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.

1.1 Discover and Explore

KINDERGARTEN

K

Specific Outcome

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.

Specific Outcome

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**

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

Specific Outcome

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

Specific Outcome

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.

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

1.1 Discover and Explore

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**

1

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

1.2 Clarify and Extend

KINDERGARTEN

K

Specific Outcome

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**

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

Specific Outcome

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.

1.2 Clarify and Extend

KINDERGARTEN

K

Specific Outcome

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)

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

Specific Outcome

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)

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

KINDERGARTEN

K

Specific Outcome

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).

Specific Outcome

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.

2.1 Use Strategies and Cues

Specific Outcome

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*).

Specific Outcome

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, symbol,s 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.

2.1 Use Strategies and Cues

Specific Outcome

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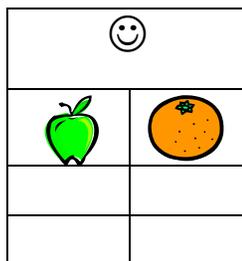
or
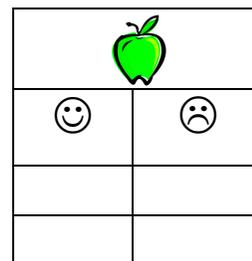
Alternative Activity: Before gathering students into a group for an activity, place tags or placemats with students' names on the floor to indicate where each student should sit. Students search for their names, and then each student sits in her or his spot. After students become familiar with their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

2.1 Use Strategies and Cues

Specific Outcome

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

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

Specific Outcome

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.

2.2 Respond to Texts

Specific Outcome

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.

Specific Outcome

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.

2.2 Respond to Texts

KINDERGARTEN

K

Specific Outcome

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.)

Specific Outcome

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

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.

2.3 Understand Forms and Techniques

Specific Outcome

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

KINDERGARTEN

K

Specific Outcome

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.

Specific Outcome

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

Specific Outcome

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

Students will be able to:

2.3.3 demonstrate curiosity about and experiment with sounds, letters, words, and word patterns. *(continued)*

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**

| 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.* | **2.3** Understand Forms and Techniques | KINDERGARTEN **K** |

Specific Outcome

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.

2.3 Understand Forms and Techniques

KINDERGARTEN

K

Specific Outcome

Create Original Texts

Students will be able to:

2.3.5   create original oral and media texts.

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

General Outcome **3**

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

3.1 Plan and Focus

Specific Outcome

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.

Die vier Jahreszeiten

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.

3.1 Plan and Focus

Specific Outcome

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

General Outcome **3**	*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*	**3.1** Plan and Focus

Specific Outcome

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

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

3.1 Plan and Focus

Specific Outcome

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 Haifisch. 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

Specific Outcome

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 aks 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,

Popkorn

Salz   Butter   Käse

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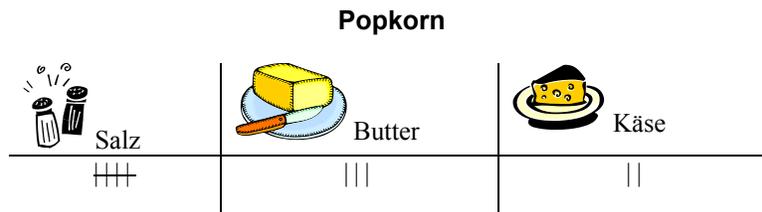
Alternative Activity: Each day, as students enter the classroom, they can be asked a new survey question before they meet in the group area. Using simple icons, students either place their names in a pocket chart or clip clothespins holding their names onto a ribbon under their choice. This can also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

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 Wochende 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

General Outcome **3**

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

3.2 Select and Process

KINDERGARTEN

K

Specific Outcome

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.

3.2 Select and Process

Specific Outcome

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.

Specific Outcome

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.

3.2 Select and Process

Specific Outcome

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

KINDERGARTEN

K

Specific Outcome

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.

Specific Outcome

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

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

Specific Outcome

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

Specific Outcome

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.

Specific Outcome

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

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

Specific Outcome

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	*Apfel*	☺	
Daniel	*Apfel*		☹

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

| 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 | KINDERGARTEN **K** |

Specific Outcome

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

| 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 |

Specific Outcome

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.

Specific Outcome

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**

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

Specific Outcome

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.

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

K

Specific Outcome

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**

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

4.2 Enhance and Improve

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

Specific Outcome

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)

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

4.2 Enhance and Improve

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.

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Specific
Outcome

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

Specific Outcome

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.

4.3 Attend to Conventions

Specific Outcome

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.

4.3 Attend to Conventions

Specific Outcome

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.

Specific Outcome

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

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

Specific Outcome

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

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

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Share Ideas and Information

Students will be able to:

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

Specific Outcome

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.

4.4 Present and Share

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Specific Outcome

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

General Outcome **4**

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

4.4 Present and Share

Specific Outcome

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!	
Wie passe ich auf?	*Wie höre ich zu?*
Ich schaue auf den Sprecher. *Ich bin ruhig.* *Ich versuche alles zu verstehen.*	*Ich höre auf den Sprecher.* *Ich bin ruhig.* *Ich versuche alles zu verstehen.*

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

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

Specific Outcome

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!	*Meine Familie*
– mein Zimmer	– unser Haus
– mein Spielzeug	– was wir gerne machen
– mein Lieblingstier	– was wir gerne essen
– mein Lieblingsspiel	– 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**

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

Specific Outcome

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

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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

Specific Outcome

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.

Specific Outcome

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

Specific Outcome

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

Specific Outcome

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

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

Specific Outcome

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**

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

Specific Outcome

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/Herr ......Wie 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

Specific Outcome

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**

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

Specific Outcome

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.

Specific Outcome

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.

6.1 Linguistic Elements

Specific Outcome

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

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

Specific Outcome

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 singualr, 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 hüpft.*" "*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.

6.1 Linguistic Elements

KINDERGARTEN

K

Specific Outcome

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.

Specific Outcome

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

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!

Specific Outcome

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

General Outcome **6**

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.2 Language Competence

KINDERGARTEN

K

Specific Outcome

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 commads (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

Specific Outcome

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

General Outcome **6**

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.2 Language Competence

KINDERGARTEN

K

Specific Outcome

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.

Speaking

Students will be able to:

6.2.2 repeat and create simple oral phrases in the classroom environment. *(continued)*

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

General Outcome **6**

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.2 Language Competence

Specific Outcome

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.

Specific Outcome

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.

6.2 Language Competence

Specific Outcome

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.

6.2 Language Competence

Specific Outcome

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).

Specific Outcome

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**

General Outcome *6*

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.2 Language Competence

Specific Outcome

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.

Specific Outcome

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

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

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	*im Notfall*
4 outside	*draußen*
5 conversation	*normal sprchen.*
2 whisper	*flüstern*
1 no talking	*ganz still*

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.

Specific Outcome

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

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!*

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**

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

Specific Outcome

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.

6.3 Sociocultural/ Sociolinguistic Elements

KINDERGARTEN

K

Specific Outcome

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.

6.3 Sociocultural/ Sociolinguistic Elements

Specific Outcome

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).

Specific Outcome

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.

General Outcome *6*

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.4 Language Learning Strategies

Specific Outcome

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.

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).
(continued)

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.

6.4 Language Learning Strategies

Specific Outcome

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.

Specific Outcome

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

General Outcome **6**

Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.

6.4 Language Learning Strategies

Specific Outcome

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**

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

KINDERGARTEN

K

Specific Outcome

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

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

KINDERGARTEN

K

Specific Outcome

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.

6.5 Language Use Strategies

Specific Outcome

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?	*Wann?*
Why?	*Warum?*
Where?	*Wo?*
May I?	*Darf ich?*
I don't want …	*Ich will nicht!*
I don't need it …	*Ich brauche das nicht!*
How?	*Wie?*
I like …	*Ich mag das!*
Mine.	*Das ist meins!*

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.

Specific Outcome

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.

6.6 General Learning Strategies

KINDERGARTEN

K

Specific Outcome

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.

Specific Outcome

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.

6.6 General Learning Strategies

KINDERGARTEN

K

Specific Outcome

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**

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

KINDERGARTEN

K

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).

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.

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?

| 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 |

Specific Outcome

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).

Specific Outcome

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**

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

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

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**

| 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 |

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 [*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**

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

Specific Outcome

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

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

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

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.

7.2 German Culture

Specific Outcome

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

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

Specific Outcome

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**

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

Specific Outcome

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.

Specific Outcome

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**

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

KINDERGARTEN

K

Specific Outcome

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.

Specific Outcome

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.

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

Specific Outcome

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.

7.4 Global Citizenship

KINDERGARTEN

K

Specific Outcome

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**

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

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

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

Specific Outcome

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