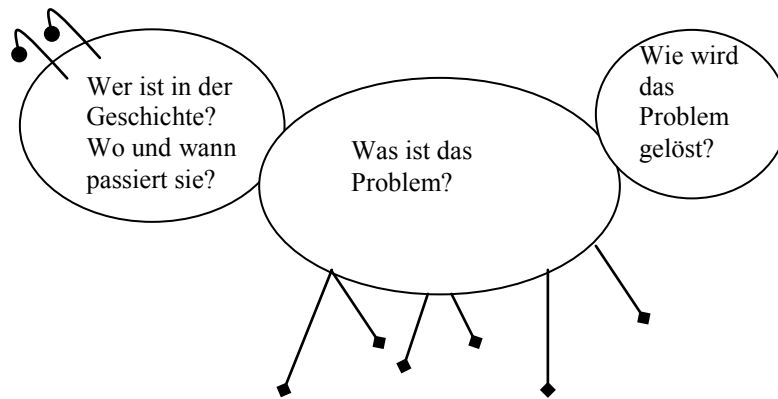
Revise Content

Students will be able to:

4.2.2 retell to clarify ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students summarize a story.
- Students write sentences with new words and have a partner read and edit them.
- Before reading a simple story, students ask questions to find out about it.
 - Wer ist in der Geschichte?*
 - Wo passiert die Geschichte?*
 - Wann passiert die Geschichte?*
 - Was passiert?*
- After reading a story during Carpet Time, ask questions and point to the *Geschichtenkäfer*.



- Create a Language Ladder of common questions used in the revision process.
 - Was man mit Wörtern machen kann:*
 - ein Wort einkreisen*
 - ein Wort unterstreichen*
 - ein Wort durchstreichen*
 - ein Wort ausradieren*
 - ein Wort ändern*
 - ein Wort dazuschreiben*
 - ein Wort weglassen*

Revise Content*Students will be able to:***4.2.2** retell to clarify ideas. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share the first draft willingly and confidently?
- ask for specific help?
- listen to suggestions made by teacher and peers?
- incorporate suitable suggestions?
- listen to other authors read?
- provide positive feedback?
- ask relevant questions?
- make appropriate suggestions?
- reread his or her own work in draft?
- reread others' work in draft form?
- attempt to make changes?
- engage in self-questioning during the revision process?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Include the context in which the observations occur and date all entries. Review data to note progress over time.

 Self-Assessment

Students review their own creations and complete a self-assessment to assess their revision skills.

<i>Etwas ändern</i>	
<i>Name:</i> _____	<i>Datum:</i> _____
<i>Titel:</i> _____	
<i>Ich habe meine Geschichte gelesen.</i>	
<input type="radio"/> 😊	<input type="radio"/> ☹️
<i>Ich habe neue Gedanken dazugeschrieben.</i>	
<input type="radio"/> 😊	<input type="radio"/> ☹️
<i>Ich habe etwas geändert.</i>	
<input type="radio"/> 😊	<input type="radio"/> ☹️
<i>Ich habe um Hilfe gebeten.</i>	
<input type="radio"/> 😊	<input type="radio"/> ☹️

SAMPLE RESOURCES

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

Enhance Legibility

Students will be able to:

4.2.3 strive for consistency in letter size and shape; print letters in the correct direction; explore and use the keyboard to produce text.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students write in a *Tagebuch*, aided by sentence starters provided by the teacher. Give stickers and encouragement for neat printing.
- Students complete a printing booklet concentrating on forming neat letters.
- When writing a good copy, a student follows a checklist that demonstrates correct letter formation. For example,
 - Am I holding the pencil properly?
 - Are my letters the size and shape they should be?
 - Is there correct spacing between letters and words?
 - Does my printing start at the left side of the paper then go all the way across to the right?
 - Are my letters sitting correctly on the lines?

Enhance Legibility*Students will be able to:***4.2.3** strive for consistency in letter size and shape; print letters in the correct direction; explore and use the keyboard to produce text. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- demonstrate consistency in formation of letters?
- demonstrate correct spacing between letters/words?
- print from left to right and down the page?
- use a mouse to point, click, and drag?
- explore the keyboard?
- open, close, save, and print files?
- show ability to print?

 Self-Assessment

Students assess their own legibility using a checklist. They review their checklist at two-month intervals to note their progress.

Meine Druckschrift—Schülercheckliste		
Name: _____	Datum: _____	
	Ja	Nein
Ich halte den Bleistift richtig.		
Meine Buchstaben haben alle die richtige Form.		
Meine Buchstaben sind alle gleich groß.		
Der Abstand zwischen meinen Buchstaben ist gleichmäßig.		
Der Abstand zwischen meinen Wörtern ist gleichmäßig.		
Ich schreibe auf die Linien.		
Ich lasse einen Seitenrand.		
Ich radiere meine Fehler vorsichtig aus.		

 Conferences

Conference with students using work samples and the student-teacher created rubrics to discuss and celebrate improvements in printing. Provide feedback and individualized instruction where needed.

 Rubrics

Develop outcome-based rubrics to assess student work and determine directions for further instruction (see sample in Appendix E).

(continued)

General Outcome

4

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

4.2 Enhance and Improve

GRADE

2

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 strive for consistency in letter size and shape; print letters in the correct direction; explore and use the keyboard to produce text. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Enhance Legibility

Students will be able to:

- 4.2.3** strive for consistency in letter size and shape; print letters in the correct direction; explore and use the keyboard to produce text. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Portfolios**

Students choose samples of their best printing for their portfolios. Students should tell why the selected piece represented their best work. Samples are dated to show progress over time.

SAMPLE RESOURCES

- *Handwriting without Tears* series—see website hwtears.com

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

Enhance Artistry

Students will be able to:

4.2.4 experiment with words and sentence patterns, with support.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- All students are given two words. Then, pairs of students write and display a sentence using those words. The class then discusses all the varied results.
- Students act out a dialogue two or three times and substitute different words in certain parts of the dialogue.
- After rereading a patterned story book, the students create their own story using the pattern but inserting their own words (e.g., Once upon a time there were three little name. They lived in a place. One day they verb).
- Students are given pictures or bring pictures from home. With a partner, students create a sentence describing each picture. Students are encouraged to create additional sentences.
- Create a Language Ladder showing variations of “said.” As stories are read in class, students substitute these words each time “said” is mentioned to see how this affects the story.

“Lass das doch!” flüsterte sie.

“Lass das doch!” murmelte sie.

“Lass das doch!” zischte sie.

“Lass das doch!” bat sie.

“Lass das doch!” brummte sie.

“Lass das doch!” sagte sie.

“Lass das doch!” rief sie.

“Lass das doch!” schrie sie.

“Lass das doch!” brüllte sie.

Enhance Artistry*Students will be able to:***4.2.4** experiment with words and sentence patterns, with support. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experiment with words orally?
- experiment with sentence patterns orally?
- experiment with words in written text?
- experiment with sentence patterns in written text in a pocket chart?
- use patterns of others' work to create original text?
- experiment with words and sentence patterns in narrative text?
- experiment with words and sentence patterns in informational text?

 Anecdotal Records

Record observations based on the Focus for Assessment criteria. Date each observation and include specific examples of students' behaviours as they experiment with words and sentence patterns. Review these observations to note students' developing skills over time.

 Portfolios

Students, with teacher input, choose work samples that reflect experimentation with word choice and sentence patterns. Students highlight interesting words and sentences and explain their choices. Record their reasons and attach the record to the students' work samples. Date work samples to note progress over time. Have students include a self-reflection with their work samples similar to the one below.

Mit Wörtern spielen

Name: _____ Datum: _____

*Hier spiele ich mit Wörtern.**Wörter die ich besonders gut finde, sind:* _____

Sie:

- *machen laute Töne.*
- *machen ruhige Töne.*
- *machen aktive Töne.*
- *hören sich witzig an.*
- *hören sich grausig an.*
- *drücken eine bestimmte Atmosphäre aus.*

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

Enhance Presentation

Students will be able to:

4.2.5 combine illustrations and simple written texts to express ideas, feelings, and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When creating their own books, students choose an illustration style, such as pop-up pictures, holes in the pages, modelling clay pictures, or materials of different textures.
- Students illustrate their stories using characters and speech balloons.
- Students find pictures of different animals on the Internet, print them, make a booklet, and label each picture.
- Students make a picture dictionary.
 - *A ist für Ameise*
 - list of alphabetical words
 Alliterated sentence: *Alfred aß acht Ameisen.*
- Students produce five pictures depicting what they do on a typical day. They write a caption underneath each picture.
- Students create class books. Each student contributes one page, which includes an illustration as well as sentences about a topic or class activity.

Enhance Presentation*Students will be able to:***4.2.5** combine illustrations and simple written texts to express ideas, feelings, and information. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- match illustration and written text?
- show willingness to share feelings, ideas, and information?
- express a range of ideas, feelings, and topics in illustrations and print?

 Checklists

Checklist for projects:

- illustration matches and enhances text
- colourful adjectives and/or adverbs, as well as appropriate pictures, are used
- pictures are correctly labelled
- captions or phrases are precise and appropriate for the picture

 Conferences

Conference with students about their illustrated texts. Discuss how details in the pictures enhance the meaning of their written work, and conference with them to discuss how texts support their drawings.

 Portfolios

Have students select work samples that show how pictures and text work together to provide clear, detailed ideas and information. Students provide reasons for their choice of work samples. Reasons should be recorded, dated, and placed together with the work sample. Review samples to note progress over time.

SAMPLE RESOURCES

General Outcome

4

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

4.3 Attend to Conventions

GRADE

2

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 check for completeness of work and add details.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Write a limited description of a person and show a picture. Students fill in blanks and add missing information.
- Set up a list of objectives when editing students' work. The list is posted in the classroom. Students are asked to refer to it when editing their work.
- Create sentences with missing or incorrect punctuation and grammar. Students edit sentences.
- Students participate in choral reading activities. Model pauses (commas), full stops (periods), and inflections and intonation (questions). Students practise in small groups and perform for others. This focused attention to punctuation can help students become more aware of the importance of correct punctuation.

Grammar and Usage*Students will be able to:***4.3.1** check for completeness of work and add details. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- refer to the posted list when editing?
- write complete sentences, using capital letters and periods?
- use connecting words to join related ideas in a sentence?
- identify nouns, verbs, adjectives, and adverbs that add interest to stories?
- use conventional spelling of common words to efficiently communicate ideas in writing?
- use capital letters for proper nouns and at the beginning of sentences in his or her own writing?
- use periods and question marks appropriately as end punctuation in his or her writing?
- use commas after greetings and closures in friendly letters and to separate words in a series in his or her own writing?
- identify commas and full stops when reading and use them to assist comprehension?

 Checklists and Comments

Create checklists to

- record students' skills in communicating ideas and information
- assess students' developing communication skills in a variety of contexts

Date the checklists and review them to note students' progress over time regarding grammatical conventions and usage.

 Rubrics

Create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to check for complete sentences and to make sentences complete (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

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

Spelling

Students will be able to:

4.3.2 spell familiar words, using basic strategies and resources; know spelling conventions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- At the beginning of each week, the teacher and students generate a list of words or sentences pertaining to the topic being studied. Students copy them in their notebooks and practise them at home. On Friday, they write them without looking at their notes.
- Students generate lists of words from classroom materials and environmental print. They choose particular letter patterns, such as initial consonants, vowel combinations, and word endings. They share and discuss the meaning of the words.
- Students draw a picture of a person dressed for winter weather and label the clothing.
- Students search for certain sounds in books throughout the classroom and make a list of them.
- Using the lid of an ice-cream container and a washable felt pen, students write familiar words given by the teacher. Students repeat each sound as they write it.
- Six students at a time go to the chalkboard to write a list of words in a word family (e.g., *Land, Hand*). Others write their lists in their scribbler.

Spelling*Students will be able to:*

- 4.3.2** spell familiar words, using basic strategies and resources; know spelling conventions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use initial consonants?
- use final consonants?
- use vowel markers?
- use internal consonants?
- use visual memory for some frequently used words?

 Checklists and Comments

Use Focus for Assessment criteria to make a checklist to make spelling in

- tests (lists), written work
- personal chalkboard activities

 Pre-/Post-Spelling Tests

Analyze students' pre- and post-spelling tests to determine their patterns of misspellings and their effective use of spelling strategies. These observations are discussed with students during spelling conferences. Involve students in determining patterns of misspellings.

 Conferences

Interview students to assess their knowledge about spelling processes and strategies. Questions such as the following are considered:

- Is spelling important and why?
- Are you a good speller? Why? Why not?
- How did you become a good speller?
- What do you do when you cannot spell a word?
- How do you remember to spell difficult words?
- What helps you with your spelling?

SAMPLE RESOURCES

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

Capitalization and Punctuation

Students will be able to:

4.3.3 know and use basic writing conventions when editing and proofreading.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Using a Think-Aloud approach, model the correct use of conventions while writing on the board. Do this throughout the year.
- Create error-filled sentences that the students edit.
- After completing independent writing, students check for mistakes by answering questions provided by the teacher.
 - *Ist das erste Wort im Satz groß geschrieben?*
 - *Sind alle Personen und Sachen groß geschrieben?*
 - *Hat jeder Satz einen Punkt am Ende?*
 - *Hat jede Frage ein Fragezeichen am Ende?*
- Post a chart for students to refer to when editing their own or someone else's work (e.g., *Großschreibung, Kleinschreibung, Punkt, Doppelpunkt, Komma, Bindestrich, Gedankenstrich, Fragezeichen, Ausrufezeichen, Anführungsstriche/Anführungszeichen*).

Capitalization and Punctuation*Students will be able to:*

- 4.3.3** know and use basic writing conventions when editing and proofreading.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use periods to make statements?
- use question marks to mark interrogative sentences?
- use capital letters at the beginning of sentences?
- use capital letters for all nouns and names?

 Checklists

Develop a checklist or rubric, such as the following:

The student:

- writes complete sentences, using capital letters and periods.
- uses connecting words to join related ideas in a sentence.
- identifies nouns and verbs, and uses them in his or her own writing.
- capitalizes the beginning of each sentence.
- uses capital letters for all nouns.
- uses periods and question marks appropriately as end punctuation.
- uses commas after greetings and closures in friendly letters.
- uses commas to separate words in a series in his or her own writing.
- uses conventional spelling of common words.
- refers to the posted conventions list when editing.

 Portfolios

Select samples of students' independent writing to show their skills in using capitalization and punctuation appropriately.

SAMPLE RESOURCES

General Outcome

4

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

4.4 Present and Share

GRADE

2

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Use Daily News, Show and Tell, and Sharing Circle activities with the class. Have students prepare answers to likely questions in advance.
- Students decorate a shoebox with pictures of things they like. Inside the box they place pictures of their most treasured items. Students share their boxes in groups. Peers may respond with questions and make personal connections.
- Students talk about their family, and classmates ask personal questions.
- Students present a favourite activity they enjoy. Classmates ask questions.

Share Ideas and Information*Students will be able to:*

- 4.4.1** share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- share information and ideas on a familiar topic?
- share confidently with a familiar audience?
- attend to questions from the audience?
- respond appropriately to questions from the audience?
- clarify information when necessary?

 Checklists

Consider a checklist similar to the one below.

Beteiligung bei Klassengesprächen—Kontrollliste			
Name:	Datum	Datum	Datum
Als Sprecher:			
- spricht deutlich?			
- gebraucht vollständige Sätze?			
- bleibt am Thema?			
- spricht fließend, zögert selten?			
- beantwortet Fragen richtig?			
Als Zuhörer:			
- hört aufmerksam zu?			
- stellt geeignete Fragen?			
- macht geeignete Bemerkungen/Vorschläge?			
- lässt andere an die Reihe kommen?			

SAMPLE RESOURCES

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

Effective Oral and Visual Communication

Students will be able to:

- 4.4.2** present information and ideas using appropriate volume, intonation, and non-verbal cues.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Student of the Week: Students present information about themselves. Audience members then ask questions.
- Students talk about a favourite book or character, writing simple sentences (e.g., *Rotkäppchen ist ein junges Mädchen. Sie hat keine Geschwister*).
- Students present a book using simple sentences. Provide sentence starters.

Mein Buch heißt _____
Es ist von _____ geschrieben.
Der Hauptcharakter ist _____.
Das Problem ist _____.
Es ist ein gutes Buch, weil _____.
- Students take turns taking home a backpack containing
 - a stuffed animal
 - a scrapbook
 - a camera

Students spend the weekend with the backpack and write and photograph what they did with the animal. The following week they present the information to their classmates.

Effective Oral and Visual Communication*Students will be able to:*

- 4.4.2** present information and ideas using appropriate volume, intonation, and non-verbal cues. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use a clear voice in the report?
- use appropriate intonation for the ideas and information presented?
- express ideas and information purposefully?
- take risks in attempting to communicate effectively?

 Rubrics

Prepare a rubric assessing an oral presentation according to the Focus for Assessment (see sample in Appendix E).

 Self-Assessment

Mein Klassenvortrag—Schülercheckliste	
Name: _____	Datum: _____
Kreuze es an, wenn es stimmt!	
<input type="checkbox"/>	Ich habe zuerst meinen Vortrag geübt.
<input type="checkbox"/>	Ich habe die Zuschauer direkt angesehen.
<input type="checkbox"/>	Ich habe langsam und deutlich gesprochen.
<input type="checkbox"/>	Ich habe laut genug gesprochen.
<input type="checkbox"/>	Ich habe etwas vorgezeigt (ein Buch, ein Gegenstand, ein Bild, eine Bastelarbeit).
<input type="checkbox"/>	Ich habe mein Thema beschrieben.
<input type="checkbox"/>	Ich habe erzählt, was mir am besten gefällt.
<input type="checkbox"/>	Ich habe Fragen stellen lassen.
<input type="checkbox"/>	Ich habe Fragen beantwortet.

 Conferences

Record students' oral presentations and uses them for individual conferences. Point out what students did well, and make suggestions about what aspects they could improve in future oral presentations.

SAMPLE RESOURCES

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




Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen during Carpet Time, Teaching Time, and Presenting Time.
- Students listen to classmates present a topic, and then fill out a self-evaluation.

Wenn ich zuhöre,	
	schaue ich den Sprecher an.
	halte ich die Hände still.
	bleibe ich am Platz.
	mache ich meinen Mund zu.
	denke ich an gute Fragen.

- Students listen to a classmate present information about himself or herself. Check for understanding by asking questions about the presentation.
- Encourage, guide, and focus student listening by
 - setting an appropriate environment
 - modelling: looking at the person or speaker, paraphrasing key words
 - setting a purpose for listening

Attentive Listening and Viewing*Students will be able to:***4.4.3** demonstrate appropriate audience behaviours. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- demonstrate attentive audience behaviours?
- ask relevant questions?

 Self-Assessment

Have students reflect on their speaking, listening, and viewing skills by using a self-check similar to the one shown below.

Wie stelle ich Fragen?—Schüler selbstbewertung			
Name: _____ Datum: _____			
Wenn ich Fragen stelle...	noch nicht	manchmal	immer
– warte ich bis ich an die Reihe komme			
– hebe ich die Hand			
– höre ich zu, wenn andere fragen			
– gebrauche ich W-Wörter. (Wer? Was? Wo? Wann? Wie? Warum?)			
– stelle ich auch interessante Fragen			
– versuche ich nur Deutsch zu sprechen			

SAMPLE RESOURCES

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

Share and Compare Responses

Students will be able to:

5.1.1 tell, draw, and write about self, family, and community.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create their own community map and label places and services. Students write down where they go to get what (e.g., *Ich gehe in die Schule. Ich lerne. Ich gehe zur Bank. Ich hole Geld ab*).
- Students make a *Wer bin ich?* poster that includes information about themselves and their families.
- Map Activity: Using a world map, have students locate and label where their grandparents, parents, and other relatives came from. Students make a border around the map with their photographs or drawings and connect the pictures to the map with yarn and pins. Students can extend this activity by using oral interviews with family members, asking questions (e.g., *Woher kommt deine Familie?*, *Warum seid ihr nach Manitoba gekommen?*, and *Woran kannst du dich erinnern?*). Students' family experiences are discussed in class. Ask them to think about special memories or things they would take with them if they were to leave their homes and communities today. Students discuss this in groups.
- Students create *Wir* posters in order to identify shared interests and abilities and to build a sense of community. Actions taken include:
 - Brainstorming to discover shared interests and abilities.
 - Recording all suggestions.
 - Choosing a topic of interest and making a poster to advertise the interest (with partners or in small groups).
 - Displaying the posters around the classroom. Give students time to sign the posters that reflect their own interests.
- Using a felt pen, print students' names on popsicle sticks. The sticks are put (name side down) in a container. Invite each student to choose a stick and then describe a positive quality about the student whose name has been selected.

Share and Compare Responses*Students will be able to:***5.1.1** tell, draw, and write about self, family, and community. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- discuss events concerning self, family, and community?
- speak clearly and with appropriate volume and intonation?
- discuss classroom events accurately?
- show enthusiasm when speaking?
- provide sufficient details about the topic?

 Checklists/Rubrics

Use the Focus for Assessment when making a checklist or rubric to assess the activities.

 Anecdotal Records

Record outcomes-based observations, including the date and situational context. Anecdotal records over time help to identify patterns and themes in students' interests, attitudes, knowledge, learning preferences, and social relationships. Anecdotal records also provide information on students' developing self-perceptions.

 Portfolios

The student samples may include their drawings, writings, and recorded talks selected to show development over time. Have students explain their personal choices for portfolios.

SAMPLE RESOURCES

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

5.1 Develop and Celebrate Community

Specific Outcome

Relate Texts to Culture

Students will be able to:

5.1.2 explore similarities among stories from oral, literary, and media texts from various communities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read about festivals (birthdays, weddings, national holidays) in different cultures (in English). Later, the teacher and students make a chart or Venn Diagram in German to review similarities and differences between Germany/Austria and Canada.
- Students read different versions of the same story (e.g., *Schneewittchen*). They then compare the two versions using graphic organizers.
- Students sketch their responses to a text they have listened to or read from another culture. They share their sketches with a partner and discuss how the story is similar to stories from their own culture.
- Provide a fairy tale or folk tale chart listing similar components found in most fairy tales. Read several components found in most fairy tales. Read several fairy tales. Fill in the chart together with the students as the stories are read.

Märchen						
Titel	Held/ Heldin	Gegner	Zauber	die Zahl '3'	besondere Wörter	glückliches Ende

- Students read or hear several stories from various communities on a common theme. These communities can include different age groups, different ethnic groups, be urban or rural, or be from ancient times or modern times. They then complete a class chart to compare various aspects of the theme. After reading or viewing texts, students discuss similarities and differences using charts or graphic organizers (see Appendix D).

Relate Texts to Culture*Students will be able to:*

- 5.1.2** explore similarities among stories from oral, literary, and media texts from various communities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify key ideas in stories that are similar?
- identify characters in stories that are similar?
- show appreciation for similarities and differences in communities revealed in stories?
- stay on topic during discussions?
- contribute appropriately to discussions?
- listen to others during discussions?
- show respect for others' ideas?

 Anecdotal Records

Observe and record students' behaviours in formal and informal situations as they listen to a variety of oral, literary, and media texts from various communities. Date all observations and review students' patterns of listening behaviour. Use the data for student-teacher conferences.

SAMPLE RESOURCES

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

Appreciate Diversity

Students will be able to:

5.1.3 connect aspects of stories and characters to personal feelings and experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students share how they feel about a character in a story and if they have ever felt that way (e.g., *Aschenputtel*). Have you ever felt unfairly treated? How did you react?
- Students portray roles of characters in stories they have heard, read, or viewed. Other students interview the characters using questions developed with the class.
- After doing a retelling of a simple story, students write what it reminded them of. Students could do the retelling in German and the relating in English.
- Students select the story they read that best matches their experiences. Students use faces or people cut out from flyers or catalogues to represent themselves or people they know. They paste these on a large sheet of paper to create a movie poster for the story.

Appreciate Diversity*Students will be able to:*

- 5.1.3** connect aspects of stories and characters to personal feelings and experiences.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify similarities between personal and cultural experiences and situations, and those of characters encountered in texts?
- identify differences between personal and cultural experiences and situations, and the culture of characters encountered in texts?

 Checklists

Use the above criteria when making a checklist or rubric to assess the activities.

 Anecdotal Records

Observe students as they engage in activities that relate stories and story characters to their personal feelings and experiences. Record notes on formal and informal situations over time to help identify students' strengths and challenges. Use anecdotal records to guide instruction.

SAMPLE RESOURCES

- *Mini Spatzenpost*
- *Jahressammelband*
- *Jungösterreich*
- *Zeitschriftenverlag*
- www.minispatzen.post.at

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

5.1 Develop and Celebrate Community

Celebrate Special Occasions

Students will be able to:

5.1.4 participate in shared language experiences to celebrate individual and class achievements.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- During the Grade 2 food fair, students prepare menus with illustrations. These menus are posted on the wall.
- After a neighbourhood walk, students complete a booklet about what they saw.
- Students make masks for *Karnival* and perform short *Karnival* poems.
- Students write letters to students in Germany or students in another German class in Canada. A class picture is sent. Students share the responses they receive from the other German students.
- Students perform poems or songs at the school assembly.
- Students plan a special awards ceremony for their class. They brainstorm a number of potential awards (e.g., the funniest, the most polite, the most helpful, etc.). Ensure that there are more categories than students.

Celebrate Special Occasions

Students will be able to:

- 5.1.4** participate in shared language experiences to celebrate individual and class achievements. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use language to acknowledge others' accomplishments?
- encourage others?
- participate in activities to recognize and acknowledge achievement in the classroom?
- acknowledge personal accomplishments?

 Checklists

Use the Focus for Assessment questions to make a checklist to assess activities.

 Anecdotal Records

Observe students' behaviours in formal and informal situations as they share ideas and experiences. Date all observations and reviews students' records to note patterns in their use of supportive language.

SAMPLE RESOURCES

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

5.2 Encourage, Support, and Work with Others

Co-operate with Others

Students will be able to:

5.2.1 co-operate in small groups.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students work in groups to create sentences using vocabulary learned in class.
- Students use stuffed animals or puppets to read a dialogue written on the board. After one minute, students change partners.
- Students create a restaurant dialogue in groups and present it to the class.
- Students work together to retell a story in simple sentences.
- Generate a chart with students, outlining the roles and responsibilities group members must take on for a specific or general group activity.
- By watching and listening carefully, the students learn the language they need for co-operative group work. Students note how the teacher models the language and behaviours of attentive listening (e.g., gives encouragement, praises accomplishments, and clarifies ideas and responses). The vocabulary necessary for cooperative group work in German is posted in the classroom for student reference. Students practise this vocabulary through role-plays and repetition.

Co-operate with Others*Students will be able to:***5.2.1** co-operate in small groups. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share ideas?
- add to others' ideas?
- show initiative to work on task?
- encourage others?
- show insight during reflection time (e.g., recognize strengths in self and others)?
- listen attentively?
- take a variety of group roles?
- work well with a partner?
- work well in a small group (three to four students)?

 Checklist

Use the above criteria when making a checklist or rubric to assess the activities.

 Self-Assessment**Ich und meine Gruppe—Schülerkontrollliste**

Kreuze an, was du gemacht hast.

Bin ich ein gutes Gruppenmitglied?

- Ich habe geholfen, etwas zu schreiben.
- Ich habe geholfen, etwas zu machen.
- Ich habe ____ Fragen beantwortet.
- Ich habe ____ Fragen gestellt.
- Ich habe meistens zugehört.
- Ich bin beim Thema geblieben.
- Ich war nett und freundlich.

SAMPLE RESOURCES

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

5.2 Encourage,
Support, and
Work with
Others

Work in Groups

Students will be able to:

5.2.2 take roles and contribute related ideas and information in whole-class and small-group activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students write myths in groups of four. Students make shadow puppets and present myths.
Student 1: narrator
Student 2: animal before change
Student 3: what caused animal to change
Student 4: animal after change
- Students take turns with a partner to learn how to listen and speak on a topic. Students face each other. One is the speaker and one is the listener. The speaker talks about a topic for one minute. The listener reports some ideas presented by the speaker. The listener and speaker change roles. The new speaker must talk about the same topic for one minute and not repeat anything the first speaker said.
- Invite students to contribute ideas and vocabulary on a theme in a brainstorming session (e.g., studying a social studies theme). Direct and prompt the responses when necessary.
- In small groups or as a large class, students complete a KWL (WML) chart. If working in small groups, students can use visuals for concepts. Later, help students find the right words to write down the concept.

Work in Groups

Students will be able to:

- 5.2.2** take roles and contribute related ideas and information in whole-class and small-group activities. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- take turns when he/she contributes to group ideas?
- listen actively when others are speaking?
- participate actively and add ideas during small- and large-group activities?

 Checklists/Rubrics

Use the above criteria when making a checklist or rubric to assess the activities.

 Anecdotal Records

Record observations of students' turn-taking behaviours. Use this data in conference with students and coach them about positive group interactions.

General Outcome

5

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

5.2 Encourage, Support, and Work with Others

GRADE

2

Specific Outcome

Work in Groups

Students will be able to:

5.2.2 take roles and contribute related ideas and information in whole-class and small-group activities. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Work in Groups*Students will be able to:*

- 5.2.2** take roles and contribute related ideas and information in whole-class and small-group activities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)*

Conferences with Groups

Conference with students during and after a project to discuss group interactions. Set goals with the students for further group work. Review group assessment forms with students to determine the successes and needs of the group and to assess individual input.

Über Gruppenarbeit nachdenken	
Datum: _____	
Name: _____	
Alle Gruppenmitglieder unterschreiben _____, _____ _____, _____, _____, _____	
Wie war eure Zusammenarbeit? Habt ihr mit der Gruppe diskutiert, welches Kästchen ihr anmalen wollt?	
1. Wir haben unsere Zeit gut ausgenutzt.	<input type="checkbox"/> immer <input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
2. Wir haben uns gegenseitig geholfen, am Thema und bei der Arbeit zu bleiben.	<input type="checkbox"/> immer <input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
3. Wir haben uns gegenseitig geholfen, die Aufgabe zu verstehen.	<input type="checkbox"/> immer <input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
4. Wir haben uns gegenseitig zugehört.	<input type="checkbox"/> immer <input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
5. Wir haben uns gegenseitig unterstützt.	<input type="checkbox"/> immer <input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
6. Wir haben alle mit Gedanken und Meinungen beigetragen.	<input type="checkbox"/> immer <input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
7. Wir haben die Arbeit gut aufgeteilt.	<input type="checkbox"/> immer <input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
Beantwortet diese Frage.	
1. Ein Problem, das aufgekommen ist, war _____	_____ _____ _____
2. So haben wir das Problem gelöst _____	_____ _____ _____

SAMPLE RESOURCES

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 adjust own language use for different situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students practise a dialogue with one another using the *du* form. Then students act out the same dialogue pretending they are talking to the principal, a store clerk, or a friend's parent. Make the changes on the board, demonstrating the use of the *sie* form.
- Students write dialogues and practise role-plays of the following situations:
 - speaking with familiar adults
 - speaking with visitors
 - introducing new friends
 - eating dinner at a friend's house
 - asking permission at the office
 - solving disputes/problems on the playground
 - using the telephone to leave a message
 - working in groups with younger students

Use Language to Show Respect*Students will be able to:***5.2.3** recognize that individuals adjust language use for different situations. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate responsibly in the classroom community?
- demonstrate an awareness of various situations and respond appropriately?
- adjust language use appropriately in a variety of situations?

 Checklists/Rubrics

Use the above criteria when making a checklist or rubric to assess the activities. For example, a checklist to use while observing role-play may consist of the following:

- uses *sie/du/ihr* in the correct situations
- makes conjugation and other adjustments
- uses appropriate gestures
- observes conventions (e.g., handshaking)
- speaks louder/slower as needed

SAMPLE RESOURCES

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

5.2 Encourage, Support, and Work with Others

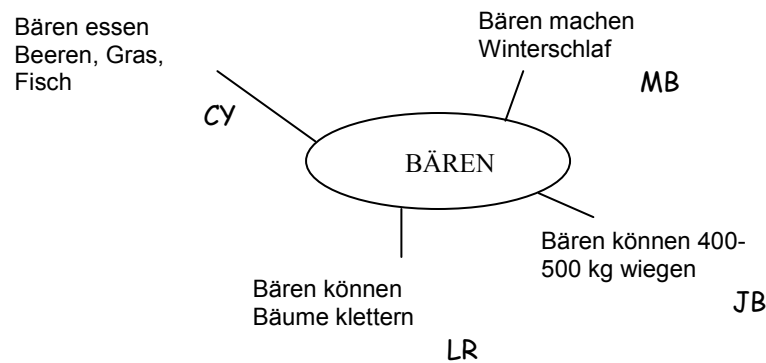
Evaluate Group Process

Students will be able to:

5.2.4 acknowledge achievements of others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students' contribution to a group web are initialled or circled in their favourite colours.



- Create a “Things We Do Well” chart with photos, drawings, or models, or a group in action accompanied by sentence(s).
 - “We helped each other on this _____ by _____.”
 - “(name) helped me with _____.”
 - “We are making a _____ together.”
- Students are taught vocabulary, which allows them to acknowledge the achievements of others.
- At the end of the year, students create a book in which their classmates can write compliments or special memories of the other students. Ensure that all students are represented in the book.

Use Language to Show Respect*Students will be able to:***5.2.4** acknowledge achievements of others. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- celebrate group success?
- help others understand the task?
- collaborate and cooperate to achieve a variety of tasks?
- follow group instruction?
- encourage others to do their best?

 Checklists/Rubrics

Use the above criteria when making a checklist or rubric to assess the activities.

 Anecdotal Records

Record when students use expressions of encouragement and praise.

SAMPLE RESOURCES

Students will use German 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 use, in modelled oral and written situations, all elements of the sound-symbol system.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students unscramble words.
- Every week, students practise new alliterated sentences or tongue twisters for each letter (e.g., *Vampir Viktor mag Vanille-Eis*).
- Students make lists of word families (e.g., *Land, Hand*, etc.).
- Students create nonsense words, taking phonograms—that is, a symbol representing a spoken sound such as a single letter or a combination of letters (e.g., *p, b, sch, ß, au*)—from a chart. They then write a sentence using the invented word in a context. The audience must guess at the spelling and meaning of the word.
- Students participate in a formal spelling program.
- Present the syllables of a word out of order. Students identify and correct the syllabic construction of the word.
- Students create a silly alliteration sentence for a letter of the alphabet. This can be compiled and made into a book. As well, each student can contribute one or two of their sentences to form a class project. This can be posted on the school website and shared by others.

Sound-Symbol System*Students will be able to:*

- 6.1.1** use, in modeled oral and written situations, all elements of the sound-symbol system. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use the German sound-symbol system orally?
- use the German sound-symbol system in written form?

 Portfolios

With students, collect samples that demonstrate use of written form. Use their samples to observe progression of sound-symbol usage and skills. Look for the transference of words from students' formal spelling program to their daily work.

 Spelling Program

Uses the students' pre- and post-test results to observe patterns in errors to guide their instruction.

 Formal Individualized Testing

Use random letter or sound recognition of the German alphabet. This will also guide instruction for the student.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Vocabulary

Students will be able to:

- 6.1.2** experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students ask for permission to do things in German (e.g., *Darf ich bitte Wasser trinken?*).
- Students change a modelled dialogue using different vocabulary.
Was machst du am Wochenende? am Freitag?
Ich gehe schwimmen/bleibe zu Hause.
Students act out the dialogue with a partner and then act out the changes.
- After the study of a theme, present students with an opportunity to use the vocabulary and/or phrases in a completely different context by involving them in a different hands-on, realistic, and/or constructive activity (e.g., dramatize, build, demonstrate, make, create a model, look, etc.). The activity should be something they have not done before in that theme.
- Post commonly used phrases in the classroom.

Vocabulary

Students will be able to:

- 6.1.2** experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- use vocabulary and expressions appropriately in a variety of classroom and school contexts?
- experiment with German vocabulary and expressions?
- actively participate in classroom activities?
- apply vocabulary learned from one situation to another?
- add more vocabulary than that found in the teacher-generated lists?
- ask for assistance to build/develop new vocabulary, or use other resources?

 Observation Checklist

Develop an outcome-based checklist and observe as students present to familiar audiences. Note the appropriate use of vocabulary and expressions. Observations should be dated and progress noted.

SAMPLE **RESOURCES**

- *Mini Spatzenpost*
- *Jahressammelband*
- *Jungösterreich*
- *Zeitschriftenverlag*
- www.minispatzen.post.at

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Grammatical Features

6.1.3 use, in **modelled** situations, the following grammatical elements:

- plural of nouns
- correct indefinite nominative articles and possessive pronouns *mein* and *dein*
- compound nouns
- negation (*nicht*, *kein*)
- noun and verb agreement for plural nouns
- prepositions to define spatial relationships
- verbs (infinitive and 1st person singular, present tense)

use, in **structured** situations, the following grammatical elements:

- *sein*, *haben*, *dürfen*, *können*, *müssen* (present tense)
- simple questions using *wer*, *wie*, *was*, *wo*

use, in **independent** situations, the following grammatical elements:

- connect definite articles to familiar nouns in the nominative case

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.

Grammatical elements, which the student is able to use independently and consistently, are to be maintained for the duration of the student's bilingual programming.

Grammatical Features*Students will be able to:***6.1.3** see above (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use linguistic elements described above?

SAMPLE RESOURCES

Students will use German 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 experiment with and use basic German mechanical features.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create simple sentences and write all nouns in a different colour. They point out any nouns that are capitalized.
- Students learn how to conjugate a verb. They then invent a verb and write the endings in a different colour.
- Model how to build and extend a sentence.

Mechanical Features*Students will be able to:***6.1.4** experiment with and use basic German mechanical features. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- properly write the months or days of the week, or titles (e.g., *Herr, Frau, Herr Doktor, Frau Pastor*)?
- capitalize other proper nouns?
- recognize quotation marks and begin to apply their use?
- begin a sentence with a capital letter and end the sentence with either a period, question mark, or exclamation mark?
- use a comma when listing a series of objects?
- use commas in a letter?

 Checklists

Develop an outcome-based checklist (see Focus for Assessment) to assess students' proficiency in using basic mechanical features. When this checklist is used regularly throughout the year, it shows progress over time.

 Work Samples

Collect work samples from students to assess their progress.

SAMPLE **RESOURCES**

Students will use German 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 experiment with and use basic German discourse features in oral, written, and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Following an example, students write a simple conversation and act it out with different partners or with puppets.
- Students are given pictures of people talking. Empty speech bubbles are added. Students fill in the bubbles with something the person might be saying. Some examples include:
 - dialogue in a restaurant
 - giving directions to a place in the community
 - meeting a new student and asking personal questions.
- Students write a letter to a pen pal and ask personal questions.
- After brainstorming and categorizing ideas about a topic, students construct a paragraph. Direct discussion on organization, topic sentence, and supporting details.
- A page of a story is photocopied. Students highlight the name of each character in a different colour. Then they find other discourse markers relating to those characters (e.g., pronouns, possessives, etc.) and highlight them with the corresponding colour.

Discourse Features*Students will be able to:*

- 6.1.5** experiment with and use basic German discourse features in oral, written and visual texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- experiment with basic discourse features in oral and written texts?
- use basic discourse features in oral and written texts?
- recognize discourse markers in texts?

 Anecdotal Records

Observe and record students' recognition and use of basic discourse features in oral, written, and visual texts. Date and note specific examples to determine students' developing skills in this area.

 Rubric

Create an outcome-based rubric with the students and use it to evaluate how well students are able to experiment with and use basic discourse features in oral and written texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Anecdotal Records

Observe and record students' recognition and use of basic discourse features in oral, written, and visual texts. Date and note specific examples to determine students' developing skills in this area.

 Rubric

Create an outcome-based rubric with the students and use it to evaluate how well students are able to experiment with and use basic discourse features in oral and written texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE **RESOURCES**

Students will use German 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 series of oral sentences or a short oral presentation on a familiar topic in structured situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to classmates talk about themselves. Ask questions to check for understanding.
- Repeatedly use key phrases and vocabulary to model routine classroom directions.
- After listening to a short German text, students answer questions that can be answered with *Ja* or *Nein* to test their understanding.
- Students are given a picture. Give instructions for the student to follow (make circles around familiar objects, colour an object, draw a box, etc.).
- Play Simon Says with the students.
- Students play I Spy.
- Play *Als ich jung war* and give situations. Students guess whether these situations are true or false.

Listening

Students will be able to:

- 6.2.1** listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- listen to and understand simple oral sentences in a variety of familiar situations?

 Conferences

Meet with students to check on their understanding of key information they have heard.

 Work Samples

Students' work samples are collected to assess their understanding of material presented.

SAMPLE RESOURCES

Students will use German 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 with guidance, simple oral sentences in a variety of familiar contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students ask simple questions in German (e.g., *Darf ich bitte zur Toilette gehen?*).
- Students practise choral speaking of a poem, a song, a story, etc.
- Students view a picture based on a familiar topic and produce a sentence to describe the picture.
- Students practise a structured conversation and then produce one on their own.
- Using puppets, figures, or stuffed animals, students have conversations about different topics.
- On Monday, students speak about what they did on the weekend. On Friday, they speak about their upcoming plans.

Speaking

Students will be able to:

6.2.2 produce, spontaneously and with guidance, simple oral sentences in a variety of familiar contexts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- spontaneously, and with guidance, use simple oral sentences in a variety of familiar situations?

 Anecdotal Notes

Record information about the students' skills and knowledge during specific sharing situations. Date and describe the context of each sharing. The information should be reviewed every so often to note progress over time.

 Informal Observation

Observe students as they participate in the activity and make mental notes on the extent to which students are able to produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations. Offer feedback, encouragement, and praise as needed.

SAMPLE RESOURCES

Students will use German 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 a series of sentences or a short text on a familiar topic.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read simple sentences and match these to pictures.
- Students read a brief description of a person and then draw, label, or write about what they have read.
- Students read a short text chorally with the teacher (e.g., poem, song).
- Students read a recipe, which they then prepare with the teacher.
- Students sequence sentence strips of familiar dialogue or poems.
- Students reconstruct a sentence that has been scrambled.
- As part of the home reading program, students take home familiar texts to read to family members. This same text can be shared with a buddy reader from an older class.

Reading*Students will be able to:*

- 6.2.3** read and understand a series of sentences or a short text on a familiar topic.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- read and understand simple words and sentences in structured situations?

 Taped Interviews

The student's progress is taped three times during the year. In a one-on-one conference, ask both information and comprehension questions, and have the student read a text to assess fluency.

 Running Records

Keep track of a student's ability to read and comprehend as it occurs in class.

 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 read and understand simple words and sentences in structured situations (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

SAMPLE **RESOURCES**

- *Bärenspaß*
- *Monsterbücher*

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Writing

Students will be able to:

6.2.4 write simple words and sentences on familiar topics in a structured situation.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create words, as in *Scrabble*, with letters, blocks, or paper letter cards.
- Students write a short paragraph about themselves.
- Students learn a poem and write their own verse following the same pattern.
- Using an example, students create a booklet about a typical day.
- Students write about *Mein Tier, Meine Familie, Mein Freund, Meine Schule*.
- After hearing a familiar story, each student divides a piece of paper into thirds. Each section represents the beginning, middle, and end. Students write a sentence representing each section and draw an illustration. Model this, including the sentences, until students are comfortable with the process.

Writing*Students will be able to:*

- 6.2.4** write simple words and sentences on familiar topics in a structured situation.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- Produce, with guidance, simple words and sentences on familiar topics?

 Rubrics

Develop an outcome-based rubric to evaluate student production of a simple text (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

 Work Samples

Keep a portfolio with samples of rough drafts and good copies. The portfolio provides demonstrations of growth over time.

 Writing Conference

Collect samples of student work that they produce both with help and independently.

SAMPLE RESOURCES

Students will use German 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 simple, familiar events and/or representations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students view any of the following:
 - sculptures
 - paintings
 - plays
 - class presentations
 - dance
 - concerts
 - cartoons

Students then talk about their impressions.

- After making representations of a viewed text, students present and share their representations.
- Set up an opportunity for students to view older classes as they present and share songs, poems, and dialogues.
- Students look at a wordless picture book for two minutes and then close it. They then list as many items as possible based on their ability to recall details.

Viewing*Students will be able to:***6.2.5** view and understand simple, familiar events and/or representations. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- demonstrate understanding when viewing events, and/or representations?

 Conferences

Discuss with students a representation, a viewing activity, or an event.

 Anecdotal Records

Observe students during or after a viewing event and make notes of their active listening skills and participation when viewing an event.

SAMPLE RESOURCES

- Mitgutsch, Ali. *Das Riesenbilderbuch*. Ravenburger Verlag. 1980. ISBN 3-473-30600-2
- *Mini Spatzenpost*
- *Jahressammelband*
- *Zeitschriftenverlag*
- www.minispatzen.post.at

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Representing

Students will be able to:

6.2.6 use a variety of forms to create simple representations of ideas, events, and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students draw pictures depicting a story.
- Students act out words or situations.
- Students create a collage to represent something (e.g., winter activities, food).
- Students create a painting, drawing, or sculpture to represent an idea, event, personal experience, or people.
- Students act out a story the class has read together.
- Students design and illustrate a story map or other type of Graphic Organizer of a story they saw, read, or heard to post in a hallway display case (see Appendix D).
- After a field trip to a museum, students create a mural of what they saw. The class can be divided into small groups and subtopics to work on the murals.

Representing*Students will be able to:*

- 6.2.6** use a variety of forms to create simple representations of ideas, events, and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use a variety of forms to create simple representations of ideas, events, and information?

 Portfolios

Students select work samples that show different ways they have organized ideas and information. Students include reasons for choosing each work sample.

 Work Samples

Assess samples of students' work, such as picture collages and mobiles, to assess their ability to create simple representations of ideas, events, and information. Photograph or video record the samples for later reference (at a year-end class celebration, for example).

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Register

Students will be able to:

6.3.1 distinguish between formal and informal situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students prepare questions about leisure activities. They then conduct a survey first with other (*du*) students and then with other teachers (*Sie*).
- Students dramatize a telephone conversation to different people in different situations.
- Students pose questions to an invited guest.
- Students practise a dialogue with a friend and then say the same dialogue pretending to talk to a teacher.

Register

Students will be able to:

6.3.1 distinguish between formal and informal situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- distinguish between formal and informal situations?

 Videos

Student dialogues can be recorded, watched, and discussed.

 Conferences

Keep notes on individual students' successes and challenges in adapting language. Share notes with the student and, together, make plans for improvement. Conference with students to discuss participation and personal responsibility in the classroom and school community.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Idiomatic Expressions

Students will be able to:

6.3.2 understand and use some simple idiomatic expressions as set phrases.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are involved in celebrating a birthday and sing *Zum Geburtstag Viel Glück* or *Viel Glück und viel Segen*.
- Students wish someone good luck and say “*Ich drücke dir die Daumen*” (e.g., when a student has a competition).
- Students wish someone *Schönes Wochenende* at the beginning of a weekend. The expected response is *Danke, gleichfalls*.

Idiomatic Expressions*Students will be able to:***6.3.2** understand and use some simple idiomatic expressions as set phrases. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand and use some simple idiomatic expressions as set phrases?

 Anecdotal Records

Record information throughout the year about students' ability to understand and use simple idiomatic expressions in German.

 Self-Assessment

Students create a list of idiomatic phrases as they are introduced in class. As they become aware of using these phrases spontaneously when speaking, they check them off their list.

SAMPLE RESOURCES

Students will use German 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 acknowledge individual differences in speech.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- While watching videos, students try to recognize different accents. They discuss the differences in English.
- Students discuss how grandparents say certain things.
- Once a month, invite a guest speaker to read to the students. This could include older students, other teachers, parents, community members, etc.
- Establish a buddy reading program with an older class.
- Provide a variety of forms and genres in the listening centre (e.g., interactive talking books, videos, audiotapes, CDs). These forms should include different voices, accents, intonations, and registers.

Variations in Language*Students will be able to:***6.3.3** acknowledge individual differences in speech. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- acknowledge individual differences in speech?
- react positively when presented with differences in speech?

 Anecdotal Records

Make notes of student progress during buddy reading sessions.

 Checklists

Create a checklist based on the Focus for Assessment criteria to assess a student's ability to understand and acknowledge differences in speech.

SAMPLE RESOURCES

- *Mini Spatzenpost*
- *Jahressammelband*
- *Jungösterreich*
- *Zeitschriftenverlag*
- www.minispatzen.post.at

Students will use German 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 use basic politeness conventions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students practise a dialogue provided by the teacher.
- Students practise saying *Guten Appetit* when eating lunch.
- Students learn *Ich drücke dir die Daumen* (e.g., when another student has a competition).
- Students role-play an aspect of a telephone conversation (e.g., they introduce themselves). Puppetry can also be used.
- Students extend appropriate greetings to the teacher and others.
- The class brainstorms for behaviours which demonstrate politeness. This list is posted and serves as a reminder for students.

Social Conventions*Students will be able to:***6.3.4** use basic politeness conventions. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use basic politeness conventions?

 Anecdotal Records

Record students' behaviours when addressing people they frequently encounter.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Non-verbal Communication

Students will be able to:

6.3.5 experiment with using some simple non-verbal means of communication.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Act out some verbs. Students must guess their meaning. Students act out verbs suggested by the teacher.
- Students act out simple sentences that others guess (e.g., *Samantha trinkt ein Glas Wasser*).
- The class plays Simon Says.
- The first five minutes of the day are silent. With assistance, students communicate their needs using any means except verbal communication.

Nonverbal Communication*Students will be able to:*

- 6.3.5** experiment with using some simple non-verbal means of communication.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- experiment with using simple non-verbal means of communication?

 Anecdotal Records

Record examples to show how students applied knowledge of, and communicated understanding of, appropriate and inappropriate non-verbal behaviour, both within and outside the school context.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Cognitive

Students will be able to:

6.4.1 use simple cognitive strategies, with guidance, to enhance language learning (e.g., memorize new words by repeating them silently or aloud).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Warm-up Activity: Write new words on the board (five to seven words). Students repeat the words orally. Give students two minutes to memorize them, and then erase the words and have students say them or write them down.
- Game: Introduce new vocabulary and choose one word. Students have 30 seconds to write the word as many times as possible. Discuss with students how this helps them to remember the word.
- Students develop and maintain second language dictionaries with words learned through reading.
- Students learn a list of words by putting the words in categories.
- Students use mental images to learn new words.
- When reading a story or poem, students do actions to match certain words.

Cognitive

Students will be able to:

- 6.4.1** use simple cognitive strategies, with guidance, to enhance language learning (e.g., memorize new words by repeating them silently or aloud). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- learn short rhymes or songs?
- incorporate new vocabulary or sentence patterns?
- maintain a personal dictionary?
- imitate sounds and intonation patterns?

 Checklists

Using a list of cognitive language learning strategies, check those used by students either with guidance or independently, and track some for frequency.

 Self-Assessment

Students complete a simplified version of the strategy inventory.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Metacognitive

Students will be able to:

6.4.2 use simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students write myths to present in German (e.g., *Wie der Tiger seine Streifen bekam*). Help write the text. Students read the text once with no help. Talk about the strategy of rehearsed language, using questions such as, “How can you become comfortable saying it?” or “How many times do you think you need to repeat it?” Repeat this with students, and point out great improvement after numerous repetitions.
- Students reflect on how they learn (e.g., the teacher reads a text and checks for understanding). Then read the text with the students, and talk about how hearing and seeing what is written increases understanding.
- Say six words and then ask students to recall them. Explain the words and write them on the board. Students spend one minute repeating the words and are asked to recall them again. A discussion follows about how Step 2 helped them to remember.
- Students are asked to dramatize a text and present it to the class or another class.
- Students are asked to practise reading a text to the class.
- A poem is given to each student to practise and present to the class.

Metacognitive

Students will be able to:

6.4.2 use simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- rehearse or role-play activities to enhance learning?
- reflect on a task?

 Anecdotal Records

Observe four or five students per class as they solve problems, reflect on their strengths and weaknesses, identify their own needs, and monitor and set goals for language learning. Observations should be made over different periods of time in different learning contexts. The information should be dated and used to enhance or modify future instructions.

 Self-Assessment

Students complete a simplified version of the strategy inventory.

SAMPLE RESOURCES

Students will use German 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 use simple social and affective strategies, with guidance, to enhance language learning (e.g., seek the assistance of a friend to interpret a text).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students read with a partner. Check for understanding by asking students to summarize the story in German or English, and discuss how it was helpful to work with a partner.
- Model reading strategies and self-correct when making a mistake by stopping to discuss how taking a risk is important and that making a mistake is okay.
- When students make a mistake, correct them by saying the sentence correctly and encouraging students to repeat the sentence.
- Give students a token when they use German with a classmate.

Social/Affective*Students will be able to:*

- 6.4.3** use simple social and affective strategies, with guidance, to enhance language learning (e.g., seek the assistance of a friend to interpret a text). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- seek assistance of a friend to interpret a text?
- interact with others?
- take risks with language use?

 Self-Assessment

Provide students with a self-evaluation related to the Focus for Assessment criteria, such as:

- I asked a friend for help.
- I asked the teacher for help.
- I looked at the pictures.
- I reread the text.

Students complete a simplified version of the strategy inventory.

 Anecdotal Records

When students are working on assigned tasks, note the extent to which they:

- approach tasks with confidence.
- persevere, trying different approaches or strategies when having difficulty.
- tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Interactive

Students will be able to:

6.5.1 use simple interactive strategies with guidance (e.g., indicate lack of understanding verbally or non-verbally).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students play charades using Win/Lose/Draw and realize how mime and pictures help comprehension.
- Students say *Wie sagt man _____ auf Deutsch* when they do not know a word or phrase.
- Students invent a nonsense word in groups by using phonographs on charts provided by the teacher. Students invent a meaning for the word and use it in a sentence. The class guesses the meaning of the word. Lead a discussion on why they were able/not able to understand.
- The class creates a poster of phrases to help students remember expressions.
- Model techniques that demonstrate lack of understanding (e.g., raising eyebrows, a puzzled look, thumbs up or down).

Interactive

Students will be able to:

6.5.1 use simple interactive strategies with guidance (e.g., indicate lack of understanding verbally or non-verbally). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- indicate lack of understanding verbally or non-verbally?
- ask for clarification?

 Anecdotal Records

Keep track of when students ask questions to help comprehension.

 Self-Assessment

Students complete a simplified version of the strategy inventory.

SAMPLE RESOURCES

- Pictionaries and dictionaries

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Interpretive

Students will be able to:

6.5.2 use simple interpretive strategies with guidance (e.g., use illustrations to aid reading comprehension).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- **Picture Stories:** Students match a series of sentences to the pictures that go with each.
- Read a storybook and helps students realize how they can figure out what is going on by looking at the pictures.
- Provide students with a list of unknown words that nobody will know. Then use the words in a sentence while making gestures to help students understand. Discuss how context aids comprehension.
- Before reading an illustrated story to the class, show the actual illustrations and model the role illustrations play in comprehension.
- Students highlight key words they know in a text, and discuss how a few words can help them comprehend the text.

Interpretive

Students will be able to:

6.5.2 use simple interpretive strategies with guidance (e.g., use illustrations to aid reading comprehension). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use illustrations to aid reading comprehension?
- listen or look for key words?
- determine purpose for reading?
- use knowledge of sound–symbol systems to aid reading?

 Anecdotal Records

Maintain running records of how students self-correct, use context cues, and make predictions to aid comprehension before and during reading. Observe students after reading to check if they can demonstrate understanding of what was read.

 Self-Assessment

Students complete a simplified version of the strategy inventory.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Productive

Students will be able to:

6.5.3 use simple productive strategies with guidance (e.g., use familiar repetitive patterns from stories, songs, rhymes, or media).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students learn a song with a lot of repetition and make up a new verse in small groups. Then they follow a discussion in English of how they were able to make a new verse.
- Students practise choral reading.
- Students practise saying tongue twisters and alliteration sentences.
- Students create their own story after reading a repetitive story.
- Students take turns as the teacher conducts daily routines or leads choral reading.
- Students refer to resources such as wall charts and sentence frames to guide their speech.

Productive*Students will be able to:***6.5.3** use simple productive strategies with guidance (e.g., use familiar repetitive patterns from stories, songs, rhymes, or media). *(continued)*SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- use familiar, repetitive patterns from stories, songs, or other media?

 Checklists

Keep track of students' progress when using strategies to produce language on their own.

 Conferences

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the productive strategies taught and practised in class.

 Self-Assessment

Students complete a simplified version of the strategy inventory.

SAMPLE **RESOURCES**

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Cognitive

Students will be able to:

- 6.6.1** use simple cognitive strategies to enhance general learning (e.g., connect what they already know with what they are learning).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Help students complete a KWL (WML) chart on a specific topic (e.g., article on an animal).
- Students web topics in two colours (e.g., houses):
 - what we know already—blue
 - new words—red
- Students brainstorm what they know about a topic and add new information.
- Students write a brief retelling of a simple story, and then write a sentence about what it reminds them of or what it makes them think of.

Cognitive

Students will be able to:

- 6.6.1** use simple cognitive strategies to enhance general learning (e.g., connect what they already know with what they are learning). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- connect what they know with what they are learning?

 Anecdotal Records

Record notes on when students demonstrate the ability to connect what they know with what they are learning.

 Self-Assessment

Students complete a simplified version of the strategy inventory.

SAMPLE RESOURCES

- *Mücki* magazine

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning (e.g., discover how their efforts can affect their learning).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students write myths to present in German (e.g., *Wie der Tiger seine Streifen bekam*). Help them write the text. Students read the text once without help. Discuss how students can become comfortable saying it. “How many times do you think you need to repeat it?” Repeat the text with students and, after numerous repetitions, point out how great the improvements are.
- Students reflect on how they learn (e.g., the teacher reads a text and checks for understanding). Students then reread the text and talk about how hearing and seeing what is written increases understanding.
- Say six words and then ask students to recall them. Explain the words and write them on the board. Students spend one minute repeating the words and are then asked to recall them. A discussion follows about how Step 2 helped them to remember the words.

Metacognitive*Students will be able to:***6.6.2** use simple metacognitive strategies to enhance general learning (e.g., discover how their efforts can affect their learning). *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- set goals?
- reflect on learning and assess personal effort?

 Conferences

Discuss with students their use of various goal-setting and reflective strategies.

 Self-Assessment/Self-reflection

Guide students to reflect on the activities. Assist students in focusing on how they are performing, and provide the language to reflect on and communicate information in German. Provide frameworks that include sentence starters and rating scales. It may sometimes be necessary to have students reflect and write journal entries or self-assessment in English in order to express their thoughts clearly and concisely. Alternatively, students complete a simplified version of the strategy inventory.

SAMPLE RESOURCES

Students will use German 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 use simple social and affective strategies to enhance general learning (e.g., follow their natural curiosity and intrinsic motivation to learn).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Set up pen pals for the entire class to write letters to students in a German country or in another German school. Students then continue contacting their e-pals or pen-pals on their own.
- During free time, students choose to listen to German music, read a German book, or choose from a variety of activities that are educational and fun.
- Inform students and parents of community organizations and activities in which students can participate and extend their learning.
- Invite students to keep track of books read in German, and give out stickers to help them.
- Allow for individual choice in students' learning as often as possible.

Social/Affective*Students will be able to:*

- 6.6.3** use simple social and affective strategies to enhance general learning (e.g., follow their natural curiosity and intrinsic motivation to learn). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate intrinsic motivation to learn the language?
- demonstrate curiosity to learn the language?

 Checklists

Prepare a checklist to evaluate and record whenever a student demonstrates intrinsic motivation to learn.

 Self-Assessment

Students complete a simplified version of the strategy inventory.

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-identity

GRADE

2

Specific
Outcome

Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

7.1.1 participate in and appreciate cultural activities and traditions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in:
 - Oktoberfest
 - viewing German dancers
 - St. Nikolaus Tag
 - comparing Christmas in Canada with Christmas in Germany
 - videos showing culture
 - mask-making at Carneval time
 - songs
 - Greetings
 - visit by a German author/musician
 - fairy tale study

Valuing German Language and the Cultures of German-speaking Peoples*Students will be able to:***7.1.1** participate in and appreciate cultural activities and traditions. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in language and cultural activities/traditions?
- demonstrate an appreciation for cultural activities and traditions?

 Checklists

Record when students demonstrate clear enjoyment and appreciation of cultural activities and traditions.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.2 recognize the benefits of a bilingual/multicultural education.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students can participate in the following activities:
 - draw pictures about the benefits of learning.
 - make a booklet “It’s Cool to Learn German because (reason).”
 - listen to music.
 - write about a situation in their journal in which they use German outside of the home.
- Students discuss the advantages of being bilingual (in English).
- Using a catchy phrase, students create a poster/bookmark to promote the study of German.

Valuing German Language and the Cultures of German-speaking Peoples*Students will be able to:***7.1.2** recognize the benefits of a bilingual/multicultural education. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in bilingual/multicultural education activities?
- demonstrate an appreciation for bilingual/multicultural activities?

 Anecdotal Records

Observe and record when students demonstrate appreciation for bilingual/multicultural activities.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth 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** participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [*Karneval, Fasching*], music, dance, art, literature, food, etc.).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students may participate in:
 - *St. Nikolaus*
 - *Sankt Martin (Martinstag)*
 - *Adventskalender*
 - bringing a picture/object from home
 - asking their grandparents to come and read a traditional story
 - asking their grandparents to come and talk about Christmas in German-speaking countries when they were young
 - baking Christmas cookies
 - making masks for *Karneval*
 - bringing goodies for classmates on their birthdays
- Folk rhymes are an excellent way to study traditional elements of the German-speaking world. Children's folklore is a way to represent and reflect traditional elements of cultures of the German-speaking world. Students may learn folkloric rhymes, poems, and songs.
- The teacher and/or students bring in German artifacts from home or from within the community, and explain the history behind it. Some items may include:
 - *Kuckucksuhr*
 - items of traditional clothing
 - pewter decorations
 - wood carvings

Historical Elements*Students will be able to:*

- 7.2.1** participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [*Karneval, Fasching*], music, dance, art, literature, food, etc.). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- participate in activities/experiences that reflect traditional elements of German language and culture?

 Anecdotal Records

Observe how the students participate in activities and experiences that reflect traditional elements of the German language and culture, and include the context of all the observations.

 Self-Reflection

Students complete a self-reflection following involvement in a traditional German activity. Respond to the students' self-reflections with positive feedback.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth 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 participate in activities and experiences that reflect contemporary elements of German culture (see example above).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students can:
 - listen to German pop music
 - watch a film by Janosch
- Students learn about:
 - schools in German-speaking countries today
 - food flyers from German-speaking countries
 - information from the Internet
 - pen-pal programs
 - how to write to a city in a German-speaking country to get information about the city and make a collage
 - contemporary greetings/expressions
 - favourite stories
 - a book fair in a German-speaking country
- Students prepare questions to ask visitors from German-speaking countries about culture today.

Contemporary Elements*Students will be able to:***7.2.2** participate in activities and experiences that reflect contemporary elements of German culture (see example above). *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in activities/experiences that reflect contemporary elements of German language and culture?

 Anecdotal Records

Observe how the students participate in activities and experiences that reflect contemporary elements of the German language and culture. Include the context of all the observations.

 Conferences

Conference with the students to discuss and provide feedback regarding students' participation and experiences in contemporary German language and cultural activities.

SAMPLE RESOURCES

- Janosch videos

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent multicultural global society.

Diversity

Students will be able to:

7.2.3 recognize diverse elements of German culture in school and/or local community.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn about differences within German-speaking countries:
 - Christmas dinner
 - Turkey
 - Goose
 - Smoked eel
 - carp (Austria)
 - *Karneval* - Rheinland
 - *Fasching* - Süddeutschland
 - *Grüß Gott* vs *Guten Tag*, *Servus*, *Grüß dich*
- Students conduct a survey of cultural backgrounds represented in the class. They complete a chart listing their birthplace and that of their parents/grandparents.
- Students learn about different German-speaking communities in Manitoba.
- When discussing traditions at Christmas and Easter, encourage students to share the various traditions practised in their families. Invite students to interview grandparents on how they celebrated Christmas or Easter when they were young. Students share information gathered with their classmates.

Diversity

Students will be able to:

- 7.2.3** recognize diverse elements of German culture in their school and/or their local community. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize diverse elements of German language and culture in their school?
- recognize diverse elements of German language and culture in their community?

 Checklists

Observe the students in activities where there is cultural and linguistic diversity. Develop checklists based on the students' participation, recognition, and understanding of diversity. Observe the students as they engage in discussion and dates, and include the context of each observation.

 Anecdotal Notes

Record examples of students' behaviours. Use the data to conference with students.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Change

Students will be able to:

7.2.4 gather information to demonstrate change within the German culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students interview grandparents or elders in the community about specific cultural things in Germany when they were young. Then students discuss how things have changed. For example,
 - Halloween is becoming more and more popular
 - German spelling has recently changed
 - stores are open longer hours
 - more anglicisms are accepted
 - television and computers are more prevalent
- Students are matched with pen pals in Germany and write letters, asking questions about German culture today.

Change*Students will be able to:***7.2.4** gather information to demonstrate change within the German culture. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- gather or contribute information to demonstrate change within the German language and culture?

 Checklists

Record students' abilities to gather information and explain changes when asked.

SAMPLE **RESOURCES**

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Valuing Diversity

Students will be able to:

7.3.1 explore diversity within the classroom and among families and communities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students:
 - interview others in the classroom/school exploring holiday traditions, music, etc.
 - participate in a class exchange and possibly a visitation
 - visit other bilingual schools
 - interview and are interviewed by high school students
 - participate in a pen-pal program with another bilingual school

- Students examine different greetings in the north versus the south of Germany. Dialogues could be acted out.

Valuing Diversity*Students will be able to:*

- 7.3.1** explore diversity within the classroom and among families and communities.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize diversity in the family, school, and community?
- demonstrate appreciation for diversity?
- explore differences between himself/herself and others?
- demonstrate understanding of diversity?

 Checklists

Create checklists to determine students' developing skills in exploring diversity and in reflecting on its significance to them. Positive feedback and suggestions are provided to students.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Valuing Similarity

Students will be able to:

7.3.2 explore similarities within the classroom and among families and communities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in:
 - an inter-school visitation
 - an inter-program visitation with the objective of exploring common values and interests
- Students bring in pictures of a family celebration (e.g., Christmas, birthday). Pictures are displayed and looked at, and similarities are discussed.
- A mini-immersion day with another class could be planned. Students get together to do activities and eat together.

Valuing Similarity*Students will be able to:*

- 7.3.2** explore similarities within the classroom and among families and communities.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize similarities between self and others?
- appreciate similarities between self and others?

 Anecdotal Records

While observing discussions, note and record when students recognize similarities between self and others.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Contributing to Community

Students will be able to:

- 7.3.3** participate co-operatively in group activities by contributing ideas and supporting others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students participate in Carnival day.
- Students write a myth (see 5.2.2).
- Students participate in a concert (e.g., *Die Vogelhochzeit*).
- After reading the story *Otto macht alles verkehrt*, students make up a sentence to continue the story and illustrate their sentence. Then all pages are put into a booklet.
- With the entire class, brainstorm characters, activities, and places. Write these on a board. Have students get into a group. One student thinks of a character, one student thinks of a place, and one of an activity. They all write a story based on what everyone has said. They cannot talk while they write. When they finish writing, they read what they wrote out loud.
- In small groups, each student writes one of the following:
 - person (people)
 - place
 - action
 - time
 - situation

The group then writes a skit based on these ideas, often with hilarious results (begin by providing cards with suggestions).
- Using a digital camera, students walk around the school or community and capture pictures of *Meine Schule*. The pictures are printed and students write or type one sentence for each picture. These can be published and distributed as part of the school newsletter.
- Students participate in a variety of group activities:
 - making a mural
 - dramatization
 - cooking
 - book or story study, etc.

Before working, students establish roles and responsibilities for all group members.

Contributing to Community*Students will be able to:***7.3.3** participate co-operatively in group activities by contributing ideas and supporting others. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate cooperatively during group activities?
- contribute ideas to the group and support ideas of other group members?

 Self-Evaluation

The student fills out a self-evaluation regarding his or her participation.

- I followed instructions.
- I worked well with my partner(s) to get the job done.
- I was helpful to my group members.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth 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 demonstrate personal and social responsibility in the classroom, school, and community.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students discuss environmental issues in school, class, home, or community.
- Students discuss respect among people, countries, religions, or businesses.
- Students draw/develop a mural depicting respect/acceptance within the school, family, community, or the world.
- Students run a recycling program and make posters to promote recycling.
- Students participate in a schoolyard clean up. Each class in the school can take a turn.
- Assign classroom helpers.
- Students participate in a community service project to demonstrate responsible citizenship, such as a school year clean-up or planting flowers around the school.

Responsible Citizenship*Students will be able to:***7.4.1** demonstrate personal and social responsibility in the classroom, school, and community. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- demonstrate personal and social responsibility in the classroom?
- demonstrate personal and social responsibility in the school?
- demonstrate personal and social responsibility in the community?
- show a willingness to accept responsibility for his or her actions and behaviour?

 Checklists

Observe students as they work together on community service projects in the classroom and/or school and as they discuss responsibilities. Use a checklist.

 Anecdotal Comments

Observe the students in both formal and informal situations. Comment on how the student demonstrates responsibility in various situations. Use these comments to guide conferences and to assist the student in establishing responsible behaviour.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth 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 the benefits of working with a partner or within a group; recognize that one affects and is affected by the actions of others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students work with a partner to solve a word search or crossword puzzle.
- Students plan and create murals with a partner.
- Students participate in making classroom quilts, each student making a square.
- Students do four sentence stories, in a group of four.
- Students discuss a playground event where an action of one spoils a game for others.
- Students show how school staff work together and how we all have a responsibility to work with them.
- Students discuss the roles of members of a household and how they work together.
- When brainstorming a specific topic (e.g., foods you know in German), students first have to write down words individually and then work with a partner. Following that, the class has a discussion about the benefits of working together.
- At the beginning of the year, create a class puzzle. Each student gets a blank puzzle piece and personalizes it with his or her name and a self-portrait. The puzzle pieces are then assembled and the entire puzzle is displayed on a bulletin board.

Interdependence*Students will be able to:***7.4.2** recognize the benefits of working with a partner or within a group; recognize that one affects and is affected by the actions of others. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize the advantage of working with a partner or group?
- understand the importance of each member fulfilling their responsibility?
- work cooperatively with others?

 Anecdotal Comments

Record comments based on observations made while the student is participating in initial establishment of roles and responsibilities. Observe follow-up behaviour.

 Conferences

Both during and after a group activity, discuss with a student the role and responsibilities of a group. Use anecdotal comments and self-assessment sheets to encourage and guide the student in fulfilling his or her responsibility.

 Self-Assessment

After a group activity, each student completes a self-assessment sheet in order to assess personal contributions and the roles of other group members.

SAMPLE **RESOURCES**

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth 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 identify and describe causes of conflict in the classroom.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Read a story involving conflict, and then parallel the situation to one that the students may have experienced.
- Students listen with attention to the opinions of others.
- Students pass around a talking stick. The student with the stick can speak. Others listen.
- Students demonstrate personal and social responsibility in the classroom, school, and community by:
 - maintaining a clean desk and classroom
 - using problem-solving skills in discussing and solving problems
 - making a poster of current events
 - taking turns as classroom helpers
 - making a mural about acceptance with captions in German

Contributing to Community*Students will be able to:***7.4.3** identify and describe causes of conflict in the classroom. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify causes of conflict in the classroom?
- listen attentively to the opinion of others?

 Anecdotal Records

Use the Focus for Assessment criteria to comment on the student's progress. Observe the student in both formal and informal situations. The data collected can guide conferences with students and encourage the students to try a variety of strategies for identifying causes of conflict and possible solutions.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth 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 development.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students complete a self-evaluation chart.

I always listen.	☺	☹
I always cooperate.	☺	☹
I complete my work.	☺	☹
I do my best.	☺	☹
- Students set a goal for next month. Guide the sentence structure (e.g., *Ich möchte gerne ...*).
- Students illustrate:
 - something they do well
 - what they want to do better
- Students choose a piece of work to submit to their portfolio.
- Students choose an item at the end of a week to submit to their portfolio. Students can conference with the teacher and explain their choice.
- Students create a photo feature. They bring photos from home that display an aspect of personal strengths and an area for improvement. For example, a student may perform a dance very well but feel that she or he needs to practise the piano more. Students explain their photo feature and entertain questions.

Future Opportunities*Students will be able to:***7.4.4** identify personal strengths and areas for development. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify personal strengths?
- identify areas for improvement?
- set simple goals for improvement?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Date and note the context of all observations.

 Conferences

Conference with students to encourage them to share their personal strengths and areas for further development. Provide students with feedback and encouragement.

 Goal-Setting Booklets

Students pick items for their portfolio and select a simple rationale for choosing each piece (e.g., I wrote neatly. I coloured nicely.).

 Portfolios

Use the portfolio to examine the choice the student has made to demonstrate her or his best work or growth. The portfolio can be used for further discussion with the students. Discuss with students a variety of ways in which they can achieve their goals.

Mein Portfolio

Warum ist diese Arbeit in meinem Portfolio?

- Hier habe ich deutlich geschrieben
- Hier habe ich schön gemalt.
- Hier habe ich schön gezeichnet.
- Das ist mein Lieblingsstück.
- _____

SAMPLE RESOURCES

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

Express Ideas

Students will be able to:

1.1.1 describe personal observations, experiences, and feelings.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a prerequisite to discussions, students have access to brainstormed vocabulary and models of sentence patterns.

- After reading a story, students share their feelings about the story. For example,
Ich finde diese Geschichte _____ (lustig, traurig, doof, gut, nicht so gut).

Ich mag die Hauptperson, weil _____ (er,sie) _____ (lustig, schlau, brav) ist.

- Students observe the growth of a plant in science class and keep a daily record of its growth. They then illustrate and label their observations.
- In a Sharing Circle, students share ideas. They speak or contribute when they are holding the stuffed animal or talking stick (e.g., sentence models for sharing their favourite Teddy):

_____ (Mein, Meine) _____ heißt _____.

Wir _____ (spielen, essen, schlafen) zusammen.

- Groups of students look at pictures of people from different cultures or countries. They make observations and discuss what they see.
- After listening to a poem, students express their feelings about the poem through a painting.

(continued)

Consider Others' Ideas*Students will be able to:***1.1.1** describe personal observations, experiences, and feelings. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- share personal observations, experiences, ideas, and feelings with another student?
- share personal observations, experiences, ideas, and feelings in large groups?
- make personal observations?
- make predictions about what will happen in a story or event?
- initiate talk about predictions?
- listen to others' ideas, opinions and predictions?
- respond to others' ideas, opinions and predictions in conversations and class discussions?

 Checklists/Rubrics

Develop checklists or rubrics that reflect observations made during circle time. In addition, make notes on the accuracy of the students' use of the plural forms of verbs. Date and record the context of the observations, and review data to note progress and to guide individual conferences.

(continued)

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

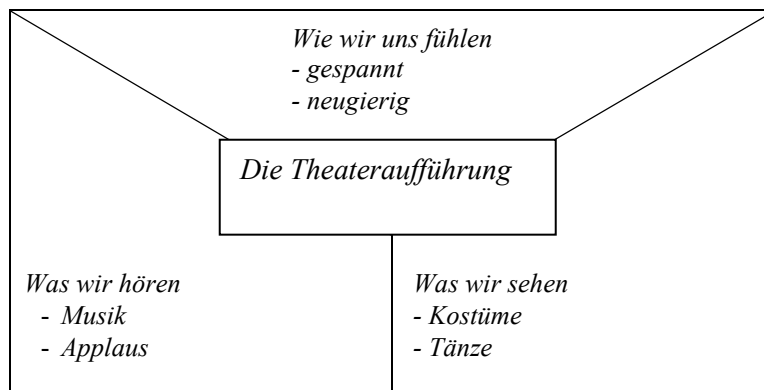
Express Ideas

Students will be able to:

1.1.1 describe personal observations, experiences, and feelings. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- A different student is appointed “*Schüler der Woche*” each week and brings items for show and tell. The student then tells the class about herself or himself. Others ask questions such as, *Was ist dein Lieblingsessen? Wann hast du Geburtstag? Wie alt ist dein Teddy? Wer hat dir den Teddy gegeben? Wie heißt er?*
- Students share their personal observations and feelings about a cultural event they attended. Student observations and feelings are recorded on a class Y-chart. For example:



- Students watch a video and then write in their journals about their favourite parts or exciting events.
- As a group, students listen to music, watch videos or slides, or look at pictures and then describe their feelings related to the listening or viewing exercise.

Consider Others' Ideas*Students will be able to:***1.1.1** describe personal observations, experiences, and feelings. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)***Erfahrungen beschreiben—Lehrercheckliste****Inhalt**

Der Schüler/Die Schülerin:

- kann persönliche Beobachtungen auf Deutsch beschreiben
- kann in einer Kleingruppe persönliche Ideen und Gefühle ausdrücken
- kann in einer Großgruppe persönliche Ideen und Gefühle ausdrücken
- kann sich die Gefühle oder Ideen anderer anhören
- kann sich auf andere Menschen einstellen und entsprechend antworten

Mündlicher Ausdruck

- Lautstärke
- Blickkontakt
- Anzahl an Sätzen
- Reihenfolge der Sätze
- angebrachtes Thema
- Genauigkeitsgrad der Grammatik
- Sprechgeläufigkeit

 Anecdotal Records

Record observations during students' informal interactions to note how they describe personal observations, experiences, and feelings. Date and record the context of the observations.

 Conferencing

Record interviews with students at different times during the year.

SAMPLE RESOURCES

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

Consider Others' Ideas

Students will be able to:

- 1.1.2** consider others' ideas and observations to discover and explore personal understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When reading a wordless book, students take turns telling their partners what they see on each page. At the end, they discuss what the whole story is about. This can also be done with specific social studies/health topics.
Student 1: *Ein Hase schläft unter einem Baum.*
Student 2: *Der Hase sieht einen Wolf und fängt an zu rennen.*
- Invite students to share their ideas about a topic of interest during a Talking Circle activity. Each student is encouraged to speak, and students are given time to reflect on what others have said.
- Before viewing or listening to a text, students are asked to make a prediction. As the story proceeds, they can make additional predictions or alter their original prediction based on the information presented. Record each stage of prediction with a different coloured marker.
- Introduce students to the language and pronunciation of a series of survey questions, and invite them to conduct a student survey. Surveyors complete a form with statements in German such as:

Wer in der Klasse ...	Unterschrift
1. wohnt in einem weißen Haus?	
2. hat einen Goldfisch?	
3. mag Spinat?	

- Students write up interview questions based on the 6 Ws: *Wer/Wie/Was/Wo/Wann/Warum*, on the topic they are studying.
- Students role-play stories they read in class in which the characters are in conflict. At a given signal, they transform the plot into one where people try actively to listen to and understand the other person's point of view.
- The class brainstorms for vocabulary and expressions relating to "considering others." Class suggestions are recorded on chart paper and can be referred to in different contexts.

Consider Others' Ideas*Students will be able to:*

- 1.1.2** consider others' ideas and observations to develop own personal understanding.
(continued)

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- listen to others?
- paraphrase what others have said?
- use ideas of others to extend knowledge?

 Checklists

Use observation forms to note the behaviours of the students as they engage in conversation when role-playing during a Talking Circle. Look for examples of behaviour that show students considering others' ideas to build their own understanding.

Schüler- name	hört anderen zu	stellt Fragen	spricht Deutsch freiwillig	bleibt am Thema

 Rubrics

Create a rubric for students' summaries using the W6 questions practiced in class. These rubrics may be used for students to assess their own performance.

 Anecdotal Records

Note the behaviours of the students as they consider others' ideas and observations to develop their own personal understanding. Date the observations. Writing on self-stick notes may be helpful as they can easily be moved to a student's file.

 Comprehension Checks

Give a pop quiz after a discussion circle to enforce accountability for listening and to check comprehension of other's ideas. (Example question: true or false. *Martin hat über seinen Hund gesprochen?*)

(continued)

General Outcome

1

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

1.1 Discover and Explore

GRADE

3

Specific Outcome

Consider Others' Ideas

Students will be able to:

1.1.2 consider others' ideas and observations to discover and explore personal understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Consider Others' Ideas*Students will be able to:*

- 1.1.2** consider others' ideas and observations to discover and explore personal understanding. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Observation**

After students have had an opportunity to practice role-play situations, they are assessed using criteria such as:

- language is understandable
- interaction is sustained
- pronunciation is accurate
- grammar is correct
- message is comprehensible
- language is appropriate to the context.

 Conferences

Individual students share samples of their work with the teacher (e.g., sample of their survey forms). Discuss with individual students the progress they are making in considering others' ideas.

OR

Pairs of students share their interpretations of the wordless picture book with the teacher. Discuss with individual students the progress they are making in considering others' ideas.

 Self-Assessment

Encourage students to tell about how they used others' ideas to help them learn more about a particular topic. This may be done in a Sharing Circle or as a personal thank-you note.

Heute habe ich von (name) etwas neues gelernt.

Er/Sie sagte dass _____.

Rollenspiele bewerten

5 – sehr gut, höher als erwartet

4 – allen Erwartungen entsprechend

3 – gut/ genügend

2 – einige Schwächen

1 – sehr schwach

- Der Inhalt ist verständlich.
- Die Sprache ist deutlich.
- Die Ausdrücke passen zum Kontext.
- Die Strukturen stimmen.
- Die Interaction wird aufrechterhalten.
- Die Sprecher unterstützen sich gegenseitig, durch Fragestellung, Stichwörter und nicht wörtliche Kommunikation.

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** experiment with language to express feelings, and talk about experiences and events.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a prerequisite to discussions, students have access to brainstormed vocabulary and models of sentence patterns.

- Students describe a holiday.
Mein Urlaub war _____. Ich war in _____. Ich habe _____ gesehen.
- Students discuss moods evoked by artwork or colours (e.g., *Wenn ich das Bild/die Farbe sehe, fühle ich mich _____*).
- The class discusses and groups adjectives (e.g., feeling, colour, size, etc.)
- Students describe how they feel or how they act as story characters, or as people in flashcard pictures are feeling.
*Ich bin krank. Ich habe Kopfschmerzen.
Ich habe Langeweile.
Ich bin glücklich.*
- Share a personal timeline of memorable experiences or milestones in your life, and invite students to create personal timelines that depict memorable milestones in their lives. These milestones may be accompanied by personal sketches showing how the students felt.
- After a holiday or long weekend, students are asked to prepare answers in German to *wo, wer, wie, was, warum, wann*, (6Ws) in point form. Then each student writes down the 6W question words. Each student finds a partner and proceeds to ask or answer one of the 6W questions.
A: *Sage mir bitte wie.*
B: *Es war sehr schön.*
Trade: B asks, A answers
B: *Sage mir bitte wann.*
A: *Wir waren Samstag in Banff.*
A puts a check mark beside B's *wie* question. B puts a checkmark beside A's *wann* question. Students find a new partner and so on until most have five checkmarks. Students then report one new thing they learned from a classmate.
- During a field trip, use a digital camera and prepare pictures that students can use to prepare a photo essay, by arranging the photographs and writing captions about the field trip.

(continued)

Experiment with Language*Students will be able to:*

- 1.1.3** use a variety of forms to organize and give meaning to familiar experiences, ideas and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- express personal thoughts, feelings, experiences?
- elaborate on ideas, feelings and experiences?
- experiment with expressive language?
- contribute positively during class discussions?
- actively engage in the interaction, using German to gain the required information?
- sustain interactions, taking risks with German?

 Checklists/Rubrics

Create a checklist or rubric using the Focus for Assessment criteria. Note the behaviour of students as they express themselves, contribute to discussions, and experiment with language. These tools may be used for students to assess their own performance.

 Anecdotal Records

The teacher is involved in a round of questions. Ask a question and answer it. Then ask the students question that they answer. Record the quality of questioning and answering. Writing on self-stick notes may be helpful as they can easily be moved to a student's file.

 Conferences

Conference with the students about how they share personal feelings and experiences when creating their personal timeline. Provide positive feedback and support to help the students develop and expand ways of expressing personal experiences.

(continued)

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

3

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 experiment with language to express feelings, and talk about experiences and events. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Invite students to share what they learned and what they found interesting from a field trip in which they recently participated. These ideas are recorded on sheets that are then posted in the classroom. Students use these ideas to help them complete a field trip summary sheet. Students may include illustrations with accompanying captions.
- Invite students to add expressive words and phrases to a class list. Students match and cut out pictures from magazines to illustrate the list.
- Students make a story vine to help aid storytelling about themselves, holidays, story recall, etc.

Experiment with Language*Students will be able to:*

- 1.1.3** experiment with language to express feelings, and talk about experiences and events. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Reflection Logs and Journals**

Review journals and Reflection Logs to determine whether students are able to express personal thoughts, feelings, and experiences, and if they experiment with expressive language.

 Work Samples

Collect samples of student work to assess how well students are able to express personal thoughts, feelings, and experiences, and whether they experiment with expressive language.

SAMPLE RESOURCES

- mes-english.com (picture cards/flash cards for discussion or prompts)

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

Express Preferences

Students will be able to:

1.1.4 collect and share favourite oral, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a prerequisite to discussions, students have access to brainstormed vocabulary and models of sentence patterns.

- Students share their favourite stories with a variety of audiences, such as other students and family members. Students bring in favourite books they had when they were younger for a special display.
- Students choose favourite German 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 from a brainstorming activity to assist them in creating advertisements to promote their book.
- Students create a new book cover for a favourite book or poem.
- Students view a short animated cartoon or movie in German. Invite students to share what they enjoyed about the cartoon or movie, and record these ideas on poster paper that is posted in the classroom. Elements such as characters, music, storyline, etc., should be addressed. Then students discuss their favourite animated movie with a partner.
 - *Mein Lieblingsfilm ist _____.*
 - *Die Hauptfigur ist _____.*
 - *Die Musik war _____.*
- Students bring in objects that remind them of a book, poem, or song. As they tell the story of their objects, they place them in memory boxes they have decorated.
- Set up a graphing activity to record what children identify as favourite oral, literary, or media texts for the week. Discussion follows about any observations that can be made from the graph.
- Students bookmark their favourite websites about a topic and then create a German poster that advertises the websites.
- Students sketch their favourite scene from a story they have heard, read, or viewed. Students display and give simple reasons for choosing the story and scene as their favourite, using vocabulary reviewed in class.

Express Preferences*Students will be able to:***1.1.4** collect and share favourite oral, literary, and media texts. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- choose a variety of texts?
- name favourites?
- give reasons for selecting text as favourite?
- share willingly?
- share confidently?

 Self-Assessment

Help the students note and talk about how they shared information regarding their favourite animated movie. Students use a self-reflection sheet such as the following:

Mein Lieblingsfilm	
Was ich gesehen habe:	Was ich gehört habe:
Am besten finde ich die Stelle, wo _____	
Das finde ich gut, weil _____	

 Conferences

Discuss with each student his or her growing collection of favourite texts.

 Recording of Oral Presentation

Both students and teachers use these for assessment.

Nach meinem Vortrag—Schülercheckliste

Schreibe D – Dieses Mal habe ich es gemacht!

Schreibe N – Nächstes Mal mache ich es bestimmt!

- ___ - Ich habe laut und deutlich gesprochen.
- ___ - Ich habe viel Blickkontakt zu den Zuschauern gehabt.
- ___ - Ich war nicht zu nervös.
- ___ - Ich habe meistens frei gesprochen.
- ___ - Ich habe eine interessante Einleitung gehabt.
- ___ - Mein Vortrag war interessant u. lehrreich.
- ___ - Ich habe am Ende eine Zusammenfassung gehabt.
- ___ - Ich habe alle Fragen gut beantwortet.

SAMPLE RESOURCES

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

Set Goals

Students will be able to:

1.1.5 develop a sense of self as German speaker, reader, writer, and presenter.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students take part in a Readers' Theatre and choral reading.
- Weekend Journal: On Friday, students write the 6W questions (*wer, wie, was, warum, wann, wo*) in their journal. On Monday morning, they write answers about their experiences (e.g., *Wann—Sonntag haben wir bei Oma gegessen*). Students practise the present-perfect form.
- Students complete a book report on a favourite story. Provide sentence starters.
 - *Die Hauptperson ist _____.*
 - *Das Problem ist _____.*
 - *Ich finde dieses Buch toll/gut/nicht so gut*
- Each day, a different student chooses a text she or he has read or written, and shares it with the class.
- Home reading: Students read at home and complete the following for each book they have read.

Datum: _____	Name: _____
Mein Buch	
Titel: _____	
Autor/Autorin: _____	
Die wichtigsten Figuren: _____	
Das hat mir besonders gut gefallen:	

- Post reading strategies in the room so the students can use these for setting goals.

Set Goals*Students will be able to:*

- 1.1.5** develop a sense of self as a German speaker, reader, writer, and representer.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- show awareness of accomplishments as a reader, writer, illustrator?
- share accomplishments?
- set attainable goals for improvement independently?
- set goals with guidance?
- review goals?

 Checklists/Rubrics

Create a checklist or rubric using the Focus for Assessment criteria. Note the behaviour of students as they express themselves, contribute to discussions, and experiment with language. These tools may be used for students to assess their own performance.

 Conferences

Conference with each student to determine how he or she is developing a sense of self as a reader, a writer, and an illustrator. Review students' goals to assess whether they are realistic and manageable, and review their self-reflections to determine if their comments coincide with actual behaviours. Provide feedback and encourage students to continue to develop in these areas.

 Interviews

Conduct a language learner interview 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**

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

Develop Understanding

Students will be able to:

- 1.2.1** examine how new experiences, ideas, and information connect to prior knowledge and experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a prerequisite to discussions, students have access to brainstormed vocabulary and models of sentence patterns.

- After listening to a story, one student shares personal feelings, which triggers another student to do the same. For example, one student shares feelings of being afraid of a neighbour's dog. This reminds another student about his feelings when he first started to play hockey (e.g., *Martin hat Angst. Ich habe Angst wenn ...*).

- The class uses a story or film as a base for an in-class interview activity. For example,

Fragen

Was isst du am liebsten?

Welchen Film magst du?

Hast du ein Haustier?

Welches?

After interviewing a number of classmates, students reflect in their journals about their findings.

Das ist mir neu.

Karla isst am liebsten Eis.

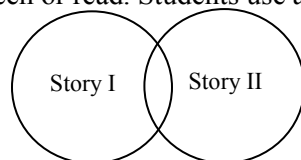
Jayden hat einen Salamander.

Das haben wir gemeinsam.

Mike und ich essen gern Pizza.

Leila und ich haben eine Katze.

- After reading a new story, students make comparisons of this work to stories, films, or pictures they have seen or read. Students use a Venn diagram to see areas of overlap.



- Students, working in small groups, complete a K-W-L (W-M-L) chart prior to, during, and after the study of an assigned topic in class.

W-M-L Tabelle		
Thema: _____		
W	M	L
Das weiß ich schon	Das möchte ich wissen	Das habe ich gelernt

Develop Understanding*Students will be able to:*

- 1.2.1** examine how new experiences, ideas and information connect to prior knowledge and experiences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- access prior knowledge?
- access personal experiences?
- connect prior knowledge experiences?
- connect prior knowledge/experiences with new ideas?
- record connections?

 Checklists/Rubrics

Create a checklist or rubric using the Focus for Assessment criteria. Note students' behaviours as they express themselves, contribute to discussions, and experiment with language. These tools may be used for students to assess their own performance.

 Anecdotal Records

Record observations to show examples of students making connections between prior knowledge and experiences and new knowledge. Observations should include information regarding the extent of:

- students' prior knowledge and experience
- connections between prior knowledge and new experiences
- recording of connections
- gaps in knowledge and experiences

 Response Journals/Reflection Logs

After viewing a variety of photographs, posters, or pictures, and discussing similar activities and feelings as a class, students will write in their journals one of the responses they gave during the discussion. Students add any further information. Respond personally to the journals with questions or suggestions to extend the students' thinking and to provide positive feedback.

 Work Samples

Collect copies of KWL (WML) charts to assess the students' ability to access and connect prior knowledge and experiences to new situations.

SAMPLE RESOURCES

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

Explain Options

Students will be able to:

1.2.2 explain understanding of new concepts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students share information about a new experience, and state how they feel about it (e.g., gym game):
*Wir machen einen Kreis.
 (Name) steht in der Mitte.
 Wir brauchen einen Ball.
 Wir wollen (Name) mit dem Ball treffen.
 Ich finde das gut/Es macht Spaß. Es ist doof.*
- Students draw a picture of building a bridge. Students say three things about their experience of doing the activity.
*Es macht Spaß.
 Es war schwer.
 Ich brauche Papier.*
- After reading a story about hobbies, students bring in and share their hobbies. Students can discuss which new hobby they would pick if they had a choice.
- Students talk about learning to play a new game at recess or make a variation of a game they are familiar with. Students can use a Venn diagram to compare the old version with the new version.
- Invite students to study, sort, and categorize a group of pictures and illustrations provided to them. Students must label their categories and be prepared to explain their rationale.
- After a study of community workers, students participate in a variety of field trips to become familiar with jobs performed by community workers (e.g., post office, newspaper, stores, police station). They write a simple paragraph about what they want to be when they grow up giving two or three reasons to support their choices.
- Working together, students create a Word Wall related to a specific topic or theme. They brainstorm for words or phrases and record these on self-stick notes, which they place on a large wall chart.
- Students hear a text being read to them three to four times. As they listen, they sketch their understanding of what they hear. They then write up a summary of what they heard.

Explain Opinions*Students will be able to:***1.2.2** explain understanding of new concepts. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explain her or his understanding of concepts?
- provide a clear explanation of understanding?
- explain rationale?
- give examples of concepts?

 Checklists

Develop a checklist that reflects the Focus for Assessment criteria. All observations should be dated and the context included.

 Work Samples

Collect students' paragraphs about their chosen profession or job.

 Conferences

Have one-on-one conferences with students to give them an opportunity to explain their understanding of new concepts covered in class.

SAMPLE RESOURCES

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

Combine Ideas

Students will be able to:

1.2.3 arrange ideas and information in more than one way to make sense for self and others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- For math, students participate in data gathering (e.g., who likes what for lunch). They then experiment with different ways to display the data using graphic organizers (see Appendix D).
- In the rock unit for science, students do a rock hunt of six specific types of rocks (e.g., two colours, see-through, smooth, rough, one colour, shiny). Students form groups and sort their rocks for two qualities (e.g., rough and one colour). Other groups are asked to identify the two qualities.
- Students use illustrations, labels, or hands-on materials to explain how to prepare their favourite food. They can present their work to the class.
- Students use story maps before writing a text or after reading a text.
- Help students understand that information can be displayed in a number of ways by modelling the use of graphic organizers such as Venn diagrams, webs, or mind maps (see Appendix D). Students practise organizing information from familiar text using a variety of graphic organizers.
- Students write step-by-step instructions for simple everyday activities. They read these to a partner who follows them exactly to see if the directions need additional clarification.
- Students complete an activity in six to eight steps. Then they sequence the pictures for the steps and write a sentence for each picture, explaining the activity. This is also an opportunity to use transition words (e.g., *zuerst, dann, danach, zuletzt*).

Combine Ideas

Students will be able to:

- 1.2.3** arrange ideas and information in more than one way to make sense for self and others. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- arrange ideas and information in an organized way?
- use a variety of organizational structures?
- use organizational structures appropriate for the information?

 Checklists/Rubrics

Create a checklist or rubric using pre-established criteria for each organizational pattern or graphic organizer taught. Students should be familiar with the criteria before they begin a task.

 Portfolios

Students select work samples that show different ways they have arranged ideas and information. Students include their reasons for choosing each work sample.

 Work Samples

Collect samples of student work such as the Venn diagram, survey charts, and story maps as evidence of students' abilities to use a variety of methods to organize information.

SAMPLE RESOURCES

- templates for story maps (see *Success for All Learners* [Manitoba Education and Training, 1996])
- step-by-step activities available in the English language arts curriculum framework.

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

Extend Understanding

Students will be able to:

1.2.4 reflect on ideas and experiences to clarify and extend understanding.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use sentence frames that clarify and explain new situations, such as:
Wo ist ___?
Was heißt ___?
Wer ist ___?
Wie heißt das?
- Social Studies Unit—Past, Present, Future: Students choose an item that does a job for us on a daily basis (e.g., iron). They share information about the item that did the same job in the past, using a picture or the real item. Students use their imagination to talk about how this item would work in the future (picture or item). This is done as a presentation. Students name the item, tell how it works, and compare the item (past, present, and future models). Sentence models are provided and editing of work is done.
- With students, build a chart of essential questions on a variety of survival themes (e.g., *Wo ist die Toilette? Wie finde ich das Büro?*).
- Review vocabulary to describe the physical characteristics of a person (e.g., hair colour, eye colour, etc.), and students practise asking questions about physical appearance (e.g., *Hat das Kind blaue Augen? Hat das Kind lange Haare?*). Students practise vocabulary and asking questions by playing the board game *Guess Who*.

Extend Understanding*Students will be able to:***1.2.4** reflect on ideas and experiences to clarify and extend understanding. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- reflect on his or her ideas and the ideas of others?
- reflect on personal experiences?
- use reflection to clarify understanding?
- ask questions that are beyond the literal level?
- ask questions that result in new understanding?
- extend thinking through asking questions?

 Checklists/Rubrics

Create a checklist or rubric using the Focus for Assessment criteria to note how students use questions to clarify understanding and extend learning.

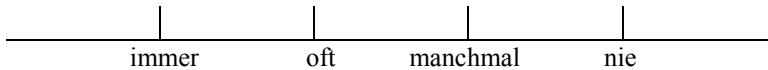
 Anecdotal Records

Record the students' question-asking behaviour. Date and review notes to determine developing patterns of questioning.

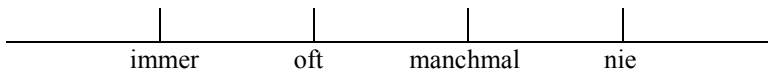
 Rating Scale

At various points in the school year, students rate themselves along a continuum.

Ich denke über die Geschichten nach,
die wir in der Klasse gelesen haben.



Ich bekomme neue Ideen,
wenn ich über etwas nachdenke

**SAMPLE RESOURCES**

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Prior Knowledge

Students will be able to:

2.1.1 make connections between texts, prior knowledge, and personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a prerequisite to discussions, sentence patterns may be modelled or words brainstormed.

- After reading a book on squirrels, students share stories about their own experiences.
Student 1: *Im Park gibt es viele Eichhörnchen.*
Student 2: *Bei uns im Hinterhof gibt es Eichhörnchen.*
As they read stories about children in other parts of Canada, students make comments.
Student 1: *Die Schule sieht aus wie unsere Schule.*
Student 2: *Ich habe in B.C. auch hohe Berge gesehen.*
- Students record their responses to texts, using such sentence frames as:
 - *Ich bin so wie Sue, weil ich auch blonde Haare habe.*
 - *Ich weiß wie Sue sich fühlt, weil ich auch einen Bruder habe.*
- Students create photo essays on ideas presented in a story. They share their work by talking about their photos and the ideas they represent.
- After seeing examples of totem poles, coats of arms, maple leaf, etc., students discuss how the symbols represent important aspects of people's lives. Students then construct personal totem poles, etc., using a variety of materials, including photographs or drawings, to depict important events in their lives. When the totem poles are complete, students either write or tape an accompanying story.
- A box of clues is used to help students recall a story. Collect three or four artifacts related to the story. Students take turns withdrawing an item. After an item is withdrawn, students discuss the item. Later, they bring all the items together and discuss their relationship. Students make their own clues.
- Invite the students to make predictions about a story by previewing the front cover, illustrations, title page, etc. Students represent their predictions by sketching ideas to show what will happen in the story. Students listen to or read the story to check their predictions.
- At the onset of a new theme or topic, invite students to contribute their knowledge and experiences to a class KWL (WML) chart.
- At the onset of a new topic or theme, invite students to create a title page using symbols, words, and phrases to display their prior knowledge and personal experiences with the topic.

Prior Knowledge

Students will be able to:

- 2.1.1** make connections between texts, prior knowledge, and personal experiences.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- access prior knowledge?
- have sufficient prior knowledge?
- share personal experiences?
- make connections between new knowledge and previous experiences?
- discuss connection to other oral, literary, and media text?

 Checklists/Rubrics

Create a checklist or rubric based on the Focus for Assessment criteria to assess students' skills in making connections between their prior knowledge and personal experience and a variety of texts. Note progress over time.

 Anecdotal Records

Use self-stick notes when assessing students' skills and strategies in accessing prior knowledge and experiences in order to make connections with and comprehend text. Date all observations and review students' records to note patterns and progress.

 Conferences

Observe students as they complete graphic organizers and prediction activities. Discuss the links students make between prior knowledge and personal experience and the text. Students reflect on whether there is an improvement in the accuracy of predictions. Alternatively, interview students about a text using questions such as:

- *Worum geht es in dieser Geschichte?*
- *Was passiert in dieser Geschichte?*
- *Was weißt du über dieses Thema?*
- *Ist dir schon mal so etwas passiert?*
- *Hast du schon mal so eine Geschichte gelesen?*
- *Erinnerst du dich an ein anderes Buch?*

 Work Samples

Collect samples of students' work to observe links between their prior knowledge and personal experiences and texts. For example,

- sketches or title pages that represent prior knowledge
- personal photo essays

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literacy and media texts.

Comprehension Strategies

Students will be able to:

2.1.2 set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When reading, a student infers the meaning of an unfamiliar word from the context of the sentence and by using picture clues.
- After listening to a chapter, students talk about the book and make conclusions.
- While viewing a video segment, students predict what might happen next. Having viewed the video, and using sentence starters provided by the teacher, students discuss their predictions and draw conclusions.
- Social Studies Unit—Past, Present, Future: After studying past and present, students predict what our community might be like in the future (i.e., buildings, transportation, schools).
- Before reading a new story, the class discusses the title and predicts what the story might be about. Then, show only the pictures, and students draw conclusions and make inferences. Students sketch and label their predictions and conclusions.
- Students use a variety of reading strategies posted in the class. Students can use these for self-assessment.
- Students predict what will happen in a story by using the title, pictures, and background knowledge. Students silently read a set amount of pages to check their predictions. Students then find sentences in the story that either confirm or refute their predictions and read them out loud. Ask what they think will happen next. Continue this process throughout the entire story with students predicting, checking, and confirming or refuting predictions.

(continued)

Comprehension Strategies

Students will be able to:

- 2.1.2** anticipate meaning, recognize relationships and draw conclusions; and use a variety of strategies to confirm understanding. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- set purposes for listening, reading, viewing?
- make predictions?
- confirm predictions by referring to the text?
- adjust predictions while interacting with the text?
- retell main components of narrative text: setting, characters, problem or goal, and solution, or main components of informational text: identify topic, key idea, supporting ideas, and details?
- effectively use retelling as a comprehension strategy?
- sequence events chronologically when retelling?
- summarize key ideas when retelling?
- include details in retelling that are based on text?
- demonstrate confidence in retelling?
- demonstrate enjoyment?

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literacy and media texts.

Comprehension Strategies

Students will be able to:

2.1.2 set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Before, during, and after reading a story in class, model the Think-Ahead strategy. Make an overhead of the Think Ahead chart and record: predictions before reading; connections while reading; and check predictions after reading. While reading the text, stop to demonstrate what expert readers do when they verbalize what they think. Students, working with a partner, practise using the Think Ahead chart while reading a simple German text.

Vorausschauen		
Was kommt? (Predict)	Dein Beweis: (Connect)	Hat's gestimmt? (Check)

- Prior to viewing a video clip or cartoon animation, students receive an “identity card” that outlines a particular task (e.g., you are the main character’s mother and you are watching to see whether your son deserves a special birthday present). After viewing, students recall the key points of the video. Students discuss whether having a specific purpose in mind when viewing the video affected their recollection of the film.

Comprehension Strategies*Students will be able to:*

- 2.1.2** set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)*
 Response Journals/Reflection Logs

After viewing a video, students reflect on the process of predicting what might have occurred next, as well as whether or not the prediction they made was correct. Students write about their comprehension processes. These entries may be open-ended or structured according to framed sentences. Structured entries may include the following:

- When I view, I _____.
- _____ helps me _____.
- I understand best, when _____.

Students may follow similar framed sentence structure to reflect on this reading comprehension strategy.

 Conferences

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

- What do you know about _____ (topic)?
- Why did you choose this text?
- What was your favourite part and why?
- What predictions did you make? Did you change your mind? Why?
- What was the text about?
- What did you do when it did not make sense?
- Did you find any hard words? Show me one of them. What did you do when you met this hard word?
- What did you do when you came to a word you did not know?
- Would you recommend this text to a friend? Why?

Record students' responses. Date and include the context of the conference.

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students talk about what they do when they come to a word they do not know.
Student 1: I look at the picture on the page and see if that helps.
Student 2: I skip the word and keep going. Usually, I can go back and figure out what the word means.
Student 3: I try to sound the word out first—especially if it’s a word that’s easy to sound out.
From this discussion, draft a list of strategies in German and post it in the classroom.
- 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.
- To find out what a character said to another character in a story, students look for the words in quotation marks and highlight them with a highlighter pen.
- After silent reading, students reflect and comment on the types of punctuation marks they notice and how they add meaning to the story.
- Write a passage on the board with no punctuation. Students read the passage and perform a specific action for each type of punctuation mark needed (e.g., where a period is needed, the students clap, tap for a comma, slap for a question mark, etc.).
- Model how textual cues such as titles, readings, table of contents, glossary, index, illustrations, graphics, and signal words help us construct meaning. Students work in small groups and practise using textual cues. Make a chart for reference.
- While viewing a video with the sound turned down, students make note of other cues that indicate changes to the plotline (e.g., lighting, etc.).
- Students complete a cloze exercise with or without a word bank. This can also be used to encourage students to use strategies. Do they read the title? ...read the next sentence? ...recall previous information?

Textual Cues*Students will be able to:***2.1.3** use textual cues to construct and confirm meaning. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize textual cues?
- use textual cues to construct and confirm meaning when reading?
- use textual cues to construct and confirm meaning when listening?
- use textual cues to construct and confirm meaning when viewing?
- use textual cues to construct and confirm meaning when creating or composing text?
- participate actively?
- demonstrate enjoyment?

 Checklists/Rubric

Develop a checklist or rubric that reflects the Focus for Assessment criteria. The context of observations should be noted, along with the date in order to determine progress over time.

 Conferences

Observe students' responses during individual and small-group work to determine the extent of textual cues. Conference with students to determine how they were able to identify where punctuation and quotation marks needed to be placed. Conference questions may include:

- Tell me about _____. What cues told you to put a punctuation mark at _____ place?
- Tell me how _____ helps others understand the text.

 Portfolios

Students place copies of original text in their portfolios that show their knowledge of textual cues (e.g., highlighting of conversation in text).

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Cueing Systems

Students will be able to:

2.1.4 use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When reading words in context, a student identifies a word by breaking it into parts or syllables, such as *In-for-ma-tion*, associating sounds with each part and blending the sounds into the word.
- When reading and writing, students segment unfamiliar words in the following categories:
 - compound words, such as Kindergarten
 - prefixes, such as *un-*, *mis-*
 - suffixes, such as *-ung*, *-heit*, *-keit*
- Students play Hangman, using words from their environment.
- The teacher brainstorms and charts word attack strategies.
- Students, working in pairs or in small groups, are given a list of basic sight words. They are given 15 minutes to find as many of these words as they can in books, on posters, or on charts.
- Students use a variety of methods to improve their personal memory bank of common, grade-appropriate words.
- Visual learners may try to “see” the word in colours or on an imaginary screen.
- Kinesthetic learners may trace the words with a crayon, their finger, or “air-write” them.
- Auditory learners may say the word and say the letters out loud.
- When reading sentences, students use phonetic knowledge and skills, together with prior knowledge, meaning, and grammatical cues, to read the unfamiliar words and comprehend the meaning.

Cueing Systems

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

Semantic Cues: Refer to 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.

Cueing Systems*Students will be able to:*

- 2.1.4** use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use semantic (meaning) cues to decode words?
- use syntactic (word order) cues to decode words?
- use graphophonic (sound-symbol) cues to decode words?
- rely predominantly on one cueing system?
- read for meaning?
- monitor and self-correct?
- read fluently and with expression?
- attend to punctuation?
- read confidently with enjoyment?

Anecdotal Records

Observe and record students in authentic contexts to assess comprehension and determine how they integrate cues to construct and confirm meaning. Keep anecdotal records over time to help identify students' strengths and challenges, and indicate where further support is needed.

Miscue Analysis

Record miscues as students read orally one-to-one, or are audiotaped. Miscues are analyzed to know how effectively students use cueing systems.

Running Records

Record students' oral reading behaviours as they read text, and then analyze the record to determine students' use of cueing systems.

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Experience Various Texts

Students will be able to:

- 2.2.1** participate in listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Select a genre and form for at-home reading. Students are asked to keep a genre graph and make a brief report at least twice a year.
- Students listen to other readers during reading week or do buddy reading.
- When talking about a topic, students find other books, pictures, or other texts related to the topic either from home or the library.
- Students listen to the teacher read different versions of the same story to demonstrate how authors from different cultures create stories using the same plot. The Cinderella stories are an example. Students compare the different versions.
- After reading or listening to a variety of short stories, poems, or song lyrics, students dramatize their favourite part.
- Students participate in a home reading program by incorporating daily reading in German.
- Students listen to daily teacher read-alouds of poetry. Students are asked to listen for language patterns, rhythms, and imagery. Poems are kept in a Poetry Corner for students to read, reread, and share.
- Place texts that have been used for read-aloud activities in a Story Centre. Students read, reread, and share texts with a partner and on their own.

(continued)

List of Sample Written, Oral, and Multimedia Texts: Division I

Adventure shows	Illustrations	Maps	Recipes
Animations	Illustrated Storybooks	Messages	Riddles
Cartoons	Informational Texts	Movies	Rhymes
Comic Strips	Invitations	Non-fiction Chapter Books	Rhythms
Conversations/Dialogues	Jokes	Photographs	Signs, Notices
Diaries	Journals	Pictures	Songs
Drama	Labels	Picture Books	Stories
Dances	Legends	Plays	Symbols
Fables	Letters	Poems	Video Programs
Fairy Tales	Magazines	Puppet Plays	Websites

Experience Various Texts

Students will be able to:

- 2.2.1** participate in listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- choose to listen to German texts from a variety of genres and cultural traditions?
- sustain focused attention for independent listening, reading, or viewing?
- sustain focused attention for shared listening, reading, or viewing?

 Checklists/Rubric

Create a checklist or rubric based on the Focus for Assessment criteria. Review the checklist to provide feedback to students and parents, and to guide classroom instruction.

 Response Journals/Reflection Logs

Review students' Reading Logs to look for patterns in book selections and to determine whether the students are choosing a variety of oral, literary, and media texts that expand their experiences with forms, genres, and cultural traditions. Observe students demonstrating an increasing confidence in appreciating a variety of texts.

 Self-Assessment

Students need to review personal reading logs and set goals for reading a variety of genres.

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Experience Various Texts

Students will be able to:

2.2.1 participate in listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Invite students to study a selection of greeting cards for a variety of celebrations (e.g., birthday, thank you, Easter, Christmas, sympathy). Students are asked to identify some common expressions, and then use them to create cards for classmates or family members.
- Video record students reading, talking about, or dramatizing their favourite part of a text. These recordings provide a tool for sharing texts in the classroom. Students may share their video recordings with their parents.

Experience Various Texts

Students will be able to:

- 2.2.1** participate in listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Connect Self, Texts and Culture

Students will be able to:

2.2.2 describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look at German magazines and compare the photos to those found in English magazines.
- Social Studies—Special Communities: Read about a special community, and then students fill in a chart listing and comparing how special communities express themselves. Each student then fills in a column to share with the class (e.g., Sam’s father is from Chile).

	China	Germany	My Own
Essen	done as a class	done as a class	
Kleidung	↓	↓	
Ferien			
Sprache			
Gemeinschaft (Zeitungen, Radio, usw.)	↓	↓	

- The class creates a Venn diagram (see Appendix D) or a glyph (see Resources) to make comparisons between another community and their own community.
- Students create a mural to depict cultural traditions they have encountered in texts. Include texts about Canada. Students then create a mural about their own life. The murals are placed side-by-side to allow for a discussion on similarities and differences.
- Students interview a grandparent about their community when they were younger. Students then share and compare their data.
- After reading about Thanksgiving traditions, students prepare a presentation about their family traditions. After the presentation, students compare themselves to others (e.g., *Sam isst Truthahn. Ich esse auch Truthahn. Marie isst zu Hause. Ich bin bei Oma.*).
- Students establish a pen pal via email or letter correspondence with students in another community. Students discuss their life and traditions with their pen pals. Students share their communications with their classmates.

Connect Self, Text and Culture*Students will be able to:*

- 2.2.2** describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, literary, and media texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify how his/her daily life is the same as the lives of characters in texts?
- identify how his/her daily life is different from the lives of characters in texts?
- identify how traditions in his/her life are the same as the cultural traditions in the lives of characters in texts?
- identify how traditions in his/her life are different from the cultural traditions in the lives of characters in texts?

 Anecdotal Records

Observe activities in which students compare their lives with those of others from different communities and cultures portrayed in texts. Observations should be dated and include the context in which observations were made.

 Response Journals/Reflection Logs

Upon completion of the mural activity, students write in their journals, comparing their own experiences and traditions with those from the murals. Review the journal entries to determine students' skills in comparing personal experiences and cultural traditions to those of others.

 Portfolios

Completed compare-contrast forms may be placed in the students' portfolios along with reflection sheets. Reflection sheets may focus on completing simple statements.

SAMPLE RESOURCES

- Bamberger, Honi and Patricia Hughes, *Super Graphs, Venns, & Glyphs (Grades 1-4)*, Scholastic Books, 1999.
- www.mathwire.com/glyphys/glyphs.html

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

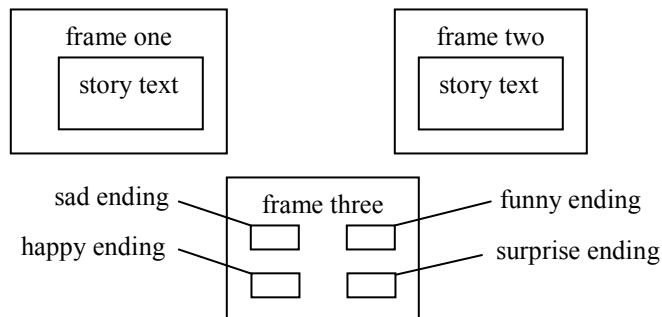
Appreciate the Artistry of Texts

Students will be able to:

- 2.2.3** identify words that form mental images and create mood in oral, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When listening to a story for a second time, students listen for words or phrases that help them “hear” the sounds.
- Students watch for repeated familiar verses in stories:
*Spieglein, Spieglein an der Wand,
wer ist die Schönste im ganzen Land?*
- After listening to a story, students draw their impression of a character without having seen the illustration in the book. After completing their drawing, they add five descriptive words.
- Using interactive software such as *Hyper Studio* or *Photostory*, students create buttons so their reader can choose different endings to the story.



- With guidance, students examine how visual effects and auditory cues are used to create mood. Students are encouraged to observe how both music and the sounds of nature create the mood in a variety of texts. Follow up with a discussion or allow students to write their reflections in their journals.
- Using various media, read aloud a text in class. Students illustrate a portion of the text that evokes emotion and mood.
- Students choose a favourite German text and prepare to record the text, using effective narration, sound effects, and background music.

(continued)

Appreciate the Artistry of Texts

Students will be able to:

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize words that create mood?
- show appreciation for the techniques that artists use to create emotions and mood?
- show appreciation for the techniques that authors, poets, and filmmakers use to represent emotions and mood?
- use words and artistic techniques to create emotions and mood in his/her own work?

 Self-Reflection

Students complete a self-reflection following a discussion on how both music and the sounds of nature create the mood in a variety of texts. Respond to the students' self-reflections with positive feedback.

 Portfolios

Students choose samples of their work that convey emotion and mood, such as the recording of a text that they prepared.

SAMPLE RESOURCES

- Mobile 2, four repetitive verses stories, fairy tales
- Mobile 2, *Pfannkuchen* Readers' Theatre

General Outcome

2

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.2 Respond to Texts

GRADE

3

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, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Students, working in small groups, prepare Readers' Theatre presentations focusing on conveying emotion and mood through voice expression, background music, and sound effects.
- Examine a variety of examples of concrete poetry. Invite students to create their own concrete poems using words and phrases familiar to them. While reading a short story or poem aloud, invite students to listen for descriptive words and phrases that are used to create mood in the text. These words and phrases are recorded on a class chart and posted for future reference.

Appreciate the Artistry of Texts*Students will be able to:*

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

SAMPLE **ASSESSMENT** STRATEGIES**Teacher's Notes**

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

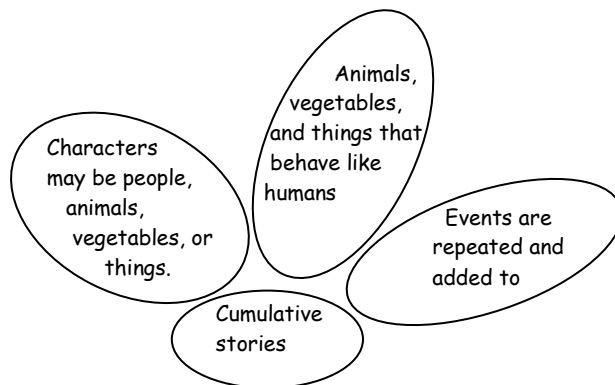
Forms and Genres

Students will be able to:

2.3.1 recognize the distinguishing features of a variety of forms and texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A group of students look through two or three types of text, such as magazines, storybooks, or websites, and identify ways in which they are organized differently.
- Students recognize traditional story beginnings:
 - *Es war einmal...*
 - *Vor langer Zeit...*
 - *Eines Tages...*
- Students introduce traditional characters into their stories such as princesses, dragons, talking animals, friends, and family members.
- Students do a variety of novel studies for various genres (e.g., *Nick Nase stellt eine Falle*—a mystery—*Nate the Great*). Direct students to identify the characteristics of the mystery genre.
- Students use a Literature Daisy to clarify their understanding of different forms and genres. Label the central part of the daisy with the form and write a distinguishing characteristic on each petal (see sample below). Students use the Literature Daisy to determine whether a story they are reading has the features listed. Students may also use blank Literature Daisies to record specific events of a story they are listening to, reading, or viewing that correspond to the characteristics of the genre.



(continued)

Forms and Genres*Students will be able to:***2.3.1** recognize the distinguishing features of a variety of forms and texts. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- recognize the distinguishing features of a variety of stories, poems, plays, dances, and informational texts that were studied?
- recognize the distinguishing features of a variety of poems that were studied?
- recognize the distinguishing features of simple plays that were studied?
- recognize the distinguishing features of informational texts that were studied?

 Checklists

Develop checklists based on the Focus for Assessment criteria and the specific text forms and genres studied.

 Conferences

Conference with students using a specific form or genre familiar to them to determine whether they can identify the distinguishing features of a piece of text. Provide feedback and encouragement. Observations are dated.

(continued)

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

Forms and Genres

Students will be able to:

2.3.1 recognize the distinguishing features of a variety of forms and texts. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Each day, one student chooses a text form to read. Students guess the genre and give the rationale for their choice.
- After studying the format used in writing friendly letters, provide students with a friendly letter that has been cut into sections (e.g., greeting, date, body, salutation). Invite students to apply their knowledge of friendly letter format and comprehension of text to correctly piece the letter together.
- After students have been exposed to a variety of forms and texts, invite students to engage in a Treasure Hunt. A variety of text forms and genres are posted throughout the classroom. Students are asked to go on a search to find examples of each genre and text form listed on a Treasure Hunt form provided to them.
- Students listen to excerpts of a German radio broadcast and identify the forms they hear (e.g., news, advertisements, weather, interviews, chit chat, etc.).

Forms and Genres

Students will be able to:

2.3.1 recognize the distinguishing features of a variety of forms and texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Portfolios**

Students select work samples that show their knowledge of the distinguishing features of forms and genres studied in class.

 Work Samples

Examine completed work samples used during instruction to determine students' skills at distinguishing the features of specific forms and genres.

SAMPLE RESOURCES

- *Nate the Great*
- *Nick Nase stellt eine Falle*

Students will listen, speak, read, write, view and represent in German to comprehend and respond personally and critically to literacy and media texts.

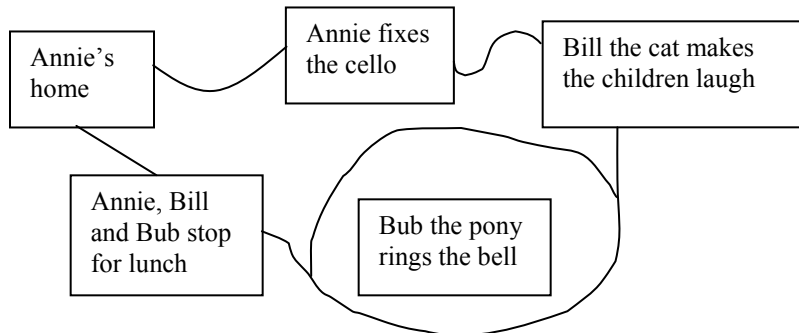
Techniques and Elements

Students will be able to:

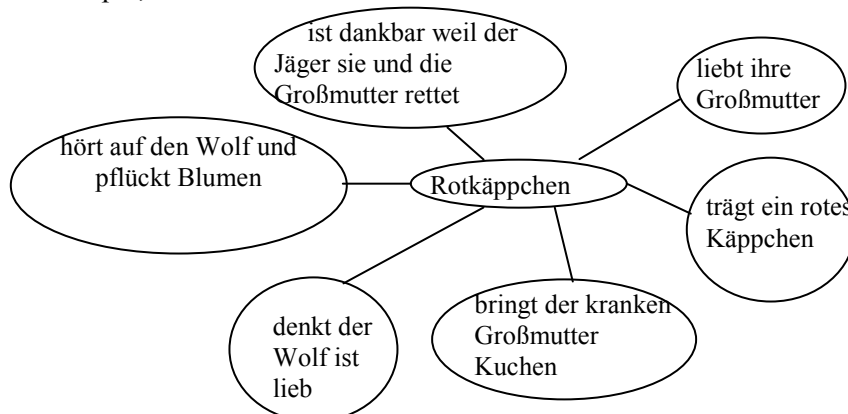
- 2.3.2** identify the sequence of events in oral, literary, and media texts, the time and place in which they occur and the roles of main characters.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Using an electronic storybook weaver, students retell a simple story in four to six screens.
- After doing a novel study or a story, the students are divided into groups with each group illustrating a different section of the story—diorama, stick puppets, skits, etc. The story is retold in a sequence of events.
- Students are given a sequence of pictures that they put in order and present to the class.
- A group of students chooses to draw a circular map labelling the events.



- After reading repetitive stories, students write or tell a story that uses repetitive elements.
- After reading a story, a group of students creates a diorama to represent the different scenes to sequence the story. Another group makes stick puppets and retells scenes from the story.
- After silently reading a storybook, a student retells the story by describing characters and events.
- With students, create a web to describe the characteristics and role of a character in a story. For example,



(continued)

Techniques and Elements*Students will be able to:*

- 2.3.2** identify the sequence of events in oral, literary, and media texts, the time and place in which they occur and the roles of main characters. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify the setting in narrative text—where and when?
- identify the main characters in narrative text—who?
- identify the roles of main characters?
- accurately sequence main story events in narrative text?
- identify the “where” and “when” in informational text?
- identify the “who” or “what” in informational text?
- accurately sequence events or steps in informational text?

Checklists

Create a checklist such as the following to determine students’ developing skills in identifying and retelling the elements of both an informational and a narrative text.

Observation Checklist (for identification of narrative elements)					
Name: _____					
	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
	Title: _____	Title: _____	Title: _____	Title: _____	Title: _____
Includes setting—tells time and place					
Names main characters					
States the main story problem					
Includes events in accurate sequence					
Explains how the problem was solved					
Describes the resolutions					
Conveys understanding of text					

(continued)

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literacy and media texts.

Techniques and Elements

Students will be able to:

- 2.3.2** identify the sequence of events in oral, literary, and media texts, the time and place in which they occur and the roles of main characters. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Assess the students' recall and understanding of texts by using story frames. Students complete a story frame like the one below to show their knowledge of story elements and their understanding of the relationships between important ideas and supporting details. Assess the students' recall and understanding of texts by using a Story Plot Frame (Cagney, 1988) or a Story Map (*Success for All Learners* [Manitoba Education and Training, 1996]).

Die Handlung kurz gefasst	
Name:	_____ Datum: _____
Überschrift:	_____
In der Geschichte beginnt das Problem, wenn	_____
Danach	_____
Dann	_____
Als nächstes	_____
Das Problem ist gelöst, wenn	_____
Am Ende	_____

- Students are given a story that is out of sequence. Working alone or in pairs, they rearrange it into a sequence that makes sense. Then, they compare their sequences with those of other students.
- Students read a story and imagine themselves in the role of a videographer working with a camera that includes the time filmed. They make a running list, minute by minute, of the key story events as they unfold.

11.20 *Die Prinzessin spielt im Garten Ball.*
 11.21 *Der Ball rollt weg*
 11.22 ...

Techniques and Elements

Students will be able to:

- 2.3.2** identify the sequence of events in oral, literary, and media texts, the time and place in which they occur and the roles of main characters. *(continued)*

SAMPLE ASSESSMENT STRATEGIES **Work Samples**

Collect samples of sketched stories, story timelines, story rearrangements, story retellings, etc., to check for students' ability to sequence events of a story effectively.

SAMPLE RESOURCES

- Mobile 2—Readers' Theatre, *Der Dicke Fette Pfannkuchen*.

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literary and media texts.

2.3 Understand Forms and Techniques

Vocabulary

Students will be able to:

2.3.3 use knowledge of commonalities in word families to increase vocabulary in a variety of contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- With students, select important and interesting words that correspond with a topic or theme to display on Word Walls. Words may be clustered or grouped in a meaningful way. Students refer to the Word Wall during classroom conversations or when writing.
- Select a word for students to generate word families that can be posted on a word wall (e.g., *Freund, freundlich, Freundschaft; spielen, Spiel, Spielsachen, spiele, spielt*).
- Students work on using as many words as possible from a word family in a sentence. They share these with the class.
- Students record interesting new words in a personal dictionary/pictionary. Students periodically review their lists and illustrations to identify and discuss their favourite.
- With student input, choose a Word of the Day. At various times of the day, such as leaving for recess, lunch break, or at the end of the day, students must repeat the new word and use it in a sentence.
- With teacher guidance, students think of prefixes that can be added to a verb to slightly alter its meaning (e.g., *packen, wegpacken, einpacken, auspacken, umpacken, zupacken*).
- A range of words are written on individual cards. Each student receives one. All students place their card on a bulletin board. Tell students to silently sort the words into categories. One by one, students move a word card around until an arrangement appears. They then discuss their rationale for the categorization choices they made.
- To learn family words, students, in groups, create an extended family and introduce each other to the class (e.g., *Hallo, ich heiße [Name] ich möchte meine Tante [Name] vorstellen*).

Vocabulary*Students will be able to:***2.3.3** use knowledge of commonalities in word families to increase vocabulary in a variety of contexts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- sort words into categories such as word families, prefixes, suffixes, root words, or word endings?
- use knowledge of word patterns, prefixes, suffixes, and root words for decoding and encoding in a variety of context?
- show evidence of expanded vocabulary while speaking, reading, or writing a variety of texts?
- show enjoyment for discovering and using new and interesting words?
- represent the meaning of new words?

 Checklist

Create a checklist using the Focus for Assessment criteria. Observations should include the date and content noted.

 Anecdotal Notes

Record observations to document students' developing skills in using new and interesting vocabulary.

 Self-Assessment

Students review their compositions and contributions to oral vocabulary selection activities in order to assess their own abilities to locate and learn to use new and interesting words. Students may complete self-assessment information similar to the chart below. Teachers provide feedback.

Meine neuen Wörter	
Name: _____	Datum: _____
Schülerkommentar	
Das interessanteste Wort, das ich jetzt verwende ist ...	
Ich verwende dieses Wort, wenn ...	
Ich verwende dieses Wort, weil ...	
Lehrerkommentar	

 Anecdotal Notes

Review students' personal dictionaries or pictionaries to search for evidence of expanded vocabulary and enjoyment for discovering and using new and interesting words.

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literacy and media texts.

Experiment with Language

Students will be able to:

2.3.4 identify examples of repeated sounds and poetic effects that contribute to enjoyment; recognize humour in oral, literary, and media texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to predictable, repetitive books, and recognize how the writer uses words and letters to create rhythm. They identify phrases and patterns that are repeated. Record these on a chart that is posted in the classroom.
- In groups, students share selected tongue twisters. They practise reciting some tongue twisters to present to another class.
- After listening to a story, students list the words that were especially interesting and added detail to the story.
- Students practise a choral reading of a poem and discuss the best ways to stress the repetitive lines.
- After reading a poem, students create sound effects that approximate vocabulary in the poem. They dramatize the poem using the sound effects they created.
- On a weekly basis, invite students to solve riddles on themes that are familiar to them.
- As a class, with teacher guidance, students prepare a rap about a familiar topic. Groups of students practise chanting it in different ways. Each group videos or audio records their version to be played back to the class. As a follow-up, students may be ready to write their own raps.

Experiment with Language*Students will be able to:*

- 2.3.4** demonstrate interest in the sounds of words, word combinations and phrases.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify examples of poetic effects?
- identify examples of repeated sounds in poetry, prose, and song?
- identify humour in oral texts such as jokes, riddles, and puns?
- identify humour in literary text?
- identify humour in media texts such as children’s programs?
- describe how humour is created using language and visual imagery?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Include the date and context of the observations.

 Anecdotal Records

Use detachable labels to record students’ abilities to identify examples of repeated sounds and poetic effects. Date observations and record the context.

 Conferences

Conference with students to discuss their favourite work samples or an activity that illustrates how they use language and images to create effect and humour.

 Portfolios

Students choose work samples, including audio and video recordings, that show how they have experimented with language and created humour.

SAMPLE RESOURCES

- Mobile 2 Reader/workbook

Students will listen, speak, read, write, view, and represent in German to comprehend and respond personally and critically to literacy and media texts.

Create Original Texts

Students will be able to:

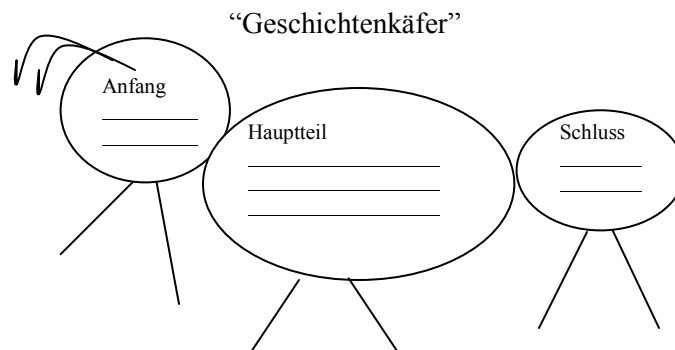
2.3.5 create original texts to communicate and demonstrate understanding of forms and techniques.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to a story, students use presentation software to retell the story in sequence (e.g., storybook weaver).
- In groups, students rewrite the ending of a familiar story, rehearse it, and present it to other groups.
- Students brainstorm for interesting story beginnings and post them on chart paper or the classroom bulletin board.
- Students choose one element from each plot and create a story. For example,

Schauplatz	Hauptfiguren	Problem
– Schloss – Wald – Bauernhof	– König/Königin – Kind – Tier	– arm – Angst vor Drachen – sich verlaufen

- Students use visuals to help them remember the idea of beginning, middle, and end, such as:



- After studying a number of friendly letters, students write an introductory letter to a pen pal in another school.
- Students take turns taking home the class mascot (e.g., stuffed animal), and write a letter in the voice of the mascot about his experiences in their home. Students read the letter to the class the next day.

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 text according to a chosen form?
- incorporate literary techniques into original creations?
- use original language?
- show development in skills for creating original texts?

 Checklist/Rubrics

With students, generate descriptors for levels of performance that guide students in creating original texts using specific forms and genres. Specific behaviours may be outlined for each form and technique used. The checklist or rubric may identify levels of performance for the title, ideas and information, illustrations, organization, and oral presentation.

 Checklist

Friendly Letter Assignment: The student:

- offers clear, relevant, and appropriate information.
- includes interesting details.
- asks questions (uses questions practised in class).
- includes personal information.
- asks questions about comparable customs and lifestyle, etc.
- uses spelling and mechanics that do not interfere with meaning.
- uses a variety of vocabulary and language structures.

 Conferences

Conference with students to discuss their sharing of information on a given theme, their ability to create original text, and their understanding of forms and techniques. Discuss both process and product. Students are asked to explain the forms and techniques they tried. Provide feedback and encourage the use of other techniques.

SAMPLE RESOURCES

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

Use Personal Knowledge

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Theme Game: Choose a theme and students brainstorm ideas that fit the theme (e.g., animals with two legs).
- Students work in small groups to choose a topic of common interest and list everything they know about it. Then, they list ideas and facts on cards and group them into categories. They label each category, review the information to identify gaps, and question each other to find further information to add. Each small group shares their information with the class and further ideas may be generated from the class to create a collective knowledge base of ideas. Students use graphic organizers to organize the information.
- Students list personal ideas and information on a topic of interest on self-stick notes. Each idea is written on a separate piece of paper. Students cluster or group similar or related ideas and label each category. As a class, they review their ideas and information and ask questions in order to identify information gaps.
- Students use the W section (*Was ich schon weiß*) of the WML planner to record what they think they know about a topic. Working with the teacher, they share their W list, identify information gaps, and record these as questions in the M (*Was ich wissen möchte*) section (see Appendix D).

Use Personal Knowledge*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- verbalize knowledge of a topic when accessing prior knowledge?
- record personal ideas and information during activities to activate prior knowledge?
- maintain topic focus?
- share ideas and information on a topic with classmates?
- use self-questioning to identify information needs?
- work cooperatively with classmates to identify information needs?
- demonstrate enthusiasm for exploring topics?
- demonstrate confidence for accessing prior knowledge?
- demonstrate interest in generating questions?

 Checklist/Rubric

Develop a checklist based on the Focus for Assessment criteria. The specific contexts of each observation should be recorded.

 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:

Untersuchungsplan	
Name: _____	Datum: _____
Thema: _____	
1. Ich habe ____ Gedanken aufgeschrieben.	
2. Ich habe über meine Gedanken mit meinem Partner _____ gesprochen	
3. Danach habe ich ____ andere Gedanken aufgeschrieben.	
4. Ich habe mir die Gedanken gut überlegt. Ja Nein	
5. Mein bester Gedanke war _____	

SAMPLE RESOURCES

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

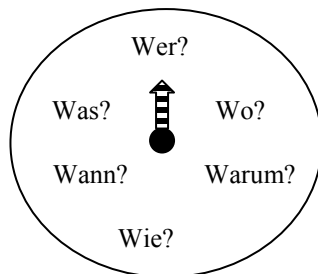
Ask Questions

Students will be able to:

3.1.2 ask topic-appropriate questions; identify and communicate information needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students review how to ask appropriate questions by watching and listening carefully as the teacher models how to develop and ask these questions using a Question Wheel. Students practise asking questions and generating a question using the word indicated by the arrow. Students can practise asking topic-appropriate questions by deciding on a familiar topic (e.g., a sport, animal, hobby) prior to using the Question Wheel.



6 Ws

- Students brainstorm specific questions they have about rocks. They identify a purpose or application for each question.
- Students conduct a survey of their classmates or other classes on a question of particular interest, such as preferred recess activities.
- Students fill out a comparison survey sheet. Students go around to different students, ask questions, and record their answers.
 - Ich mag grün und Susi mag braun.*
 - Ich mag Pizza am liebsten. Mark mag (noun) am liebsten.*
 - Ich bin groß und (name) ist größer.*
 - Aber (name) ist kleiner.*
 - Ich und (name) haben (adjective) Augen. etc.*
 - Ich und (name) haben den Film (title) gesehen.*
- In a class project, students decide what is important to know. They add this question to the list of other questions on the bulletin board using a K-W-L/W-M-L chart.
- Students create a list of questions to ask a guest speaker or students from another class.
- Students are provided with explicit instruction and guided practice in asking questions. Invite students to practise asking questions by encouraging them to look through magazines and ask questions about what they see.
- Students receive a list of potential research questions on a range of topics and group them into the categories of broad or narrow (e.g., *Allgemeine Fragen/spezifische Fragen*).

Ask Questions*Students will be able to:*

- 3.1.2** ask topic-appropriate questions; identify and communicate information needs.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify information needs?
- ask questions to address information needs?
- distinguish between broad and narrow questions?
- refine questions following small group discussions?
- refine questions with guidance?
- refine questions independently?

 Checklist

Use a checklist to determine students' developing skills in asking topic-appropriate questions, and identifying and communicating information needs.

 Conferences

Conference with students about the questions they asked on their WML planners, surveys, etc. Guide students to ask appropriate questions for their informational needs.

 Self-Assessment

Über meine Fragestellung nachdenken
Name: _____
Datum: _____
Thema: _____
Welche Angaben ich am Anfang noch nicht hatte _____
Welche Fragen ich gestellt habe _____
Welche Fragen ich am besten gestellt habe: _____
Diese Frage war besser gestellt als meine anderen Fragen, weil:
<input type="checkbox"/> sie spezifischer war.
<input type="checkbox"/> sie allgemeiner war.
<input type="checkbox"/> sie witzig war.
<input type="checkbox"/> sie ungewöhnlich war.
<input type="checkbox"/> sie mich in neue Themenfelder gebracht hat.
<input type="checkbox"/> sie sich nur auf mein Thema bezogen hat.
<input type="checkbox"/> sie mir geholfen hat, am meisten zu lernen.
<input type="checkbox"/> _____

(continued)

General Outcome

3

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

3.1 Plan and Focus

GRADE

3

Specific Outcome

Ask Questions

Students will be able to:

3.1.2 ask topic-appropriate questions; identify and communicate information needs.
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Ask Questions

Students will be able to:

- 3.1.2** ask topic-appropriate questions; identify and communicate information needs.
(continued)

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Work Samples**

Review examples of individually produced questions for clarity and focus on topic. Work samples are dated and compared to other lists as the year progresses. Work samples may be stored in students' portfolios.

SAMPLE RESOURCES

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

Participate in Group Inquiry

Students will be able to:

- 3.1.3** contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- In groups, students find an article, picture, book, website, or CD-ROM that relates to the topic being studied. They share and compare the information they have found to determine what is most useful to their purpose.
- Inside/Outside Circle can be used to initiate dialogue about a topic or text. The class forms two circles (inside/outside). After one minute, one circle moves to the right while the other remains stationary. Students share their ideas and questions with each other.
- Students participate in an activity entitled, *Wahrheit oder Lüge* (Truth or Lie). Three students get up to share information, two tell the truth while the third student's information is not accurate. The other students must identify whose information is not accurate and explain why.
- Invite students to record or sketch key ideas, thoughts, feelings, words, or phrases, and questions from their explorations and observations on a topic under study. These are placed on a large class web posted in the classroom. They may be recorded on moveable pieces of paper to allow for categorizing and clustering.

Participate in Group Inquiry*Students will be able to:*

- 3.1.3** contribute relevant information and questions to assist in group understanding of a topic or task. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- focus on the topic?
- discuss personal knowledge about the topic?
- attend to others when group members share personal knowledge about the topic?
- ask questions to help identify information needs?

 Checklists

Record observations on a checklist based on the students' ability to share personal knowledge and ideas for topics with classmates, and to ask questions to identify information needs as the class engages in a group inquiry. Date and include the context of each observation, and use the data to inform instruction.

 Conferences

Conference with students to discuss their contributions to group discussions and participation in class activities such as the Class Web, Inside/Outside Circle.

 Self-Assessment

Students assess their contributions and participation in group inquiry and reflect on their group interactions following an activity (see other assessment forms in *Success for All Learners* [Manitoba Education and Training, 1996]).

Über Gruppenarbeit nachdenken	
Name:	_____
Datum:	_____
Untersuchungsthema:	_____
Gruppenmitglieder:	_____
1. Was war mein bester Beitrag zur Gruppendiskussion?	
Vorschlag:	_____
Idee:	_____
Frage:	_____
Tätigkeit:	_____
2. Warum war das mein bester Beitrag?	
3. Was ich von meiner Gruppe gelernt habe:	
4. Eine Frage, die mir später eingefallen ist:	
5. Was ich beim nächsten Mal besser machen kann:	

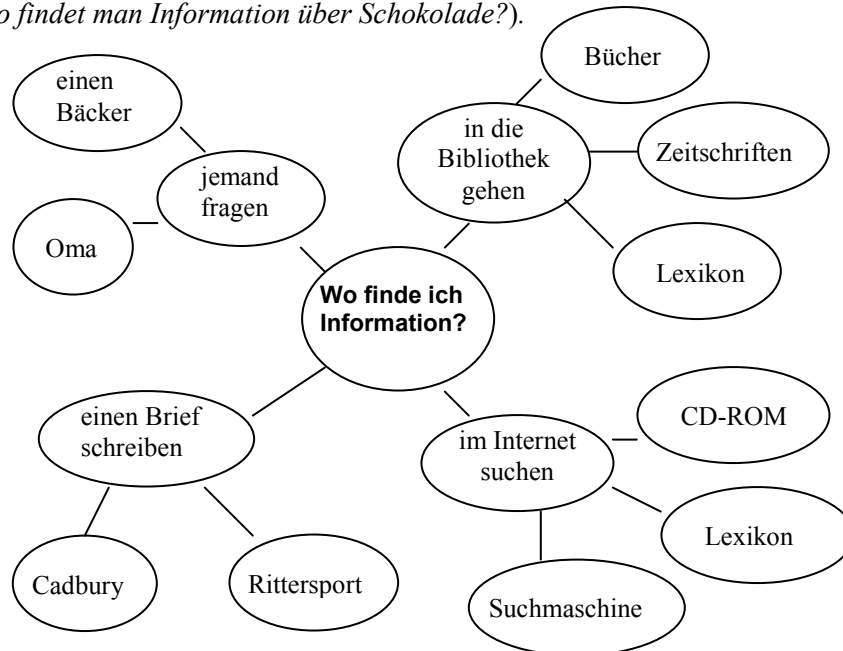
Create and Follow a Plan

Students will be able to:

3.1.4 recall and follow a sequential plan for accessing and gathering information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use webbing as a means to gather information about where to get information (e.g., *Wo findet man Information über Schokolade?*).



- Students prepare to research an animal by:
 - using a *What information do I need?* checklist
 - making a *Where do I look for data* list
 - preparing a timeline and recording progress “*we did _____*”
- A student reminds the group that they cannot print a whole website, and refers to a chart that has been prepared by the class on taking notes from a screen.
- Students look for key words when gathering information on a topic, and record them on a graphic organizer such as a web.
- Students prepare a timeline for a project.
- Students use graphic organizers for organizing information.

(continued)

Create and Follow a Plan*Students will be able to:***3.1.4** recall and follow directions for accessing and gathering information. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- choose a plan for locating and recording information independently?
- choose a plan for locating and recording information with assistance?
- use a plan for locating and recording information independently?
- use a plan for locating and recording information with assistance?
- create a timeline for conducting the inquiry independently?
- create a timeline for conducting the inquiry with assistance?
- follow the inquiry time line independently?
- require assistance to follow the inquiry time line?

 Checklists

Develop a checklist based on the Focus for Assessment criteria.

 Response Journals/Reflection Logs

Students record personal accomplishments and reflections in a learning log at the end of each inquiry period. The focus of the entries may include questions such as:

*Wie finde ich Information?**Wie sortiere ich Information?**Wie verwende ich Information?*

Review these entries, and provide positive feedback and support where needed.

(continued)

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

Create and Follow a Plan

Students will be able to:

- 3.1.4** recall and follow a sequential plan for accessing and gathering information.
(continued)

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Invite students to complete an Inquiry Response Sheet to assist them in researching the information needed to answer assigned questions.

Inquiry Response Sheet	
My question is:	
Things I already know are:	
1.	
2.	
3.	
I plan to find more information on:	
Sources	Information I found in the source:
1.	1.
2.	2.
New information I discovered:	
1.	
2.	
3.	

Create and Follow a Plan

Students will be able to:

- 3.1.4** recall and follow a sequential plan for accessing and gathering information.
(continued)

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Anecdotal Records**

Jot down observations on self-stick notes as students create and follow a research plan. Date the observations and add them to the student's file.

 Work Samples

Review the Inquiry Response Sheets to determine students' skills in following a research plan. Inquiry Response Sheets are placed in the students' portfolios and can be reviewed to note progress over time.

SAMPLE RESOURCES

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

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 record and share personal knowledge of a topic.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students prepare a diorama and a brief oral text to present to Grade 1 students, as well as to fellow classmates.
- Students use dialogue journals to communicate with peers, parents, or teachers to explain information they acquired during a listening, reading, or viewing activity. The selected partner responds to the ideas and information the journal writer has expressed.
- Students work in small groups to record ideas, facts, and other information on the topic under study onto a Brainstorming or Fact-Storming Sheet provided by the teacher.
- Students view a video and share three facts gleaned from their viewing with the rest of the class. Each student poses one question.
- Using “What will happen next?” illustrations, students share ideas based on their personal experiences. After generating a list, students discuss whether it is a possible, likely, unlikely, or impossible.
- Students use response journals or reflection logs to consolidate, question, or review what they have learned while researching a topic of interest. They may respond to prompts using vocabulary that was reviewed in class in order for this activity to be carried out in German. Some prompts may include: *Ich habe gelernt, dass*, *Ich habe*, *gefunden ...*, *Etwas interessantes ist*
- Students gather required information on a topic. From jot notes recorded on a web, students, with teacher guidance, write facts into complete sentences. Students may add graphics, pictures, and illustrations to create a presentation that they can share with their classmates or with students in another German class.
- Divide an informational text into sections. Student “experts” share information found in their section with the rest of the group.

Identify Personal and Peer Knowledge*Students will be able to:***3.2.1** record and share personal knowledge of a topic. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share personal knowledge of topics under study?
- record personal knowledge of topics under study?
- listen to others?
- show respect for knowledge of others?

 Response Journals/Reflection Logs

Respond to the students' Reflection Logs to help them identify and clarify their understanding of specific concepts and topics. Use affirming statements to help students realize that their own knowledge and experiences are a source of information.

 Anecdotal Records

Observe students as they work independently and interact with their peers. Record examples of students' behaviour based on the Focus for Assessment criteria. Data collected should be used to conference with students and guide instruction.

 Conferences

Conference with students about work in progress to determine how they record and share information.

 Portfolios

With students, review work samples to determine whether they have made progress in developing skills and strategies for identifying and sharing personal knowledge and knowledge related to experience. Samples may include K-W-L charts, brainstorming, and fact-storming, or samples of recomposed texts.

SAMPLE RESOURCES

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

Identify Sources

Students will be able to:

3.2.2 access information, using a variety of sources.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use book titles, indexes, and tables of contents in doing research or deciding whether a book has the needed information.
- Students open favourite Internet search sites such as Google.
- Students use library computers to do a book search and to locate call numbers.
- Invite students to help develop checklists to focus observations before a field trip. Students use notebooks to record observations as well as questions they have, both prior to the excursion and while they are on the field trip.
- Demonstrate how to prepare a plan for inquiry using a WML chart.
- Students record resources they have used when gathering data on a chart provided to them.

Wie ich Informationen finde		
<u>Quelle</u>		<u>Datum</u>
Buchtitel	_____	_____
	_____	_____
Lexikon	_____	_____
	_____	_____
Zeitschrift	_____	_____
Website	_____	_____
	_____	_____
Sonstiges	_____	_____

- Invite students to record personal knowledge of a topic on a graphic organizer, and to review the information to determine their information gaps. Students, with guidance, are asked to generate interview questions, which they will ask their peers to help fill these gaps. Students work in pairs or small groups to interview peers.
- 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 then share their findings with other pairs.

Identify Sources*Students will be able to:***3.2.2** access information, using a variety of sources. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use a variety of sources to answer inquiry questions?
- select appropriate sources for particular inquiry questions?
- record the sources of information appropriately?
- use more than one source to answer an inquiry question?
- select relevant data to answer inquiry questions?
- demonstrate a positive attitude for locating information?

 Checklists

Develop a checklist based on the Focus for Assessment criteria.

 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. Review the field trip notebooks to determine whether the students are acquiring information on excursions.

 Self-Assessment

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

Was ich weiß/Was wir wissen	
Name: _____	Datum: _____
Was wir gelernt haben: _____	
Wie wir es gelernt haben: _____	
Was wir jetzt damit machen können: _____	

 Portfolios

Students choose work samples such as research cards and notes and questions recorded after field trips for their portfolios. These samples, along with completed projects, show work in progress.

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

Evaluate Sources

Students will be able to:

3.2.3 match information to inquiry or research needs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- While working on an animal report, students have a list of headings for the project (e.g., life cycle, food, enemies, etc.). Students match the information to the headings list.
- Invite students to record information gained from various sources on index cards or self-stick notes. Ask students to reread and categorize the information. Students might arrange their cards using various organizational patterns, such as chronological, spatial, etc. Students work in pairs to determine which information is relevant, which can be discarded, and which could be saved for future use.
- 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.

Informationsquellen bewerten

Wer hat den Text geschrieben? (Laien? Experten?)
 Wo wurde er herausgegeben? (im Inland? im Ausland?)
 Wer hat ihn herausgegeben? (eine Privatperson? ein Verlag? eine Firma?)
 Enthält er Abbildungen?
 Enthält er Schaubilder?
 Enthält er eine Quellenangabe?
 Enthält er Texthilfen? (Erklärungen? Überschriften?)

Ist der Inhalt überschaubar?
 Kann man den Inhalt gut verstehen?

- Students use self-adhesive notes with labels to place their data sources onto a chart provided to them by the teacher. A sample chart could include:



zum Wegwerfen



ein Schatz



Warte! Noch mal anschauen!

Evaluate Sources*Students will be able to:***3.2.3** compare gathered ideas and information to personal knowledge. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the pre-established criteria to evaluate sources?
- self-question to determine appropriateness of sources?
- discard inappropriate sources?
- differentiate between suitable and unsuitable information?
- determine the relevance of the information?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Observations should be dated and the context recorded. Use collected data to guide instruction.

 Small Group Conferences

Using pre-established criteria, conference with small groups of students to assess their skills in determining the usefulness of information sources for inquiry. Observations are dated and the context of the observation is recorded to determine progress over time.

SAMPLE RESOURCES

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

Access Information

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look up a topic in an index in German Encarta and gather information from pictures. This information is added to a class chart.
- Students are involved in a library hunt. From a list of descriptors about books to find, students go to shelves and record the book they find after the librarian has done a small-group orientation (e.g., find a book about a dog, find a book with “Mystery” in the title, etc.). This may be a mix of German and English.
- Have the students look at pictures, diagrams, graphs, headings, and sub-headings 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 whether the information presented is appropriate and accurate. Verbalize your thinking to model how information in pictures, diagrams, headings, and subheadings is used.
- Students look at the covers and titles of books to see if they contain information on a topic of interest.
- Students find the location of a specific story in an anthology by using the table of contents to find the story title and page number.
- Students do an Internet search and learn how to narrow the selection. They learn that if they click on the “back” button while searching the Internet, they return to the previous site or page.
- Invite students to help generate a class list of “key words” to look for when searching for information on a specific topic (e.g., dinosaurs—eats, size, protection, lives, etc.). Students colour-code key words using highlighter pens.
- After surveying a class, groups of students are asked to present the data in various forms (e.g., picture graphs, bar graphs, concrete graphs, written in words, etc.). Students discuss which form is the most appropriate and why.
- Make an overhead of the table of contents from a non-fiction book, and review necessary vocabulary. The class can discuss what information would be found and what would not be found, or on what page they can find specific information.
- Invite students to practise using the table of contents, guide words, headings, labels, diagrams, captions, and the index in a Treasure Hunt game. Students participate in the game by working in small groups or in pairs to locate information to answer questions.

Access Information*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use the table of contents to locate information?
- use the index to locate information ?
- locate and use headings?
- locate and use titles?
- locate and use guide words?
- locate and use table of contents?
- gather information from pictures?
- gather information from charts?
- gather information from diagrams?
- use library files to locate information?
- locate and use electronic media to gather information and ideas?

 Checklist

Create a checklist based on the Focus for Assessment criteria. Observations should be dated and the context recorded. The data should be used to guide instruction.

 Self-Assessment

Students complete a self-assessment questionnaire to determine their own skills at using visual cues to locate and gather information and ideas.

Locating and Gathering Information Self-Check				
Name: _____	Super	Okay	Not Yet	Comments
I use the computer catalogue to find the call number of books.				
I locate books on the shelves.				
I use the table of contents to find my topic.				
I use an index to find my topic.				
I use information from diagrams.				
I use information from maps.				
I use information from pictures.				
I use guide words to help me locate my topic.				
I find and use signal words in the text to help me gather information.				
I use CD-ROMs to help me find information.				
I use search engines to help me find information on the Internet.				

General Outcome

3

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

3.2 Select and Process

GRADE

3

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 determine main ideas in information using prior knowledge, predictions, connections and inferences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read a short overhead text. They are then asked to record key words and/or sentences and then record the main idea with a title for the text. Sharing and discussion follows.
- Two students role-play a telephone conversation using a prepared script. Directed by the teacher, classmates discuss the gist of the conversation and decide on the main idea.
- Invite students to share their prior knowledge on a topic of interest. Students listen as the teacher reads a short informational passage on this topic.

Make Sense of Information*Students will be able to:*

- 3.2.5** determine main ideas in information using prior knowledge, predictions, connections and inferences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify the main idea when it is explicitly stated?
- identify the main idea when it is implicit in the text?
- identify main ideas in pictures?
- identify main ideas in oral, literary, and media text?

 Checklist

Create checklists based on the Focus for Assessment criteria to assess students' skills in determining the main idea. Date and record the context of the observations to determine progress over time. Use the data to inform instruction.

 Conferences

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

SAMPLE RESOURCES

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

3.3 Organize,
Record, and
Assess

Specific
Outcome

Organize Information

Students will be able to:

3.3.1 organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use a variety of graphic organizers, such as Venn diagrams, mind maps, sequence circles, *Klammerplan*, *Winkelplan*, *Flußdiagramm*, *Tabelle*, *Kreuztabelle*.
- Students perform a task and record steps as they go along (e.g., in science, testing materials and designs).
- Groups of students create charts when learning about a specific topic.

BÄREN	
<i>Was machen Bären?</i>	<i>Was fressen Bären?</i>
Winterschlaf.	fressen Beeren
leben in Höhlen	Honig
<i>kleine Bären</i>	<i>Feinde</i>
klettern Bäume	Menschen
haben kein Fell	

- Students use mapping direction and vocabulary to direct their partners from point A to point B either in classroom, in the school, or in the schoolyard. Each person decides on A and B and provides a minimum of four directions (e.g., start at door, go east past pencil sharpener, etc.). Vocabulary ideas: *gehe geradeaus*, *nach links*, *nach rechts*, *an der Schule vorbei*, *an dem Park vorbei*, *östlich*, *westlich*, *südlich*, *nördlich*.

Prior to directing their classmates, students prepare a map of the area including scale and directional markers.

- The class prepares a simple dish and records the recipe, using the words *zuerst*, *dann*, *und weiter*, *zuletzt*. Other step-by-step instructions could be created for art projects or game instructions.
- Health: Students use a mixed text of short sentences about washing hands. They sort, rewrite, draw pictures, and memorize the sequence.

(continued)

Organize Information*Students will be able to:*

- 3.3.1** organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- organize ideas and information in a meaningful way?
- explain the organizational patterns chosen?

 Anecdotal Records

Record and date observations and examples of how students organize ideas and information.

 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.

 Conferences

Conference with students using graphic organizers and visual representations. Invite students to share how they organized their ideas and information.

SAMPLE RESOURCES

- *Deutschmobil 2 Arbeitsbuch*

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

3.3 Organize,
Record, and
Assess

Organize Information

Students will be able to:

3.3.1 organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Students use a Cloze text to fill in prepositions to use in the directions for decorating an Easter egg and hanging it from a twig. Students memorize text to reinforce their use of prepositions (from *Deutschmobil 2* workbook).
- Using a picture-paint program, students create a series of picture frames that show movement. Then they write or type a sentence for each frame.
- Using sorting boxes, students explain the rationale for their groupings, describing size, colour, and shape.
- Invite students to assist in creating short Echo acting series dialogues to practise important classroom routines (e.g., getting ready for gym class, steps in cleaning the board, watering plants, rules of a game, etc.). (See Instructional Strategies section, Gouin series.)
- As the class brainstorms names of mammals, scribe them onto strips of paper. When they are done, students decide that mammals could be grouped according to criteria, such as meat eaters, plant eaters, or types of habitat. After discussing the choices, they decide to group according to habitat because it would allow for more variety of categories. The class decides on the following category titles: farm, ocean, forest, desert, and mountains. Student secretaries write, in large letters, the name of each animal on a separate sheet of paper until all the animal names are written down. Each student takes one animal name and pins it to the bulletin board. Ask students to silently move the animal names around in order to categorize them according to the category titles they chose previously. Periodically, stop the process to get students to verbalize their thinking behind their category choices. Chart the various ways in which students determine an animal's category.

Organize Information*Students will be able to:*

- 3.3.1** organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing. *(continued)*

Teacher's Notes

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

3.3 Organize,
Record, and
Assess

Specific
Outcome

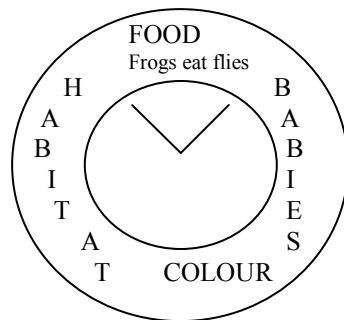
Record Information

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Model the process of selecting key words and phrases by using markers in different colours to show the relationships between ideas. Key words relating to the same category of information are colour coded. Students may require extensive guided practice and support to learn to identify key words and phrases in a variety of texts.
- Students gather information from print, videos, and pictures on a topic such as frogs. They display the information in a graphic format using two paper or cardboard circles—one smaller with a pie shape cut out—attached with a fastener. Students choose categories of information, record them on the outside edge of the larger circle, and add one or two appropriate facts under each category. Students then turn the inside wheel to reveal the different facts about frogs.



- After reading a text, students make five jot notes—notes written in point form using only key words (*Stichwortzettel anfertigen*) about the topic. Students then add the title of the book and the name of the author to the class chart.
- Students write in their Reflection Logs about the note-taking process—how do they know what the key points are?

Record Information*Students will be able to:***3.3.2** record facts and ideas, using a variety of strategies; list authors and titles of sources. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- select and record facts and ideas?
- recognize key words and phrases in text?
- use key words and phrases to make notes of information?
- use organizational frames, outlines, webs, or charts to record facts and ideas?
- cite titles of sources?
- cite authors of sources?

 Checklists

Develop a checklist based on the Focus for Assessment criteria.

 Conferences

Conference with students to discuss how their note-taking methods suit their inquiry or research projects. Ask the students why they chose a particular organizational method for their notes. Use the students' response journal/reflection log to discuss the match between the questions posed and the notes compiled to answer them.

(continued)

General Outcome

3

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

3.3 Organize,
Record, and
Assess

GRADE

3

Specific
Outcome

Record Information

Students will be able to:

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

Teacher's Notes

Record Information*Students will be able to:***3.3.2** record facts and ideas, using a variety of strategies; list authors and titles of sources. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Portfolios/Self-Reflection**

Students select samples of their notes along with completed projects. They include a self-reflection sheet explaining why they chose a particular piece of work. Work samples should be dated to show progress over time. A sample self-reflection sheet may include the following:

Notizen machen—Selbstbeurteilung	
Name: _____	Datum: _____
Projekttitlel _____	
1.	Wie ich Notizen gemacht habe: <ul style="list-style-type: none"> - in Stichpunkten, der Reihe nach - in Stichpunkten, mit Überbegriffen - in Tabellenform - in Igelform - gar nicht
2.	Dann habe ich die Information so geordnet: <ul style="list-style-type: none"> - in Tabellenform - als Flußdiagramm - in Igelform - in Kreisform - auf Kärtchen - gar nicht. Ich habe mein Projekt geschrieben, ohne vorher die Informationen zu ordnen
3.	Auf diese Leistung bin ich stolz: _____
4.	Das kann ich verbessern: _____

SAMPLE RESOURCES

- Deutschmobil 2

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

3.3 Organize,
Record, and
Assess

Evaluate Information

Students will be able to:

3.3.3 determine whether collected information is adequate for the established purpose.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Use a graphic organizer to model the process of problem solving and critical thinking to evaluate and identify gaps in gathered information. Use questions to guide the students to evaluate the data, such as:
 - What is the inquiry question?
 - What are the predictions or possible answers to the question?
 - What information was found to support the prediction?
 - Does the information answer the question?
 - Is more information needed?
 - Does the question need to be changed?
 - What was learned so far?

Review the process and the skills used. During the process, there is a need for repeated teacher modelling. Lead the class through the process, modelling each stage and providing opportunities for guided practice.
- Students, working in small groups or pairs, collect information on jot notes or research cards. They read and think about their questions as they sort the information into three possible categories: information that is irrelevant, information that is suitable, and information that may be useful at a later time.
- Students present or share with their peers information gathered to date on a topic. Along with their peers, question, comment, and suggest areas where more information is needed.
- A student refers to a scoring guide to confirm that all the requirements for an excellent report have been completed. For example, the student checks the headings to be sure there is information on habitat, enemies, and the life cycle of a black bear.

Evaluate Information*Students will be able to:*

- 3.3.3** determine whether collected information is adequate for the established purpose.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use questions to evaluate suitability of information?
- find additional information if needed?
- delete irrelevant information if necessary?
- work collaboratively to evaluate information?
- listen actively and critically to determine suitability of information?

 Checklist

Observe and assess students' skills in deciding whether information gathered is suitable and sufficient to answer inquiry questions. Data should be dated and the context of the observation recorded. Review the data to inform instruction.

 Conferences

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

SAMPLE RESOURCES

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

3.3 Organize,
Record, and
Assess

Develop New Understanding

Students will be able to:

3.3.4 use gathered information and questions to review and add to knowledge.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use a Research Checklist to determine information needs during the research process to assess the research experience and skills.

Informationssuche—Schülercheckliste	
Name: _____	Datum: _____
Untersuchungsthema _____	
Planung	
____ Ich habe das Thema verstanden.	
____ Ich habe Fragen zum Thema gestellt.	
____ Ich habe einen Plan entwickelt.	
Angaben sammeln	
____ Ich habe Informationsquellen angegeben.	
____ Ich habe Informationen gefunden.	
____ Ich habe die besten Quellen gewählt.	
Notizen machen	
____ Ich habe Informationen kurz notiert.	
____ Ich habe die Angaben in eigenen Worten formuliert.	
____ Ich habe die Angaben kategorisiert.	
____ Ich habe nur die besten Angaben behalten.	
____ Wo Angaben gefehlt haben, habe ich weitergesucht.	
Über meine Arbeit nachdenken	
____ Ich habe meinen Plan durchgeführt.	
____ Ich habe meine Fragen beantwortet.	
Ich kann jetzt: _____	
Das nächste Mal werde ich: _____	

- Students check their report against criteria established by the teacher (i.e., science report checklist and check for data still needed).

(continued)

Develop New Understanding*Students will be able to:*

- 3.3.4** use gathered information and questions to review and add to knowledge.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- understand the topic?
- ask topic questions?
- choose a plan?
- identify information needs ?
- find information?
- choose the best sources?
- record information by making notes?
- group information into categories?
- select the most suitable information for each category?
- add information where needed?
- follow chosen inquiry or search plan?
- answer inquiry or research questions?

Anecdotal Records

Use anecdotal records to determine the students' information needs during the inquiry process and their skills at assessing inquiry experiences and skills. All observations are dated and the context recorded.

Conferences

Conference with students using the Research Checklist along with work samples. Provide feedback on whether their self-reflection on the Research Checklist corresponds with their daily work. Provide guidance and direction for future work.

(continued)

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

3.3 Organize,
Record, and
Assess

Develop New Understanding

Students will be able to:

3.3.4 use gathered information and questions to review and add to knowledge.

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Model how to use a KWL/WML chart to record information. With students, analyze the recorded information by asking questions about information that is still required.
- Students use the 6Ws (*wer, wann, wo...*) to determine whether information provided is complete.
- Students read information provided and, in a group, discuss the question “What else do I want to learn about this topic?”
- Model how to complete an inquiry checklist with the class.

Informationensuche—Gruppencheckliste

Name: _____ Datum: _____

- | | |
|------------------|---|
| Planungsprozess | <input type="checkbox"/> Wir haben unser Thema verstanden.
<input type="checkbox"/> Wir haben etwas im Voraus gewusst.
<input type="checkbox"/> Wir haben gute Fragen gestellt.
<input type="checkbox"/> Wir haben einen Plan entwickelt. |
| Materialsammlung | <input type="checkbox"/> Wir haben Quellen gefunden.
<input type="checkbox"/> Wir haben die besten Quellen gesucht und benutzt.
<input type="checkbox"/> Wir haben die Informationen ausgewählt.
<input type="checkbox"/> Wir haben die Fragen beantwortet.
<input type="checkbox"/> Wir haben unsere Ergebnisse notiert.
<input type="checkbox"/> Wir haben neue Fragen entwickelt und notiert. |

Develop New Understanding*Students will be able to:*

- 3.3.4** use gathered information and questions to review and add to knowledge.
(continued)

SAMPLE ASSESSMENT STRATEGIES (continued)
 Portfolios

Students include completed research or inquiry projects along with their self-assessment checklists in their portfolios. Students reflect on the entire research process and make suggestions for future work.

Self-Reflection on My Inquiry or Research	
Name: _____	Date: _____
Inquiry/Research Title _____	
1. My best work was done for:	
_____	Planning
_____	Collecting Information
_____	Recording Information
2. It was my best because _____	
3. I still need to work on _____	

SAMPLE RESOURCES

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

Generate Ideas

Students will be able to:

- 4.1.1** generate and contribute ideas on particular topics for oral, written, and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm a list of possible writing topics. These are recorded and posted in the classroom and/or kept in student journals. Students may also use story-starter pictures provided by the teacher.
- Students list possible scenes from a novel or story. Then, they make a diorama or collage with a brief written description.
- Generate a cluster web on chart paper on a specific topic with the class.
- When studying a specific topic, have students record a fact on a self-stick note. As a class, the students arrange their self-stick notes into subcategories.

Generate Ideas

Students will be able to:

- 4.1.1** generate and contribute ideas on particular topics for oral, written and visual texts. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- generate ideas fluently?
- focus on a particular topic?
- show respect for and value others' ideas and knowledge?

 Checklists

Develop checklists in order to observe students' skills in generating ideas on specific topics. The data is then used to provide feedback during conferencing.

 Conferences with Work Samples

Use student work samples and observations to provide feedback regarding students' skills in generating and contributing ideas.

SAMPLE RESOURCES

Students will listen, speak, read, write, view, and represent in German 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

- After asking classmates about their favourite books, two students either design a poster showing the top three favourite books in the class or create a graph of the types of books chosen.
- Students participate in a variety of writing forms and track them in a table (e.g., friendly letters, persuasive letters, autobiographies, research papers, etc.).
- Students write Haiku poetry, cinquains, *Elfchen*, or other short poems on the theme currently studied.
- Personal Narratives: Students are given regular times to tell their own stories. Storytelling stimulates imagination, expands language abilities, and helps internalize the characteristics of stories. When students read or tell stories, they are encouraged to consider facial expression, intonation of voice, body language, and ways to engage the audience's interest. Students prepare and share a favourite family story with the class, using photographs or props to help them tell their stories.
- After reading a published narrative story or informational text, students communicate by creating murals to represent the story. Time is given to plan the murals and to discuss roles if it is to be a group project.
- Students use puppet dialogues or other stories.
- Students prepare comic strips on their own or fill in sentences in blank bubbles.
- Students present a video clip of an interview or family traditions, etc.
- Students maintain a list of forms or genres that they have written and placed in their writing folder.
- Students, working in small groups, choose a story they are familiar with and prepare a Readers' Theatre presentation. Each student assumes a character and practises facial expressions and voice intonation for effect.
- Students prepare and share a favourite family story with the class, using photographs or props to help them tell their stories. They are encouraged to consider facial expressions, voice intonation, and body language.

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 different forms to meet a variety of purposes and audiences?
- select forms that best communicate intended messages?
- engage the audience?
- include use of appropriate language to describe settings, characters, and plot (problem-solution)?
- convey meanings?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. All observations should be dated and reviewed to note progress over time for the same forms.

 Rubrics

With students, develop rubrics that describe the different levels of performance relative to whether the students.

- Use appropriate voice volume.
- Use simple gestures to communicate text.
- Engage the audience.

 Portfolios

Students choose pieces they have composed for a variety of audiences. Students are encouraged to include sample planners with their final work.

 Work Samples

When students collect information from German materials and represent it visually by creating displays or collages, look for evidence that they are able to:

- communicate key ideas.
- include relevant and accurate details.

General Outcome

4

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

4.1 Generate and Focus

GRADE

3

Specific Outcome

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Choose Forms*Students will be able to:***4.1.2** use a variety of forms for particular audiences and purposes. *(continued)***SAMPLE ASSESSMENT STRATEGIES** **Self-Assessment**

Students complete a self-assessment checklist to show what they have learned about particular forms. This information may be filled out before and after the study of a particular form, or the self-assessment may be completed following a study.

Was ich gelernt habe	
Name: _____	Datum: _____
Vorher	
Das habe ich schon gewusst: _____.	
Nachher	
Das weiß ich jetzt: _____	
1. _____	
2. _____	
3. _____	
Darüber möchte ich noch mehr wissen: _____	
Lehrerkommentar:	

SAMPLE RESOURCES

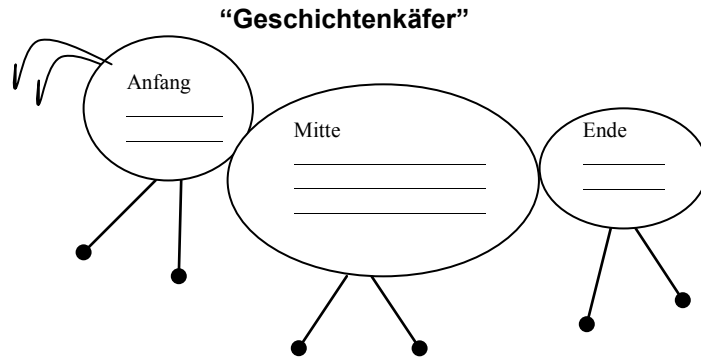
Students will listen, speak, read, write, view, and represent in German to enhance the clarity and artistry of communication.

4.1 Generate and Focus

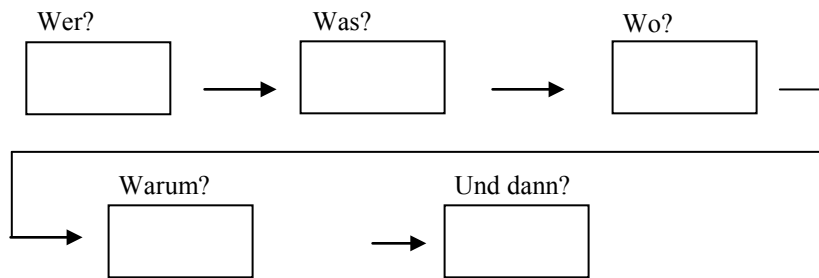
Specific Outcome
Organize Ideas
Students will be able to:
4.1.3 order ideas to create a beginning, middle, and end in own oral, written, and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use visuals to help them remember the idea of beginning, middle, and end, such as:



- Students underline verbs, circle nouns, and bracket adjectives in own sentences.
 - Is the sentence complete?
 - Can you stretch the sentence?
- Students fill in the plot chart when creating a story.



- Students prepare a storyboard of visual representations that include text. Students reproduce the storyboard using a computer paint program.

Organize Ideas*Students will be able to:*

- 4.1.3** organize visuals and print to express ideas and tell stories with a beginning, middle and end. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use graphic organizers to explain ideas and information?
- use graphic organizers to record ideas and information?
- use graphic organizers independently?
- use graphic organizers with assistance?
- use graphic organizers flexibly?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Use this data to guide instruction. Review data to note students' progress in using organizers to plan and develop their ideas and information.

 Self-Assessment

Students use completed graphic organizers they have seen modelled, such as the “Story Bug,” to determine if all relevant information has been included in their own creations.

 Conferences

Conference with students to assist, direct, and assess their use of graphic organizers to develop and plan personal work.

 Portfolios

Students evaluate their own creations for completion—beginning, middle, and end. They select the form and the planning organizer they used to create the form for their portfolios. They share this with peers, parents, and teachers.

SAMPLE RESOURCES

- Storybook weaver, kids picks, computer programs

General Outcome

4

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

4.2 Enhance and Improve

GRADE

3

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 share own stories and creations with peers, and respond to questions or comments.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Brainstorm sentence patterns with students, or provide sentence starters to help students in their dialogues.
- In groups of four, students share their original texts with others. Have students make comments (e.g., *Ich mag deine Hauptfigur, weil sie lustig ist.*).
- Students, working in pairs, create a research poster, complete with information, graphics, and pictures (e.g., poster on street safety). Prior to presenting it to students in another grade, they ask for volunteer audience members and have a practice run-through in their own class.
- When involved in writing activities, students are given the opportunity to peer conference before and after, and sometimes even during. Provide guidelines, criteria, or self assessment sheets.
- Students create a modelled poem (e.g., Haiku, cinquain or *Elfchen*) on a particular theme. Students share the poem with their peers and invite feedback.
- Students share their own stories and creations in a daily Author's Chair activity. Students respond to the sharing by providing feedback in the form of "2 *Sterne und ein Wunsch*" (2 Hurrahs and an "I Wish").
- Students read their stories to another class in a buddy-reading setting.

Appraise Own and Others' Work*Students will be able to:*

- 4.2.1** talk about own creations and those of others, using commonly-used expressions.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use pre-established criteria to plan and create original work?
- share work?
- discuss strengths of his or her own work and areas needing enhancement?
- provide appropriate feedback?
- show interest in others' work and ideas?
- show appreciation for others suggestions?
- use suggestions in revisions?
- show interest in other authors' works?
- show sensitivity to other authors?

 Checklists

Develop checklists based on the Focus for Assessment criteria. All observations should be dated and include the context in which observations were made. The data can be used for conferencing with students and should guide instruction.

 Rubrics

Use pre-established criteria for sharing to create rubrics for describing students' levels of performance.

 Conferences

Conference with students following the pre-established guidelines for sharing and for creating original text.

 Self-Reflection

Students reflect on their presentation of illustrations and texts and talk about:

- the reasons they selected a particular form for sharing information for a particular audience
- the things they have learned about that form
- the things they found they want to learn more about in that form
- what form they would like to try next

(continued)

General Outcome

4

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

4.2 Enhance and Improve

GRADE

3

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 share own stories and creations with peers, and respond to questions or comments. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Appraise Own and Others' Work*Students will be able to:*

- 4.2.1** share own stories and creations with peers, and respond to questions or comments. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Self-Assessment**

Students review their poem using a self-assessment questionnaire such as the samples below.

Meine Dichterkünste—Selbstbewertung zu einem Gedicht	
Name: _____	Datum: _____
Titel: _____	
Auf diese Leistung bin ich stolz: _____	
Am besten mag ich die Zeile: _____	
Am besten mag ich das Wort: _____	
Jetzt kann ich besser _____ als zuvor.	
Das nächste Mal werde ich _____	

Mit einem Korrekturleser arbeiten - Schülerselbstbewertung				
Name: _____	Datum: _____			
I = immer, M = meistens, S = selten, N = nie	I	M	S	N
Ich passe auf, wenn Klassenkameraden ihre Texte vorlesen.				
Ich lese meine Texte in der Klasse vor.				
Ich höre mir Vorschläge an und denke darüber nach.				
Ich überarbeite meinen Text, um ihn deutlicher zu machen.				

Meine Textgestaltung bewerten—Schülercheckliste		
Name: _____	Datum: _____	
Texttitel: _____		
Ich habe mir meinen Text selber vorgelesen.	Ja	Nein
Ich habe neue Gedanken dazugeschrieben.	Ja	Nein
Ich habe unwichtige Gedanken weggelassen.	Ja	Nein
Ich habe die Reihenfolge meiner Gedanken überprüft/geändert	Ja	Nein
Ich haben einen Partner um Hilfe gefragt.	Ja	Nein
Ich habe mir seine/ihre Vorschläge angehört.	Ja	Nein
Ich habe manche Vorschläge verwendet.	Ja	Nein

SAMPLE RESOURCES

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

Revise Content

Students will be able to:

4.2.2 revise own ideas to accommodate new ideas and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A student locates a short story or text in a computer file or writing folder written earlier in the year. The student likes the idea of this story and decides to make it longer and more interesting. More text is added and some changes are made so that the story reads better.
- Stretch-a-Sentence: The class brainstorms lists of nouns, verbs, and adjectives. Provide a bare-bones sentence. Students use lists to make the sentences more interesting or create topics related interesting sentences.
Der Hund ist klein.
Der schwarze Hund ist weich und sehr klein.
- Students use a checklist for editing and revising.
- Model revisions procedures using Think-Aloud to clarify meaning by adding, deleting, or rearranging ideas and information. After having received 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.
- The student writes a story early in the year. The student is encouraged throughout the year to revisit the draft texts and make substantial changes. This can be done with peer conferencing. The student files a copy of each draft along with the most current version. At the end of the year, the student writes in a journal or Learning Log to reflect on the development the story has undergone.

Revise Content*Students will be able to:***4.2.2** retell to clarify ideas. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- reread drafts when working independently?
- engage in self-questioning?
- attempt to make changes on his/her own?
- share first drafts willingly and confidently?
- ask others for specific help?
- listen to others' suggestions?
- incorporate suitable suggestions?
- listen to authors read during conferences?
- provide positive feedback when conferencing?
- ask relevant questions during conferences?
- make appropriate suggestions to help others revise?

 Anecdotal Records

Throughout the year, observe students' willingness to revisit their first-draft texts and make substantial changes. As well, students should be observed when they conference with peers during the writing process. Each observation is dated and the context is included. The data should be used to guide instruction and to note progress over time.

 Self-Assessment

Students assess their revising skills according to a checklist. See sample below.

Meine Korrekturlesung bewerten—Schülercheckliste		
Name: _____ Datum: _____		
Texttitel: _____		
Ich habe mir meinen Text selber vorgelesen.	Ja	Nein
Ich habe meine Rechtschreibung überprüft.	Ja	Nein
Ich habe meine Groß- und Kleinschreibung überprüft.	Ja	Nein
Ich habe meine Zeichensetzung überprüft.	Ja	Nein
Mein Partner hat bei mir _____ Rechtschreibfehler _____ Gross-und Kleinschreibfehler _____ Zeichenfehler gefunden.		

 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 simple annotation telling why they selected particular pieces.

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

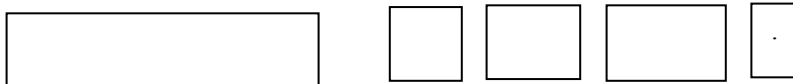
Enhance Legibility

Students will be able to:

- 4.2.3** print or write legibly using a style that is consistent in alignment, shape, and spacing; demonstrate basic keyboarding skills.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- While editing a paragraph, a student deletes the extra spaces between words caused by holding down the space bar too long.
- Students cut a sentence strip apart between words. They pass them to a partner who leaves spaces between the words when reconstructing.



- Students use their fingers to mark spaces between words.
- When writing a good copy, students refer to a checklist. For example,
 - *Ist meine Druckschrift leserlich?*
 - *Lasse ich einen Seitenrand?*
 - *Halte ich den Seitenrand gleichmäßig ein?*
 - *Halte ich einen Abstand zwischen allen Wörtern?*
- Students write their names in the cursive style and decorate them for a special nametag, noting alignment, shape, colour, and texture.
- Provide explicit instruction and model appropriate letter formation in cursive writing in a weekly writing practice lesson.
- Make and laminate an alphabet strip in cursive writing. Students tape it to their desks and take a copy home.
- Students use the acronym **HOW** to help them organize their written work. **H** refers to the headings of name and date. **O** details how the page should be organized. **W** encourages students to write neatly and legibly. In German, a parallel strategy can be called *NaDaSeiLe* or *LeNaDaSei* as a reminder to students to remember the following: *Name; Datum; Seitenrand; Leserlich schreiben*.
- Students are introduced to keyboarding through software programs that provide instructions and self-monitoring. Instruct students on how to use word-processing software and guide their practice using cut-and-paste formatting features (e.g., typing tutor).

Enhance Legibility*Students will be able to:***4.2.3** print or write legibly using a style that is consistent in alignment, shape and spacing; demonstrate basic keyboarding skills. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use consistent spacing on a line and page or on an electronic screen?
- demonstrate smooth flow in cursive writing letter formation?
- form letters and numbers clearly?
- use a legible personal style?
- use keyboarding skills, manuscript printing, and cursive handwriting?
- demonstrate confidence?
- demonstrate enjoyment and pride in presenting legible work?
- increase the amount of production within a set time?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and include the context of each observation to determine progress over time and to inform instruction.

 Self-Assessment

With student input, develop a self-assessment checklist to monitor progress in creating neat, legible work and to guide the students in increasing their proficiency with script and page formatting. Observe and discuss students' use of the checklist. Criteria such as the following may be included:

Welchen Eindruck mache ich schriftlich?		
Schülercheckliste		
Name: _____ Datum: _____		
	Ja	Nein
Meine Buchstaben sind alle deutlich.	<input type="checkbox"/>	<input type="checkbox"/>
Meine Buchstaben sind alle gleich groß.	<input type="checkbox"/>	<input type="checkbox"/>
Der Abstand zwischen meinen Buchstaben ist gleichmäßig.	<input type="checkbox"/>	<input type="checkbox"/>
Ich halte mich an die Linien.	<input type="checkbox"/>	<input type="checkbox"/>
Der Abstand zwischen meinen Wörtern ist gleichmäßig.	<input type="checkbox"/>	<input type="checkbox"/>
Ich radiere meine Fehler vorsichtig.	<input type="checkbox"/>	<input type="checkbox"/>
Ich streiche meine Fehler vorsichtig durch.	<input type="checkbox"/>	<input type="checkbox"/>
Am Computer kann ich jetzt besser tippen als zuvor.	<input type="checkbox"/>	<input type="checkbox"/>
Mit dem Computer kann ich jetzt besser Text formatieren als zuvor.	<input type="checkbox"/>	<input type="checkbox"/>

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

Enhance Artistry

Students will be able to:

4.2.4 experiment with words and simple sentence patterns.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When students find interesting descriptive words or phrases, they add them to the correct category on class wall charts (e.g., *so spricht man, so sieht man aus, so fühlt man sich*).
- At a station in the classroom, students assemble word strips into complete sentences. The words come from stories used in class.

Der kleine Hund	spielt	mit dem Ball.
-----------------	--------	---------------

- Students memorize poetry to reinforce language flow, sentence patterns, vocabulary, etc.
- Students write exploding sentences:

Ich mag	{	Wurst	{	sie	gut schmeckt	
		Schokolade		weil	sie	süß ist
		Eis		es	kühl ist	

- Students write shape poems.

**Die lange Schlange
schleicht wie ein
Schlauch im Schlamm**

They can be scanned and placed on the school web page.

- Students practise a variety of tongue twisters (e.g., *Sieben Schneeschipper schippen schnell sieben Schippen Schnee*).
- Students produce alliteration sentences (e.g., *Sonntags singt sie sechsmal*).

(continued)

Enhance Artistry*Students will be able to:***4.2.4** experiment with words and sentence patterns, with support. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use descriptive words?
- use a variety of sentence patterns?
- enjoy learning about and using descriptive vocabulary?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and include the context of the observations to note progress over time.

 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.

(continued)

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

Enhance Artistry

Students will be able to:

4.2.4 experiment with words and simple sentence patterns. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Students write poetry using brainstormed word lists.
- Provide a list of nouns, adjectives, and verbs. Students link appropriate words to produce sentences.

Wer/Was (Subjekt)

- ein Hund
- ein König
- ein Mädchen

Wie (Adjektiv)

- hungrig
- braun
- groß

macht was (Verb)

- findet
- möchte
- isst

Was? (Objekt)

- einen Knochen
- ein Haus
- Schokolade

Enhance Artistry*Students will be able to:***4.2.4** experiment with words and simple sentence patterns. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Portfolios**

With teacher input, students choose work samples that reflect their experimentation with word choice and sentence patterns. Students highlight interesting words and sentences and explain their choices. Record their reasons and attach the record to students' work samples. All work samples are dated to note progress over time. Students could include a self-reflection like the one below with their work sample.

Mit Wörtern spielen	
Name: _____	Datum: _____
<i>Hier spiele ich mit Wörtern.</i>	
<i>Wörter die ich besonders gut finde sind:</i> _____	

<i>Sie sind:</i>	
<input type="checkbox"/>	<i>ruhig</i>
<input type="checkbox"/>	<i>witzig</i>
<input type="checkbox"/>	<i>grausig</i>
<input type="checkbox"/>	<i>laut</i>

SAMPLE RESOURCES

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

Enhance Presentation

Students will be able to:

4.2.5 combine illustrations and written texts to express ideas, feelings, and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students enhance their own presentations using such aids as storyboards, posters, or presentation software (e.g., *PowerPoint*).
- After an author study on Eric Carle, a student may choose to paint pieces of paper and cut them out in shapes to illustrate a story that the student has created.
- 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. Demonstrate the thinking process for students by verbalizing as you work.
- Students produce brochures on their school, province, city, or community that is being studied. A template for a brochure can be prepared on a computer. Students add appropriate text and visuals. A hard copy can be printed.
- Students examine illustrations in various texts. Lead the students in a discussion on the moods created by the illustrations, the appropriateness of the illustrations, and the effectiveness of the illustrations.
- Students choose an appropriate medium, colour, size, and texture to illustrate a composition.
- Students use modelling clay to illustrate their story.

(continued)

Enhance Presentation*Students will be able to:***4.2.5** combine illustrations and written texts to express ideas, feelings, and information. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- experiment with text format?
- create visuals?
- integrate visuals within text appropriately?
- have neat, legible compositions, reports, and charts?
- have well-organized composition, reports, and charts?
- use visuals effectively?
- engage and hold the attention of the audience during presentations?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Observe students during the composing process. Date and include the context of the observations to note progress over time. The data is used to guide instruction.

 Rubrics

With students, use rubrics developed during class instruction to assess the organization and neatness of final products. Students identify and discuss their strengths and needs according to the rubric. Assess students' skills at using the rubrics to guide their independent work.

(continued)

General Outcome

4

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

4.2 Enhance and Improve

GRADE

3

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 combine illustrations and written texts to express ideas, feelings, and information. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Enhance Presentation

Students will be able to:

4.2.5 combine illustrations and written texts to express ideas, feelings, and information. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Self-Assessment**

Students use checklists to monitor and assess their work. A sample checklist may include the following:

- I use visuals to explain my idea and information.
- My visuals are in the right places.
- My visuals are clearly labelled.
- I have used appropriate text size.
- I have examined the use of color, spatial arrangement, clarity of illustrations, graphs, or charts.
- Generally, my work is neat and appeals to the eye.

 Conferences

Conference with students on their ability to enhance their presentation of ideas, feelings, and information. Students may wish to share some selections from their portfolios and indicate why the works were chosen. In conferencing, have students discuss the ideas, feelings, and information they were trying to convey.

 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

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

Grammar and Usage

Students will be able to:

4.3.1 edit for complete sentences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Read aloud to the students, focusing attention on how authors use complete sentences to convey their ideas. These models assist students in developing an understanding of complete sentences. Students are invited to think about how authors use complete sentences as they participate in shared reading and in writing original text.
- Provide students with a paragraph with key words missing. Students edit the paragraph individually or as a group. Initially model this procedure, verbalizing thoughts.
- Students participate in a daily edit. Write a brief message on the board or overhead transparency that contains incomplete sentences. Students identify the incomplete thought and reword it to make the meaning clear.
- Place words or phrases on cards. Students, working in pairs or individually, use these cards to construct interesting and complete sentences.
- Students participate in peer editing of their work with a partner. The partner monitors it for use of complete sentences. The authors then make the changes independently.
- Model writing for the students, verbalizing your thoughts to demonstrate how to write in complete sentences.
- Students read their own written texts out loud as an editing skill for punctuation and spelling.
- Play “*Wir kaufen Sätze.*” Provide a number of correct and incorrect sentences on a *PowerPoint* presentation or overhead. Students work as a group to bid on sentences they believe to be correct.

Grammar and Usage*Students will be able to:***4.3.1** edit for complete sentences. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify incomplete sentences in others' work?
- identify incomplete sentences in own work?
- use complete sentences in oral form?
- use complete sentences in written form?
- edit own work?
- recognize acceptable incomplete sentences in dialogue?

 Checklist

Develop checklists based on the Focus for Assessment criteria to record students' skills in editing for complete sentences.

 Conferences

Conference with students about their editing for complete sentences. Use teacher-completed checklists and students' work samples to guide the conferences.

SAMPLE RESOURCES

General Outcome **4**

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

4.3 Attend to Conventions

GRADE

3

Specific Outcome

Spelling

Students will be able to:

4.3.2 spell familiar words, using a variety of strategies and resources; know spelling conventions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create word families (e.g., *ein, dein, sein, Bein*).
- Students have a handout of common Grade 3 words. After a student has spelled a word correctly to two partners who place a checkmark behind it, the student writes it a third time onto the master list. The word is then highlighted on the handout.
- Break up words into syllables and mix them up. Students put the syllables in proper order to create words.
- Invite students to play a game of *Hangman*. Students fill in the blanks (e.g., _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _).
- Students engage in word-play activities such as word searches, crosswords, word chains, scrambled words, bingo, and concentration, using German words and phrases.
- Present students with a daily message that they edit for spelling mistakes.
- Develop lists of high-frequency spelling words that have structural similarities and that students need in their daily writing. Post the lists at eye level for easy student reference.
- Invite students to keep a personal spelling dictionary in which they list words they have difficulty spelling. Students are encouraged to maintain their spelling dictionaries throughout the year and to refer to them when they edit their work or a peer's work.
- 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. Students record their spelling attempts and their own reasons for their temporary spellings. They may include statements such as:
 - *Was habe ich diese Woche gelernt?*
 - *Was möchte ich lernen?*
 - *Ich bin mir nicht sicher über ...*

Spelling*Students will be able to:***4.3.2** spell familiar words, using a variety of strategies and resources; know spelling conventions. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- show ability to recognize letter patterns?
- identify similarities and differences in words?
- conference with peers or teacher in revising and editing work?
- note spelling errors in written work?
- use personal dictionaries and reference lists?
- spell an increasing number of words correctly?
- use visual memory?
- pronounce words clearly and correctly?
- take risks and generate alternate spelling of words?
- take pride in spelling improvement and accomplishments?

 Checklist

Develop checklists based on the Focus for Assessment criteria to determine students' stages of spelling development and for assessing students' daily works to determine their developing skills and attitudes in using spelling strategies.

 Self-Assessment

Students complete self-assessment checklists after reviewing their first draft and published pieces. Monthly reviews help students remain focused on their spelling progress.

Meine Rechtschreibung—Schülerselbstbewertung				
Name: _____ Datum: _____				
	oft	manchmal	selten	nie
Ich buchstabiere die Wörter wie sie sich anhören.				
Ich buchstabiere die Wörter so wie sie meiner Meinung nach aussehen sollen.				
Wenn ich ein Wort nicht buchstabieren kann, schaue ich es nach.				
Ich denke an Wörter, die ähnlich sind, die ich schon buchstabieren kann.				
Wenn ich unsicher bin, markiere ich das Wort. Dann schaue ich es nach.				
Wenn ich unsicher bin, schreibe ich das Wort mehrmals verschieden auf.				
Wenn ich unsicher bin, bitte ich um Hilfe.				
Ich führe mein eigenes Rechtschreibheft. Hier schreibe ich alle Wörter auf, die ich schwierig finde.				

(continued)

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

3

Specific Outcome

Spelling

Students will be able to:

4.3.2 spell familiar words, using a variety of strategies and resources; know spelling conventions. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Spelling

Students will be able to:

- 4.3.2** spell familiar words, using a variety of strategies and resources; know spelling conventions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)* **Conferences**

Conference with students to determine the spelling strategies they are currently using. With students, review written work to find out what they do well and what they need to work on with regards to spelling. During the conferences, use the following questions to determine students' spelling knowledge, strategies, and attitude.

- Why is spelling important?
- What do you do when you do not know how to spell a word?
- How do you know when you have spelled a word correctly?
- What do you do when you have not spelled a word correctly?

 Pre- and Post-Spelling Tests

Together with students, analyze pre- and post-tests to determine the pattern of misspellings and effective use of spelling strategies.

 Portfolios

Students select written work samples and photocopied pages of their spelling logs that show their monthly progress in spelling. Students may include a self-assessment spelling checklist with their work samples.

SAMPLE RESOURCES

General Outcome

4

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

4.3 Attend to Conventions

GRADE

3

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 know and use basic writing conventions when editing and proofreading.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Post a chart that students refer to when editing their own or someone else's work (e.g., *Großschreibung, Kleinschreibung, Punkt, Doppelpunkt, Komma, Bindestrich, Gedankenstrich, Fragezeichen, Ausrufezeichen, Anführungsstriche/Anführungszeichen*).
- Daily Message: Write a series of sentences with incorrect punctuation. Students, with teacher guidance, edit and correct sentences. When the students become increasingly competent with this activity, they may edit the message independently.
- Students edit each other's work using a guide established by the teacher.
- Use choral reading activities to model how punctuation signals pauses (periods), excitement (exclamation points), and inflections and intonation (quotation marks). Students practise in small groups.
- Use mini-lessons to teach appropriate use of capitalization and punctuation, such as periods, question marks, and exclamation points. Mini-lessons should be based on the needs observed as students are composing. Samples of students' writing may be used for a group editing activities provided permission is given and anonymity remains. Using an overhead, have the students insert capital letters and punctuation marks appropriately.
- After showing the students samples of correctly punctuated dialogue in texts, provide students with text where all quotation marks have been removed. Students, working with a partner, insert quotation marks in the correct places.

Capitalization and Punctuation*Students will be able to:*

- 4.3.3** know and use basic writing conventions when editing and proofreading.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use periods appropriately in written work?
- use exclamation marks appropriately in written work?
- use question marks appropriately in written work?
- proofread and edit own work for accurate punctuation?
- proofread and edit others' work for accurate punctuation?

 Checklist

Use checklists based on the Focus for Assessment criteria to determine students' developing proofreading and editing skills. Work with students to develop a self-editing checklist. Check students' editing work to look for evidence that progress is being made in students' ability to proofread their own work and the work of their peers.

 Conferences

Conference with students about their proofreading and editing skills, and provide feedback and encourage accurate punctuation usage. Help students listen as they read their work and insert the appropriate punctuation.

 Portfolios

Select samples of students' work that demonstrates their developing skills in proofreading and editing their own written compositions for appropriate use of periods, question marks, and exclamation points. Work samples should be dated to show progress over time. Use the data to inform instruction.

SAMPLE RESOURCES

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

Share Ideas and Information

Students will be able to:

- 4.4.1** share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students plan an oral presentation. It may be a prepared or memorized text about a subject-related topic or one that is of special interest. Set clear parameters for the presentation (e.g., form, time, content). Students are encouraged to take notes and ask questions.
Note: As a listening activity and/or for accountability and keeping class attention, the class may be given a quick oral quiz, especially if there are numerous presentations.
- After doing a novel study (e.g., *Nick Nase stellt eine Falle*), students choose to represent and present the story in one of the following ways: collage, diorama, poster, drama, dance, etc. Questions may be asked.
- A student brings in a collection and explains to the class why the collection is organized the way it is. Students share with the class their favourite piece of the collection.

Share Ideas and Information*Students will be able to:*

- 4.4.1** share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use an organized approach and a plan for his or her presentations?
- follow a sequential plan?
- engage a familiar audience’s attention?
- maintain audience’s attention?
- use clear, fluent, and expressive language?
- make culturally appropriate eye contact?
- assume a comfortable posture?
- use appropriate gestures?
- bring closure to the presentation?
- make good use of presentation time?

 Checklists

Use checklists based on the Focus for Assessment questions to determine students’ skills in planning, preparing, and delivering presentations. Date each observation and include the context of the observation. Observations are reviewed to note progress over time.

 Anecdotal Notes

Observe and record students’ skills in sharing information and ideas in a variety of contexts. Note evidence of students’ progress over time. All observations are dated and the contexts of the observations are noted.

 Portfolios

Students select presentation materials for their portfolios including planning outline, draft copies, cue cards, visual aids, photos of the presentation, feedback from classmates, and self-assessment checklists.

SAMPLE RESOURCES

- Weinman Sharmat, Marjorie. *Nick Nase stellt eine Falle*. Ravensburger Buchverlag. 1995.

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

Effective Oral and Visual Communication

Students will be able to:

4.4.2 present information and ideas using appropriate volume, intonation, and non-verbal cues.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Lead a discussion about the importance of volume, intonation, and non-verbal clues in presenting a story or information. Model this, and then students role-play situations.
- To share a poem, students choose how to present it: as a choral reading to other classes, as a reading over the intercom, or as a posting on the school website.
- Students listen to various oral presentations (e.g., German commercials, news, a video of German folktales, etc.), and discuss what was effective and appropriate in each presentation.
- Students work in pairs to create a puppet show based on a familiar story. Before they present it to the class, students will plan the puppet play by deciding on a problem, the names of the characters, and what the characters will do and say.
- Students use a sequence of pictures as the basis for retelling a familiar story. Students sequence the pictures to explain how the story starts, what happens in the middle, and how the story ends. Students are encouraged to use storybook language and complete sentences as they retell the story.
- Working in groups or with partners, students prepare posters on a social studies topic and present them to the class.

Effective Oral and Visual Communication*Students will be able to:*

- 4.4.2** present information and ideas using appropriate volume, intonation, and non-verbal cues. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- modulate voice appropriately for the ideas and information presented?
- adjust volume for emphasis?
- use appropriate intonation for the ideas and information presented?
- express ideas and information clearly?
- express ideas and information purposefully?
- use facial expression to enhance ideas and information?
- use gestures to enhance ideas and information?
- take risks in attempting to communicate effectively?

Checklists/Rating Scales/Comment Sheets

Develop assessment tools based on the Focus for Assessment criteria. Presentations can be assessed by the teachers, peers, or the presenters themselves. Samples are found in Appendix E of this manual.

Conferencing

Record students' oral presentations and use them for individual conferences. Point out what the students did well and make suggestions about what aspects they could improve on in their future oral presentations.

(continued)

General Outcome

4

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

4.4 Present and Share

GRADE

3

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 present information and ideas using appropriate volume, intonation, and non-verbal cues. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Effective Oral and Visual Communication*Students will be able to:*

- 4.4.2** present information and ideas using appropriate volume, intonation, and non-verbal cues. *(continued)*

SAMPLE ASSESSMENT STRATEGIES *(continued)*

Self-Assessment

Students need to be encouraged to reflect on their oral presentations in order to improve their oral communication skills. Questionnaires like the following guide the self-reflection.

Mein Vortrag—Schüler selbstbewertung		
Datum:	_____	Name: _____
Mein Thema:	_____	
Dein Vortrag ist nun fertig. Wie fühlst du dich? Wähle den Gesichtsausdruck, der am besten passt.		
1. Wenn etwas wichtig war, habe ich es mit meiner Stimme betont.	☺	☹
2. Wenn etwas wichtig war, habe ich es mit meinem Gesichtsausdruck betont.	☺	☹
3. Wenn etwas wichtig war, habe ich es mit meinen Handbewegungen betont.	☺	☹
4. Wenn etwas wichtig war, habe ich es mit meinen Körperbewegungen betont.	☺	☹
5. Meine Zuschauer waren aufmerksam.	☺	☹

SAMPLE RESOURCES

- Deutschmobil 2, reader/workbook texts

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





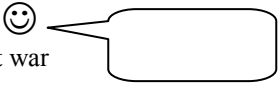

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A group of students creates a puppet play based on a book. Students make stick puppets and present the play to the class. Other students watch attentively and quietly, then clap at the end.
- Model appropriate or inappropriate audience behaviours. With a small group of students, role-play while other students observe quietly. The role-play is then discussed by the whole group.
- Create a chart, such as the one below, to cue students to use active listening behaviours.

Gute Zuhörer ...	
- sitzen still - bleiben am Platz - halten die Hände still	
- schauen zu - zeigen Interesse	
- hören gut zu - warten auf die Hauptgedanken	
- denken über den Inhalt nach - überlegen sich gute Fragen	
- stellen ihre Fragen am Ende - sagen am Ende, was interessant war	
- unterbrechen nicht - sprechen nicht untereinander	

- Students view a sports game and audience behaviour is discussed. A discussion follows: Is this okay in church, at a funeral, or at a wedding. How do we behave there? What do we do at a concert—rock, opera, or symphony? Call on the students to share personal experiences and continue with class behaviour, assembly behaviour, etc.

Attentive Listening and Viewing*Students will be able to:***4.4.3** demonstrate appropriate audience behaviours. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- focus on the speaker?
- use appropriate body language during the presentation?
- show engagement during the presentation?
- ask relevant questions?

 Anecdotal Records

Use the Focus for Assessment criteria to observe and record the behaviours of students' audiences. Date and note specific examples to determine students' developing skills in listening and responding to presentations.

 Group Self-Assessment

Record the class audience during presentations. With the students, view the video and discuss audience behaviours. Individual students focus on their own behaviour and complete a self-assessment.

War ich ein guter Zuschauer/Zuhörer? Schüler selbstbewertung

	ja	nein
1. Ich war ruhig, als geredet wurde.	<input type="checkbox"/>	<input type="checkbox"/>
2. Ich habe den Sprecher angesehen.	<input type="checkbox"/>	<input type="checkbox"/>
3. Meine Körpersprache zeigt, dass ich zugehört habe.	<input type="checkbox"/>	<input type="checkbox"/>
4. Ich habe eine Frage zum Thema gestellt.	<input type="checkbox"/>	<input type="checkbox"/>
5. Ich habe aufgepasst, als andere Fragen stellten.	<input type="checkbox"/>	<input type="checkbox"/>
6. Ich habe positive Kommentare gemacht.	<input type="checkbox"/>	<input type="checkbox"/>
7. Ich war ein hilfreicher Zuschauer/Zuhörer.	<input type="checkbox"/>	<input type="checkbox"/>
8. Was ich als guter Zuschauer/Zuhörer gemacht habe: _____		
9. Was ich nächstes Mal machen kann, um ein besserer Zuschauer/Zuhörer zu sein: _____		

(continued)

General Outcome

4

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

4.4 Present and Share

GRADE

3

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Attentive Listening and Viewing*Students will be able to:***4.4.3** demonstrate appropriate audience behaviours. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Conferences**

Conference with students about peer feedback received when presenting information in class.

 Response Journals/Reflection Journals

Students record entries in a Learning Log following each oral presentation and discussion. The entries may include what they learned about the topic, how they felt about the ideas and information presented, and other questions they may still have about the topic. These entries may be composed as a class with teacher guidance and support.

 Peer Assessment

After listening to a presentation by their peers, audience members complete a “*Nach dem Vortrag*” form, listing two things the group members did weakly, one thing they could improve, and three facts that were mentioned.

Nach dem Vortrag	
Gruppe:	_____ , _____ , _____ , _____
Was die Schüler gut gemacht haben:	
1.	_____
2.	_____
Was sie besser machen könnten:	
1.	_____
Drei Dinge, die sie erwähnt haben:	
1.	_____
2.	_____
3.	_____
Etwas, das sie nicht erwähnt haben:	

SAMPLE RESOURCES

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

Share and Compare Responses

Students will be able to:

5.1.1 record ideas and experiences, and share them with others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A student writes about and illustrates a personal experience in a journal as a special project and, from an Author's Chair, shares it with the class or a small group.
- Two students read the same story. Each student creates a diorama representing a favourite part of the story and shares it with the other. This can also be done as a class sharing.
- Invite students to brainstorm ways that ideas and experiences can be shared with others. These ideas are recorded and posted in the classroom.

Sharing Ideas

murals	displays	advertisements	letters	telegrams
oral stories	role-plays	newspaper articles and reports		
mobiles	graphs	posters	cartoons	diagrams
puppetry	drawings	songs	tape recordings	
interviews				

- Students use the Author's Chair to share their story writing with others. Students listening to the reader are encouraged to respond positively by naming a specific aspect of the story that appealed to them.
- Students create bulletin board collages representing personal ideas and experiences on a particular theme or topic. The class is divided into groups and each in group is given an opportunity to plan and complete a portion of the bulletin board display. The teacher encourages students to use a variety of recycled newspapers, magazines, etc.
- Given a topic, students prepare a brief oral presentation. After the presentations, students record their ideas into a daily journal.
- Students share visual arts representations with classmates following the completion of art lessons and art projects. Peers provide positive feedback. Artwork is mounted and displayed in the school or classroom art gallery.
- Students create "We" posters. The teacher builds a sense of community by spotlighting similarities among students and individual talents to establish shared interests and abilities.

Share and Compare Responses*Students will be able to:***5.1.1** record ideas and experiences, and share them with others. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- record personal ideas?
- record personal experiences?
- share personal ideas and experiences with a partner?
- share personal ideas and experiences with the whole class?
- share ideas and experiences confidently?
- share ideas and experiences when encouraged to do so?
- listen to others share personal ideas and experiences?
- respond positively when others share personal ideas and experiences?
- show respect for others' ideas and experiences without judging them?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations. Review the data to note progress over time.

 Work Samples

Analyze the students' work samples and representations to determine whether the students record personal ideas and experiences in a variety of ways.

SAMPLE RESOURCES

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

Relate Texts to Culture

Students will be able to:

5.1.2 examine ideas within stories from oral, literary, and media texts from various communities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When the class is learning about families from other countries, invite a parent to come in and play some music or show handicraft or artwork from the country. Students respond to what they have been exposed to by writing about it in their journals.
- Students make sketches to illustrate scenes from the lives of characters in stories they have heard, read, or viewed. Students share their sketches with classmates in groups. They write a sentence about how the characters' lives are similar to their own.
- After watching a video presentation about different kinds of communities, students talk about what they learned, through the use of prompts.
- Students watch a video filmed in another country (audio is not necessary). Students share observations, comparing community life and other differences.
- Students watch the film *Teach Me to Dance* and are asked observe cultural differences, then and now, with the German culture in Canada.
- Invite a guest speaker who has lived in a German-speaking community to talk about life and culture in that community. Students respond by writing thank-you notes in which they itemize things they learned and found interesting.
- Students play a co-operative learning game called *One and All*, which is designed to help students identify similarities and differences. Students can compare books, characters, or cultures, as well compare their own lives with the lives of characters or events in texts they have listened to, read, or viewed (Kagan, 1994).
- With students, complete a Venn diagram to compare and contrast their lives with the lives of characters they encounter in texts. Students share their comparisons with classmates in group discussions.
- Invite students to read and discuss the lyrics of songs from other cultures that have been translated into German. Students learn to sing these songs.
- As a class activity, and with teacher guidance, students write a letter to a character from a story they have heard, read, or viewed.
- Students, working in small groups, complete a Venn diagram comparing two similar stories from different cultures.

Relate Texts to Culture*Students will be able to:*

- 5.1.2** examine ideas within stories from oral, literary, and media texts from various communities. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify key ideas in stories that are similar to his or her own ideas?
- identify key ideas in stories that are different from his or her own ideas?
- identify characters in stories who are similar to himself or herself?
- identify characters in stories who are different from himself or herself?
- show appreciation for similarities and differences in communities revealed in stories?
- stay on topic during discussions?
- contribute appropriately to discussions?
- listen to others during discussions?
- show respect for others' ideas?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 Work Samples

Analyze work samples to determine how students discuss key ideas from stories.

 Anecdotal Records

Observe and record students' behaviours in formal and informal situations as they compare ideas within stories from a variety of oral, literary, and media texts from various communities. All observations are dated. Review students' patterns of listening behaviours. The data may be used for student-teacher conferences.

SAMPLE RESOURCES

- *Teach Me to Dance*, National Film Board, 1978.

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

Appreciate Diversity

Students will be able to:

- 5.1.3** connect situations portrayed in oral, literary, and media texts to personal experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to stories about other children in different times and places, and relate their own experiences to each story.
- Students read a poem about two friends and complete a chart about friends.

What <u>(Name)</u> and <u>(Name)</u> like about each other.	What I like about my friends.

- After viewing a video about a child's home and school life, students describe the home and school life and discuss how they compare to their own home and school experiences.
- After watching a movie or reading a story such as *Nick Nase stellt eine Falle* and the English counterpart, *Nate the Great*, students record differences and similarities on self-stick notes. Students then come to the front of the class and sort their self-stick notes according to teacher-directed criteria (e.g., *Wie sind die 2 Texte gleich? Wie sind sie anders?*).

gleich	anders

- After reviewing and reading or listening to stories about Halloween, students draw and write a short description of their Halloween costume.
- 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 German on a chart or poster paper.
- Students participate in field trips to view cultural displays at different times and places. Prior to the field trips, engage students in activities to build prior knowledge, such as readings, discussions, and viewing videos. Students complete short, simple journal entries or Learning Logs during and after field trips. Students may do collages as a follow-up activity.

Appreciate Diversity*Students will be able to:*

- 5.1.3** connect aspects of stories and characters to personal feelings and experiences.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify similarities between personal culture and situation, and those of characters encountered in texts?
- identify differences between personal culture and situation, and the culture of characters encountered in texts?
- show respect for own community?
- show respect for the communities of others?
- participate responsibly in the classroom community?

 Anecdotal Records

Record examples to show how students made connections between the portrayals of individuals or situations in oral, literary, or media texts and their personal experiences. Use the Focus for Assessment criteria to guide your observations.

 Conference

Conference with students to discuss participation and personal responsibility in the classroom and school community.

 Portfolios

Students choose work samples to show their connections between portrayals of individuals or situations in texts and personal experiences. Students state why a particular piece of work was selected to represent their understanding of their community.

 Work Samples

Review students' work samples to note their developing skills in relating the lives of characters and their feelings to personal experiences.

SAMPLE RESOURCES

- Weinman Sharmat, Marjorie. *Nick Nase stellt eine Falle*. Ravensburger Buchverlag. 1995.

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

Celebrate Special Occasions

Students will be able to:

5.1.4 acknowledge and celebrate individual and class achievements.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students make comments to recognize and praise an author's work on a comments page attached to the back of individually published stories.
- During a class meeting, students compliment each another on accomplishments or kindnesses shown to others. A ball is passed round a circle and is held by the person speaking. For example, *Ich möchte (Name)*
 - *ein Kompliment machen.*
 - *für etwas bedanken.*

Er/Sie

 - *hat mir gestern viel geholfen.*
 - *kann so gut singen.*
 - *hat seine Geschichte vorgelesen.*
 - *hat so gute Ideen.*
 - *ist immer so hilfreich.*
 - *hat in der Pause mit mir gespielt.*

(Name) replies politely.

The ball continues moving around the circle until each student who wishes has had an opportunity to compliment someone.
- Model encouraging comments by acknowledging students with specific praise for their accomplishments and successes. Invite students' input in creating a list of words and phrases that can be used for giving praise and acknowledging success. This list is posted in the classroom for reference. Students practise giving and receiving praise.
- Students contribute to a collage about the student or students of the week.

(continued)

Celebrate Special Occasions*Students will be able to:***5.1.4** participate in shared language experiences to celebrate individual and class achievements. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use language to acknowledge others' accomplishments?
- use nonverbal behaviours to acknowledge others' accomplishments?
- encourage others?
- help others?
- acknowledge personal accomplishments?
- accept praise and recognition graciously?

 Checklists

Develop checklists that assess students' skills in responding positively to their own and others' accomplishments. All observations are dated and reviewed to note progress over time.

 Anecdotal Records

Note students' responses that acknowledge and celebrate achievements.

(continued)

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

5.1 Develop and Celebrate Community

Celebrate Special Occasions

Students will be able to:

5.1.4 acknowledge and celebrate individual and class achievements. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- 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 students' strengths and accomplishments. Cards are given to the student to take home for her or his personal collection. Ensure that every student receives this recognition once before any repeats occur.
- Students participate in a Student of the Week activity. The student is seated at the front with the teacher. Compose text with the students based on the Student of the Week's accomplishments. Scribe the students' ideas. When the text is complete, reread it with students 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.
- Students create, with teacher guidance and support, a photo album, banners, posters, songs, raps, or a classroom newsletter, to acknowledge and celebrate individual and class achievements.

Celebrate Special Occasions*Students will be able to:***5.1.4** acknowledge and celebrate individual and class achievements. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Self-Assessment**

Students complete self-assessments at regular intervals. These self-assessments may be placed in the students' portfolios.

Wie nett ich doch gewesen bin—Schülerselbstbewertung
Name: _____ Datum: _____
Beschreibe, was du getan hast: Ich habe _____ ein Kompliment gemacht. Ich habe mich bei _____ für _____ bedankt. Das war am _____ tag. Ich habe _____ mit seinem/seiner/ihrer/ihrer _____ geholfen. Ich habe in der Pause mal mit _____ gespielt. Dann war er/sie nicht so allein. Ich habe am _____ eine gute Note für _____ bekommen. Da war ich froh!

SAMPLE RESOURCES

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

5.2 Encourage, Support, and Work with Others

Cooperate with Others

Students will be able to:

5.2.1 co-operate in a variety of partnership and group structures.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students brainstorm the ways in which they can be helpful to their families. Each person in the group has an opportunity to express ideas.
- During a group activity, such as colouring eggs or planting bean seeds, the group completes the task using assigned materials and directions.
- Students create a group mural showing small animals that live in their community. Upon completion, reflect with students on the collaboration process used to complete the group mural.
- With students, generate a chart based on the roles and responsibilities required for a specific group activity or for groups generally.
- Provide a sheet for co-operative group evaluation and for self-evaluation.
- Students work as a group to write a thank-you letter to a guest speaker that visited their classroom. Students make use of vocabulary posted in the classroom from a brainstorming session preceding the letter-writing task.
- Model the language and behaviours of attentive listening to help students learn the language they need for co-operative group work. Give encouragement, praise accomplishments, and clarify ideas and responses. For student reference, post in the classroom the vocabulary necessary for co-operative group work in German. Students practise this vocabulary through role-plays and repetition.

Cooperate with Others*Students will be able to:***5.2.1** co-operate in a variety of partnership and group structures. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- co-operate during group work?
- collaborate during group work?
- demonstrate understanding of group guidelines?
- demonstrate understanding of the roles and responsibilities of group members?
- participate in self-reflection and debriefing?
- identify personal behaviours that contributed to group success?
- make an effort to use German during group work?

 Checklist

Develop checklists based on the Focus for Assessment criteria. Use checklists and circulate them among groups during small-group work to observe behaviours and monitor the use of German during group work.

 Self-Assessment

Students complete self-assessment forms to self-report on personal contributions to group success and use of German during group activities. Students can use checklists, diaries, or Learning Logs.

 Quick Check (Thumbs Up/Down)

Use a quick check to determine how students feel about the way they worked on a co-operative 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. Quick checks may be used when time does not permit using an extended checklist.

SAMPLE RESOURCES

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

5.2 Encourage, Support, and Work with Others

Work in Groups

Students will be able to:

5.2.2 take roles and ask others for their ideas, and express interest in their contributions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- As new groups form, they work together to come up with a group name that is agreeable to everyone. All ideas are considered.
- Non-verbal Communication: Students are made aware that facial expressions and gestures contribute to communication. Students dramatize to convey nervousness, embarrassment, happiness, excitement, anticipation, rejection, and acceptance. Debrief following these dramatizations to help students focus on how they might use encouraging non-verbal communication to express interest in others' ideas.
- Make a statement to which students respond by arranging themselves along a value line that ranges from agree to disagree. Students then form discussion pairs from opposite ends of the value line. Students practise sharing information and asking questions about their different points of view. Debrief by having students explain to the whole group what they learned about their partner's opinion.
- After working with students to create a list of ways to disagree respectfully, use role-play situations to practise (e.g., Lion's Quest role-plays).
- When students work in groups, they make certain that there is a leader who makes certain everyone is heard and everyone has contributed.
- Model discussions where group members express interest in the thoughts and opinions of others.
- Invite students to brainstorm a list of behaviours that make discussions in the classroom work well. Compile the students' responses onto a chart that is posted, reviewed prior to discussions, and referred to during discussions. A sample chart may include:

Our Discussions		
Looks Like	Sounds Like	Feels Like
heads are nodding people are interested people leaning forward people take turns people looking at each other	one person is speaking at a time people disagree politely questions and answers different people talking soft, low voices	I am important My ideas are important What I think matters I am learning from others I can help others figure things out

Work in Groups*Students will be able to:*

- 5.2.2** take roles and ask others for their ideas, and express interest in their contributions. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- ask open-ended questions?
- ask questions related to the topic?
- ask questions without repeating what others have said before?
- direct questions to specific group members?
- acknowledge responses to questions?
- express interest in contributions of others?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Observe students as they engage in small-group discussions. Record student's question-asking patterns.

 Self-Assessment

Students complete self-assessments that indicate their engagement in small-group or paired discussions. Questionnaires can be created based on the following sample:

In der Gruppe mitmachen—Schüler selbstbewertung			
Name: _____		Datum: _____	
Gruppenmitglieder: _____			
	immer	manchmal	fast nie
Ich stelle Fragen, die zum Thema passen.			
Ich beantworte Fragen ehrlich.			
Meine Antworten passen zum Thema.			
Ich höre zu, wenn andere meine Fragen beantworten.			
Ich warte, bis ich an die Reihe komme.			
Ich unterbreche andere, wenn sie sprechen.			
Ich mache negative Bemerkungen.			
Wenn ich einen Gedanken schlecht finde, reagiere ich gegen die Person, die ihn ausspricht.			
Wenn ich einen Gedanken schlecht finde, sage ich warum der Gedanke nicht gut ist. (Das geht nicht, weil...)			
Ich helfe meiner Gruppe, eine gute Diskussion zu haben.			

 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.

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 show consideration for those whose ideas, abilities, and language use differs from their own.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students interview each other for finding similarities and differences. The worksheet includes questions and blanks for names and descriptors.

Ich habe (colour) Haare und (name) hat (colour) Haare.

<i>Ich mag</i>	} sort of food und (name)	} food.		
			} colour	} colour
			} sport	} sport

<i>Ich kann gut (activity) und (name) kann gut _____</i>	} den Film (title)	} gesehen
<i>_____ und ich habe beide</i>		

After the activity, each student shares something new or interesting she or he learned about someone in class (e.g., _____ *spielt Klavier*). Students visit with numerous people. Later they share something that is different and something that is the same about two people.

- Provide opportunities to hear different spoken language from parents, teachers, media, etc. Observations are discussed and noted in chart form.
- Students review vocabulary for colours and feelings either through repetition or in a game context. Students are then divided into trios and are each given a different coloured crayon. Students decide what feelings they associate with each colour and create a sketch to show these feelings. Representations are shared with the class. Students recognize and accept differences among classmates.
- After learning language used to show respect through dialogue and discussions in class, students create personal cartoons that illustrate showing respect and consideration. Students use both speech and thought bubbles to make their cartoons explicit.

Use Language to Show Respect*Students will be able to:***5.2.3** recognize that individuals adjust language use for different situations. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use language that shows consideration toward others?
- use non-verbal cues that show consideration toward others?
- encourage others to participate?
- disagree with ideas rather than with individuals?
- show empathy for others whose ideas, abilities, and language differ from his/her own?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

 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 Records

Record examples of students' behaviours that show appreciation of variations in language use. All observations should be dated.

SAMPLE RESOURCES

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 understand how class members help each other.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students model for the class how the teacher and staff work co-operatively.
- Discuss how a family works together and why this is important.
- Students brainstorm and draw a list of possible ways the students help each other in class every day. Set up a Celebration Wall. Students complete statements, with teacher guidance, similar to the following and post them on the Celebration Wall.

Anerkennungswand	
Datum: _____	
Heute hat _____ (wer) _____ (was getan)	
Das finde ich super!!!	
_____ (Unterschrift)	
Datum: _____	
Unsere Gruppe hat heute besonders gut funktioniert, weil, _____	
(wer) _____ (was gemacht hat). Das war toll!!!	
_____ (Unterschrift)	

- Students' goal is to complete one sketch about a text they listened to, read, or viewed. Each group member is given a different coloured marker to add his or her contributions.
- Students create one story map. One paper and one pencil are circulated. Students take turns writing down information to show that all in the group contributed.
- Create a "Helping Hands" tree. Supply traces of a hand. Students cut out green hands, write their good deed on it, and put it on the tree.

(continued)

Evaluate Group Process*Students will be able to:***5.2.4** find ways to be helpful to others. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- follow group instructions needed to complete a task?
- remain focused on the group’s task?
- encourage group members to do their best?
- listen to the group members?
- contribute ideas and information?
- use group time wisely?
- celebrate group successes?

 Checklists

Develop checklists based on the Focus for Assessment criteria or uses a grid like the following to record students’ group behaviours.

Unsere Gruppenarbeit				
Datum: _____				
Thema: _____				
Namen	Zeit gut gebraucht	gut zugehört	Ideen geteilt	War hilfsbereit

 Journals

Students respond to prompts to write in co-operative learning journals. Such prompts could include:

- *Eine Gruppe funktioniert gut, wenn...*
- *Unsere Gruppe funktioniert am besten, wenn...*
- *Heute habe ich...*
- *Nächstes Mal helfe ich meiner Gruppe, wenn ich...*

Students engage in written dialogue to give positive feedback and suggestions for improving effectiveness of group work.

 Sampling

Assess students’ accountability for assigned work by calling on individual students from each group to provide an answer to a question. Select randomly.

(continued)

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

3

Specific Outcome

Evaluate Group Process

Students will be able to:

5.2.4 understand how class members help each other. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Provide each student in a group with separate pieces of information about a certain topic. Each group member must circulate and share his or her information with the group in order to discover the entire message of the topic.
- Students form co-operative spelling study groups to help each other study words for a spelling test. They may use word study strategies such as *verstecken*, *aufschreiben*, *vergleichen* (cover, copy, and compare).

Evaluate Group Process*Students will be able to:***5.2.4** understand how class members help each other. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Self-Assessment**

Students use a variety of self-assessments to become aware of group expectations and to provide personal information. Samples of self-assessments are provided on the following pages.

Unsere Gruppenarbeit—Schülerselbstbewertung		
Datum:	_____	
Name:	_____	
Gruppenmitglieder:	_____, _____, _____ _____, _____, _____	
Wie war ich:		
1. Ich stelle Fragen.	<input type="checkbox"/> immer	<input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
2. Ich höre gut zu.	<input type="checkbox"/> immer	<input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
3. Ich habe neue Ideen.	<input type="checkbox"/> immer	<input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
4. Ich unterstütze die anderen.	<input type="checkbox"/> immer	<input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
Wie war die Gruppe?		
1. Wir stellen Fragen.	<input type="checkbox"/> immer	<input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
2. Wir hören uns gegenseitig an.	<input type="checkbox"/> immer	<input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
3. Wir lernen von einander.	<input type="checkbox"/> immer	<input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
4. Wir unterstützen uns gegenseitig.	<input type="checkbox"/> immer	<input type="checkbox"/> manchmal <input type="checkbox"/> fast nie
Beantwortet diese Fragen.		
1. Vor dem Gruppenprojekt: Wie findest du Gruppenarbeit?	_____ _____	
2. Nach dem Gruppenprojekt: Wie fandst du die Gruppenarbeit?	_____ _____	

(continued)

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

3

Specific Outcome

Evaluate Group Process

Students will be able to:

5.2.4 understand how class members help each other. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

Teacher's Notes

Evaluate Group Process*Students will be able to:***5.2.4** understand how class members help each other. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Self-Assessment** *(continued)***Über Gruppenarbeit nachdenken**

Datum: _____

Name: _____

Alle Gruppenmitglieder unterschreiben _____

Wie war eure Zusammenarbeit? Diskutiert in der Gruppe, welches Kästchen ihr anmalen wollt.

1. Wir haben unsere Zeit gut ausgenutzt.

 immer manchmal fast nie

2. Wir haben uns gegenseitig geholfen, am Thema und bei der Arbeit zu bleiben.

 immer manchmal fast nie

3. Wir haben uns gegenseitig geholfen, die Aufgabe zu verstehen.

 immer manchmal fast nie

4. Wir haben uns gegenseitig zugehört.

 immer manchmal fast nie

5. Wir haben uns gegenseitig unterstützt.

 immer manchmal fast nie

6. Wir haben alle mit Ideen und Meinungen beigetragen.

 immer manchmal fast nie

7. Wir haben die Arbeit gut aufgeteilt.

 immer manchmal fast nie

Beantwortet diese Fragen.

1. Ein Problem, das aufgekommen ist, war _____

2. So haben wir das Problem gelöst _____

SAMPLE RESOURCES

Students will use German 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 use, in structured and oral situations, all elements of the sound-symbol system.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students, as a class or in small groups, play *Hangman* in German using words or items in the classroom.
- Students create a dictionary book of new words, common words, and frequently misspelled words. There can be a page for English and German words (e.g., *der, die, das* words can be colour coded).
- Develop a spelling program for the class. Students can each choose their own list based on their list of frequently misspelled words.
- Lead a game of ABC sounds bingo (e.g., the first letter of the word *Tanzen*, last sound of *Haus*, diphthong in *Frau*, vowel sound in *rot*). On a scrap piece of paper, students make their own 16-space box (model on board) and add 11 consonants, 3 vowels, and 2 blends. Say the word and students write it in the box with the letter. This reinforces spelling.

au	t	d	r
u	w	ß	p
x	m	a	ie
g	t	f	e

- Each day a letter of the day is designated. Students circle the letter of the day in a given passage and discuss its placement.
- Students, working with a partner, generate a list of frequently used words that can be referenced during writing periods.
- In daily shared reading, the class reads together or follows along as the teacher reads. Through the shared reading, explicitly model pronunciation and inflection and support students' attempts at correct pronunciation and decoding new words.
- With students, choose words from texts to form the basis for thematic word study activities. Print the words on charts and post the charts on the Word Wall where students may refer to them during daily reading and writing.
- Code German books in the class library according to reading difficulty, and invite students to choose books appropriate to their reading level.

Sound–Symbol System*Students will be able to:*

- 6.1.1** use, in structured and oral situations, all elements of the sound-symbol system.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- attempt to apply phonetic knowledge accurately when writing?
- pronounce words accurately?
- uses consonant blends accurately?
- use all vowel sounds accurately?

 Checklists

Observe the students as they work with words either orally or in written work to determine their abilities with using the German alphabet accurately. Create a checklist based on the Focus for Assessment criteria. All observations are dated and the context noted. Review the data to note progress over time and to guide instruction.

 Anecdotal Records—Running Records

Record students' oral reading behaviour as they read German texts. Record miscues as the students read orally. Analyze the behaviours to determine effective and efficient use of cueing systems.

 Portfolios

Students choose work samples to show their progress in applying phonetic knowledge of German. Samples can include pre-texts, post-texts, and rough drafts. Students can discuss their progress and make observations about areas that still require improvement.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Vocabulary

Students will be able to:

- 6.1.2** use vocabulary and expressions appropriately in various contexts in the classroom and school environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Select an expression or question for the day.
- Students write a conversation based on questions and answers in a familiar classroom and/or school situation. Students then role-play the situation.
- Show and Tell/Daily News Activities/Sharing Circle: Provide daily opportunities for conversations, asking and answering questions, discussions, and listening.
Students interview Grade 4 students to ask about what to expect for the upcoming year. Brainstorm questions on the board. Students copy off the board and prepare the questions to be asked at the interview with answers in German. For example, *Was gibt es für Ausflüge? Wir besuchen das Manitoba Museum.* (usually 10 questions).
- As students line up to have the daily organizer signed, they greet the teacher and say something that was decided the day before in class.
- At the end of the day, students leave class with a handshake (custom) and the target sentence of the day.
- Students, working in small groups, prepare their own Language Ladders on a familiar theme or add to the one prepared by the teacher.
- Prepare a number of situations in daily routines that students can act out. Each group should have the opportunity to act out each situation. If necessary, review dialogues or echo-acting from previous grades to review necessary vocabulary.

Vocabulary

Students will be able to:

- 6.1.2** use vocabulary and expressions appropriately in various contexts in the classroom and school environment. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use the vocabulary from the Language Ladders?
- add more vocabulary than those found in the teacher generated lists?
- ask for assistance to build and develop new vocabulary, or uses other resources?
- apply vocabulary learned from one situation to another?
- address adults respectfully?
- actively participate in classroom activities?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Observe as the students present to familiar audiences or participates in Sharing Circle. Note the appropriate use of vocabulary and expressions. Date observations and note progress.

 Individual and Group Conferences

Students' role-plays may be recorded and used for individual or group conferences. Use the Focus for Assessment criteria to guide the conference.

 Rating Scale

During Sharing Circle time, observe students sharing personal information, experiences, and opinions on topics under discussion. Some criteria may include:

- application of classroom vocabulary taught or reviewed to the topics discussed
- willingness to take risks with using German
- correct pronunciation and intonation
- student is actively engaged in the activity

Prepare a scale from 0 to 5 for each criterion observed.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Grammatical Features

Students will be able to:

6.1.3 use, in **modelled** situations, the following grammatical elements:

- verbs *mögen, möchten, wollen, sollen*
- possessive pronouns *sein* and *ihr*
- verbs (*complete conjugation*)
- inversion for questions (*Hast du...?*) and adverbs of time and place (*Heute ist es...*)
- verb position in subordinate clause (*dass, weil*)
- comparison of adjectives

use, in **structured** situations, the following grammatical elements:

- plural of nouns
- correct indefinite nominative articles and possessive pronouns *mein* and *dein*
- compound nouns
- negation (*nicht, kein*)
- noun and verb agreement for plural nouns
- prepositions to define spatial relationships
- verbs (infinitive)
- *sein* and *haben* (present tense)

SAMPLE TEACHING AND LEARNING ACTIVITIES

Grammatical elements, which students able to use independently and consistently, are to be maintained for the duration of their bilingual programming.

GRADE

3

Specific
Outcome

Grammatical Structures

Students will be able to:

6.1.3 Linguistic Elements. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use linguistic elements?

SAMPLE RESOURCES

Students will use German 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 German mechanical features.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Print simple sentences that have capitalization and punctuation errors. Students read the sentences and identify the errors. Students work with unedited texts and put in corrections. Then, they rewrite them in a notebook.
- Students date all their work including the day of the week in the date, demonstrating awareness of capitalization of days and order.
- Students consistently use capitals at the beginning of sentences and for all nouns and names.
- Students use a question mark at the end of a question sentence.
- Model and point out in reading texts that quotation marks are different in German (e.g., „*Hast du Geld?*” *fragte die Mutter*).
- Use shared and interactive writing procedures to model appropriate use of capital letters and punctuation while scribing language experience charts.
- Through independent writing, provide support and encourage the students to experiment with and use basic mechanical features.
- Invite students to read a text passage containing dialogue. Students are asked to highlight the quotation marks and dialogue.
- As the 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. Particular attention is paid to examples such as *am Montag* vs *montags*.

Mechanical Features*Students will be able to:***6.1.4** use basic German mechanical features. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- properly write the months or days of the week, titles *Herr, Frau, Herr Doktor, Frau Pastor*?
- capitalize other proper nouns?
- recognized quotation marks and is beginning to apply their use?
- begin a sentence with a capital letter and end the sentence with a period, question mark, or exclamation mark?
- use a comma when listing a series of objects?
- use commas in a letter?

 Checklists

Develop a checklist based on the Focus for Assessment criteria and use the checklist to assess students' proficiency in using basic mechanical features. When this checklist is used regularly throughout the year, it shows progress over time.

 Conferences

Conduct conferences with students to determine their use of basic mechanical features, such as capitalization and punctuation. Refer to work samples available.

 Work Samples

Collect work samples from students to assess their progress in meeting the criteria set out in the Focus for Assessment.

SAMPLE RESOURCES

Students will use German 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 German discourse features in oral, written, and visual texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are asked to use appropriate German phrases at appropriate times. Model phrases needed for the subject or event (e.g., for an interview with Grade 4 students). “How do you introduce yourself?” *Hallo, ich heiÙe Tom und ich bin in der dritten Klasse.* Say “thank you” at the end of the interview, *Danke für deine Aufmerksamkeit. Auf Wiedersehen.*
- Students keep an “expression” list in the back of their word/spelling/dictionary booklet. Three to four expressions are recorded and practised per week. Students use their books to have a partner quiz them.
- A page of a story is photocopied. Students highlight the name of each character in a different colour. Then they find other discourse markers relating to those characters (e.g., pronouns, possessives, etc.), and highlight them in designated colours.

(continued)

Discourse Features*Students will be able to:***6.1.5** use basic German discourse features in oral, written, and visual texts. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use basic discourse features orally?
- recognize and use basic discourse features in written and visual texts?

 Checklists

Develop a simple checklist based on the Focus for Assessment criteria. When making observations, note the context and date all observations.

 Anecdotal Records

Use the Focus for Assessment criteria to observe and record students' recognition and use of basic discourse features in oral, written, and visual texts. Date and note specific examples to determine students' developing skills in this area.

SAMPLE RESOURCES

Students will use German 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 presentation on a familiar topic in structured and unstructured situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- The class develops a list of functional phrases of common expressions to be used in class.
- Students shake hands at end of the day with an appropriate leave-taking message and say something about the day.
- Students play Simon Says, responding to a series of instructions that students perform.
- Give students graph paper marked with an X to indicate where they are to begin. Students must listen carefully and follow the instructions, drawing lines, etc., as they are told. After this has been modelled, students create their own series of instructions that can be given to the class or shared with a partner.
- Students listen to a poem or brief passage that is read only twice. Students must then sketch and label three items that they recall from the text. Points are given for exact vocabulary reference.
- Use the Listen-Think-Pair-Share strategy. Students:
 - listen to a short oral presentation such as a video, lecture, or discussion.
 - think individually and make a list, map, or diagram of ideas in the presentation
 - pair to add to the ideas generated individually
 - share responses with the whole group
- Students listen carefully in order to follow specific directions. Some examples include:
 - creating a simple folded paper object
 - playing a new game
 - organizing a centre
 - giving a visitor directions to the office
- Once students are familiar with daily calendar activities, they listen to a weather forecast on a German radio station to determine what to wear the next day. Students can draw and label their clothing choices and write simple sentences.
- After watching a video, students create pictures to illustrate key points or to answer a question posed by the teacher.

Listening

Students will be able to:

- 6.2.1** listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- show complete comprehension through oral, visual and/or written methods?
- recognize key words in a presentation and use them to begin formulating an understanding?

 Checklists

Develop a checklist based on the Focus for Assessment criteria.

 Conferences

Meet with students to check on their understanding of key information they have heard.

 Response Journals/Reflection 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.

SAMPLE RESOURCES

Students will use German 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, sometimes spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students play “*Omas Schatzkiste*.” A student starts “*In Omas Kiste finde ich _____.*” The next student repeats what the previous student said and adds his own idea. It goes on and on.
- Speaking to a partner or the whole class, students talk about familiar topics such as their weekend, family, siblings, friends, etc. A timer is set for one minute and the students can say as much as they want about the topic to fill in the entire minute.
- Students brainstorm ideas on a familiar topic.
- One student begins to tell an oral story 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.
- A box of familiar objects is prepared. Students are in groups and pick an item out of the box. They are then asked to say as many things about it as they can to each other. After one minute each group shares what they have said. The group with the most statements wins.
- Students play *20 Questions* about a secret item.
- The Student of the Week gives a short presentation. Students ask questions using the 6W questions.

(continued)

Speaking*Students will be able to:***6.2.2** produce, sometimes spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- respond to a question without hesitation?
- volunteer to share ideas?
- ask questions?
- produce more than three sentences without guidance?
- produce more than three sentences with guidance?
- require prompting to produce?
- show confidence in subject matter?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

 Anecdotal Records

Record information about the students' skills and knowledge during specific sharing situations. Date and describe the context of each sharing. Review should be done to note progress over time.

SAMPLE **RESOURCES**

Students will use German 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 a series of interrelated ideas on a familiar topic.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- For a social studies topic, students copy a Cloze text off the board to reinforce comprehension and promote discussion. Vocabulary choices are given.
- Cut up a story or poem in parts for sequencing—beginning, middle, and end, sentence patterns, etc. This can also be an assessment.
- Students work with Read-Aloud and Choral Reading strategies.
- Students work on putting together a familiar story or topic from sentence strips. If applicable, they discuss which strip does not fit.
- Invite students to read and comprehend a daily morning message written on the black/white board. The content of the messages can vary to include humour, information, and interesting facts.
- Provide students with sentence strips on a familiar theme that they have to sequence to create a short and simple paragraph.
- Invite students to share personal experiences and opinions to contribute to class language experience charts. These charts are posted in the classroom.
- After reading a text that has minor or major points blanked out, initiate conversations with the students about the cueing systems and comprehension strategies they used to make meaning out of the remaining text.

Reading*Students will be able to:***6.2.3** read and understand a series of interrelated ideas on a familiar topic. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- read and understand a series of sentences in German on a familiar topic in structured situations?
- read and understand a short text in German on a familiar topic in structured situations?

 Checklists

Develop a checklist based on the Focus for Assessment.

 Conferences

Conference with the students using a variety of short text and/or series of sentences. Talk with students about the strategies they used to construct and confirm meaning. Use this information to guide instruction.

 Work Samples

Students provide samples of their work (e.g., sentence strips sequenced correctly).

SAMPLE RESOURCES

Students will use German 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, sometimes spontaneously and/or with guidance, a simple text on a familiar topic in a structured situation.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students are asked to record three or four sentences a day in a journal. Familiar and topic-specific words are displayed in the environment.
- After brainstorming, webbing, or using any other organizational tool, students compose a brief paragraph about the topic.
- Students write a patterned story by using their favourite repetitive pattern text to create their own texts (following the model presented).
- After students have made an oral presentation, they record their ideas in a journal.
- 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.
- Following step-by-step directions, students make a simple craft item. With a vocabulary list on the board, students write the directions, creating a paragraph. This is an opportunity to introduce transition words (*zuerst, dann, danach, zuletzt*).

Writing*Students will be able to:***6.2.4** produce, sometimes spontaneously and/or with guidance, a simple text on a familiar topic in a structured situation. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- write more than three sentences without guided assistance?
- write more than three sentences with guided assistance?
- show confidence when expressing his/herself in written form?
- require assistance to produce any written text?
- seek assistance or use other resources when producing written work?
- complete sentence frames?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date all observations and note the context of observations.

 Rubrics

With students, generate descriptors for levels of performance that guide students in creating simple texts on a familiar topic. Specific behaviours may be outlined. Students' performances based on the rubric may be placed in their portfolios.

 Student Work

Students provide completed projects (e.g., patterned stories, recipe instructions, costume projects, etc.).

SAMPLE RESOURCES

- Deutschmobil 2 workbook

Students will use German 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 simple events and/or representations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students look at pictures, story cover, etc., and discuss what they see, who is in the story, what is the story about, etc. Use authentic materials to show in class.
- Provide posters of German events and initiate a discussion about their significance.
- Students look at a wordless picture book for two minutes and then close it. They then list as many items as possible based on their ability to recall details.
- Students view a video and read a book following the same plot (e.g., *Aschenputtel*—Cinderella).

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:

- use visual cues to form an understanding after viewing?
- show comprehension through representation?

 Checklists

Develop a checklist based on the Focus for Assessment criteria. Date all observations and note the context of the observations.

 Response Journals/Reflection Logs

After viewing the video *Aschenputtel* and reading the text version of *Aschenputtel*, students write about what they liked the most about each.

SAMPLE RESOURCES

- Mitgutsch, Ali. *Das Riesenbilderbuch*. Ravensburger Verlag. 1980. ISBN 3-473-30600-2

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Representing

Students will be able to:

6.2.6 use a variety of forms to create representations of ideas, events, and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read a language and age appropriate story. They then draw pictures of the story on an overhead transparency and use the pictures to share the story with others.
- Students create an Advent calendar with symbols that represent a message that is personal to the student. They explain their representations to the class or group.
- Students use a Venn diagram to compare two characters in a story.
- Students listen to a story and later draw pictures to show the events in sequence.
- Students present a picture collage about themselves or another topic.
- Students use a camera and take pictures of events at school to create a class memory book. In groups, students prepare simple captions to accompany the photos.
- Students use a computer-paint program to create a representation of a text or event.
- Students make a video about their school community. They prepare a simple script to accompany the video.
- Students create a miniature community, using shoeboxes to represent buildings.
- Students present a map of their room, house, school, or classroom (math mapping unit).
- Students work in groups to represent the same piece of text in different ways. Each group may choose one way to present the same information. Groups share their representations with the rest of the class.
- Help students understand that information can be displayed in a number of ways by modelling the use of graphic organizers such as Venn diagrams, Webs, Mind Maps, Herringbone, and Concept Frames (see Appendix D). Then encourage the students to use a variety of forms throughout the year.
- Students partner with Grade 6 students to observe work on a *PowerPoint* presentation.
- Students draw and label a map of their bedroom, home, school, or classroom. Students share their maps with one another practising possessive pronouns (e.g., *Mein Bett. Mein Schrank*).

Representing*Students will be able to:*

- 6.2.6** use a variety of forms to create representations of ideas, events, and information.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- capture the main ideas in his/her representation?
- in addition to the main ideas, include other relevant details?
- use a variety of forms to represent ideas, information, or events without guidance?
- use a variety of forms with guidance?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Record the context and date all observations.

 Portfolios

Students select work samples that show different ways they have organized ideas and information. Students include reasons for choosing each work sample.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Register

Students will be able to:

- 6.3.1** recognize that some topics, words, or intonations are inappropriate in certain texts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use Readers' Theatre to present stories they have read in class.
- Invite German senior citizens or grandparents to visit the class. Precede the visit by modelling and discussing respectful language and encouraging students to use respectful language when interacting.
- While writing a text students are reminded to remain focused on the purpose of the text. Give examples of inappropriate texts and words.
- Present pictures of different places in a community (e.g., classroom, gymnasium, church, park, shopping centre, etc.). Students discuss acceptable volume level for discussion. Using the pictures, discuss with students topics which would probably not be discussed in this place.
- Read aloud a number of books that portray people in different situations. Lead a discussion about the language used by the story characters.
- 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.
- Students design a mini-poster showing appropriate 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 class field trip or guest speaker.
- Students purposely use correct and incorrect intonation and have a discussion on the importance of correct intonation.

Register*Students will be able to:***6.3.1** recognize that some topics, words, or intonations are inappropriate in certain texts. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- project voice at an appropriate level?
- remain on topic?
- use proper intonation to reinforce thoughts?
- use intonation to form questions?
- recognize when intonation is being used to present a question?

 Checklists

Use checklists based on Focus for Assessment criteria. Date all observations and note the context.

 Conferences

Keep notes on each student's successes and challenges in adapting language. Share notes with students and, together, make plans to improve. Conference with students to discuss participation and personal responsibility in the classroom and school community.

 Response Journals/Reflection Logs

Students reflect on what they have learned about the use of appropriate words and intonations by recording their thoughts in their journals. Model the process of reflecting and provide students with sentence starters to assist them.

SAMPLE **RESOURCES**

General Outcome

6

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.3 Sociocultural/
Sociolinguistic
Elements

GRADE

3

Specific
Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 understand and use a variety of simple idiomatic expressions as set phrases.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Present a number of idiomatic expressions (see Appendix B). Students, working in small groups, role-play simple situations provided to them by the teacher in which these idiomatic expressions can be practised.

Idiomatic Expressions*Students will be able to:*

- 6.3.2** understand and use a variety of simple idiomatic expressions as set phrases.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use idiomatic expressions in a given setting without assistance?
- use idiomatic expressions in a given setting with assistance?
- use idiomatic expressions as part of their daily conversations?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date all observations and note the context of the observations.

 Anecdotal Notes

Record information throughout the year about the students' ability to understand and use simple idiomatic expressions in German.

SAMPLE RESOURCES

Students will use German 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 accept individual differences in speech.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- If possible, invite a speaker, other teachers, or parents at least once a month to the classroom. Seek speakers who present a variety of voices, dialects, and knowledge of the German language.
- Have students buddy-up with students from a younger grade and teach their buddy a song or poem. Then repeat with Grade 6 students. This activity may be reversed, where a Grade 6 student teaches a Grade 3 student a song or poem. Discuss and compare differences in speech.
- Direct a discussion about personal and class experiences regarding observations regarding ways to say words (dialects) or in words themselves (regional differences).
- Students listen to audiotapes of popular German folktales read by various narrators.
- Students listen to stories narrated on the German Internet portal.
- Students listen to weather forecasts on German radio stations.
- Students listen to interviews with German athletes and musicians that are aired on German radio stations and TV stations.

Variations in Language*Students will be able to:***6.3.3** accept individual differences in speech. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- react positively when presented with differences in speech?
- show a desire to understand differences in dialects?
- positively encourage students who may not be as knowledgeable of the language?
- show a desire to improve upon personal weaknesses in language?

 Anecdotal Notes

Observe the students acceptance of differences in speech. Record and date the observations during and soon after the observation. Record what is seen, not what is inferred.

SAMPLE RESOURCES

- Parents, community as a whole
- Bilingual associations
- local radio stations

Students will use German 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 use appropriate oral forms of address for people frequently encountered.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Provide opportunities for students to role-play situations where different oral forms of address are used for frequently encountered people. Scenarios may be real or imaginary. See suggestions for role-playing below. What would you say to another person to show courtesy when:
 - There is a new student in your class?
 - A visitor in a wheelchair asks directions in the hallway?
 - Your friend wants you to play at recess?
 - Your teacher asks you where your homework is?
 - Your grandmother asks you to help?
- Introduce the concept of formal speech to strangers and out of respect. For example,

Informal: *Guten Tag, wie geht es dir?*
 Formal: *Guten Tag, wie geht es Ihnen?*
 Informal: *Wie heißt du?*
 Formal: *Wie heißen Sie?*
- Students generate sentences or dialogues where there might be formal and informal situations. Record informal and provide changes in the formal. Students record. Note changes to verbs as well.

Social Conventions*Students will be able to:*

- 6.3.4** use appropriate oral forms of address for people frequently encountered.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- address adults formally?
- address classmates informally?
- address guest speakers or visitors such as St. Nicholas, formally and respectfully including their proper title, *Herr, Frau*?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Note the context of the observations. Date all observations.

 Anecdotal Records

Record students' behaviours when addressing people they frequently encounter.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Non-verbal Communication

Students will be able to:

6.3.5 recognize that some non-verbal behaviours may be inappropriate in certain contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Present examples of appropriate and inappropriate behaviours:
 - men’s hats are removed when entering a building
 - doors are to be held open for the person following you
 - a greeting is always expected whether entering a store, a bus, passing someone on the street, etc.
 - when entering or leaving a room or group of people, you greet everyone with a handshake
 - addressing an adult outside of the family with “*du*” is extremely inappropriate
 - answering the phone without identifying yourself is considered rude
- Present examples of non-verbal communication in different situations, such as drama presentations, television shows, and commercials. Students identify specific features such as facial expression, hand movements, whole-body movements, and eye contact. In small groups or as a class, discuss how specific features aid in the presentation. When students have become familiar with non-verbal cues, give them a script to use in practising the cues in pairs or small groups.
- Play video clips with the volume turned off in order to focus on the use of non-verbal cues, being sensitive to the cultural practices and values. With students, discuss how these cues convey feelings, persuade, or express opinions. Students may be given situations to pantomime the use of non-verbal cues.
- Students who have visited in Germany are invited to share experiences with class.
- Invite guest speakers in to share cultural differences.

Non-verbal Communication*Students will be able to:***6.3.5** recognize that some non-verbal behaviours may be inappropriate in certain contexts. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use appropriate non-verbal behaviours?
- use any inappropriate non-verbal behaviours?

 Anecdotal Records

Record examples to show how students applied knowledge of and communicated understanding of appropriate and inappropriate non-verbal behaviour both within and outside of the school context.

 Conferences

Conference with the students to check on their understanding of appropriate and inappropriate nonverbal behaviours.

 Response Journals/Reflection Logs

Have the students write about the difference between appropriate and inappropriate non-verbal behaviours, in certain contexts, based on what they viewed and following the class discussion.

SAMPLE **RESOURCES**

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

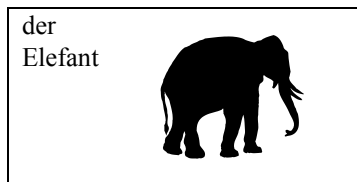
Cognitive

Students will be able to:

- 6.4.1** use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., make personal dictionaries, experiment with various elements of the language).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use a variety of methods to improve their personal memory banks of common, grade-appropriate words, such as putting them in expression books.
- Visual learners may try to “see” the word in colours or on an imaginary screen.
- Kinesthetic learners may trace the words with a crayon, their finger, or “air” write them.
- Auditory learners may say the word and say the letters quietly out loud.
- Students keep a short list of their most commonly misspelled words in a word-dictionary book.
- Students build their own personal dictionary.
- Students always record nouns with their article in their word books.
- Since German nouns each have a specific article, students are asked to make an association of that word to another previously learned word with the same article (e.g., the *der* model word is *Elefant*; the new word is *der Hund*.). Students picture the dog on the elephant’s back to help remember *der Hund*.



- A school-wide decision is made to consistently colour code articles and nouns—on all flashcards, charts, overheads, etc. For example,
der (masculine)—blue
die (feminine)—red
das (neuter)—yellow or green.

Cognitive

Students will be able to:

- 6.4.1** use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g. make personal dictionaries, experiment with various elements of the language). *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple cognitive strategies with guidance?
- use a variety of simple cognitive strategies independently?
- does the student make contributions to personal dictionary?
- does the student use reference material ?
- use graphic organizers?
- group together sets of things (vocabulary/structures) with similar characteristics?
- associate new words with familiar ones?

Checklists

Using a list of cognitive language learning strategies, keep a list of strategies used with guidance or independently and track some for frequency.

Portfolios and Conferences

Students can select pieces where organizers were used or language patterns tracked, etc. Conference with students, reinforcing good use of strategies and encouraging the use of new strategies.

Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency (see samples in Appendix E).

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Metacognitive

Students will be able to:

6.4.2 use a variety of simple metacognitive strategies, with guidance, to enhance language learning (e.g., decide in advance to attend to the learning task).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual metacognitive strategies that were used.

- Students maintain a writing folder and are given the opportunity to reflect on their writing.
- Encourage students to plan their tasks or project. Initially, model how this can be done in a sequential way.
- Prior to using a graphic organizer (see Appendix D), review with the students how the organizer assists in grouping thoughts, ideas, and concepts.
- Students maintain a Learning Log of new words and phrases they learned that week.

Metacognitive*Students will be able to:*

- 6.4.2** use a variety of simple metacognitive strategies, with guidance, to enhance language learning (e.g. decide in advance to attend to the learning task).
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- make plans how to attend to a task or project?
- reflect on tasks?
- self-assess their performance?
- monitor their own speech and writing to check for persistent errors?
- rehearse or role-play language?

 Anecdotal Records

Select four or five students per class to observe as they solve problems, monitor their language learning, reflect on their strengths and weaknesses, identify their own needs, and set goals for language learning. Observations should be made over different periods of time in different learning contexts. Date the information gathered and use it to enhance or modify future instruction.

 Conferences

Conference with students to share observations and to invite them to share their personal reflections on their progress as a German-language learner. Discuss with students areas they have identified for improvement, and provide direction, encouragement, and feedback in progress.

 Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency.

SAMPLE **RESOURCES**

Students will use German 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 use a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., reread familiar self-chosen texts to enhance understanding and enjoyment).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual social/affective strategies that were used.

- Provide opportunities to frequently make contributions to students' personal CD with favourite songs, poems, and stories.
- Provide opportunities for students to work in small groups and with a variety of partners.
- Provide opportunities for students to converse with more experienced speakers. This can be done by inviting guest speakers or buddying up with an older class.

Social/Affective

Students will be able to:

- 6.4.3** use a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., reread familiar self-chosen texts to enhance understanding and enjoyment). *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- interact with others?
- participate in shared rewriting activities?
- ask others for help?
- work co-operatively with others?
- understand that making mistakes is a natural part of the learning experience?
- take risks with unfamiliar tasks?
- make use of new words or expressions in conversation?
- reread texts to enhance understanding?

Checklists

Create checklists based on Focus for Assessment criteria.

Anecdotal Records

When students are working on assigned tasks such as a newspaper assignment, note the extent to which they:

- approach tasks with confidence
- persevere, trying different approaches or strategies when having difficulty
- tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge

Portfolios

Students' interviews with experienced speakers may be recorded for more detailed observations or for review with students during conferencing.

Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency.

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Interactive

Students will be able to:

6.5.1 use a variety of simple interactive strategies with guidance (e.g., ask for clarification or repetition when they do not understand).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual interactive strategies that were used.

- Model phrases that indicate the message was not understood (e.g., “*Wie bitte?*” “*Ich verstehe das nicht.*”). Post these key phrases on a poster.
- Model, using non-verbal cues (e.g., drama, pantomime, pictures, sketches), to confirm understanding.
- Students role-play with partners situations that require clarification.

Interactive

Students will be able to:

- 6.5.1** use a variety of simple interactive strategies with guidance (e.g. ask for clarification or repetition when they do not understand). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- indicate a lack of understanding?
- ask for clarification?
- realize when their message has not been understood?
- attempt a different tactic?
- use a simpler word similar to the concept to what they want to convey?

 Checklists

Develop checklists based on Focus for Assessment questions above.

 Anecdotal Records

Record phrases used to self-correct, note areas that require greater effort, and provide feedback for student-based checklists.

 Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency (see Appendix E for sample self-assessment tools).

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Interpretive

Students will be able to:

6.5.2 use a variety of simple interpretive strategies with guidance (e.g., determine the purpose of listening, listen or look for key words).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual interpretive strategies that were used.

- Encourage students to use a highlighter to focus on key or new words.
- Before reading, listening, and viewing, review key words or phrases that will assist students in comprehending the text.
- While watching a German video or while listening to a presentation, students are asked to take notes on key words and facts. These notes then become the basis for a student-led question period, using the notes taken by the students on the video, presentation, etc. Students are expected to have the correct answer. Each student prepares multiple questions.
- Before reading to students, walk through the illustrations and allow for students to make predictions. Record the predictions. Looking a second time, discuss with students which predictions are possible. Students read the story and assess predictions.

Interpretive*Students will be able to:*

- 6.5.2** use a variety of simple interpretive strategies with guidance (e.g. determine the purpose of listening, listen or look for key words). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use visuals to aid reading comprehension?
- use visual supports, intonation and gestures to aid comprehension?
- make predictions about what they expect to hear or read based on prior knowledge and personal experience?
- listen or look for key words?
- determine the purpose of listening?
- use knowledge of the sound-symbol system to aid reading comprehension?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date and record the context of all observations.

 Anecdotal Records

Maintain running records of how students self-correct, use context cues, and make predictions to aid comprehension before and during reading. Observe students after reading to check if the students can demonstrate understanding of what was read.

 Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency (see Appendix E).

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Productive

Students will be able to:

6.5.3 use a variety of simple productive strategies with guidance (e.g., use illustrations to provide detail when producing their own texts).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual productive strategies that were used.

- Provide students with a guide for self-editing.
- Provide students with accessibility to various dictionaries and resource materials in the classroom.
- Provide a print-rich environment with Word Walls, thematic posters, frequently used vocabulary, adjective and adverb lists, etc., which students refer to.
- Students use Internet dictionaries for translations of simple words.
- Invite students to assist in drafting a guide for editing written work. Students then use the editing guide to edit their own or their peer's written work.
- Using a patterned or repetitive story as a model, students write their own story.

Productive*Students will be able to:***6.5.3** use a variety of simple productive strategies with guidance (e.g. use illustrations to provide detail when producing their own texts). *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- mimic what the teacher says?
- use non-verbal means to communicate?
- copy what others say or write?
- use words in the immediate environment?
- use resources to increase vocabulary?
- use resources to correct texts?
- use familiar repetitive patterns from stories, songs, poems or media?
- use illustrations to provide detail when producing their own texts?
- use knowledge of sentence patterns to form new sentences?
- attempt to revise and correct final version of text?

 Checklist

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

 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.

 Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency (see Appendix E).

SAMPLE **RESOURCES**

- www.leo.org

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning (e.g., experiment with and concentrate on one thing at a time).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual cognitive strategies that were used.

- Students brainstorm ways to enhance learning. For example,
 - check environment for clues
 - write down task
 - highlight key words
 - rephrase task
 - use contextual clues
- Provide opportunities for students to cluster ideas after brainstorming a topic. Initially this can be modelled or guided by the teacher.
- With students, use graphic organizers when developing understanding of a concept. These are posted as a reference for students to use.
- With teacher guidance, students generate simple questions to guide their research on an animal of their choice.

Cognitive

Students will be able to:

- 6.6.1** use simple cognitive strategies to enhance general learning (e.g., experiment with and concentrate on one thing at a time). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use a variety of simple cognitive strategies with guidance?
- use a variety of simple cognitive strategies independently?
- use graphic organizers effectively?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation. Note to what extent students are able to use simple cognitive strategies independently and which strategies require guidance.

 Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency (see Appendix E).

SAMPLE RESOURCES

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning (e.g., decide in advance to attend to the learning task).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students identify the actual metacognitive strategies that were used.

- While working in groups, students set goals as to what they would like to accomplish in a set period of time.
- Encourage students to participate in a variety of activities that allow them to reflect on and realize their growth in language learning (e.g., formal spelling programs with pre-test and post-tests, Learning Logs, Reading Logs, genre graphs, goal-setting, and reflection activities).
- Invite students to contribute their ideas when creating class charts (e.g., what a good reader and writer does).

Metacognitive*Students will be able to:***6.6.2** use simple metacognitive strategies to enhance general learning (e.g., decide in advance to attend to the learning task). *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- reflect on learning tasks with guidance?
- realize their efforts can affect their learning?
- make a plan how to approach a task?
- identify their own needs and interests?
- manage the physical environment in which they work?
- keep a learning journal, diary, or log?
- decide to attend to a learning task?

 Checklists

Develop checklists based on the Focus for Assessment criteria.

 Self-Assessment/Self-Reflection

Guide students to reflect on the activities and Focus for Assessment criteria. Assist students in focusing on how they are performing and to provide the language to reflect on and communicate information in German. Provide frameworks that include sentence starters and rating scales. It may be necessary to have students reflect and write journal entries or self-assessment in English on occasion in order for students to express their thoughts clearly and concisely.

Alternatively, students can use a simple list of strategies for tracking usage and frequency.

SAMPLE RESOURCES

Students will use German 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 use simple social and affective strategies to enhance general learning (e.g., participate in co-operative group learning tasks).

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual social/affective strategies that were used.

- Provide many opportunities for students to work in different group activities. Before the group activity begins, lead a discussion and generate a list of jobs and phrases that can be used in a cooperative group setting. For example,
 - *gut gemacht*
 - *lass uns weiter arbeiten*
 - *Schreiber*
- Explain the purpose and use of a daily organizer. Students will:
 - record required information
 - check daily organizer for assignments due, etc.
 - plan for movement of daily organizer and required materials between school and home
 - do the task
- When students are working in pairs, model for the pair how they can encourage each other or point out others where one student encourages another. Using heterogeneous groups would be helpful in this situation.
- Students write thank-you notes to others who have helped them. Those who are less willing to seek help may observe how students help each other.
- Invite students to brainstorm words and phrases that would assist them to work co-operatively with other students. Post these phrases in the classroom for future reference.

Social/Affective*Students will be able to:*

- 6.6.3** use simple social and affective strategies to enhance general learning (e.g., participate in co-operative group learning tasks). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- watch others' actions and copy them?
- seek help from others?
- participate actively in co-operative group learning activities?
- show willingness to take risks and try unfamiliar tasks and approaches?
- provide support strategies for others to persevere?

 Checklist

Create a checklist based on the Focus for Assessment criteria. Date all observations and note the context of observations.

 Rubrics

With students, generate descriptors for levels of performance that guide students in creating simple texts on a familiar topic. Specific behaviours may be outlined. Students' performances based on the rubric may be placed in their portfolios.

 Anecdotal Records

Observe students as they work in co-operative groups to solve problems or complete assigned tasks. Target your observation by selecting four or five students per class and one or two specific outcomes to observe. Develop a data-gathering system such as a clipboard for anecdotal notes, a checklist based on the Focus for Assessment criteria, or a video or audio recorder. All observations are dated and the context of the observation is noted.

 Conferences

Conference with individual students or with a group of students to share observations, encourage students, and provide guidance and feedback.

 Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency.

SAMPLE **RESOURCES**

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

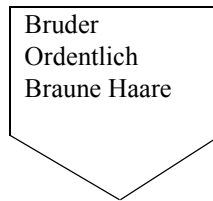
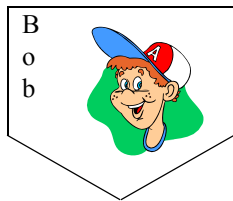
Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

- 7.1.1** recognize and appreciate various elements of the cultures of German-speaking peoples.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Social Studies—Focus on Special Community Customs: Students bring in something special to discuss, such as family artifacts related to Christmas. Questions for presentation could include:
 - what it is
 - how long has this been a tradition or custom in our family
 - what happens
 - where it comes from
- At the beginning of the year, students make a banner about themselves. These banners are hung on a line across the classroom. One side has a picture and name, and the reverse side has descriptive words.



- From the social studies topic on special communities, a chart on cultural expressions is completed in German (see sample chart below).

	Deutschland	China	
Essen			
Kleidung			
Freizeit (Tanz, Musik) Sport			
Feiertage			
Sonst noch etwas			

(continued)

Valuing German Language and the Cultures of German-speaking Peoples*Students will be able to:*

- 7.1.1** recognize and appreciate various elements of the cultures of German-speaking peoples. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate an appreciation of the German culture in their life?
- appreciate other cultural influences?
- verbalize cultural influences?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Use checklists and circulate them among the class to observe behaviours. Each observation is dated.

 Self-Assessment

Students complete self-assessments that indicate their recognition and appreciation of the German language and culture. Guide the students by providing prompts.

 Response Journals/Reflection Logs

After each activity, students record personal reflections in a journal. Review these entries and provide positive feedback and support where needed.

 Conferences

Conference with students to discuss participation, recognition, and appreciation of the German language and culture.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

7.1.1 recognize and appreciate various elements of the cultures of German-speaking peoples. *(continued)*

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Students participate in German Immersion day or special event day by:
 - spending all day speaking German
 - bringing in German-speaking parents to read or sing
 - having a lunch movie in German
 - having German sausage lunch
- Students in school receive a shoe full of goodies on December 6, *Nikolaustag*. Discuss this and other traditions, holidays, or celebrations with the students.

GRADE

3

Specific
Outcome

Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

7.1.1 recognize and appreciate various elements of the cultures of German-speaking peoples. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.2 understand the personal significance of a bilingual/multicultural education.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Lead a discussion about why it is important to learn about other cultures. What things do other cultures contribute?
 - values
 - food
 - sports
 - music, musicians,
 - stories and poems
 - movies
 - art and artists
- Students are encouraged to identify and share experiences about what they have learned about their culture as a result of their bilingual learning.
- Students discuss why it is important to know more than one language. Elicit anecdotes in which students communicated with someone who did not speak German.
- Students create a family tree with the help of their parents, indicating the family's connections to other countries.

Valuing Bilingualism/Multiculturalism*Students will be able to:*

- 7.1.2** understand the personal significance of a bilingual/multicultural education.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- verbalize the significance of cultural differences?

 Self-Assessment

Students include completed projects along with their self-assessment checklists in their portfolios. Students reflect on the process and make suggestions for future work.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth 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** participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [*St. Martinstag*], music, dance, art, literature, food, etc.).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read stories about St. Martinstag, learn the song *Laterne, Laterne*, and make their own lanterns. Then, they participate in a walk through the school with their lanterns and tell the story to other classes.
- Parents plan an Oktoberfest community dinner with *Bratwurst* and *Strudel*.
- Students work on an ABC *Weihnachtsbuch*. They use a half/half notebook to record thematic sentences and draw their own pictures to match the sentences. Sentences may be class-generated, teacher-directed poems, tongue twisters, or something they want to do on their own—a mix of historical and contemporary elements.
 - V Viele freundliche Vögel feiern Weihnachten in vier vollgepackten Vögelhäusern.*
 - P Papa, Paula und Peter backen Plätzchen und Pfefferkuchen.*
 - X Max aus Xanten spielt “Stille Nacht” auf dem Xylophon. Axel und Alexa singen mit.*
 - Z Zu Weihnachten fahren zehn Ziegen mit dem Zug zum Zoo und schenken den Zebras zarte Zuckerplätzchen.*
- Students learn one or more *St. Nikolaus* poems. They recite them as a choral speech at assembly or to another class. Students discuss the various cultural aspects of the poems, such as *die Rute*.
- Students have a dress-up day for Karnival. The class discusses the customs that take place. Students write and draw about their costumes using pattern sentences.
- Students learn to use appropriate greetings or wishes for various events.
 - *Frohe Weihnachten*
 - *Herzlichen Glückwunsch Zum Geburtstag*
 - *Frohe Ostern*, etc.
- Students are involved in writing cards and invitations for various holidays.
- Students write about Christmas traditions in their families. Then, they read about Christmas traditions in other countries and write a paragraph or two about them.

Historical Elements*Students will be able to:*

- 7.2.1** participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [*St. Martinstag*], music, dance, art, literature, food, etc.). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize traditional holidays in the German culture?
- recognize any historical German authors and state a few facts about their work or personal life?
- recognize any historical German authors, musicians, visual artists, performing artists?
- participate willingly in cultural activities?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

 Anecdotal Records

Observe how students participate in activities and experiences that reflect traditional elements of the German language and culture. The context of all the observations are included in notes.

 Self-Assessment

Students complete a self-reflection following involvement in a traditional German activity. Respond to students' self-reflections with positive feedback.

 Conferences

Conference with the students to discuss and provide feedback regarding their participation and experiences in traditional German language and cultural activities.

SAMPLE RESOURCES

- Deutschemobil 2

General Outcome

7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 German Culture

GRADE

3

Specific Outcome

Contemporary Elements

Students will be able to:

7.2.2 participate in activities and experiences that reflect contemporary elements of German culture (see example above).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students bring in postcards, magazines, flyers, etc., from Germany for sharing, comparing, and discussion.
- Students view and compare children's TV from Germany or in German (*Sesame Street*) and compare and discuss.
- Read parts of an old-fashioned fairy tale and a modern version of the same fairy tale. Students discuss and compare the two versions.
- Students email someone in Germany and share what they do on a daily basis. Students report back to class.
- Students research different kinds of bread and baking in Germany (or other countries). They create posters and attach a recipe. They draw and label the ingredients.

Contemporary Elements*Students will be able to:*

- 7.2.2** participate in activities and experiences that reflect contemporary elements of German culture (see example above). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize contemporary elements of the German language and culture?
- participate willingly in cultural activities and experiences?

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

 Anecdotal Records

Observe how students participate in activities and experiences that reflect contemporary elements of the German language and culture. The context of all the observations is included in notes.

 Response Journals/Reflection Logs

Students complete a self-reflection following involvement in a contemporary German activity. Respond to students' self-reflections with positive feedback.

 Conferences

Conference with students to discuss and provide feedback regarding students' participation and experiences in contemporary German language and cultural activities.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Diversity

Students will be able to:

7.2.3 identify diverse elements of German culture in school and/or local community.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students recall from personal experiences how the German culture is different or the same as their Canadian culture. They compare and contrast elements of the two cultures. For example,
 - clothes
 - homes
- Students share sample traditional German foods for a special event. They discuss the differences and similarities.
- When discussing traditions at Christmas and Easter, encourage students to share the various traditions practised in their families. Invite students to interview grandparents to determine how they celebrated Christmas or Easter when they were young. Students share the information they receive with their classmates.
- Students are assigned the task of finding articles with labels that read “Made in Germany” and items that are traditionally considered to be made in Germany (e.g., Cuckoo clock but made in Japan or China). They then compare and contrast similar contemporary items, including cost.

Diversity*Students will be able to:*

- 7.2.3** identify diverse elements of German culture in school and/or local community.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- clearly identify elements of German cultures?
- actively participate in activities representing German culture?
- clearly characterize specific elements of German culture?
- show an understanding and appreciation for diversity in German culture in the school or local community?

 Checklists

Observe students in activities where there is cultural and linguistic diversity. Develop checklists based on student participation, recognition, and understanding of diversities. Observe students as they engage in discussion. Date and include the context of each observation.

 Anecdotal Records

Record examples of the students' behaviours based on the Focus for Assessment criteria. Use the data to conference with students.

 Response Journals/Reflection Logs

After each activity, students record personal reflections regarding the diverse elements of the German language and culture. Review these entries and provide positive feedback and support where needed.

 Conferences

Conference with students to discuss and provide feedback regarding their skills at identifying diverse elements of the German language and culture.

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 German Culture

GRADE

3

Specific Outcome

Change

Students will be able to:

7.2.4 identify how people's actions and lifestyles change to accommodate the changing needs of people.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Invite guests from the community, such as a German-speaking grandparent, to discuss the lifestyles of people in the past. Create a Venn diagram to compare and contrast lifestyles today with lifestyles in the past.
- Students make sketches to illustrate scenes from the lives of people in the past. Students work in groups to share their sketches with classmates. Discussions centre on how people's actions and lifestyles change to accommodate changing needs.

Change

Students will be able to:

7.2.4 identify how people's actions and lifestyles change to accommodate the changing needs of people. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify how people's actions and lifestyles change over time?

 Checklists

Develop checklists based on students' ability to identify how people's actions and lifestyles change to accommodate their changing needs. Date and record the context of the observations.

 Anecdotal Records

Record examples of how the students identified people's actions and lifestyle changes to accommodate changing needs. Date and record the context of the observations.

 Conferences

Conference with students to determine their skill in identifying how people's actions and lifestyle changes to accommodate changing needs. Provide feedback and guidance.

 Quick Check

To assess student comprehension of a discussion or changes, use a quick check to determine whether students were able to identify people's actions and lifestyle changes to accommodate changing needs. Make sure to prepare clear statements before conducting the quick check, such as left thumb up if this was done only in the past, and right thumb up if it is only done today. Discussion can ensue as to why changes occurred.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Valuing Diversity

Students will be able to:

- 7.3.1** explore diversity in the classroom, school, and local community, and reflect on its personal significance.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Because I am a *special person*, I do things differently. Students share with the class an individual holiday custom or tradition in their family. They bring in items to discuss (e.g., a picture, a decoration).
Weihnachten essen wir Ente und Rotkohl. Bei uns essen wir Truthahn mit _____. Unsere Geschenke bekommen wir am 24. Dezember. Ich war in der Kirche. Ich war bei Oma.
- Data Management: Students complete a survey and a graph to show diversity. For example,
Was machst du in deiner Freizeit?
 - *liest du deutsche Bücher?*
 - *siehst du deutsche Filme oder Fernsehprogramme?*
 - *hörst du deutsches Radio?*
 - *treibst du Sport? Welche Sportarten?*
 - *kochst du deutsche Rezepte?*
 They share the data with the class.
- Lead the class in a discussion of how students' families celebrate a special event such as birthdays, Christmas, Easter, etc. As students share their family traditions, note these on chart paper.
- With students, explore similarities and differences within the classroom or school through surveying students.
- With students, explore diversity in a community through a comparison of the local community with another community.
- Each student within a small group uses a labelled card that describes various traditions that her or his family celebrates every year. The student places the card in the centre of the group if it is true for all in the group, or places the card in another spot if it is true for one individual. Debrief this activity with the class.
- With students, use a Venn diagram to help them recognize similarities and differences within the school. Students then work in pairs to use a Venn diagram to compare similarities and differences between themselves and their classmates.

Valuing Diversity*Students will be able to:***7.3.1** explore diversity in the classroom, school and local community, and reflect on its personal significance. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore differences between himself/herself and others?
- reflect on how differences affect him/her?
- demonstrate understanding and appreciation for diversity?

 Checklists

Create checklists to determine the students' developing skills in exploring diversity and in reflecting on its significance to them. Provide positive feedback and suggestions to students.

 Pair Conferences

Conference with a pair of students to determine and discuss results of the Venn diagram they created. Provide feedback and suggestions.

 Response Journals/Reflection Logs

Respond to students' dialogue journals 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-Reflections

Review students' self-reflections to determine if their comments coincide with actual behaviours.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Valuing Similarity

Students will be able to:

7.3.2 explore similarities in the classroom, school, and local community, and reflect on their personal significance.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- When sharing results with the class, students draw or write down five things they do on holidays. They categorize their activities into *same* or *different*. Students mention one of each.
- After the previous activity, students interview a number of people until they find one person who celebrates in the same way they do. Exchange partners after one minute. They then discuss the similarities and differences in their celebrations.

dieselben Traditionen	andere Traditionen
--------------------------	-----------------------

- With students, use a Venn diagram to help recognize similarities and differences within the school. Students then work in pairs to use a Venn diagram to compare similarities and differences between themselves and their classmates.
- Read a book about a traditional German Christmas. Students discuss which of the traditions are still practised today.

OR

Students read a story of a current German, Swiss, or Austrian family celebrating Christmas. Students discuss what some of the similarities are between this family and their own.

- With student input, compare students' daily lives with the lives of people they have encountered in their immediate community. The similarities and differences may be recorded on graphic organizers such as the Venn diagram—focusing on the similarities.
- Invite a guest speaker from the community, such as a bus driver, to speak to the students. Create a Venn diagram with students to compare and contrast the daily life of the guest speaker and their own. A discussion would then centre on similarities between members of the community and its significance to themselves.
- Encourage students to participate in or attend multicultural celebrations and concerts either during or after school hours. Students report back to their classmates about their experiences.

Valuing Similarity*Students will be able to:***7.3.2** explore similarities in the classroom, school and local community and reflect on their personal significance. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore similarities between himself or herself and others?
- reflect on how similarities affect him or her?
- demonstrate understanding and appreciation for unity and diversity?

 Checklists

Create checklists to determine the students' developing skills in exploring diversity and in reflecting on its significance to themselves. This data can be used for conferencing.

 Anecdotal Records

While observing discussions, note and record the comparisons the students make between their lives and those portrayed by members of the immediate community. Date and record the context of observations.

 Response Journals/Reflection Logs

Respond to the students' dialogue journals to provide positive feedback and support in regard to their reflections on the activity and its significance to them.

 Conferences

Conference with students to discuss the results of the Venn diagram and its significance to them. Provide feedback and suggestions.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Contributing to Community

Students will be able to:

- 7.3.3** participate co-operatively in daily classroom duties, and support peers and classmates.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Groups of students make posters in German for classroom rules. For example,
 1. *Augen nach vorne*
 2. *Füße still*
 3. *Mund zu*
 4. *Hände still*
- Students can verbalize and demonstrate the above. They use a checklist for the group activity, cooperative learning model.
 - *Heute habe ich zugehört*
 - *Ich habe mitgearbeitet*
 - *Ich habe geholfen.*
- Students do a self-evaluation after a task or group time.

Ich habe $\left. \begin{array}{l} \textit{sehr gut} \\ \textit{gut} \\ \textit{schlecht} \\ \textit{nicht so gut} \end{array} \right\}$ *gearbeitet*
- Class leaders take turns being responsible for various tasks on a daily basis.
- Lead students in a discussion about the roles and responsibilities students in Grade 3 might have at home and at school. Student contributions are recorded on white/black board. Students create a web using the words and phrases recorded by the teacher, showing at least five responsibilities they have at home and at school.
- Students are encouraged to keep a tidy atmosphere in the classroom by picking up paper scraps, etc.

Contributing to Community*Students will be able to:***7.3.3** participate cooperatively in daily classroom duties, and support peers and classmates. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- show respect for his/her school community?
- participate responsibly in the classroom community?
- cooperate during group work?
- demonstrate understanding of the roles and responsibilities of self and group members?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date each observation and note its context. Use this data for conferencing with students.

 Work Samples

Assess students' posters, looking for evidence that the information is:

- accurate and complete
- displayed in a logical way to enhance meaning
- written in understandable German

 Self-Assessment

Students complete self-assessment forms to self-report on personal contributions to group tasks. Students use checklists, diaries, or Learning Logs.

 Quick Check

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. Quick checks may be used when time does not permit using an extended checklist.

SAMPLE RESOURCES

- *German Blackline Masters*
- *Success for All Learners* (Manitoba Education and Training, 1996)

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth 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 recognize that growing up involves making decisions and accepting consequences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Develop a theme on punctuality (e.g., When and where do you have to be on time? What are the consequences if you are late—catching bus, school, recess?). Students create mini-posters using illustrations and simple sentences to promote the theme.
- In correlation with health, students list foods that make bodies healthy according to the *Canada Food Guide*. Students study the lunch they have for that day to see if they have a healthy, balanced diet.
- Invite students to provide input in establishing classroom rules and consequences for not following the established rules. The rules are written in German using short, simple sentences and posted in the classroom.
- Record students' responses on the white/black board during a class-sharing session on decision making. Students share situations in which they made good choices and situations in which they made bad choices. In their journals or Learning Logs, students record three of these situations.
- Lead a discussion on acceptable and expected behaviour when commuting down hallways or using common areas (e.g., bathrooms, fountains, lunchrooms, etc.)

Responsible Citizenship*Students will be able to:*

- 7.4.1** recognize that growing up involves making decisions and accepting consequences. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- show a willingness to accept responsibility for his/her actions and behaviour?
- recognize that decision making is an important part of growing up?

 Checklist

Create a checklist based on the Focus for Assessment criteria. Observe students as they engage in activities that demand decision making and choices.

 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

Students complete self-assessments that indicate their ability to make decisions and their willingness to accept responsibility for their actions and behaviours.

 Work Samples

Assess students' posters, looking for evidence that the information is:

- accurate and complete
- displayed in a logical way to enhance meaning
- written in understandable German

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

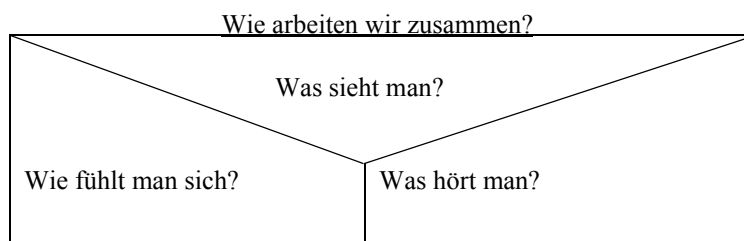
Interdependence

Students will be able to:

7.4.2 identify the advantages and disadvantages of working collaboratively with a partner or group.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- As you introduce group work at the beginning of the year, students brainstorm strategies that they know contribute to cooperative and collaborative group work. Pose the question, “*Wie sieht gute Gruppenarbeit aus?*” Record student responses in German and post guidelines based on this discussion in the classroom for reference. Some suggested guidelines include:
 - wir wechseln uns ab*
 - wir sprechen leise*
 - wir hören höflich zu*
 - wir bleiben in einer Gruppe*
 These guidelines can be used for student self-assessments or peer assessments.
- In correlation with social studies, students do a variety of activities about how people in our community rely on one another (e.g., farmers provide food, police protect us, teachers educate us).
- When discussing the advantages and disadvantages of working with others, invite students to complete a class Y-chart.



- Students make a pro and contra chart regarding group work.

Pro	Contra
Das geht besser in der Gruppe.	Das geht besser alleine.

Interdependence

Students will be able to:

7.4.2 identify the advantages and disadvantages of working collaboratively with a partner or group. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify the advantages of working collaboratively with others?
- identify the disadvantages of working collaboratively with others?
- collaborate during group work?
- demonstrate understanding of group guidelines?
- participate in self-reflection and debriefing?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Use the checklist during small group work to observe behaviours.

 Self-Assessment/Group Assessments

Students complete self-assessments and group assessments at various stages of group work. Criteria for the self-assessments should be based on the guidelines set for collaborative group work at the beginning of the year. These self-assessments may be placed in the students' portfolios.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth 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 explore ways to resolve interpersonal conflict.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students decide if a situation is a big or small problem.

<p>ein großes Problem</p> <ul style="list-style-type: none"> - ein Unfall - ein Überfall - sich verlaufen  <p>Ich brauche Hilfe!</p>	<p>ein kleines Problem</p> <ul style="list-style-type: none"> - jemand streckt dir die Zunge raus - jemand hänselt dich - jemand schubst dich  <p>Ich werde damit fertig!</p>
<ul style="list-style-type: none"> - Lehrer rufen - Eltern rufen - 911 anrufen - bei einem Block Parent anklopfen 	<ul style="list-style-type: none"> - einfach ignorieren und weitergehen - sagen, was du nicht magst “Vielleicht magst du deine Zunge, aber ich mag sie nicht sehen.” - wenn es öfter passiert noch mal besprechen - dann, wenn es weitergeht, um Hilfe bitten.

- Students pick a person from class for an interview—someone they normally do not play or eat lunch with. The interview consists of questions like:

Was ist dein Lieblingessen?

Welchen Film magst du am liebsten?

They then make a date to play or eat lunch together.

Intercultural Skills*Students will be able to:***7.4.3** explore ways to resolve interpersonal conflict. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore ways to resolve conflict with others?
- show willingness and interest in initiating new relationships?
- demonstrate the willingness and ability to maintain new relationships?

 Checklists

Create checklists based on the Focus for Assessment criteria. Use the checklist during small groups to observe behaviours.

 Conferences

Conference with students to determine their skill in resolving interpersonal conflict, and use this time to discuss strategies in resolving conflict.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth 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 development, and set personal goals.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- In correlation with a discussion about careers, web benefits to speaking and reading German.



- Students brainstorm a list of possible personal goals. Record in German the students' ideas on poster paper and post it in the classroom. Students then write out one short-term goal they want to accomplish.

Zielsetzung—Schülerblatt

Name: _____ Datum: _____
 – Was? _____
 – Bis wann? _____
 – Warum? _____

- Read “Der Regenbogenfisch.” Relate the glitter scale to something one can do well. Create a whole-class rainbow fish with each student making a scale of something he or she does well (e.g., *Ich kann gut malen. Ich kann gut Fußball spielen.*).
- Make individual “accordion style” *Ich kann* books, listing all the things a student can do. Add some goal-setting pages.

Future Opportunities*Students will be able to:*

- 7.4.4** identify personal strengths and areas for development, and set personal goals.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- identify personal strengths?
- identify personal areas for improvement and/or change?
- set personal goals?

 Checklists

Create a checklist based on the Focus for Assessment criteria. Date and note the context of all observations.

 Self-Assessment

Students reflect on their progress toward meeting their personal goals using simple sentence starters or forms.

 Response Journals/Reflection Logs

Using the monitoring sheet developed in class, students write a short sentence or two reflecting on their progress toward achieving their goals.

 Conferences

Meet with students to discuss their progress towards the goals they set for themselves at the beginning of the year. Provide feedback suggestions and encouragement.

SAMPLE RESOURCES

- Marcus Pfister, *Der Regenbogenfisch*.



Appendices

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Appendix A: Specific Outcomes Chart

KINDERGARTEN

1.1 <i>Discover and Explore</i>		KINDERGARTEN
express ideas	<ul style="list-style-type: none"> respond to a range of experiences 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> participate in a range of experiences, and represent these experiences 	
experiment with language	<ul style="list-style-type: none"> use a variety of forms to explore and express familiar events, ideas, and information 	
express preferences	<ul style="list-style-type: none"> demonstrate enjoyment of an oral, literary, or media text 	
set goals	<ul style="list-style-type: none"> participate in teacher-led group reading activities; demonstrate reading, writing, and representing behaviours 	
1.2 <i>Clarify and Extend</i>		KINDERGARTEN
develop understanding	<ul style="list-style-type: none"> recognize connections between new experiences and prior knowledge 	NOTES:
explain options	<ul style="list-style-type: none"> explore new experiences and ideas 	
combine ideas	<ul style="list-style-type: none"> group ideas and information to make sense 	
extend understanding	<ul style="list-style-type: none"> wonder about new ideas and observations 	

2.1 Use Strategies and Cues		KINDERGARTEN
prior knowledge	<ul style="list-style-type: none"> make connections among oral language, texts, and personal experiences 	NOTES:
comprehension strategies	<ul style="list-style-type: none"> recognize and anticipate meaning from familiar print, symbols, and images in context 	
textual cues	<ul style="list-style-type: none"> recognize environmental print, symbols, and images in context; recognize own name and personally familiar words 	
cueing systems	<ul style="list-style-type: none"> recognize that text is organized in specific patterns and that text symbols represent sounds, words, or ideas 	
2.2 Respond to Texts		KINDERGARTEN
experience various texts	<ul style="list-style-type: none"> participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions 	NOTES:
connect self, texts and culture	<ul style="list-style-type: none"> share personal experiences related to oral, literary, and media texts; talk about and represent the actions of people in texts 	
appreciate the artistry of texts	<ul style="list-style-type: none"> share feelings evoked by oral, literary, and media texts 	

2.3 Understand Forms and Techniques		KINDERGARTEN
forms and genres	<ul style="list-style-type: none"> distinguish between what is realistic and imaginary in oral, literary, and media forms and texts 	NOTES:
techniques and elements	<ul style="list-style-type: none"> develop a sense of story through listening, reading, and viewing experiences 	
vocabulary	<ul style="list-style-type: none"> demonstrate curiosity about and experiment with sounds, letters, words, and word patterns 	
experiment with language	<ul style="list-style-type: none"> appreciate the sounds and rhythms of language 	
create original texts	<ul style="list-style-type: none"> create original oral and media texts 	
3.1 Plan and Focus		KINDERGARTEN
use personal knowledge	<ul style="list-style-type: none"> demonstrate personal knowledge of a topic 	NOTES:
ask questions	<ul style="list-style-type: none"> ask common questions to satisfy personal curiosity and information needs in the classroom context 	
participate in group inquiry	<ul style="list-style-type: none"> ask and answer common questions to help satisfy group curiosity and information needs in the classroom context 	
create and follow a plan	<ul style="list-style-type: none"> listen to and follow simple directions in the classroom context 	

3.2 <i>Select and Process</i>		KINDERGARTEN
identify personal and peer knowledge	<ul style="list-style-type: none"> identify self and others as sources of information 	NOTES:
identify sources	<ul style="list-style-type: none"> seek information from others in the classroom context 	
evaluate sources	<ul style="list-style-type: none"> recognize when information answers the questions asked 	
access information	<ul style="list-style-type: none"> use visual and auditory cues to understand ideas and information 	
make sense of information	<ul style="list-style-type: none"> use prior knowledge to make sense of information 	
3.3 <i>Organize, Record, and Assess</i>		KINDERGARTEN
organize information	<ul style="list-style-type: none"> categorize objects and visuals according to similarities and differences 	NOTES:
record information	<ul style="list-style-type: none"> represent and share information and ideas, and compose with a scribe 	
evaluate information	<ul style="list-style-type: none"> share information gathered on a specific topic 	
develop new understanding	<ul style="list-style-type: none"> participate in information-gathering experiences 	

4.1 <i>Generate and Focus</i>		KINDERGARTEN
generate ideas	<ul style="list-style-type: none"> share or demonstrate ideas from personal experiences 	NOTES:
choose forms	<ul style="list-style-type: none"> participate in shared oral, literary, and media experiences 	
organize ideas	<ul style="list-style-type: none"> recognize that ideas expressed in oral language can be represented and recorded 	
4.2 <i>Enhance and Improve</i>		KINDERGARTEN
appraise own and others' work	<ul style="list-style-type: none"> participate in the sharing of own creations and those of others 	NOTES:
revise content	<ul style="list-style-type: none"> express lack of understanding 	
enhance legibility	<ul style="list-style-type: none"> trace and copy letters; recognize letter keys on the keyboard 	
enhance artistry	<ul style="list-style-type: none"> use familiar words to describe ideas 	
enhance presentation	<ul style="list-style-type: none"> use visuals to express ideas, feelings, and information 	
4.3 <i>Attend to Conventions</i>		KINDERGARTEN
grammar and usage	<ul style="list-style-type: none"> check for completeness of work, with guidance 	NOTES:
spelling	<ul style="list-style-type: none"> connect sounds with letters 	

4.3 <i>Attend to Conventions (continued)</i>		KINDERGARTEN
capitalization and punctuation	<ul style="list-style-type: none"> recognize some basic writing conventions 	NOTES:
4.4 <i>Present and Share</i>		KINDERGARTEN
share ideas and information	<ul style="list-style-type: none"> use illustrations and other materials to share information and ideas 	NOTES:
effective oral and visual communication	<ul style="list-style-type: none"> express and represent ideas through various media and forms 	
attentive listening and viewing	<ul style="list-style-type: none"> demonstrate active listening and viewing behaviours 	
5.1 <i>Develop and Celebrate Community</i>		KINDERGARTEN
share and compare responses	<ul style="list-style-type: none"> represent and draw stories about self and family 	NOTES:
relate texts to culture	<ul style="list-style-type: none"> listen actively to stories and demonstrate curiosity 	
appreciate diversity	<ul style="list-style-type: none"> connect aspects of stories to personal feelings and experiences 	
celebrate special occasions	<ul style="list-style-type: none"> contribute to group stories using rhymes, rhythms, symbols, pictures, and drama to create and celebrate 	

5.2 <i>Encourage, Support, and Work with Others</i>		KINDERGARTEN
co-operate with others	<ul style="list-style-type: none"> participate in group activities 	NOTES:
work in groups	<ul style="list-style-type: none"> demonstrate attentiveness in group activities 	
use language to show respect	<ul style="list-style-type: none"> recognize variations in language use in a school context 	
evaluate group process	<ul style="list-style-type: none"> help others and ask others for help 	
6.1 <i>Linguistic Elements</i>		KINDERGARTEN
sound-symbol system	<ul style="list-style-type: none"> listen to, identify, and produce basic sounds of the language; connect sounds appropriately to all letters including <i>ä, ö, ü, ß</i> 	NOTES:
vocabulary	<ul style="list-style-type: none"> repeat and recognize basic vocabulary and expressions used in the immediate environment 	

6.1 <i>Linguistic Elements (continued)</i>		KINDERGARTEN
grammatical features	<ul style="list-style-type: none"> • use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> – <i>sein & haben</i> (1st, 2nd, and 3rd person singular, present tense) – <i>dürfen, können</i> (1st person singular, present tense) – correct definite nominative articles of familiar nouns 	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.

6.1 <i>Linguistic Elements (continued)</i>		KINDERGARTEN
mechanical features	<ul style="list-style-type: none"> • imitate simple, basic German mechanical features 	NOTES:
discourse features	<ul style="list-style-type: none"> • imitate simple, basic German discourse features in oral interactions in the classroom 	

6.2 Language Competence		KINDERGARTEN
listening	<ul style="list-style-type: none"> listen to and understand simple oral sentences in a classroom environment 	NOTES:
speaking	<ul style="list-style-type: none"> repeat and create simple oral phrases in the classroom environment 	
reading	<ul style="list-style-type: none"> recognize letters and their corresponding sounds; recognize some familiar words 	
writing	<ul style="list-style-type: none"> write upper and lower case letters; copy words 	
viewing	<ul style="list-style-type: none"> view and respond to familiar events and/or representations in the classroom context 	
representing	<ul style="list-style-type: none"> imitate and/or create simple representations of familiar ideas, events, and information 	
6.3 Sociocultural/Sociolinguistic Elements		KINDERGARTEN
register	<ul style="list-style-type: none"> speak at a volume appropriate to classroom situations 	NOTES:
idiomatic expressions	<ul style="list-style-type: none"> imitate age-appropriate idiomatic expressions 	

6.3 Sociocultural/Sociolinguistic Elements <i>(continue)</i>		KINDERGARTEN
variations in language	<ul style="list-style-type: none"> experience a variety of voices (e.g., male and female, young and old) 	NOTES:
social conventions	<ul style="list-style-type: none"> imitate simple routine social interactions 	
non-verbal communication	<ul style="list-style-type: none"> imitate some common non-verbal behaviours used in the German culture 	
6.4 Language Learning Strategies		KINDERGARTEN
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies, with guidance, to enhance language learning (e.g., listen attentively, do actions to match words of a song, story, or rhyme) 	NOTES:
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies, with guidance, to enhance language learning (e.g., reflect on learning tasks with the guidance of the teacher) 	
social/affective	<ul style="list-style-type: none"> use simple social and affective strategies, with guidance, to enhance language learning (e.g., initiate or maintain interaction with others) 	

6.5 Language Use Strategies		KINDERGARTEN
interactive	<ul style="list-style-type: none"> use simple interactive strategies, with guidance (e.g., use words from their first language to get their meaning across, acknowledge being spoken to) 	NOTES:
interpretive	<ul style="list-style-type: none"> use simple interpretive strategies with guidance (e.g., use gestures, intonation, and visual supports to aid comprehension) 	
productive	<ul style="list-style-type: none"> use simple productive strategies with guidance (e.g., mimic what the teacher says, use non-verbal means to communicate) 	
6.6 General Learning Strategies		KINDERGARTEN
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies to enhance general learning (e.g., classify objects and ideas according to their attributes) 	NOTES:
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies to enhance general learning (e.g., reflect on learning tasks with the guidance of the teacher) 	
social/ affective	<ul style="list-style-type: none"> use simple social and affective strategies to enhance general learning (e.g., watch others' actions and imitate them) 	

7.1 Self-identity		KINDERGARTEN
valuing German language and the cultures of German-speaking peoples	<ul style="list-style-type: none"> participate in cultural activities in the classroom and school 	NOTES:
valuing bilingualism/multiculturalism	<ul style="list-style-type: none"> participate in classroom and school cultural activities 	
7.2 German Culture		KINDERGARTEN
historical elements	<ul style="list-style-type: none"> participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [<i>Muttertag</i>], music, dance, art, literature, food, etc.) 	NOTES:
contemporary elements	<ul style="list-style-type: none"> participate in activities and experiences that reflect contemporary elements of German culture (see example above) 	
diversity	<ul style="list-style-type: none"> experience cultural elements of diverse origins from within German culture 	
change	<ul style="list-style-type: none"> participate in events marking changes 	

7.3 Building Community		KINDERGARTEN
valuing diversity	<ul style="list-style-type: none"> recognize differences between self and peers 	NOTES:
valuing similarity	<ul style="list-style-type: none"> recognize similarities between self and peers 	
contributing to community	<ul style="list-style-type: none"> participate in, and contribute to, classroom activities 	
7.4 Global Citizenship		KINDERGARTEN
responsible citizenship	<ul style="list-style-type: none"> demonstrate personal and social responsibility in the classroom 	NOTES:
interdependence	<ul style="list-style-type: none"> participate in tasks and activities with partners and in groups 	
intercultural skills	<ul style="list-style-type: none"> adapt to new situations 	
future opportunities	<ul style="list-style-type: none"> share or demonstrate personal strengths or achievements 	

GRADE 1

1.1 <i>Discover and Explore</i>		GRADE 1
express ideas	<ul style="list-style-type: none"> express personal experiences and familiar events 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> listen to and acknowledge experiences and feelings shared by others 	
experiment with language	<ul style="list-style-type: none"> use a variety of forms to explore and express familiar events, ideas, and information 	
express preferences	<ul style="list-style-type: none"> express preferences for a variety of oral, literary, and media texts 	
set goals	<ul style="list-style-type: none"> participate in reading, writing, and representing activities 	
1.2 <i>Clarify and Extend</i>		GRADE 1
develop understanding	<ul style="list-style-type: none"> connect new experiences and information with prior knowledge 	NOTES:
explain opinions	<ul style="list-style-type: none"> describe new experiences and ideas 	
combine ideas	<ul style="list-style-type: none"> group and sort ideas and information to make sense 	
extend understanding	<ul style="list-style-type: none"> demonstrate curiosity about ideas and observations to make sense of experiences 	

2.1 Use Strategies and Cues		GRADE 1
prior knowledge	<ul style="list-style-type: none"> make connections among texts, prior knowledge, and personal experiences 	NOTES:
comprehension strategies	<ul style="list-style-type: none"> anticipate meaning; revise understanding based on further information 	
textual cues	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning 	
cueing systems	<ul style="list-style-type: none"> use syntactic, semantic, and graphophonic cues to construct and confirm meaning 	
2.2 Respond to Texts		GRADE 1
experience various texts	<ul style="list-style-type: none"> participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions 	NOTES:
connect self, texts and culture	<ul style="list-style-type: none"> share personal experiences related to oral, literary, and media texts; identify characters' choices and the resulting consequences 	
appreciate the artistry of texts	<ul style="list-style-type: none"> share feelings and moods evoked by oral, literary, and media texts 	

2.3 Understand Forms and Techniques		GRADE 1
forms and genres	<ul style="list-style-type: none"> recognize different oral, literary, and media forms and texts 	NOTES:
techniques and elements	<ul style="list-style-type: none"> identify the beginning, middle, and end of oral, literary, and media texts 	
vocabulary	<ul style="list-style-type: none"> experiment with parts of words, word combinations, and word patterns 	
experiment with language	<ul style="list-style-type: none"> appreciate repetition, rhyme, and rhythm in shared language experiences 	
create original texts	<ul style="list-style-type: none"> create basic texts to communicate and demonstrate understanding of basic forms 	
3.1 Plan and Focus		GRADE 1
use personal knowledge	<ul style="list-style-type: none"> contribute personal knowledge of a topic to gather information 	NOTES:
ask questions	<ul style="list-style-type: none"> ask basic questions to satisfy personal curiosity and information needs 	
participate in group inquiry	<ul style="list-style-type: none"> ask and answer basic questions to satisfy group curiosity and information needs on a topic 	
create and follow a plan	<ul style="list-style-type: none"> listen actively and follow directions for gathering information and ideas 	

3.2 <i>Select and Process</i>		GRADE 1
identify personal and peer knowledge	<ul style="list-style-type: none"> identify and share basic personal knowledge related to experiences 	NOTES:
identify sources	<ul style="list-style-type: none"> seek information from a variety of sources 	
evaluate sources	<ul style="list-style-type: none"> recognize when information answers the questions asked 	
access information	<ul style="list-style-type: none"> use visual and auditory cues to make meaning; understand that library materials have a specific organizational system 	
make sense of information	<ul style="list-style-type: none"> make and check predictions using prior knowledge and oral, visual, and written text features to understand information 	
3.3 <i>Organize, Record and Assess</i>		GRADE 1
organize information	<ul style="list-style-type: none"> identify and categorize information according to similarities, differences, patterns, and sequences 	NOTES:
record information	<ul style="list-style-type: none"> represent and express key facts and ideas in visual form or with words 	
evaluate information	<ul style="list-style-type: none"> use gathered information as a basis for communication 	
develop new understandings	<ul style="list-style-type: none"> recall, share, and record information-gathering experiences in visual or text form 	

4.1 Generate and Focus		GRADE 1
generate ideas	<ul style="list-style-type: none"> contribute ideas from personal experiences for oral, written, and visual texts 	NOTES:
choose forms	<ul style="list-style-type: none"> share ideas and experiences, using simple forms in the classroom context 	
organize ideas	<ul style="list-style-type: none"> organize visuals and familiar print to express ideas and tell stories 	
4.2 Enhance and Improve		GRADE 1
appraise own and others' work	<ul style="list-style-type: none"> talk about own creations and those of others, using basic, common expressions 	NOTES:
revise content	<ul style="list-style-type: none"> ask basic questions to clarify meaning 	
enhance legibility	<ul style="list-style-type: none"> form recognizable letters; use letter keys and basic keys on the keyboard 	
enhance artistry	<ul style="list-style-type: none"> use familiar words or simple sentences to describe ideas 	
enhance presentation	<ul style="list-style-type: none"> use familiar words with visuals to express ideas, feelings, and information 	
4.3 Attend to Conventions		GRADE 1
grammar and usage	<ul style="list-style-type: none"> check for completeness of work and add details, with guidance 	NOTES:
spelling	<ul style="list-style-type: none"> spell familiar words 	

4.3 <i>Attend to Conventions</i> (continued) GRADE 1		
capitalization and punctuation	<ul style="list-style-type: none"> know and use basic writing conventions 	NOTES:
4.4 <i>Present and Share</i> GRADE 1		
share ideas and information	<ul style="list-style-type: none"> share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation 	NOTES:
effective oral and visual communication	<ul style="list-style-type: none"> share information and ideas with a group 	
attentive listening and viewing	<ul style="list-style-type: none"> demonstrate active listening and viewing behaviours 	
5.1 <i>Develop and Celebrate Community</i> GRADE 1		
share and compare responses	<ul style="list-style-type: none"> tell and draw about self and family 	NOTES:
relate texts to culture	<ul style="list-style-type: none"> listen to stories from oral, literary, and media texts from different communities 	
appreciate diversity	<ul style="list-style-type: none"> connect aspects of stories and characters to personal feelings and experiences 	
celebrate special occasions	<ul style="list-style-type: none"> share ideas and experiences through conversation, puppet plays, dramatic scenes, and songs 	

5.2 <i>Encourage, Support, and Work with Others</i>		GRADE 1
co-operate with others	<ul style="list-style-type: none"> work in partnerships and groups 	NOTES:
work in groups	<ul style="list-style-type: none"> take turns sharing information and ideas 	
use language to show respect	<ul style="list-style-type: none"> recognize that individuals adjust language use for different situations 	
evaluate group process	<ul style="list-style-type: none"> find ways to be helpful to others 	
6.1 <i>Linguistic Elements</i>		GRADE 1
sound–symbol system	<ul style="list-style-type: none"> identify and produce all German sounds and connect them to the appropriate vowel combinations, consonant blends, diphthongs, and digraphs 	NOTES:
vocabulary	<ul style="list-style-type: none"> use simple vocabulary and expressions in daily situations 	

6.1 <i>Linguistic Elements</i> (continued)		GRADE 1
grammatical features	<ul style="list-style-type: none"> • use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> - <i>sein & haben</i> (1st, 2nd, 3rd person singular and plural, present tense) - <i>dürfen, können & müssen</i> (1st, 2nd, 3rd person singular, present tense) - simple questions using <i>wer, wie, was, wo</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.

6.1 <i>Linguistic Elements</i> (continued)		GRADE 1
grammatical features	<ul style="list-style-type: none"> • use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> - correct definite nominative articles of familiar nouns 	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 Linguistic Elements (continued)		GRADE 1
mechanical features	<ul style="list-style-type: none"> imitate and experiment with basic German mechanical features 	NOTES:
discourse features	<ul style="list-style-type: none"> imitate and experiment with basic German discourse features in oral interactions in the classroom 	
6.2 Language Competence		GRADE 1
listening	<ul style="list-style-type: none"> listen to and understand simple oral sentences in a variety of familiar contexts 	NOTES:
speaking	<ul style="list-style-type: none"> produce, orally, simple sentences in a structured situation 	
reading	<ul style="list-style-type: none"> recognize and understand simple words and sentences in a structured situation 	
writing	<ul style="list-style-type: none"> write simple words and sentences in a structured situation 	
viewing	<ul style="list-style-type: none"> view and understand simple, familiar events, and/or representations in the classroom context 	
representing	<ul style="list-style-type: none"> create simple representations of familiar ideas, events, and information 	

6.3 Sociocultural/Sociolinguistic Elements		GRADE 1
register	<ul style="list-style-type: none"> respond to tone of voice 	NOTES:
idiomatic expressions	<ul style="list-style-type: none"> imitate age-appropriate idiomatic expressions 	
variations in language	<ul style="list-style-type: none"> experience a variety of voices 	
social conventions	<ul style="list-style-type: none"> use basic social expressions appropriate to the classroom 	
non-verbal communication	<ul style="list-style-type: none"> understand the meaning of and imitate some common non-verbal behaviours used in the German culture 	
6.4 Language Learning Strategies		GRADE 1
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies, with guidance, to enhance language learning (e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns) 	NOTES:
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies, with guidance, to enhance language learning (e.g., make choices about how they learn) 	
social/affective	<ul style="list-style-type: none"> use simple social and affective strategies, with guidance, to enhance language learning (e.g., participate in shared reading experiences) 	

6.5 Language Use Strategies		GRADE 1
interactive	<ul style="list-style-type: none"> use simple interactive strategies, with guidance (e.g., interpret and use a variety of non-verbal clues to communicate) 	NOTES:
interpretive	<ul style="list-style-type: none"> use simple interpretive strategies, with guidance (e.g., make connections among texts, prior knowledge, and personal experience) 	
productive	<ul style="list-style-type: none"> use simple productive strategies, with guidance (e.g., copy what others say or write, use words that are visible in the immediate environment) 	
6.6 General Learning Strategies		GRADE 1
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies to enhance general learning (e.g., use models) 	NOTES:
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies to enhance general learning (e.g., choose from among learning options) 	
social/ affective	<ul style="list-style-type: none"> use simple social and affective strategies to enhance general learning (e.g., seek help from others) 	
7.1 Self-identity		GRADE 1
valuing German language and the cultures of German-speaking peoples	<ul style="list-style-type: none"> participate in cultural activities and traditions 	NOTES:

7.1 <i>Self-identity (continued)</i>		GRADE 1
valuing bilingualism/multiculturalis	<ul style="list-style-type: none"> participate in classroom and school cultural activities 	
7.2 <i>German Culture</i>		GRADE 1
historical elements	<ul style="list-style-type: none"> participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [<i>Weihnachten</i>], music, dance, art, literature, food, etc.) 	NOTES:
contemporary elements	<ul style="list-style-type: none"> participate in activities and experiences that reflect contemporary elements of German culture (see example above) 	
diversity	<ul style="list-style-type: none"> experience cultural elements of diverse origins from within German culture 	
change	<ul style="list-style-type: none"> illustrate that change occurs in one's immediate environment 	

7.3 Building Community		GRADE 1
valuing diversity	<ul style="list-style-type: none"> • explore diversity within one's own family and in the school 	NOTES:
valuing similarity	<ul style="list-style-type: none"> • explore similarities within one's own family and in the school 	
contributing to community	<ul style="list-style-type: none"> • participate and co-operate in, and contribute to, classroom and school activities 	
7.4 Global Citizenship		GRADE 1
responsible citizenship	<ul style="list-style-type: none"> • demonstrate personal and social responsibility in the classroom and school 	NOTES:
interdependence	<ul style="list-style-type: none"> • recognize own and others' contributions to a group 	
intercultural skills	<ul style="list-style-type: none"> • work and play with others, recognizing that expectations can be different for different people 	
future opportunities	<ul style="list-style-type: none"> • share or demonstrate personal strengths and areas for further development 	

GRADE 2

1.1 <i>Discover and Explore</i>		GRADE 2
express ideas	<ul style="list-style-type: none"> make personal observations and talk about them 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> ask for others' ideas and observations to help discover and explore personal understanding 	
experiment with language	<ul style="list-style-type: none"> use a variety of forms to organize and give meaning to familiar experiences, ideas, and information 	
express preferences	<ul style="list-style-type: none"> explain why an oral, literary, or media text is a personal favourite 	
set goals	<ul style="list-style-type: none"> choose to speak, read, write, and represent in German 	
1.2 <i>Clarify and Extend</i>		GRADE 2
develop understanding	<ul style="list-style-type: none"> connect new information, ideas, and experiences with prior knowledge and experiences 	NOTES:
explain options	<ul style="list-style-type: none"> explain new experiences and understanding 	
combine ideas	<ul style="list-style-type: none"> arrange ideas and information to make sense 	
extend understanding	<ul style="list-style-type: none"> ask basic questions to make sense of experiences 	

2.1 Use Strategies and Cues		GRADE 2
prior knowledge	<ul style="list-style-type: none"> make connections among texts, prior knowledge, and personal experiences 	NOTES:
comprehension strategies	<ul style="list-style-type: none"> anticipate meaning, recognize relationships, and draw conclusions; use a variety of strategies to confirm understanding 	
textual cues	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning 	
cueing systems	<ul style="list-style-type: none"> use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context 	
2.2 Respond to Texts		GRADE 2
experience various texts	<ul style="list-style-type: none"> participate in shared listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions 	NOTES:
connect self, texts, and culture	<ul style="list-style-type: none"> discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts 	
appreciate the artistry of texts	<ul style="list-style-type: none"> identify and express the feelings of people in oral, literary, and media texts 	

2.3 Understand Forms and Techniques		GRADE 2
forms and genres	<ul style="list-style-type: none"> recognize that information and ideas can be expressed in a variety of forms and texts 	NOTES:
techniques and elements	<ul style="list-style-type: none"> represent the beginning, middle, and end of oral, literary, and media texts 	
vocabulary	<ul style="list-style-type: none"> explore commonalities in word families to increase vocabulary 	
experiment with language	<ul style="list-style-type: none"> demonstrate interest in the sounds of words, word combinations, and phrases 	
create original texts	<ul style="list-style-type: none"> create basic texts to communicate and demonstrate understanding of forms and techniques 	
3.1 Plan and Focus		GRADE 2
personal knowledge	<ul style="list-style-type: none"> record and share personal knowledge of a topic to identify information needs 	NOTES:
ask questions	<ul style="list-style-type: none"> ask questions to understand a topic, and identify information needs 	
participate in group inquiry	<ul style="list-style-type: none"> contribute relevant information and questions to assist in group understanding of a topic or task 	
create and follow a plan	<ul style="list-style-type: none"> recall and follow directions for accessing and gathering information 	

3.2 <i>Select and Process</i>		GRADE 2
identify personal and peer knowledge	<ul style="list-style-type: none"> participate in group discussion to generate information on a topic and to identify sources of additional information 	NOTES:
identify sources	<ul style="list-style-type: none"> answer questions, using oral, visual, and print information sources 	
evaluate sources	<ul style="list-style-type: none"> compare gathered ideas and information to personal knowledge 	
access information	<ul style="list-style-type: none"> use the visual and auditory cues to make meaning; use the specific library organizational system to locate information and ideas; use titles to locate information 	
make sense of information	<ul style="list-style-type: none"> make connections among prior knowledge, ideas, and information, and oral, visual, and written text features 	
3.3 <i>Organize, Record and Assess</i>		GRADE 2
organize information	<ul style="list-style-type: none"> categorize related information and ideas, using a variety of strategies, such as webbing, graphic organizers, and charts 	NOTES:
record information	<ul style="list-style-type: none"> record key facts and ideas in own words; identify authors and titles of sources 	
evaluate information	<ul style="list-style-type: none"> examine gathered information to decide what information to share or omit 	

3.3 Organize, Record, and Assess <i>(continued)</i>			GRADE 2
develop new understanding	<ul style="list-style-type: none"> recall, discuss, and record information-gathering experiences 	NOTES:	
4.1 Generate and Focus			GRADE 2
generate ideas	<ul style="list-style-type: none"> generate and contribute ideas on particular topics for oral, written, and visual texts 	NOTES:	
choose forms	<ul style="list-style-type: none"> share ideas and experiences, using various forms for particular audiences 		
organize ideas	<ul style="list-style-type: none"> organize visuals and print to express ideas and tell stories with a beginning, middle, and end 		
4.2 Enhance and Improve			GRADE 2
appraise own and others' work	<ul style="list-style-type: none"> talk about own creations and those of others, using common expressions 	NOTES:	
revise content	<ul style="list-style-type: none"> retell to clarify ideas 		
enhance legibility	<ul style="list-style-type: none"> strive for consistency in letter size and shape; print letters in the correct direction; explore and use the keyboard to produce text 		
enhance artistry	<ul style="list-style-type: none"> experiment with words and sentence patterns, with support 		
enhance presentation	<ul style="list-style-type: none"> combine illustrations and simple written texts to express ideas, feelings, and information 		

4.3 <i>Attend to Conventions</i>		GRADE 2
grammar and usage	<ul style="list-style-type: none"> • check for completeness of work and add details 	NOTES:
spelling	<ul style="list-style-type: none"> • spell familiar words, using basic strategies and resources; know spelling conventions 	
capitalization and punctuation	<ul style="list-style-type: none"> • know and use basic writing conventions when editing and proofreading 	
4.4 <i>Present and Share</i>		GRADE 2
share ideas and information	<ul style="list-style-type: none"> • share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions 	NOTES:
effective oral and visual communication	<ul style="list-style-type: none"> • present information and ideas using appropriate volume, intonation, and non-verbal cues 	
attentive listening and viewing	<ul style="list-style-type: none"> • demonstrate appropriate audience behaviours 	

5.1 Develop and Celebrate Community		GRADE 2
share and compare responses	<ul style="list-style-type: none"> tell, draw, and write about self, family, and community 	NOTES:
relate texts to culture	<ul style="list-style-type: none"> explore similarities among stories from oral, literary, and media texts from various communities 	
appreciate diversity	<ul style="list-style-type: none"> connect aspects of stories and characters to personal feelings and experiences 	
celebrate special occasions	<ul style="list-style-type: none"> participate in shared language experiences to celebrate individual and class achievements 	NOTES:
5.2 Encourage, Support, and Work with Others		GRADE 2
co-operate with others	<ul style="list-style-type: none"> co-operate in small groups 	NOTES:
work in groups	<ul style="list-style-type: none"> take roles and contribute related ideas and information in whole-class and small-group activities 	
use language to show respect	<ul style="list-style-type: none"> adjust own language use for different situations 	
evaluate group process	<ul style="list-style-type: none"> acknowledge achievements of others 	

6.1 <i>Linguistic Elements</i>		GRADE 2
Sound-symbol system	<ul style="list-style-type: none"> • use, in modelled oral and written situations, all elements of the sound-symbol system 	NOTES:
vocabulary	<ul style="list-style-type: none"> • experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment 	
grammatical elements	<ul style="list-style-type: none"> • use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> - plural of nouns - correct indefinite nominative articles and possessive pronouns <i>mein</i> and <i>dein</i> - compound nouns - negation (<i>nicht, kein</i>) - noun and verb agreement for plural nouns - prepositions to define spatial relationships - verbs (infinitive and 1st person singular, present tense) 	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.

6.1 <i>Linguistic Elements</i> (continued)		GRADE 2
grammatical features	<ul style="list-style-type: none"> • use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> - <i>sein, haben, dürfen, können, müssen</i> (present tense) - simple questions using <i>wer, wie, was, wo</i> • use, independently and consistently,³ the following grammatical elements: <ul style="list-style-type: none"> - connect definite articles to familiar nouns in the nominative case 	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.
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.

6.1 <i>Linguistic Elements (continued)</i>		GRADE 2
mechanical features	<ul style="list-style-type: none"> experiment with and use basic German mechanical features 	NOTES:
discourse features	<ul style="list-style-type: none"> experiment with and use basic German discourse features in oral, written, and visual texts 	
6.2 <i>Language Competence</i>		GRADE 2
listening	<ul style="list-style-type: none"> listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations 	NOTES:
speaking	<ul style="list-style-type: none"> produce, spontaneously and with guidance, simple oral sentences in a variety of familiar contexts 	
reading	<ul style="list-style-type: none"> read and understand a series of sentences or a short text on a familiar topic 	
writing	<ul style="list-style-type: none"> write simple words and sentences on familiar topics in a structured situation 	
viewing	<ul style="list-style-type: none"> view and understand simple, familiar events, and/or representations 	
representing	<ul style="list-style-type: none"> use a variety of forms to create simple representations of ideas, events, and information 	

6.3 Sociocultural/Sociolinguistic Elements		GRADE 2
register	<ul style="list-style-type: none"> distinguish between formal and informal situations 	NOTES:
idiomatic expressions	<ul style="list-style-type: none"> understand and use some simple idiomatic expressions as set phrases 	
variations in language	<ul style="list-style-type: none"> acknowledge individual differences in speech 	
social conventions	<ul style="list-style-type: none"> use basic politeness conventions 	
non-verbal communication	<ul style="list-style-type: none"> experiment with using some simple non-verbal means of communication 	
6.4 Language Learning Strategies		GRADE 2
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies, with guidance, to enhance language learning (e.g., memorize new words by repeating them silently or aloud) 	NOTES:
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language) 	

6.4 Language Learning Strategies <i>(continued)</i>		GRADE 2
social/affective	<ul style="list-style-type: none"> use simple social and affective strategies, with guidance, to enhance language learning (e.g., seek the assistance of a friend to interpret a text) 	NOTES:
6.5 Language Use Strategies		GRADE 2
interactive	<ul style="list-style-type: none"> use simple interactive strategies, with guidance (e.g., indicate lack of understanding verbally or non-verbally) 	NOTES:
interpretive	<ul style="list-style-type: none"> use simple interpretive strategies with guidance (e.g., use illustrations to aid reading comprehension) 	
productive	<ul style="list-style-type: none"> use simple productive strategies with guidance (e.g., use familiar repetitive patterns from stories, songs, rhymes, or media) 	
6.6 General Learning Strategies		GRADE 2
cognitive	<ul style="list-style-type: none"> use simple cognitive strategies to enhance general learning (e.g., connect what they already know with what they are learning) 	NOTES:
metacognitive	<ul style="list-style-type: none"> use simple metacognitive strategies to enhance general learning (e.g., discover how their efforts can affect their learning) 	
social/affective	<ul style="list-style-type: none"> use simple social and affective strategies to enhance general learning (e.g., follow their natural curiosity and intrinsic motivation to learn) 	

7.1 <i>Self-identity</i>		GRADE 2
valuing German language and the cultures of German-speaking Peoples	<ul style="list-style-type: none"> participate in and appreciate cultural activities and traditions 	
valuing bilingualism/multiculturalism	<ul style="list-style-type: none"> recognize the benefits of a bilingual/multicultural education 	
7.2 <i>German Culture</i>		GRADE 2
historical elements	<ul style="list-style-type: none"> participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [<i>Karneval, Fasching</i>], music, dance, art, literature, food, etc.) 	NOTES:
contemporary elements	<ul style="list-style-type: none"> participate in activities and experiences that reflect contemporary elements of the German language and culture (see example above) 	
diversity	<ul style="list-style-type: none"> recognize diverse elements of the German culture in school and/or local community 	
change	<ul style="list-style-type: none"> gather information to demonstrate change within the German culture 	NOTES:

7.3 Building Community		GRADE 2
valuing diversity	<ul style="list-style-type: none"> • explore diversity within the classroom and among families and communities 	
valuing similarity	<ul style="list-style-type: none"> • explore similarities within the classroom and among families and communities 	
contributing to community	<ul style="list-style-type: none"> • participate co-operatively in group activities by contributing ideas and supporting others 	
7.4 Global Citizenship		GRADE 2
responsible citizenship	<ul style="list-style-type: none"> • demonstrate personal and social responsibility in the classroom, school, and community 	NOTES:
interdependence	<ul style="list-style-type: none"> • recognize the benefits of working with a partner or within a group; recognize that one affects and is affected by the actions of others 	
intercultural skills	<ul style="list-style-type: none"> • identify and describe causes of conflict in the classroom 	NOTES:
future opportunities	<ul style="list-style-type: none"> • identify personal strengths and areas for development 	

GRADE 3

1.1 <i>Discover and Explore</i>		GRADE 3
express ideas	<ul style="list-style-type: none"> describe personal observations, experiences, and feelings 	NOTES:
consider others' ideas	<ul style="list-style-type: none"> consider others' ideas and observations to discover and explore personal understanding 	
experiment with language	<ul style="list-style-type: none"> experiment with language to express feelings, and talk about experiences and events 	
express preferences	<ul style="list-style-type: none"> collect and share favourite oral, literary, and media texts 	
set goals	<ul style="list-style-type: none"> develop a sense of self as German reader, writer, and representer 	
1.2 <i>Clarify and Extend</i>		GRADE 3
develop understanding	<ul style="list-style-type: none"> examine how new experiences, ideas, and information connect to prior knowledge and experiences 	NOTES:
explain opinions	<ul style="list-style-type: none"> explain understanding of new concepts 	
combine ideas	<ul style="list-style-type: none"> arrange ideas and information in more than one way to make sense for self and others 	
extend understanding	<ul style="list-style-type: none"> reflect on ideas and experiences to clarify and extend understanding 	

2.1 Use Strategies and Cues		GRADE 3
prior knowledge	<ul style="list-style-type: none"> make connections among texts, prior knowledge, and personal experiences 	NOTES:
comprehension strategies	<ul style="list-style-type: none"> set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning 	
textual cues	<ul style="list-style-type: none"> use textual cues to construct and confirm meaning 	
cueing systems	<ul style="list-style-type: none"> use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context 	
2.2 Respond to Texts		GRADE 3
experience various texts	<ul style="list-style-type: none"> participate in listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions 	NOTES:
connect self, texts, and culture	<ul style="list-style-type: none"> describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, literary, and media texts 	
appreciate the artistry of texts	<ul style="list-style-type: none"> identify words that form mental images and create mood in oral, literary, and media texts 	

2.3 Understand Forms and Techniques		GRADE 3
forms and genres	<ul style="list-style-type: none"> recognize the distinguishing features of a variety of forms and texts 	NOTES:
techniques and elements	<ul style="list-style-type: none"> identify the sequence of events in oral, literary, and media texts, the time and place in which they occur, and the roles of main characters 	
vocabulary	<ul style="list-style-type: none"> use knowledge of commonalities in word families to increase vocabulary in a variety of contexts 	
experiment with language	<ul style="list-style-type: none"> identify examples of repeated sounds and poetic effects that contribute to enjoyment; recognize humour in oral, literary, and media texts 	
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 3
use personal knowledge	<ul style="list-style-type: none"> identify and categorize personal knowledge of a topic to determine information needs 	NOTES:
ask questions	<ul style="list-style-type: none"> ask topic-appropriate questions; identify and communicate information needs 	
participate in group inquiry	<ul style="list-style-type: none"> contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task 	

3.1 <i>Plan and Focus (continued)</i>		GRADE 3
create and follow a plan	<ul style="list-style-type: none"> recall and follow a sequential plan for accessing and gathering information 	NOTES:
3.2 <i>Select and Process</i>		GRADE 3
identify personal and peer knowledge	<ul style="list-style-type: none"> record and share personal knowledge of a topic 	NOTES:
identify sources	<ul style="list-style-type: none"> access information, using a variety of sources 	
evaluate sources	<ul style="list-style-type: none"> match information to inquiry or research needs 	
access information	<ul style="list-style-type: none"> use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas 	
make sense of information	<ul style="list-style-type: none"> determine the main ideas in information, using prior knowledge, predictions, connections, and inferences 	
3.3 <i>Organize, Record, and Assess</i>		GRADE 3
organize information	<ul style="list-style-type: none"> organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing 	NOTES:
record information	<ul style="list-style-type: none"> record facts and ideas, using a variety of strategies; list authors and titles of sources 	

3.3 Organize, Record, and Assess <i>(continued)</i>		GRADE 3
evaluate information	<ul style="list-style-type: none"> determine whether collected information is adequate for the established purpose 	NOTES:
develop new understanding	<ul style="list-style-type: none"> use gathered information and questions to review and add to knowledge 	
4.1 Generate and Focus		GRADE 3
generate ideas	<ul style="list-style-type: none"> generate and contribute ideas on particular topics for oral, written, and visual texts 	NOTES:
choose forms	<ul style="list-style-type: none"> use a variety of forms for particular audiences and purposes 	
organize ideas	<ul style="list-style-type: none"> order ideas to create a beginning, middle, and end in own oral, written, and visual texts 	
4.2 Enhance and Improve		GRADE 3
appraise own and others' work	<ul style="list-style-type: none"> share own stories and creations with peers, and respond to questions or comments 	NOTES:
revise content	<ul style="list-style-type: none"> revise own ideas to accommodate new ideas and information 	
enhance legibility	<ul style="list-style-type: none"> print or write legibly using a style that is consistent in alignment, shape, and spacing; demonstrate basic keyboarding skills 	
enhance artistry	<ul style="list-style-type: none"> experiment with words and simple sentence patterns 	

4.2 Enhance and Improve <i>(continued)</i>		GRADE 3
enhance presentation	<ul style="list-style-type: none"> combine illustrations and written texts to express ideas, feelings, and information 	NOTES:
4.3 Attend to Conventions		GRADE 3
grammar and usage	<ul style="list-style-type: none"> edit for complete sentences 	NOTES:
spelling	<ul style="list-style-type: none"> spell familiar words, using a variety of strategies and resources; know spelling conventions 	
capitalization and punctuation	<ul style="list-style-type: none"> know and use basic writing conventions when editing and proofreading 	
4.4 Present and Share		GRADE 3
share ideas and information	<ul style="list-style-type: none"> share information and ideas on a topic with a familiar audience, and clarify information by responding to questions 	NOTES:
effective oral and visual communication	<ul style="list-style-type: none"> present information and ideas using appropriate volume, intonation, and non-verbal cues 	
attentive listening and viewing	<ul style="list-style-type: none"> demonstrate appropriate audience behaviours 	

5.1 <i>Develop and Celebrate Community</i>		GRADE 3
share and compare	<ul style="list-style-type: none"> record ideas and experiences, and share them with others 	NOTES:
relate texts to culture	<ul style="list-style-type: none"> examine ideas within stories from oral, literary, and media texts from various communities 	
appreciate diversity	<ul style="list-style-type: none"> connect situations portrayed in oral, literary, and media texts to personal experiences 	
celebrate special occasions	<ul style="list-style-type: none"> acknowledge and celebrate individual and class achievements 	
5.2 <i>Encourage, Support, and Work with Others</i>		GRADE 3
co-operate with others	<ul style="list-style-type: none"> co-operate in a variety of partnership and group structures 	NOTES:
work in groups	<ul style="list-style-type: none"> take roles and ask others for their ideas, and express interest in their contributions 	
use language to show respect	<ul style="list-style-type: none"> show consideration for those whose ideas, abilities, and language use differs from their own 	
evaluate group process	<ul style="list-style-type: none"> understand how class members help each other 	

6.1 <i>Linguistic Elements</i>		GRADE 3
sound-symbol system	<ul style="list-style-type: none"> • use, in structured and oral situations, all elements of the sound-symbol system 	NOTES:
vocabulary	<ul style="list-style-type: none"> • use vocabulary and expressions appropriately in various contexts in the classroom and school environment 	
grammatical features	<ul style="list-style-type: none"> • use, in modelled situations,¹ the following grammatical elements: <ul style="list-style-type: none"> – verbs <i>mögen, möchten, wollen, sollen</i> – possessive pronouns <i>sein</i> and <i>ihr</i> – verbs (complete conjugation) – inversion for questions (<i>Hast du...?</i>) and adverbs of time and place (<i>Heute ist es ...</i>) – verb position in subordinate clause (<i>dass, weil</i>) – comparison of adjectives 	

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.

6.1 <i>Linguistic Elements (continued)</i>		GRADE 3
grammatical features	<ul style="list-style-type: none"> • use, in structured situations,² the following grammatical elements: <ul style="list-style-type: none"> – plural of nouns – correct indefinite nominative articles and possessive pronouns <i>mein</i> and <i>dein</i> – compound nouns – negation (<i>nicht, kein</i>) – noun and verb agreement for plural nouns – prepositions to define spatial relationships – verbs (infinitive) – <i>sein</i> and <i>haben</i> (present tense) 	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 (continued)</i>		GRADE 3
mechanical features	<ul style="list-style-type: none"> • use basic German mechanical features 	NOTES:
discourse features	<ul style="list-style-type: none"> • use basic German discourse features in oral, written, and visual texts 	
6.2 <i>Language Competence</i>		GRADE 3
listening	<ul style="list-style-type: none"> • listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations 	NOTES:
speaking	<ul style="list-style-type: none"> • produce, sometimes spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic 	

6.2 Language Competence (continued)		GRADE 3
reading	<ul style="list-style-type: none"> read and understand a series of interrelated ideas on a familiar topic 	NOTES:
writing	<ul style="list-style-type: none"> produce, sometimes spontaneously and/or with guidance, a simple text on a familiar topic in a structured situation 	
viewing	<ul style="list-style-type: none"> view and understand simple events and and/or representations 	
representing	<ul style="list-style-type: none"> use a variety of forms to create representations of ideas, events, and information 	
6.3 Sociocultural/Sociolinguistic Elements		GRADE 3
register	<ul style="list-style-type: none"> recognize that some topics, words, or intonations are inappropriate in certain texts 	NOTES:
idiomatic expressions	<ul style="list-style-type: none"> understand and use a variety of simple idiomatic expressions as set phrases 	
variations in language	<ul style="list-style-type: none"> accept individual differences in speech 	
social conventions	<ul style="list-style-type: none"> use appropriate oral forms of address for people frequently encountered 	
non-verbal communication	<ul style="list-style-type: none"> recognize that some non-verbal behaviours may be inappropriate in certain contexts 	

6.4 Language Learning Strategies		GRADE 3
cognitive	<ul style="list-style-type: none"> use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., make personal dictionaries, experiment with various elements of the language) 	NOTES:
metacognitive	<ul style="list-style-type: none"> use a variety of simple metacognitive strategies, with guidance, to enhance language learning (e.g., decide in advance to attend to the learning task) 	
social/affective	<ul style="list-style-type: none"> use a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., reread familiar self-chosen texts to enhance understanding and enjoyment) 	
6.5 Language Use Strategies		GRADE 3
interactive	<ul style="list-style-type: none"> use a variety of simple interactive strategies, with guidance (e.g., ask for clarification or repetition when they do not understand) 	NOTES:
interpretive	<ul style="list-style-type: none"> use a variety of simple interpretive strategies, with guidance (e.g., determine the purpose of listening, listen or look for key words) 	
productive	<ul style="list-style-type: none"> use a variety of simple productive strategies, with guidance (e.g., use illustrations to provide detail when producing their own texts) 	

6.6 General Learning Strategies		GRADE 3
cognitive	<ul style="list-style-type: none"> • use simple cognitive strategies to enhance general learning (e.g., experiment with and concentrate on one thing at a time) 	NOTES:
metacognitive	<ul style="list-style-type: none"> • use simple metacognitive strategies to enhance general learning (e.g., decide in advance to attend to the learning task) 	
social/affective	<ul style="list-style-type: none"> • use simple social and affective strategies to enhance general learning (e.g., participate in co-operative group learning tasks) 	
7.1 Self-identity		GRADE 3
valuing German language and the cultures of German-speaking peoples	<ul style="list-style-type: none"> • recognize and appreciate various elements of the cultures of German-speaking peoples 	
valuing bilingualism/multiculturalism	<ul style="list-style-type: none"> • understand the personal significance of a bilingual/multicultural education 	

7.2 German Culture		GRADE 3
historical elements	<ul style="list-style-type: none"> participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [<i>St. Martinstag</i>], music, dance, art, literature, food, etc.) 	NOTES:
contemporary elements	<ul style="list-style-type: none"> participate in activities and experiences that reflect contemporary elements of German culture (see example above) 	
diversity	<ul style="list-style-type: none"> identify diverse elements of German culture in school and/or the local community 	
change	<ul style="list-style-type: none"> identify how people's actions and lifestyles change to accommodate the changing needs of people 	
7.3 Building Community		GRADE 3
valuing diversity	<ul style="list-style-type: none"> explore diversity in the classroom, school, and local community, and reflect on its personal significance 	
valuing similarity	<ul style="list-style-type: none"> explore similarities in the classroom, school, and local community, and reflect on their personal significance 	
contributing to community	<ul style="list-style-type: none"> participate co-operatively in daily classroom duties, and support peers and classmates 	

7.4 <i>Global Citizenship</i>		GRADE 3
responsible citizenship	<ul style="list-style-type: none"> recognize that growing up involves making decisions and accepting consequences 	NOTES:
interdependence	<ul style="list-style-type: none"> identify the advantages and disadvantages of working collaboratively with a partner or group 	
intercultural skills	<ul style="list-style-type: none"> explore ways to resolve interpersonal conflict 	
future opportunities	<ul style="list-style-type: none"> identify personal strengths and areas for development, and set personal goals 	

Appendix B: Vocabulary and Classroom Expressions

Please note that the vocabulary and expressions listed here are suggestions compiled through consultation with teachers. This list is intended for reference for teachers. It should not be considered mandatory or exhaustive.

The plural form of the nouns is indicated after the nouns.

Adjektive	Adjectives
schlecht	bad
schön	beautiful
groß	big
kalt	cold
schwierig	difficult
böse	evil; angry
gut	good
schwer	heavy
heiß	hot
leicht	light; easy
lang	long
nett	nice (person or action)
kurz	short
klein	small
sauer	sour (also annoyed, angry)
scharf	spicy ("hot")
süß	sweet
hässlich	ugly
Die Tiere	Animals
der Bär,-en	bear
der Biber,-	beaver
der Vogel,-"	bird
der Bison,-s/der Büffel,-	bison
das/der Karibu,-s	caribou

die Katze,-n/der Kater,-	cat
das Vieh	cattle
das Huhn,“-er/der Hahn,“-e	chicken/rooster
das Streifenhörnchen,-	chipmunk
die Kuh,“-e	cow
der Koyote,-n	coyote
das Reh,-e	deer
der Hund,-e	dog
die Ente,-n	duck
der Elch,-e, der Wapiti,-s	elk
der Fisch,-e	fish
der Fuchs,“-e	fox
die Ziege,-n	goat
die Gans,“-e	goose
das Erdhörnchen,-	gopher
der Igel,-	hedgehog
das Pferd,-e	horse
der Löwe,-n	lion
das Murmeltier,-e	marmot
die Bergziege,-n	mountain goat
die Maus,“-e	mouse
der Otter,-	otter
das Schwein,-e	pig
der Eisbär,-en	polar bear
das Stachelschwein,-e	porcupine
der Puma,-s	puma
der Hase,-n/das Kaninchen,-	rabbit (wild/ pet)
der Waschbär,-en	raccoon
der Seehund,-e	seal
das Schaf,-e	sheep
das Stinktief,-e	skunk
die Schlange,-n	snake

das Eichhörnchen,-	squirrel
der Storch,-"e	stork
die Forelle,-n	trout
der Truthahn,-"e	turkey
die Schildkröte,-n	turtle
das Walross,-e	walrus
der Wal,-e	whale
der Wolf,-"e	wolf
Der Körper	The Body
das Fußgelenk,-e	ankle
der Arm,-e	arm
der Rücken,-	back
der Körper,-	body
die Brust,-"e	breast/chest
der Po,-s	bum
der Hintern,-e	buttocks
die Backe,-n/die Wange,-n	cheek
das Kinn,-e	chin
das Ohr,-en	ear
der Ellenbogen,-	elbow
das Auge,-n	eye
die Augenbraue,-n	eyebrow
die Wimper,-n	eyelash
das Gesicht,-er	face
der Finger,-	finger
der Fingernagel,-"	fingernail
der Fuß,-"e	foot
die Stirn,-e	forehead
das Haar,-e	hair
die Hand,-"e	hand
der Kopf,-"e	head
die Ferse,-n	heel

die Hüfte,-n	hip
das Knie,-	knee
das Bein,-e	leg
die Lippe,-n	lip
der Mund,-"er	mouth
der Hals,-"e	neck
die Nase,-n	nose
das Schienbein,-e	shin
die Schulter,-n	shoulder
der Bauch,-"e	stomach
der Oberschenkel,-	thigh
der Daumen,-	thumb
die Zehe,-n	toe
der Zahn,-"e	tooth
der Rumpf,-"e	torso
das Handgelenk,-e	wrist
Der Kalender	Calendar
Die Monate	Months
der Januar	January
der Februar	February
der März	March
der April	April
der Mai	May
der Juni	June
der Juli	July
der August	August
der September	September
der Oktober	October
der November	November
der Dezember	December

Die Wochentage	Days of the Week
der Montag,-e	Monday
der Dienstag,-e	Tuesday
der Mittwoch,-e	Wednesday
der Donnerstag,-e	Thursday
der Freitag,-e	Friday
der Samstag,-e der Sonnabend,-e	Saturday
der Sonntag,-e	Sunday
Die Jahreszeiten	Seasons
der Frühling,-e	spring
der Sommer,-	summer
der Herbst,-e	autumn
der Winter,-	winter
Im Klassenzimmer	Classroom
das Aquarium, die Aquarien	aquarium
der Atlas, die Atlanten	atlas
der Ordner,-	binder
die Tafel,-n	blackboard
das Buch,-"er	book
die Pinnwand,-"e	bulletin board
der Taschenrechner,-	calculator
die CD,-s	CD
der CD-Player,-	CD player
der Stuhl,-"e	chair/stool
die Kreide,-n	chalk
die Uhr,-en	clock
der Kleiderhaken,-	coat hook
der Buntstift,-e	coloured pencils/crayons
der Computer,-	computer

der Beamer,-	computer projector
der Schrank,-"e	cupboard
der Schreibtisch,-e	desk
das Wörterbuch,-"er	dictionary
die Diskette,-n	discette
die Tür,-en	door
die DVD,-s	DVD
der DVD-Player,-s	DVD player
der Radiergummi,-s	eraser
die Mappe,-n	file folder
der Aktenschrank,-"e	filing cabinet
die Flagge,-n	flag
der Füller,-	fountain pen
der Mülleimer,-	garbage can/bin
der Globus,-	globe
der Klebstoff,-e	glue
der Locher,-	hole punch
die Tastatur,-en	keyboard (on computer)
der Laptop,-s	laptop computer
das Tippex,-	liquid paper
die Brottasche,-n	lunch bag
die Landkarte,-n	map
der Filzstift,-e/der Marker,-s	marker
die Maus,-"e	mouse (for computer)
das Heft,-e	notebook
der Folienstift,-e	overhead pen
der Projektor,-en	overhead projector
das Papier,-e	paper
die Heftklammer,-	paper clip
der Kugelschreiber,- (Kuli,-s)	pen
der Bleistift,-e	pencil
das Federmäppchen,-	pencil case
der Bleistiftspitzer,-	pencil sharpener
das Lineal,-e	ruler

die Schultasche,-n	school bag
die Schere,-n	scissors
der Bildschirm,-e	screen
das Regal,-e	shelf
das Waschbecken,-	sink
das Smart-Board,-s	smartboard
der Tacker,-	stapler
die Schülerin,-nen	student (fem.)
der Schüler,-	student (masc.)
der Tisch,-e/ das Pult,-e	student desk
der Klebstreifen,-	tape
der Kassettenrekorder,-	tape recorder
der Lehrer,-/die Lehrerin,-nen	teacher
der Fernseher,-	television
die Folie,-n	transparency
der USB-Stick,-s	USB stick
der Videorekorder,-	VCR
das Fenster,-	window
das Arbeitsblatt,-"er	worksheet/handout
Kleidung	Clothing
der Badeanzug,-"e	bathing suit
der Gürtel,-	belt
die Bluse,-n	blouse
der Stiefel,-	boot
die Mütze,-n	cap, touque
der Mantel,-"	coat, jacket
das Kleid,-er	dress
die Ohrenschrützer,-	earmuff
die Brille,-n	glasses
der Hut,-"e	hat
der Bademantel,-"	housecoat, bath robe
die Jacke,-n	jacket
die Jeans,-	jeans

der Jogginganzug,-"e	jogging suit
der Handschuh,-e	mittens, gloves
die Hose,-n	pants
der Anorak,-s	parka
die Tasche,-n	pocket
die Handtasche,-n	purse
der Schlafanzug,-"e	pyjamas
der Regenmantel,-"e	raincoat
die Gummistiefel,-	rubber boot
die Sandale,-n	sandal
der Schal,-s	scarf
das Hemd,-en	shirt
der Schuh,-e	shoe
die kurze(-n) Hose,-n	shorts
der Skianzug,-"e	ski suit
der Rock,-"e	skirt
der Hausschuh,-e	slipper
der Turnschuh,-e	sneaker/runner
die Socke,-n	sock
der Kniestrumpf,-"e	socks (knee-highs)
das Jackett,-s	sportsjacket, blazer
der Anzug,-"e	suit
die Sonnenbrille,-n	sun glasses
der Pulli,-s	sweater
die Krawatte,-n	tie
die Strumpfhose,-n	tights
das T-Shirt,-s	T-shirt
der Regenschirm,-e	umbrella
die Unterwäsche	underwear
die Weste,-n	vest
der Geldbeutel,- das Portmonnaie,-s	wallet
die Uhr,-en	watch

die Familie	Family
die Tante,-n	aunt
das Baby,-s	baby/infant
der Bruder,-"	brother
das Kind,-er	child
die Cousine,-n	cousin (female)
der Cousin,-s	cousin (male)
die Tochter,-"	daughter
der Vater,-"	father
der Großvater,-", /der Opa,-s	grandfather
die Großmutter,-"/ die Oma,-s	grandmother
die Großeltern	grandparents
der Urgroßvater,-"	great-grandfather
die Urgroßmutter,-"	great-grandmother
die Mutter,-"	mother
die Eltern	parents
die Geschwister	siblings (brothers and sisters)
die Schwester,-n	sister
der Sohn,-"e	son
der Stiefbruder,-"	stepbrother
der Stiefvater,-"	stepfather
die Stiefmutter,-"	stepmother
die Stiefschwester,-n	stepsister
der Onkel,-	uncle
Das Essen	Food
das Brot,-e	bread
das Müsli (kein Pl)	breakfast cereal
die Butter (kein Pl)	butter
der Kuchen,-	cake
der Käse (kein Pl)	cheese
das Hähnchen,-	chicken
der Kaffee (kein Pl)	coffee

das Brötchen,-	crusty bun
der Nachtisch,-e	dessert
das Ei,-er	egg
der Fisch,-e	fish
die Pommes Frites (Pl)	French fries
das Obst (kein Pl)	fruits
der Schinken,-	ham
der Hamburger,-	hamburger
das Eis (kein Pl)	ice cream
das Fleisch (kein Pl)	meat
die Milch (kein Pl)	milk
der Orangensaft,-"e	orange juice
der Haferbrei,-s	porridge
der Kartoffelchip,-s	potato chip
das Rippchen,-	ribs
das Pausenbrot,-e	sandwich
die Wurst,-e	sausage
das Steak,-s	steak
der Zucker	sugar
der Tee,-s	tea
der Joghurt,-s	yogurt
Das Gemüse	Vegetables
der Spargel,-	asparagus
die Bohne,-n	beans
die Rote Beete (kein Pl)	beet
der Brokkoli (kein Pl)	broccoli
der Kohl (kein Pl)	cabbage
die Karotte,-n/die Möhre,-n	carrot
der Blumenkohl (kein Pl)	cauliflower
der Sellerie (kein Pl)	celery
der Mais (kein Pl)	corn
die Gurke,-n	cucumber
die Aubergine,-n	eggplant

der Knoblauch (kein Pl)	garlic
der Meerrettich (kein Pl)	horseradish
der Salat,-e	lettuce
der Pilz,-e	mushroom
die Zwiebel,-n	onion
die Erbse,-n	pea
die Kartoffel,-n	potato
der Kürbis,-se	pumpkin
das Radieschen,-	radish
der Spinat (kein Pl)	spinach
die Tomate, -n	tomato
die Zucchini,-s	zucchini
Das Obst	Fruits
der Apfel,-"	apple
die Aprikose,-n	apricot
die Banane,-n	banana
die Beere,-n	berry
die Kirsche,-n	cherry
die Grapefruit,-s	grapefruit
die Pampelmuse,-n	
die Traube,-n	grape
die Kiwi,-s	kiwi
die Zitrone,-n	lemon
die Melone,-n	melon
die Orange,-n/ die Apfelsine,-n	orange
der Pfirsich,-e	peach
die Birne,-n	pear
die Ananas,-e	pineapple
die Pflaume,-n	plum
die Himbeere,-n	raspberry
die Sauerkirsche,-n	sour cherry
die Erdbeere,-n	strawberry

die Wassermelone,-n	watermelon
die Heidelbeere,-n die Blaubeere,-n	blueberry
die Nektarine,-n	nectarine
die Brombeere,-n	blackberry
die Erdbeer,-n	strawberry
die Himbeere,-n	raspberry
die Mango,-s	mango
die Papaya,-s	papaya
der Granatapfel,-“	pomegranate
Gewürze und Zutaten	Seasonings and Spices
der Honig (kein Pl)	honey
das/der Ketchup (kein Pl)	ketchup
der Senf (kein Pl)	mustard
das Öl,-e	oil
der Pfeffer (kein Pl)	pepper
das Salz (kein Pl)	salt
der Sirop,-e	syrup
der Essig (kein Pl)	vinegar
die Mayonnaise (kein Pl)	mayonnaise
Feiertage	Holidays
Der Karneval/dieFastnacht	carnival
der Karnevalsverein,-e	carnival association
die Maske,-n	mask
der Rosenmontag,-e	Monday during Mardi Gras
der Umzug,-“e	parade with floats
die Altweiberfastnacht,-“e	special event for women during Mardi Gras
tanzen	to dance
maskieren	to mask
die Hexe,-n	witch

Die Weihnachten	Christmas
der Adventskalender,-	advent calendar
der Adventskranz,-'e	advent wreath
der Engel,-	angel
der Kuchen,-	cake
die Kerze,-n	candle
die Schokolade	chocolate
das Christkind	Christ child
das Weihnachtslied,-er	Christmas carol
die Weihnachtsfeier,-	Christmas celebration
der Weihnachtstag,-e	Christmas Day
der Weihnachtsschmuck	Christmas decoration
der Heiligabend,-e	Christmas Eve
der Weihnachtsmarkt,-'e	Christmas market
der Weihnachtsbaum,-'e	Christmas tree
das Plätzchen,-	cookie
die Heiligen Drei Könige (Pl)	Epiphany
das Geschenk,-e	gift
die Bescherung,-en	gift giving
das Licht,-er	light
die Weihnachtsskrippe,-n	manger
die Nuss,-'e	nut
der Weihnachtsmann,-'er	Santa Claus
der Heilige St. Nikolaus	St. Nicholas
der Nikolaustag,-e	St. Nicholas Day
die Lametta (kein Pl)	tinsel

Das Neue Jahr	New Year
das Glücksschwein,-e	"good-luck pig"
das Marzipan (kein Pl)	almond paste
der Rauchfangkehrer,-	chimney sweep
das Feuerwerk,-e	fireworks
der Glücksklee (kein Pl)	good-luck clover
Prosit Neujahr!	Happy New Year
das Hufeisen,-	horseshoe
der Silvester/das Neujahr	New Year's Eve
Glücksbringer	lucky charm
tanzen	to dance
umarmen	to embrace
schenken	to give a present
Formen deuten	to interpret shapes
Blei gießen	to melt lead
die Zukunft vorhersagen	to predict the future
Ostern	Easter
der Aschermittwoch,-e	Ash Wednesday
das Schokoladenei,-er	chocolate egg
der Brauch,-"e	custom
der Osterhase,-n	Easter bunny
das Osterei,-er	Easter egg
der Karfreitag,-e	Good Friday
die Fastenzeit,-en	Lent
Kleine Kinder suchen die Ostereier in der Wohnung und im Garten.	Little children look for the Easter eggs in the home and in the garden.
Der Osterhase bemalt die Ostereier und versteckt sie.	The Easter bunny paints the Easter eggs and hides them

Der Geburtstag	Birthday
der Geburtstagskuchen	birthday cake
Ich bin am 2. Februar geboren.	I was born on February 2nd.
Ich möchte meinen Geburtstag mit Freunden und Verwandten feiern.	I would like to celebrate my birthday with friends and relatives.
Ich habe am Sonntag Geburtstag.	My birthday is on Sunday.
Am Sonntag bin ich 7 Jahre alt.	On Sunday I will be 7.
die Party,-s/das Fest,-e	party
die Kerzen ausblasen	to blow out the candles
ein Geschenk geben	to give a present
einladen	to invite
die Einladung,-en	invitation
der Gast,-e	guest
die Torte,-en	torte
Andere Feiertage	Other Holidays
der Kanada-Tag,-e	Canada Day
der Vatertag,-e	Father's Day
Halloween	Halloween
der Muttertag,-e	Mother's Day
der Namenstag,-e	Name's Day
das Pfingsten	Pentecost
der Sankt Martins-Tag	St. Martin's Day
das Erntedankfest,-e	Thanksgiving
der Valentinstag,-e	Valentine's Day

In der Schule	At School
der Hilfslehrer,- die Hilfslehrerin,-nen	assistant teacher (paraprofessional)
der Rucksack,-'e	backpack
der Sportplatz,-'e	baseball field
die Pause,-n	break/recess
der Busfahrer,- die Busfahrerin,-nen	bus driver
die Cafeteria, die Cafeterien	cafeteria
das Klassenzimmer,-	classroom
das Klettergerüst,-e	climbing apparatus
der Computerraum,-'e	computer lab
der Berater,-/ die Beraterin,-nen	counsellor
der Hausmeister,-	custodian
der Zaun,-'e	fence
das Feld,-er	field
das Tor,-e	goal (also gate)
der Torwart,-e	goalie
die Turnhalle,-n	gymnasium
der Korridor,-e	hallway, corridor
der Helfer,-/ die Helferin,-nen	helper
der Hügel,-	hill
die Bibliothekarin,-nen der Bibliothekar,-e	librarian
die Bibliothek,-en	library
die Mittagspause,-n das Mittagessen,-	lunch lunch
der Musikraum,-'e	music room
die Krankenschwester,-n	nurse
das Büro,-s die Verwaltung,-en	office administration office
der Spielplatz,-'e	playground

das Poster,-s	poster
der Schulleiter,- die Schulleiterin,-en	principal
der Sandkasten,-“	sandbox
die Schule,-n	school
der Schülerlotse,-n	school patrol
der Schulhof,-“e	schoolyard
der Sekretär,-en die Sekretärin,-nen	secretary
der Bürgersteig,-e	sidewalk
der Fußballplatz,-“e	soccer field
die Schaukel,-n	swing
der Gang,-“e	walkway
die Toilette,-n	washroom, bathroom
Die Tageszeit	Time of Day
der Morgen	morning
der Mittag	noon
der Nachmittag	afternoon
der Abend	evening
die Nacht	night
die Mitternacht,-“e	midnight
Die Farben	Colours
beige	beige
schwarz	black
weiß	white
gelb	yellow
grün	green
lila	purple
rot	red
grau	grey
orange	orange
blau	blue

braun	brown
rosa	pink
Das Wetter	Weather
bewölkt/wolkig	cloudy
kalt	cold
neblig	foggy
heiß	hot
Es regnet.	It is raining.
Es schneit.	It is snowing.
Es donnert und blitzt.	It is thundering and lightning.
sonnig	sunny
warm	warm
windig	windy
das Wetter	weather
schlechtes Wetter	bad weather
der Nieselregen	drizzle
das Gewitter,-	storm
gewittrig	stormy
Es nieselt.	It is drizzling.
schwül	humid
der Hagel	hail
eisig	icy
glatt	slippery
der Schauer,-	shower
Verben	Verbs
leisten/erreichen	to accomplish/to achieve
fragen	to ask (for something)
backen	to bake
sein	to be
können	to be able to
kaufen	to buy

rufen	to call
zelten	to camp
tragen	to carry
aussuchen	to choose
klettern	to climb
etwas schließen	to close something
anmalen/ausmalen	to colour
kochen	to cook
abschreiben	to copy (from the board)
zählen	to count
weinen	to cry
schneiden/ausschneiden	to cut/to cut out
tanzen	to dance
machen	to do, to make
zeichnen	to draw
trinken	to drink
fahren	to drive
essen	to eat
hinfallen	to fall
finden	to find
aufstehen	to get up/to arise
geben/ schenken	to give
gehen	to go
hinuntergehen	to go down (i.e., stairs)
hinausgehen	to go out (i.e., of a room)
hinaufgehen	to go up (i.e., stairs)
haben	to have
hören	to hear
springen	to jump
lernen	to learn
mögen/ gern haben/lieben	to like, to love something
zuhören	to listen to

zuschauen	to look at, watch
suchen	to look for
lieben	to love someone
öffnen	to open something
malen/pinseln	to paint
aufführen	to perform
kopieren	to photocopy
spielen	to play
üben	to practise
anziehen	to put on clothing
legen	to put or place something (book on a shelf, paper on a desk)
lesen	to read
laufen	to run
sehen	to see
spitzen	to sharpen (pencil)
einkaufen ("shopping")	to shop
singen	to sing
sitzen	to sit
schlafen	to sleep
rutschen	to slide
schneien	to snow
lernen	to study
schwimmen	to swim
schaukeln	to swing
ausziehen	to take off clothing
sprechen, sich unterhalten	to talk, speak, to converse
denken	to think
besuchen	to visit
gehen	to walk
tragen	to wear (clothing—hat, etc.)
arbeiten	to work
zusammenarbeiten	to work together

schreiben	to write
aufschreiben/notieren	to write something down
möchten	would like to
Die Insekten	Insects
die Biene,-n	bee
der Käfer,-	beetle
der Schmetterling,-e	butterfly
die Raupe,-n	caterpillar
die Fliege,-n	fly
die Mücke,-n, der Moskito,-s	mosquito
die Spinne,-n	spider
die Wespe,-n	wasp
der Wurm,-"er	worm
Zu Hause	At home
der Dachboden,-	attic
der Balkon,-e	balcony
der Keller,-	basement
das Badezimmer,-	bathroom
das WC,-s	bathroom
die Badewanne,-n	bathtub
das Bett,-en	bed
das Schlafzimmer,-	bedroom
der Stuhl,-"e	chair
der Wandschrank,-"e	closet
der Schrank,-"e	cupboard
das Esszimmer,-	dining room
die Spülmaschine,-n	dishwasher
die Kommode,-n	dresser, chest of drawers
der Trockner,-	drier
der Sessel,-e	easy chair
der Flur,-e	entrance
die Gefriertruhe,-n	freezer

der Kühlschrank,-'e	fridge
der Vorgarten,-n	front yard
die Garage,-n	garage
die Heizung,-en	heating
das Haus,-'er	house
die Küche,-n	kitchen
die Spüle,-n	kitchen sink
die Lampe,-n	lamp
die Etage,-n	level (floor)
das Wohnzimmer,-	living room
die Mikrowelle,-n	microwave
der Ofen,-'	oven
die Terrasse,-n	porch/deck
der Teppich,-e	rug
das Regal,-e	shelf
die Dusche,-n	shower
das Waschbecken,-	sink
das Sofa,-s	sofa, couch
die Treppe,-n	stairway
der Hocker,-	stool
der Herd,-e	stove
der Tisch,-e	table
das Telefon,-e	telephone
der Fernseher,-e	television
die Toilette,-n	toilet
die Waschmaschine,-n	washing machine
das Fenster,-	window
Zuhause helfen	Helping at Home
der Besen,-	broom
der Eimer,-	bucket/pail
die Fenster putzen	clean the windows
abstauben	dust

der Lappen	rag
die Seife,-en	soap
das Zimmer aufräumen	tidy up the room
das Haus putzen	to clean the house
Wäsche falten	to fold clothes
bügeln	to iron
das Bett machen	to make the bed
kehren, fegen	to sweep
den Müll rausbringen	to take out the garbage
staubsaugen	to vacuum
die Wäsche waschen	to wash clothes
spülen	to wash dishes
der Staubsauger,-	vacuum cleaner
Mein Zimmer	My Room
das Bett,-en	bed
der Schreibtisch,-e	desk
die Lampe,n	lamp
der Spiegel,-	mirror
das Regal,-e	shelf
der Kleiderschrank,-'e	closet
der Stuhl,-'e	chair
das Bild,-er	picture
Einkaufen gehen	Going Shopping
das Angebot,-e	bargain
die Boutique,-n	boutique
die Kasse,-en	cash register
der Kassierer,-/die KassiererIn,-nen	cashier
das Lebensmittel,-e	groceries
der Ausverkauf,-e	sale
der Verkäufer,-/die VerkäuferIn,-	sales clerk

nen	
das Geschäft,-e	shop/store
das Einkaufszentrum, die Einkaufszentren	shopping mall
die Mode (kein Plural)	style
der Supermarkt,-"e	supermarket
kaufen	to buy
einkaufen (shopping)	to go shopping
verkaufen	to sell
anprobieren	to try on clothes
die Ware,-n, das Produkt,-e	ware/product
Freizeitbeschäftigungen	Hobbies
das Hobby, die Lieblingsbeschäftigung	hobby, favourite activity
tanzen	to dance
ins Kino gehen	to go to the movies
ins Theater gehen	to go to the theatre
Musik hören	to listen to music
malen	to paint
Sport treiben	to participate in sports
Computerspiele spielen	to play computer games
lesen	to read
Unterricht nehmen (Klavier,...)	to take lessons (piano,...)
Sport und Spiele	Sports and Games
der Baseball,-"e	baseball
der Basketball,-"e	basketball
der Trainer,-/die Trainerin,-en	coach
der Wettbewerb,-e	competition
der Fan,-s	fan
der Football, -"e	football
das Spiel,-e	game

das Eishockey (kein Pl)	hockey
der Fußball,-"e	soccer
der Sport (kein Pl)	sport
das Stadion, die Stadien	stadium
gewinnen	to win
der Wettkampf,-"e	tournament, competition
die Leichtathletik (kein Pl)	track and field
das Training,-s	training
die Trophäe,-n, der Preis,-e	trophy
der Volleyball, -"e	volleyball
Beim Arzt	Going to the Doctor
die Erkältung,-en	a cold, the flu
der Unfall,-"e	accident
die Allergie,-n	allergy
die Blutprobe,-n	blood test
der Husten (kein Pl)	cough
der Arzt,-"e die Ärztin,-nen	doctor
untersuchen	examine
das Fieber (kein Pl)	fever
der Heuschnupfen (kein Pl)	hay fever
der Kopfschmerz,-en	headache
das Krankenhaus,-"er das Hospital,-e	hospital
die Spritze,-n	injection
die Krankenhelfer (Pl)	medical personnel
das Medikament,-e	medication
die Krankenschwester,-n der Krankenpfleger,-	nurse
der Ausschlag,-"e	rash
die Atemnot,-"e	shortness of breath
der Schnupfen (kein Pl)	sniffles

der Bauchschmerz,-en	stomach ache
krank sein	to be sick, ill
husten	to cough
eine Allergie haben	to have an allergy
heilen	to heal
gesund werden/sich erholen	to recover
niesen	to sneeze
sich übergeben	to throw up
das Vitamin,-e	vitamin
die Röntgenaufnahme,-n	x-ray
Die Haustiere	Pets
das Aquarium, die Aquarien	aquarium
der Käfig,-e	cage
die Katze,-n	cat
der Hund,-e	dog
das Hundefutter,-	dog food
der Fisch,-e	fish
das Meerschweinchen,-	guinea pig
der Hamster,-	hamster
die Eidechse,-n	lizard
das Kaninchen,-	pet rabbit
betreuen, pflegen	to care for
füttern	to feed
Im Garten	Making Things Grow
graben	to dig
die Blume	flower
der Garten	garden
der Obstgarten	orchard
pflanzen	to plant
die Pflanze	plant
die Saat	seeds
die Erde	soil

der Baum	tree
die Kelle/ die Schaufel	trowel/shovel
das Wasser, gießen	water
die Gießkanne	watering can
Im Urlaub	Vacation
das Auto	car
der Waggon	train car
der Ausflug	excursion/field trip
der Flug	flight
die Autobahn, die Landstraße	highway
das Hotel	hotel
das Flugzeug	airplane
der Urlaubsort	resort
übernachten	to spend the night
der Koffer	suitcase
die Karte (Fahrkarte, Eintrittskarte, Flugkarte)	ticket
fahren	to drive
einpacken	to pack
der Zug, die Eisenbahn	train
reisen, verreisen	to travel
die Reise	trip, journey
der Lastwagen	truck
der Kofferraum	trunk
Arbeit und Beruf	Jobs
der Buchführer die Buchführerin	accountant
sich bewerben	to apply for
die Firma	business
der Arzt die Ärztin	doctor
der Fahrer (der Chauffeur) die Fahrerin	driver

der Feuerwehrmann die Feuerwehrfrau	fireman
das Einkommen	income
die Arbeit/der Beruf	job/occupation
der Rechtsanwalt die Rechtsanwältin	lawyer
der Bibliothekar die Bibliothekarin	librarian
die Krankenschwester der Krankenpfleger	nurse
der Lohn	pay, wages
der Polizist die Polizistin	police officer
die Arbeitsstelle	position
der Lebenslauf	resume
der Sekretär die Sekretärin	secretary
der Lehrer die Lehrerin	teacher
Fernsehen	Television
der Fernseher das Fernsehen	television
die Sendung	program
der Film	film/movie
das Fernsehprogramm	channel
die Serie	series
der Nachrichtensprecher	newscaster
der Dokumentarfilm	documentary
die Komödie	comedy

Classroom Commands

Du	English Singular	Ihr	English Plural
Komm bitte her.	Come here.	Kommt bitte her.	Come here.
Schau auf die Tafel!	Look at the board.	Schaut auf die Tafel!	Look at the blackboard.
Hand hoch, bitte!	Raise your hand.	Hände hoch, bitte!	Raise your hands.
Mach dein Buch auf.	Open your book.	Macht eure Bücher auf!	Open your books.
Schreibe deinen Namen.	Write your name.	Schreibt eure Namen!	Write your names.
Zeichne/Male ein Bild!	Make a drawing.	Zeichnet/Malt ein Bild!	Make a drawing.
Mach dein Buch zu!	Close your book.	Macht eure Bücher zu!	Close your books.
Nimm dein Buch heraus!	Take your book out.	Nehmt eure Bücher heraus!	Take out your books.
Steh auf!	Stand up.	Steht auf!	Stand up.
Setz dich!	Sit down.	Setzt euch!	Sit down.
Hör zu!	Listen.	Hört zu!	Listen.
Die nächste Seite, bitte!	Turn the page.	Die nächste Seite, bitte!	Turn the pages.
Stell dich in die Reihe!	Line up.	Stellt euch in eine Reihe!	Line up.
Lies!	read	Lest!	read
Schreib!	write	Schreibt!	write
Sprich!	speak	Sprecht!	speak

Ausdrücke für Schüler und Schülerinnen	Expressions for Students
Note: Always address your teacher or other school personnel as Sie! Your fellow students should be addressed as du or ihr .	
Bin ich dran?	Is it my turn?
Bitte wiederholen Sie das!	Could you please repeat that? (to the teacher)
Darf ich bitte zur Toilette gehen?	May I go to the bathroom?
Darf ich bitte Wasser trinken gehen?	May I go drink some water?
Darf ich zu meinem Schließfach gehen?	May I go to my locker?
Der Fuß/Kopf/Hals/Bauch tut (mir) weh. Entschuldigung, ich habe meine Hausaufgaben vergessen.	My foot/head/throat/stomach hurts. Sorry, I forgot my homework.
Was heißt ... auf Deutsch?	What's the German word for?
Wie heißt das auf Englisch?	How do you say that/this in English?
Wie schreibt man _____?	How do you write _____?
Kann ich das auf Englisch sagen?	Can I say it in English?
Können Sie mir helfen?	Can you help me? (to the teacher)
Es tut mir leid.	I am sorry.
Entschuldigung? Wie bitte?	Sorry? Pardon me! (What did you say?)
Ich weiß (es) nicht.	I don't know.
Ich kann mich nicht erinnern.	I don't remember.
Ich verstehe das nicht.	I don't understand that.
Es macht mir Spaß.	It's fun.
Etwas langsamer, bitte.	Slow down, please.
Haben wir Hausaufgaben?	Do we have homework?
Ich habe das schon gemacht. Ich bin fertig.	I've already done that. I'm done.

Welche Seite/Übung?	Which page/exercise?
Ich kann nicht _____.	I don't know how to _____.
Ich weiß nicht wie man _____.	
Ich verstehe nicht. /Ich verstehe.	I don't understand./I understand.
Ich habe _____ vergessen.	I forgot _____.
Ich habe _____ verloren.	I lost _____.
Wie geht es?	How are things?
Alles ist in Ordnung.	Everything is alright.
Bitte.	Please.
Danke. Dankeschön. Vielen Dank.	Thank you. /Thank you very much.
Ausdrücke für Lehrer und Lehrerinnen	
Alle zusammen.	All together.
Aufpassen! Pass/ passt auf!	Pay attention!
Beeilt euch bitte.	Hurry up! Be quick.
Beende die Geschichte.	Finish the story.
Benutze ein Wörterbuch.	Use a dictionary.
Bilde Sätze.	Make sentences.
Bildet bitte Dreier-/Vierergruppen.	Please form groups of three/four.
Bis wieviel Uhr hast du Unterricht?	At what time are your classes over?
Bitte nicht rennen.	Don't run, please.
Blättert um auf Seite ...	Turn to page ...
Bleibt sitzen.	Remain seated.
Brauchst du Hilfe?	Do you need help?
Bring mir ... bitte.	Bring me the ..., please.
Das ist leider falsch.	That's wrong, I'm afraid.

Das stimmt!	That's right!
Du alleine.	Only you.
Du bist dran.	Your turn.
Du hast Recht.	You are right.
Spielen wir!	Let's play a game.
Setz deine Spielfigur...Fleder vor.	Move your pawn (marker) spaces ahead.
Ich habe gewonnen.	I have won.
Nehmt euch eine Spielfigur und stellt sie auf das Startfeld.	Choose a game piece and place it on „Start“.
Würfelt der Reihe nach.	Take turns rolling the dice.
Würfle.	Throw the dice.
Rücke drei Felder vor.	Move forward three spaces.
Wenn du eine sechs würfelst, bist du nochmals dran.	If you throw a 6, you get another turn.
Wer die höchste Zahl gewürfelt hat, beginnt.	The player that rolls the highest number begins.
Du musst einmal aussetzen!	You have to miss a turn.
Du musst jetzt... Felder zurück.	You have to go back ... spaces.
Peter ist zuletzt dran.	Peter has the last turn.
Du mogelst! / Du schummelst!	You are cheating!
Erzähl von deinem Haustier.	Talk about your pet.
Etwas lauter, bitte.	Louder, please. Speak up.
Fangen wir an/ Beginnen wir.	Let's begin.
Gehen wir zur Turnhalle!	Let's got to the gym.
Geht langsam.	Walk slowly.
Guten Morgen, Kinder. Guten Tag.	Good morning, children. Good day.
Hast du das verstanden?	Did you understand?

Hat es geläutet?	Did the bell ring?
Hier sind vier Bilder. Was siehst du auf dem ersten Bild?	Here you see a series of four pictures. Describe what you see in the first picture.
Hör auf!	Stop it!
Hör bitte damit auf.	Stop it, please.
Hör/ hört mir bitte zu!	Please listen to me.
Ich bin euer Deutschlehrer. Ich heiße ... Wie heißt du?	I'm your German teacher. My name is ... What's your name?
Ich helfe dir.	I'll help you.
Jetzt in Gruppen.	Now in groups.
Kann ich helfen?	Can I help?
Kannst du die Arbeitsblätter bitte verteilen?	Can you please hand out the worksheets?
Komm/geh zur Tafel.	Come/go to the board.
Fragen und Sätze	Phrases
Die Hausaufgaben.	Homework.
Wie spät ist es?	What time is it?
Um wieviel Uhr?	At what time?
Was ist das?	What's this?
Ja.	Yes.
Nein.	No.
Wer?	Who?
Was?	What?
Wo? Wohin?	Where? Where to?
Wann?	When?
Wie?	How?
Für wen? Wem?	To whom?/Whom?

Warum? Wieso? Weshalb?	Why?
Wozu? Wofür?	What for?
Mit wem?	With whom?
Womit?	With what?
Woher?	From where?
Woher weißt du das?	How do you know that?
Bin ich dran? Bin ich an der Reihe?	My turn?
Sehr gut.	Very good.
Ausgezeichnet!	Excellent!
Ich habe eine Frage.	I have a question.
Das ist nicht fair.	This isn't fair.
Nie. Niemals.	Never.
Immer.	Always.
Manchmal.	Sometimes.
Kannst du mir bitte _____ reichen?	Could you please pass _____.
Was möchtest du trinken?	What would you like to drink? (informal)
Was möchten Sie trinken?	What would you like to drink? (formal)

Idiomatische Ausdrücke	Idiomatic Expressions
Auf die Plätze, fertig, los!	On your mark, get set, go!
Das Buch gehört ins Regal.	This book belongs on the shelf.
Das gefällt mir (sehr)!	I like that (very much)!
Das ist toll!	This is fantastic!
Das macht mir keinen Spaß.	I don't enjoy that at all.
Das macht nichts.	That doesn't matter.
Das schmeckt gut.	That tastes good.
Der Hund tut dir nichts.	The dog won't hurt you.
Einverstanden!	Agreed!
Er hat sich verspätet.	He is late.
Gesundheit!	Bless you!
Gib mir ..., bitte.	Give me the ..., please.
Glück haben	to be fortunate/lucky
Gute Idee!	That's a good idea!
Guten Appetit!	Enjoy your meal!
Herzlichen Glückwunsch!	Happy birthday!
Alles Gute zum Geburtstag!	Happy birthday!
Ich habe Hunger/Durst.	I am hungry/thirsty.
Klar!	Of course!
Komm schon!	Come on!
Mäuschenstill sein	to be as quiet as a mouse

mit dem Kopf nicken	to nod
Sie ist böse auf mich.	She is upset with me/angry at me.
Sport treiben	to play sports
Viel Glück!	Good luck!
Viel Spaß!	Have fun!
Viel Vergnügen!	Enjoy yourself/yourself!
Was gibt's zum Abendessen?	What's for dinner?
Was hältst du davon?	What do you think about that?
Was ist (hier) denn los?	What's going on (here)?
Was möchtest du?	What would you like?
Begrüßung und Abschied	Saying Hello and Goodbye
Tschüss!/Tschüs!	Bye!
Guten Tag.	Good day.
Guten Abend.	Good evening.
Guten Morgen.	Good morning.
Gute Nacht.	Good night.
Auf Wiedersehen.	Goodbye.
Hallo.	Hello.
Bis morgen!	See you tomorrow.

Fragen und Sätze	Phrases
Was wünschen Sie ?	What would you like to order?
Ich hätte gern _____.	I would like to order _____.
Was wünschen Sie zum Nachfisch?	What would you like for dessert?
Ich ziehe mir _____ an.	I am getting dressed _____.
Ich ziehe mir _____ aus.	I am undressing _____.
Ich kaufe _____.	I am buying _____.
Ich habe Hunger.	I am hungry _____.
Es ist Mittagszeit.	Time to for lunch.
Darf ich _____ holen ?	May I get _____?
Darf ich in die Bibliothek gehen?	May I go to the library?
Darf ich _____?	May I _____?
Ich bin froh.	I am happy. (right now)
Ich bin glücklich.	I am happy. (a happy person)
Ich habe Langeweile.	I am bored.
Ich bin traurig.	I'm sad.
Ich interessiere mich für _____.	I'm interested in _____.
Ich habe Angst.	I'm scared.
Ich fürchte mich.	
Ich heiße _____.	My name is _____.
Ich mag _____.	I like _____.
Magst du _____?	Do you like _____?
Ich _____ gern.	I enjoy/like _____ (verb)
Magst du _____ gern?	Do you enjoy/like _____?

Fragen und Sätze	Phrases
Ich bin _____ (Jahre alt).	I am _____ years old.
Ich habe _____.	I have _____.
Ich wohne _____.	I live _____.
Wo wohnst du?	Where do you live?
Ich bin _____ geboren.	I was born _____.
Meine Telefonnummer ist _____.	My telephone number is _____.
Meine Adresse ist _____.	My address is _____.

Appendix C: Planning Tools

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Instructional Planning Guide

As you design a learning activity, consider students' individual needs and learning profiles to determine the accommodations, modifications, and adaptations that will be necessary for success.

⊙ Outcomes

Determine the outcomes that students can reasonably accomplish.

- Select fewer outcomes, partial outcomes, or outcomes from a different grade level if necessary.

Determine what the students will be able to demonstrate as a result of this learning activity.

- Consider the accommodations, modifications, and adaptations necessary to ensure student success in achieving all or part of the outcomes.

⊙ Learning Activities

Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the targeted 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 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.

⊙ Timeline

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 timeline 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): _____

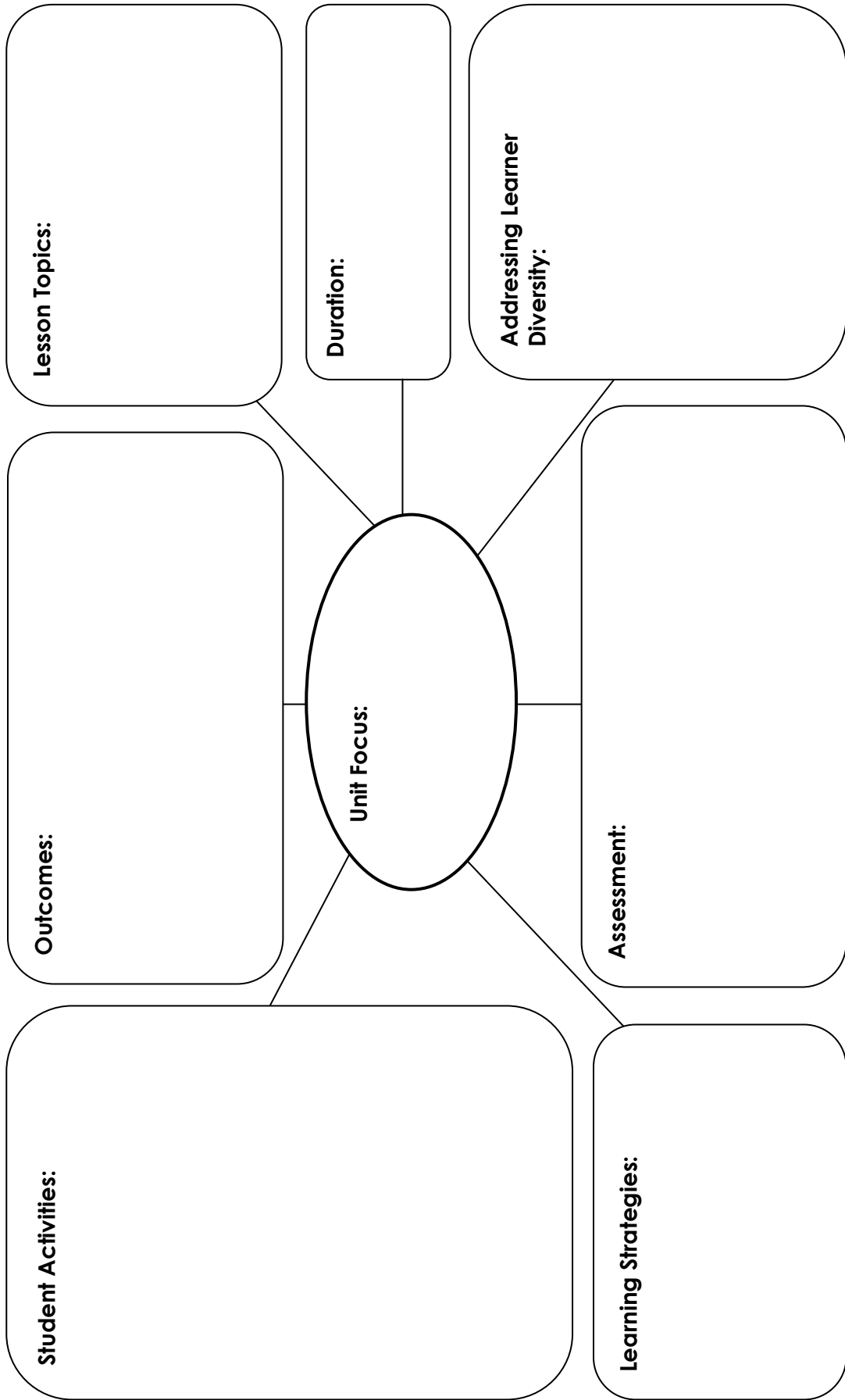
	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

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:

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:	Timeline:
General Learning Outcome:	
Specific Learning Outcomes	Learning Strategies and Activities
<p>Getting-Ready Activities (Strategies for activating and assessing prior knowledge, and creating interest in new unit.)</p>	
<p>Assessment Strategies and Activities</p>	<p>Enrichment Strategies (Students extend their learning and commit to healthy behaviour.)</p>
Resources	
<p>Home/School/Community Connections</p>	<p>Cross-Curricular Connections</p>

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, slideshow 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, information, and/or passages.
- Use a desktop easel or slantboard to raise reading materials.
- Prepare recordings of reading/textbook materials and tasks.
- Provide an extra textbook for home use.
- Allow use of personal word lists and cue cards.
- Increase use of pictures, diagrams, and 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"> <input type="radio"/> Use less difficult/alternative reading material. <input type="radio"/> Reduce amount of reading required. <input type="radio"/> Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). <input type="radio"/> Set time limits for specific task completion. <input type="radio"/> Enlarge text of worksheets and reading material. <input type="radio"/> Extend time to complete tests and assignments. <input type="radio"/> Use large print editions of tests. <input type="radio"/> Read test items aloud to student. <input type="radio"/> Read standard directions several times at start of exam. <input type="radio"/> Record directions. <input type="radio"/> Use assistive technology (optical character recognition system, books on tape/CD, screen readers). 	<ul style="list-style-type: none"> <input type="radio"/> Reduce volume of work. <input type="radio"/> Break long-term assignments into manageable tasks. <input type="radio"/> Extend time for completing assignments. <input type="radio"/> Offer alternative assignments. <input type="radio"/> Allow student to work on homework while at school. <input type="radio"/> Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). <input type="radio"/> Permit use of scribe or tape recorder for answers (student should include specific instructions about punctuation and paragraphing). <input type="radio"/> Waive spelling, punctuation, and paragraphing requirements. <input type="radio"/> Accept keyword responses instead of complete sentences. <input type="radio"/> Use assistive technology (word processor, spell-check device, grammar-check device, text to speech software). 	<ul style="list-style-type: none"> <input type="radio"/> Provide alternative seating: <ul style="list-style-type: none"> — near teacher — facing teacher — at front of class, between well-focused students, away from distractions <input type="radio"/> Provide additional or personal work space (quiet area for study, extra seat or table, “fire-out” spot, study carrels). <input type="radio"/> Permit movement during class activities and testing sessions. <input type="radio"/> Provide directions in written form: <ul style="list-style-type: none"> — on board — on worksheets — copied in assignment book by student <input type="radio"/> Set time limits for specific task completion. <input type="radio"/> Extend time to complete tests and assignments. <input type="radio"/> Allow student to take breaks during tests. <input type="radio"/> Use multiple testing sessions for longer tests. <input type="radio"/> Use place markers, special paper, graph paper, or writing templates to allow student to maintain position and focus attention better. <input type="radio"/> Provide cues (e.g., arrows, stop signs on worksheets and tests). <input type="radio"/> Provide a quiet, distraction-free area for testing. <input type="radio"/> Allow student to wear noise buffer devices such as headphones to screen out distracting sounds. <input type="radio"/> Provide checklists for long, detailed assignments. 	<ul style="list-style-type: none"> <input type="radio"/> Provide a written outline. <input type="radio"/> Provide directions in written form (on board, on worksheets, copied in assignment book by student). <input type="radio"/> Provide a specific process for turning in completed assignments. <input type="radio"/> Provide checklists for long, detailed assignments. <input type="radio"/> Read and discuss standard directions several times at start of examination. <input type="radio"/> Provide cues (e.g., arrows, stop signs on worksheets and tests). <input type="radio"/> Allow student to use reference aids (dictionary, word processor, vocabulary cue card). 	<ul style="list-style-type: none"> <input type="radio"/> 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. <input type="radio"/> Set realistic and mutually agreed-upon expectations for neatness. <input type="radio"/> Reduce or eliminate the need to copy from a text or board <p>For example,</p> <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. <ul style="list-style-type: none"> <input type="radio"/> Extend time to complete tests and assignments. <input type="radio"/> Alter the size, shape or location of the space provided for answers. <input type="radio"/> Accept keyword responses instead of complete sentences. <input type="radio"/> 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
- email

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
- storytelling
- speeches
- rhymes, poetry

Multimedia Texts

- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- websites
- CD/DVD-ROM, multimedia projector
- digital slideshows
- chat rooms
- blogs

Alternative Learning Activities Menu

Name: _____

Date: _____

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

I have had my idea approved by my teacher: Yes/No _____ (Teacher Initials)

I agree to complete all three activities by _____ (Date)

DEMONSTRATE	PLAN	INTERVIEW
RESEARCH	YOUR IDEA	SURVEY
DISPLAY	CREATE	EVALUATE

Sample Independent Study Agreement

Name: _____

Grade: _____

Date: _____

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

Learning Conditions

_____ I will complete all alternative learning activities in my Independent Study Agreement by _____ (date).

_____ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

_____ I will participate in whole-class activities as the teacher assigns them.

_____ I will keep a daily log of my progress in my learning log.

_____ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid (e.g., poster, picture, digital slideshow).

Working Conditions

_____ I will check in with the teacher at the beginning and end of each class period.

_____ I will work on my chosen topic for the entire class period on the days my teacher assigns.

_____ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature: _____

Teacher's Signature: _____

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; www.freespirit.com. All rights reserved.

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	Timekeeper:	Questioner:
Recorder:	Reporter:	Encourager:
Materials Manager:	Observer:	Other:

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	Timekeeper:	Questioner:
Recorder:	Reporter:	Encourager:
Materials Manager:	Observer:	Other:

Sample List of Learning Strategies

Language Learning Strategies

Cognitive Language Learning Strategies

Students will:

- 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 German 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 German 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 unknown words and expressions, noting also their context and function

Metacognitive Language Learning Strategies

Students will:

- check copied writing for accuracy
- make choices about how they 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 they consider particularly useful
- ❑ be aware of the potential of learning through direct exposure to the language
- ❑ know how strategies may enable them to cope with texts containing unknown elements
- ❑ identify factors 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 their own needs and goals, and organize their strategies and procedures accordingly

Social/Affective Language Learning Strategies

Students will:

- ❑ 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 co-operatively 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 non-acceptance by more experienced speakers
- ❑ participate actively in brainstorming and conferencing as a pre- and post-writing exercise
- ❑ use self-talk to feel competent to do the task
- ❑ be willing to take risks, and try unfamiliar tasks and approaches
- ❑ repeat back new words and expressions occurring in conversations in which they participate, and make use of them 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 rewards for themselves when successful

Language Use Strategies

Interactive Language Use Strategies

Students will:

- ❑ use words from their first language 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 the second language)
- ❑ acknowledge being spoken to
- ❑ interpret and use a variety of non-verbal clues to communicate (e.g., mime, pointing, gestures, drawing pictures)
- ❑ indicate lack of understanding verbally or non-verbally (e.g., *Wie bitte?*, *Entschuldigung?*)
- ❑ ask for clarification or repetition when they do not understand (e.g., *Was meinst du damit?*, *Kannst du das bitte wiederholen?*)
- ❑ 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 (e.g., *Was ich damit sagen will...*)
- ❑ use a simple word similar to the concept to convey and invite correction (e.g., *Fisch* for *Forelle*)
- ❑ invite others into the discussion
- ❑ ask for confirmation that a form used is correct (e.g., *Kann man das sagen?*)
- ❑ use a range of fillers, hesitation devices, and gambits to sustain conversations (e.g., *Also...*, *Was wollte ich sagen?*)
- ❑ use circumlocution to compensate for lack of vocabulary (e.g., *Das Ding aus dem man trinkt* for *Glas*)
- ❑ repeat part of what someone has said to confirm mutual understanding (e.g., *Was du also damit sagen willst ist...*, *Du meinst also, dass...*)
- ❑ summarize the point reached in a discussion to help focus the talk
- ❑ ask follow-up questions to check for understanding (e.g., *Verstehst du was ich meine?*)
- ❑ use suitable phrases to intervene in a discussion (e.g., *Da wir gerade dabei sind...*)
- ❑ self-correct if errors lead to misunderstandings (e.g., *Was ich eigentlich damit sagen will...*)

Interpretive Language Use Strategies

Students will:

- ❑ 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 they expect to hear or read based on prior knowledge and personal experience
- ❑ use knowledge of the sound-symbol system to aid reading comprehension
- ❑ infer probable meanings of unknown words or expressions from contextual clues
- ❑ prepare questions or a guide to note information found in a text
- ❑ use key content words or discourse features to follow an extended text
- ❑ reread several times to understand complex ideas
- ❑ summarize information gathered
- ❑ assess their own information needs before listening, viewing, or reading
- ❑ use skimming and scanning to locate key information in texts

Productive Language Use Strategies

Students will:

- ❑ mimic what the teacher says
- ❑ use non-verbal 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 their 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: pre-writing (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

Students will:

- ❑ 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 they already know with what they are learning
- ❑ experiment with and concentrate on one thing at a time
- ❑ focus on and complete learning tasks
- ❑ write down key words and concepts in abbreviated form (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 their 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

Students will:

- ❑ reflect on learning tasks with the guidance of the teacher
- ❑ choose from among learning options
- ❑ discover how their efforts can affect learning
- ❑ reflect upon their thinking processes and how they 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 their own needs and interests
- ❑ manage the physical environment in which they have to work
- ❑ keep a learning journal such as a diary or a log
- ❑ develop criteria for evaluating their own work
- ❑ work with others to monitor their own learning
- ❑ take responsibility for planning, monitoring, and evaluating learning experiences

Social/Affective General Learning Strategies

Students will:

- ❑ watch others' actions and copy them
- ❑ seek help from others
- ❑ follow their own natural curiosity and intrinsic motivation to learn
- ❑ participate in co-operative group learning tasks
- ❑ choose learning activities that enhance understanding and enjoyment
- ❑ encourage themselves to try, even though they might make mistakes
- ❑ 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 their 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

Gruppenarbeit



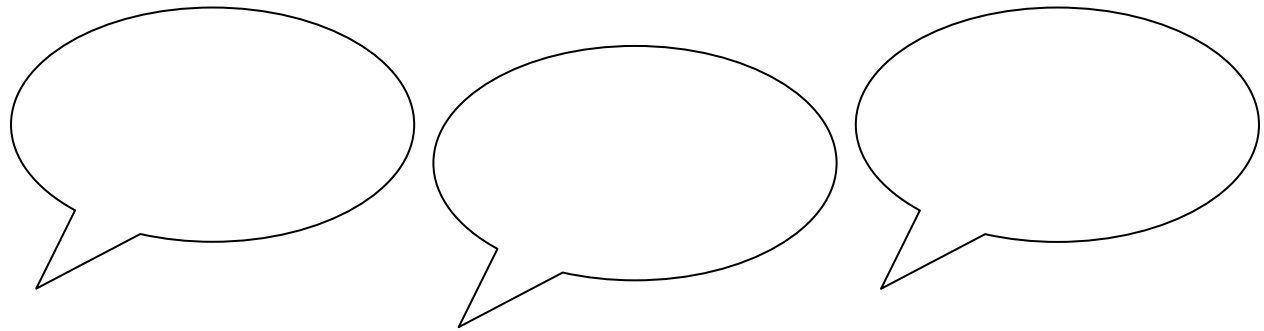
Meine Rolle in der Gruppe: _____

_____.

Was ich machen muss:

- _____
- _____
- _____

Ich sage dabei:



Was schwierig sein kann: _____.

Was Spaß macht: _____.

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.31.

Wie ich meiner Gruppe helfen kann



Name: _____

Datum: _____

Wenn wir Gruppenarbeit machen, und jemand:

☆ die ganze Zeit den Sprecher unterbricht, bin ich _____

Was kann ich dagegen machen? Ich kann _____

☆ streitet, bin ich _____

Was kann ich dagegen machen? Ich kann _____

☆ andere beleidigt, bin ich _____

Was kann ich dagegen machen? Ich kann _____

☆ sich die ganze Zeit beschwert, bin ich _____

Was kann ich dagegen machen? Ich kann _____

☆ nur Dummheiten macht, bin ich _____

Was kann ich dagegen machen? Ich kann _____

☆ immer alles vorsagt, bin ich _____

Was kann ich dagegen machen? Ich kann _____

☆ nicht auf andere hört _____

Was kann ich dagegen machen? Ich kann _____

☆ nicht beim Thema bleibt, bin ich _____

Was kann ich dagegen machen? Ich kann _____

☆ fast nichts sagt, bin ich _____

Was kann ich dagegen machen? Ich kann _____

Adapted from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

Wir denken nach



Name: _____

Datum: _____

Thema: _____

Was habe ich (haben wir) gemacht?	Was haben wir erreicht?
Was könnten wir jetzt machen?	
Was habe ich gelernt?	
Wie kann ich das Gelernte in der Zukunft anwenden?	

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.

Meine Gedanken zum Thema



Name: _____ Datum: _____

Was ich über das Thema weiß: _____

Das sind einige Zeichnungen über _____

--	--	--

Das sind meine Fragen: _____

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!		

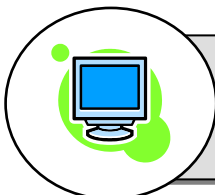
Step 2

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.



Microsoft Word allows you to create your own chart electronically using the options in the **Table** menu.

Die WML Karte



Name: _____

Datum: _____

Schritt 1

Was ich weiß

Schritt 2

Was ich wissen möchte

Schritt 3

Was ich gelernt habe

How to Use a Brainstorming Web



Step 1

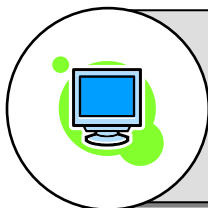
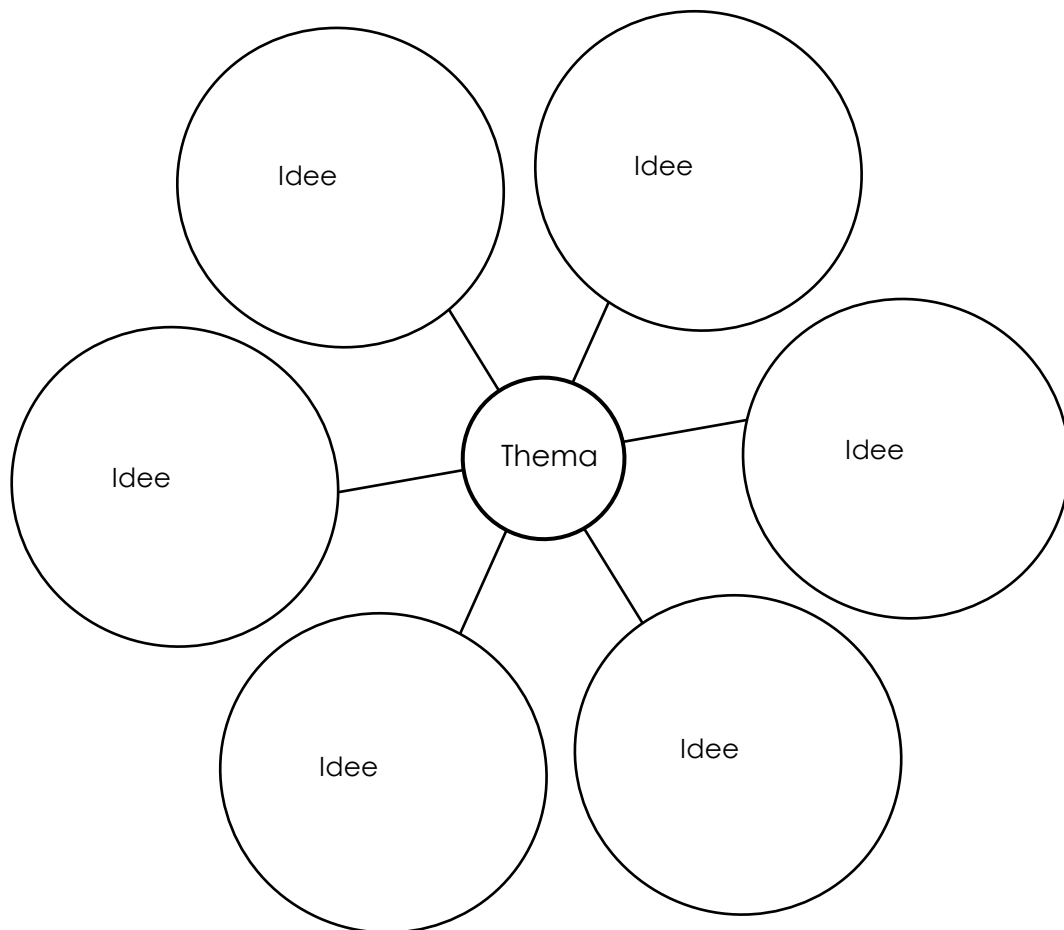
Identify your topic and use it as the title. Write it in the centre of your web.

Step 2

Identify categories of information and label each of the outer bubbles.

Step 3

Brainstorm and jot down ideas in each category.



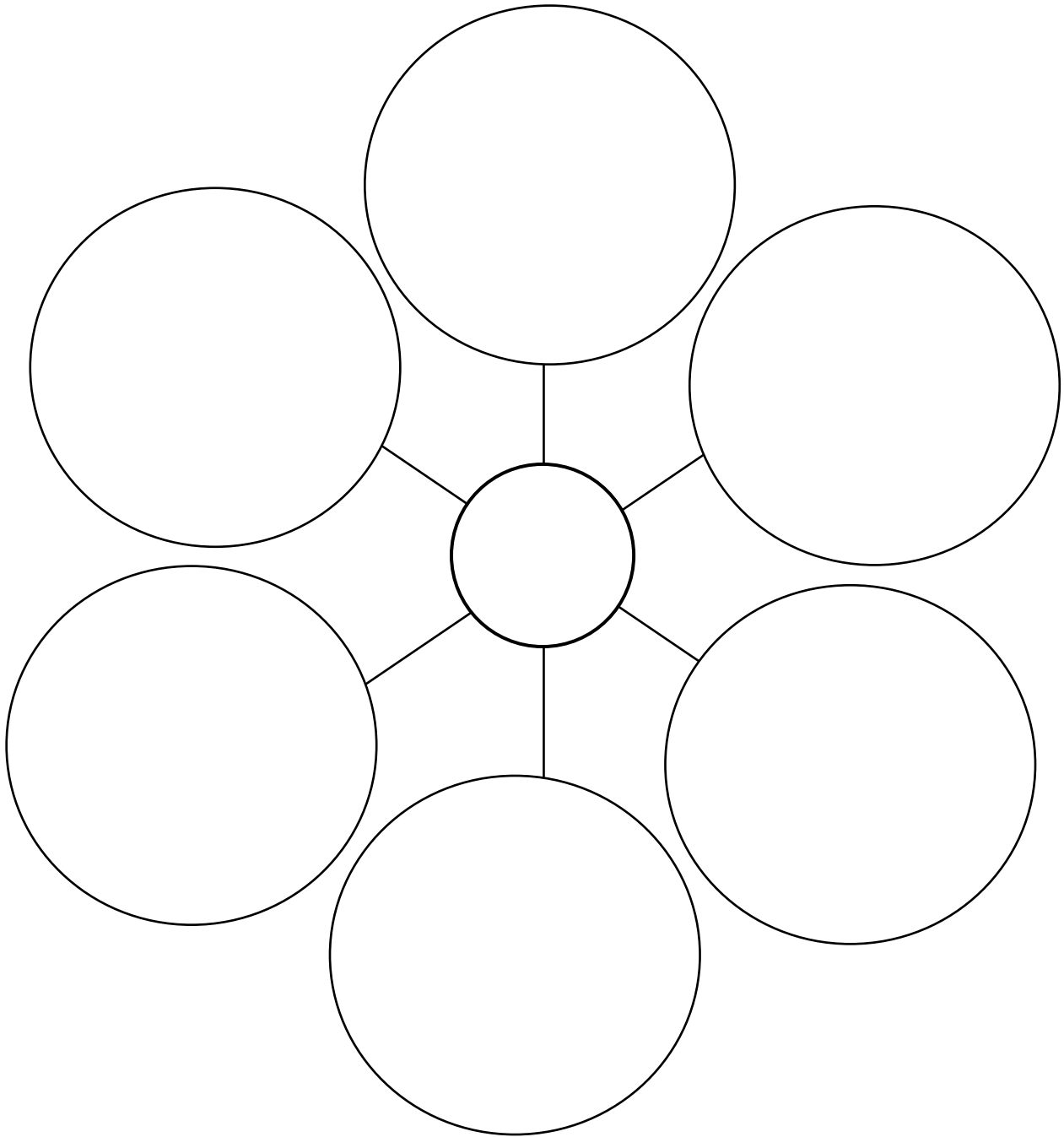
Newer versions of Microsoft Word have a web-building option listed under **Diagram** on the **Insert** menu that lets you create your own web electronically.

Ideensammlung



Name: _____

Datum: _____



Ich denke nach



1. Hauptidee

2. Zeichnung

3. Tatsachen

4. Beispielsatz

5. Beispiele

6. Andere Informationen

7. Definition

Reproduced with permission from Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Resource Development Services, Edmonton Public Schools, 1999), p. 178.

How to 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

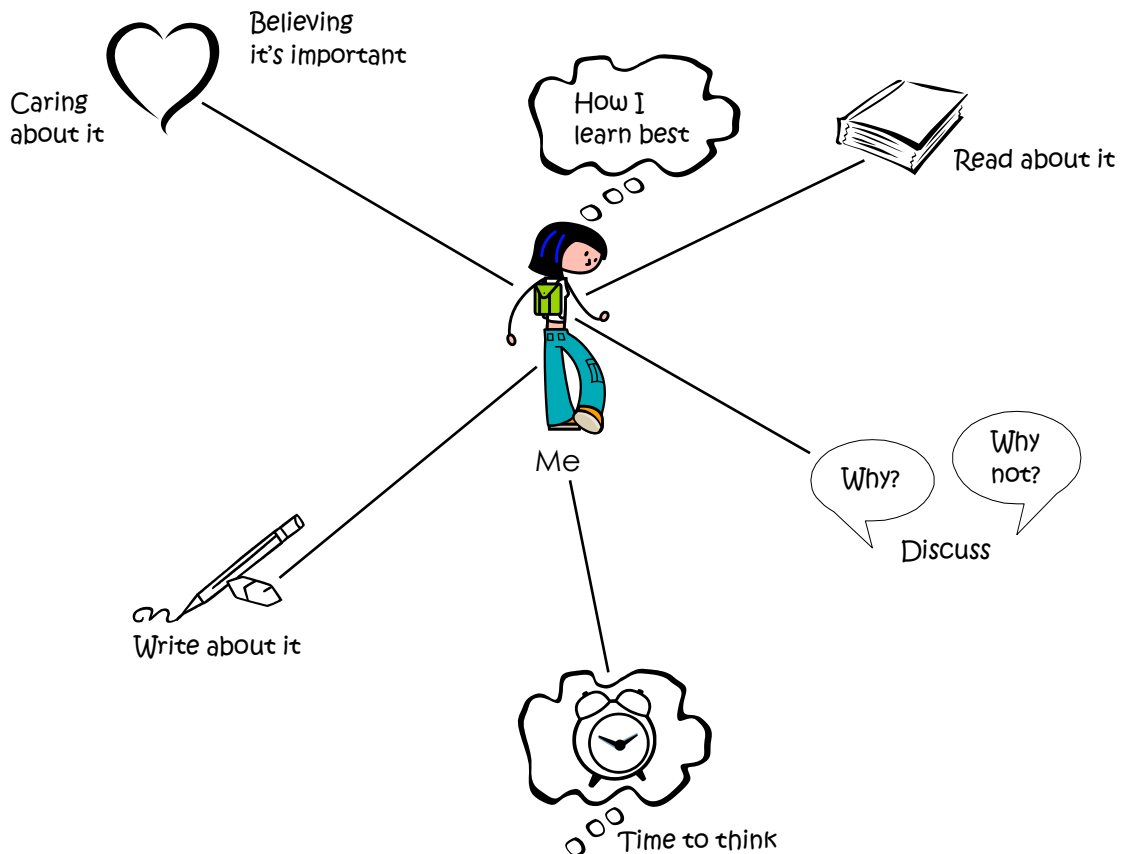
Identify categories of information and label or draw a picture in each of the outer bubbles.

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.



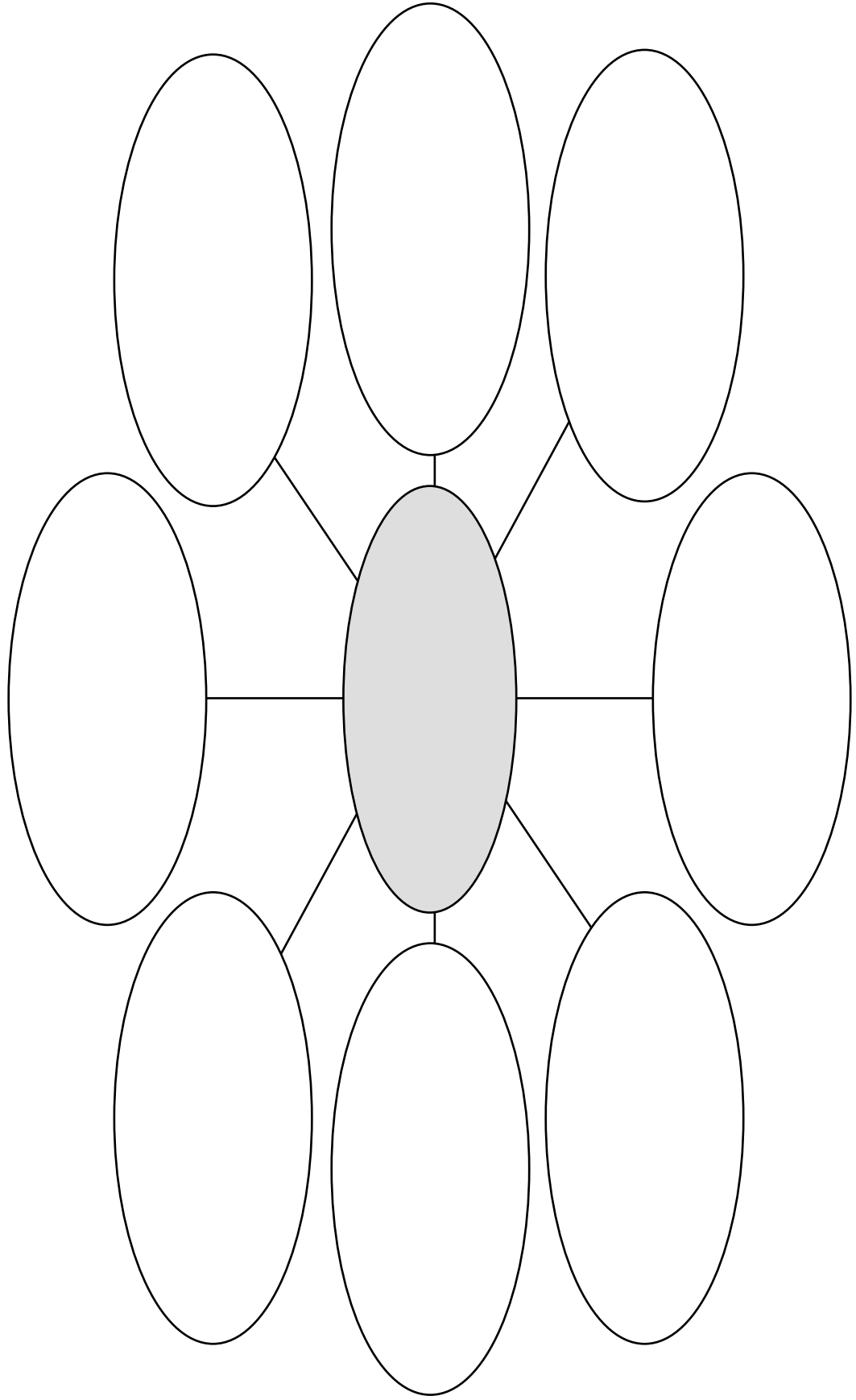
From Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. 93.



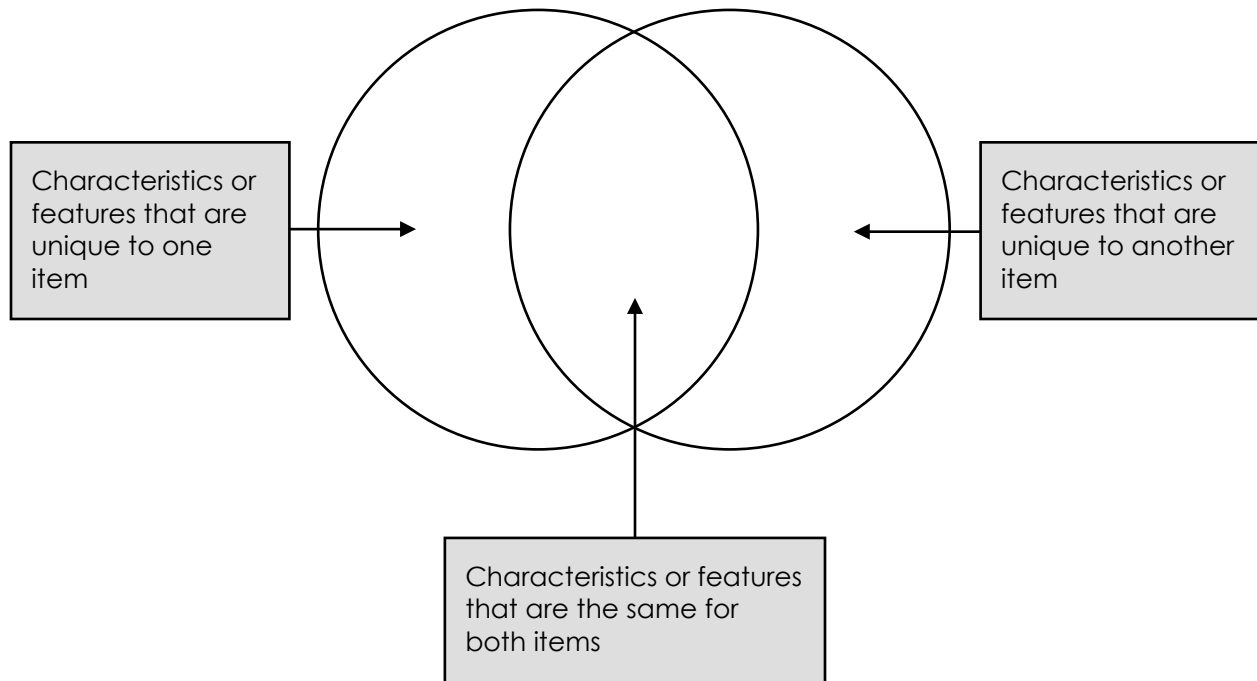
Ideensammlung

Name: _____

Datum: _____



How to Use Venn Diagrams



Step 1

Label each side of the diagram with the name of each item you are comparing.

Step 2

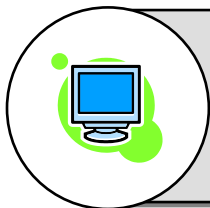
Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

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.



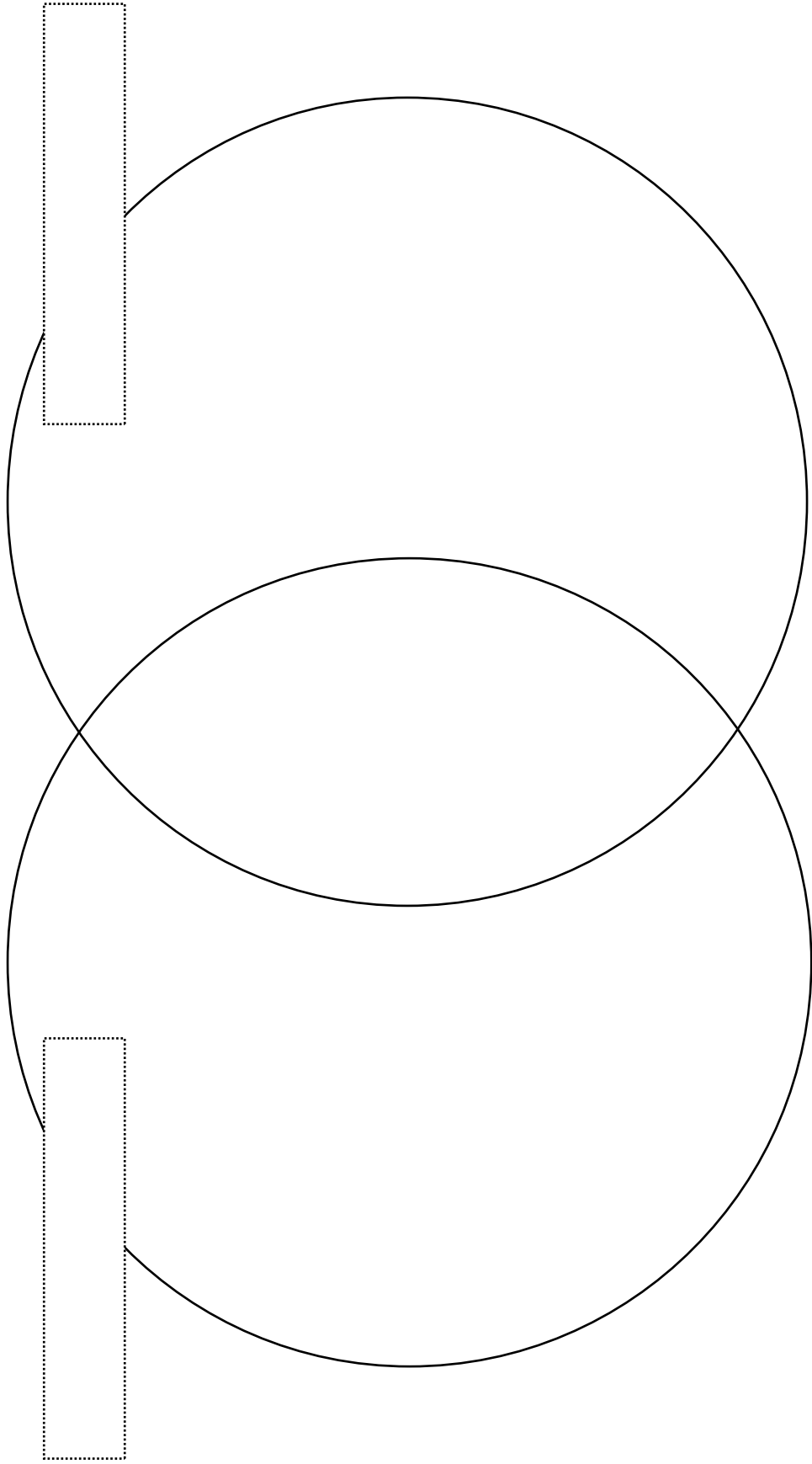
Newer versions of Microsoft Word have a Venn diagram option listed under **Diagram** on the **Insert** menu that lets you build your own Venn diagram electronically.



Venn Diagramm

Name: _____

Datum: _____

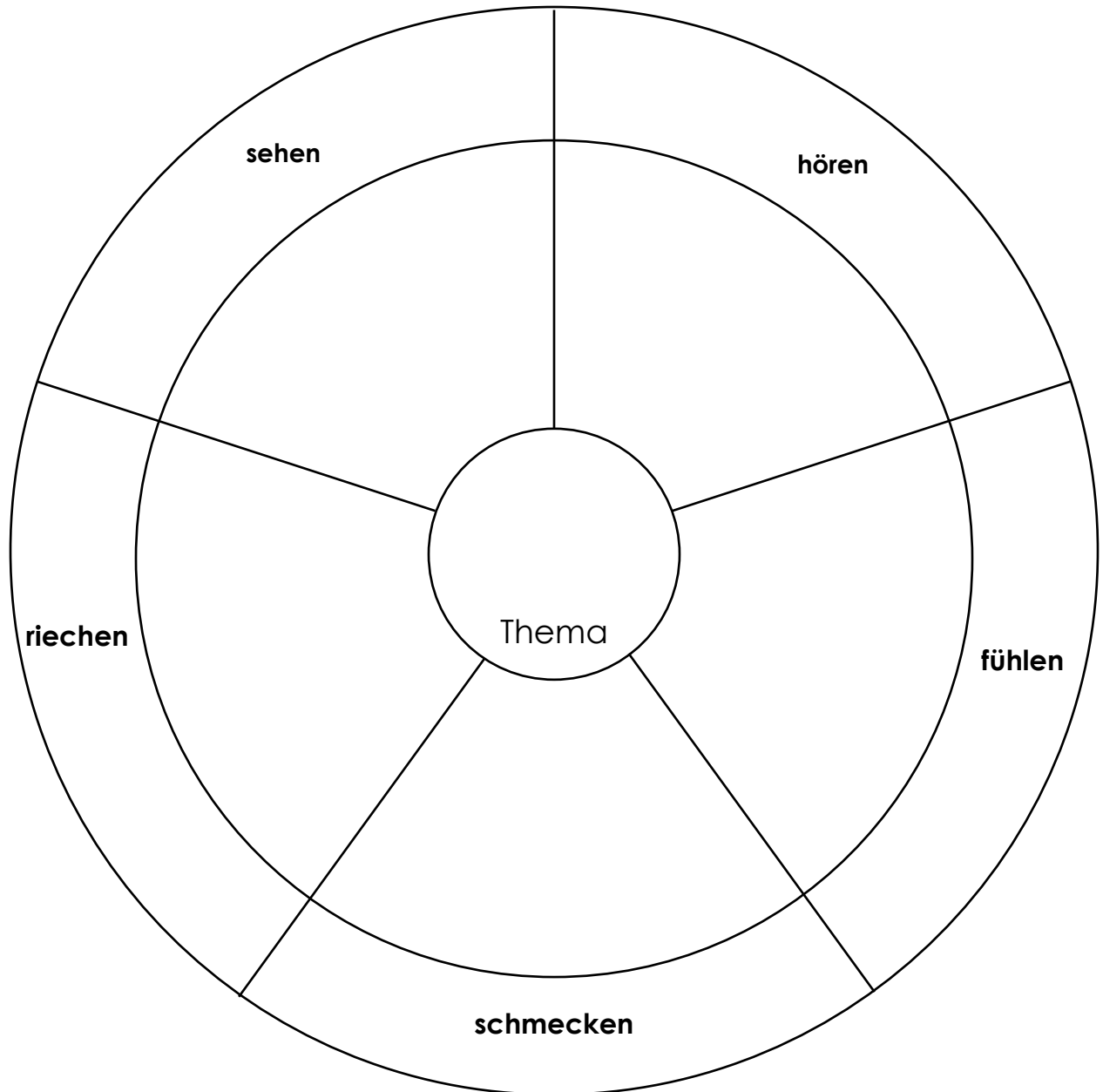


Der Kreis der fünf Sinne



Name: _____

Datum: _____



T-Tabelle



Name: _____ Datum: _____

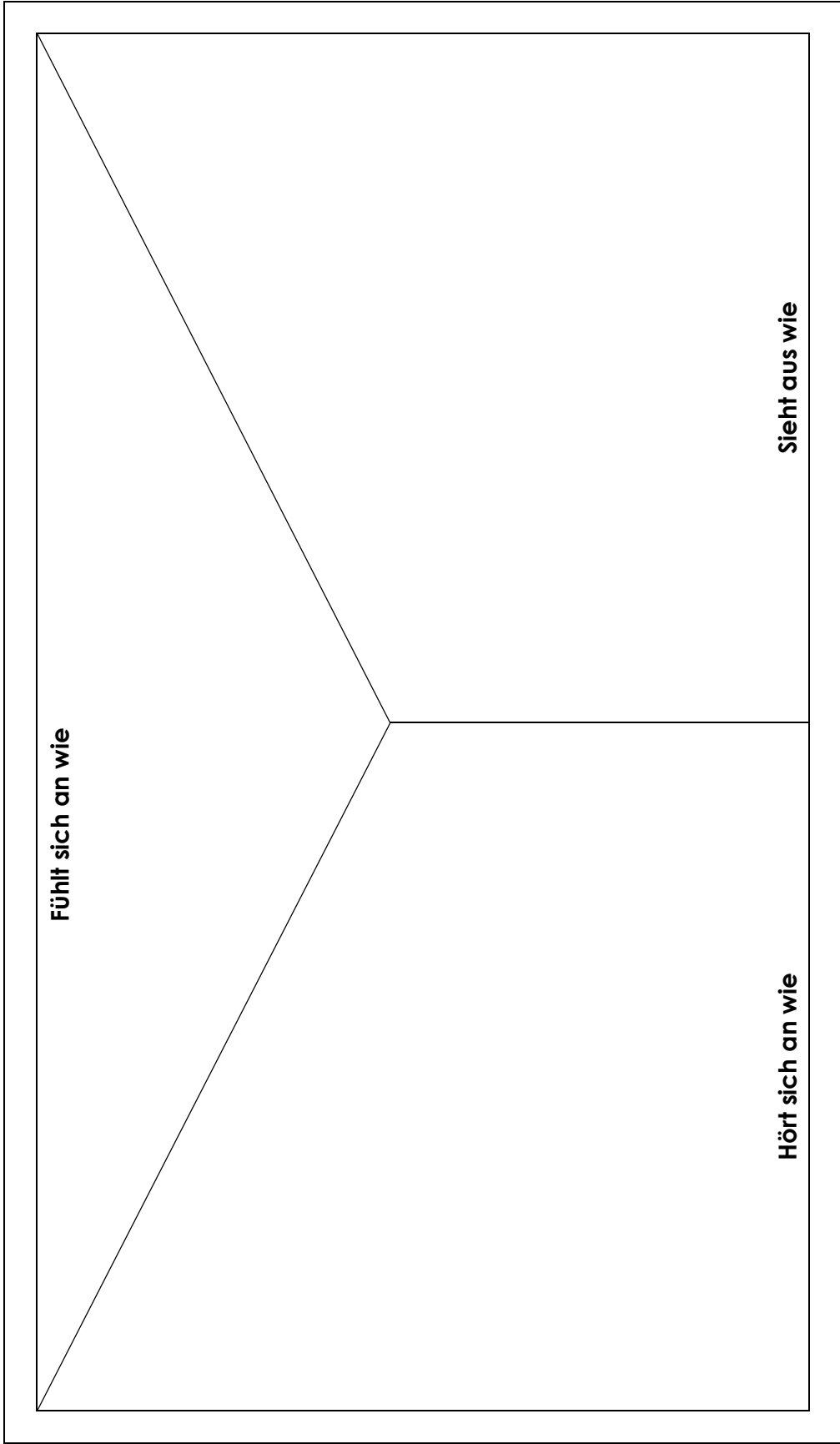
Thema: _____

Y-Tabelle



Name: _____

Datum: _____



W-6 Tabelle



Name: _____

Datum: _____

Schreibe Fragen über dein Thema.

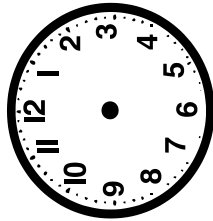
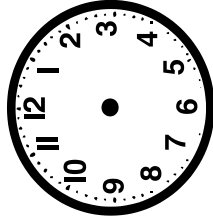
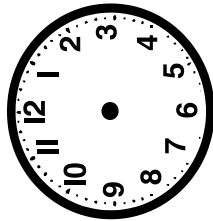
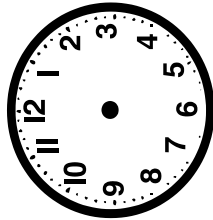
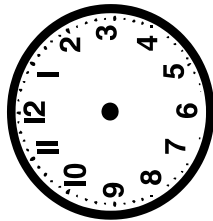
Wer? Frage nach den beteiligten Personen.	
Was? Frage nach Sachen und Ereignissen.	
Wo? Frage nach Orten, Stellen und Plätzen.	
Wann? Frage nach Daten und Uhrzeiten.	
Warum? Frage nach dem Grund, der Ursache oder dem Zweck.	
Wie? Frage nach der Art und Weise, wie etwas geschieht.	
Wenn...? Frage nach Folgen oder Konsequenzen.	

Tagesablauf



Name: _____

Datum: _____



How to Use PMI Charts

P-M-I Karte (Plus–Minus-Interessant)



Step 1

Plus: Think about all the advantages and good reasons for making the choice.

Step 2

Minus: Think about all the disadvantages and the down side of making the choice.

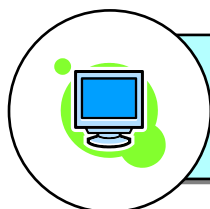
Step 3

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"> • Many 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.



Microsoft Word allows you to create your own chart electronically using the options in the **Table** menu.

P-M-I Karte



Name: _____ Datum: _____

Meine Frage: _____

Plus	Minus	Interessante Informationen

Ich treffe eine Entscheidung



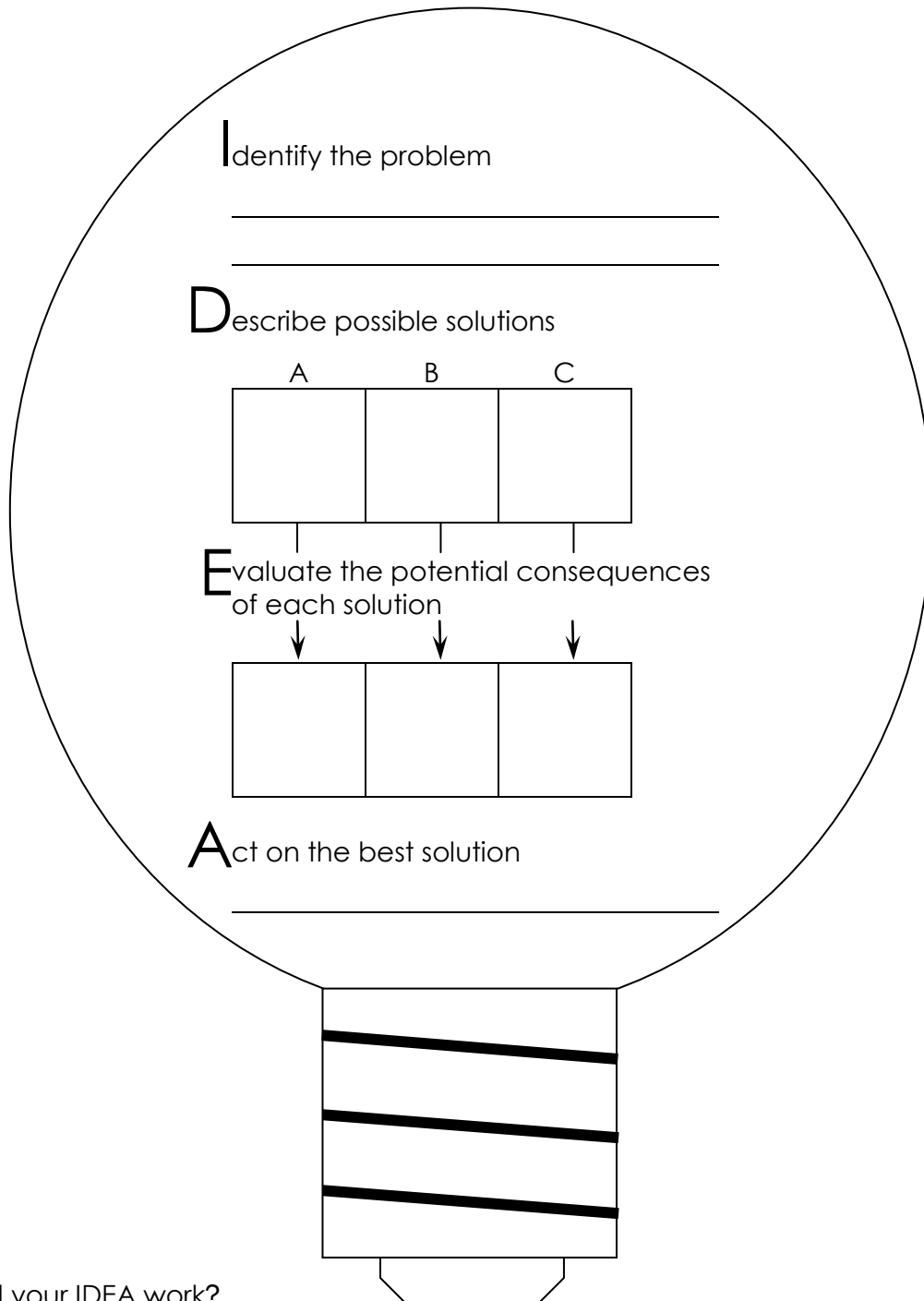
Das Problem: _____

Die Wahlmöglichkeit: _____

	Pro +	Contra -
Fakten:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Gefühle:	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Neue Ideen:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Meine Entscheidung:	<hr/> <hr/> <hr/>	
Begründung für meine Entscheidung:	<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.

IDEA Decision Maker



How did your IDEA work?
(Evaluate your results.)

Welche Möglichkeiten gibt es?



Das Problem: (eine Entscheidung treffen oder einen Konflikt lösen) _____

1 Option: _____

➔

Mögliche Folgen: _____

2 Option: _____

➔

Mögliche Folgen: _____

3 Option: _____

➔

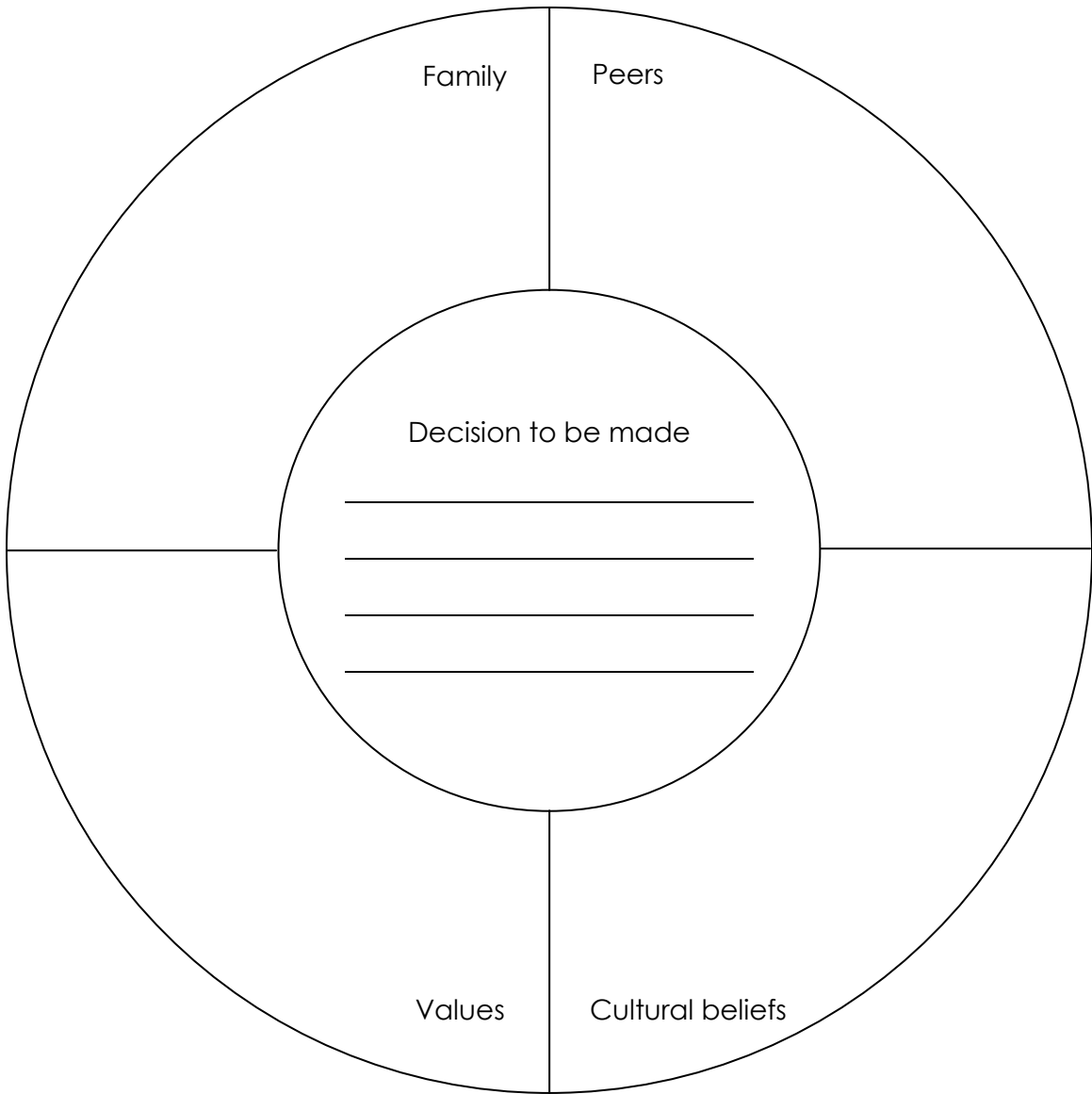
Mögliche Folgen: _____

4 Option: _____

➔

Mögliche Folgen: _____

Influences on Decision Making



Questions you need to ask to help you make this decision

Zielsetzung Karte 1



Name: _____ Datum: _____

Mein Ziel _____

Das ist mein Ziel, weil _____

Um mein Ziel zu erreichen, werde ich:

1. _____

2. _____

3. _____

Ich brauche _____Tage, um mein Ziel zu erreichen.

Habe ich mein Ziel erreicht?

Ja

Fast

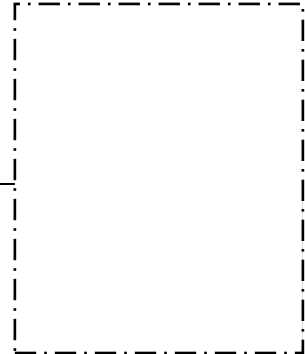
Nein

Zielsetzung Karte 2



Datum: _____

Name: _____



Ziel	Mein Ziel ist es, ...
Begründung	Ich setze mir dieses Ziel, weil ...
Mein Plan	Um mein Ziel zu erreichen, werde ich ...
Kontrollieren	Wie kann ich feststellen, ob ich erfolgreich gewesen bin?
Nachdenken	Was hätte ich auch machen können?

Zielsetzung Karte 3



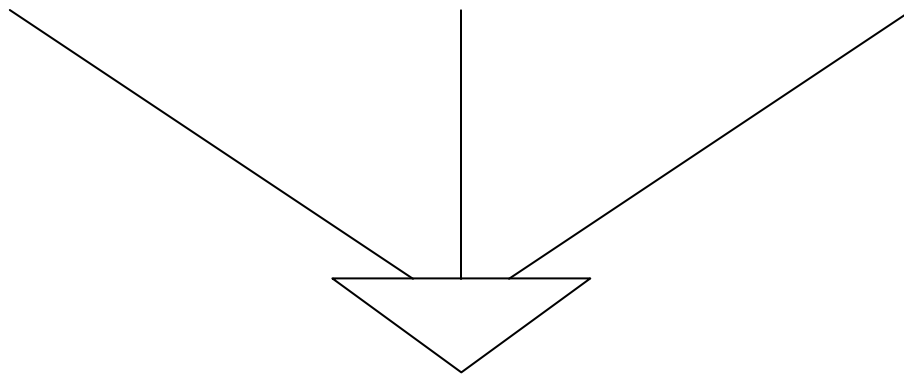
Name: _____ Datum: _____

Zielsetzung: Klein anfangen

Mein „großes“ Ziel _____
möchte ich am _____ (Datum) erreichen.

Schritte, die mir helfen werden, mein „großes“ Ziel zu erreichen:

Mini-Ziel A	Mini-Ziel B	Mini-Ziel C
_____	_____	_____
_____	_____	_____
Ich werde:	Ich werde:	Ich werde:
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
Datum _____	Datum _____	Datum _____



Ich werde wissen, dass ich mein "großes" Ziel erreicht habe, wenn _____

Zielsetzung Karte 4



Name: _____

Datum: _____

Was kann deine Zielsetzung beeinflussen?

Ziel

Appendix E: Assessment Blackline Masters

Self-Assessment Checklist	E-2
Self-Assessment Rating Scale	E-4
Peer-Assessment Checklist	E-6
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Rating Scale 3	E-24
Rubric	E-26
Rubric and Checklist	E-28

Self-Assessment Checklist

Name: Udo

Klasse: 3

Datum: der 2. März

Ich kann ...	Ja!	Noch nicht
talk about how German words and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help myself made understood	✓	
ask for help when I am stuck	✓	
make mistakes in German and not get discouraged		✓
check over my work to fix mistakes		✓

Note: This sample self-assessment checklist allows students to indicate their ability to perform various criteria.

Self-Assessment Checklist

Name:

Klasse:

Datum:

Ich kann ...	Ja!	Noch nicht

Self-Assessment Rating Scale

Name: Sophia

Klasse: 2

Datum: der 3. März

Ich kann	Nie	Manchmal	Meistens	Immer
• tell someone I'm happy	•	•	•	•
•				
• tell someone I'm sad	•	•	•	•
•				
• tell someone I'm tired	•	•	•	•
•				
• tell someone I'm angry	•	•	•	•
•				
• show someone I'm surprised	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•

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.

Self-Assessment Rating Scale

Name:

Klasse:

Datum:

Ich kann	Nie	Manchmal	Meistens	Immer
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____
• _____ _____	• _____	• _____	• _____	• _____

Peer-Assessment Checklist

Name:	Nicole	Klasse:	3	Datum:	der 3. März
Mein Partner / Partnerin	Janelle	Aufgabe:	Geschichte "Mein Familie"		

Mein Partner/Meine Partnerin kann ...	Ja!	Noch nicht
write a short story in German about her family	✓	
write a sentence about each family member	✓	
use a word list to find words to use	✓	
use a word list to check the spelling		✓
draw pictures that match her story	✓	

Gute Arbeit: You used good German words to describe your family—some of them were from our new vocabulary list.

Was besser sein könnte: Checking your spelling using our word lists. We wrote lots of these words down in our learning logs.

Note: This peer-assessment checklist allows students to give each other feedback about particular aspects of their work. Comments should be constructive and specific.

Peer-Assessment Checklist

Name:	Klasse:	Datum:
Mein Partner/ Meine Partnerin:	Aufgabe:	

Mein Partner kann/Meine Partnerin kann ...	Ja!	Noch nicht

Gute Arbeit: _____

Was besser sein könnte: _____

Self-Assessment Checklist and Goal Setting

Name: Julia

Klasse: 2

Datum: der 1. Oktober

Ich kann...	Ja!	Noch nicht	Was ich machen werde ...
say hello and goodbye	✓		Say hello and goodbye in German to at least three people each day.
sing a German song		✓	Learn to sing a German song and sing it to my grandma.
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: Self-Assessment Checklist and Goal-Setting allows students to assess their abilities and set goals to improve.

Self-Assessment Checklist and Goal-Setting

Name:

Klasse:

Datum:

Ich kann ...	Ja!	Noch nicht	Was ich machen werde ...

Long-Term Goal-Setting

Name: Robert

Klasse: 3

Datum: der 1.
Oktober

Goal #1:

By the end of this term, I would like to: know what to say to invite a friend to my birthday party in German.

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.

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 Germany.

To achieve this goal, I will: research Germany on the Internet and ask my neighbour what it's like to live there.

My teacher can help me by: bringing in books and pictures of Germany, and maybe, showing a movie.

My parents can help me by: buying me a book on Germany for my birthday and taking me to Germany on vacation!

Note: This long-term goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

Long-Term Goal-Setting

Name: _____

Klasse: _____

Datum: _____

Goal #1:

By the end of this term, I would like to: _____

To achieve this goal, I will: _____

My teacher can help me: _____

My parents can help me: _____

Goal #2:

By the end of this term, I would like to: _____

To achieve this goal, I will: _____

My teacher can help me: _____

My parents can help me: _____

Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments
Michel	Jan. 8	Simon Says	6.2: Language Competence/Listening: Listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations (Grade 3)		✓	Seemed to understand the directions but mixed up some body parts.
Josh	Jan. 8	Simon Says	6.2: Language Competence/Listening: Listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations (Grade 3)		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Go Fish card game	5.2: Encourage, Support, and Work with Others/Co-operate with Others: Co-operate in a variety of partnership and group structures (Grade 3)	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	5.2: Encourage, Support, and Work with Others/Co-operate with Others: Co-operate in a variety of partnership and group structures (Grade 3)		✓	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/co-operate with others: Co-operate in a variety of partnership and group structures (Grade 3)		✓	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/Vocabulary: Use vocabulary and expressions appropriately in various contexts in the classroom and school environment (Grade 3)	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Body part vocabulary review	6.1: Linguistic Elements/Vocabulary: Use vocabulary and expressions appropriately in various contexts in the classroom and school environment (Grade 3)	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

Note: Anecdotal notes allow 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 German songs	7.1 Self-identify/valuing German language and the cultures of German-speaking peoples (Grade 3)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Marc	Sept. 23	Singing German songs	7.1 Self-identify/ valuing German language and the cultures of German-speaking peoples (Grade 3)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Andreas	Sept. 23	Singing German songs	7.1 Self-identify/valuing German language and the cultures of German-speaking peoples (Grade 3)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Su Mei	Oct. 1	Singing the alphabet song	6.1 Linguistic elements/sound–symbol system—use, in structured and oral situations, all elements of the sound-symbol system (Grade 3)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Jack	Oct. 1	Singing the alphabet song	6.1 Linguistic elements/sound–symbol system—use, in structured and oral situations, all elements of the sound-symbol system (Grade 3)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Ali	Oct. 10	Playing the alphabet game	6.1 Linguistic elements/sound–symbol system—use, in structured and oral situations, all elements of the sound-symbol system (Grade 3)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Maya	Oct. 10	Playing the alphabet game	6.1 Linguistic elements/sound–symbol system—use, in structured and oral situations, all elements of the sound-symbol system (Grade 3)	<input checked="" type="radio"/> Yes <input type="radio"/> Not Yet
Philip	Oct. 10	Playing the alphabet game	6.1 Linguistic elements/sound–symbol system—use, in structured and oral situations, all elements of the sound-symbol system (Grade 3)	<input checked="" type="radio"/> Yes <input type="radio"/> Not yet
Simone	Oct. 25	Creating a personal dictionary organized by the alphabet	6.4 Language learning strategies/cognitive—use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., make personal dictionaries, experiment with various elements of the language) (Grade 3)	<input checked="" type="radio"/> Yes <input type="radio"/> Not yet
Nour	Oct. 27	Creating a personal dictionary organized by the alphabet	6.4 Language learning strategies/cognitive—use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., make personal dictionaries, experiment with various elements of the language) (Grade 3)	<input checked="" type="radio"/> Yes <input type="radio"/> Not yet
<p>Note: In cases where the student does not demonstrate a particular criterion, the teacher should plan an appropriate intervention.</p>				

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
				Yes Not Yet

Checklist and Comments 1

Grade: 1

Date: May 3

Activity: Individual Q and A

Specific Outcome: 6.5: Language Use Strategies/interactive: Use simple interactive strategies, with guidance (e.g., interpret and use a variety of non-verbal clues to communicate)

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 German (e.g., use non-verbal 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: 3	Date: October 5	Activity: Telephone conversations (invitations)
-----------------	------------------------	--

Specific Outcome(s): 6.3 Sociocultural/Sociolinguistic Elements/register— recognize that some topics, words, or intonations are inappropriate in certain 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.

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.

Checklist and Comments 2

Grade:	Date:	Activity:
---------------	--------------	------------------

Specific Outcome(s): _____

_____ can: (Student name)		
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
• _____	Yes <input type="checkbox"/>	Not Yet <input type="checkbox"/>
Done well: _____		

Could improve: _____		

Rating Scale 1

Grade: K

Date: March 10

Activity: Group classroom scavenger hunt

Specific Outcome: 5.2 Encourage, Support, and Work with Others/co-operate with others—participate in group activities

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 1

Grade:	Date:	Activity:
--------	-------	-----------

Specific Outcome: _____

Student meets the outcome:				
Student Name:	Never	Sometimes	Usually	Always
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•
• _____	•	•	•	•

Rating Scale 2

Grade: 2

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/Vocabulary; 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 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: 3	Date: March 10	Activity: Reading out some familiar words
-----------------	-----------------------	--

Specific Outcome(s): 6.1: Linguistic Elements/Sound–Symbol System: Use, in structured and oral situations, all elements of the sound-symbol system

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.

Rating Scale 3

Grade:	Date:	Activity:
--------	-------	-----------

Specific Outcome(s): _____

Levels of performance and corresponding criteria:

- ★★★★ _____
- ★★★ _____
- ★★ _____
- ★ _____

Name of Student:		Name of Student:	
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
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	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★

Rubric (Grade 3)

Name: Jeanne	Date: October 17	Activity: Conversation: Making plans with a friend
---------------------	-------------------------	---

Outcome	Excellent	Very Good	Acceptable	Limited
6.3: Sociocultural/ Sociolinguistic Elements – 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 Elements – 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 Elements – social conventions	Consistently uses appropriate oral forms of address for frequently encountered people.	Frequently uses appropriate oral forms of address for frequently encountered people.	Sometimes uses appropriate oral forms of address for frequently encountered people.	Rarely uses appropriate oral forms of address for frequently encountered people.

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 Elements – 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 Elements – 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 Elements – social conventions	Consistently uses appropriate oral forms of address for frequently encountered people.	Frequently uses appropriate oral forms of address for frequently encountered people.	Sometimes uses appropriate oral forms of address for frequently encountered people.	Rarely uses appropriate oral forms of address for frequently encountered people.
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:
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Outcome	Excellent	Very Good	Acceptable	Limited

Work habits

- worked independently
- worked with minimal assistance
- worked with some assistance
- required constant supervision and assistance



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