Chapter 9
Grade-Level Samples

Chapter Summary

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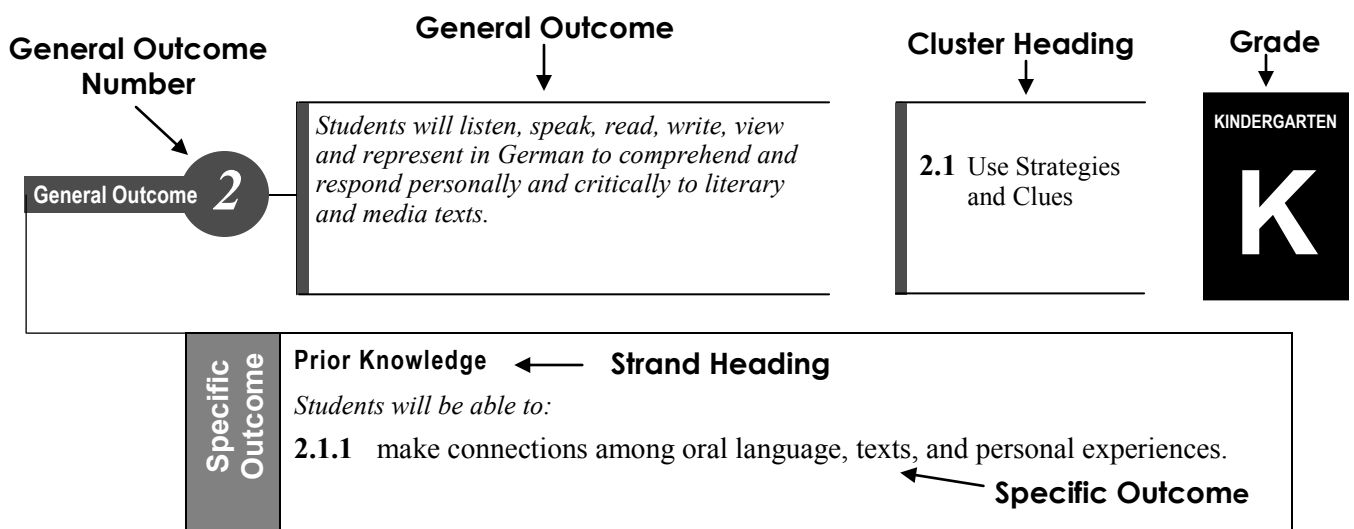Reading the Grade-Level Samples

Introduction

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

The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning.

Integrate for Efficiency and Motivation

In the time allotted for each grade level of the program, it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all seven general learning outcomes. Such integration motivates students to become active partners in learning and to take personal responsibility for their own learning.

Reading the Grade-Level Samples

General Outcome Number

General Outcome

Cluster Heading

Grade

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 Clues

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Specific Outcome

Prior Knowledge ← **Strand Heading**

Students will be able to:

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

Specific Outcome

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- As part of learning about plant growth from a resource book, students record their findings in a chart and discuss with others:
  - *Was ich schon weiß.*
  - *Was ich gelernt habe.*
  - *Was ich noch lernen möchte.*

- After making oatmeal cookies from a recipe, students comment on how the recipe helped them:

  Schüler 1: Das Rezept listet alle Zutaten. So wissen wir, was wir brauchen.
  Schüler 2: Das Rezept listet alle Schritte der Reihe nach. So wissen wir, was wir machen sollen.
  Schüler 3: Das Rezept listet alle Mengenangaben auf. So wissen wir, wieviel wir brauchen.

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

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

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

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

☐ **Learning Logs or Journals**
Review student logs to determine whether students articulate and build upon prior experiences or knowledge.

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

SAMPLE **RESOURCES**

Grade 1 Sample of the German Language Arts Foundation for Implementation

GRADE 1

Specific Outcome

Express Ideas
Students will be able to:

1.1.1 express personal experiences and familiar events. *(continued)*

GRADE 1

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

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
– express personal experiences and familiar events?

☐ **Anecdotal Notes**
Observe students as they participate in the activity. Note the extent to which students are able to express personal experiences and familiar events. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Observation Checklist**
Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to express personal experiences and familiar events (see sample blackline master in Appendix E: Observation Checklist).

☐ **Show and Tell (Покажи й розкажи)**

Правила для Покажи й розкажи

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

Слухач
- покажи зацікавлення, слухаючи промовця
- будь уважним/ою
- запитуй питання по темі
- скажи щось гарне
(Thompkin 1995)

SAMPLE RESOURCES

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

General Outcome 1
Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.

GRADE 1

1.1 Discover and Explore

Specific Outcome

Express Ideas
Students will be able to:

1.1.1 express personal experiences and familiar events.

SAMPLE TEACHING AND LEARNING ACTIVITIES

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

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

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

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

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

Все про мене
Моє ім'я _____
Моя адреса _____
Моє число телефону _____

Sentence Starters
During oral group or circle time, students are given sentence starters to complete, based on the theme or topic; e.g.,
- Моя улюблена іграшка…
- Мій улюблений овоч…
- На сніданок мені подобається їсти…
- У зоопарку моя улюблена тварина…

1

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

1.1 Discover and Explore

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Specific Outcome

Express Ideas

Students will be able to:

1.1.1 respond to a range of experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

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

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

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

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

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

Specific Outcome

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

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

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

Express Preferences

Students will be able to:

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

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

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

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

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

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

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

Acting
Have students act out pictures and dramatize stories and songs.

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

Express Preferences

Students will be able to:

1.1.4 demonstrate enjoyment of an oral, literary, or media text. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- demonstrate enjoyment of an oral, print, visual, or multimedia text?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to demonstrate enjoyment of an oral, print, visual, or multimedia text (see sample blackline master in Appendix E: Observation Checklist).

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to demonstrate enjoyment of an oral, print, visual, or multimedia text. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

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

☐ Informal Observation

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

SAMPLE **RESOURCES**

- Guest presenter or storyteller.

General Outcome **1**

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

1.1 Discover and Explore

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Specific Outcome

Set Goals

Students will be able to:

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

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

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

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

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

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

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

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

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

Set Goals

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

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

☐ **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to participate in teacher-led group reading activities, and demonstrate reading and writing behaviours (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to participate in teacher-led group reading activities, and demonstrate reading and writing behaviours. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Conferences**

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

☐ **Rating Scale**

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to participate in teacher-led group reading activities, and demonstrate reading and writing behaviours (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE **RESOURCES**

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

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

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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.

Specific Outcome

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**

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

Combine Ideas

Students will be able to:

1.2.3 group ideas and information to make sense.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

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

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

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

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

Learning Centre
Create a sorting learning centre where students choose from a variety of objects and sort them independently. Materials and/or attributes may include:
– vocabulary cards
– building blocks or attribute blocks of various shapes and sizes
– shells
– different textured objects
– chips, beads, buttons, etc. that can be sorted by colour, shape, or size
– objects that can be sorted by smell
– foods that can be sorted by taste (sweet, salty)

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

Combine Ideas

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– group ideas and information to make sense?

☐ **Observation Checklist**

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

☐ **Anecdotal Notes**

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

☐ **Conferences**

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

SAMPLE **RESOURCES**

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

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

1.2 Clarify and Extend

KINDERGARTEN

K

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)

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

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*).

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

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

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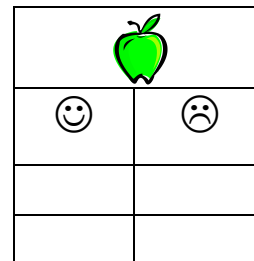
Nametags
At the beginning of the year, students find their own nametags in a pocket chart, and stick the nametags on themselves or their special places in the classroom. Alternately, placemats can be used. Use cards with icons and names to identify learning centres. Similar cards are placed in the boxes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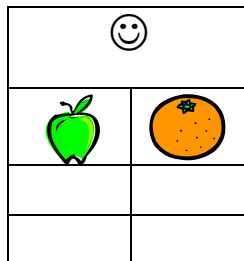
or

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

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

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

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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

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

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.)

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.

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. *(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)

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

Techniques and Elements

Students will be able to:

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

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

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

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

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

Sequence
Students sequence the events of a story using pictures.

Techniques and Elements

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

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

☐ **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to develop a sense of story through listening, reading, and viewing experiences (see sample blackline master in Appendix E: Observation Checklist).

☐ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to develop a sense of story through listening, reading, and viewing experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Informal Observation**

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to develop a sense of story through listening, reading, and viewing experiences. Offer feedback, encouragement, and praise as needed.

SAMPLE **RESOURCES**

•   Wordless picture books

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

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).

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**

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

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

Specific Outcome

Create Original Texts

Students will be able to:

2.3.5 create original oral and media texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

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

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

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

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

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

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

Create Original Texts

Students will be able to:

2.3.5 create original oral and media texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

−   create original oral and media texts?

☐ Observation Checklist

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

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to create original oral and media texts. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Rubric

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

SAMPLE **RESOURCES**

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

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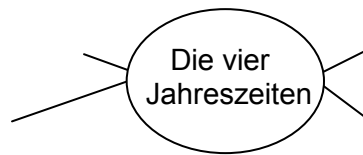
Students prepare small 10 cm x 15 cm illustrations as they study the theme and place the illustrations in the appropriate section of the web. Alternately, each student has his or her own large web to which he or she adds illustrations.

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?

Specific Outcome

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)

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

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.*

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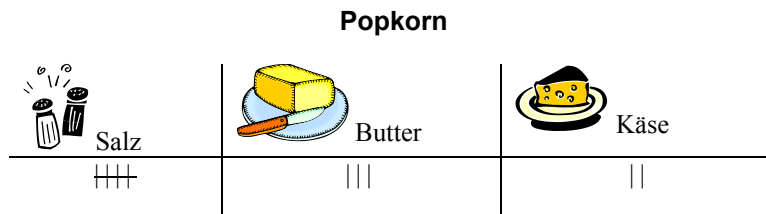
Alternative Activity: Each day, as students enter the classroom, they can be asked a new survey question before they meet in the group area. Using simple icons, students either place their names in a pocket chart or clip clothespins holding their names onto a ribbon under their choice. This can also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

Specific Outcome

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.).

Specific Outcome

Identify Sources

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– seek information from others in the classroom context?

☐ **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to seek information from others in the classroom context (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to seek information from others in the classroom context. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Rating Scale**

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to seek information from others in the classroom context (see sample blackline master in Appendix E: Rating Scale 1, 2, or 3).

SAMPLE **RESOURCES**

• German-speaking guests

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

3.2 Select and Process

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.

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

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

3.3 Organize, Record and Assess

Record Information

Students will be able to:

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

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

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

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

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

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

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

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

Record Information

Students will be able to:

3.3.2 represent and share information and ideas, and compose with a scribe. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

−   represent and share information and ideas?

☐ Observation Checklist

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

☐ Anecdotal Notes

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

☐ Rubric

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

SAMPLE **RESOURCES**

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

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.

Evaluate Information

Students will be able to:

3.3.3 share information gathered on a specific topic. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− share information gathered on a specific topic?

☐ **Checklist and Comments**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to share information gathered on a specific topic (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to share information gathered on a specific topic. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ **Rubric**

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

SAMPLE **RESOURCES**

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

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

3.3 Organize, Record and Assess

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
– hobbies and interests
– health/doctor's visits
– birthday parties

– seasons
– families
– communities (city, farm, school)
– home

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

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

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

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

Generate Ideas

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– share ideas from personal experiences?

☐ Observation Checklist

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

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to share ideas from personal experiences. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences

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

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.

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.

Specific Outcome

Organize Ideas

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

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

☐ Observation Checklist

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

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

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to recognize that ideas expressed in oral language can be represented and recorded. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Informal Observation

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

SAMPLE **RESOURCES**

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

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

4.2 Enhance and Improve

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**

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

Enhance Legibility

Students will be able to:

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

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

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

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

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

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

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

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

Enhance Legibility

Students will be able to:

4.2.3 trace and copy letters; recognize letter keys on the keyboard. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

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

☐ Observation Checklist

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

☐ Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to trace and copy letters, and explore letter keys on the keyboard. Record anecdotal notes (see sample blackline master in Appendix E: Anecdotal Notes).

☐ Conferences/Portfolios

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

SAMPLE **RESOURCES**

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

General Outcome 4

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

4.2 Enhance and Improve

KINDERGARTEN

K

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 use familiar words to describe ideas.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

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

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

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

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

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

KINDERGARTEN

K

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.

Spelling

Students will be able to:

4.3.2 connect sounds with letters. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

−   connect sounds with letters?

☐ **Observation Checklist**

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

☐ **Conferences**

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

☐ **Rating Scale**

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

SAMPLE **RESOURCES**

•   Consonant and vowel cards

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

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

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

4.4 Present and Share

KINDERGARTEN

K

Specific Outcome

Share Ideas and Information

Students will be able to:

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

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

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

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

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

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

Share Ideas and Information

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– use illustrations and other materials to share information and ideas?

☐ **Checklist and Comments**

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

☐ **Anecdotal Notes**

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

SAMPLE **RESOURCES**

- Modelling clay
- Magazines

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

4.4 Present and Share

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

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.

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

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

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**

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)

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.

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**

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

KINDERGARTEN

K

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

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

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.

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**

| 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

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.

KINDERGARTEN

K

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!*

Idiomatic Expressions

Students will be able to:

6.3.2 imitate age-appropriate idiomatic expressions. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– imitate age-appropriate idiomatic expressions?

☐ **Anecdotal Notes**

Note the extent to which students are able to imitate age-appropriate idiomatic expressions. Record anecdotal notes. Look for and note evidence that students are able to:

– attentively listen and observe teacher modelling of expressions
– imitate expressions
– use basic expressions appropriately in the classroom

☐ **Observation Checklist**

Create a checklist based on age-appropriate idiomatic expressions. Does the student listen, imitate, and use basic expressions appropriately?

SAMPLE **RESOURCES**

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

6.3 Sociocultural/ Sociolinguistic Elements

KINDERGARTEN

K

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

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)

| 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

Nonverbal Communication

Students will be able to:

6.3.5   imitate some common non-verbal behaviours used in the German culture.

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**

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

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.

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). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– initiate interactions with students in the classroom?
– imitate interactions with people outside the classroom?

☐ **Anecdotal Notes**

Make notes based on your observations of how the students interact with others, indicating the phrases, tone, volume used, and context. Can the students imitate and express needs, approval, or disapproval?

SAMPLE **RESOURCES**

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

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.

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). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− use simple interactive strategies, with guidance?

☐ Observation Checklist

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use simple interactive strategies, with guidance. Consider including the following criteria:

− acts out words he or she does not know
− uses gestures to help convey meaning
− acknowledges being spoken to, using verbal and/or non-verbal cues to the speaker
− uses words from his or her first language to get his or her meaning across

☐ Informal Observation

Observe students as they participate in the activity. Make mental notes on the extent to which students are able to use simple interactive strategies, with guidance. Offer feedback, encouragement, and praise as needed.

SAMPLE **RESOURCES**

• German video
• German action songs

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

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

KINDERGARTEN

K

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.

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

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

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.

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**

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

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**

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

6.6 General Learning Strategies

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).

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 |

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**

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

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.

Specific Outcome

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.

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

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

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

Interdependence

Students will be able to:

7.4.2 participate in tasks and activities with partners and in groups.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Science Projects
Students work on simple science projects in small groups of three to four (e.g., planting a seed, making a mural of winter).

Group Cooking
Students participate in Kindercooking in groups of three to four in which they prepare waffles or fruit salad.

Buddy Reading
Students participate in buddy reading with a buddy from an older grade level.

Mirror Activities
Students take turns being leaders in mirror activities in which they copy what their partners do.

Cooperative Games
Students participate in cooperative games and physical education activities (e.g., a bicycle activity in which two students touch feet with each other and move their feet together).

Interdependence

Students will be able to:

7.4.2 participate in tasks and activities with partners and in groups. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– participate in tasks and activities with partners and in groups?

☐ **Anecdotal Notes**

Make notes based on students' choices during free time activities. Observe how students interact with other students.

☐ **Rating Scale**

Create a simple outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to participate and cooperate in tasks and activities with partners and in groups.

☐ **Checklists**

Create checklists based on choice of activity and play (e.g., independent, parallel, or interdependent), or use the student's Learning Centre Log instead.

SAMPLE **RESOURCES**

| General Outcome **7** | *Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.* | **7.4** Global Citizenship |

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

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

Express Ideas

Students will be able to:

1.1.1 express personal experiences and familiar events.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After observing and repeating a colour-mixing science experiment, students draw and label their observations.
- Students maintain a regular journal, including pictures of personal experiences, using prompts (e.g., *Ich mag... Ich kann....*).
- While students listen to German music or view a German video, they express the feelings evoked by the music, through guided discussion.
- Students draw pictures to illustrate personal experiences. Drawings are first shared with a partner, then in the Sharing Circle, using structured speaking prompts (e.g., *Ich mag dein Bild*).
- Students relate a personal experience during a Show and Tell activity.
- After reading the class a story and discussing it as a group, have students draw and discuss their own experiences related to an aspect of the story.
- Students create a book about "me." They add illustrations and/or photos to support the text, and then present it to the class and share.

  Das bin ich
  Mein Name ist …
  Ich bin … Jahre alt.
  Ich mag...
  Ich kann gut.... etc.
- Students share and compare using the five senses by sharing their experiences on a topic based on the five senses.
- Using surveys/charts/graphs encourages students to express personal preferences in a simple form. For example, students respond to a topic or story and make a class chart or graph to reflect their responses.
- Students cut out pictures from magazines to form a picture collage about a subject after presentation language has been practised. Students present their collage to the class.
- Students complete simple books (e.g., flip/accordion) using phrases by copying sentences gathered by the class dealing with the theme or topic, such as *Farben, Nahrungsgruppen,* etc.
- During oral group time, students are given sentence starters to complete based on the theme or topic.

Express Ideas

Students will be able to:

1.1.1 express personal experiences and familiar events. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− express personal experiences and familiar events?

☐ **Conferences**

Conference with students about their choice of media as well as what they portrayed. Coach students to help them develop skills for sharing personal experiences and active listening.

☐ **Anecdotal Notes**

Listen to students as they converse with each other. Listen for patterns of conversation, the different roles that individual students take in conversations, and the context in which conversations take place. Listen for the vocabulary, note the kinds of language patterns, and register students' use. Anecdotal records, kept over time, help to identify patterns and themes in students' skills in expressing ideas, thoughts, and feelings. Keep anecdotal records on students to supplement checklist information. Note which factors stimulate and which inhibit students' oral expression.

☐ **Show and Tell**

Use the Rules for Show and Tell for checklists, rating scales, and rubrics.

Rules for Show and Tell

Speaker
- bring one interesting object or something you made
- bring the same thing only once
- prepare three things to say
- speak so everyone can hear
- pass the object or work around
- **Listener**
- show interest by watching the speaker
- pay attention
- ask questions about the topic
- say something nice

(Thompkin, 1995)

(continued)

General Outcome *1*

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

1.1 Discover and Explore

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 express personal experiences and familiar events.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Teacher's Notes

Express Ideas

Students will be able to:

1.1.1 express personal experiences and familiar events. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Checklists**

Create checklists based on Focus for Assessment criteria. Include the context in which the observations occur and date all entries. Review data to note progress and to guide individual conferences.

Does the student:
–   initiate talk about chosen topics in small groups?
–   initiate talk about personal experiences or familiar events in small groups?
–   initiate talk about chosen topics with the whole class?
–   initiate talk about personal experiences or familiar events with the whole class?
–   take turns and abide by established classroom conventions in group situations?
–   stay on topic?

SAMPLE **RESOURCES**

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

Consider Others' Ideas

Students will be able to:

1.1.2 listen to and acknowledge experiences and feelings shared by others.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students watch and listen to a classmate showing pictures of their family.

- Read a story in which the main character expresses preferences. After the story, students listen to and record their classmates' likes and dislikes on a variety of topics (e.g., television programs, books, sports, foods). Preferences are recorded on a tally chart.

- After key vocabulary has been presented and practised, students play a guessing game. One student acts out an emotion and another guesses what the emotion is.

- Read aloud stories with interesting characters so that students learn about experiences and feelings of others. After talking about the characters in a group, students draw pictures of the characters. They write a simple sentence (*Er ist ….(froh, traurig, etc.*, or *Sie weint, sie schwimmen,* etc.).

- Students listen to a student present a story based on a photo from home about a specific topic (e.g., party, pets, etc.).

- Students play *Simon sagt* using simple classroom vocabulary, "*Komm nach vorn!" "Setz dich hin!"*

- Each day, choose a student to share a personal experience.

- Provide opportunities for students to share personal ideas or experiences on a daily news chart. For example,

Wann?	*Wer?*	*Was?*	*Wo?*	*Warum?*
am Abend	*die Mutter*	*hinfallen*	*vor dem Haus*	*Ein Hund kommt*

(continued)

Consider Others' Ideas

Students will be able to:

1.1.2 participate in a range of experiences. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– acknowledge the experiences and feelings of others?
– listen to experiences and feelings shared by others?

☐ Anecdotal Notes

Keep anecdotal records that describe the specific language students use to respond to the experiences and feelings of others. Date and include the context of each observation.

☐ Checklists

Develop checklists, which may include the following.

Does the student:

– follow classroom guidelines for active listening?
– respond by asking clarifying questions?
– show appreciation for the speaker's ideas?
– respond to the speaker?

(continued)

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

Consider Others' Ideas

Students will be able to:

1.1.2 listen to and acknowledge experiences and feelings shared by others. *(continued)*

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

- Use language cards dealing with emotions to develop vocabulary. Students are presented with the picture, and they express when they have personally felt this emotion. Scribe their responses. Students make a class book on each emotion (e.g., *Heute bin ich …*).

  Heute bin ich froh.
  Heute bin ich traurig.
  Heute bin ich lustig.
  Heute bin ich ängstlich.
  Heute bin ich schüchtern.
  Heute bin ich aufgeregt.
  Heute bin ich müde.

  Each student contributes her or his own page.

- Students play Emotion Bingo.

Consider Others' Ideas

Students will be able to:

1.1.2 listen to and acknowledge experiences and feelings shared by others. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Self-Assessment**

Involve students in monitoring their own listening and responding behaviours. Use self-assessment sheets immediately following a structured listening activity.

<div style="border:1px solid">

Good Listening

Name: _____ Date: _____

1. I listened to my partner (speaker).

   ☺   ☹

2. I asked good questions.

   ☺   ☹

3. I added my ideas about the topic.

   ☺   ☹

4. I took turns talking.

   ☺   ☹

5. I thought about my partner's ideas.

   ☺   ☹

</div>

☐ **Conferences**

Conference with students about their active listening and responding behaviours. Provide positive feedback and coach students to help them develop skills for active listening and appropriate responding.

SAMPLE **RESOURCES**

- ALKI.
- *Gefühle sind wie Farben BELITZ*! Gelberg.
- Dr. Seuss, *My Many Coloured Days*.

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

Express Preferences

Students will be able to:

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After learning the song "*Kommt ein Vogel geflogen*," students contribute to a group poem by substituting words to create a new one.

  Students use shared writing using predictable forms (e.g., *Ich kann …, Ich mag …*).

- After language development and practice, students develop and present puppet shows of familiar tales, such as *Hase und Igel* or *Die Kleine hungrige Raupe.*

- After language development, students use felt board or magnetic boards to retell a story.

- Students compose a message orally about a familiar event. Scribe it for them.

- Encourage students to write notes, postcards, or thank-you notes and send them to their classmates. Mailboxes can be created from milk cartoons.

- Students use a repetitive pattern (e.g., *Wo mag nur meine Katze sein?* or alphabet/number books).

- Publish students' writing and illustrations using a multimedia computer program (e.g., ePearl).

- Students make flip books with vocabulary and illustrations based on a poem. Later in the year, students write sentences on a theme (e.g., *Der Regenbogen*).

- Students create alliteration sentences and acrostics. For example,

The student's name:	The seasons:
M O N I K A	W I N T E R

- Students write an *Elfchen* poem. For example,
  - Winter (topic)
  - Schlittschuh, Eis, Schnee (3 nouns)
  - Ich baue einen Schneemann (4 word sentence)
  - Schlitten, Eiszapfen (2 nouns or verbs)
  - Spaß! (1 noun)

Experiment with Language

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

–   try a variety of forms to express and explore events, ideas, and information?
–   express ideas and information using pictures or illustrations?

☐ **Checklist for Self-Evaluation**

Use the Checklist Strategy for Self-Evaluation to have the students self-evaluate. Address possible
areas, such as the following:

Does the student:

–   communicate clearly ideas and information?
–   listen carefully?
–   work effectively?
–   make detailed observations?

SAMPLE **RESOURCES**

- *Wo mag nur meine Katze sein?* Eric Carle.

- *The Mitten*, Jon Brett.

- *Die kleine hungrige Raupe*, Eric Carle.

General Outcome **1**

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

1.1 Discover and Explore

GRADE **1**

Specific Outcome

Express Preferences

Students will be able to:

1.1.4 express preferences for a variety of oral, literary, and media texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After reading a story to the class, guide students in rating it with one, two, or three stars. The titles are then added to a "story tree."

- Students make a mobile from which they can suspend their drawn versions of book covers—title, author, and illustration of favourite books.

- Students use modelling clay or snow to make models relating to favourite texts. They share and explain why they are favourites after practising the language.

- Using a collection of poetry, students recite their favourite rhymes, songs, riddles, etc., and, with support, tell why they are favourites.

- Invite a guest reader or storyteller to share their favourite text. The guest is asked why he or she selected this text.

- Students create posters promoting their favourite text (mostly illustrations, some guided text).

- Establish a corner where students place their favourite books. Every week, students can vote and choose their preference for the following week. Students should also have the opportunity to select texts they did not enjoy and explain why.

- Students rate the various texts shared as a class, using a star stamp.

- Students can draw pictures or make collages of their favourite texts. Individual pages can be combined to make a class book of favourites.

Specific Outcome

Express Preferences

Students will be able to:

1.1.4 express preferences for a variety of oral, literary, and media texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Can the student:

– express preferences for a favourite oral text, literary, and media text?

☐ **Conferences**

Conference with students about their favourite books. Coach students to use German when possible to express reasons for their favourites. Note students' use of German and their clarity in explaining their preferences when discussing or representing favourite books.

SAMPLE **RESOURCES**

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

Set Goals

Students will be able to:

1.1.5 participate in reading, writing, and representing activities.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use graphic organizers (e.g., web) to retell and write their own story.

- Concept Books: After studying a new concept, students create a class book illustrating the concept (e.g., a class book on autumn includes illustrations and descriptions of activities you see or do in the fall). Students participate in a choral reading of the book.

- After listening to a story, students write their own story using patterned and modelled sentences.

- Writing Buddies: Older students work with Grade 1 students to help them compose a variety of texts (e.g., poems, boards, signs, books, and riddles). This could be done on a computer.

- Collaborative reading allows students to practise word recognition with a partner.

- Letter Writing (e.g., to St. Nikolaus): A form letter with blanks can be prepared. Students can fill in the blanks using pictures or words from a list generated by the class. These letters can be given to students in a higher grade who prepare answers from St. Nikolaus.

- Students write invitations and thank-you notes using sentence patterns and models.

- Students participate in echo-chanting activities.

- A home reading program with levelled books, guided reading, and reading buddies support reading at school.

- Model a write-aloud after a story (e.g., *Die Kleine Raupe Nimmersatt*) about the life cycle of a butterfly.

- Students participate in a substitution writing with a poem or song (e.g., *Alle meine Entchen schwimmen auf dem See, Köpfchen in das Wasser, Schwänzchen in die Höh*), or pattern stories (e.g., *Bär, brauner Bär*).

(continued)

Set Goals

Students will be able to:

1.1.5 participate in reading, writing, and representing activities. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– participate in reading, writing, and representing activities?

☐ **Portfolios**

Encourage students to choose work samples that indicate reading and writing with and for others. Work samples should show progress over time. All samples should be dated. Have students include reasons for their choices and goals for their future reading and writing.

☐ **Checklists**

Create a checklist to check for the Focus for Assessment. Items may include:

Does the student:

– select texts to read independently?
– select texts to read and share with others?
– choose writing activities?
– choose to write and share with others?
– pursue reading and writing interests?
– stay focused when reading?
– stay focused when writing?

Note dates and context of the observation.

SAMPLE **RESOURCES**

• *Regenbogen–Lesekiste Verlag für Pädagogische Medien* (40 *verschiedene Hefte, nach Leseschwierigkeit gestuft*)

General Outcome **1**

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

1.1 Discover and Explore

GRADE **1**

Specific Outcome

Set Goals

Students will be able to:

1.1.5 participate in reading, writing, and representing activities. *(continued)*

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

- Students use various methods to share personal reading, to generate original story ideas, to describe the plots of favourite TV shows or movies, or to relate current events. Examples:
  – Commence with oral retelling with props or acted components (e.g., class play, cut-out characters or puppets).
  – Sequenced retelling with pictures or pictures and text. Provide structure by folding a plain sheet of paper into three or six sections for each student. Each section has a heading. (Caution: This activity must be done with an extremely familiar story and must be done as a group.)

Anfang	*Mitte*	*Ende*

*Titel:*_____	*Problem:*_____	*Zuerst:*_____
Dann: _____	*Danach:* _____	*Am Ende:* _____

Specific Outcome

Set Goals

Students will be able to:

1.1.5 participate in reading, writing, and representing activities. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

General Outcome **1**	*Students will listen, speak, read, write, view and represent in German to explore thoughts, ideas, feelings and experiences.*	**1.2** Clarify and Extend

Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 connect new experiences and information with prior knowledge.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students write patterned stories using a familiar story as a pattern for writing (e.g., *Brauner Bär, brauner Bär, siehst du wen?* or *Der kleine Käfer Immerfrech*).

- Students, given a command, place school supplies in the correct place in the room (e.g., *Lege dein Heft auf meinen Schreibtisch*).

- Read a German story to students so they can talk about the story and make connections.

- Post a series of pictures and/or objects about a topic of study for a Gallery Walk. After viewing, students discuss and integrate new information with previous knowledge.

- Before a field trip, students generate a list of questions they would like answered. Upon returning, students can see if their questions can be answered. Also, model how to categorize, map, and summarize what students learn by using a KWL chart (WML*)*.

- Students use pictures to generate ideas before a topic is to be studied. They do the same Picture Splash for a final assessment.

Develop Understanding

Students will be able to:

1.2.1 connect new experiences and information with prior knowledge. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– make connections between prior knowledge and new experiences?
– talk about what is known about familiar topics?
– talk about personal experiences?
– develop new understanding?

☐ **Checklists**

Develop checklists to assess students' skills in connecting prior knowledge with new experiences for specific activities. Date and include the context of the observations.

☐ **Conferences**

Can the student articulate understanding of new learning? Does the student demonstrate understanding of new information?

☐ **Picture Splash**

Use the Picture Splash to determine if students have made connections and extended their learning.

SAMPLE **RESOURCES**

- Carle, Eric. *Brauner Bär, brauner Bär, siehst du wen?* Gerstenberg, 1997. ISBN 3806742022
- Carle, Eric. *Der kleine Käfer Immerfrech*. Gerstenberg, 2002. ISBN 3806742766

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After listening to the story, "*Der Regenbogenfisch,*" students sculpt, paint, or sketch a representation depicting a part of the story.

- Class concept books can be prepared (e.g., families, shapes, alphabet, numbers, sounds after studying _____, etc.). These are great to take home to be shared with parents or shared with students of another class or grade.

- Picture Splash: Present a collection of pictures related to a text the students will be listening, reading, or viewing. Examine, discuss, and predict what will happen in the text.

- During a field trip, take pictures (digital if possible) and provide each student with a photo essay. Students then prepare captions together.

- Lead students in group charts or stories that can be developed with the class. These can then be produced on computer, copied, and shared with others. They can serve as a home reading project.

Explain Opinions

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– describe new ideas and experiences to a partner or teacher?
– describe new ideas and experiences in small groups?

☐ **Conferences**

Conference with students about their representations of a new experience or idea. Coach students to use German when possible to describe the experience or idea.

SAMPLE **RESOURCES**

- Pfister, Marcus. *Der Regenbogenfisch*. Nord-Sud Verlag, 1995. ISBN 3314005814

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

Combine Ideas

Students will be able to:

1.2.3 group and sort ideas and information to make sense.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Sort transportation pictures into categories and divide students into small groups so they can organize them accordingly. Categories can include wheels/no wheels, land/air/water, or motor/no motor (*Räder/keine Räder; Auf dem Land/In der Luft; Motor/kein Motor*).

- Students listen to a familiar verse or song and identify a missing word.

- Students engage in sequencing activities using pictures or sentence strips to organize familiar texts. Students explain their sequencing.

- Students create picture maps of stories that are graphic representations of some key story elements.

- Throughout the year, students take pictures of special events in school. At the end of the year, students can label the pictures and make a personal yearbook.

- Using sorting boxes, students group objects and explain their thinking regarding the sorting.

- Guide the students to do a Picture Sort where picture cards are grouped according to initial sounds.

  Affe, Apfel, Ameise, ...
  Baum, Ball, Buch, …

Combine Ideas

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
–   group information to make sense?
–   sort ideas to make sense?
–   understand that information can be grouped and sorted in various ways?
–   group and sort ideas in different ways?

☐ **Anecdotal Notes**

Record observations during students' informal interaction to note how the students group and sort pictures into chosen categories. Date and record the context of each observation.

☐ **Conferences**

Discuss with students how they organize information and ideas.

SAMPLE **RESOURCES**

•   Songs, any familiar or favourite poems/verses

General Outcome **1**

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

1.2 Clarify and Extend

GRADE
1

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4   demonstrate curiosity about ideas and observations to make sense of experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- During show and tell, students ask questions about a specific object. Provide simple question words or phrases for the students.

- After a field trip, have students brainstorm a list of things they would like to know more about based on what they saw and experienced that day. List students' ideas in the form of questions. Work with students to find the answers to these questions.

- Students use a chart to create a picture or sentence to illustrate. For example,

   Im Winter
   Mein Opa
   Meine Mama
   Meine Schule

- Help students prepare and practise simple questions to interview their family. Students present the results to the class.

- Before reading a book, students look at the pictures. They formulate questions and make predictions.

- Set up a science discovery table where interesting objects are displayed for students to investigate through manipulation. W-M-L charts are set up for students to use. Word cards can also be included.

- Lead a guessing game for students to discover who or what the character is in a familiar story (e.g., *Märchenfiguren: Dornröschen, Rumpelstilzchen, Frau Holle, Schneewittchen, Rapunzel, Rotkäppchen*).

Combine Ideas

Students will be able to:

1.2.4   demonstrate curiosity about ideas and observations to make sense of experiences.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– demonstrate curiosity about ideas and observations to make sense of experiences?

☐ **Anecdotal Notes**

Record students' questions, asking behaviours during show and tell. Include the date and context of each observation. Review notes to determine developing patterns of questioning. Note whether students ask questions to clarify and broaden their understanding.

SAMPLE **RESOURCES**

General Outcome *2*

1

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

Prior Knowledge

Students will be able to:

2.1.1 make connections among texts, prior knowledge, and personal experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Guide students in using a KWL (WML) chart.

- When looking at the title page of "*Das schwarze Huhn*," students guess some words that might be inside (e.g., *das Ei, das Küken, der Bauer*). Students draw what they think will happen.

- After listening to a factual story "*Lena und die Sonnenblume*," the students retell what they know about the story.

- After going on a field trip or having a guest visit, students share what happened. Chart their thoughts.

- Going on a Gallery Walk allows students a tactile and visual understanding of new ideas. As they view and examine, they have the opportunity to integrate new information with what they already know.

- Conducting a Talk-Aloud allows students to share their knowledge on a topic and integrate the ideas presented by others. Students should also be encouraged to ask questions. Reinforce turn-taking. This is a good time to model how to ask questions.

Specific Outcome

Prior Knowledge

Students will be able to:

2.1.1 make connections among texts, prior knowledge, and personal experiences.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– make connections between new knowledge and previous experiences?

☐ **Checklists**

Develop checklists that may include the following. Does the student:

– access prior knowledge?
– have sufficient prior knowledge?
– share personal experiences?
– discuss connections to other oral, literary, and media texts?

Keep track of the date and context of the observation.

☐ **Graphic Organizers—KWL (WML)**

Have students create their own KWL (WML) chart using illustrations, after going through a guided chart. Note the students' preconception and interests, and include this information in the students' portfolios.

☐ **Interviews**

Ask the students to make a prediction about a text, and ask why they think that.

SAMPLE **RESOURCES**

- Eclare, M. *Lena und die Sonnenblume*, Reihe Lesemaus. Carlsen.

- Gersmeier, R. and Dreyer Engels, S. *Kleiner Igel Pit*.

- Holmer, F. and Kiehm, D. *Der Biber*.

- Otto, C. and Trachuk, C. *Der Waschbär*.

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

Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 anticipate meaning and revise understanding based on further information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Story Maps: Have students use simple Story Maps to retell the beginning, middle, and end of a story they have listened to. Students draw pictures. Guide students to use the story maps to write the story.

- Students ask questions to identify the mystery object in a bag. Questions can be generated beforehand and recorded on a chart for reference (e.g., *Ist es groß?, Ist es rot?, Rollt es?*).

- Students look through the pictures in the story "_____." Students then ask the 6W questions prior to reading the story.
  - *Wer ...?*
  - *Wo ...?*
  - *Warum ...?*
  - *Was ...?*
  - *Wann ...?*
  - *Wie...?*

- Students take a walk in the community to observe signs and environmental print. Discuss cues such as symbols, colour, and shape to help understand meaning.

- Create Story Vines: Students draw or write key events on individual leaf motifs and attach to a vine. Students can retell the story using the story vine.

- Work with small groups using a guided reading procedure to support development of strategic reading. As a group, students preview and discuss a text, and then are given individual copies.

- Students, while listening to a text, draft main ideas with given vocabulary and share them with the class.

- Story Artifacts: Students bring in objects or pictures to retell a story (e.g., *Das Plüschtier Socke*).

- Students make predictions about a text before listening, viewing, or reading.

- Viewing only the illustrations, students are encouraged to form predictions, ask questions, and make comments.

GRADE
1

Specific
Outcome

Comprehension Strategies

Students will be able to:

2.1.2 anticipate meaning and revise understanding based on further information.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– anticipate meaning?
– revise understanding based on further information?

☐ **Checklists**

Develop checklists to identify whether the student has constructed and confirmed meaning.

Does the student:
– ask questions to anticipate meaning?
– make predictions?
– reread to confirm understanding?
– read on to clarify meaning using context clues?

Date and record the context of students' developing skills in using textual cues to construct and confirm meaning.

☐ **Interviews**

Ask the students to predict, answer, and ask questions about a text. Keep anecdotal notes about their responses.

☐ **Portfolios**

Work samples are kept dated and used to demonstrate progress over time.

SAMPLE **RESOURCES**

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

Specific Outcome

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After previewing the book cover, students draw pictures to show what they think the book will be about. They check their predictions as you read the story.

- Students use capital letters and periods to locate the beginning and ending of sentences displayed in a pocket chart.

- Students read today's message and identify the beginning of the sentence by tracing over the upper-case letter with a green marker (Go), and circle the end punctuation with a red marker (Stop).

- Any picture book can be used to help students construct and anticipate meaning. Simple patterned books with cumulative patterns, recurring events, ABC or number books, or rhyming patterns are effective.

- Guide students in locating titles, headings, table of contents, index, glossary, pictures, graphics, and signal words. Guide students in activating prior knowledge and making predications based on these textual cues.

- Use wordless picture books to help students become aware of textual cues.
    - colour creates mood, feelings
    - arrangement of objects indicates what is important.

- Songs with simple words, rhythm, rhyme, and repetition provide an excellent vehicle for encouraging early literacy.

- Choose simple songs with repetition, and record the lyrics on chart paper so the students can follow the print as they sing.

Laterne, Laterne,
Es war eine Mutter
Die Jahresuhr
Alle Vögel sind schon da
Hörst du die Regenwürmer husten
Summ, summ, summ
Auf der Mauer

Textual Cues

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use textual cues in informational text to construct and confirm meaning?

☐ Checklists

Develop checklists to identify whether the student has constructed and confirmed meaning.

Does the student:

– use pictures and illustrations in texts, and visual patterns to construct and confirm meaning?
– recognize simple repetitive phrases or sentence patterns studied in class?
– use simple story patterns to construct and confirm meaning?
– use rhyme to help construct and confirm meaning?
– use textual cues in oral text to construct and confirm meaning?
– use textual cues in informational text to construct and confirm meaning?

Date and record the content of students' developing skills in using textual cues to construct and confirm meaning.

☐ Conferences

Conference with students to assess how they used textual cues to determine what they thought the book was about, and whether their predictions were close to the story being read.

SAMPLE **RESOURCES**

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

Specific Outcome

Cueing Systems

Students will be able to:

2.1.4 use syntactic, semantic, and graphophonic cues to construct and confirm meaning.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students match print to speech in big books by pointing to the words as they read them.

- Students break down words from their personal word lists, such as *Oma, Ball*, and *Hund* into sounds as in *O-m-a*, *B-a-ll*, *H-u-n-d*.

- Students repeat words such as classmates' names, and clap out the syllables (e.g., Nan-cy, Mo-ham-med, A-lex-an-der).

- Encourage students to reread texts in order to consolidate sight vocabulary and become fluent, confident readers.

- Students participate in group reading and choral reading activities.

- Students create personal dictionaries, word banks, or language ladders.

- Photocopy a text that students are reading and ask them to circle words with "au" in one colour, and "eu" in another colour. Similarly, this can be done with ö/o, ü/u, ä/a.

- Sound circle and game: "*Welches Wort beginnt mit* "b"?

- Phonological Awareness: Help students to develop sound awareness with words that begin with the same sound, etc. Nonsense syllables can be fun (e.g., chanting *Zungenbrecher!*).

  Fischers Fritze fischte frische Fische,
  Frische Fische fischte Fischers Fritze.

  Esel essen Nesseln nicht,
  Nesseln essen Esel nicht

  Pias Papa packt Pakete
  in Packpapier ein

  Konnis Kakadu kaut kleine Kerne,
  Konnis Kakadu klaut keine Kerne

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use semantic (meaning) cues to construct and confirm meaning?
– use syntactic (word order and sentence patterns) cues to construct and confirm meaning?
– use graphophonic (sound-symbol) cues including phonics to construct and confirm meaning?

☐ **Checklists**

Develop checklists to identify whether the student has constructed and confirmed meaning.

Does the student:

– have adequate sight vocabulary?
– read for meaning, monitor, and self-correct?
– demonstrate confidence when reading?
– demonstrate fluency when reading?
– read with expression?
– demonstrate enjoyment when reading?
– use pictionaries or other resources to determine word meaning in context?

Date and record the context of students' developing skills in using textual cues to construct and confirm meaning.

☐ **Running Records of Text Reading**

Record students' oral reading behaviour as they read authentic texts, and analyze the record to determine the students' use of the cueing systems and to plan instruction.

☐ **Conferences**

Interview students when conducting a running record or miscue analysis, and pose questions when/if miscue errors occurred. Note cueing systems and strategies used.

SAMPLE **RESOURCES**

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

- Students listen to and join in reciting repetitive text or predictable words.

- Students look at an artists' work (e.g., Eric Carle in such books as *Chamäleon Kunterbunt*). As a class, students observe and discuss the style and technique, and then use it in their own pictures made with paints, oil pastels, crayons, or markers.

- Set up a reading log with the students. This may be checked after reading or listening to stories at home or as a part of a home reading program.

- Set up buddy reading with older German students. Direct the type of reading that could happen. The buddy can help track for the reading log.

- Use a pattern book (e.g., *Brown Bear, Brown Bear, what do you see?*). These pattern books can serve as a model for a class pattern book (e.g., *Gelbe Katze, gelbe Katze was siehst du?*).

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. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– participate in shared reading, listening, and viewing experiences using texts from a variety of forms, genres, and cultural traditions?

☐ **Checklists**

Develop checklists to identify whether the student:

– listens to poems and books read aloud
– listens to poems and books in the listening centre
– listens attentively to an oral story
– reads poems
– reads recurring pattern books
– reads cartoons

Date and record the context of students' developing skills in participation in shared reading, listening, and viewing experiences.

☐ **Detachable Labels**

Use the detachable labels strategy to note students' participation in shared listening, reading, and viewing.

SAMPLE **RESOURCES**

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

Connect Self, Texts and Culture

Students will be able to:

2.2.2 share personal experiences related to oral, literary, and media texts; identify characters' choices and the resulting consequences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students draw pictures about events in their lives that they are reminded of when they experience a story.

- Students label parts of a picture from a familiar text.

- Dialogue Dramatization: Students bring items that relate directly to dialogue being dramatized from a familiar text.

- Direct students to bring in items related to specific text as a show and tell.

- Students begin keeping personal journals. They initially illustrate and label their experiences in relationship to the text. The teacher or another adult can scribe the pictures.

- Students interview family members, asking for their input after reading (e.g., after reading *Lauras Stern,* they ask "*Was machst du gern, wenn du allein bist?"* Or, after reading *Das Pfannkuchenbuch,* they can ask, "*Was isst du am liebsten?"*). If parents don't speak German, create an illustrated checklist for the student interview.

Connect Self, Text and Culture

Students will be able to:

2.2.2 share personal experiences related to oral, literary, and media texts; identify characters' choices and the resulting consequences. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– share personal experiences?
– relate ideas in texts to personal experience?
– relate ideas in texts to family tradition?
– recognize differences in cultural traditions?
– accept and respect the ideas of others?

☐ **Portfolios**

Students choose completed samples that show how they have made connections between personal experiences and texts read or viewed in class. All samples should be dated and placed in students' portfolios.

SAMPLE **RESOURCES**

- Baumgart, Klaus. *Lauras Sternenreise*. Baumhaus Verlag. ISBN 3909480004

- Carle, Eric. *Das Pfannkuchenbuch.*

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

Appreciate the Artistry of Texts

Students will be able to:

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students learn words for feelings (e.g., *fröhlich, traurig, aufgeregt, schüchtern. Heute bin ich …* (Today I feel …).)

- Play different styles of music, and students identify their feelings (e.g., *Marschmusik, Weihnachtsmusik*).

- As an art activity, students draw from selected feeling words a happy picture and explain why it is a happy picture. Students then draw a sad picture and explain why it is a sad picture.

- Provide sentence starters like the following:

  Ich bin _____ wenn ich ____.
  Dieses Lied/diese Musik macht mich _____.

- After listening to a song, students identify feelings the song evokes.

- Students sketch their feelings or interpretations of a text and share with a partner.

- Keep on hand pictures depicting various moods. Students can refer to these pictures when needing to describe a mood. The pictures should be labelled with appropriate words.

- Prepare a chart with words and pictures identifying moods or feelings to be used for various classroom activities.

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 share feelings evoked by oral, literary, and media texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– share feelings and moods in response to oral, literary, or media texts?

☐ **Response Journals**

Check students' journals or response logs to determine if they are able to identify and discuss a range of feelings about the songs they have heard.

☐ **Portfolios**

Collect work samples to check to see if students:

– identify the feelings of characters in texts
– identify words and visual images that evoke feelings and create mood in oral, literary, and media text
– respond to feelings and mood created in texts

SAMPLE **RESOURCES**

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

Specific Outcome

Forms and Genre

Students will be able to:

2.3.1 recognize different oral, literary, and media forms and texts. *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students create a collage of books and poems that they have read.

- After listening to a story, students identify whether it is fiction or nonfiction.

- Students use guide vocabulary and phrases to show an appreciation of art in a book.

- Students are involved in a home reading program where they and their parents fill in a card and colour in various reading genres.

- Students keep a reading log of personal or home reading.

- Read a text, and students guess the genre and explain their reasons.

- Students brainstorm all the different types of oral texts they can think of (e.g., songs, poetry, storytelling, jokes and riddles, radio programs, conversations, plays). Students think of examples for each type that they have experienced, and set goals for experiencing any new types.

Forms and Genres

Students will be able to:

2.3.1 recognize different oral, literary, and media forms and texts *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

–   recognize different oral, literary, and media forms and texts?

☐ **Checklists**

Create a checklist to assess students' skills in recognizing a variety of forms and genres from a collage that they have created.

Does the student:

–   recognize differences in forms and genres studied in class?
–   identify poetry, plays, stories, video programs, and cartoons?

Notes the date and context of the observation.

SAMPLE **RESOURCES**

List of Sample Written, Oral, and Multimedia Texts: Division I

Adventure	Humour	Messages	Riddles
Audiotapes	Illustrations	Movies	Rhymes
Cartoons	Illustrated Storybooks	Non-fiction Chapter Books	Rhythms
Comic Strips	Informational Texts	Photographs	Signs, Notices
Computer Software	Invitations	Pictures	Songs
Conversations	Journals	Picture Books	Stories
Drama	Labels	Plays	Story-telling by Elders
Drum Dances	Legends	Poems	Symbols
Fables	Letters	Puppet Plays	Video Programs
Fairy Tales	Maps	Recipes	Websites

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

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Specific Outcome

Techniques and Elements

Students will be able to:

2.3.2 identify the beginning, middle, and end of oral, literary, and media texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Following the events of a story, students create a tableau of the beginning of the story. They continue with the tableau for events from the middle and end of the story.

- Students create their own picture map, tracing the characters and the events when the characters entered the story.

- Students draw a picture to illustrate the character in the familiar story "*Elmar.*"

Am Anfang	*In der Mitte*	*Am Ende*
Elmar ist anders. Er trägt keine Elefantenfarben.	*Elmar sieht so aus wie jeder Elefant.*	*Elmar ist wieder kariert gefärbt.*

- Students prepare a story triad where a sheet is folded in three panels. Students then draw pictures and write sentences or labels depicting the beginning, middle, and end.

- Students prepare a three-part picture sequence of a story.

- Students make a TV out of a box and prepare a story sequence in filmstrip form.

- Students dramatize a role-play based on a simple story.

- Direct a story vine by asking students to draw a series of three to six pictures about a story. They then retell the story based on the pictures.

Techniques and Elements

Students will be able to:

2.3.2 identify the beginning, middle, and end of oral, literary, and media texts.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- identify the beginning, middle, and end of literary and media texts?

☐ **Checklists**

Develop checklists to identify whether the student has constructed and confirmed meaning.

Does the student:
- orally retell the beginning, middle, and end of familiar texts?
- use a story map to depict the sequence of a story by drawing and/or writing?
- use props, story vine, or other concrete objects as aids in retelling the beginning, middle, and end of stories?

The dates and contexts are noted.

☐ **Retelling**

Have students retell the text of the story without cues, prompts, or props. Record the story to determine if they have recalled the beginning, middle, and end.

☐ **Picture Sequences**

Mix up a sequence of pictures and have the students order the pictures and relate a story with a beginning, middle, and end.

☐ **Story Maps**

Students use a simple organizer to relate a story.

SAMPLE **RESOURCES**

- Video: *Der Kleine Eisbär.*

- McKee, David. *Elmar Thienemann.*

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

Vocabulary

Students will be able to:

2.3.3   experiment with parts of words, word combinations, and word patterns.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Using individual letter cards, students combine them to spell colour words (e.g., r-o-t, b-l-a-u).

- Students become "sound finders"—looking through favourite stories and rhymes for words that begin or end with certain letters or letter combinations.

- Students group words according to sound patterns or word families (e.g., *klein, mein, dein, fein*; *der Schnee, es schneit, der Schneemann*).

- Students start personal dictionaries. There may be some core words included in their dictionary.

- Present a print-rich environment—labels, signs, charts, word walls, poems, songs, rhymes. The students read around the room.

- Learning Centres: Encourage students to engage in a variety of word play and word study activities in the writing centre. Have students build or copy favourite words or phrases in a variety of ways. Place a variety of manipulatives, such as sponge letters, magnetic letters, sandpaper, tactile letters, letter cards, cereal, or macaroni letters in a writing centre. Include a variety of writing materials, such as felt pens, crayons, pencils, letter stamps, slate boards, chalk, markers, white boards, and a variety of paper types and sizes. Change or add to the materials in the centre by including finger paint, sand, salt, alphabet pasta, and modelling clay. Post students' work for others to read.

- Students experiment with nonsense syllables orally (e.g., *Das große Lalula (Christian Morgenstern)*).

Specific Outcome

Vocabulary

Students will be able to:

2.3.3 experiment with parts of words, word combinations, and word patterns.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– experiment with parts of words, word combinations, and word patterns?

☐ **Checklists**

Develop checklists to identify whether the student has constructed and confirmed meaning.

Does the student:

– experiment with word patterns?
– experiment with compound words?
– experiment with using refrains?
– try to make meaningful word and letter substitutions to create new words and patterns?
– show eagerness to play word games?
– take risks in creating new words and using word patterns in written expression?
– demonstrate creativity in playing with words in songs, chants, and skipping rhymes?
– benefit from the use of manipulative letters in vocabulary activities?

Date and record the context of students' developing skills in using textual cues to construct and confirm meaning.

☐ **Anecdotal Notes**

Observe students engaging in word play and word activities as they experiment with building word families. Keep anecdotal records over time to help identify students' strengths and challenges in vocabulary development, and to indicate where support is needed.

SAMPLE **RESOURCES**

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

Experiment with Language

Students will be able to:

2.3.4 appreciate repetition, rhyme, and rhythm in shared language experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After singing a short rhyming song, students make up actions to go along with the song. For example,

  Auf dem Gummibaum sitzt ein Kakadu ...
  Du, komm zu mir …

- While students listen to stories, they chime in with repeated patterns.

  – *Wo mag nur meine Katze sein?*
  – *Der kleine Käfer Immerfrech*

- Students brainstorm rhyming words after reading a story such as *Die Riesenschlange Sansibar.*

- Students are involved in Echo reading and choral reading activities.

- Reread some favourite stories, and ask students to fill in and read repeated patterns.

- Students use repetitive/cumulative patterns to create classroom stories and songs.

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

- Students select tongue twisters that they would like to master. They may try and draw a picture to match.

- Students learn and practice *Abzählreime*/counting rhymes.

  Vogel singt,
  Eichkatz springt,
  Sonne scheint,
  Keiner weint,
  der Wald ist grün,
  und du must fliehn!

  Häschen saß
  im Klee und fraß
  an einem schönen Tag
  im Garten
  Salat und Kohl und auch Spinat
  und du musst warten.

Experiment with Language

Students will be able to:

2.3.4 appreciate repetition, rhyme, and rhythm in shared language experiences.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– appreciate repetition, rhyme, and rhythm in shared language experiences?

☐ **Checklists**

Develop checklists to identify whether the student has constructed and confirmed meaning.

Does the student

– recognize repetition when listening?
– recognize repetition when reading?
– repeat words, phrases, and sentences?
– recognize rhyme when listening?
– recognize rhyme when reading?
– recognize rhythm when listening?
– recognize rhythm when reading?
– show appreciation for repetition?
– show appreciation for rhyme?
– show appreciation for rhythm?

Date and record the context of students' developing skills in using textual cues to construct and confirm meaning.

☐ **Anecdotal Notes and Video Recordings**

Use video recordings to record observations during songs, and to note if students participate in creating actions to go along with the short rhyming song. Keep anecdotal records on students to supplement information obtained on video recordings. Date and record the context of the observations.

SAMPLE **RESOURCES**

- Buckley, Richard, and Carle, Eric. *Die Riesenschlange Sansibar*. Gerstenberg.

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

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Specific Outcome

Create Original Texts

Students will be able to:

2.3.5 create basic texts to communicate and demonstrate understanding of basic forms.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students change key words in a song to create original songs. For example,

  One little, two little, three little <u>snowflakes</u>
  Four little, five little, six little <u>snowflakes</u>
  Seven little, eight little, nine little <u>snowflakes</u>
  Ten little snowflakes falling from the sky.

  [*Ein kleines, zwei kleine, drei kleine <u>Kinder</u>/vier kleine, fünf kleine, sechs kleine <u>Kinder</u> sieben kleine, acht kleine, neun kleine <u>Kinder</u>/ Zehn kleine Kinder <u>spielen</u>—*substitute with familiar nouns and verbs—the only problem is the ending of the first (singular) adjective]

- Use simple modelled sentences and have students write notes, cards, or invitations for special occasions such as:
  - Thanksgiving
  - Christmas
  - Valentine's Day
  - Easter
  - Mother's Day/Father's Day

- Model the writing of simple persuasive writing (e.g., *Wunschzettel. Ich möchte einen Hund*).

- After Christmas, students use modelled sentences to write and illustrate a thank-you card to Santa.

- Model descriptive writing for situations such as *Wie baut man einen Schneemann? Wie macht man Obstsalat?*

- Story writing.

- Use wordless picture books as a guide for creating oral/written texts.

- Students use puppets or create skits to retell familiar stories.

Create Original Texts

Students will be able to:

2.3.5 create basic texts to communicate and demonstrate understanding of basic forms.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– create original text to communicate understanding?
– demonstrate understanding of basic writing forms?

☐ **Self-Assessment**

Students use a self-assessment checklist to monitor their own work. Use a checklist to suit the activity.

Meine Arbeit		
Name: _____ Datum: _____		
Was ich alles machen kann.		
Ich habe _____ geschrieben.		
Ich habe Bilder gemalt.	☺	☹
Ich habe meine beste Arbeit gemacht.	☺	☹

SAMPLE **RESOURCES**

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 contribute personal knowledge of a topic to gather information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students contribute to a discussion by brainstorming. Record ideas on charts, etc. These ideas can be grouped and labelled.

- When introducing a new topic, guide students and create a KWL (WML) and KWL (WML) Plus chart. Information may be added over time.

- As part of a morning routine, students may share Daily News that is of a personal nature or from other media sources. Record information in a 6W questions chart form.

Wer?	*Wo?*	*Was?*	*Wie?*	*Wann?*	*Warum?*

- Students are asked to bring in items about a topic of study. Parents are aware of the topic and can help their child prepare words or phrases for sharing.

- The Sharing Circle provides a time for students to contribute knowledge they have about a topic. Students must take turns and listen actively to others. Sentence starters should be provided and modelled.

Personal Knowledge

Students will be able to:

3.1.1 contribute personal knowledge of a topic to gather information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– contribute personal knowledge of a topic to gather information?

☐ Checklists

Develop checklists to identify whether the student has constructed and confirmed meaning. Date and note the context of every observation, and note progress over time.

Does the student:

– actively contribute personal knowledge about a topic?
– provide accurate information?
– identify missing information?
– have particular topics of interest?
– show interest in presented topics?
– have gaps or misinformation which must be clarified?
– discover information needs?

☐ Detachable Labels

Using detachable labels, observe students in formal and informal situations as they discuss things they already know about topics. Listen for and record the information being shared. Review data to note progress.

SAMPLE **RESOURCES**

General Outcome **3**

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

3.1 Plan and Focus

Ask Questions

Students will be able to:

3.1.2 ask basic questions to satisfy personal curiosity and information needs.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students survey the class to find out which fruits the class prefers, and then students make fruit kabobs. They ask questions such as, "*Magst du Bananen, Äpfel, Weintrauben, Orangen oder Kiwi*?" The class graphs the responses and determines how much of each fruit is needed to make enough kabobs for everyone in the class.

- Students ask routine questions in German.
    – *Darf ich bitte zur Toilette gehen?*
    – *Darf ich bitte etwas trinken?*
    – *Darf ich bitte meinen Bleistift anspitzen?*
    – *Wie heißt _____ auf Deutsch*?

- During show And tell, students are encouraged to ask questions. Prepare a chart containing basic questions to which the students can refer.

- Sharing Box—*Erzählkiste*: Students take turns bringing an item from home that fits in the box. Three clues are given to the classmates. Students ask questions until they guess what is in the box.

Create and Follow a Plan

Students will be able to:

3.1.2 ask basic questions to satisfy personal curiosity and information needs.
(*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– ask basic questions to satisfy personal curiosity and information needs?

☐ **Checklists**

Develop checklists to identify whether the student has constructed and confirmed meaning. Date and note the context of every observation, and note progress over time. Consider items such as the following:

Does the student:

– express curiosity about a topic?
– show a willingness to ask questions?
– ask different kinds of questions?
– ask open-ended questions?
– discuss personal information needs?

☐ **Anecdotal Notes**

Keep anecdotal records that describe the type of questions used for daily routines or for show and tell questions.

SAMPLE **RESOURCES**

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 basic questions to help satisfy group curiosity and information needs on a topic.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students survey the class to identify favourite school activities or hobbies.

Liest du gern?	*Spielst du gern Fußball?*
Schreibst du gern?	*Spielst du gern im Schnee?*
Rechnest du gern?	*Schwimmst du gern?*

- Students are encouraged to use modelled or original questions for show and tell.

- Discuss set categories. Students are given an item and must decide where it fits. *Der Apfel gehört zum Obst. Der Apfel passt mit rot.*

- Place an item related to a topic or theme under study in a Mystery Box. Have students guess what is in the bag by playing Twenty Questions. Model how to ask categorical questions such as:
  – *Größe:* *Ist es größer als ein Bleistift?*
  – *Form:* *Welche Form hat es?*
  – *Farbe:* *Welche Farbe hat es?*
  – *Kategorie:* *Ist es ein Spielzeug?*
  – *Funktion:* *Spielt man damit?*
  – *Standort:* *Ist es in unserem Klassenzimmer?*

- Print five questions on index cards and place them in a Question Box. After discussing a topic, students take turns drawing cards out of the box and responding to them.

Create and Follow a Plan

Students will be able to:

3.1.3 ask and answer basic questions to help satisfy group curiosity and information needs on a topic. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− ask basic questions for basic group needs and to gather information on a topic?
− answer basic questions for basic group needs and to gather information on a topic?

☐ **Checklists**

Create checklists.

Does the student:

− ask relevant questions?
− take turns asking questions?
− identify question and answer relationships?

Use the checklist to record students' question-asking and question-answering skills during Mystery Bag or Box. Date and record the context of each observation, and review to monitor progress over time.

Does the student:

− ask W6 questions: *Wer? Was? Wo? Wann? Warum? Wie?*
− ask relevant questions?
− answer questions in single words?
− answer questions in phrases?
− answer questions in sentences?
− take turns asking questions?
− identify question and answer relationships?

☐ **Self-Assessment**

Name: _____	*Datum:* _____
Thema: _____	
1. Ich habe Fragen gestellt. ja nein	
2. Ich habe geantwortet. ja nein	
3. Meine beste Frage war _____	

Question '3' can be answered during a conference where the teacher can scribe the response.

SAMPLE **RESOURCES**

General Outcome **3**

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

3.1 Plan and Focus

Specific Outcome

Create and Follow a Plan

Students will be able to:

3.1.4 listen actively and follow directions for gathering information and ideas.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Conducting Research: Students, with teacher guidance, use questions to direct research about a specific topic. Help students develop a plan for selecting and gathering information. During library time, show them appropriate books in which they can find some information about the topic.

- Ask students to repeat directions, or to give routine directions.

- The teacher or a student leads a game of *Simon sagt* where students are asked to identify body parts.

Create and Follow a Plan

Students will be able to:

3.1.4 listen actively and follow directions for gathering information and ideas.
(*continued*)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- listen actively to directions?
- recall directions for gathering information?
- follow steps for gathering information?

☐ **Response Journal**

Assess students' skills in recalling and following directions for gathering information. Have students use a journal to self-reflect on the information-gathering process. Provide journal prompts.

SAMPLE **RESOURCES**

General Outcome **3**	*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*	**3.2** Select and Process

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 identify and share basic personal knowledge related to experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students discuss favourite foods, draw pictures, and label food items in German.

- Students bring favourite photos from home and arrange them to tell a story (e.g., a camping experience, a celebration, a trip). Students are encouraged to describe what is in the picture and to say what they learned during these experiences. If they describe a camping trip, they can talk about animals or insects they saw. If they visited another city, province, or country, they can talk about places they encountered. The large group sharing may be limited to two or three students per day.

- Students share and compare using the five senses (e.g., cookies or other treats). Construct a chart to record students' feelings and experiences. Students can make comparisons.

- Students draw and discuss personal experiences in which they have learned new things. Experiences can include helping out at home or participating in extracurricular activities (e.g., helping in the kitchen, doing yard work, working in the garage; taking music lessons, learning a new sport, taking dance lessons, enrolling in art classes). These can be shared with a partner or during a Sharing Circle after appropriate vocabulary has been provided.

- Students decorate a shoebox and fill it with items that they brought from home and that are special to them. Students share the contents with their classmates. Students can also bring in objects related to a topic being studied. Students should be given the necessary vocabulary and practice before they make a class presentation.

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 identify and share basic personal knowledge related to experiences. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– share personal knowledge?
– stay on topic?
– take turns sharing knowledge with peers?
– develop confidence in identifying and sharing personal knowledge related to experiences and topics?

☐ **Anecdotal Notes/Observations**

Record students' developing skills in identifying and sharing personal knowledge and experiences. Date and record the context of each observation, and review to note progress and inform instruction.

SAMPLE **RESOURCES**

General Outcome 3	*Students will listen, speak, read, write, view, and represent in German to manage ideas and information.*	**3.2** Select and Process

Identify Sources

Students will be able to:

3.2.2 seek information from a variety of sources.

Specific Outcome

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students survey another German class (e.g., favourite colour, game, etc.).

- Students use word walls, magazines, dictionaries, or books to help with drawing and writing.

- Students prepare interview questions and interview school workers about the job they do in the school.

- When doing a theme, review various sources with students (e.g., books, videos, audiotapes, songs, poems, websites). This list may be charted or graphed as a reference chart for a class display.

- Guest speakers are invited to visit and share information about a topic.

- Field trips provide a source of information. The class discusses what was learned.

- Students become familiar with a reference chart.

Sehen	**Hören**	**Lesen**
- Videos - Fernsehprogramme - Fotos - DVDs	- Kassetten - Radio - CDs - Erzähler - Vorleser	- Bücher - Magazine - Zeitungen - Plakate - Schilder - Karten - Diagramme

When sharing with the class, students reveal the source of their information.

Identify Sources

Students will be able to:

3.2.2 seek information from a variety of sources. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− seek information from a variety of sources?

☐ **Checklists**

Develop checklists to note the sources students use to answer inquiry questions.

Does the student:

− use visual sources such as pictures to answer inquiry questions?
− use oral sources such as parents and elders to answer inquiry questions?
− use print sources such as concept books to answer inquiry questions?
− use experiences such as field trips, excursions, or camps to answer inquiry questions?

Date and record the context of each observation. Review checklists to note the progress of their developing skills and to inform instruction.

☐ **Conferences**

Conference with students to find out what sources were used in gathering information.

SAMPLE **RESOURCES**

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 recognize when information answers the questions asked.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- For a whole-class project, students record information, gained from various sources, on index cards or self-stick notes. Read and categorize information with students. Students arrange their cards using various organizational patterns such as chronological or spatial order. Students work in pairs to determine what information is relevant, what information can be discarded, and what information can be saved for future use. Check the information to ensure that it answers the questions asked (Jansin 1995).

- After looking at three book covers, students identify which one would be about sports.

- Ask students multiple-choice questions.

- When working on a class project, students decide whether information should be trashed, saved, or regarded as a definite treasure.

- Students play a game involving a question and answer. A student gives the answer and the rest of the students guess the question.

- Students interview German-speaking family members, staff, or community workers about a specific topic.

- Students make riddles about people or objects in the class or school, or about animals. They challenge each other to answer the riddles.

Evaluate Sources

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

Focus for Assessment

Does the student:

−   recognize when information answers the questions asked?

☐ **Self-Assessment**

Have students reflect on how they determined when the information was relevant, when it could be discarded, and when it could be saved. Date and include the observation situation, and review to note progress over time and to inform instruction.

Name: _____ Datum: _____

Thema: _____

1. Meine Frage _____

2. Meine Antwort_____

3. War meine Antwort richtig?   ja   nein

4. Habe ich genug Informationen?   ja   nein

This can be guided by the teacher or done while conferencing with a student.

SAMPLE **RESOURCES**

| General Outcome **3** | *Students will listen, speak, read, write, view, and represent in German to manage ideas and information.* | **3.2** Select and Process | |

Specific Outcome

Access Information

Students will be able to:

3.2.4 use visual and auditory cues to make meaning; understand that library materials have a specific organizational system.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students understand that German books are in one area of the library.

- Students understand that picture books are in one area of the library and informational books are located in another part of the library.

- Use the overhead and coloured markers to model how to locate key words for relevant facts. Use different coloured highlighters to highlight various categories of information. Repeat until students demonstrate a readiness to work more independently. In small groups, students read text to locate and highlight the key words that answer their inquiry questions.

- Take students to the library to explain different sections, especially the section where the German books are found.

- Ask an older class to give a tour of the library and explain how they use it.

- Label and number items in the library. Students are given a map and a list and are asked to locate ten items in the library. Call out the item and have students mark it on their map.

- The class labels sections of school and class library using visual and print cues.

- After realizing books are in alphabetical order, students arrange themselves in alphabetical order like books on a shelf.

Access Information

Students will be able to:

3.2.4 use visual and auditory cues to make meaning; understand that library materials have a specific organizational system. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use visual cues to discover meaning?
– use auditory cues to discover meaning?
– know that a library uses a specific organizational system?

☐ **Conferences**

Conference with students about the map they created. Discuss with students the cues they used in the library that helped them create their map. Conduct conferences during work in progress to coach students to use a variety of informational sources.

☐ **Checklists**

Develop checklists to note the sources students use to answer inquiry questions.

Does the student:

– locate materials in the library using titles?
– locate materials in the library using authors' names?
– gather information from charts?
– gather information from pictures?
– gather information from oral or media text?
– use visual cues to locate information?
– use auditory cues to locate information?

Date and record the context of each observation. Review checklists to note progress students are making in developing these skills and to inform instruction.

SAMPLE **RESOURCES**

General Outcome **3**

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

3.2 Select and Process

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 make and check predictions, using prior knowledge and oral, visual, and written text features to understand information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Stop in the middle of a story or video and ask students to predict what could occur next in the story.

- Students listen to a sentence about an object or picture. They are asked to identify whether the statement is accurate.

- Using wordless picture books, model for students how to create a text. Students should be provided with frame sentences.

- Students look at the title and cover pages of a book. Then, on a blank piece of paper, they illustrate and label their prediction of what they story is about. Students look through the illustrations and confirm or add pictures or labels. Finally, after hearing the story, students do a final analysis and share their predictions with the group.

- Students fold a paper into four squares. As they listen to a text, stop at four key points. When you pause, students predict what will happen next, placing words and sketches in the appropriate square of their folded paper.

Make Sense of Information

Students will be able to:

3.2.5 make and check predictions, using prior knowledge and oral, visual, and written text features to understand information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– make and check predictions using prior knowledge and oral, visual, and written text to understand information?

☐ Detachable Labels

Use detachable labels to observe students as they make predictions. Listen to see if students use techniques such as prior knowledge, text features in written texts, or visual features in video to make predictions. Date and include the context of each situation. Review data to help identify patterns and themes in the students' thinking.

☐ Conferences

Conference with students about predictions made. Students are coached on refining their predictions by using visual and print cues.

☐ Checklists

Develop checklists to note the sources students use to answer inquiry questions.

Does the student:

– use prior knowledge to make predictions in oral, literary, and media text?
– use illustrations to check predictions?
– use titles to check predictions?
– check predictions in media text from the opening shots?
– use text features in written texts to make and check predictions?

Date and record the context of each observation. Review checklists to note progress students are making in developing these skills and to inform instruction.

SAMPLE **RESOURCES**

Specific Outcome

Organize Information

Students will be able to:

3.3.1 identify and categorize information according to similarities, differences, patterns, and sequences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students arrange pictures in sequential order to show the growth of a plant.

- Students are presented with a list of describing words. Then they complete a class T-chart or Venn diagram showing similarities and differences between two animals or two objects (e.g., tigers and bears; pencil and felt pen).

- Students compare and contrast two different holidays or cultural differences (e.g., *Ostern und Weihnachten*).

- Students sequence sentence strips to create a story (e.g., students sequence a dialogue text).

- Good News/Bad—*Etwas Gutes und etwas Schlechtes*: Students can look at a situation and find both good and bad aspects to it. Students can do these orally. Then each student prepares a sheet. At the end of the activity, the sheets can be put into a class book.

- After discussing a sequence activity, students are given a sheet which is divided into four squares. Students label and illustrate their squares in the order of the sequence (e.g., 1 to 4). Students then present their story to a partner (e.g., *Hier ist meine Reihenfolge*).

- Using sorting boxes, students categorize objects and orally explain their rationale for their choices.

Specific Outcome

Organize Information

Students will be able to:

3.3.1 identify and categorize information according to similarities, differences, patterns, and sequences. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– identify and categorize information according to similarities, differences, patterns, and sequences?

☐ **Conferences**

Conference with students as they group and categorize information. Have students explain their T-chart or Venn diagram.

☐ **Checklists**

Prepare checklists based on Focus for Assessment criteria.

Does the student:

– group or categorize information?
– categorize information according to similarities?
– identify similarities?
– identify differences?
– sequence information in an organized way?
– sequence according to beginning, middle, and end?
– sequence familiar events chronologically?
– sequence events logically?
– identify when events are not in sequence?

SAMPLE **RESOURCES**

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 express key facts and ideas in visual form or with words.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students represent their ideas by drawing or cutting pictures and placing them in the appropriate word box. For example, after reading a book about caterpillars, a student finds a picture of a leaf and places it in the box marked *Was frisst eine Raupe*?

- Students discuss their pets using the following areas of discussion:

  Mein Haustier
  Mein Haustier ist _____.
  Es heißt: _____.
  So sieht es aus. _____.
  Es frisst: _____.
  Seine Gewohnheiten: _____.
  Das ist interessant: _____.

- Students use the 6W questions to present information.

- Students learn how to use webs to record their own key words, phrases, and images about a certain topic.

- Students make a model or shoebox diorama, and then present it to the class (e.g., *Mein Zimmer*).

Specific Outcome

Record Information

Students will be able to:

3.3.2 represent and express key facts and ideas in visual form or with words. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– explain key facts in own words?
– represent ideas in a form different from the original text?
– record information accurately?

☐ **Conferences**

Conference with students about their labelled pictures to see whether they represent key facts and ideas. These can be dated and kept as a sample to be used at a later period to monitor progress.

☐ **Portfolios**

The teacher and students choose work samples that are dated and reflect growth over time.

SAMPLE **RESOURCES**

| General Outcome | 3 | Students will listen, speak, read, write, view, and represent in German to manage ideas and information. | 3.3 Organize, Record, and Assess | GRADE **1** |

Specific Outcome

Evaluate Information

Students will be able to:

3.3.3 use gathered information as a basis for communication.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After a neighbourhood walk, students record in pictures and words what they saw, heard, and smelled. They then share their work with their classmates.

- Students summarize and represent interesting information they have heard, read, or viewed. Provide a variety of journal prompts to encourage students to reflect upon and share information. For example, after listening to the story *Neues aus der Milchzahnstraße*, students illustrate what they learned about healthy teeth.

- Students prepare an audio or video tape presenting information on a concept that they learned. Alternatively, students can prepare a class booklet with illustrations and labels that depict the information.

- In a journal, students record something they learned in school. This can be shared with parents on a weekly basis.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

−   use gathered information to communicate with others?

☐ **Checklists**

Use the checklists to observe students' skills in communicating information to others.

Does the student:

−   recognize when gathered information may be of interest to others?
−   use a variety of ways to communicate gathered information with others?

Date the entries and include the context in which the observations occur. Review data to note progress and to inform instruction.

☐ **Conversations and Conferences**

To provide an opportunity for students to talk about their favourite project. Keep anecdotal records of the conference.

SAMPLE **RESOURCES**

- Russelmann, Anna. *Neues aus der Milchzahnstrasse.* Libri.
  ISBN 3-85195-333-9

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
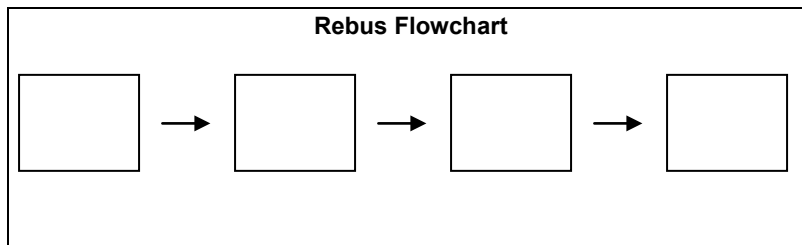
Specific Outcome

Develop New Understanding

Students will be able to:

3.3.4 recall, share, and record information-gathering experiences in visual or text form.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- During Fire Safety Week, students listen to a firefighter talk about fire safety. They record ideas in pictures and print. A map of the school is given to students to draw escape routes. Similarly, they prepare escape routes for their home with their family. Students present their routes using terms such as *nach links, nach rechts, geradeaus.*

- After doing an activity, students share in a circle what they experienced in the process.

- Students listen to a book, *Ich will auch Geschwister haben,* and they draw before and after pictures to show how families change.

- After completing a project or presentation (e.g., a diorama, an interview, a graph), students create a rebus flowchart representing the steps taken in making the final product.

Rebus Flowchart

$\square \rightarrow \square \rightarrow \square \rightarrow \square$

- While studying a theme or unit, take pictures of various student activities to show the development of the concepts.

- After interviewing school staff, students match staff members and their responsibilities.

- As a whole class, students generate questions to ask their reading buddies. Then they choose four or five questions to ask their buddy. After interviewing reading buddies, students create a poster about their reading buddy.

Develop New Understanding

Students will be able to:

3.3.4 recall, share, and record information-gathering experiences in visual or text form.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– recall the information-gathering experiences?
– record information-gathering experiences?

☐ **Conferences**

Conference with students about their personal contributions to group writing. Provide support and coach students to help them gain confidence in sharing their knowledge and experiences.

SAMPLE **RESOURCES**

- Lindgren, Astrid. *Ich will auch Geschwister haben.* Libri.
  ISBN 3-7891-6033-4.

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

Generate Ideas

Students will be able to:

4.1.1 contribute ideas from personal experiences for oral, written, and visual texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Brainstorm a topic with students. Then they write a class book.
    - *Im Winter können wir…*
    - *Wir spielen gern …*

- During a school tour, students orally recall what they saw. Then they draw and/or write what they saw. *Wir haben uns die Schule angeschaut. Das habe ich gesehen.*

- Students create illustrated books on a topic and complete sentences for their illustrations. For example,

  Mein Papa
      Mein Papa ist …
      Mein Papa kann …
      Mein Papa und ich …
  Thanksgiving
      Danke für …
  Colours
      … ist rot
      ….ist blau
      … ist grün

- Students listen to a story (e.g., *Eulenrufe*) and illustrate "their favourite part of the story." Students then share their illustration during a Sharing Circle.

- Students cut and paste objects of a specific colour to make their own book about a planet that has only one colour. Modelled after "*Riri im Farbenland.*"

- The class creates a language experience bulletin board using visuals and text. Students are given four pieces of paper, 4" x 5½". Give the students a theme (e.g., *Familie* or *Auf dem Bauernhof, Im Wald*) and they illustrate four different personal thoughts or ideas. As they compile each picture, they present it to the teacher. Label their picture using a word, phrase, or sentence, and then post it. Make large word or phrase labels for the group, and they recall ideas. In the end, present vocabulary and concepts that are missing.

Generate Ideas

Students will be able to:

4.1.1 contribute ideas from personal experiences for oral, written and visual texts.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− contribute personal ideas in oral form?
− contribute personal ideas in written form?
− contribute personal ideas in visual form?
− maintain topic focus?

☐ **Self-Assessment**

Students complete a self-assessment to show how they shared ideas.

Name: _____ Datum: _____

1. Ich spreche über meine Ideen.
   ☺   ☺   ☹

2. Ich höre Anderen gut zu.
   ☺   ☺   ☹

3. Ich habe etwas neues gelernt.
   ☺   ☺   ☹

4. So bekomme ich neue Ideen

   _____
   _____
   _____

Initially, you can read these sentences while students complete the sheet on their own. As well, the lines for #4 can be eliminated to allow students to represent their idea, thought, and/or concept through an illustration. Later, lines can be added so students can write their responses. See Appendix E for further assessment charts.

SAMPLE **RESOURCES**

- Schoenherr, John, and Yolen, Jane. *Eulenrufe*. Ravensburger.

- Reinl, Edda, and Wolfgang Neuper, Lois, *Riri im Farbenland*.

General Outcome **4**

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

4.1 Generate and Focus

GRADE **1**

Specific Outcome

Choose Forms

Students will be able to:

4.1.2 share ideas and experiences using simple forms in the classroom context.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students share an experience (*Mein Schönstes Erlebnis*).

- Students create a simple flip book and read it to parents or a reading buddy.

  In der Schule.

Wer?
Macht was?
Wo?

- Students use pictures or take photographs of the same object throughout each season. Students create a timeline using photographs of themselves.

- Students put on a puppet play. The script is written by the class.

- Students make dioramas of their room or house.

- Students make modelling clay sculptures of their family, a shape, favourite pet, an item of food, an animal, or a favourite story character. They talk about the sculpture using implemented vocabulary to describe it.

- Students make a model of an item that represents their favourite poem or song. The others guess the poem or song represented.

Specific Outcome

Choose Forms

Students will be able to:

4.1.2 share ideas and experiences, using simple forms in the classroom context.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
− share ideas and experiences following simple story patterns?
− share ideas through informal writing?
− share ideas through visual representations?
− share ideas through illustrations?

☐ **Observation Checklists**

Develop checklists (see Appendix E: Observation Checklist). Date and include the context of sharing. Try to ensure that students have ample opportunities to share their ideas and experiences. Have students choose different forms and patterns throughout the year.

☐ **Rating Scale**

Create an outcome-based rating scale and share it with students prior to beginning the activity. Use the rating scale to evaluate how well students are able to share ideas and experiences using simple text forms (see Appendix E: Rating Scale 1, 2, or 3).

SAMPLE **RESOURCES**

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

4.1 Generate and Focus

Specific Outcome

Organize Ideas

Students will be able to:

4.1.3 organize visuals and familiar print to express ideas and tell stories.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students sequence the dialogue pictures from a familiar story.

- Students take a comic strip that has been cut up and sequence it into a story.

- Students use a computer paint program (e.g., *Kid Pix* and *Kids Work*) to produce a series of animated pictures to show movement. Afterwards, they present their mini-movie to the class.

- Students create, in sequence, pictures to show how to prepare a dish (e.g., *Pizza, Obstsalat, Gemüsesuppe*).

- Students make storyboards or wordless picture books to represent a series of ideas. Provide sentence starters that can be used for daily journaling.

  An einem sonnigen Tag ...
  Wenn der Sommer kommt ...
  Manchmal wünsche ich mir
  Mein bester Freund/meine beste Freundin ...
  Mein Lieblingstier ...
  Als wir zelten waren, ist ein Bär gekommen und ...

GRADE

1

Specific
Outcome

Organize Ideas

Students will be able to:

4.1.3 organize visuals and familiar print to express ideas and tell stories. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− organize visuals and familiar print to express ideas and tell stories?

☐ **Rubrics**

Develop a rubric to reflect whether the students could:

− tell the information in appropriate sequence.
− draw pictures to illustrate informational text.
− arrange pictures of the informational text in an appropriate sequence.

Encourage students to use the rubrics to assess their own work (see Appendix E: Rubric or Rubric and Checklist).

☐ **Checklists**

Develop checklists to observe students' skill in communicating information to others.

Does the student:

− tell stories or information in appropriate sequence?
− arrange pictures from stories or informational text in appropriate sequence?
− draw pictures to express ideas?
− draw pictures to support original stories?
− draw pictures to illustrate informational text?
− write original stories or informational text in appropriate sequence?

Encourage students to use a checklist to assess their own work.

☐ **Portfolios**

With assistance, students select work samples that show how they organized visual and simple written texts to express their ideas and tell stories.

SAMPLE **RESOURCES**

• German *Mücki* magazines for simple cartoons

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

4.2 Enhance and Improve

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 talk about own creations and those of others, using basic, commonly used expressions.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Post a list of compliments.

  Das ist gut.   *Prima!*
  Ich mag das.   *Das hast du sehr gut gemacht.*

  Students compliment the work of other students, choosing phrases from the list.

- Post a list of characteristics of good poets and writers.

- Post an editing checklist appropriate for Grade 1.

- After a story is read, generate a list of what the students enjoyed about the text. Students use this as a basis for comments made to someone who has presented in the Author's Chair (e.g., *Das ist lustig. Ich mag deine Personen, deine Tiere, deine Bilder*).

- Students talk about their own pictures (e.g., *Das habe ich gut gemacht. Das kann ich besser machen.*).

Appraise Own and Others' Work

Students will be able to:

4.2.1   talk about own creations and those of others, using basic, commonly used expressions. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− use basic expression to talk about their own creations and those of others?

☐ **Observation Checklists**

Create checklists based on Focus for Assessment criteria (see Appendix E: Observation Checklist).

Does the student:

− share personal creations?
− take an interest in others' work?
− talk about creations of others in a positive way?
− value ideas and contributions of others?
− review personal creations?
− share personal creations with teachers?
− share personal creations with peers?
− share personal creations in small groups?
− ask for feedback when sharing?
− offer feedback to others?
− incorporate suggested enhancements willingly?

Observe the students' active listening skills.

SAMPLE **RESOURCES**

General Outcome *4*

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

4.2 Enhance and Improve

GRADE
1

Specific Outcome

Revise Content

Students will be able to:

4.2.2 ask basic questions to clarify meaning.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Ask calendar and weather questions as part of the morning routine. Later, students can take turns asking the morning weather questions.

- After show and tell, students use guided questions for information and clarification.

- Students play a game of 20 Questions (yes/no question prompts posted on a chart) to discover an item in the Mystery Bag (*Geheimtüte*).

- Students learn phrases that help them formulate questions to clarify meaning (see Appendix B, *Ausdrücke für Schüler*).

- Create a poster of the 6W questions. Students use these to ask questions after story time. Initially, model asking the questions, and then later the students take turns being the teacher.

- Students are introduced to simple adjectives or adverbs that could help extend their questioning skills (e.g., *Ist es groß? Ist es sehr groß? Ist es riesengroß?*).

- Each student holds a picture of an object pertaining to the theme or vocabulary being developed. Students take turns asking prepared questions.

- Students play games, such as the following:
  "Wie spät ist es Herr Wolf?"
  "Fischer, Fischer, wie tief ist das Wasser?" or *"Taler, Taler, du musst wandern"*

- Students role-play a dialogue. One character must ask at least three questions (see example between Tiger and Bär when Tiger is sick).

Bär:	*Wie geht es dir?*
Tiger:	*Nicht gut.*
Bär:	*Was hast du?*
Tiger:	*Mir tut der Kopf weh. Ich habe Kopfschmerzen.*
Bär:	*Bist du müde?*
Tiger:	*Ja, ich bin sehr müde.*
Bär:	*Das tut mir leid. Geh schnell ins Bett.*

Revise Content

Students will be able to:

4.2.2 ask basic questions to clarify meaning. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− ask basic questions to clarify meaning?

☐ **Checklists and Comments**

Create an outcome-based checklist and share it with students prior to the activity. Use the checklist to assess whether students are able to ask simple questions to clarify meaning (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

☐ **Self-Assessment Checklist**

Create a simple outcome-based self-assessment checklist to determine whether students are able to ask simple questions (see Appendix E: Self-Assessment Checklist).

SAMPLE **RESOURCES**

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

4.2 Enhance and Improve

GRADE
1

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 form recognizable letters; use letter keys and basic keys on the keyboard.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students practise forming all letters of the German alphabet, including *ß ü ö ä.* Students strive for consistency in size and shape.

- Students become familiar with and experiment using the Alt key and the appropriate number from the Number Pad to get the German letters *ß ü ö ä*, etc., on the computer.

- Each student is given a letter or number. The student will use a computer paint or word processing program to create a page for an alphabet or number book. The pages are then printed and compiled to form a class book (e.g., *A – ist für…., B – ist…).* The student uses a paint program to illustrate the letter. Students share taking the book home to read to family members.

- After typing one letter on the keyboard, each student experiments with different styles and sizes of the letter. Students do the same using their name.

- Provide explicit instruction and model appropriate letter formation. Mini-lessons should include:
  - moving from left to right
  - top to bottom of page
  - proper formation of upper and lower case

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 form recognizable letters; use letter keys and basic keys on the keyboard.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– form recognizable letters?
– use letter keys and basic keys on the keyboard?

☐ **Portfolios**

Students choose samples of their best printing for their portfolios. Students should tell why the selected piece represented their best work. Date work samples to show progress over time.

☐ **Observation Checklists**

Create checklists based on forming recognizable letters.

Does the student:

– form letters correctly?
– demonstrate consistency in formation of letters?
– demonstrate appropriate spacing between letters?
– demonstrate appropriate spacing between words ?
– print from left to right?
– print from the top of the page to the bottom?
– demonstrate skill in printing on lined paper?
– take pride in own printing efforts?
– use the preferred hand consistently?
– hold the pencil using a satisfactory grip?

(See sample blackline master in Appendix E: Observation Checklist.)

SAMPLE **RESOURCES**

General Outcome **4**

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

4.2 Enhance and Improve

GRADE
1

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 use familiar words or simple sentences to describe ideas.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Together with students, compose a text discussing familiar words or simple sentences based on the students' common experiences. When the text is complete, students reread it to ensure the information is accurate and sequenced appropriately. Post the text in the classroom for reading practice.

- Students draw and colour their favourite ice cream, food, animal, etc., and use simple sentences to describe it.

- After you have read them a text, students illustrate three ideas and label each idea.

- After you have read them a story (e.g., *Der tapfere Theo*), students are asked to share similar experiences (e.g., describe when they are afraid). Scribe their responses and draw picture cues. Students choose their response, complete a sentence on a pre-made sheet, and illustrate their response. As a final copy, the sheets can be completed using a computer.

- After reading a story, ask the students to retell it in their own words, using prompts provided.

- After a field trip, the class composes a Language Experience chart. Guide and model appropriate sentence structures for the students.

- Students use pictures or photographs to describe familiar events (e.g., *Meine Geburtstagsfeier, Unsere Halloweenparty,* or *Mein Zahn ist nicht mehr da!*). Students label the pictures.

- Provide a simple sentence and chooses a noun, verb, or adjective that could be changed. Students brainstorm different possibilities (e.g., *Ich gehe jeden Tag in die Schule. Ich fahre jeden Tag in die Schule*).

Enhance Artistry

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− describe ideas using familiar words or simple sentences?

☐ **Detachable Labels**

During a Language Experience lesson, record observations of students' skills in using familiar words or simple sentences to describe ideas. Date observations and record the context. Review notes to look for patterns of how students use the language and implements this information to guide instruction and individual student conferences. Items to be observed or checked for may include the following.

Does the student:

− experiment with words orally?
− experiment with sentence patterns orally?
− experiment with words in written text?
− experiment with sentence patterns in written text?
− imitate others' work to create original text?
− create text that makes sense?

☐ **Anecdotal Notes**

See sample blackline master in Appendix E.

☐ **Rating Scale**

Create an outcome-based rating scale and use it to evaluate how well students are able to use familiar words or simple sentences to describe idea (see sample blackline master in Appendix E: Rating Scales 1, 2, or 3).

SAMPLE **RESOURCES**

- Dietl, Erhard. *Der tapfere Theo*. Thienemann.

| 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 |

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 use familiar words with visuals to express ideas, feelings, and information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Students draw a series of illustrations to show how to complete a simple and familiar procedure. Students use familiar words to explain the series of illustrations (e.g., *Ich wasche die Teller. Wir räumen das Klassenzimmer auf.*).

- Using sentence starters, students use familiar words or simple sentences to describe how to do things.

  Sentence Starters
  - *Man braucht _____*
  - *Zuerst ...*
  - *Dann ...*
  - *Danach ...*
  - *Zuletzt ...*

  Mögliche Themen:
  - *Wie macht man Obstsalat?*
  - *Wie baut man einen Schneemann?*
  - *Wie kocht man Gemüsesuppe?*

- Students write a letter to their teacher by filling in the blanks on where they would like to go on their next field trip (e.g., *Ich möchte _____. Wir können _____.*).

- After watching a movie, such as *Der Kleine Eisbär,* students retell the story. Students receive sentence strips that describe the beginning, middle, and end of the story. They arrange the sentence strips in order. Students use simple sentences to change the ending of the story.

- After a discussion on winter activities, students illustrate their favourite activity. Students describe their illustration using familiar words.

- Students prepare simple rebus sentences. Initially this is modelled with familiar songs or poems. Students add their own illustrations later to the list of songs or poems.

- During a read-aloud time, pause periodically and encourage students to discuss how the illustrations contribute to the ideas and information in the text.

- During a read-aloud time, pause periodically to ask, "What will happen next?" ("*Was wird jetzt passieren?*").

- Before the read-aloud, walk through the illustrations and ask the students to give words, phrases, and ideas about the story.

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 use familiar words with visuals to express ideas, feelings, and information.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use familiar words with visuals to express ideas, feelings, and information?

☐ **Conferences**

Conference with students about their illustrated texts. Discuss how details in the pictures enhance the meaning of their written work and how words support their drawing.

Does the student:

– match illustrations with written text?
– add appropriate captions to drawings?
– include details in his/her illustrations to make the meaning clear?

☐ **Observation Checklist**

Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess whether students are able to use familiar words with visuals to express ideas, feelings, and information (see sample blackline master in Appendix E: Observation Checklist).

SAMPLE **RESOURCES**

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

4.2 Enhance and Improve

GRADE
1

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 check for completeness of work and add details, with guidance.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Use a simple Edit Checklist after writing demonstrations to help students become aware of the editing procedure.

1. *Ich lese es noch einmal.* *Hat es einen Sinn?*	❐
2. *Habe ich am Satzanfang groß geschrieben?*	❐
3. *Habe ich Namen und der/die/das Wörter groß geschrieben?*	❐
4. *Steht Punkt oder Fragezeichen am Ende des Satzes?*	❐

- Write sentences that contain errors and students discuss and correct them.

- Write simple sentences and ask students to add more details.

Grammar and Usage

Students will be able to:

4.3.1 check for completeness of work and add details, with guidance. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− check for completeness of work and add details, with guidance?

☐ Anecdotal Notes

Record observations of students as they speak, write, or represent in many contexts. Note grammatical language and the inclusion of details. Date each observation and include specific examples of students' behaviours during the process. Review these observations to note students' developing skills over time.

Does the student:

− communicate complete thoughts?
− use complete sentences?
− use specific vocabulary to name his/her ideas?
− use specific language to describe his/her ideas?
− include details to make his/her ideas clear?
− have subject–verb agreement?

(See sample blackline master in Appendix E: Anecdotal Notes.)

☐ Self-Assessment Checklist and Goal Setting

Create an outcome-based self-assessment checklist and share it with students prior to beginning the activity. Students use the checklist to determine whether they are able to check for complete sentences and, with guidance, make sentences complete. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

SAMPLE **RESOURCES**

General Outcome **4**

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

4.3 Attend to Conventions

Specific Outcome

Spelling

Students will be able to:

4.3.2 spell familiar words.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Use a word list of the 100 most used words in German children's literature for a Word Wall. You may wish to create a Kindergarten 50-word list and a Grades 1 to 6 hundred-word list to eliminate overlap and to build continuity (see Appendix B for word lists).

- Students create their own picture dictionary and begin to refer to it for spelling.

- Students copy Word Wall words and theme words for food, season, actions, school, and family into their own dictionary.

- Students spell German words according to the semiphonetic stage of spelling.

- Students learn the song "*Auf der Mauer, auf der Lauer sitzt 'ne kleine Wanze*" (models a word family).

- Students sing a song and go through all the vowels, a, e, i, o, u, in the text (e.g. *Drei Chinesen mit dem Contrabass*).

Spelling

Students will be able to:

4.3.2   spell familiar words. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− spell familiar words correctly?

☐ **Portfolios**

Students choose work samples that reflect their use of the Word Wall to copy familiar words. Date work samples.

☐ **Checklists and Comments**

You may wish to use a checklist that can include the following questions:

Does the student:

− use spelling approximations?
− recognize simple word families?
− recognize sound–symbol correspondence?
− take risks and generate two or three possible spellings for words?
− conference with the teacher about spelling?
− increase the number of words she or he is able to spell independently?

(See sample blackline master in Appendix E: Checklist and Comments 1 or 2.)

☐ **Rating Scale**

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

SAMPLE **RESOURCES**

General Outcome *4*

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

4.3 Attend to Conventions

GRADE
1

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 know and use basic writing conventions.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Use shared and interactive writing procedures to model capitalization and punctuation while scribing language experience charts. Have students listen for auditory cues that signal sentence boundaries. Show them how these auditory cues guide sentence boundaries and the use of capital letters and punctuation marks.

- Students use capital letters in the appropriate places for the greeting (e.g., *Geburtstagskarte, Weihnachtskarte, Osterkarte, Karte zum Muttertag und Vatertag*). Students also learn when not to use the capital letter.

- Students write a letter to fairy-tale characters after reading a fairy tale story (e.g., to *Frau Holle, Schneewittchen, Rapunzel*).

- In their daily work, students copy the date using basic writing conventions.

Capitalization and Punctuation

Students will be able to:

4.3.3 know and use basic writing conventions. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− know and use basic writing conventions?

☐ Conferences

Look for and discuss students' understanding of the use of capitalization and punctuation in written expression. Provide feedback to help students develop awareness of sentence boundaries.

☐ Checklists

You may wish to use a checklist that includes the following questions:

Does the student:

− read familiar text using appropriate sentence intonation?
− direct scribes to begin sentences with capital letters and end with periods in early written expressions?
− direct scribes to begin proper nouns with capital letters in early written expression?
− use capital letters to begin sentences during independent writing; use periods to end sentences during independent writing?
− capitalize names during independent writing?

You may observe or check for some of these points.

SAMPLE **RESOURCES**

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- A student brings a familiar object from home and shows peers how to use it.

- Students bring a toy or familiar object from home and with assistance present it to their peers using simple descriptive words. Students may seek assistance by asking ahead for vocabulary preparation.

- Daily News provides opportunities for students to share their news and experiences. Have students use the Daily News Chart to report their own daily news. Help students listen for answers to the 6W questions.

- After learning vocabulary from a modelled dialogue, students draw and label a picture to present to the class.

- Students cut out pictures of food from flyers and label the pictures. Students later take three paper plates, label them *Vorspeise, Hauptgericht,* and *Nachtisch,* and present their favourite meals by cutting out illustrations or drawing them.

- When using a Mystery Box, the teacher encourages oral language development by having students tell about objects in the Mystery Box. Base the objects on classroom themes. The items may be from the familiar theme vocabulary.

- Photographs without Cameras: Help students create photographs by placing small objects, with defined edges, on light-sensitive paper (available at camera or art supply stores) and exposing these to sunlight. Students compose captions or labels and use these for oral presentation. The captioned photographs are later put together for a class book.

- Students work in groups making thematic murals, writing labels, phrases, or sentences and presenting them to the class.

Share Ideas and Information

Students will be able to:

4.4.1 share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− share information and ideas in a presentation to a familiar audience?
− use illustrations and other materials to aid the presentation?

☐ **Conferences**

Conference with students to encourage them to share ideas and information in presentations. Coach students in preparing and using descriptive words to describe toys or familiar objects.

☐ **Checklists**

You may wish to use a checklist that can include the following questions:

Does the student:

− share willingly?
− need encouragement to share?
− share with a small group?
− share with the whole group?
− follow Show and Tell rules for presenting?
− support presentations with artifacts or illustrations?

Observe or check for some of these points.

☐ **Rubrics**

In collaboration with the students, create an outcomes-based rubric (see blackline master in Appendix E: Rubric or Checklist).

SAMPLE **RESOURCES**

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

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 share information and ideas with a group.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- A student tells a small group or the class about his or her family.

- Students tell about one piece of clothing they are wearing.

- Students use a sequence of pictures as the basis for retelling a familiar story (any of the dialogues). Model how to sequence pictures, and use them to explain how the story starts, what happens in the middle, and how the story ends.

- Have two telephones in the classroom that students use in order to mimic telephone conversations. Discuss appropriate telephone etiquette.

- Small groups or pairs demonstrate or role-play while others silently observe. Afterwards, the group discusses what they observed.

- Students use a magnetic or flannel board to retell a story or present information based on a theme.

- Students present puppet plays to retell a story, or present their own story or sentences.

- Students work in pairs or small groups and, using sequence cards, talk about what happened. Each group presents to the whole class.

Effective Oral and Visual Communication

Students will be able to:

4.4.2 share information and ideas with a group. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− share information and ideas with a group?

☐ **Conferences**

Record students on audio or video as they share information. Use this for individual conferencing. Discuss with students what they did well and make suggestions for improvement.

☐ **Checklists**

You may wish to use a checklist that can include the following:

Does the student:

− share ideas and information in small groups?
− share ideas and information in large groups?
− speak confidently?
− speak in complete thoughts?
− use specific language rather than generic terms?
− present information in complete sentences?
− express ideas in complete sentences?

Observe or check for some of these points (see Appendix E: Checklist and Comments 2).

SAMPLE **RESOURCES**

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

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

- Think-Pair-Share: As they are listening to a German story, students THINK about what they are hearing. Students then PAIR with another student and discuss what they have heard. Finally, students are invited to SHARE their perceptions with the group.

- After listening to any story or poem, students pair up, draw a favourite or important part of this listening experience, and share with the class.

- Students mime or act out a part of a story. This can be done with a partner or as a large-group activity.

- For active listening, a quick reminder could be Sit, Listen, Give Me 5 (*Alle fünf bitte!—Augen nach vorne. Hände still. Füße still. Mund zu. Ohren hören*).

- A visual cue for listening and/or viewing behaviours could be:

	Aufpassen bitte
	Hände still bitte
	Leise sitzen bitte
	Mund zu bitte
	Überlegen und antworten

- Students listen to a set of directions for completing an activity. Suggested activities include:
  – making a snowflake
  – simple origami creations based on the theme being studied (in small groups)
  – playing *Simon Sagt* or other games.

Attentive Listening and Viewing

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− demonstrate active listening and viewing behaviours?

☐ **Checklist**

When attending, does the student:

− look at the speaker?
− track the speaker?
− keep hands quiet?
− stay in one place?

When responding, does the student:

− retell key ideas?
− stay in one place?
− ask questions for clarification?
− ask questions to learn more?
− make positive comments?

Observe or check for some of these points.

☐ **Anecdotal Notes**

Observe students as they participate in the activity and record anecdotal notes
(see Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

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

5.1 Develop and Celebrate Community

Specific Outcome

Share and Compare Responses

Students will be able to:

5.1.1 tell and draw about self and family.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- *Wir zeichnen.* Help students make life-size tracings of each other. Each student then paints his or her own features and favourite clothing. Post the life-size tracings. Encourage students to write labels on their own representation.

- *Ich helfe zu Hause.* Students draw how they help out at home. In pairs, students share their illustrations and "how to" story with a peer.

- *Meine Schachtel.* As part of the unit about themselves, each student prepares and presents a decorated box that includes objects inside that represent her or him.

- *Meine Zeitleiste.* Students prepare and present a timeline about themselves or their family.

- *Meine Lieblingssachen.* Students bring in personal items to share with their peers for show and tell.

- *Meine Familie.* Students make a family mobile or a mobile about themselves and present it to the class.

Share and Compare Responses

Students will be able to:

5.1.1   tell and draw about self and family. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
−   share personal ideas and experiences through talking?
−   share personal ideas and experiences through drawing or representing?

☐ **Conferences**

Conference with students during work in progress. Provide feedback and encourage students to communicate their ideas in clear, specific ways. Extend and expand upon ideas and illustrations, and assist students in enhancing their work.

☐ **Rubrics**

Create an outcome-based rubric with students to evaluate how well they are able to tell and draw about self and family (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE **RESOURCES**

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 to stories from oral, literary, and media texts from various communities.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- *Unsere Nachbarn:* Introduce videos in English that portray other cultures or communities. Guide students to correct any stereotypes they exhibit.

- *Wie war es damals?* Invite a guest speaker to present experiences from different cultures or eras (e.g., grandparents or older people in the community could talk about their first year of school, how they celebrated their birthdays, or a favourite song of their youth). Students can learn phrases in another language or make comparisons to their own cultures.

- *Andere Sprachen:* Invite another bilingual class to present and share their favourite songs, poems, and stories.

- *Ein Gast aus Deutschland:* Invite a guest recently emigrated from Germany and ask her or him to tell or read a story.

- *Wir erzählen die Geschichte:* Students view a video with no dialogue. Afterwards, the students dictate a story to the teacher (e.g., *Der Kleine Maulwurf)*.

- *Kinderlieder aus vielen Ländern:.* Students listen to children's songs from a variety of cultures.

Relate Texts to Culture

Students will be able to:

5.1.2 listen to stories from oral, literary, and media texts from various communities.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– listen to stories from oral, literary, and media texts from various communities?

☐ Anecdotal Notes

Observe and record students' behaviours in formal and informal situations as they listen to stories from various communities. Date all observations, and review students' patterns of listening behaviours.

☐ Checklists

Develop checklists to observe students' skill in listening to information about others. Consider items such as the following:

Does the student:

– listen actively to familiar stories?
– listen actively to less familiar stories?
– make connections between texts from his or her own and others' communities?

Date and note the context of every observation, and note progress over time.

SAMPLE **RESOURCES**

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 and characters to personal feelings and experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After listening to stories with animal characters or heroes and villains, students discuss the stories so that they can make personal connections with the experiences and feelings expressed. Students' responses are recorded on a chart like the one below.

Helden und Bösewichte		
Titel:		
	Was macht er?	Wie denkst du darüber?
Held		
Bösewicht		

- *So etwas habe ich auch erlebt:* After watching a video about someone who reaches a goal, students discuss a time when they wanted to do something really well, or achieve a definite goal.

- *Meine Lieblingssportart:* After you read a sport story, students state their favourite sport and then present a sentence and illustration.

- *Gefühle:* While you read a story in which the character experiences a strong emotion, stop and discuss the feelings. At the end of the story, ask students to talk about situations in which they had similar feelings. For example, in the story "*Der Handschuh*," stop and discuss how the boy felt having lost the mitten. At the end of the story, discuss how the boy felt when he found the mitten. Then ask students if they have ever lost something that meant a lot to them.

Specific Outcome

Appreciate Diversity

Students will be able to:

5.1.3 connect aspects of stories and characters to personal feelings and experiences.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- – relate story events to personal experiences?
- – relate story characters' feelings and actions to personal experiences?
- – describe feelings aroused by stories?

☐ **Portfolios**

Review Heroes and Villains charts that students completed independently. Note the connections they have made between their lives and experiences and the feelings and experiences portrayed in the text. Date the chart and place it in the students' portfolios.

☐ **Anecdotal Notes**

Observe students as they participate in the activity. Note the extent to which students are able to listen to connect aspects of stories and characters to personal feelings and experiences. Record anecdotal notes (see Appendix E: Anecdotal Notes).

SAMPLE **RESOURCES**

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

Celebrate Special Occasions

Students will be able to:

5.1.4 share ideas and experiences through conversation, puppet plays, dramatic scenes, and songs.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Discuss special occasions, holidays, and classroom accomplishments.

- Students learn a German birthday song and sing it for each child's birthday.

- Students learn German songs for special holidays.

- Students record in pictures and words how they celebrate their birthdays.

- Students create simple puppet plays about common experiences like going to the doctor, the dentist, visiting relatives, getting lost in a store, etc.

- Students create short role-plays in which they practise ordering food in a restaurant, shopping for groceries, or getting a book from the library.

- Students draw and label what they did on the weekend. Afterwards, they present and share their drawings, with each student giving an oral sentence.

- The whole class personalizes a song by writing new words to a familiar tune. For example, the song "*Bruder Jakob, Bruder Jakob, schläfst du noch?*" could reflect the class experience by alternating names and verbs (e.g., *"Schwester Lisa, Schwester Lisa, spielst/schreibst/liest/lachst du noch?")*. The verbs can be acted out.

Celebrate Special Occasions

Students will be able to:

5.1.4 share ideas and experiences through conversation, puppet plays, dramatic scenes and songs. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– share ideas and experiences in conversation?
– share ideas and experiences in groups?
– celebrate special occasions through conversations?
– celebrate special occasions through songs?
– celebrate special occasions through drama?
– celebrate special occasions through visuals?

☐ **Anecdotal Notes**

Observe students' behaviours in formal and informal situations as they share ideas and experiences. Possible areas of observation could include the following questions.

Does the student:
– share ideas and experiences in conversation?
– share ideas and experiences in groups?
– celebrate special occasions through songs?

Review students' records to note patterns in their use of supportive language.

SAMPLE **RESOURCES**

General Outcome **5**

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

5.2 Encourage, Support, and Work with Others

Specific Outcome

Co-operate with Others

Students will be able to:

5.2.1 work in partnerships and groups.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- *Zusammen geht's besser!* Help students plan a group mural. Students work in small groups to discuss and decide how to create a mural on a specific topic or theme, or each group may take responsibility for one section of the mural. As students plan, they need to consider what details to include, where to place the details, and what medium they will use.

- *Lesepartner.* Students are paired and/or grouped with older students for German buddy reading. They can also partner with older students for computer projects, interviews, gathering data, writing activities, or cooking projects.

- Students work in small groups to present role-playing activities of familiar stories.

- Students present puppet plays of familiar stories.

- Students work in small groups to collect information by measuring, surveying, counting, and experimenting.

- With a partner or in a small group, students sequence pictures to form a story.

Specific Outcome

Cooperate with Others

Students will be able to:

5.2.1 work in partnerships and groups. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– work in partnerships and groups?

☐ **Sociograms**

Observe the social interactions of a small group to focus on possible difficulties. List the group members and draw arrows to show interactions. Record the number and kinds of interactions, date the observation, and place the data in the students' portfolios. Use the data to help individuals develop effective group working skills.

☐ **Checklists**

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

– participate as a group member?
– take a variety of group roles?
– co-operate with peers?
– listen attentively?
– speak with respect?
– help others?
– encourage and support others verbally?
– demonstrate a willingness to change behaviour when given constructive feedback?

Date and note the context of every observation, and note progress over time.

☐ **Self-Assessment**

Students assess their group work using models in Appendix D, 1-4.

SAMPLE **RESOURCES**

General Outcome **5**

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

5.2 Encourage, Support, and Work with Others

Specific Outcome

Work in Groups

Students will be able to:

5.2.2 take turns sharing information and ideas.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Help students identify and recognize turn-taking. Develop T-charts to show what taking turns looks like and sounds like. Use the chart during instruction and debriefing sessions.

Wir sind alle mal dran	
So sieht es aus	**So hört es sich an**
Wir schauen den Sprecher an.	"Bin ich jetzt dran?"
Wir nicken mit dem Kopf.	"Ich möchte sagen …"
Wir haben ein freundliches Gesicht.	"Ich erinnere mich an …"
Wir gehen der Reihe nach.	Eine Person spricht.

- In Sharing Circle, the teacher and students sit in a circle and share events and experiences, taking turns by passing an object. Only the person with the object may speak.

Work in Groups

Students will be able to:

5.2.2 take turns sharing information and ideas. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
− take turns in sharing information and ideas?
− take turns when working with a partner?
− take turns when working in a small group?

☐ **Debriefing**

Review T-charts and debrief with students to determine whether they effectively worked in groups and took turns sharing information and ideas.

☐ **Observation Checklist or Anecdotal Notes**

See Appendix E for templates.

SAMPLE **RESOURCES**

• Graphic organizers (e.g., T-charts), see Appendix D

				GRADE
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	**1**

Specific Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 recognize that individuals adjust language use for different situations.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Provide opportunities for students to role-play situations that involve sharing, courtesy, respect, and encouragement. Role-playing may be done in response to texts that have been heard, read, or viewed. Scenarios may be real or imagined and may include the following:
  - a telephone conversation
    - with a dentist
    - grandmother
    - best friend
    - the parent of a friend
    - a salesclerk
  - meeting an adult for the first time
  - welcoming a new student into the class
  - how to borrow an object from a student or teacher
  - speaking to a librarian

- Post words of encouragement and greetings around the room. Points are given for use of the words during school time.

  Prima!
  Gute Arbeit!
  Das hast du gut gemacht!
  Hallo
  Aufwiedersehen
  Wie geht's?

Specific Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 recognize that individuals adjust language use for different situations. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use language to show courtesy to others?
– use language to encourage others?
– identify language that shows courtesy and support?
– adjust language use according to the audience and situation?

☐ **Self-Reflection**

Have students complete a self-reflection. Sentence starters could include:

Ich habe _____ geholfen.
Ich habe gesagt: _____.
Ich habe eine "Idee gehabt".
Ich habe dieses gesagt _____.
_____ (Name) hat mir geholfen.
Er/sie hat gesagt: _____.

☐ **Observation Checklist**

Create a checklist to assess whether students are able to recognize that individuals adjust language use for different situations (see Appendix E: Observation Checklist).

SAMPLE **RESOURCES**

General Outcome **5**

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

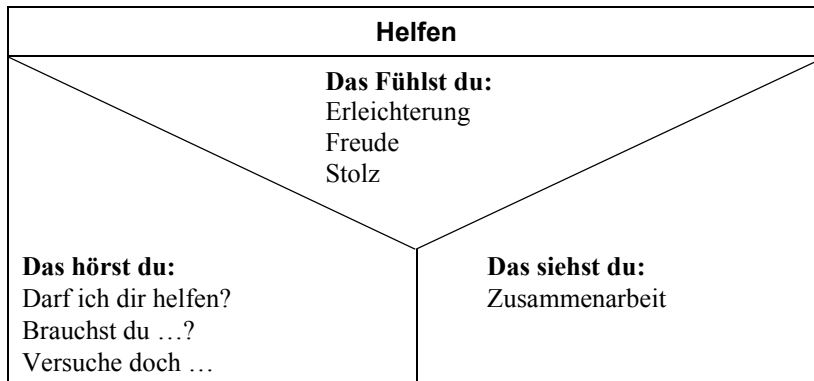**5.2** Encourage, Support, and Work with Others

Specific Outcome

Evaluate Group Process

Students will be able to:

5.2.4 find ways to be helpful to others.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Provide positive feedback to recognize and celebrate how class members helped each other during group activities. Set up a Celebration Wall where students post sketches, poems, "bouquets," or statements that highlight ways they were helped and how they helped someone else. Review and update the wall periodically. Ensure that each student's name appears in a positive manner on the Celebration Wall.

- Brainstorm for words and phrases that describe positive and effective participation in group activities. Record these descriptions on T-charts or Y-charts, and post where they are easily referred to for instruction and assessment.

Helfen	
Das Fühlst du: Erleichterung Freude Stolz	
Das hörst du: Darf ich dir helfen? Brauchst du …? Versuche doch …	**Das siehst du:** Zusammenarbeit

Evaluate Group Process

Students will be able to:

5.2.4 find ways to be helpful to others. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– find ways to be helpful to others?

☐ **Celebration Wall**

Review the Celebration Wall display to provide feedback to students for their help and good deeds that have benefited the classroom community.

☐ **Checklists**

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

– help others?
– ask peers for help?
– ask teacher for help?
– identify group roles?
– assume group roles?
– contribute to group success?

Date and note the context of every observation, and note progress over time.

☐ **Learning Logs and Conferences**

Invite students to draw and label pictures of themselves helping others. Use these Learning Log entries when conferencing with students about the ways they help others in the classroom or school.

SAMPLE **RESOURCES**

- T-charts and Y-charts (see sample blackline masters in Appendix D)

| 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 identify and produce all German sounds and connect them to the appropriate vowel combinations, consonant blends, diphthongs, and digraphs.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students connect pictures related to a unit of study with the appropriate German word.

    Sample Matching Activity

    ❑   *das Papier*

    ✎   *das Buch*

    ▤   *der Bleistift*
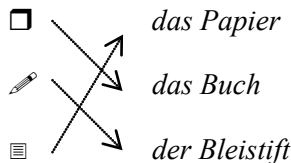
- Use cards to play games that help students identify sounds. Students select a card and name as many objects as they can that begin with that sound.

- Students write their names and match each letter to an item they like, something that describes them, or something they have learned. For example,

    N – *Nüsse*
    I – *Igel*
    N – *Nashörner*
    A – *Affen*

- After brainstorming for words, each student is given a letter of the German alphabet and asked to produce the letter, illustrate the letter in a picture, and type a word starting with that letter using a computer paint program. The letters are compiled to form an alphabet book.

- Letter of the Day: After reading a familiar poem or song, students find the letter in the poem or song. Later, a similar procedure can take place with dipthongs (e.g., *au, ei, eu)* or digraphs (e.g., *sch, ch,*).

    Inside letter-labelled coffee cans, place miniature objects or pictures of things that have the initial sound (e.g., A—*Apfel, Ananas, Affe*). Later, small word cards could be added for matching, and students could add their own miniature objects from home.

- Share tongue twisters or poems based on the alphabet letter of the day.

Sound–Symbol System

Students will be able to:

6.1.1 identify and produce all German sounds and connect them to the appropriate
vowel combinations, consonant blends, diphthongs, and digraphs. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- clearly produce all sounds of the German alphabet?
- randomly identify the letters of the alphabet?
- connect German sounds to appropriate vowel combinations, consonant blends, diphthongs, and
  digraphs?

☐ **Checklists and Comments**

Develop checklists that assess whether students are able to listen to, identify, and produce basic
sounds in the German language and can connect them to the appropriate vowel combinations,
consonant blends, dipthongs, and digraphs (see sample blackline master in Appendix E: Checklist
and Comments). Observe students' independent work and record observations on the checklists. Date
each observation and review to note progress over time and to guide instruction.

☐ **Anecdotal Notes**

Observe students' independent work and record observations. Date each observation and review to
note progress over time and to guide instruction.

SAMPLE **RESOURCES**

General Outcome	**6**	*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*	**6.1** Linguistic Elements

Specific Outcome

Vocabulary

Students will be able to:

6.1.2 use simple vocabulary and expressions in daily situations.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use modelled questions in class to meet their needs, based on 6W *Fragen* (*Wer? Was? Wo? Wann? Wie?)*

- The morning message includes everyday phrases and expressions used in class.

- Picture Walls are based on a theme and used to build vocabulary.

- Students maintain a personal illustrative dictionary adding vocabulary from every theme.

- *Neue Wörter Liste*. The class compiles a short list of new words every day (3 to 5). These are reviewed throughout the week and practised in various ways.

Vocabulary

Students will be able to:

6.1.2 use simple vocabulary and expressions in daily situations. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Does the student:

– use simple vocabulary and expressions in daily situations?

☐ **Checklists**

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

– show knowledge of relevant vocabulary?
– orally use relevant vocabulary?
– show a desire to acquire new vocabulary by using various resources?
– express basic needs in question form?

Date and note the context of every observation, and to note progress over time.

☐ **Detachable Labels**

Use detachable labels when observing students' knowledge, attitudes, and ability to use simple vocabulary and expressions during morning messages.

☐ **Self-Assessment Checklist**

Create a self-assessment checklist. Students use the checklist to determine whether they are able to use simple vocabulary and expressions in daily situations (see Appendix E: Self-Assessment Checklist).

SAMPLE **RESOURCES**

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 Features

Students will be able to:

6.1.3 use, in **modelled** situations, the following grammatical elements:

- *sein & haben* (1st, 2nd, 3rd person singular and plural, present tense)
- *dürfen, können & müssen* (1st, 2nd, 3rd person singular, present tense)
- simple questions using *wer, wie, was, wo*

use, in **structured** situations, the following grammatical elements:

- correct definite nominative articles of familiar nouns

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: The grammatical elements listed are not intended to be taught in isolation but within the context of the activities presented throughout the guide.

Grammatical Structures

Students will be able to:

6.1.3 Linguistic Elements. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
− use linguistic elements?

SAMPLE **RESOURCES**

General Outcome *6*

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

6.1 Linguistic Elements

Specific Outcome

Mechanical Features

Students will be able to:

6.1.4 imitate and experiment with basic German mechanical features.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students write their names with the proper letter size.

- Students copy the date in German with the proper letter size for month and day.

- Together, the teacher and students compose text in German based on common experiences. Scribe students' ideas using simple vocabulary and sentences. When the text is complete, students reread the text. Students copy one sentence from the Language Experience Chart and draw an illustration to portray the meaning of the sentence.

- Students get a sentence frame to copy and write, or complete their own sentences after brainstorming ideas.

Specific Outcome

Mechanical Features

Students will be able to:

6.1.4 imitate and experiment with basic German mechanical features. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– imitate and experiment with basic German mechanical features?

☐ **Checklists**

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

– communicate in written form?
– use complete sentences?
– use proper punctuation at the end of a sentence?
– demonstrate proper use of lower and upper case letters in words, names, beginning of a sentence?

Date and note the context of every observation, and note progress over time.

☐ **Work Samples**

Periodically collect work samples from students to assess their ability to correctly copy the date in German. Provide feedback and correct forms in a positive manner. Allow the review to guide instruction.

☐ **Rating Scale**

Create a simple outcome-based self-assessment rating scale and share it with students prior to beginning the activity (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

SAMPLE **RESOURCES**

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 and experiment with basic German discourse features in oral interactions in the classroom.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use everyday greetings.
  Guten Morgen! Guten Tag! Auf Wiedersehen!

- Students use apologies.
  Verzeihung! Entschuldigung!
  Das tut mir leid.

- Students use courtesies.
  Bitte. Danke.

- Students imitate and experiment with inquiries.
  Darf ich zur Toilette gehen? Darf ich etwas trinken? Darf ich meinen Bleistift anspitzen?

- Students imitate and experiment with disagreements.
  Das mag ich nicht. Das gefällt mir nicht. Das ist nicht schön. Das ist nicht gut.

Discourse Features

Students will be able to:

6.1.5 imitate and experiment with basic German discourse features in oral interactions in the classroom. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– imitate and experiment with basic German discourse features in oral interactions in the classroom?

☐ **Checklists**

Create a checklist of basic discourse to track students' progress over time. Date and note the context of every observation, and note progress over time.

☐ **Anecdotal Notes**

Observe and record students' skills in the use of greetings at the appropriate times. Date all observations. Review students' records to note patterns in their use of basic discourse features of the German language.

SAMPLE **RESOURCES**

| General Outcome **6** | *Students will acquire Ukrainian to understand and appreciate languages, and to use Ukrainian confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.* | **6.2** Language Competence |

Specific Outcome

Listening

Students will be able to:

6.2.1 listen to and understand simple oral sentences in a variety of familiar contexts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students follow simple one-two step instruction (e.g., pick up the scissors, then bring them to the table).

- Students are given instructions and demonstrate understanding by physical response (e.g., put the pencil in your desk; and other daily routines).

- After listening to a text, students represent ideas or words through illustrations or a variety of forms.

- Provide students with a list of statements that they use in order to clarify their understanding of new or unfamiliar words (e.g., *Heißt das…? Ist es…/Farbe/Größe/Form/Alter*).

- Use illustrations or rebus pictures to help students develop understanding of new vocabulary.

- Engage students in kinesthetic or tactile actions or activities that reinforce and assist in internalization of vocabulary.

Listening

Students will be able to:

6.2.1 listen to and understand simple oral sentences in a variety of familiar contexts.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– listen to and understand simple oral sentences in a variety of familiar contexts?

☐ **Checklists**

Develop checklists that reflect active listening and viewing skills.

Does the student:
– look at the speaker?
– track the speaker?
– ask questions for clarification?
– respond to simple oral requests?
– demonstrate active listening skills?
– demonstrate understanding of what is being said?
– ask relevant questions about what was heard?
– ask for assistance when he or she does not understand?

Date and record students' behaviours to note progress over time.

☐ **Anecdotal Notes**

Observe and take dated notes on student activities. Do students apply comprehension, vocabulary, or sentence frames to new situations?

☐ **Rubrics**

Develop rubrics based on observation criteria.

SAMPLE **RESOURCES**

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

Speaking

Students will be able to:

6.2.2 produce, orally, simple sentences in a structured situation.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Based on a theme such as school items, students tell a simple sentence about an object. Students also ask questions of each other.

- Students complete a sentence pattern based on a theme, story, etc.

- Students play 20 Questions (yes/no answers).

- Keep a post of 6W questions and model for students how to ask questions and show the key word being used. Encourage students to play the teacher's role and ask questions in daily routines (e.g., weather, calendar, attendance, show and tell, etc.).

- Students form riddles based on a theme using:
  size
  colour
  shape
  use

Speaking

Students will be able to:

6.2.2 produce, orally, simple sentences in a structured situation. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– produce, orally, simple sentences in a structured situation?

☐ Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

– orally produce sentences on his/her own in a structured situation?
– require prompting for frequent repetition?
– demonstrate confidence in oral use of the language?
– use the vocabulary and structures taught in class in other situations?

Date and note the context of every observation to note progress over time.

☐ Anecdotal Notes

Observe and record students' ability to ask questions in German for basic needs. Date all observations. Review students' records to note patterns in their use of simple sentences in German in structured situations.

SAMPLE **RESOURCES**

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 and understand simple words and sentences in a structured situation.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students read simple daily messages.

- Based on the theme being developed, students are given two words and select one word to match an object.

- The teacher and students create a Word Wall. A Word Wall also provides spelling support.

- Students each create a simple reader. They match sentences to a picture.

- Based on themes being developed, create a domino game (e.g., match pictures to words or jigsaw words and pictures).

- Create flash cards to post by various classroom furnishings. Give the students a word card and the students match their card to the object. Give oral cues.

- After learning a song or poem, ask students to locate words on a chart.

Reading

Students will be able to:

6.2.3 recognize and understand simple words and sentences in a structured situation.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– recognize and understand simple words and sentences in a structured situation?

☐ Checklists and Comments

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

– read words in one context and in isolation?
– apply phonetic knowledge?
– read words in a variety of contexts?

Date and note the context of every observation to note progress over time (see Appendix E).

☐ Conferences

Conference with students about how they understood the daily message. Provide feedback and encouragement to help students explain the strategies they used to recognize and understand the information.

SAMPLE **RESOURCES**

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

Writing

Students will be able to:

6.2.4 write simple words and sentences in a structured situation.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Provide picture cards about a text, event, or basic instructions. Students place the pictures in sequence to represent beginning, middle, and end. Students create their own version of the text by copying captions for each picture that were dictated by the class.

- The class uses themes to create shape books. Students choose from a variety of sentences they have brainstormed. Initially, students simply copy a single word.

- Students create a book about their classmates—what they like, their hobbies, and how they feel about them.

- Students create a book about what they like about each season—what they wear and what they like to do.

- Students write a poem.

  Auf Wiedersehen Winter
  Auf Wiedersehen Handschuhe,

  _____
  Guten Tag Frühling
  Guten Tag grünes Gras

- Students write what they like next to letters of the alphabet.

  Was ich mag
  Ananas essen
  Baden gehen
  Computer spielen
  Dinoknochen suchen
  Eier anmalen
  Fernsehen

GRADE

1

Specific
Outcome

Writing

Students will be able to:

6.2.4 write simple words and sentences in a structured situation. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− write simple words and sentences in a structured situation?

☐ **Checklists**

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

− write from left to right?
− form the letters correctly?
− leave spaces between words?
− use upper and lower case letters?
− copy complete words/letters?

Date and note the context of every observation, and note progress over time.

☐ **Portfolios**

Keep a portfolio with samples of rough drafts and good copies. The portfolio provides demonstrations of growth over time.

☐ **Writing Conferences**

Discuss ideas, sentence form, and the representation of work with students.

SAMPLE **RESOURCES**

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

Viewing

Students will be able to:

6.2.5 view and understand simple, familiar events and/or representations in the classroom context.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Use field trips and visuals (e.g., paintings, sculpture, dance, dioramas, plays, puppet plays, mime) to extend, generate, and reinforce concepts being developed.

- Maintain a daily timetable, showing clocks and/or time activities.

- The teacher and students maintain a weekly graph of favourite texts.

- The teacher and students prepare a Gallery Walk or develop a Picture Wall based on the theme being presented.

- Students view videos based on the theme being studied (e.g., *Little Bear* or *Die Sendung mit der Maus*).

- Before reading a story to the class, walk through the illustrations in order to assist students in using illustrations to develop comprehension.

Specific Outcome

Viewing

Students will be able to:

6.2.5 view and understand simple, familiar events and/or representations in the classroom context. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- view and understand simple, familiar events and/or representations in the classroom context?

☐ **Checklists**

Develop checklists to observe students' skill in communicating information to others.

Does the student:
- actively participate when viewing representations made by others, such as ask questions and give positive feedback?

Date and note the context of every observation, and note progress over time.

☐ **Journal Learning Logs**

Review students' journal or Learning Log entries to assess how they viewed the field trip and to see what they understood.

☐ **Portfolios**

Keep a portfolio with samples of student work. The portfolio provides demonstrations of growth over time.

SAMPLE **RESOURCES**

General Outcome **6**

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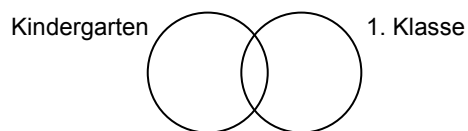
6.2 Language Competence

Specific Outcome

Representing

Students will be able to:

6.2.6 create simple representations of familiar ideas, events, and information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After listening to a poem or song, students create pictures using different media.
- Students create a modelling clay sculpture of a fairy tale.
- Students create a diorama from a favourite part of a book or event.
- Students mime a sentence or an action from a modelled dialogue.
- Students prepare a picture display.
- Students prepare a timeline about themselves using photographs.
- Students take pictures of special events in class and field trips using a digital camera.
- Students create a mobile about foods they enjoy, my friends, my family, etc.
- Students conduct surveys and graph their data.
- Students prepare a collage of magazine pictures on a story, character, theme, etc.
- Students create computer-generated illustrations.
- Students use modelling clay to form their name.
- Students contribute to a class Venn diagram. For example,

Kindergarten   1. Klasse

Specific Outcome

Representing

Students will be able to:

6.2.6   create simple representations of familiar ideas, events and information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– create simple representations of familiar ideas, events, and information?

☐ Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

– make representations/reflections of the topic/text?
– use a variety of forms to present ideas?
– require guided assistance?
– willingly create representations?

Date and note the context of every observation, and note progress over time.

☐ Rubrics

Develop rubrics on some of the checklist items and Focus for Assessment.

☐ Anecdotal Notes

Date comments on the details and ideas represented by students.

☐ Conferences

Conferences are held for some of the portfolio entries. During this time, discuss with students the ideas represented and the form chosen. This is a good time to encourage students how they might further enhance their representation.

☐ Portfolios

Originals, photocopies, photographs, or video recordings could be placed in the portfolios depicting the variety of representations.

| 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

Register

Students will be able to:

6.3.1 respond to tone of voice.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students respond appropriately to the teacher's tone of voice.

- Listen-Sketch-Draft: As they listen to a text in German, students sketch their thoughts about whether it is a happy, a sad, or an angry text. Then they share their sketches with a partner and add ideas and details they have missed.

- In conjunction with the study of emotion, use one or two sentences and change inflection to reflect emotion. Students guess the emotion. This can be used as a charades games. Post words expressing feelings with picture cues made with clip art.

- Students draw a picture of a situation and add one or two simple sentences to describe the situation.

- Students look through magazines, cut out a picture, and make up a sentence of conversation corresponding to the picture.

Specific Outcome

Register

Students will be able to:

6.3.1 respond to tone of voice. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– respond to tone of voice?

☐ **Checklists**

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

– respond appropriately to a given tone of voice?
– use appropriate tone in a given situation?
– use actions in addition to tone to reinforce feelings?

Date and note the context of every observation, and note progress over time.

☐ **Anecdotal Notes**

Keep anecdotal records to note students' skills and strategies when responding to varied voice tones used.

SAMPLE **RESOURCES**

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

- Provide opportunities for students to engage in conversations about familiar topics.

- Students create puppet shows about familiar objects.

- Students compare the literal meaning with the figurative meaning.

- Students collect expressions used in families.

- Students illustrate idiomatic expressions to reinforce internalization of the vocabulary.
  "hundemüde sein"
  "er hat vorn und hinten Augen"
  "Hand aufs Herz"

Idiomatic Expressions

Students will be able to:

6.3.2 imitate age-appropriate idiomatic expressions. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– imitate age-appropriate idiomatic expressions?

☐ **Anecdotal Notes**

Record information about students' skills and knowledge of the use of age-appropriate idiomatic expressions. Date and describe the context of each situation. Review to note progress over time.

SAMPLE **RESOURCES**

General Outcome **6**

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

6.3 Sociocultural/ Sociolinguistic Elements

Specific Outcome

Variations in Language

Students will be able to:

6.3.3 experience a variety of voices.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students view video or film in German that portrays characters of all ages.

- Students use puppetry and drama to explore a familiar fairy tale (e.g., *Rotkäppchen*).

- Invite guests to read to the class. These guests represent different ages, sexes, dialects, and knowledge of the German language (e.g., parents, grandparents, visitors from Germany).

- When doing a Read-Aloud of stories to students, model the use of character voices.

- Invite older students to read to the class.

- Students use a Listening Centre developed by older students.

Variations in Language

Students will be able to:

6.3.3 experience a variety of voices. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

−   experience a variety of voices?

☐ Anecdotal Notes

Record observations during students' informal interaction to note how they group information in reference to variations of voices. Date and note the context for each observation.

☐ Checklists

Develop a checklist using the Focus for Assessment criteria.

Does the student:

−   demonstrate active listening when listening to a different speaker/voice?
−   demonstrate comprehension when listening to a different speaker/voice?
−   ask for clarification when experiencing a different speaker/voice?

Date and note the context of every observation, and note progress over time.

☐ Conferences

Conference with students after a speaker or after watching an activity or video.

SAMPLE **RESOURCES**

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

Social Conventions

Students will be able to:

6.3.4 use basic social expressions appropriate to the classroom.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Think Aloud: Model your thinking when considering using basic social expressions appropriate to the classroom. This activity shows students how to connect new experiences and ideas with prior knowledge.

- Through the use of a T-chart, the teacher and students identify appropriate basic social expressions to the classroom.

- Students use role-playing to practise targeted expressions.

- Using puppets or skits, students demonstrate their knowledge and understanding of social expressions in appropriate situations.

- For birthdays, students make cards, write greetings, and sing "*Wie schön, dass du geboren bist.*"

- Before snack time or lunch time, students wish each other "*Guten Appetit*" and "*Danke, gleichfalls*".

Social Conventions

Students will be able to:

6.3.4 use basic social expressions appropriate to the classroom. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use basic social expressions appropriate to the classroom?

☐ **Anecdotal Records**

Keep anecdotal records on students' use of basic social expressions appropriate to the classroom. Record observations during students' interactions. Date and record the context of the observations.

☐ **Checklists**

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

– use appropriate greetings and farewells with individuals?
– use appropriate expressions to express disagreement or agreement?

Date and note the context of every observation, and note progress over time.

SAMPLE **RESOURCES**

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

Non-verbal Communication

Students will be able to:

6.3.5 understand the meaning of and imitate some common non-verbal behaviours used in the German culture.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Think-Aloud: Model your thinking when considering using common non-verbal behaviours found in German culture. This activity shows students how to connect new experiences and ideas with prior knowledge.

- Students use role-playing and model non-verbal behaviours such as shaking hands when greeting and leaving. It may be considered an insult if you meet someone and do not offer your hand. (Many of these behaviours are used throughout Canada.)

- Students create little skits where they use both verbal and non-verbal behaviours.

Non-verbal Communication

Students will be able to:

6.3.5 understand the meaning of and imitate some common non-verbal behaviours used in the German culture. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– understand the meaning of and initiate some common non-verbal behaviours found in the German culture?
– use non-verbal behaviours?

☐ **Detachable Labels**

Use detachable labels to record whether the students show, through imitation, an understanding of the meaning of some common non-verbal behaviours found in German culture.

SAMPLE **RESOURCES**

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

Non-verbal Communication

Students will be able to:

6.4.1 use simple cognitive strategies, with guidance, to enhance language learning (e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students learn simple rhymes or songs. They may also include actions to match the song or poem.

- Students are asked to do choral speaking to enhance sentence patterns.

- Model charades to build and practise vocabulary.

- Students use puppets or do simple skits to imitate sounds and sentence patterns.

<table>
<tr>
<td>
GRADE

1
</td>
<td>
Specific Outcome
</td>
<td>
Cognitive

Students will be able to:

6.4.1 use simple cognitive strategies, with guidance, to enhance language learning (e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns). *(continued)*
</td>
</tr>
</table>

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

–   use simple cognitive strategies?

☐ **Detachable Labels**

Use detachable labels to observe students as they are repeating words. Date and include the context of each situation.

☐ **Anecdotal Notes**

Keep anecdotal notes based on observations made while the student is reading (e.g., echo chanting).

SAMPLE **RESOURCES**

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

Metacognitive

Students will be able to:

6.4.2 use simple metacognitive strategies, with guidance, to enhance language learning (e.g., make choices about how they learn).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Think-Aloud: Choose a reading passage on a topic that is familiar to the student and at the student's instructional level. Follow the Before-During-After process to focus on the use of simple metacognitive strategies that allow the student to construct meaning.

- Listen-Think-Pair-Share: After listening to a story or viewing a video, students think about the experience or ideas and then share their understanding with a partner. Students answer a provided checklist of metacognitive strategies to see which metacognitive strategy they used (see the Curriculum Framework under "Global List of Strategies").

- With guidance, the class generates a list of what a good reader does or what a good writer does.

Specific Outcome

Cognitive

Students will be able to:

6.4.2   use simple metacognitive strategies, with guidance, to enhance language learning (e.g., make choices about how they learn). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use simple metacognitive strategies, with guidance, to enhance language learning?

☐ **Metacognitive Reading Inventory**

Use a Metacognitive Reading Inventory to determine which metacognitive strategies the student is using. Use this information to guide the student with further metacognitive strategies.

Metacognitive Reading Inventory

Name: _____   Date: _____

Place a checkmark in front of the strategies that you use before, during, and after reading.

Before I begin to read, I …
___ find out who the author and illustrator are.
___ make predictions about the book.
___ pose questions about the book.

While I am reading, I …
___ decide if what I am reading makes sense.
___ re-read and read on when it does not make sense.
___ try to understand the vocabulary used.
___ picture what I am reading in my mind.
___ get to know the characters.
___ predict what will happen next.
___ try to answer my questions.

After reading I …
___ think back about what I read.
___ check to see if my predictions were correct.
___ answer my questions.
___ form my own opinions about the book.
___ ask new questions.
___ think about other similar books.
___ make connections with events in my own life.

SAMPLE **RESOURCES**

- German Blackline masters S-95

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. participate in shared reading experiences).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Choral Reading: Select or compose a selection with appropriate rhymes, rhythm, language structures, and vocabulary. Read the selection aloud to the students as they follow along. Students read the selection together. Discuss with the students ways to use their voices effectively to make the selection more interesting. Discuss and model differences in volume, pace, pitch, and gestures. Students reflect on the effects they have achieved.

- Students share their written work with each other or with students in another German class. Encourage students to respond appropriately to the presentations of their peers.

- Students realize that making a mistake is normal and helps them to get better.

- Divide students into groups to work cooperatively on a project. Have students assign group roles and work together to complete the assignment.

Cognitive

Students will be able to:

6.4.3   use simple social and affective strategies, with guidance, to enhance language learning (e.g. participate in shared reading experiences). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

> **Focus for Assessment**

Does the student:

– use simple social and affective strategies, with guidance, to enhance language learning?

☐ **Self-Assessment Checklist**

Students review their participation during choral reading and complete a self-assessment on their use of simple social and affective strategies (see Appendix E).

SAMPLE **RESOURCES**

General Outcome **6**	*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*	**6.5** Language Use Strategies

Specific Outcome

Interactive

Students will be able to:

6.5.1 use simple interactive strategies with guidance (e.g., interpret and use a variety of non-verbal clues to communicate).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Show and Tell: Individual students talk about an event in their lives or bring an object to show. Students are encouraged to use German as much as possible. However, they may use words from their first language to get their meaning across.

- During Sharing Circle, students have the opportunity to share experiences.

- Set aside a five-minute period where the class uses any means except verbal communication to communicate. Students may then share what they thought someone else wanted or meant.

Specific Outcome

Cognitive

Students will be able to:

6.5.1 use simple interactive strategies with guidance (e.g., interpret and use a variety of non-verbal clues to communicate). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

−   use simple interactive strategies with guidance?

☐ **Anecdotal Notes**

Record observations based on whether students use simple interactive strategies and a variety of non-verbal cues to communicate. Date each observation and include specific examples of students' behaviours as they experiment with words and sentence patterns. Review these observations to note students' developing skills over time. Does the student use facial gestures, hand gestures, etc.?

SAMPLE **RESOURCES**

General Outcome **6**	*Students will use German confidently and competently in a variety of situations for communication, personal satisfaction, and further learning.*	**6.5** Language Use Strategies

Specific Outcome

Interpretive

Students will be able to:

6.5.2 use simple interpretive strategies with guidance (e.g., make connections between texts, prior knowledge, and personal experience).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Experience-Text-Relationship: Select the material and formulate questions that will generate discussion to access students' prior knowledge. After determining prior knowledge, have the students make predictions. Students then read a portion of the text with the teacher and they confirm or refute their predictions. The teacher and the students continue with this method of summarizing the key ideas and relationships between the key ideas as a final step.

- To make connections to a text, students bring in artifacts, photos, etc., to generate discussion.

Cognitive

Students will be able to:

6.5.2   use simple interpretive strategies with guidance (e.g., make connections between texts, prior knowledge, and personal experience). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

−   use simple interpretive strategies with guidance?

☐ **Checklists**

Develop checklists based on whether the students are using simple interpretive strategies. Refer to the Global List of Strategies—Interpretive from the *Curriculum Framework* to develop criteria.

Does the student:

−   participate in discussion on a text?
−   make connections between text and prior knowledge?
−   make connections between text and personal experience?
−   after experiencing a text, demonstrate connection to a previous activity or text?

Date the observations and review to note progress over time.

☐ **Anecdotal Notes**

Make anecdotal notes based on observations of the student during group discussion.

SAMPLE **RESOURCES**

General Outcome **6**

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

6.5 Language Use Strategies

Specific Outcome

Productive

Students will be able to:

6.5.3 use simple productive strategies with guidance (e.g., copy what others say or write, use words that are visible in the immediate environment).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- "How To" Illustrations: Students draw a series of illustrations to show how to complete a simple and familiar procedure such as following a simple recipe, building a simple structure, making a patterned necklace, using the telephone, signing out a library book, or making cards for special occasions. Students add labels or captions to enhance the meaning.

- Word Walls help students in their writing tasks.

- Listen-Sketch-Draft is a process that leads students to making effective summaries.

- Word Lists about a topic provide writing support for students.

- Students keep lists of their spelling words. Students highlight or check words that are challenging. This activity supports writing and spelling.

Productive

Students will be able to:

6.5.3 use simple productive strategies with guidance (e.g., copy what others say or write, use words that are visible in the immediate environment). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

−   use simple productive strategies with guidance?

☐ **Conferences**

Conference with students about their illustrated texts. Discuss with students how details in the pictures enhance the meaning of their written work and how texts support their drawings.

☐ **Anecdotal Notes**

Make dated notes based on observation noting context or situations and detailing sentence structures of student partner conversations.

☐ **Checklists**

Keep a checklist of phrases that are frequently expected and used. You may also track these for the Focus for Assessment, which may include the following:

Does the student:

−   use words from the immediate environment without assistance, either orally or in written form?
−   copy what others say or write?

☐ **Work Samples**

Does the student use Word Walls or other sources (e.g., picture dictionary, charts)? Was this done without assistance?

SAMPLE **RESOURCES**

General Outcome *6*

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

6.6 General Learning Strategies

GRADE
1

Specific Outcome

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning (e.g., use models).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- KWL and KWL Plus (WML): Have the students brainstorm what they know about a topic. Record the information in the 'K' column of the KWL Chart. Then the students generate what they want to know in the form of questions. Record these in the 'W' column of the KWL Chart. After the students have gathered information, they categorize, map, and summarize what they learned in the 'L' column (see Appendix D).

- Students practise visualizing and verbalizing single words and then move on to doing the same with sentences.

- Frames such as webs, graphic organizers, thinking maps, and so on, are used to enhance general learning (see Appendix D).

Specific Outcome

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning (e.g., use models).
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– use simple cognitive strategies to enhance general learning?

☐ **Rubrics**

Develop rubrics to reflect the students' use of simple cognitive strategies to enhance their general learning. Discuss the rubrics with the students, and use small-group mini-lessons to help the students use the rubrics.

☐ **Checklists**

Create a checklist of phrases that should be modeled, and indicate the frequency of their use.

Does the student:
– follow simple models orally?
– follow simple models in written form?

☐ **Anecdotal Notes**

Write notes on how models are used, recording the date and context of the observations.

SAMPLE **RESOURCES**

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

Specific Outcome

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning (e.g., choose from among learning options).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Goal-Setting: Guide the students in setting goals that are attainable and appropriate. Use direct instruction to help the students develop skills at setting goals.

- Use learning journals and logs to help students reflect on their learning.

- Students pair with older students for Buddy Reading. Students can reflect on how this process works for them.

- Students write a simple letter to their parents (based on a model or form) summarizing their learning for the month, term, or year. Encourage parents to respond to their children's letters.

Specific Outcome

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning, e.g., choose from among learning options. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use simple metacognitive strategies to enhance general learning?

☐ **Conferences**

Conduct conferences with the students to observe whether they use simple metacognitive strategies to enhance their general learning. Use the students' goals as the basis for conferencing.

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation, and note progress over time. Consider items such as the following:

Does the student:

– use checklists (e.g., reading logs)?
– set goals?
– self-direct during optional periods?

SAMPLE **RESOURCES**

Specific Outcome

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning (e.g., seek help from others).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- T-chart or Y-chart: Develop a T-chart to help students understand the concept of encouragement for others. Students brainstorm for words that fit under each descriptor. Model and use role-play for guided practice to help students use verbal language and gestures to show encouragement to different people in a variety of contexts.

- Students work in small groups or with partners to practise and present a role-play about a familiar topic, story, or event. Targeted vocabulary charts may be available.

Specific Outcome

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning (e.g., seek help from others). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use simple social and affective strategies to enhance general learning?

☐ **Journals**

Have students complete a peer assessment and self-reflection following a co-operative learning task. Use the T-chart or Y-chart that they developed to create prompts.

☐ **Observations**

Observe during students' independent work periods and group activities to see if students ask peers or adults for assistance.

☐ **Peer-Assessment Checklist**

Students use a checklist to determine whether their peers are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Peer-Assessment Checklist).

SAMPLE **RESOURCES**

General Outcome **7**

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-Identity

Specific Outcome

Valuing German Language and the Cultures of German-Speaking Peoples

Students will be able to:

7.1.1 participate in cultural activities and traditions.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- As part of a weekly snack program, students sample various German foods. They may rank the food on a chart in their food books.

- Students listen to simple German poems and songs from traditional to modern music.

- Students learn about German instruments, historic and modern, through a presentation done by a parent, music teacher, or guest musician.

- Students participate in a *Karneval* party with costumes and parades. They may invite another class in to view it.

- Students learn a Christmas carol for presenting to other classes or for recording on video or DVD as a Christmas gift.

Valuing German Language and the Cultures of German-Speaking Peoples

Students will be able to:

7.1.1 participate in cultural activities and traditions. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
−   participate in language and cultural activities?
−   know some of the traditions involved in cultural activities?

☐ **Conferences**
Conference with students about their participation in the varied German language and cultural activities and traditions. Note students' attitudes in relating to the German language and cultural activities and traditions. Give feedback.

SAMPLE **RESOURCES**

General Outcome 7	*Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*	**7.1** Self-Identity

Specific Outcome

Valuing Bilingualism/ Multiculturalism

Students will be able to:

7.1.2   participate in classroom and school cultural activities.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Have students bring in a variety of artifacts that they have at home or from their grandparents. Students share with the class, and in a simple form, present any symbolism associated with the item.

- Inform students of German community events that they can attend. This may be recorded in a daily organizer or in a class newsletter.

- Students participate in an exchange with students from a different language program.

- Students perform songs for a senior's home care facility.

Specific Outcome

Valuing Bilingualism and Multiculturalism

Students will be able to:

7.1.2 participate in classroom and school cultural activities. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- participate in classroom cultural activities?
- participate in school cultural events?
- participate in community cultural events to which the school has been involved?

☐ **Journals**

Have the students write comments in their journals about how they participated in cultural activities. Give the students the option of sharing their reflections in a group response time.

SAMPLE **RESOURCES**

General Outcome 7 *Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

7.2 German Culture

Specific Outcome

Historical Elements

Students will be able to:

7.2.1 participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [*Weihnachten*], music, dance, art, literature, food, etc.).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students celebrate *St. Martinstag* by making a lantern and discussing who St. Martin was.

- St. Nikolas will visit each classroom. Students sing and recite a poem for him.

- Students decorate eggs and create an *Osterstrauß*.

- Students learn German Christmas songs and participate in a Christmas concert that the parents can attend.

Specific Outcome

Historical Elements

Students will be able to:

7.2.1 participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [*Weihnachten*], music, dance, art, literature, food, etc.). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- actively participate in language and cultural or historical activities such as Easter or Christmas?

☐ **Detachable Labels**

Use detachable labels to observe how the students participate in activities and experiences that reflect traditional elements of the German language and culture. Date and include the context of each situation.

SAMPLE **RESOURCES**

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 German culture.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Encourage students to attend German concerts in the community.

- Students look at pictures by contemporary German artists.

- Students look at German children's magazines.

- Students view and compare calendars from Germany and from Canada.

- During art periods, students listen to music by a variety of contemporary German musicians.

- Encourage students to bring in posters of community events written in German.

- Establish an audio library with a variety of German music, stories etc., which the students can borrow and listen to at home. Students share their favourite selections or post the title on a poster.

- Have students write comments in their journals about the similarities and differences between the historical and contemporary elements in German culture. Encourage students to write their reflections and share these in a group response time. Keep this simple (e.g., *Früher haben die Leute Brot gebacken. Heute kaufen wir Brot.*).

Specific Outcome

Contemporary Elements

Students will be able to:

7.2.2 participate in activities and experiences that reflect contemporary elements of German culture (see example above). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– participate in activities and experiences that reflect contemporary elements of German culture?

☐ **Checklists**

With assistance, students create a list of activities that will be done for this concept. As the activities are done, students check them and comment with a ☺ ☺ ☹ and/or perhaps a word or two to reflect on the experience.

SAMPLE **RESOURCES**

General Outcome **7**

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 German Culture

Specific Outcome

Diversity

Students will be able to:

7.2.3 experience cultural elements of diverse origins from within German culture.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students view pictures or actual costumes native to various regions of Germany. They can discuss the differences and similarities.

- Students learn about diverse cultural groups of Germanic origin in Manitoba, such as Hutterites or Mennonites.

- Students view cartoons from Germany.

- Students share personal experiences and discuss the differences in celebrating holidays.

- Invite guest speakers so students have the opportunity to hear different voices, dialects, etc.

Specific Outcome

Diversity

Students will be able to:

7.2.3 experience cultural elements of diverse origins from within German culture.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

−   experience cultural elements of diverse origins from within German culture?

☐ **Checklists**

Observe students in activities where there is cultural and linguistic diversity. Develop checklists based on the students' participation, recognition, and understanding of diversities. Observe the students as they engage in discussion. Date and include the context of each observation.

SAMPLE **RESOURCES**

General Outcome **7**

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 German Culture

Specific Outcome

Change

Students will be able to:

7.2.4 illustrate that change occurs in one's immediate environment.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students learn that some Christmas traditions have changed.

- Students interview grandparents on how they celebrated special occasions.

- Students visit a local museum, view videos, or study pictures and then compare buildings from earlier days to buildings now (e.g., school houses).

- Students do self-assessment in reading and writing making observations in their learning of the German language.

- Students prepare a personal timeline using photos from home. These can be shared and discussed.

Change

Students will be able to:

7.2.4 illustrate that change occurs in one's immediate environment. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- observe changes in his or her immediate environment?

☐ **Checklists**
Develop a checklist based on the students' skills in illustrating that change occurs in the students' immediate environment. Date and record the context of each observation.

SAMPLE **RESOURCES**

General Outcome **7**

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

Specific Outcome

Valuing Diversity

Students will be able to:

7.3.1 explore diversity within one's own family and in the school.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students contribute ideas on family routines or rules and discuss how each member has a role and different responsibilities within the family. All families have them, but rules and routines will vary for each family.

- Students create a diorama of their birthday traditions. Class will discuss similarity and difference.

- The class invites other students in the school to express their likes and dislikes through surveys. Students build a school graph, and then make comparisons to their own class chart.

Valuing Diversity

Students will be able to:

7.3.1 explore diversity within one's own family and in the school. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− explore diversity within one's own family and in the school?

☐ **Anecdotal Notes**

In a variety of contexts, observe and record students' awareness of the diversity that exists within one's own family. Date all observations and note the context of the observations.

SAMPLE **RESOURCES**

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 explore similarities within one's own family and in the school.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- With assistance, students develop a survey on common interests. Students complete the survey. Help them tabulate the results. A discussion ensues about the similarities that exist among the students and their peers and the need to appreciate these.

- Students complete a survey at home of the birthplace of parents and grandparents. At school, the students discuss similarities.

- While studying families, students prepare a picture mobile or a Venn diagram. Students can talk about their mobiles.

- While studying hobbies, students prepare a class graph.

- Students bring in a baby picture of themselves and the class tries to guess who is whom.

Valuing Similarity

Students will be able to:

7.3.2 explore similarities within one's own family and in the school. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
-   contribute ideas about self?
-   contribute ideas that express similarities between self and others?

☐ **Journals**

Review students' journal entries about this activity, noting the connections the students have made between themselves and their peers and the feelings they have about this.

SAMPLE **RESOURCES**

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

Contributing to Community

Students will be able to:

7.3.3 participate and cooperate in, and contribute to, classroom and school activities.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Throughout the year, each student will have the opportunity to be a helper for:
  - returning library books
  - delivering attendance sheets to office
  - passing/collecting materials
  - being a leader to the music room or gym
  - placing recycle bin in the hallway.

- Students participate in school and playground clean-up.

- Students attend school assemblies.

- Students complete a fundraiser for a special event.

- Students participate in a school concert or evening class showcase.

Contributing to Community

Students will be able to:

7.3.3 participate and co-operate in, and contribute to, classroom and school activities.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− participate and cooperate in and contribute to classroom and school activities?

☐ **Anecdotal Records**

Observe students as they engage in the different helper roles. Note how the students participate, cooperate in, and contribute to classroom and school activities. All observations should be dated and reviewed to note a pattern and be used in student-teacher conferences.

SAMPLE **RESOURCES**

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 and school.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students independently pick up paper or crayons found on the floor and are encouraged to keep items in the class organized.

- Students help a classmate experiencing difficulty completing an assignment.

- Students maintain an organized desk.

- Students are encouraged to volunteer names of peers who demonstrated Acts of Kindness. The names can be placed on a bulletin board. Each week the board is cleared.

- Students participate in borrowing books from the library, and learn their responsibility in caring for and returning the books.

- Create a T-chart generated by the students, demonstrating what a responsible student says and does.

- Discuss with the students and create a chart indicating responsibilities for Your Job/My Job.

Responsible Citizenship

Students will be able to:

7.4.1 demonstrate personal and social responsibility in the classroom and school.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− demonstrate personal and social responsibility in the classroom and school?

☐ **Self-Assessment Checklist**

Students complete a self-assessment to show how they demonstrated responsible citizenship in the classroom and school. Use this information to conference (see Appendix E).

SAMPLE **RESOURCES**

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

Interdependence

Students will be able to:

7.4.2 recognize own and others' contributions to a group.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Two Stars and a Wish: Students reflect on group activities and make two positive comments on their own and others' contributions to a group. They then state one wish or suggestion for improving group process.

- A student thanks a classmate for finding his or her missing pencil.

- Students identify positive behaviours of classmates.

- Students applaud a classmate's presentation.

- In the study of character education in which students explore characteristics such as responsibility, friendship, punctuality, etc., the students refer to the following triangle, which is available at all times.
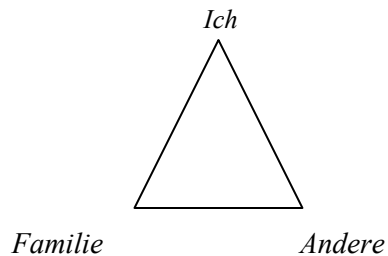
Ich

Familie   *Andere*

Specific
Outcome

Interdependence

Students will be able to:

7.4.2 recognize own and others' contributions to a group. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– recognize and reflect on personal actions positively?
– recognize and reflect on thoughts and actions of others positively?

☐ **Journals**

Have students complete a peer assessment and self-reflection following group work. Consider some of the following prompts for student journals:

– *Anna hat mir beim Aufräumen geholfen.*
– *Ich habe Anna beim Lesen geholfen.*

SAMPLE **RESOURCES**

| General Outcome | 7 | *Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.* | **7.4** Global Citizenship | GRADE **1** |

Specific Outcome

Intercultural Skills

Students will be able to:

7.4.3 work and play with others, recognizing that expectations can be different for different people.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Help students become aware of the importance of respect and safety. The class discusses food allergies, and why everyone needs to be careful.

- Students explore and acknowledge that some cultures avoid certain foods or celebrate with special foods.

- Read stories about children with disabilities. Students talk about the importance of inclusiveness.

- Read stories about children from newcomer families. Students talk about similarities and differences within cultures and how we can all learn from each other.

Intercultural Skills

Students will be able to:

7.4.3 work and play with others, recognizing that expectations can be different for different people. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– recognize that rules can be different for different people?
– interact with all classmates positively?
– help others who may require assistance?

☐ **Anecdotal Notes**

Record students' behaviours as they work and play with others who are different. Review the anecdotal records to note patterns of behavior, and use this data to inform instruction.

SAMPLE **RESOURCES**

General Outcome **7**

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

Specific Outcome

Future Opportunities

Students will be able to:

7.4.4   share or demonstrate personal strengths and areas for further development.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use a goal-setting sheet to set goals. These goals can be initially generated by the class as well as guided by the teacher. Every week, students have an opportunity to set a goal and explain how they plan to achieve it.

- Students maintain a learning journal to help them in their reflection and goal-setting.

Specific Outcome

Future Opportunities

Students will be able to:

7.4.4 share or demonstrate personal strengths and areas for further development.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– share personal strengths?
– set goals for improvement?

☐ **Conferences**

Conference with the students to encourage them to share their personal strengths and areas for further development. Provide feedback and encouragement.

☐ **Portfolios**

Portfolios indicate whether the student is able to observe strengths or areas of improvement.

☐ **Anecdotal Notes**

Observe students as they discover and discuss personal strengths and are involved in setting simple goals for improvement. Date all observations and note the context of the observations. Anecdotal records should be reviewed to note progress over time.

SAMPLE **RESOURCES**

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

Express Ideas

Students will be able to:

1.1.1 make personal observations and talk about them.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students observe daily weather (temperatures, storms, etc.) and contribute to a class weather chart.

- Students make a class graph about who has specific things in the house.

	1	2	3
Schlafzimmer *Fernseher* *Computer* *Telefon*			

- Students talk about their weekend plans and activities and give examples.

- Y-chart: Students discuss a topic and record their observations on how an object looks, feels, and sounds.

Was fühle ich?

Was höre ich?

Mein Teddybär

Was sehe ich?
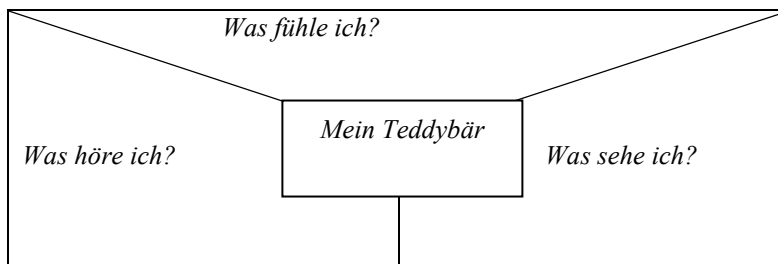
- In pairs, students collect words and/or pictures related to a topic or text and talk about what they have collected.

- Sharing Circle: Students share personal experiences.

- After quiet reading (library book), students share personal observations about what they have read.

- Before reading a new story, do a KWL (WML) chart asking students to talk about personal observations, set goals about what they would like to learn, and, at the end, sum up what they have learned.

Express Ideas

Students will be able to:

1.1.1 make personal observations and talk about them. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– share personal observations, experiences, ideas, and feelings with another student?
– share personal observations, experiences, ideas, and feelings in small groups?
– make personal observations?
– make predictions about what will happen in a story or event?
– listen to others' ideas, opinions, and predictions?
– respond to others' ideas, opinions, and predictions in conversations and class discussions?

☐ **Checklists/Rubrics**

With or without the students, develop checklists or rubrics that reflect observations made during various class activities. In addition, make notes of student accuracy. Date and record the context of the observations, and review data to note progress and to guide individual conferences.

Erfahrungen beschreiben—Lehrerkontrollliste

Inhalt
Der Schüler/Die Schülerin:
– *kann persönliche Beobachtungen auf Deutsch beschreiben*
– *kann in einer Kleingruppe persönliche Ideen und Gefühle ausdrücken*
– *kann sich die Gefühle oder Ideen anderer anhören*
– *kann sich auf andere Menschen einstellen und enstprechend antworten*
Mündlicher Ausdruck
– *Lautstärke*
– *Blickkontakt*
– *Anzahl an Sätzen*
– *Reihenfolge der Sätze*
– *angebrachtes Thema*
– *Genauigkeitsgrad der Grammatik*
– *Sprechgeläufigkeit*

☐ **Anecdotal Records**

Record observations during students' informal interaction to note how they describe personal observations, predictions, experiences, and feelings. Date and record the context of the observations. (See Appendix E).

☐ **Conferences**

Interview students (and record these interviews) at different times during the year.

General Outcome **1**

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

1.1 Discover and Explore

GRADE **2**

Specific Outcome

Consider Others' Ideas

Students will be able to:

1.1.2 ask for others' ideas and observations to help discover and explore personal understanding.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students write up interview questions based on the 6W questions, *Wo/Was/Wann/Wie/ Warum/Wer* or on yes/no questions.

- Students survey classmates ("*Magst du Eis*?") for food preferences, sort data, and make a graph.

- Page of Personal Questions: Students go around asking questions until they find someone who says "yes" (e.g., "*Trinkst du gern Milch"?*). They write the name of the student who answers "yes." Then ask, "*Wer trinkt gern Milch?*" Students give the names of the students they asked.

- Students conduct interviews with a classmate to find out his or her preferences.
    - *Lieblingsfarben*
    - *Lieblingstiere*
    - *Lieblingssport*
    - *Lieblingsessen*

    Extension: Visit another class and interview them.

- Students prepare an interview to find out about the professions or living arrangements in families of students in other classes.
    1. *Wohnst du in einem Hochhaus …*
    2. *Wo arbeitet dein Vater?*
    3. *Wo arbeitet deine Mutter?*

- Students brainstorm a topic with a partner and then share ideas with the larger group.

- Students write letters to students in Germany asking personal questions and providing personal information.

- Students learn expressions that show consideration for others' ideas (e.g., *Gute Idee!! Das finde ich gut!*).

- Create a survey question with the students and graph the answers (e.g., responsibilities at home— connects to social studies).

Consider Others' Ideas

Students will be able to:

1.1.2 ask for others' ideas and observations to develop own personal understanding.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- ask various types of questions to explore personal understanding?
- listen to others' ideas?
- listen to others' observations?
- use others' ideas to extend personal ideas?

☐ **Checklists/Rubrics**

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

☐ **Anecdotal Records**

Use observation forms to note behaviours as students role-play, interact with each other, and engage in conversations while working on projects. Note examples of behaviour that show consideration for others' ideas.

☐ **Self-Assessment**

Students fill out a self-assessment after conducting interviews. For example,

- My partner understood my questions—Yes or No.
- I repeated my question in different ways if the partner did not understand.
- I asked the questions freely without reading them off the sheet.

☐ **Video Recordings**

Record students while they are making presentations, participating in role-plays, or working on an activity.

SAMPLE **RESOURCES**

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 organize and give meaning to familiar experiences, ideas, and information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students make storyboards or stick puppets to help then in retelling familiar stories and rhymes. The *Bärenspaß* cut-out stick puppets can be used.

- Students read a story and then draw pictures of the story on an overhead transparency. They use the pictures to share the story with others.

- Students work in groups to improvise a presentation based on a favourite fairy tale or poem in which the characters react in a different or unexpected way (e.g., *Aschenputtel's* stepmother treats *Aschenputtel* just like her own daughter, and the wolf in "*Rotkäppchen*" is friendly).

- After a field trip, students record their experiences by drawing and captioning a poster or writing a list of their activities.

- Students, in small groups, research animals' hearing abilities. They categorize animals as having large, medium, small, or no ears. As a follow-up, they can create a poster about animal ears.

- Students, in small groups, look at a recipe to bake something, act out the vocabulary, and then bake their recipe.

- Students look at menus. They then make their own menu and act out a restaurant dialogue.

- Students write a letter to mom and dad for Thanksgiving, in German, listing all the things they are thankful for.

- Students prepare personal timelines to depict memorable events in their lives.

- Students use a digital camera to capture experiences or events in school. Students can later make a personal yearbook using entries from their journal or other personal writings.

- Students make a collage of pictures or magazine cut-outs showing what they did during the summer.

Experiment with Language

Students will be able to:

1.1.3 use a variety of forms to organize and give meaning to familiar experiences, ideas, and information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– express familiar experiences, ideas, and information?
– elaborate on these experiences and information by using a variety of forms to organize ideas?
– participate and contribute positively during classroom conversations?
– communicate clearly?

☐ **Checklists**

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and then review the checklists to note progress over time.

☐ **Journals/Reflection Logs**

Students keep a list of the forms they created and how they feel about each one. Periodically review the log to assess whether students grasp the idea that information can be organized and expressed in a variety of ways.

☐ **Conferences**

Ask students how they shared ideas and information in class. Provide positive feedback and support to help students develop and expand ways to organize and share familiar experiences, ideas, and information.

☐ **Portfolios**

In an inquiry, discuss with students their strategies for organizing and the variety of forms used. Talk about choices made, captions used in pictures, and forms employed to relate information.

SAMPLE **RESOURCES**

- German menus
- Simple story books and fairy tales
- *Mücki Magazine*
- *Bärenspaß* puppets in workbook

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

Express Preferences

Students will be able to:

1.1.4 explain why an oral, literary, or media text is a personal favourite.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- In a modelled situation, students discuss their favourite animated movies and share what particular elements made these movies so appealing (e.g., characters, special effects, music, suspense).

- Following an example from the teacher, students make a mobile of their favourite story including characters, setting, and favourite part.

- Students make a story cube and present the story. The teacher makes a Cloze generic sheet: *Meine Lieblingsgeschichte ist (Titel). Der Autor heißt (Name). Der Hauptcharakter heißt (Name).*

- After reading and/or listening to a variety of stories, students create a book jacket of a favourite book.

- Photocopy the front cover of the students' favourite book. Students write a sentence about what they most enjoyed about the book or why the illustration was chosen for the front cover.

- Students design a new cover for a favourite story.

- Students act out a favourite story (e.g., *Little Red Riding Hood*). Tell the story and have the students repeat their lines and act it out.

- Each day, the class members take a turn choosing and presenting their favourite song and/or poem for the class to listen to.

- Students bring a series of pictures of something they wish to share with the class and explain what the series is about.

- Post and maintain a list of the various texts experienced by the class. Students rate the texts using a star system.

- Students keep track of materials read in class, at home, and from the library. Dscuss with the students their lists.

Express Preferences

Students will be able to:

1.1.4 collect and share favourite oral, print, visual, and multimedia texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- choose a variety of texts?
- name favourites?
- give reasons for selecting texts as favourites?
- share favourites willingly?
- share favourites confidently?
- expand preferences upon others' recommendations?

☐ Checklists/Rubrics

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and reviews the checklists to note progress over time.

☐ Reading Logs

Schülername:		
Buchtitel	*Autor*	*Datum*

☐ Conferences

Conference with individual students, discussing their preferences for a particular author, illustrator, form, or genre.

☐ Peer Conferences

Students can share their favourite book and reading log with a partner.

SAMPLE **RESOURCES**

- Story books by:
  - Eric Carle
  - Leo Leoni

- Fairy Tales

- *Mücki Magazine*

General Outcome **1**

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

1.1 Discover and Explore

Specific Outcome

Set Goals

Students will be able to:

1.1.5 choose to speak, read, write, and represent in German.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- At a note-writing centre, students choose from a variety of stationery, vocabulary, and/or expressions to create notes for family, classmates, etc.

- Students reread favourite stories or engage in choral readings and Readers' Theatre.

- Students take home German books regularly for home reading.

- Students act out a story after learning it in the larger group.

- Students bring in a stuffed animal or other toy to use in conversation with another student.

- Set up a pen-pal program with students in Germany or in another bilingual school. They plan the first letter to write together.

- A student chooses to read to the class cards sent or made by others. The class then makes some cards in return.

- Have the students think and talk about how they became a reader and share this with a partner.

- Students set goals for themselves as readers or writers using reading or writing strategies (see Appendix D).

Set Goals

Students will be able to:

1.1.5 participate in reading and writing activities. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– express his or her own ideas?
– participate as an author?
– participate as an illustrator?
– participate as a reader and audience in interactions with text?
– show an awareness of accomplishments?
– describe successful accomplishments in all areas of language arts?

☐ **Checklists/Rubrics**

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

☐ **Conferences**

Conference with students to determine how they view themselves as readers, writers, and illustrators. Ask students to:
– share the work they have written
– describe their work completed as illustrators
– tell about strategies they use as readers, writers, and illustrators
– explain why they use the strategies
– explain how they used the feedback from their classmates during peer assessment
– identify specific accomplishments
– reflect on successes
– review others' judgement of their work and use the results of the assessment to set goals for future projects

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SAMPLE **RESOURCES**

- Library books

General Outcome	**1**	*Students will listen, speak, read, write, view and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.*	**1.2** Clarify and Extend

Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 connect new information, ideas, and experiences with prior knowledge and experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students listen to a story about a topic. They then add new information from the story to a classroom web or chart.

- After viewing the photographs or reading a book, the class discusses, in German, similar activities or feelings, such as:
  - I remember feeling like that when… (*Ich habe mich auch einmal so gefühlt als...*
  - Our school… *(Unsere Schule...)*

  This activity is modelled by the teacher.

- After reading a book about a particular animal, students prepare a checklist about their own experience with those animals.

- Students brainstorm ideas that demonstrate what they know and what they want to learn. Ideas can be placed on a graphic organizer (e.g., T-chart).

Was ich schon weiß	*Was ich wissen möchte*

- Choose a theme (e.g., animals, clothes). Students brainstorm words that suit the theme. Record this for all to view graphically.

- Box of Clues: Collect three or four artifacts that can be linked to the story that will be read, viewed, or listened to. Take out each artifact in turn and ask students to identify it. Students briefly discuss possible connections to the story.

- Students view a display of words or pictures related to a text they will be listening to, viewing, or reading. Students will chant the words together and then add their own words and pictures to further extend and connect their background knowledge.

Develop Understanding

Students will be able to:

1.2.1 connect new information, ideas, and experiences with prior knowledge and experiences. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– access prior knowledge?
– have sufficient prior knowledge?
– access personal experiences?
– share ideas?
– connect prior knowledge and personal experiences with new ideas?

☐ Checklists/Rubrics

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

☐ Anecdotal Records

Record observations to show examples of students making connections between prior knowledge and experiences, and new knowledge. Include information regarding the extent of:

– prior knowledge and experience
– connections between new experiences and prior knowledge
– recording of connections
– gaps in knowledge and experience

☐ Conferences

Through discussion, determine students' skills at accessing prior knowledge and making the links to previous experiences and other text. To elicit connections to the text, students are asked questions such as:

– What do you think this will be about?
– Why do you think that?
– What do you already know about this topic?
– What does this remind you of in your own life?
– Does this remind you of another story? movie? video?

Provide feedback when students make appropriate connections.

☐ Portfolios

Collect work samples over time, which demonstrate that students are connecting new information, ideas, and experiences to their prior knowledge and experiences. Date all samples.

General Outcome **1**

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

1.2 Clarify and Extend

GRADE
2

Specific Outcome

Explain Options

Students will be able to:

1.2.2 explain new experiences and understanding.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students share a new experience (e.g., swimming or learning to ride a bike) by telling their story to the class.

- Students create a storyboard displaying illustrations and captions that explain new concepts and experiences.

- Students sketch their thoughts while listening to a text. They then share their sketches with a partner adding ideas and details based on their discussion.

- Following an example, the students find the main idea in a story.

- Students describe a field trip following a model provided by the teacher.

- Before reading, students make a prediction about what the story is about (illustrate and label). During reading, students can add images and labels. After reading, students can work with a partner, discuss, review, and make adjustments to their understanding of the story.

Explain Optionss

Students will be able to:

1.2.2 explain new experiences and understanding. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

Focus for Assessment

Does the student:
- explain new knowledge and understanding of concepts?
- provide clear, accurate explanations of his/her understanding?
- give examples of concepts?
- explain relationships between concepts?

☐ **Checklists/Rubrics**

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

☐ **Conferences**

Conference with students about work samples such as Venn diagrams, panel stories, and concept panels on listen/sketch/draft, in order to determine their abilities to explain new experiences and understandings. Date and note context of conference.

☐ **Portfolios/Work Samples**

Collect work samples that demonstrate student knowledge and understanding of different concepts. Have students date all work samples, using given criteria or frame sentences.

SAMPLE **RESOURCES**

- Story books from the library

General Outcome **1**

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

1.2 Clarify and Extend

GRADE
2

Specific Outcome

Combine Ideas

Students will be able to:

1.2.3 arrange ideas and information to make sense.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After viewing a video on an animal, students provide facts about the animal. Then they come up with ways to categorize those facts, such as what the animal looks like, what the animal eats, and what the animal does.

- After brainstorming the topic of food, the students help the teacher put the list into categories of fruit, vegetables, meats, etc.

- Provide students with a picture story and matching captions (mixed up), which students must arrange and put in order.

- Students discuss different activities they do throughout the year and arrange these in categories of seasons.

- Students arrange sentences about eating habits into categories of "healthy" and "unhealthy."

- After listening to a story, students demonstrate new learning and organization through the use of storyboard, flannel board, puppets, and skits. They may also use computer-generated stories, collages, dioramas, or murals to present the story in a new form.

- Students work in groups to represent the same piece of text in different ways (e.g., Readers' Theatre, skits, drawings, collages, etc.). They discuss their representation with others.

- Students take cut up comic strips that are out of sequence. Students reorder them and present the story to a small group.

- Display a Venn diagram, a chart, a timeline, or other visual organizer. Students decide which organizer to use to represent the key points in a text they hear or read.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– arrange ideas and information in an organized way?
– use a variety of organization structures?
– use organizational structures appropriate for the information or ideas?
– arrange ideas meaningfully in narrative text?
– arrange ideas meaningfully in informational text?

☐ **Checklists/Rubrics**

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

☐ **Conferences**

Meet with students to review their work samples and in particular the organizers they used to arrange the information gathered.

– How did you organize your ideas?
– Why did you choose a _____ to represent your ideas?
– Do you think this was a good choice? Why?
– What do you want others to know about this topic?
– Could you have arranged your ideas in another way to make sense?

Add this information to the student's portfolio to note progress over time.

☐ **Portfolios**

Select work samples that demonstrate growth in the organization of ideas and information. Note evidence of progress that occurs over time in organization and development of concepts.

SAMPLE **RESOURCES**

General Outcome **1**

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

1.2 Clarify and Extend

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 ask basic questions to make sense of experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- During a game of guessing a secret object, students ask basic questions (e.g., *Welche Farbe hat es? Ist es groß? Ist es rund? Kann man es essen?*).

- Students play *Bingo für Neugierige* asking classmates questions to which they answer *Ja/Nein*. All questions are on a "bingo" page. As students find classmates who answer with a "yes," they write their names down in one of the squares. The winner has all squares filled in with names.

- Students conduct a survey of their classmates to find out more about them.

- Depending on the topic, students can interview a staff member, family member or community worker. Students must first generate a series of questions.

- Students play "*Wer bin ich?*" with professions. Questions are written on chart paper (e.g., *Arbeiten Sie in der Schule, im Krankenhaus?*). Students take turns being 'a profession,' while classmates ask the questions.

- Post chart paper and record the questions students would like to explore while studying a particular topic.

- Depending on the topic, students interview a staff member, family member, or community worker. Students must first generate a series of questions.

- Present ten objects in a bag, and then hide one of them. Students guess which object is missing by asking, *Ist es der Kuli*?

- Invite students to practise asking questions by involving them in a game of 20 Questions.

Extend Understanding

Students will be able to:

1.2.4 ask basic questions to make sense of experiences. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– demonstrate a curiosity and question ideas and observations?
– ask questions to make sense of his/her own life and experiences?
– ask questions to clarify instruction?
– ask questions to elicit information ?
– extend thinking through asking questions?
– demonstrate self-questioning?

☐ **Checklists/Rubrics**

With or without the students, develop checklists following the Focus for Assessment criteria. Date and note the context of students' interactions, and review the checklists to note progress over time.

☐ **Anecdotal Records**

Observe students as they participate in the activity and note the extent to which they are able to ask basic questions to make sense of experiences (see Appendix E).

☐ **Self-Assessment**

Provide students with a self-assessment sheet after the student has conducted an interview.

– *Meine Fragen sind klar.*
– *Man versteht meine Fragen.*
– *Man beantwortet alle meine Fragen.*
– *Ich verstehe alle Antworten.*

SAMPLE **RESOURCES**

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

Specific Outcome

Prior Knowledge

Students will be able to:

2.1.1 make connections among texts, prior knowledge, and personal experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Read a story (e.g., *die Olchis*). Students make a list of what the *Olchis* eat and compare the list to what they like to eat).

- Prior to a discussion about cats, students begin a KWL (WML) chart, recording what they know, want to know, and what they learned after finishing the article.

- Students use a Venn diagram to compare and contrast aspects of German, Austrian, and Swiss culture with Canadian culture (e.g., family life, Christmas, meal times, etc.).

- Assemble a collection of pictures, words, or key terms from the text that students will be reading or hearing. Students examine the collection, make personal connections, and try to predict what they will read or hear.

- After reading only the title of a text or looking at the illustration, students make predictions about the text. Students explain why they made their predictions.

- Students prepare a Story Map arranged chronologically (*am Anfang, mitten drin, am Ende*) or thematically (*Hauptperson, Problem, Lösung*).

GRADE
2

Specific Outcome

Prior Knowledge

Students will be able to:

2.1.1 make connections between texts, prior knowledge, and personal experiences.
(continued)

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SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– make connections among texts, prior knowledge, and previous experiences?

☐ **Observation Checklists**

Use Observation Checklists to assess students' abilities to make connections among prior knowledge, personal experiences, and a variety of texts.

☐ **Anecdotal Records**

Make a note of areas where students have considerable prior knowledge, topics, or concepts that require clarification and where gaps exist.

☐ **Conferences**

Meeting one-on-one with the student, review a graphic organizer such as a KWL (WWL) chart done in class. With the individual student's input and through discussion, determine the student's ability to access prior knowledge and make the links to previous experiences and other texts. Other graphic organizers will serve the same purpose. When looking at work samples together, have students talk about how they made connections between prior knowledge, texts, and personal experiences.

☐ **Portfolios**

Assess students' work to observe links among prior knowledge, experiences, and texts (e.g., review anticipation guides and story maps such as before, during, and after).

☐ **Work Samples**

Assess students' work samples to observe connections among texts, prior knowledge, and personal experiences. For example,

– review sketches that represent prior knowledge
– review journal entries, reading logs, and written responses to determine whether students are making connections among different texts, prior knowledge, and their own personal experiences.

SAMPLE **RESOURCES**

- *Die Olchies*

General Outcome **2**

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

2.1 General Comprehension Strategies

Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 anticipate meaning, recognize relationships, and draw conclusions; use a variety of strategies to confirm understanding.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students can guess the ending to a story.

- Students look at the cover of a book and guess what the book will be about.

- Students ask questions to clarify understanding.

- Before reading or listening to a text, guide the students to make predictions about it. After the reading, students draw conclusions about the text and respond by retelling, writing, dramatizing, or drawing. They compare their predictions with their retellings for further comprehension.

- Students retell their reading and viewing experience by creating a Story Vine or props that show the main ideas of the story.

- Students sketch their thoughts while listening to the text. They share sketches with a partner and discuss ideas they may have missed.

- Read the students a story. After it is complete, put a Cloze passage of the story on the overhead projector. Use a Cloze procedure to model the comprehension process for the students. This activity shows the importance of rereading and the use of cueing systems in constructing meaning.

Comprehension Strategies

Students will be able to:

2.1.2   anticipate meaning, recognize relationships, and draw conclusions; and use a variety of strategies to confirm understanding. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– access prior knowledge?
– set a purpose for listening, reading, or viewing?
– confirm predictions by referring to the text?
– adjust predictions while interacting with text?
– make viable inferences based on the text?
– participate in mini-strategy lessons?
– make and explain conclusions?
– use a variety of strategies to monitor understanding?
– reread when the text does not make sense?
– use knowledge of story structure to comprehend narrative text?

☐ **Checklists**

Develop comprehension checklists based on the Focus for Assessment criteria. Include the context of the observations and the text used, and date all entries. Review data to note progress over time.

☐ **Conferences**

Conference with students to assess knowledge, skills, strategies, and attitudes. During the conferences, ask the following questions:
– Did you know something about the topic before reading?
– Did you know why I was reading?
– Did you predict what the text was about?
– Were your predictions correct?
– Did you change your predictions when you needed to?
– Did you make good conclusions?
– Did you read "between the lines" to understand what the author was trying to tell you?

(continued)

General Outcome *2*

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

2.1 General Comprehension Strategies

Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 anticipate meaning, recognize relationships, and draw conclusions; use a variety of strategies to confirm understanding. *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Teacher's Notes

GRADE

2

Specific
Outcome

Comprehension Strategies

Students will be able to:

2.1.2 anticipate meaning, recognize relationships, and draw conclusions; use a variety
of strategies to confirm understanding. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Retellings**

Retellings are effective tools for assessing students' comprehension of oral, literary, and media texts.
Ask students to listen to, read, or view a text and orally recall it. Before observing the retelling,
develop an assessment template.

Retellings can be cued or not. Use rubrics to describe the students' level of performance and place
these in the students' portfolios.

In retelling, is the student able to:

– explain anticipated meaning?
– recognize relationships?
– draw conclusions?
– self-correct understanding, using a variety of strategies including rereading for story sense?
– recall the beginning, middle, and end of the story?
– use story elements to cue recall?

SAMPLE **RESOURCES**

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

Specific Outcome

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students look at a labelled map of the school:

  Student 1: This must be "*die Toilette*" because it's by the front door.
  Student 2: And the word starts with "T".

- A student says, "This story begins with '*Es war einmal...*' I think it's a fairy tale."

- A student looks at the book cover and says, "I think this book is about _____."

- Cloze Activity with Pictures in the Blanks: '*Mücki*! Magazines have many such wonderful activities. For example,

  Das *wohnt in einem* .

- Students learn text structure. Guide students in locating and using textual cues such as titles, headings, tables of contents, indexes, glossaries, graphics, illustrations, and signal words. This can be done using an overhead transparency of a table of contents, index, etc. Ask students, "Where might you locate information on _____?" or you can ask, "What information might you find on page __?"

  Model and provide guided practice to help students recognize the use of audiovisual cues in media texts. There are seven key textual cues in media text. Prior to viewing an animated cartoon, students receive a list of media cues such as *Farbe, Beleuchtung, Bewegung, Ton, Rhythmus* Each time they note a change in any of these features, they add a check mark. The class discusses when the some of these changes occurred and why.

- Ask the students to sketch a scene from the cartoon that holds a number of features critical to the plot. The class discusses why each element was placed there and how its presence contributes to the storyline.

- A series of audio clips is played. As soon as students can tell what type of clips it is (e.g., sporting event, weather report, adventure story, lottery numbers, train station), they raise their hands. The class discusses which audio cues helped identify the type of text.

Textual Cues

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- use textual cues, with teacher assistance, to construct and confirm meaning while reading, viewing, and listening?
- recognize textual cues in reading?
- recognize textual cues in viewing?
- recognize textual cues in listening?
- participate actively and with enjoyment in repeating patterns and rhymes?
- demonstrate use of patterns in his/her composing of text?

☐ Observation Checklists

Observe students as they interact with text, and create a checklist to assess whether students are able to use textual cues such as story models and titles to construct and confirm meaning.

☐ Portfolios

Have students place copies of original text in their portfolios that show knowledge of textual cues and story patterns. Textual cues such as titles and repetitive patterns are highlighted with coloured markers.

☐ Conferences

Conference with students to determine how they use textual cues to confirm and construct meaning in oral, literary, or media texts, as well as to determine whether they use textual cues in composing texts as they speak, write, or represent.

SAMPLE **RESOURCES**

- *Mücki* magazine

- Krauß, S. and M. Mai. *Mein erster Schultag - Ein Lesebilderbuch*. Ravensburger Verlag. 2000. ISBN 3-473-33776-5

- Animated cartoons such as *Janosch* or *Right from the Heart*. National Film Board (wordless)

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

Specific Outcome

Cueing Systems

Students will be able to:

2.1.4 use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students read a short Cloze passage from an overhead projector. They suggest words to fill in the blanks. Record all suggestions and lead a discussion about the appropriateness of each word suggested.

- Students, in pairs or small groups, are given a list of basic sight words. Given 15 minutes, they find as many of those words as they can in classroom books.

- Students are given new words to sound out using previously learned skills.

- Students discuss and brainstorm a list of cognates (e.g., *Maus, Haus, Hand, Land*). They discuss how these words are similar and different in both languages.

- Students participate in a daily shared reading. The class reads charts, big book, or text on the overhead either together or following along as the teacher reads.

- Students create Personal Dictionaries when they come across interesting words when reading.

- SPLASH: Students will refer to the splash word identification strategy chart on the wall when encountering unknown words:

  Skip the word.
  Predict. What word makes sense here?
  Look for parts you know.
  Ask: Is it like a word I already know?
  Say the parts and blend them together.
  Help. Ask someone.

- Students create nonsense words from a list of provided phonograms. Students then pronounce the word and everyone guesses at the spelling. Then the student puts the word in a sentence that enables the class to understand the meaning through context.

- Record students reading a text and respond to comprehension questions.

Cueing Systems

Syntactic Cues: Refer to word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.
Semantic Cues: Refer to meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections among words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.
Graphophonic Cues: Refer to sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.
Pragmatic Cues: Refer to the social and cultural context, purpose, and use of language. These factors affect how the individual constructs meaning.

Cueing Systems

Students will be able to:

2.1.4 use syntactic, semantic and graphophonic cues to construct and confirm word meaning in context. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- use semantic (meaning), syntactic (word order), and graphophonic (sound-symbol) cues?
- read for meaning, monitor, and self-correct?
- demonstrate fluency when reading?
- read with expression?

☐ **Anecdotal Notes**

Observe and record the students in authentic contexts to assess comprehension and to determine how they integrate cues to construct and confirm meaning. Keep anecdotal records over time to help identify students' strengths and challenges, and indicate where further support is needed.

☐ **Running Records**

Record students' oral reading behaviours as they read text, and analyze to determine their use of cueing systems.

SAMPLE **RESOURCES**

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

- Students read text with a partner and then chorally in a large group.

- Students listen to stories during Carpet Time.

- Students listen to familiar stories and read in target language (e.g., *Rotkäppchen*).

- Students record their own stories and then share them.

- Read an article about an animal from *Mücki*. Students listen and answer true/false questions about what they hear.

- Students produce a book of riddles and share these with the class (e.g., *Man kann mich trinken. Ich habe viele Vitamine. Was bin ich? (Orangensaft)*).

- Buddy Reading: Students read with older or younger students in the school.

- Keep a running list of texts the class has experienced on a personal genre/form sheet.

- Video-record students reading, talking about, or dramatizing their favourite part of a text. These recordings provide a tool for sharing texts in the classroom. Students may share their video recordings with their parents.

- Do an Author Study. Students listen to, read, and discuss a variety of books by one author.

List of Sample Written, Oral, and Multimedia Texts: Division I

Adventure	Humour	Messages	Riddles
Audiotapes	Illustrations	Movies	Rhymes
Cartoons	Illustrated Storybooks	Nonfiction Chapter Books	Rhythms
Comic Strips	Informational Texts	Photographs	Signs, Notices
Computer Software	Invitations	Pictures	Songs
Conversations	Journals	Picture Books	Stories
Drama	Labels	Plays	Storytelling by Elders
Drum Dances	Legends	Poems	Symbols
Fables	Letters	Puppet Plays	Video Programs
Fairy Tales	Maps	Recipes	Websites

Experience Various Texts

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
–   join in to recite a poem or other text?
–   participate in music and rhythms?
–   sustain focused attention?
–   provide responses that indicate not only involvement, but that the student has interpreted the meaning conveyed in the story, video, or song?
–   choose a variety of forms and genres?
–   contribute personal or cultural traditions to class discussions?
–   choose a number of books, recordings, films, and videos that expand his/her experiences with forms and genres?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. The checklists can be reviewed to provide feedback to students and parents and guide classroom instruction.

☐ **Anecdotal Records**

Keep notes on students' participation in shared activities. Does the student
–   repeat chorally?
–   listen during story time?
–   understand new information?

☐ **Self-Assessment**

Students keep a running list of the titles of songs, books, or videos they see in class and check off which genre they are using. Students decide which genres are missing from their list.

SAMPLE **RESOURCES**

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

Connect Self, Texts, and Culture

Students will be able to:

2.2.2 discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students learn about *Karneval* in German, French, and Spanish parts of the world (discussion in English). Then students learn and present *Karneval* poems, stories, or role-plays.

- Students compare how people live (housing, food, clothing) in Germany and Canada. They can also compare lifestyles of people living in rural areas of Manitoba with urban communities, or the traditions in various ethnic groups in Manitoba and other parts of Canada. Make Venn diagrams to compare and contrast their hometown with a community that has been studied in class.

- Students write emails to German students asking questions about home, school, and family life. They share information when they get a response.

- Students listen to various multicultural songs (e.g., from Global Village, CBC Radio) and discuss how traditional instruments are made of locally available materials. Students improvise a song with instruments made of items found in the classroom.

- Students read stories set in different countries and find cultural details that differ from stories set locally.

Connect Self, Texts, and Culture

Students will be able to:

2.2.2 discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– share personal experiences with others?
– relate ideas in texts to personal experiences?
– relate ideas in texts to previous experiences with other texts?
– relate ideas in texts to family traditions?
– demonstrate an understanding of cultural and community differences?
– recognize and appreciate diversity of other communities and cultures?

☐ **Response Journals**

Review students' journal entries to determine their skills in sharing personal experiences and cultural traditions. Note how students relate their experiences to texts read or viewed in class.

☐ **Anecdotal Records**

Observe activities in which students compare their lives with those of others from different communities and cultures portrayed in texts. Observations should be dated and include the context in which observations were made.

SAMPLE **RESOURCES**

- *Mücki* magazine

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

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify and express the feelings of people in oral, literary, and media texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students role-play songs and nursery rhymes as someone reads or retells them.

- Students, in pairs, look at some art reproductions or magazine pictures and label them (e.g., happy, sad, scary).

- Students are shown adjectives that express feelings. They draw faces depicting those feelings.

- Students play Simon Says, showing different expressions (e.g., *Macht ein trauriges Gesicht*).

- In choral reading, students use voice, tone, rate, intonation, and expression to help convey the characters' feelings.

- Invite students to dress like book characters and retell a part of the story from the character's point of view.

- At the top of the page, students write a character's name from a story that was read to them. They cut pictures from old magazines that represent aspects of the character and glue them on the page.

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify and express the feelings of people in oral, literary, and media texts.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- identify people's feelings based on their actions? Why was the person happy, mad, sad, worried, nervous?
- recognize characters' and people's feelings in oral, literary, and media texts?
- identify varieties of text that display feelings through stories, music, and illustrations—texts that express the authors' and illustrators' feelings?

☐ **Portfolios**

Collect work samples over time that demonstrate a growing understanding of characters' feelings.

☐ **Rating Scales**

Students rate the intensity of emotion displayed by characters they encounter in oral, literary, or media texts. Verify one aspect of text comprehension by examining student ratings.

	sehr	ziemlich	kaum	etwas	gar nicht
traurig					
enttäuscht					

SAMPLE **RESOURCES**

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 recognize that information and ideas can be expressed in a variety of forms and texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Display a variety of texts around the class. Students view and then write a number corresponding to each (e.g., *Wo ist ein Gedicht? ein Brief, ein Rezept?*).

- Groups of students share information about caterpillars. One group creates a poster using a computer publishing program. Another group creates a diorama of the caterpillar's habitat while another does a dramatization.

- After listening to a story about a certain subject (e.g., snow, watching a video about it, and reading from an encyclopedia), students talk about what they have learned about snow and why they prefer a particular media text.

- Students create a simple class newsletter incorporating a variety of genres (e.g., stories, information text, poetry, songs, news reports, photo journals, recipes, cartoons, riddles/jokes, games, letters, puzzles).

- Explore non-fiction and fiction writing. Compare and contrast the two types of writing. Read a fiction book about a particular animal and then a non-fiction book about the same animal (e.g., *Im März darfst du mich wecken*).

Forms and Genres

Students will be able to:

2.3.1 recognize that information and ideas can be expressed in a variety of forms and texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- browse through and read a variety of forms and genres?
- search for ideas in a variety of forms and genres of oral, literary, and media texts?
- recognize that the same information can be represented in many different forms?

☐ **Checklists**

Develop an outcome-based checklist.

☐ **Conferences**

Conference with students using a specific form or genre that is familiar to them to determine whether they can identify the distinguishing features of a piece of text. Provide feedback and encouragement. Observations are dated.

☐ **Portfolios**

Collect different pieces of student work and assess how information is presented in different ways.

SAMPLE **RESOURCES**

- *Im März darfst du mich wecken,* Dorothee Raab, James Preller, 1996.

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

Techniques and Elements

Students will be able to:

2.3.2 represent the beginning, middle, and end of oral, literary, and media texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use an appropriate shape, such as a castle or forest, divided into three sections, to represent the beginning, middle, and end of fairy tales.

- Students use visuals to help them remember the idea of beginning, middle, and end.

"Geschichtenkäfer"

Anfang

Hauptteil

Schluss
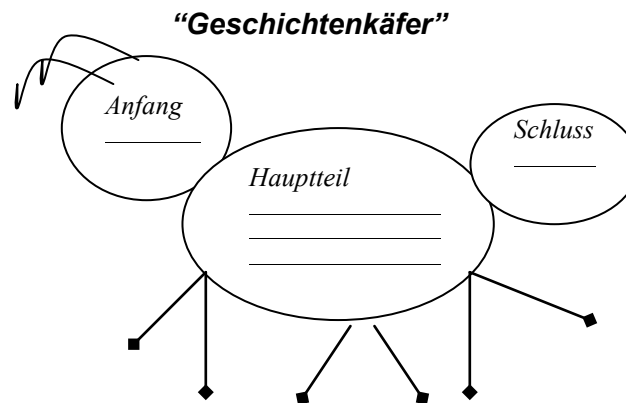
- Two students use presentation software to write their story. They use six slides: two for the beginning, three for the middle, and one for the ending.

- Character pictures: After listening to a story, students draw the main characters and attach speech to depict events in the story.

- Working in a group, students rewrite a story in which the new character is different from the original. All other elements stay the same.

- Write brief statements on cards from the beginning, middle, and end of familiar stories. The cards are shuffled and pairs of students must group them correctly.

Techniques and Elements

Students will be able to:

2.3.2 represent the beginning, middle, and end of oral, literary, and media texts.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
  – retell the beginning, middle, and end of a text?
  – identify main characters?
  – represent the beginning, middle, and end of text listened to, read, or viewed?

☐ **Rubrics**

Develop a rubric to use in assessing students' comprehension of the concept of beginning, middle, and end of any story.

☐ **Work Samples**

Collect samples of work, such as character pictures, stories, *Geschichtenkäfer*, and assess a student's ability to comprehend beginning, middle, and end.

SAMPLE **RESOURCES**

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

Vocabulary

Students will be able to:

2.3.3 explore commonalities in word families to increase vocabulary.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students generate word families by listing words that relate to a word pattern such as *Hand, Land, Wand, Rand,* and discuss unfamiliar words in the list.

- Students generate word families by listing words based on the same root word
  (e.g., *laufen, gelaufen, verlaufen, Langlauf, Dauerlauf, Schilauf, Schlittschuhlaufen, hinlaufen, zurücklaufen* or *essen, gegessen, Abendessen, Mittagsessen, Esslöffel, Esszimmer, Lieblingsessen*).

- Students list words that are:
  - identical to their English equivalent
  - one letter different
  - two letters different
  - three letters different
  - completely different

- Students search for certain word patterns in picture dictionaries (e.g., Sch, au, ch, eu, etc.) and record them on a web.

- Circle game: Students must say a word that includes a particular letter combination
  (e.g., sch, ch, au, eu) in turn. Students sit down if they cannot think of one.

Vocabulary

Students will be able to:

2.3.3 explore commonalities in word families to increase vocabulary. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- show ability to sort words into families?
- demonstrate ability to add new words to established families?
- recognize commonalities in words to aid in identification and comprehension?
- show awareness of word families while listening to and reading a variety of texts?
- show evidence of expanded vocabulary while speaking, reading, and writing?
- participate in songs, refrains, and familiar word patterns while listening to or viewing texts?
- show a lively interest in word play, rhyme, and word study while listening to, reading, or viewing text?

☐ **Checklists**

Create a checklist to assess whether students are able to explore commonalities in word families (see Appendix E).

☐ **Anecdotal Notes**

Observe the students engaged in word play and word-study activities as they experiment with building word families. Use these words as an indicator of where support is needed.

SAMPLE **RESOURCES**

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.
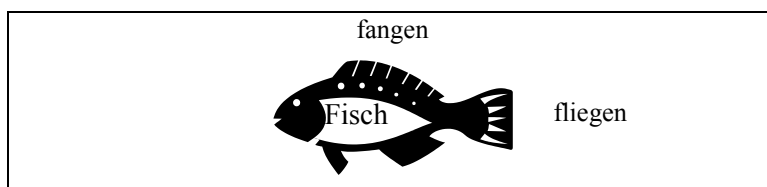
2.3 Understand Forms and Techniques

Specific Outcome

Experiment with Language

Students will be able to:

2.3.4 demonstrate interest in the sounds of words, word combinations, and phrases.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- List vowel combinations on one side of the board and consonants on the other. Students list words that contain them. Spell them on the board.

- Students practise tongue twisters, saying them as fast as they can.

- Students practise poems with interesting sounds (e.g., *Schnaddel diedaddel*).

- Students memorize sentences with alliteration. For example,

  Yoshi Yamomoto aus Yokohama übt Yoga.
  Manfred Maus malt Mücki and Max.
  Hundert Hasen hoppeln hin und her.

  Students try to create some of their own.

- Students use word cards and arrange them into sensible sentences.

- Students engage in echo-reading, choral reading, and Readers' Theatre.

- Read pattern books with 1 or 2 line captions. Students can join in on repeated phrases and words.

- Students are given an alphabet letter and find words that start with that letter.

fangen

Fisch   fliegen

- Students brainstorm rhyming words and make short sentences (e.g., *Maus, Haus, Laus, raus. Die Maus und Laus sollen raus aus dem Haus*).

- Students write a sound common to a list of words (e.g., *ei*). Dictate words that have that sound (e.g., *mein, dein, fein, sein, Bein*).

- Students search for words that contain a certain sound (e.g., *sch, ei, ch*) in picture dictionaries.

- Students make bookmarks that feature a certain sound and draw a picture cue beside each one (e.g., *au—Auto*).

Experiment with Language

Students will be able to:

2.3.4 demonstrate interest in the sounds of words, word combinations, and phrases.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- demonstrate interest by participating in and initiating experiments in language play?
- recognize patterns in a variety of texts?
- predict upcoming words, phrases, and patterns?
- create new variations in known poems?
- recognize authors' techniques in their own writing?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment. The date and context of observations should be included.

☐ **Work Samples**

Collect samples of work to assess students' willingness to experiment with the language.

SAMPLE **RESOURCES**

- *Mücki* magazine
- www.minispatzen.post.at

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

Create Original Texts

Students will be able to:

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- The student uses a sandwich form to write a paragraph about a topic such as family (can be done in English first):

Topic sentence — bun
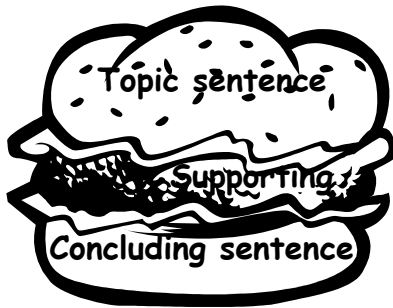
Supporting — lettuce / tomato / meat

Concluding sentence — bottom of bun

Possible topics:

1. *Meine Familie*   3. *Mein Tier*
2. *Meine Schule*   4. *Meine Ferien*

Provide a sample paragraph. Students complete a paragraph in Cloze form and share with a partner.

- Students write sentences with new vocabulary.

- Students write a letter to a pen pal.

- Students write a letter or a card to a character.

Create Original Texts

Students will be able to:

2.3.5 create basic texts to communicate and demonstrate understanding of modelled forms. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– create text according to a chosen form?
– incorporate techniques of authors and illustrators he or she has studied?

☐ Checklists/Rubrics

Use checklists or rubrics to assess content, organization, sentence structure, vocabulary, and conventions of student writing.

> **Aufsätze schreiben—Kontrollliste**
>
> Der Schüler/die Schülerin
> – wählt Inhalt, der zum Thema passt.
> – genügend inhaltliche Elemente.
> – gliedert den Aufsatz in Einleitung, Hauptteil, Schluss
> – verwendet vollständige Sätze
> – verwendet angemessenes Vokabular.
> – verbessert selbstständig grammatische Fehler.
> – verbessert selbstständig Rechtschreibungsfehler.

☐ Self-Assessment

Students, with guidance from the teacher, use a self-assessment checklist to monitor their own work.

☐ Conferences

Discuss the students' writing with them. The student explains his or her choice of text form and use of conventions. Provide students with constructive and positive feedback.

> **Das kann ich—Schülercheckliste**
> J = Ja, natürlich!
> M = Meistens
> E = Ein wenig
> N = Nein, noch nicht.
>
> __ eine Überschrift schreiben, die zum Thema passt
> __ im richtigen Format schreiben
> __ eine Einleitung schreiben
> __ alle Hauptgedanken schreiben
> __ einen Schluss schreiben
> __ meine Fehler finden
> __ meine Fehler verbessern
> __ mit anderen über den Text/Aufsatz sprechen

General Outcome *3*

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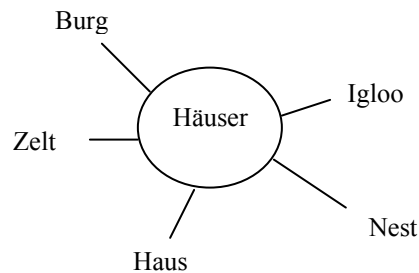
3.1 Plan and Focus

Specific Outcome

Use Personal Knowledge

Students will be able to:

3.1.1 record and share personal knowledge of a topic to identify information needs.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- In small groups, students brainstorm ideas about a topic and develop a web. They share results with the class.

- Students share daily news orally in a quick presentation to the whole group.

- Students talk about their favourite hobby. Students can graph class lists. Each student makes her or his own page and the class forms a book (e.g., *Ich spiele gern am Computer*)*. Ich lese gern.*

- Students brainstorm vocabulary and ideas on a topic provided by the teacher (e.g., *Tiere, die im Wasser leben*).

- Prior to reading an informational text, students do a KWL (WML) chart in groups. All the areas for which students have information or are missing information are charted for the whole class. After the reading, the chart is revisited.

Use Personal Knowledge

Students will be able to:

3.1.1 record and share personal knowledge of a topic to identify information needs.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- record ideas on a topic?
- represent ideas on a topic?
- provide accurate detailed illustrations and descriptions of personal knowledge of a topic?
- identify information needs?
- contribute ideas on a topic?
- take turns in discussing ideas with others?
- notice missing details?
- identify gaps in knowledge of a topic?

☐ **Checklists/Rubrics**

Create a rubric or checklist using the following. Students can:

- record ideas on a topic.
- contribute ideas on a topic.
- take turns in discussing ideas with others.

☐ **Self-Assessment**

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

Untersuchungsplan
Name: _____ Datum: _____   Thema: _____
1. Ich habe _____ Gedanken aufgeschrieben.   2. Ich habe über meine Gedanken mit einem Partner   gesprochen.   Ja   Nein   3. Danach habe ich _____ andere Gedanken aufgeschrieben.   4. Ich habe mir die Gedanken gut überlegt.   Ja   Nein   5. Mein bester Gedanke war _____

SAMPLE **RESOURCES**

Specific Outcome

Ask Questions

Students will be able to:

3.1.2 ask questions to understand a topic, and identify information needs.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Before a field trip, guest speaker, or topic, students create a set of questions they would like answered.

- Help students create questions for interviewing members of the school community.

- Before learning about a topic, students start a KWL (WML) chart.

W Was ich schon **w**eiß	**M** Was ich wissen **m**öchte	**L** Was ich ge**l**ernt habe

- Play the game of 20 Questions (*20 Fragen*) in order to identify an object, animal, person, place, or topic. One student has an object or card with a word. Classmates attempt to identify the object, animal, person, place, or topic by asking a maximum of 20 questions. This may be done in small groups or with the whole class.

Ask Questions

Students will be able to:

3.1.2 ask questions to understand a topic, and identify information needs. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- ask 6W questions (*wer, was, wo, wann, warum*)?
- ask relevant questions on a specific topic?
- identify information needs?
- demonstrate an inquisitive attitude in the inquiry process?

☐ **Checklists**

Use the above Focus for Assessment criteria as a checklist when making individual observations during learning activities.

☐ **Conferences**

Record the kinds of questions asked by the student, and use this data to guide conferences with the student and to encourage or coach the student into using a variety of questions.

SAMPLE **RESOURCES**

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 contribute relevant information and questions to assist in group understanding of a topic or task.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students share information about family occupations to complete a class chart on occupations in the community.

- Students contribute to a class discussion about friendship by telling about their own friends, why they like them, and what activities they like to do with them. Students interview a friend and present the information to the whole class.

- After the vocabulary has been taught, students share information about their house and things in it. This information is put on chart paper. As a follow-up, students do a sorting activity about what would be found in different rooms in a house (e.g., *Wohnzimmer, Schlafzimmer, Küche, Badezimmer)*.

- Students create question cubes. Students take turns rolling the cubes and answering the questions.

- Mystery Bag: Students ask questions to guess what is inside.

- Students form two circles—inside/outside. After one minute, one circle moves. Students share their ideas with their new partner.

- Students play true/false. Three students get up and give information about a topic. The class decides which two students are telling the truth and who has given false information.

- While reading a story, pause at particular times and model questions students might ask.

GRADE
2

Specific Outcome

Participate in Group Inquiry

Students will be able to:

3.1.3 contribute relevant information and questions to assist in group understanding of a topic or task *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- stay focused on inquiry task?
- ask questions in a variety of ways?
- participate in the search for answers, using a variety of sources?
- share research sources and information?
- contribute to group inquiry process?
- contribute relevant information?

☐ **Checklists**

Record observations on a checklist based on the students' ability to:
- share personal knowledge and ideas for topics with classmates
- ask questions to identify information needs as the class engages in a group inquiry.

Date and include the context of each observation, and use the data to inform instruction.

☐ **Conferences**

Use this opportunity to encourage students to ask topic-related questions, to assist the student in staying on topic, and to encourage them to contribute to group discussions and the inquiry process.

SAMPLE **RESOURCES**

General Outcome **3**

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

3.1 Plan and Focus

Specific Outcome

Create and Follow a Plan

Students will be able to:

3.1.4 recall and follow directions for accessing and gathering information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Provide a topic for the class to research, and provide appropriate books and websites. Encourage students to use family members and members of the community as sources of information.

- Students fill out a research chart when they do their research.

Thema: Bären		
Wo wohnen Bären?	*Was essen sie?*	*Wie sehen sie aus?*

Create and Follow a Plan

Students will be able to:

3.1.4 recall and follow directions for accessing and gathering information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- listen to directions?
- recall directions for accessing and gathering information?
- follow one-step and two-step directions for accessing and gathering information?
- require assistance in following directions?
- support others in their information-gathering?
- develop a problem-solving attitude to the information-gathering process?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria (e.g., a checklist based on students' ability to fill in research chart).

E	Excellent: student needs no assistance
A	Adequate: student needs some assistance
L:	Less than adequate: student needs a high degree of assistance; is unable to fill in chart

Student Name	E	A	L

☐ **Work Samples**

Review the research charts to determine students' skills in following a research plan. The charts are placed in the students' portfolios and can be reviewed to note progress over time.

SAMPLE **RESOURCES**

General Outcome **3**

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

3.2 Select and Process

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 participate in group discussion to generate information on a topic and to identify sources of additional information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After a school or community event, students can have a class discussion related to the event. Record this on a chart. After the discussion, the facts can be cut up and distributed to small groups. The groups make a poster illustrating the facts.

- Students brainstorm their personal knowledge about a topic and share their topic-related ideas and experiences. Record students' ideas on a chart.

- After viewing a video on a specific topic, students make general observations about the information. The class then discusses where additional information could be found.

- The same information is provided to students in a chart, a diagram, and a paragraph. Students highlight the content as it appears in each form.

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 participate in group discussion to generate information on a topic and to identify sources of additional information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– remain on topic?
– participate in group discussions?
– suggest appropriate sources?
– respond appropriately to others' ideas?
– state the facts clearly?
– gather information from charts?
– gather information from pictures?
– gather information from diagrams?

☐ **Checklists**

Use the Focus for Assessment for a checklist when making individual observations.

☐ **Anecdotal Records/Conferences**

Observe students as they work independently and interact with their peers. Record examples of students' behaviours based on the Focus for Assessment. Data collected should be used to conference with students and guide instruction.

SAMPLE **RESOURCES**

- *Mini Spatzenpost*
- *Jahressammelband*
- *Jungösterreich*
- *Zeitschriftenverlag*
- www.minispatzen.post.at

General Outcome *3*

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

3.2 Select and Process

Specific Outcome

Identify Sources

Students will be able to:

3.2.2 answer questions, using oral, visual, and print information sources.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students answer questions about a text read by the class.

- Present story pictures, asking the students questions (e.g., *Bärenspaß)*.

- Read an information text to students and have them answer questions by writing a brief answer.

- After reading a story, students draw answers to the questions.

- Students are provided with background information and focus on what they are looking for on a field trip. As a follow-up, students report on information gained.

- Students interview family members. Model appropriate question-and-answer procedures (e.g., *Welche Sprache spricht deine Mama? Meine Mama spricht …*). These questions and sentence starters can be sent home.

- Students have a scavenger hunt where teams of students research information about a current topic of study using books, pictures, and websites.

- Generate a list of questions that students ask fellow classmates. Then have students share information. Finally, students write personal answers to the questions.

- Students work with a range of people (e.g., boys, girls, older people) and ask them all the same questions (e.g., What is your favourite activity? What season is better: winter or summer?). Lead the class in charting the responses as to gender/age of the respondents. Students reflect on why different people may have different answers to the same question.

Identify Sources

Students will be able to:

3.2.2 answer questions, using oral, visual, and print information sources. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use more than one resource to answer an inquiry question?
– access information from oral or human resources, such as parents and relatives?
– access information from literary sources?
– access information from nonfiction sources?
– access information from visual sources?
– access information from multimedia sources?

☐ **Checklists**

Develop an outcome-based checklist and observe students as they work together or independently when using cueing systems. Note the date and context of all observations in order to note progress over time.

☐ **Anecdotal Records**

Observe students as they use a variety of sources to answer inquiry questions. Anecdotal records kept over time help to identify students' developing skills in accessing information from multiple sources. Keep anecdotal records to supplement checklist information.

SAMPLE **RESOURCES**

- *Wieso? Weshalb? Warum?* (1998) Series of Reference Books Ravensburger. For example,
  – *Wir entdecken unseren Körper*
    ISBN 3-473-33273-9
  – *Alles über Dinosaurier*
    ISBN 3-473-33268-2
  – *Unser Wetter*
    ISBN 3-473-33269-0

- Other themes include:
  – *Schule, Bauernhof, Feuerwehr, Ritterburg*,
  – *Eisenbahn, Tiere*.
  – Sokolowski, I. and T. Müller. *Mein erstes Lexikon der Tiere*. 2002
  – *Würzburg: Edition Bücherbär*
    ISBN 3-401-08242-6

General Outcome **3**

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

3.2 Select and Process

Evaluate Sources

Students will be able to:

3.2.3 compare gathered ideas and information to personal knowledge.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Give small groups of students a text to read. Students create two questions about the text and then ask these questions of others.

- Students sit in two concentric circles. The outside circle poses questions while the inner circle responds.

- Students receive a list of questions and a list of answers and match up the questions to the answers. Alternatively, questions may be written on cards of one colour and matched with answers on cards of another colour.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- identify important information to answer questions?
- recognize key words used to pose a question?
- recognize simple question and answer relationships?
- match information with inquiry or research needs?
- match information to personal knowledge?

☐ **Conferences**

Talk with students about the inquiry or research questions they have asked and answered. Refer to the self-assessment and the checklist to note discrepancies. Coach students to evaluate their answers and to consider aspects of a topic that they need to think about. Guide students to search for answers to their questions in appropriate sources.

☐ **Self-Assessment**

Have students reflect on how they used information to answer inquiry or research questions. Students complete a self-check sheet similar to the one below.

Was habe ich gelernt?

Fragen Beantworten

Name: _____ Datum: _____

Thema: _____

1. Meine Frage: _____

2. Die Antwort: _____

3. Habe ich die Antwort gefunden?

☺   ☹

4. Habe ich genug Information gefunden?

☺   ☹

5. Das möchte ich noch wissen: _____

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

3.2 Select and Process

GRADE
2

Specific Outcome	**Access Information**
	Students will be able to:
	3.2.4 use visual and auditory cues to make meaning; use the specific library organizational system to locate information and ideas; use titles to locate information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students go to relevant sections of the library, such as the non-fiction sections, to find information on butterflies and moths.

- Students use a personal dictionary on a daily basis. Repeated use of divider pages for each letter section should strengthen students' ABC skills to help them develop effective research skills for alphabetical sources (dictionaries, etc.).

- Develop sets of questions for students to practise using a table of contents, guide word headings, labels, diagrams, and captions. Students locate the information.

- Students participate in a scavenger hunt to learn how to locate the section in the library on animals.

Access Information

Students will be able to:

3.2.4 use visual and auditory cues to make meaning; use the specific library organizational system to locate information and ideas; use titles to locate information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- locate materials in the library using an organized search method?
- shelve library materials within set parameters (e.g., in the "easy" section)?
- locate and use titles?
- locate books by the author's last name?
- gather information from oral or media sources?
- attend to visual cues to access information?
- attend to auditory cues to access information?

☐ Checklists

Develop a checklist based on the Focus for Assessment criteria, and observe students as they work together or independently to access information. Note the date and context of all observations in order to note progress over time.

☐ Conferences

Conference with students during work in progress about how they accessed information to answer their inquiry or research questions, and to coach them to use a variety of informational sources.

☐ Self-Assessment

Information Search—How Did I Do?				
Name:	Super	Okay	Not Yet	Comments
I used the table of contents to find my topic				
I used my index to find my topic				
I used captions to help me learn my topic				
I found and used key words in the text to help me gather information				
I read the chapter headings to help me learn about the topic				

SAMPLE **RESOURCES**

General Outcome **3**

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

3.2 Select and Process

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 make connections between prior knowledge, ideas, and information, and oral, visual, and written text features.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students complete a KWL (WML) chart about a topic.

- Present a variety of words, or key terms, from textual material that students will be reading, hearing, or viewing.

- Guided Reading: Guide the group through the process by asking questions, confirming responses, and organizing ideas.

- Provide a set of pictures with or without corresponding captions. Students match captions with pictures or create new captions. New connections are then discussed.

- Before reading a story, ask students personal questions related to the story so that they can better make connections and comprehend. Ask students to make predictions about the story.

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 make connections between prior knowledge, ideas, and information, and oral, visual, and written text features. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– express awareness of new ideas or information?
– make logical predictions about new text based on prior knowledge?
– connect new ideas to prior knowledge?
– use tables of contents?
– use chapter headings?
– identify key words in texts?
– read and match captions with visual cues?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Observe students in formal and informal situations as they make predictions. Date and include the context of each observation, and revise data to guide instruction and note progress over time.

☐ **Anecdotal Records**

Keep anecdotal records to supplement checklist information. Listen for students' predictions to help identify patterns and themes in their thinking.

☐ **Conferences**

Conference with students about predictions they made in oral and written texts. Coach and support students to refine their predictions by effective use of oral, print, and non-print media text features. Links between prior and new knowledge are discussed.

SAMPLE **RESOURCES**

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

3.3 Organize, Record, and Assess

Organize Information

Students will be able to:

3.3.1 categorize related information and ideas, using a variety of strategies, such as webbing, graphic organizers, and charts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- As the class brainstorms names of mammals (in English), scribe them onto strips of paper (English with German translation). When they are done, students decide that mammals could be grouped according to criteria, such as meat eaters/plant eaters or types of habitat. After discussing the choices, they decide to group according to habitat because it would allow for a greater variety of categories. The class decides on the following category titles: farm, ocean, forest, and desert.

- Groups of students create floor charts when learning about a specific topic:

BÄREN	
Was machen sie?	**Was essen sie?**
Bären machen Winterschlaf.	Bären essen Beeren.
Welche Feinde haben sie?	**Wo leben sie?**
Menschen jagen Bären.	Bären schlafen in Höhlen.

- After reading a story, students discuss information from the story. They write information or steps on a strip of paper. They next put these strips in order so as to construct a chain.

- Students divide a piece of paper into four quadrants. They draw four items to display details on a topic. Students then provide sentences to describe each aspect.

- Students, in pairs, are provided with partially completed graphic organizers. They fill out the organizers based on class readings, discussions, etc.

- Students receive a handout with a number of scrambled terms and a chart to sort them into.

Specific Outcome

Organize Information

Students will be able to:

3.3.1 categorize related information and ideas, using a variety of strategies, such as webbing, graphic organizers, and charts

---

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- – demonstrate skill at sorting and categorizing information and ideas?
- – demonstrate skill at sequencing ideas and information?
- – recognize links between/among details?
- – see patterns and relationships among ideas?
- – use suitable texts to represent ideas and information?
- – organize information using a variety of strategies?
- – link ideas and information logically?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria, and date and note the context of every observation.

☐ **Portfolios**

Help students choose work samples that show how they have attempted to identify and categorize information according to similarities, differences, and sequences. Include dated samples over a period of time to monitor progress.

SAMPLE **RESOURCES**

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 record key facts and ideas in own words; identify authors and titles of sources.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After reading an informational article such as one on an animal, students use a list, chart, or web to jot down the important ideas.
- After viewing a video, students name five facts they have learned.
- Students can make charts to organize facts they have learned (e.g., about children in Germany).

Kinder in Deutschland

Zu Hause	Familien	Spiele	Schule

- Students make theme-related booklets to record key information, ideas, and reflections. These may be illustrated.
- Have students keep a log or list of informational books they have found useful in their research projects.

Wo ich Informationen finde

Thema: _____

Titel	Autor	Datum

- After viewing a video, reading a book, or visiting a website, students record information on a fact sheet.

Fakten

Thema: _____

Buchtitel und Autor oder Internetseite: _____

Das habe ich gelernt: _____

_____

_____

Das fand ich interessant: _____

_____

_____

Record Information

Students will be able to:

3.3.2   record key facts and ideas in own words; identify authors and titles of sources.
(continued)

Focus for Assessment

Does the student:
– identify key points?
– tell ideas in his or her own words?
– record information accurately?
– identify title and authors?
– record key words and phrases to make notes?

☐ **Portfolios**

Students choose work samples such as lists, charts, and booklets to include in their portfolio. These samples demonstrate how students represented key facts and ideas in their own words.

☐ **Work Samples**

Use the Focus for Assessment criteria when marking the students' log of informational books. With or without assistance, can the student identify the author, title, and date?

- *Wieso? Weshalb? Warum?* (1998) series of reference books (e.g., *Ravensburger)*. For example,
  – *Wir entdecken unseren Körper*
    ISBN 3-473-33273-9
  – *Alles über Dinosaurier*
    ISBN 3-473-33268-2
  – *Unser Wetter*
    ISBN 3-473-33269-0

- Other themes include:
  – *Schule, Bauernhof, Feuerwehr, Ritterburg*,
  – *Eisenbahn, Tiere*.
  – Sokolowski, I. and T. Müller. *Mein erstes Lexikon der Tiere*. 2002.
  – *Würzburg: Edition Bücherbär*
    ISBN 3-401-08242-6

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

3.3 Organize, Record, and Assess

GRADE

2

Specific Outcome

Evaluate Information

Students will be able to:

3.3.3 examine gathered information to decide what information to share or omit.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Groups of students create posters or diagrams to illustrate what they have learned. They decide what information is best represented visually and what information needs to be provided in print (e.g., labels, lists, headings).

- As the class shares information to be recorded on a class chart, students decide if it is new information to be added or if the ideas have already been recorded.

- Place pieces of information on separate cards. Students sort the information cards into "useful" and "save for later." Students talk about the useful information and why it was chosen or saved.

- Students number the facts that they found in their research to answer one of their questions.

- Students prepare skits in the form of "Did You Know" commercials to present new information to the class.

Specific Outcome

Evaluate Information

Students will be able to:

3.3.3 examine gathered information to decide what information to share or omit.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
–   determine which information was suitable for the topic or question?
–   recognize when more information is needed?
–   identify what information on this topic should be shared?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Use checklists to observe students' skills in communicating information to others. Review data to note progress and to inform instruction, and include the context in which the observations occur and date all entries.

☐ **Portfolios**

Students, with the teacher's support, select work samples that demonstrate their ability to examine gathered information in a variety of ways. Samples may include recorded retellings, peer conferencing, or "Did You Know?" commercials, as well as written inquiry projects.

SAMPLE **RESOURCES**

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 recall, discuss, and record information-gathering experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Working in groups, the students are given a topic and asked to gather any information they can in the classroom, library, or computer labs. If possible, this should be done with support from an adult. Students explain if and how they found the information.

- Create and post a rebus flowchart in a series of pictures to help students recall, record, and represent the highlights of an information gathering experiences. Students can talk about the steps represented in the flowchart.

- Students sit in a circle and orally reflect on the most interesting/important things they learned about their inquiry or research experience.

- Students fill out a Project Reflection Form for self-assessment.

Ich denke nach
Name: _____ Datum: _____
Projekt: _____
Das hat gut geklappt: _____
Das hat nicht so gut geklappt: _____
Was mir am besten gefallen hat: _____
Das nächste Mal werde ich: _____

- Students pair, plan, and record mini-dialogues in which they give advice to next year's Grade 2 class about how to sort information and plan presentations.

Develop New Understanding

Students will be able to:

3.3.4 recall, discuss, and record information-gathering experiences. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– recall information-gathering experiences?
– talk about information-gathering experiences?
– identify what worked well?
– identify what did not work well?
– record information?
– develop new understanding about the inquiry or research process?

☐ **Checklists**

Model how to complete an inquiry checklist with the class.

Informationensuche—Gruppencheckliste
Name: _____ Datum: _____
Was stimmt?
Planungsprozess ❑ Wir haben unser Thema verstanden. ❑ Wir haben etwas im Voraus gewusst. ❑ Wir haben gute Fragen gestellt. ❑ Wir haben einen Plan entwickelt.
Materialiensammlung ❑ Wir haben Quellen gefunden. ❑ Wir haben die besten Quellen gesucht und benutzt. ❑ Wir haben die Informationen ausgewählt. ❑ Wir haben die Fragen beantwortet. ❑ Wir haben unsere Ergebnisse notiert. ❑ Wir haben neue Fragen entwickelt und notiert.

SAMPLE **RESOURCES**

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

4.1 Generate and Focus

GRADE
2

Specific Outcome

Generate Ideas

Students will be able to:

4.1.1 generate and contribute ideas on particular topics for oral, written, and visual texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students find magazine pictures and graphics and create a collage of their interests to present to their classmates.

- Students write a comic strip about a typical day in their life.

- Students brainstorm ideas on a variety of topics throughout the year.

- Students do a Quick Write by writing as many ideas as possible in a short time. Give students categories to which they list ideas, either independently or in a group. Students record their ideas. Pause frequently to share and encourage students to use and build on the ideas of others.

Generate Ideas

Students will be able to:

4.1.1 generate and contribute ideas on particular topics for oral, written, and visual texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

Focus for Assessment

Does the student:

- demonstrate fluency in generating ideas on a particular topic?
- contribute ideas orally on a topic?
- contribute written ideas on a topic?
- contribute ideas visually on a topic?
- remain on topic?
- require refocusing?

☐ **Checklist**

Consider whether each student has a variety of ideas about the topic and quantity. Keep track of the number of ideas generated, noting who can categorize and who cannot.

☐ **Portfolio**

Collect work samples such as lists, maps, or sketches that demonstrate students' contributions of ideas on particular topics.

☐ **Self-Assessment**

Students complete a self-assessment to show how they shared ideas.

Name: _____	Datum: _____

1. Ich gebe meine Ideen weiter.
   ☺   😐   ☹

2. Ich höre mir die Ideen von Anderen an.
   ☺   😐   ☹

3. Wenn ich meine Ideen weitergebe, fühle ich mich_____.
   ☺   😐   ☹

SAMPLE **RESOURCES**

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 share ideas and experiences, using various forms for particular audiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- *Superkind*: Students present pictures of themselves and their family to share with the class.

- Each weekend, a different student takes a stuffed animal home (provided by the teacher). The student writes about his or her weekend with the animal in a class book and draws a picture of one event they shared.

- Students create a comic strip, song, or poem about their hobbies and present it to the class.

- Provide students with a series of animal pictures. Together, they brainstorm vocabulary used in describing animals. First, they practise making statements orally, and then they create a short paragraph describing an animal.

- Students collect items, artifacts, or figures to assist them in telling a story. They tie the items to a string based on their order in the story.

- String games are one of the earliest forms of texts. Strings were used for record keeping and historical accounts. Pieces of the stories, songs, and myths that accompany the string figures are still told in parts of Canada, such as among the Inuit. Students use string games to demonstrate a form for storytelling.

Choose Forms

Students will be able to:

4.1.2 share ideas and experiences, using various forms for particular audiences.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– identify key questions?
– answer the questions accurately?
– ask a key question orally?
– respond in a complete sentence?
– report information orally?
– write a simple paragraph?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation, and use a checklist to record the variety of forms students have used throughout the year.

☐ **Portfolios**

Assist students in selecting samples of different forms of writing, sharing ideas, and experiences for particular audiences. Students include personal comments along with each sample.

☐ **Anecdotal Records**

As students create string stories, note observations on self-stick notes. For example, does the student:
– show an interest in creating the story?
– have the items and storytelling coordinated?
– discuss each event the item represents?

SAMPLE **RESOURCES**

- *Many Stars and More String Games*, Camilla Gryski, 1985.

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 organize visuals and print to express ideas and tell stories with a beginning, middle, and end.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students write about their day using simple sentences including information about morning, afternoon, and evening (*Mein Tag*).

- Students match words with illustrations or sentences with a picture (picture story).

- Read narrative stories aloud to the students and discuss the following questions:

  am Anfang: *Welche Personen kommen in der Geschichte vor? Wo spielt die Geschichte? Wann spielt die Geschichte?*

  in der Mitte: *Was ist das Hauptproblem? Wie wird es gelöst? Was waren die wichtigsten Teile/Stufen/Etappen?*

  am Ende: *Was hat die Hauptfigur gemacht? Was haben die Nebenfiguren gemacht? Wie fühlt sich die Hauptfigur?*

- Read expository texts aloud and then lead a discussion on:

  am Anfang: *Welche Ideen kommen zuerst vor? Welche Informationen kommen zuerst vor?*

  in der Mitte: *Welche Ideen oder Informationen kommen als Nächstes vor? Welche Details oder Fakten kommen hinzu? In welcher Reihenfolge kommen alle Ideen?*

  am Ende: *Wie werden alle Ideen und Informationen zusammengefasst? Was ist hier am allerwichtigsten?*

- Use colour flash cards to highlight your arrival at a new section (e.g., yellow, green, and red for beginning, middle, end). Next, students evaluate their writing by highlighting the content with the colour of the section to which it is most appropriate. Students share papers and check to see if they agree with the colour coding selected by a partner.

- Cartoons such as *Vater und Sohn* are cut into panels. Students then arrange them in sequence.

GRADE
2

Specific
Outcome

Organize Ideas

Students will be able to:

4.1.3 organize visuals and print to express ideas and tell stories with a beginning, middle, and end. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- – order pictures to indicate beginning, middle, and end?
- – tell the beginning, middle, and end in his/her own oral texts?
- – represent the beginning, middle, and end in original texts?
- – write stories with a beginning, middle, and end?
- – write a simple report with a beginning, middle, and end?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria outlined above. Information on the checklists should reflect the use of both narrative and informational texts. Date and record the context of each observation, and review to guide instruction and note progress over time.

☐ **Rubrics**

Develop a rubric based on the Focus for Assessment to evaluate student writing, such as *Mein Tag*.

SAMPLE **RESOURCES**

- • Select cartoons from:
  - – Plauen, E.O. *Vater und Sohn. Bildgeschichten für den Konversations—und Aufsatzunterricht*. Max Hueber Verlag, 1987.
  - – Kossatz, Hans. *Dacket Willi und Familie Kaiser*. Tomas Verlag, München. ISBN 3-8231-0200-1

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

4.2 Enhance and Improve

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 talk about own creations and those of others, using commonly used expressions.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Put up a chart of useful expressions and encourage students to use them.

  Das ist schön.
  Ich finde dein/mein Bild schön/interessant
  Das hast du gut gemacht/geschrieben.

- *Das hast du*
    toll
    sehr gut   *gut*   *gemacht/geschrieben*
    fein

- Students draw a picture of a main character from a story. Other students provide feedback, as specific as possible. Then the student says what he or she likes best about his or her own drawing.

- Students draw a picture of their house and present it to the class. Students comment on it.

Appraise Own and Others' Work

Students will be able to:

4.2.1 talk about own creations and those of others, using commonly used expressions.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

Focus for Assessment

Does the student:
– consider work by rereading and reviewing, adding, and changing?
– work in pairs or small groups to make or take suggestions?
– engage in the revision process?
– feel positive about the revision process?

☐ **Anecdotal Records**

Note who volunteers to share their creations most often, and encourage those who are timid to also volunteer.

☐ **Self-Reflection**

Encourage students to reflect on their work in progress. Use a self-reflection form such as the following:

Student Self-Reflection

1. The three things I want you to notice about my work are:
   a) _____
   b) _____
   c) _____
2. It was hard for me to learn _____
3. I was surprised to learn that _____
4. A question I have is _____
5. I want to improve _____

SAMPLE **RESOURCES**

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

Specific Outcome

Revise Content

Students will be able to:

4.2.2 retell to clarify ideas.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students summarize a story.

- Students write sentences with new words and have a partner read and edit them.

- Before reading a simple story, students ask questions to find out about it.

  Wer ist in der Geschichte?
  Wo passiert die Geschichte?
  Wann passiert die Geschichte?
  Was passiert?

- After reading a story during Carpet Time, ask questions and point to the *Geschichtenkäfer*.

Wer ist in der Geschichte? Wo und wann passiert sie?

Was ist das Problem?

Wie wird das Problem gelöst?
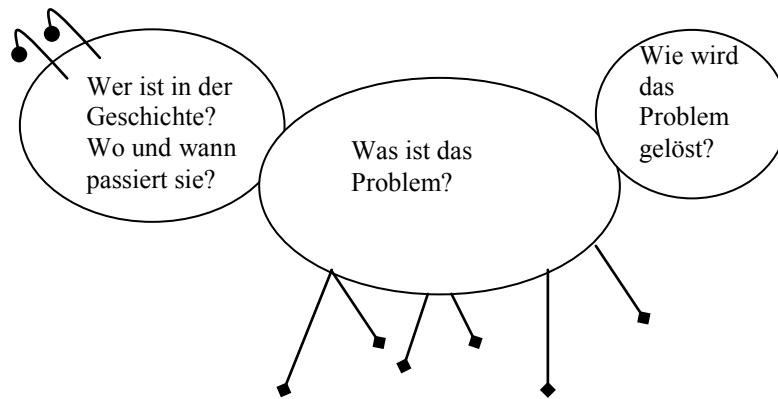
- Create a Language Ladder of common questions used in the revision process.

  Was man mit Wörtern machen kann:
  ein Wort einkreisen
  ein Wort unterstreichen
  ein Wort durchstreichen
  ein Wort ausradieren
  ein Wort ändern
  ein Wort dazuschreiben
  ein Wort weglassen

Revise Content

Students will be able to:

4.2.2   retell to clarify ideas. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

–   share the first draft willingly and confidently?
–   ask for specific help?
–   listen to suggestions made by teacher and peers?
–   incorporate suitable suggestions?
–   listen to other authors read?
–   provide positive feedback?
–   ask relevant questions?
–   make appropriate suggestions?
–   reread his or her own work in draft?
–   reread others' work in draft form?
–   attempt to make changes?
–   engage in self-questioning during the revision process?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Include the context in which the observations occur and date all entries. Review data to note progress over time.

☐ **Self-Assessment**

Students review their own creations and complete a self-assessment to assess their revision skills.

Etwas ändern
Name: _____ *Datum:* _____
Titel: _____
Ich habe meine Geschichte gelesen.   ☺   ☹
Ich habe neue Gedanken dazugeschrieben.   ☺   ☹
Ich habe etwas geändert.   ☺   ☹
Ich habe um Hilfe gebeten.   ☺   ☹

SAMPLE **RESOURCES**

General Outcome **4**

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

4.2 Enhance and Improve

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 strive for consistency in letter size and shape; print letters in the correct direction; explore and use the keyboard to produce text.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students write in a *Tagebuch,* aided by sentence starters provided by the teacher. Give stickers and encouragement for neat printing.

- Students complete a printing booklet concentrating on forming neat letters.

- When writing a good copy, a student follows a checklist that demonstrates correct letter formation. For example,
    - Am I holding the pencil properly?
    - Are my letters the size and shape they should be?
    - Is there correct spacing between letters and words?
    - Does my printing start at the left side of the paper then go all the way across to the right?
    - Are my letters sitting correctly on the lines?

GRADE
2

Specific
Outcome

Enhance Legibility

Students will be able to:

4.2.3 strive for consistency in letter size and shape; print letters in the correct direction; explore and use the keyboard to produce text. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- demonstrate consistency in formation of letters?
- demonstrate correct spacing between letters/words?
- print from left to right and down the page?
- use a mouse to point, click, and drag?
- explore the keyboard?
- open, close, save, and print files?
- show ability to print?

☐ **Self-Assessment**

Students assess their own legibility using a checklist. They review their checklist at two-month intervals to note their progress.

Meine Druckschrift—Schülercheckliste		
Name: _____ Datum:_____		
	Ja	Nein
Ich halte den Bleistift richtig.		
Meine Buchstaben haben alle die richtige Form.		
Meine Buchstaben sind alle gleich groß.		
Der Abstand zwischen meinen Buchstaben ist gleichmäßig.		
Der Abstand zwischen meinen Wörtern ist gleichmäßig.		
Ich schreibe auf die Linien.		
Ich lasse einen Seitenrand.		
Ich radiere meine Fehler vorsichtig aus.		

☐ **Conferences**

Conference with students using work samples and the student-teacher created rubrics to discuss and celebrate improvements in printing. Provide feedback and individualized instruction where needed.

☐ **Rubrics**

Develop outcome-based rubrics to assess student work and determine directions for further instruction (see sample in Appendix E).

(continued)

General Outcome *4*

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

4.2 Enhance and Improve

Specific Outcome

Enhance Legibility

Students will be able to:

4.2.3 strive for consistency in letter size and shape; print letters in the correct direction; explore and use the keyboard to produce text. *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Teacher's Notes

Enhance Legibility

Students will be able to:

4.2.3 strive for consistency in letter size and shape; print letters in the correct direction; explore and use the keyboard to produce text. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Portfolios**

Students choose samples of their best printing for their portfolios. Students should tell why the selected piece represented their best work. Samples are dated to show progress over time.

SAMPLE **RESOURCES**

- *Handwriting without Tears* series—see website hwtears.com

General Outcome 4

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

4.2 Enhance and Improve

GRADE
2

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 experiment with words and sentence patterns, with support.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- All students are given two words. Then, pairs of students write and display a sentence using those words. The class then discusses all the varied results.

- Students act out a dialogue two or three times and substitute different words in certain parts of the dialogue.

- After rereading a patterned story book, the students create their own story using the pattern but inserting their own words (e.g., Once upon a time there were three little *name*. They lived in a *place*. One day they *verb*).

- Students are given pictures or bring pictures from home. With a partner, students create a sentence describing each picture. Students are encouraged to create additional sentences.

- Create a Language Ladder showing variations of "said." As stories are read in class, students substitute these words each time "said" is mentioned to see how this affects the story.

"Lass das doch!" flüsterte sie.
"Lass das doch!" murmelte sie.
"Lass das doch!" zischte sie.
"Lass das doch!" bat sie.
"Lass das doch!" brummte sie.
"Lass das doch!" sagte sie.
"Lass das doch!" rief sie.
"Lass das doch!" schrie sie.
"Lass das doch!" brüllte sie.

Enhance Artistry

Students will be able to:

4.2.4 experiment with words and sentence patterns, with support. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- experiment with words orally?
- experiment with sentence patterns orally?
- experiment with words in written text?
- experiment with sentence patterns in written text in a pocket chart?
- use patterns of others' work to create original text?
- experiment with words and sentence patterns in narrative text?
- experiment with words and sentence patterns in informational text?

☐ **Anecdotal Records**

Record observations based on the Focus for Assessment criteria. Date each observation and include specific examples of students' behaviours as they experiment with words and sentence patterns. Review these observations to note students' developing skills over time.

☐ **Portfolios**

Students, with teacher input, choose work samples that reflect experimentation with word choice and sentence patterns. Students highlight interesting words and sentences and explain their choices. Record their reasons and attach the record to the students' work samples. Date work samples to note progress over time. Have students include a self-reflection with their work samples similar to the one below.

Mit Wörtern spielen

Name: _____ *Datum*: _____

Hier spiele ich mit Wörtern.

Wörter die ich besonders gut finde, sind:_____

_____

Sie:
- *machen laute Töne.*
- *machen ruhige Töne.*
- *machen aktive Töne.*
- *hören sich witzig an.*
- *hören sich grausig an.*
- *drücken eine bestimmte Atmosphäre aus.*

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

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 combine illustrations and simple written texts to express ideas, feelings, and information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When creating their own books, students choose an illustration style, such as pop-up pictures, holes in the pages, modelling clay pictures, or materials of different textures.

- Students illustrate their stories using characters and speech balloons.

- Students find pictures of different animals on the Internet, print them, make a booklet, and label each picture.

- Students make a picture dictionary.
  - *A ist für <u>Ameise</u>*
  - list of alphabetical words

  Alliterated sentence: *Alfred aß acht Ameisen.*

- Students produce five pictures depicting what they do on a typical day. They write a caption underneath each picture.

- Students create class books. Each student contributes one page, which includes an illustration as well as sentences about a topic or class activity.

GRADE

2

Specific
Outcome

Enhance Presentation

Students will be able to:

4.2.5 combine illustrations and simple written texts to express ideas, feelings, and information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- match illustration and written text?
- show willingness to share feelings, ideas, and information?
- express a range of ideas, feelings, and topics in illustrations and print?

☐ **Checklists**

Checklist for projects:

- illustration matches and enhances text
- colourful adjectives and/or adverbs, as well as appropriate pictures, are used
- pictures are correctly labelled
- captions or phrases are precise and appropriate for the picture

☐ **Conferences**

Conference with students about their illustrated texts. Discuss how details in the pictures enhance the meaning of their written work, and conference with them to discuss how texts support their drawings.

☐ **Portfolios**

Have students select work samples that show how pictures and text work together to provide clear, detailed ideas and information. Students provide reasons for their choice of work samples. Reasons should be recorded, dated, and placed together with the work sample. Review samples to note progress over time.

SAMPLE **RESOURCES**

General Outcome *4*

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

4.3 Attend to Conventions

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 check for completeness of work and add details.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Write a limited description of a person and show a picture. Students fill in blanks and add missing information.

- Set up a list of objectives when editing students' work. The list is posted in the classroom. Students are asked to refer to it when editing their work.

- Create sentences with missing or incorrect punctuation and grammar. Students edit sentences.

- Students participate in choral reading activities. Model pauses (commas), full stops (periods), and inflections and intonation (questions). Students practise in small groups and perform for others. This focused attention to punctuation can help students become more aware of the importance of correct punctuation.

\

Grammar and Usage

Students will be able to:

4.3.1 check for completeness of work and add details. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– refer to the posted list when editing?
– write complete sentences, using capital letters and periods?
– use connecting words to join related ideas in a sentence?
– identify nouns, verbs, adjectives, and adverbs that add interest to stories?
– use conventional spelling of common words to efficiently communicate ideas in writing?
– use capital letters for proper nouns and at the beginning of sentences in his or her own writing?
– use periods and question marks appropriately as end punctuation in his or her writing?
– use commas after greetings and closures in friendly letters and to separate words in a series in his or her own writing?
– identify commas and full stops when reading and use them to assist comprehension?

☐ **Checklists and Comments**

Create checklists to

– record students' skills in communicating ideas and information
– assess students' developing communication skills in a variety of contexts

Date the checklists and review them to note students' progress over time regarding grammatical conventions and usage.

☐ **Rubrics**

Create an outcome-based rubric with students. Use the rubric to evaluate how well students are able to check for complete sentences and to make sentences complete (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE **RESOURCES**

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

Spelling

Students will be able to:

4.3.2 spell familiar words, using basic strategies and resources; know spelling conventions.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- At the beginning of each week, the teacher and students generate a list of words or sentences pertaining to the topic being studied. Students copy them in their notebooks and practise them at home. On Friday, they write them without looking at their notes.

- Students generate lists of words from classroom materials and environmental print. They choose particular letter patterns, such as initial consonants, vowel combinations, and word endings. They share and discuss the meaning of the words.

- Students draw a picture of a person dressed for winter weather and label the clothing.

- Students search for certain sounds in books throughout the classroom and make a list of them.

- Using the lid of an ice-cream container and a washable felt pen, students write familiar words given by the teacher. Students repeat each sound as they write it.

- Six students at a time go to the chalkboard to write a list of words in a word family (e.g., *Land, Hand*). Others write their lists in their scribbler.

Spelling

Students will be able to:

4.3.2 spell familiar words, using basic strategies and resources; know spelling conventions. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- use initial consonants?
- use final consonants?
- use vowel markers?
- use internal consonants?
- use visual memory for some frequently used words?

☐ **Checklists and Comments**

Use Focus for Assessment criteria to make a checklist to make spelling in

- tests (lists), written work
- personal chalkboard activities

☐ **Pre-/Post-Spelling Tests**

Analyze students' pre- and post-spelling tests to determine their patterns of misspellings and their effective use of spelling strategies. These observations are discussed with students during spelling conferences. Involve students in determining patterns of misspellings.

☐ **Conferences**

Interview students to assess their knowledge about spelling processes and strategies. Questions such as the following are considered:

- Is spelling important and why?
- Are you a good speller? Why? Why not?
- How did you become a good speller?
- What do you do when you cannot spell a word?
- How do you remember to spell difficult words?
- What helps you with your spelling?

SAMPLE **RESOURCES**

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 know and use basic writing conventions when editing and proofreading.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Using a Think-Aloud approach, model the correct use of conventions while writing on the board. Do this throughout the year.

- Create error-filled sentences that the students edit.

- After completing independent writing, students check for mistakes by answering questions provided by the teacher.
  - *Ist das erste Wort im Satz groß geschrieben?*
  - *Sind alle Personen und Sachen groß geschrieben?*
  - *Hat jeder Satz einen Punkt am Ende?*
  - *Hat jede Frage ein Fragezeichen am Ende?*

- Post a chart for students to refer to when editing their own or someone else's work (e.g., *Großschreibung, Kleinschreibung, Punkt, Doppelpunkt, Komma, Bindestrich, Gedankenstrich, Fragezeichen, Ausrufezeichen, Anführungsstriche/Anführungszeichen*).

GRADE

2

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 know and use basic writing conventions when editing and proofreading.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– use periods to make statements?
– use question marks to mark interrogative sentences?
– use capital letters at the beginning of sentences?
– use capital letters for all nouns and names?

☐ **Checklists**

Develop a checklist or rubric, such as the following:

The student:
– writes complete sentences, using capital letters and periods.
– uses connecting words to join related ideas in a sentence.
– identifies nouns and verbs, and uses them in his or her own writing.
– capitalizes the beginning of each sentence.
– uses capital letters for all nouns.
– uses periods and question marks appropriately as end punctuation.
– uses commas after greetings and closures in friendly letters.
– uses commas to separate words in a series in his or her own writing.
– uses conventional spelling of common words.
– refers to the posted conventions list when editing.

☐ **Portfolios**

Select samples of students' independent writing to show their skills in using capitalization and punctuation appropriately.

SAMPLE **RESOURCES**

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

4.4 Present and Share

GRADE
2

Specific Outcome

Share Ideas and Information

Students will be able to:

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Use Daily News, Show and Tell, and Sharing Circle activities with the class. Have students prepare answers to likely questions in advance.

- Students decorate a shoebox with pictures of things they like. Inside the box they place pictures of their most treasured items. Students share their boxes in groups. Peers may respond with questions and make personal connections.

- Students talk about their family, and classmates ask personal questions.

- Students present a favourite activity they enjoy. Classmates ask questions.

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- – share information and ideas on a familiar topic?
- – share confidently with a familiar audience?
- – attend to questions from the audience?
- – respond appropriately to questions from the audience?
- – clarify information when necessary?

☐ **Checklists**

Consider a checklist similar to the one below.

Beteiligung bei Klassengesprächen—Kontrollliste			
Name:	**Datum**	**Datum**	**Datum**
Als Sprecher: - spricht deutlich?			
- gebraucht vollständige Sätze?			
- bleibt am Thema?			
- spricht fließend, zögert selten?			
- beantwortet Fragen richtig?			
Als Zuhörer: - hört aufmerksam zu?			
- stellt geeignete Fragen?			
- macht geeignete Bemerkungen/Vorschläge?			
- lässt andere an die Reihe kommen?			

SAMPLE **RESOURCES**

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

4.4 Present and Share

GRADE

2

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 present information and ideas using appropriate volume, intonation, and non-verbal cues.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Student of the Week: Students present information about themselves. Audience members then ask questions.

- Students talk about a favourite book or character, writing simple sentences (e.g., *Rotkäppchen ist ein junges Mädchen. Sie hat keine Geschwister*).

- Students present a book using simple sentences. Provide sentence starters.

  Mein Buch heißt _____
  Es ist von _____ geschrieben.
  Der Hauptcharakter ist _____.
  Das Problem ist _____.
  Es ist ein gutes Buch, weil _____..

- Students take turns taking home a backpack containing
  − a stuffed animal
  − a scrapbook
  − a camera

  Students spend the weekend with the backpack and write and photograph what they did with the animal. The following week they present the information to their classmates.

Effective Oral and Visual Communication

Students will be able to:

4.4.2 present information and ideas using appropriate volume, intonation. and non-verbal cues. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use a clear voice in the report?
– use appropriate intonation for the ideas and information presented?
– express ideas and information purposefully?
– take risks in attempting to communicate effectively?

☐ **Rubrics**

Prepare a rubric assessing an oral presentation according to the Focus for Assessment (see sample in Appendix E).

☐ **Self-Assessment**

Mein Klassenvortrag—Schülercheckliste
Name: _____ Datum: _____
Kreuze es an, wenn es stimmt! ☐ Ich habe zuerst meinen Vortrag geübt. ☐ Ich habe die Zuschauer direkt angesehen. ☐ Ich habe langsam und deutlich gesprochen. ☐ Ich habe laut genug gesprochen. ☐ Ich habe etwas vorgezeigt (ein Buch, ein Gegenstand, ein Bild, eine Bastelarbeit). ☐ Ich habe mein Thema beschrieben. ☐ Ich habe erzählt, was mir am besten gefällt. ☐ Ich habe Fragen stellen lassen. ☐ Ich habe Fragen beantwortet.

☐ **Conferences**

Record students' oral presentations and uses them for individual conferences. Point out what students did well, and make suggestions about what aspects they could improve in future oral presentations.

SAMPLE **RESOURCES**

General Outcome *4*

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

4.4 Present and Share

GRADE

2

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students listen during Carpet Time, Teaching Time, and Presenting Time.

- Students listen to classmates present a topic, and then fill out a self-evaluation.

Wenn ich zuhöre,
schaue ich den Sprecher an.
halte ich die Hände still.
bleibe ich am Platz.
mache ich meinen Mund zu.
denke ich an gute Fragen.

- Students listen to a classmate present information about himself or herself. Check for understanding by asking questions about the presentation.

- Encourage, guide, and focus student listening by
  - setting an appropriate environment
  - modelling: looking at the person or speaker, paraphrasing key words
  - setting a purpose for listening

GRADE

2

Specific
Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– demonstrate attentive audience behaviours?
– ask relevant questions?

☐ **Self-Assessment**

Have students reflect on their speaking, listening, and viewing skills by using a self-check similar to the one shown below.

Wie stelle ich Fragen?—Schülerselbstbewertung			
Name: _____ Datum: _____			
Wenn ich Fragen stelle...	noch nicht	manchmal	immer
– warte ich bis ich an die Reihe komme			
– hebe ich die Hand			
– höre ich zu, wenn andere fragen			
– gebrauche ich W-Wörter. (Wer? Was? Wo? Wann? Wie? Warum?)			
– stelle ich auch interessante Fragen			
– versuche ich nur Deutsch zu sprechen			

SAMPLE **RESOURCES**

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 tell, draw, and write about self, family, and community.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students create their own community map and label places and services. Students write down where they go to get what (e.g., *Ich gehe in die Schule. Ich lerne. Ich gehe zur Bank. Ich hole Geld ab*).

- Students make a *Wer bin ich?* poster that includes information about themselves and their families.

- Map Activity: Using a world map, have students locate and label where their grandparents, parents, and other relatives came from. Students make a border around the map with their photographs or drawings and connect the pictures to the map with yarn and pins. Students can extend this activity by using oral interviews with family members, asking questions (e.g., *Woher kommt deine Familie?*, *Warum seid ihr nach Manitoba gekommen?*, and *Woran kannst du dich erinnern?*). Students' family experiences are discussed in class. Ask them to think about special memories or things they would take with them if they were to leave their homes and communities today. Students discuss this in groups.

- Students create *Wir* posters in order to identify shared interests and abilities and to build a sense of community. Actions taken include:
  - Brainstorming to discover shared interests and abilities.
  - Recording all suggestions.
  - Choosing a topic of interest and making a poster to advertise the interest (with partners or in small groups).
  - Displaying the posters around the classroom. Give students time to sign the posters that reflect their own interests.

- Using a felt pen, print students' names on popsicle sticks. The sticks are put (name side down) in a container. Invite each student to choose a stick and then describe a positive quality about the student whose name has been selected.

Share and Compare Responses

Students will be able to:

5.1.1 tell, draw, and write about self, family, and community. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- discuss events concerning self, family, and community?
- speak clearly and with appropriate volume and intonation?
- discuss classroom events accurately?
- show enthusiasm when speaking?
- provide sufficient details about the topic?

☐ **Checklists/Rubrics**

Use the Focus for Assessment when making a checklist or rubric to assess the activities.

☐ **Anecdotal Records**

Record outcomes-based observations, including the date and situational context. Anecdotal records over time help to identify patterns and themes in students' interests, attitudes, knowledge, learning preferences, and social relationships. Anecdotal records also provide information on students' developing self-perceptions.

☐ **Portfolios**

The student samples may include their drawings, writings, and recorded talks selected to show development over time. Have students explain their personal choices for portfolios.

SAMPLE **RESOURCES**

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 explore similarities among stories from oral, literary, and media texts from various communities.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students read about festivals (birthdays, weddings, national holidays) in different cultures (in English). Later, the teacher and students make a chart or Venn Diagram in German to review similarities and differences between Germany/Austria and Canada.

- Students read different versions of the same story (e.g., *Schneewittchen*). They then compare the two versions using graphic organizers.

- Students sketch their responses to a text they have listened to or read from another culture. They share their sketches with a partner and discuss how the story is similar to stories from their own culture.

- Provide a fairy tale or folk tale chart listing similar components found in most fairy tales. Read several components found in most fairy tales. Read several fairy tales. Fill in the chart together with the students as the stories are read.

Märchen						
Titel	Held/ Heldin	Gegner	Zauber	die Zahl '3'	besondere Wörter	glückliches Ende

- Students read or hear several stories from various communities on a common theme. These communities can include different age groups, different ethnic groups, be urban or rural, or be from ancient times or modern times. They then complete a class chart to compare various aspects of the theme. After reading or viewing texts, students discuss similarities and differences using charts or graphic organizers (see Appendix D).

Relate Texts to Culture

Students will be able to:

5.1.2 explore similarities among stories from oral, literary, and media texts from various communities. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- identify key ideas in stories that are similar?
- identify characters in stories that are similar?
- show appreciation for similarities and differences in communities revealed in stories?
- stay on topic during discussions?
- contribute appropriately to discussions?
- listen to others during discussions?
- show respect for others' ideas?

☐ **Anecdotal Records**

Observe and record students' behaviours in formal and informal situations as they listen to a variety of oral, literary, and media texts from various communities. Date all observations and review students' patterns of listening behaviour. Use the data for student-teacher conferences.

SAMPLE **RESOURCES**

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 and characters to personal feelings and experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students share how they feel about a character in a story and if they have ever felt that way (e.g., *Aschenputtel*). Have you ever felt unfairly treated? How did you react?

- Students portray roles of characters in stories they have heard, read, or viewed. Other students interview the characters using questions developed with the class.

- After doing a retelling of a simple story, students write what it reminded them of. Students could do the retelling in German and the relating in English.

- Students select the story they read that best matches their experiences. Students use faces or people cut out from flyers or catalogues to represent themselves or people they know. They paste these on a large sheet of paper to create a movie poster for the story.

Specific Outcome

Appreciate Diversity

Students will be able to:

5.1.3 connect aspects of stories and characters to personal feelings and experiences.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- identify similarities between personal and cultural experiences and situations, and those of characters encountered in texts?
- identify differences between personal and cultural experiences and situations, and the culture of characters encountered in texts?

☐ **Checklists**

Use the above criteria when making a checklist or rubric to assess the activities.

☐ **Anecdotal Records**

Observe students as they engage in activities that relate stories and story characters to their personal feelings and experiences. Record notes on formal and informal situations over time to help identify students' strengths and challenges. Use anecdotal records to guide instruction.

SAMPLE **RESOURCES**

- *Mini Spatzenpost*
- *Jahressammelband*
- *Jungösterreich*
- *Zeitschriftenverlag*
- www.minispatzen.post.at

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

Celebrate Special Occasions

Students will be able to:

5.1.4 participate in shared language experiences to celebrate individual and class achievements.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- During the Grade 2 food fair, students prepare menus with illustrations. These menus are posted on the wall.

- After a neighbourhood walk, students complete a booklet about what they saw.

- Students make masks for *Karnival* and perform short *Karnival* poems.

- Students write letters to students in Germany or students in another German class in Canada. A class picture is sent. Students share the responses they receive from the other German students.

- Students perform poems or songs at the school assembly.

- Students plan a special awards ceremony for their class. They brainstorm a number of potential awards (e.g., the funniest, the most polite, the most helpful, etc.). Ensure that there are more categories than students.

Celebrate Special Occasions

Students will be able to:

5.1.4 participate in shared language experiences to celebrate individual and class achievements. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– use language to acknowledge others' accomplishments?
– encourage others?
– participate in activities to recognize and acknowledge achievement in the classroom?
– acknowledge personal accomplishments?

☐ **Checklists**

Use the Focus for Assessment questions to make a checklist to assess activities.

☐ **Anecdotal Records**

Observe students' behaviours in formal and informal situations as they share ideas and experiences. Date all observations and reviews students' records to note patterns in their use of supportive language.

SAMPLE **RESOURCES**

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

Co-operate with Others

Students will be able to:

5.2.1 co-operate in small groups.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students work in groups to create sentences using vocabulary learned in class.

- Students use stuffed animals or puppets to read a dialogue written on the board. After one minute, students change partners.

- Students create a restaurant dialogue in groups and present it to the class.

- Students work together to retell a story in simple sentences.

- Generate a chart with students, outlining the roles and responsibilities group members must take on for a specific or general group activity.

- By watching and listening carefully, the students learn the language they need for co-operative group work. Students note how the teacher models the language and behaviours of attentive listening (e.g., gives encouragement, praises accomplishments, and clarifies ideas and responses). The vocabulary necessary for cooperative group work in German is posted in the classroom for student reference. Students practise this vocabulary through role-plays and repetition.

Specific Outcome

Co-operate with Others

Students will be able to:

5.2.1 co-operate in small groups. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- share ideas?
- add to others' ideas?
- show initiative to work on task?
- encourage others?
- show insight during reflection time (e.g., recognize strengths in self and others)?
- listen attentively?
- take a variety of group roles?
- work well with a partner?
- work well in a small group (three to four students)?

☐ **Checklist**

Use the above criteria when making a checklist or rubric to assess the activities.

☐ **Self-Assessment**

Ich und meine Gruppe—Schülerkontrollliste

Kreuze an, was du gemacht hast.

Bin ich ein gutes Gruppenmitglied?
- ❒ Ich habe geholfen, etwas zu schreiben.
- ❒ Ich habe geholfen, etwas zu machen.
- ❒ Ich habe _____ Fragen beantwortet.
- ❒ Ich habe _____ Fragen gestellt.
- ❒ Ich habe meistens zugehört.
- ❒ Ich bin beim Thema geblieben.
- ❒ Ich war nett und freundlich.

SAMPLE **RESOURCES**

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 take roles and contribute related ideas and information in whole-class and small-group activities.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students write myths in groups of four. Students make shadow puppets and present myths.

  Student 1: narrator
  Student 2: animal before change
  Student 3: what caused animal to change
  Student 4: animal after change

- Students take turns with a partner to learn how to listen and speak on a topic. Students face each other. One is the speaker and one is the listener. The speaker talks about a topic for one minute. The listener reports some ideas presented by the speaker. The listener and speaker change roles. The new speaker must talk about the same topic for one minute and not repeat anything the first speaker said.

- Invite students to contribute ideas and vocabulary on a theme in a brainstorming session (e.g., studying a social studies theme). Direct and prompt the responses when necessary.

- In small groups or as a large class, students complete a KWL (WML) chart. If working in small groups, students can use visuals for concepts. Later, help students find the right words to write down the concept.

Work in Groups

Students will be able to:

5.2.2 take roles and contribute related ideas and information in whole-class and small-group activities. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- take turns when he/she contributes to group ideas?
- listen actively when others are speaking?
- participate actively and add ideas during small- and large-group activities?

☐ **Checklists/Rubrics**

Use the above criteria when making a checklist or rubric to assess the activities.

☐ **Anecdotal Records**

Record observations of students' turn-taking behaviours. Use this data in conference with students and coach them about positive group interactions.

General Outcome **5**

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

5.2 Encourage, Support, and Work with Others

Specific Outcome

Work in Groups

Students will be able to:

5.2.2 take roles and contribute related ideas and information in whole-class and small-group activities. *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Teacher's Notes

Work in Groups

Students will be able to:

5.2.2 take roles and contribute related ideas and information in whole-class and small-group activities. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Conferences with Groups**

Conference with students during and after a project to discuss group interactions. Set goals with the students for further group work. Review group assessment forms with students to determine the successes and needs of the group and to assess individual input.

Über Gruppenarbeit nachdenken

Datum: _____

Name: _____

Alle Gruppenmitglieder unterschreiben_____ , _____

_____ , _____ , _____ , _____

Wie war eure Zusammenarbeit? Habt ihr mit der Gruppe diskutiert, welches Kästchen ihr anmalen wollt?

1. Wir haben unsere Zeit gut ausgenutzt.

    | immer | | manchmal | | fast nie |

2. Wir haben uns gegenseitig geholfen, am Thema und bei der Arbeit zu bleiben.

    | immer | | manchmal | | fast nie |

3. Wir haben uns gegenseitig geholfen, die Aufgabe zu verstehen.

    | immer | | manchmal | | fast nie |

4. Wir haben uns gegenseitig zugehört.

    | immer | | manchmal | | fast nie |

5. Wir haben uns gegenseitig unterstützt.

    | immer | | manchmal | | fast nie |

6. Wir haben alle mit Gedanken und Meinungen beigetragen.

    | immer | | manchmal | | fast nie |

7. Wir haben die Arbeit gut aufgeteilt.

    | immer | | manchmal | | fast nie |

Beantwortet diese Frage.

1. Ein Problem, das aufgekommen ist, war_____

    _____

    _____

2. So haben wir das Problem gelöst_____

    _____

    _____

SAMPLE **RESOURCES**

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

5.2 Encourage, Support, and Work with Others

GRADE
2

Use Language to Show Respect

Students will be able to:

5.2.3 adjust own language use for different situations.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students practise a dialogue with one another using the *du* form. Then students act out the same dialogue pretending they are talking to the principal, a store clerk, or a friend's parent. Make the changes on the board, demonstrating the use of the *sie* form.

- Students write dialogues and practise role-plays of the following situations:
  - speaking with familiar adults
  - speaking with visitors
  - introducing new friends
  - eating dinner at a friend's house
  - asking permission at the office
  - solving disputes/problems on the playground
  - using the telephone to leave a message
  - working in groups with younger students

Use Language to Show Respect

Students will be able to:

5.2.3 recognize that individuals adjust language use for different situations. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
− participate responsibly in the classroom community?
− demonstrate an awareness of various situations and respond appropriately?
− adjust language use appropriately in a variety of situations?

☐ **Checklists/Rubrics**

Use the above criteria when making a checklist or rubric to assess the activities. For example, a checklist to use while observing role-play may consist of the following:
− uses *sie/du/ihr* in the correct situations
− makes conjugation and other adjustments
− uses appropriate gestures
− observes conventions (e.g., handshaking)
− speaks louder/slower as needed

SAMPLE **RESOURCES**

General Outcome **5**

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

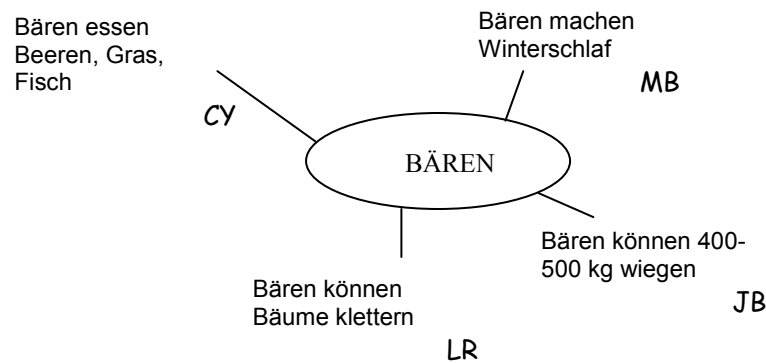**5.2** Encourage, Support, and Work with Others

Specific Outcome

Evaluate Group Process

Students will be able to:

5.2.4 acknowledge achievements of others.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students' contribution to a group web are initialled or circled in their favourite colours.

Bären essen
Beeren, Gras,
Fisch

CY

Bären machen
Winterschlaf

MB

BÄREN

Bären können 400-
500 kg wiegen

JB

Bären können
Bäume klettern

LR

- Create a "Things We Do Well" chart with photos, drawings, or models, or a group in action accompanied by sentence(s).
  - "We helped each other on this _____ by _____."
  - "(name) helped me with _____."
  - "We are making a _____ together."

- Students are taught vocabulary, which allows them to acknowledge the achievements of others.

- At the end of the year, students create a book in which their classmates can write compliments or special memories of the other students. Ensure that all students are represented in the book.

Use Language to Show Respect

Students will be able to:

5.2.4   acknowledge achievements of others. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– celebrate group success?
– help others understand the task?
– collaborate and cooperate to achieve a variety of tasks?
– follow group instruction?
– encourage others to do their best?

☐ **Checklists/Rubrics**

Use the above criteria when making a checklist or rubric to assess the activities.

☐ **Anecdotal Records**

Record when students use expressions of encouragement and praise.

SAMPLE **RESOURCES**

| 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 use, in modelled oral and written situations, all elements of the sound-symbol system.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students unscramble words.

- Every week, students practise new alliterated sentences or tongue twisters for each letter (e.g., *Vampir Viktor mag Vanille-Eis*).

- Students make lists of word families (e.g., *Land, Hand,* etc.).

- Students create nonsense words, taking phonograms—that is, a symbol representing a spoken sound such as a single letter or a combination of letters (e.g., *p, b, sch, ß, au*) —from a chart. They then write a sentence using the invented word in a context. The audience must guess at the spelling and meaning of the word.

- Students participate in a formal spelling program.

- Present the syllables of a word out of order. Students identify and correct the syllabic construction of the word.

- Students create a silly alliteration sentence for a letter of the alphabet. This can be compiled and made into a book. As well, each student can contribute one or two of their sentences to form a class project. This can be posted on the school website and shared by others.

Specific
Outcome

Sound–Symbol System

Students will be able to:

6.1.1 use, in modeled oral and written situations, all elements of the sound-symbol system. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- use the German sound-symbol system orally?
- use the German sound-symbol system in written form?

☐ **Portfolios**

With students, collect samples that demonstrate use of written form. Use their samples to observe progression of sound-symbol usage and skills. Look for the transference of words from students' formal spelling program to their daily work.

☐ **Spelling Program**

Uses the students' pre- and post-test results to observe patterns in errors to guide their instruction.

☐ **Formal Individualized Testing**

Use random letter or sound recognition of the German alphabet. This will also guide instruction for the student.

SAMPLE **RESOURCES**

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

Vocabulary

Students will be able to:

6.1.2 experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students ask for permission to do things in German (e.g., *Darf ich bitte Wasser trinken?*).

- Students change a modelled dialogue using different vocabulary.

  Was machst du am Wochenende? am Freitag?
  Ich gehe schwimmen/bleibe zu Hause.

  Students act out the dialogue with a partner and then act out the changes.

- After the study of a theme, present students with an opportunity to use the vocabulary and/or phrases in a completely different context by involving them in a different hands-on, realistic, and/or constructive activity (e.g., dramatize, build, demonstrate, make, create a model, look, etc.). The activity should be something they have not done before in that theme.

- Post commonly used phrases in the classroom.

Vocabulary

Students will be able to:

6.1.2 experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use vocabulary and expressions appropriately in a variety of classroom and school contexts?
– experiment with German vocabulary and expressions?
– actively participate in classroom activities?
– apply vocabulary learned from one situation to another?
– add more vocabulary than that found in the teacher-generated lists?
– ask for assistance to build/develop new vocabulary, or use other resources?

□ **Observation Checklist**

Develop an outcome-based checklist and observe as students present to familiar audiences. Note the appropriate use of vocabulary and expressions. Observations should be dated and progress noted.

SAMPLE **RESOURCES**

- *Mini Spatzenpost*

- *Jahressammelband*

- *Jungösterreich*

- *Zeitschriftenverlag*

- www.minispatzen.post.at

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 Features

6.1.3 use, in **modelled** situations, the following grammatical elements:
- plural of nouns
- correct indefinite nominative articles and possessive pronouns *mein* and *dein*
- compound nouns
- negation (*nicht, kein*)
- noun and verb agreement for plural nouns
- prepositions to define spatial relationships
- verbs (infinitive and 1st person singular, present tense)

use, in **structured** situations, the following grammatical elements:
- *sein, haben, dürfen, können, müssen* (present tense)
- simple questions using *wer, wie, was, wo*

use, in **independent** situations, the following grammatical elements:
- connect definite articles to familiar nouns in the nominative case

---

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: The grammatical elements listed are not intended to be taught in isolation but within the context of the activities presented throughout the guide.

Grammatical elements, which the student is able to use independently and consistently, are to be maintained for the duration of the student's bilingual programming.

Grammatical Features

Students will be able to:

6.1.3   see above *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

−   use linguistic elements described above?

SAMPLE **RESOURCES**

General Outcome **6**

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

6.1 Linguistic Elements

GRADE
2

Specific Outcome

Mechanical Features

Students will be able to:

6.1.4 experiment with and use basic German mechanical features.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students create simple sentences and write all nouns in a different colour. They point out any nouns that are capitalized.

- Students learn how to conjugate a verb. They then invent a verb and write the endings in a different colour.

- Model how to build and extend a sentence.

Mechanical Features

Students will be able to:

6.1.4 experiment with and use basic German mechanical features. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- properly write the months or days of the week, or titles (e.g., *Herr, Frau, Herr Doktor, Frau Pastor*)?
- capitalize other proper nouns?
- recognize quotation marks and begin to apply their use?
- begin a sentence with a capital letter and end the sentence with either a period, question mark, or exclamation mark?
- use a comma when listing a series of objects?
- use commas in a letter?

☐ **Checklists**

Develop an outcome-based checklist (see Focus for Assessment) to assess students' proficiency in using basic mechanical features. When this checklist is used regularly throughout the year, it shows progress over time.

☐ **Work Samples**

Collect work samples from students to assess their progress.

SAMPLE **RESOURCES**

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 experiment with and use basic German discourse features in oral, written, and visual texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Following an example, students write a simple conversation and act it out with different partners or with puppets.

- Students are given pictures of people talking. Empty speech bubbles are added. Students fill in the bubbles with something the person might be saying. Some examples include:
  - dialogue in a restaurant
  - giving directions to a place in the community
  - meeting a new student and asking personal questions.

- Students write a letter to a pen pal and ask personal questions.

- After brainstorming and categorizing ideas about a topic, students construct a paragraph. Direct discussion on organization, topic sentence, and supporting details.

- A page of a story is photocopied. Students highlight the name of each character in a different colour. Then they find other discourse markers relating to those characters (e.g., pronouns, possessives, etc.) and highlight them with the corresponding colour.

Specific Outcome

Discourse Features

Students will be able to:

6.1.5 experiment with and use basic German discourse features in oral, written and visual texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– experiment with basic discourse features in oral and written texts?
– use basic discourse features in oral and written texts?
– recognize discourse markers in texts?

☐ **Anecdotal Records**

Observe and record students' recognition and use of basic discourse features in oral, written, and visual texts. Date and note specific examples to determine students' developing skills in this area.

☐ **Rubric**

Create an outcome-based rubric with the students and use it to evaluate how well students are able to experiment with and use basic discourse features in oral and written texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ **Anecdotal Records**

Observe and record students' recognition and use of basic discourse features in oral, written, and visual texts. Date and note specific examples to determine students' developing skills in this area.

☐ **Rubric**

Create an outcome-based rubric with the students and use it to evaluate how well students are able to experiment with and use basic discourse features in oral and written texts (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE **RESOURCES**

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

Listening

Students will be able to:

6.2.1 listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students listen to classmates talk about themselves. Ask questions to check for understanding.

- Repeatedly use key phrases and vocabulary to model routine classroom directions.

- After listening to a short German text, students answer questions that can be answered with *Ja* or *Nein* to test their understanding.

- Students are given a picture. Give instructions for the student to follow (make circles around familiar objects, colour an object, draw a box, etc.).

- Play Simon Says with the students.

- Students play I Spy.

- Play *Als ich jung war* and give situations. Students guess whether these situations are true or false.

Specific Outcome

Listening

Students will be able to:

6.2.1 listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– listen to and understand simple oral sentences in a variety of familiar situations?

☐ **Conferences**

Meet with students to check on their understanding of key information they have heard.

☐ **Work Samples**

Students' work samples are collected to assess their understanding of material presented.

SAMPLE **RESOURCES**

| 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

Speaking

Students will be able to:

6.2.2 produce, spontaneously and with guidance, simple oral sentences in a variety of familiar contexts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students ask simple questions in German (e.g., *Darf ich bitte zur Toilette gehen?*).

- Students practise choral speaking of a poem, a song, a story, etc.

- Students view a picture based on a familiar topic and produce a sentence to describe the picture.

- Students practise a structured conversation and then produce one on their own.

- Using puppets, figures, or stuffed animals, students have conversations about different topics.

- On Monday, students speak about what they did on the weekend. On Friday, they speak about their upcoming plans.

Specific Outcome

Speaking

Students will be able to:

6.2.2   produce, spontaneously and with guidance, simple oral sentences in a variety of familiar contexts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

−   spontaneously, and with guidance, use simple oral sentences in a variety of familiar situations?

☐ **Anecdotal Notes**

Record information about the students' skills and knowledge during specific sharing situations. Date and describe the context of each sharing. The information should be reviewed every so often to note progress over time.

☐ **Informal Observation**

Observe students as they participate in the activity and make mental notes on the extent to which students are able to produce, spontaneously and with guidance, simple oral sentences in a variety of familiar situations. Offer feedback, encouragement, and praise as needed.

SAMPLE **RESOURCES**

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 read and understand a series of sentences or a short text on a familiar topic.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students read simple sentences and match these to pictures.

- Students read a brief description of a person and then draw, label, or write about what they have read.

- Students read a short text chorally with the teacher (e.g., poem, song).

- Students read a recipe, which they then prepare with the teacher.

- Students sequence sentence strips of familiar dialogue or poems.

- Students reconstruct a sentence that has been scrambled.

- As part of the home reading program, students take home familiar texts to read to family members. This same text can be shared with a buddy reader from an older class.

Reading

Students will be able to:

6.2.3 read and understand a series of sentences or a short text on a familiar topic.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

−   read and understand simple words and sentences in structured situations?

☐ **Taped Interviews**

The student's progress is taped three times during the year. In a one-on-one conference, ask both information and comprehension questions, and have the student read a text to assess fluency.

☐ **Running Records**

Keep track of a student's ability to read and comprehend as it occurs in class.

☐ **Self-Assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students prior to beginning the activity. Students use the rating scale to evaluate how well they are able to read and understand simple words and sentences in structured situations (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

SAMPLE **RESOURCES**

- *Bärenspaß*
- *Monsterbücher*

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

Writing

Students will be able to:

6.2.4 write simple words and sentences on familiar topics in a structured situation.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students create words, as in *Scrabble,* with letters, blocks, or paper letter cards.

- Students write a short paragraph about themselves.

- Students learn a poem and write their own verse following the same pattern.

- Using an example, students create a booklet about a typical day.

- Students write about *Mein Tier, Meine Familie, Mein Freund, Meine Schule*.

- After hearing a familiar story, each student divides a piece of paper into thirds. Each section represents the beginning, middle, and end. Students write a sentence representing each section and draw an illustration. Model this, including the sentences, until students are comfortable with the process.

Writing

Students will be able to:

6.2.4 write simple words and sentences on familiar topics in a structured situation.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– Produce, with guidance, simple words and sentences on familiar topics?

☐ **Rubrics**

Develop an outcome-based rubric to evaluate student production of a simple text (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

☐ **Work Samples**

Keep a portfolio with samples of rough drafts and good copies. The portfolio provides demonstrations of growth over time.

☐ **Writing Conference**

Collect samples of student work that they produce both with help and independently.

SAMPLE **RESOURCES**

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

Viewing

Students will be able to:

6.2.5 view and understand simple, familiar events and/or representations.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students view any of the following:
  - sculptures
  - paintings
  - plays
  - class presentations
  - dance
  - concerts
  - cartoons

  Students then talk about their impressions.

- After making representations of a viewed text, students present and share their representations.

- Set up an opportunity for students to view older classes as they present and share songs, poems, and dialogues.

- Students look at a wordless picture book for two minutes and then close it. They then list as many items as possible based on their ability to recall details.

Viewing

Students will be able to:

6.2.5 view and understand simple, familiar events and/or representations. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- demonstrate understanding when viewing events, and/or representations?

☐ **Conferences**

Discuss with students a representation, a viewing activity, or an event.

☐ **Anecdotal Records**

Observe students during or after a viewing event and make notes of their active listening skills and participation when viewing an event.

SAMPLE **RESOURCES**

- Mitgutsch, Ali. *Das Riesenbilderbuch*. Ravenburger Verlag. 1980.
  ISBN 3-473-30600-2

- *Mini Spatzenpost*

- *Jahressammelband*

- *Zeitschriftenverlag*

- www.minispatzen.post.at

| 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 use a variety of forms to create simple representations of ideas, events, and information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students draw pictures depicting a story.

- Students act out words or situations.

- Students create a collage to represent something (e.g., winter activities, food).

- Students create a painting, drawing, or sculpture to represent an idea, event, personal experience, or people.

- Students act out a story the class has read together.

- Students design and illustrate a story map or other type of Graphic Organizer of a story they saw, read, or heard to post in a hallway display case (see Appendix D).

- After a field trip to a museum, students create a mural of what they saw. The class can be divided into small groups and subtopics to work on the murals.

Representing

Students will be able to:

6.2.6 use a variety of forms to create simple representations of ideas, events, and
information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use a variety of forms to create simple representations of ideas, events, and information?

☐ **Portfolios**

Students select work samples that show different ways they have organized ideas and information.
Students include reasons for choosing each work sample.

☐ **Work Samples**

Assess samples of students' work, such as picture collages and mobiles, to assess their ability to
create simple representations of ideas, events, and information. Photograph or video record the
samples for later reference (at a year-end class celebration, for example).

SAMPLE **RESOURCES**

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

Register

Students will be able to:

6.3.1 distinguish between formal and informal situations.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students prepare questions about leisure activities. They then conduct a survey first with other (*du*) students and then with other teachers (*Sie*).

- Students dramatize a telephone conversation to different people in different situations.

- Students pose questions to an invited guest.

- Students practise a dialogue with a friend and then say the same dialogue pretending to talk to a teacher.

Register

Students will be able to:

6.3.1 distinguish between formal and informal situations. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− distinguish between formal and informal situations?

☐ **Videos**

Student dialogues can be recorded, watched, and discussed.

☐ **Conferences**

Keep notes on individual students' successes and challenges in adapting language. Share notes with the student and, together, make plans for improvement. Conference with students to discuss participation and personal responsibility in the classroom and school community.

SAMPLE **RESOURCES**

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 understand and use some simple idiomatic expressions as set phrases.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students are involved in celebrating a birthday and sing *Zum Geburtstag Viel Glück* or *Viel Glück und viel Segen.*

- Students wish someone good luck and say *"Ich drücke dir die Daumen"* (e.g., when a student has a competition).

- Students wish someone *Schönes Wochenende* at the beginning of a weekend. The expected response is *Danke, gleichfalls*.

Specific Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 understand and use some simple idiomatic expressions as set phrases. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– understand and use some simple idiomatic expressions as set phrases?

☐ **Anecdotal Records**

Record information throughout the year about students' ability to understand and use simple idiomatic expressions in German.

☐ **Self-Assessment**

Students create a list of idiomatic phrases as they are introduced in class. As they become aware of using these phrases spontaneously when speaking, they check them off their list.

SAMPLE **RESOURCES**

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

6.3 Sociocultural/ Sociolinguistic Elements

Specific Outcome

Variations in Language

Students will be able to:

6.3.3 acknowledge individual differences in speech.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- While watching videos, students try to recognize different accents. They discuss the differences in English.

- Students discuss how grandparents say certain things.

- Once a month, invite a guest speaker to read to the students. This could include older students, other teachers, parents, community members, etc.

- Establish a buddy reading program with an older class.

- Provide a variety of forms and genres in the listening centre (e.g., interactive talking books, videos, audiotapes, CDs). These forms should include different voices, accents, intonations, and registers.

Variations in Language

Students will be able to:

6.3.3   acknowledge individual differences in speech. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
−   acknowledge individual differences in speech?
−   react positively when presented with differences in speech?

☐ **Anecdotal Records**

Make notes of student progress during buddy reading sessions.

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria to assess a student's ability to understand and acknowledge differences in speech.

SAMPLE **RESOURCES**

- *Mini Spatzenpost*
- *Jahressammelband*
- *Jungösterreich*
- *Zeitschriftenverlag*
- www.minispatzen.post.at

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

Social Conventions

Students will be able to:

6.3.4 use basic politeness conventions.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students practise a dialogue provided by the teacher.

- Students practise saying *Guten Appetit* when eating lunch.

- Students learn *Ich drücke dir die Daumen* (e.g., when another student has a competition).

- Students role-play an aspect of a telephone conversation (e.g., they introduce themselves). Puppetry can also be used.

- Students extend appropriate greetings to the teacher and others.

- The class brainstorms for behaviours which demonstrate politeness. This list is posted and serves as a reminder for students.

Social Conventions

Students will be able to:

6.3.4 use basic politeness conventions. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use basic politeness conventions?

☐ **Anecdotal Records**
Record students' behaviours when addressing people they frequently encounter.

SAMPLE **RESOURCES**

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

Non-verbal Communication

Students will be able to:

6.3.5 experiment with using some simple non-verbal means of communication.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Act out some verbs. Students must guess their meaning. Students act out verbs suggested by the teacher.

- Students act out simple sentences that others guess (e.g., *Samantha trinkt ein Glas Wasser*).

- The class plays Simon Says.

- The first five minutes of the day are silent. With assistance, students communicate their needs using any means except verbal communication.

Nonverbal Communication

Students will be able to:

6.3.5 experiment with using some simple non-verbal means of communication.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− experiment with using simple non-verbal means of communication?

☐ **Anecdotal Records**

Record examples to show how students applied knowledge of, and communicated understanding of, appropriate and inappropriate non-verbal behaviour, both within and outside the school context.

SAMPLE **RESOURCES**

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., memorize new words by repeating them silently or aloud).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Warm-up Activity: Write new words on the board (five to seven words). Students repeat the words orally. Give students two minutes to memorize them, and then erase the words and have students say them or write them down.

- Game: Introduce new vocabulary and choose one word. Students have 30 seconds to write the word as many times as possible. Discuss with students how this helps them to remember the word.

- Students develop and maintain second language dictionaries with words learned through reading.

- Students learn a list of words by putting the words in categories.

- Students use mental images to learn new words.

- When reading a story or poem, students do actions to match certain words.

Cognitive

Students will be able to:

6.4.1 use simple cognitive strategies, with guidance, to enhance language learning (e.g., memorize new words by repeating them silently or aloud). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- learn short rhymes or songs?
- incorporate new vocabulary or sentence patterns?
- maintain a personal dictionary?
- imitate sounds and intonation patterns?

☐ **Checklists**

Using a list of cognitive language learning strategies, check those used by students either with guidance or independently, and track some for frequency.

☐ **Self-Assessment**

Students complete a simplified version of the strategy inventory.

SAMPLE **RESOURCES**

Metacognitive

Students will be able to:

6.4.2 use simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language).

Specific Outcome

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students write myths to present in German (e.g., *Wie der Tiger seine Streifen bekam*). Help write the text. Students read the text once with no help. Talk about the strategy of rehearsed language, using questions such as, "How can you become comfortable saying it?" or "How many times do you think you need to repeat it?" Repeat this with students, and point out great improvement after numerous repetitions.

- Students reflect on how they learn (e.g., the teacher reads a text and checks for understanding). Then read the text with the students, and talk about how hearing and seeing what is written increases understanding.

- Say six words and then ask students to recall them. Explain the words and write them on the board. Students spend one minute repeating the words and are asked to recall them again. A discussion follows about how Step 2 helped them to remember.

- Students are asked to dramatize a text and present it to the class or another class.

- Students are asked to practise reading a text to the class.

- A poem is given to each student to practise and present to the class.

Metacognitive

Students will be able to:

6.4.2 use simple metacognitive strategies, with guidance, to enhance language learning (e.g., rehearse or role-play language). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- rehearse or role-play activities to enhance learning?
- reflect on a task?

☐ **Anecdotal Records**

Observe four or five students per class as they solve problems, reflect on their strengths and weaknesses, identify their own needs, and monitor and set goals for language learning. Observations should be made over different periods of time in different learning contexts. The information should be dated and used to enhance or modify future instructions.

☐ **Self-Assessment**

Students complete a simplified version of the strategy inventory.

SAMPLE **RESOURCES**

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., seek the assistance of a friend to interpret a text).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students read with a partner. Check for understanding by asking students to summarize the story in German or English, and discuss how it was helpful to work with a partner.

- Model reading strategies and self-correct when making a mistake by stopping to discuss how taking a risk is important and that making a mistake is okay.

- When students make a mistake, correct them by saying the sentence correctly and encouraging students to repeat the sentence.

- Give students a token when they use German with a classmate.

Social/Affective

Students will be able to:

6.4.3 use simple social and affective strategies, with guidance, to enhance language learning (e.g., seek the assistance of a friend to interpret a text). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
–   seek assistance of a friend to interpret a text?
–   interact with others?
–   take risks with language use?

☐ **Self-Assessment**

Provide students with a self-evaluation related to the Focus for Assessment criteria, such as:
–   I asked a friend for help.
–   I asked the teacher for help.
–   I looked at the pictures.
–   I reread the text.

Students complete a simplified version of the strategy inventory.

☐ **Anecdotal Records**

When students are working on assigned tasks, note the extent to which they:
–   approach tasks with confidence.
–   persevere, trying different approaches or strategies when having difficulty.
–   tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge.

SAMPLE **RESOURCES**

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

Specific Outcome

Interactive

Students will be able to:

6.5.1 use simple interactive strategies with guidance (e.g., indicate lack of understanding verbally or non-verbally).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students play charades using Win/Lose/Draw and realize how mime and pictures help comprehension.

- Students say *Wie sagt man _____ auf Deutsch* when they do not know a word or phrase.

- Students invent a nonsense word in groups by using phonographs on charts provided by the teacher. Students invent a meaning for the word and use it in a sentence. The class guesses the meaning of the word. Lead a discussion on why they were able/not able to understand.

- The class creates a poster of phrases to help students remember expressions.

- Model techniques that demonstrate lack of understanding (e.g., raising eyebrows, a puzzled look, thumbs up or down).

Interactive

Students will be able to:

6.5.1 use simple interactive strategies with guidance (e.g., indicate lack of understanding verbally or non-verbally). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- indicate lack of understanding verbally or non-verbally?
- ask for clarification?

☐ **Anecdotal Records**

Keep track of when students ask questions to help comprehension.

☐ **Self-Assessment**

Students complete a simplified version of the strategy inventory.

SAMPLE **RESOURCES**

- Pictionaries and dictionaries

General Outcome *6*

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

6.5 Language Use Strategies

GRADE **2**

Specific Outcome

Interpretive

Students will be able to:

6.5.2 use simple interpretive strategies with guidance (e.g., use illustrations to aid reading comprehension).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Picture Stories: Students match a series of sentences to the pictures that go with each.

- Read a storybook and helps students realize how they can figure out what is going on by looking at the pictures.

- Provide students with a list of unknown words that nobody will know. Then use the words in a sentence while making gestures to help students understand. Discuss how context aids comprehension.

- Before reading an illustrated story to the class, show the actual illustrations and model the role illustrations play in comprehension.

- Students highlight key words they know in a text, and discuss how a few words can help them comprehend the text.

Specific Outcome

Interpretive

Students will be able to:

6.5.2 use simple interpretive strategies with guidance (e.g., use illustrations to aid reading comprehension). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- use illustrations to aid reading comprehension?
- listen or look for key words?
- determine purpose for reading?
- use knowledge of sound–symbol systems to aid reading?

☐ **Anecdotal Records**

Maintain running records of how students self-correct, use context cues, and make predictions to aid comprehension before and during reading. Observe students after reading to check if they can demonstrate understanding of what was read.

☐ **Self-Assessment**

Students complete a simplified version of the strategy inventory.

SAMPLE **RESOURCES**

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

Specific Outcome

Productive

Students will be able to:

6.5.3 use simple productive strategies with guidance (e.g., use familiar repetitive patterns from stories, songs, rhymes, or media).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students learn a song with a lot of repetition and make up a new verse in small groups. Then they follow a discussion in English of how they were able to make a new verse.

- Students practise choral reading.

- Students practise saying tongue twisters and alliteration sentences.

- Students create their own story after reading a repetitive story.

- Students take turns as the teacher conducts daily routines or leads choral reading.

- Students refer to resources such as wall charts and sentence frames to guide their speech.

Productive

Students will be able to:

6.5.3 use simple productive strategies with guidance (e.g., use familiar repetitive patterns from stories, songs, rhymes, or media). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– use familiar, repetitive patterns from stories, songs, or other media?

☐ **Checklists**

Keep track of students' progress when using strategies to produce language on their own.

☐ **Conferences**

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the productive strategies taught and practised in class.

☐ **Self-Assessment**

Students complete a simplified version of the strategy inventory.

SAMPLE **RESOURCES**

Specific Outcome

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning (e.g., connect what they already know with what they are learning).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Help students complete a KWL (WML) chart on a specific topic (e.g., article on an animal).

- Students web topics in two colours (e.g., houses):
  - what we know already—blue
  - new words—red

- Students brainstorm what they know about a topic and add new information.

- Students write a brief retelling of a simple story, and then write a sentence about what it reminds them of or what it makes them think of.

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning (e.g., connect what they already know with what they are learning). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– connect what they know with what they are learning?

☐ **Anecdotal Records**

Record notes on when students demonstrate the ability to connect what they know with what they are learning.

☐ **Self-Assessment**

Students complete a simplified version of the strategy inventory.

SAMPLE **RESOURCES**

- *Mücki* magazine

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

Specific Outcome

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning (e.g., discover how their efforts can affect their learning).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Students write myths to present in German (e.g., *Wie der Tiger seine Streifen bekam*). Help them write the text. Students read the text once without help. Discuss how students can become comfortable saying it. "How many times do you think you need to repeat it?" Repeat the text with students and, after numerous repetitions, point out how great the improvements are.

- Students reflect on how they learn (e.g., the teacher reads a text and checks for understanding). Students then reread the text and talk about how hearing and seeing what is written increases understanding.

- Say six words and then ask students to recall them. Explain the words and write them on the board. Students spend one minute repeating the words and are then asked to recall them. A discussion follows about how Step 2 helped them to remember the words.

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning (e.g., discover how their efforts can affect their learning). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- set goals?
- reflect on learning and assess personal effort?

☐ **Conferences**

Discuss with students their use of various goal-setting and reflective strategies.

☐ **Self-Assessment/Self-reflection**

Guide students to reflect on the activities. Assist students in focusing on how they are performing, and provide the language to reflect on and communicate information in German. Provide frameworks that include sentence starters and rating scales. It may sometimes be necessary to have students reflect and write journal entries or self-assessment in English in order to express their thoughts clearly and concisely. Alternatively, students complete a simplified version of the strategy inventory.

SAMPLE **RESOURCES**

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

Specific Outcome

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning (e.g., follow their natural curiosity and intrinsic motivation to learn).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As part of strategic teaching, after each of the following activities, students discuss the actual strategies they applied to complete the activity.

- Set up pen pals for the entire class to write letters to students in a German country or in another German school. Students then continue contacting their e-pals or pen-pals on their own.

- During free time, students choose to listen to German music, read a German book, or choose from a variety of activities that are educational and fun.

- Inform students and parents of community organizations and activities in which students can participate and extend their learning.

- Invite students to keep track of books read in German, and give out stickers to help them.

- Allow for individual choice in students' learning as often as possible.

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning
(e.g., follow their natural curiosity and intrinsic motivation to learn). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− demonstrate intrinsic motivation to learn the language?
− demonstrate curiosity to learn the language?

☐ **Checklists**

Prepare a checklist to evaluate and record whenever a student demonstrates intrinsic motivation to learn.

☐ **Self-Assessment**

Students complete a simplified version of the strategy inventory.

SAMPLE **RESOURCES**

| General Outcome 7 | *Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.* | **7.1** Self-identity |

Specific Outcome

Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

7.1.1 participate in and appreciate cultural activities and traditions.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students participate in:
    - Oktoberfest
    - viewing German dancers
    - St. Nikolaus Tag
    - comparing Christmas in Canada with Christmas in Germany
    - videos showing culture
    - mask-making at Carneval time
    - songs
    - Greetings
    - visit by a German author/musician
    - fairy tale study

Specific Outcome

Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

7.1.1 participate in and appreciate cultural activities and traditions. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- participate in language and cultural activities/traditions?
- demonstrate an appreciation for cultural activities and traditions?

☐ **Checklists**

Record when students demonstrate clear enjoyment and appreciation of cultural activities and traditions.

SAMPLE **RESOURCES**

| 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 recognize the benefits of a bilingual/multicultural education.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students can participate in the following activities:
    - draw pictures about the benefits of learning.
    - make a booklet "It's Cool to Learn German because (reason)."
    - listen to music.
    - write about a situation in their journal in which they use German outside of the home.

- Students discuss the advantages of being bilingual (in English).

- Using a catchy phrase, students create a poster/bookmark to promote the study of German.

Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

7.1.2 recognize the benefits of a bilingual/multicultural education. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- participate in bilingual/multicultural education activities?
- demonstrate an appreciation for bilingual/multicultural activities?

☐ **Anecdotal Records**

Observe and record when students demonstrate appreciation for bilingual/multicultural activities.

SAMPLE **RESOURCES**

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 [*Karneval, Fasching*], music, dance, art, literature, food, etc.).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students may participate in:
  - *St. Nikolaus*
  - *Sankt Martin (Martinstag)*
  - *Adventskalender*
  - bringing a picture/object from home
  - asking their grandparents to come and read a traditional story
  - asking their grandparents to come and talk about Christmas in German-speaking countries when they were young
  - baking Christmas cookies
  - making masks for *Karneval*
  - bringing goodies for classmates on their birthdays

- Folk rhymes are an excellent way to study traditional elements of the German-speaking world. Children's folklore is a way to represent and reflect traditional elements of cultures of the German-speaking world. Students may learn folkloric rhymes, poems, and songs.

- The teacher and/or students bring in German artifacts from home or from within the community, and explain the history behind it. Some items may include:
  - *Kuckucksuhr*
  - items of traditional clothing
  - pewter decorations
  - wood carvings

Historical Elements

Students will be able to:

7.2.1 participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [*Karneval, Fasching*], music, dance, art, literature, food, etc.). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− participate in activities/experiences that reflect traditional elements of German language and culture?

☐ **Anecdotal Records**

Observe how the students participate in activities and experiences that reflect traditional elements of the German language and culture, and include the context of all the observations.

☐ **Self-Reflection**

Students complete a self-reflection following involvement in a traditional German activity. Respond to the students' self-reflections with positive feedback.

SAMPLE **RESOURCES**

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 German culture (see example above).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students can:
  - listen to German pop music
  - watch a film by Janosch

- Students learn about:
  - schools in German-speaking countries today
  - food flyers from German-speaking countries
  - information from the Internet
  - pen-pal programs
  - how to write to a city in a German-speaking country to get information about the city and make a collage
  - contemporary greetings/expressions
  - favourite stories
  - a book fair in a German-speaking country

- Students prepare questions to ask visitors from German-speaking countries about culture today.

Specific Outcome

Contemporary Elements

Students will be able to:

7.2.2 participate in activities and experiences that reflect contemporary elements of German culture (see example above). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

−   participate in activities/experiences that reflect contemporary elements of German language and culture?

☐ **Anecdotal Records**

Observe how the students participate in activities and experiences that reflect contemporary elements of the German language and culture. Include the context of all the observations.

☐ **Conferences**

Conference with the students to discuss and provide feedback regarding students' participation and experiences in contemporary German language and cultural activities.

SAMPLE **RESOURCES**

• Janosch videos

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 multicultural global society.

7.2 German Culture

Specific Outcome

Diversity

Students will be able to:

7.2.3 recognize diverse elements of German culture in school and/or local community.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students learn about differences within German-speaking countries:
  - Christmas dinner
    - Turkey
    - Goose
    - Smoked eel
    - carp (Austria)
  - *Karneval* - Rheinland
  - *Fasching* - Süddeutschland
  - *Grüß Gott* vs *Guten Tag, Servus, Grüß dich*

- Students conduct a survey of cultural backgrounds represented in the class. They complete a chart listing their birthplace and that of their parents/grandparents.

- Students learn about different German-speaking communities in Manitoba.

- When discussing traditions at Christmas and Easter, encourage students to share the various traditions practised in their families. Invite students to interview grandparents on how they celebrated Christmas or Easter when they were young. Students share information gathered with their classmates.

Diversity

Students will be able to:

7.2.3 recognize diverse elements of German culture in their school and/or their local community. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− recognize diverse elements of German language and culture in their school?
− recognize diverse elements of German language and culture in their community?

☐ **Checklists**

Observe the students in activities where there is cultural and linguistic diversity. Develop checklists based on the students' participation, recognition, and understanding of diversity. Observe the students as they engage in discussion and dates, and include the context of each observation.

☐ **Anecdotal Notes**

Record examples of students' behaviours. Use the data to conference with students.

SAMPLE **RESOURCES**

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

Change

Students will be able to:

7.2.4 gather information to demonstrate change within the German culture.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students interview grandparents or elders in the community about specific cultural things in Germany when they were young. Then students discuss how things have changed. For example,
  - Halloween is becoming more and more popular
  - German spelling has recently changed
  - stores are open longer hours
  - more anglicisms are accepted
  - television and computers are more prevalent

- Students are matched with pen pals in Germany and write letters, asking questions about German culture today.

Specific Outcome

Change

Students will be able to:

7.2.4 gather information to demonstrate change within the German culture. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– gather or contribute information to demonstrate change within the German language and culture?

☐ **Checklists**

Record students' abilities to gather information and explain changes when asked.

SAMPLE **RESOURCES**

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 explore diversity within the classroom and among families and communities.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students:
  – interview others in the classroom/school exploring holiday traditions, music, etc.
  – participate in a class exchange and possibly a visitation
  – visit other bilingual schools
  – interview and are interviewed by high school students
  – participate in a pen-pal program with another bilingual school

- Students examine different greetings in the north versus the south of Germany. Dialogues could be acted out.

Valuing Diversity

Students will be able to:

7.3.1 explore diversity within the classroom and among families and communities.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- recognize diversity in the family, school, and community?
- demonstrate appreciation for diversity?
- explore differences between himself/herself and others?
- demonstrate understanding of diversity?

☐ **Checklists**

Create checklists to determine students' developing skills in exploring diversity and in reflecting on its significance to them. Positive feedback and suggestions are provided to students.

SAMPLE **RESOURCES**

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

GRADE
2

Specific Outcome

Valuing Similarity

Students will be able to:

7.3.2 explore similarities within the classroom and among families and communities.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students participate in:
  - an inter-school visitation
  - an inter-program visitation with the objective of exploring common values and interests

- Students bring in pictures of a family celebration (e.g., Christmas, birthday). Pictures are displayed and looked at, and similarities are discussed.

- A mini-immersion day with another class could be planned. Students get together to do activities and eat together.

Specific Outcome

Valuing Similarity

Students will be able to:

7.3.2 explore similarities within the classroom and among families and communities.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
−   recognize similarities between self and others?
−   appreciate similarities between self and others?

☐ **Anecdotal Records**

While observing discussions, note and record when students recognize similarities between self and others.

SAMPLE **RESOURCES**

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

Contributing to Community

Students will be able to:

7.3.3 participate co-operatively in group activities by contributing ideas and supporting others.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students participate in Carnival day.

- Students write a myth (see 5.2.2).

- Students participate in a concert (e.g., *Die Vogelhochzeit*).

- After reading the story *Otto macht alles verkehrt*, studentd make up a sentence to continue the story and illustrate their sentence. Then all pages are put into a booklet.

- With the entire class, brainstorm characters, activities, and places. Write these on a board. Have students get into a group. One student thinks of a character, one student thinks of a place, and one of an activity. They all write a story based on what everyone has said. They cannot talk while they write. When they finish writing, they read what they wrote out loud.

- In small groups, each student writes one of the following:
  - person (people)
  - place
  - action
  - time
  - situation

  The group then writes a skit based on these ideas, often with hilarious results (begin by providing cards with suggestions).

- Using a digital camera, students walk around the school or community and capture pictures of *Meine Schule*. The pictures are printed and students write or type one sentence for each picture. These can be published and distributed as part of the school newsletter.

- Students participate in a variety of group activities:
  - making a mural
  - dramatization
  - cooking
  - book or story study, etc.

  Before working, students establish roles and responsibilities for all group members.

Specific Outcome

Contributing to Community

Students will be able to:

7.3.3 participate co-operatively in group activities by contributing ideas and supporting others. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- participate cooperatively during group activities?
- contribute ideas to the group and support ideas of other group members?

☐ **Self-Evaluation**

The student fills out a self-evaluation regarding his or her participation.
- I followed instructions.
- I worked well with my partner(s) to get the job done.
- I was helpful to my group members.

SAMPLE **RESOURCES**

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, school, and community.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students discuss environmental issues in school, class, home, or community.

- Students discuss respect among people, countries, religions, or businesses.

- Students draw/develop a mural depicting respect/acceptance within the school, family, community, or the world.

- Students run a recycling program and make posters to promote recycling.

- Students participate in a schoolyard clean up. Each class in the school can take a turn.

- Assign classroom helpers.

- Students participate in a community service project to demonstrate responsible citizenship, such as a school year clean-up or planting flowers around the school.

Specific Outcome

Responsible Citizenship

Students will be able to:

7.4.1 demonstrate personal and social responsibility in the classroom, school, and community. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– demonstrate personal and social responsibility in the classroom?
– demonstrate personal and social responsibility in the school?
– demonstrate personal and social responsibility in the community?
– show a willingness to accept responsibility for his or her actions and behaviour?

☐ **Checklists**

Observe students as they work together on community service projects in the classroom and/or school and as they discuss responsibilities. Use a checklist.

☐ **Anecdotal Comments**

Observe the students in both formal and informal situations. Comment on how the student demonstrates responsibility in various situations. Use these comments to guide conferences and to assist the student in establishing responsible behaviour.

SAMPLE **RESOURCES**

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

Interdependence

Students will be able to:

7.4.2 recognize the benefits of working with a partner or within a group; recognize that one affects and is affected by the actions of others.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students work with a partner to solve a word search or crossword puzzle.

- Students plan and create murals with a partner.

- Students participate in making classroom quilts, each student making a square.

- Students do four sentence stories, in a group of four.

- Students discuss a playground event where an action of one spoils a game for others.

- Students show how school staff work together and how we all have a responsibility to work with them.

- Students discuss the roles of members of a household and how they work together.

- When brainstorming a specific topic (e.g., foods you know in German), students first have to write down words individually and then work with a partner. Following that, the class has a discussion about the benefits of working together.

- At the beginning of the year, create a class puzzle. Each student gets a blank puzzle piece and personalizes it with his or her name and a self-portrait. The puzzle pieces are then assembled and the entire puzzle is displayed on a bulletin board.

Interdependence

Students will be able to:

7.4.2 recognize the benefits of working with a partner or within a group; recognize that one affects and is affected by the actions of others. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- recognize the advantage of working with a partner or group?
- understand the importance of each member fulfilling their responsibility?
- work cooperatively with others?

☐ **Anecdotal Comments**

Record comments based on observations made while the student is participating in initial establishment of roles and responsibilities. Observe follow-up behaviour.

☐ **Conferences**

Both during and after a group activity, discuss with a student the role and responsibilities of a group. Use anecdotal comments and self-assessment sheets to encourage and guide the student in fulfilling his or her responsibility.

☐ **Self-Assessment**

After a group activity, each student completes a self-assessment sheet in order to assess personal contributions and the roles of other group members.

SAMPLE **RESOURCES**

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

Intercultural Skills

Students will be able to:

7.4.3 identify and describe causes of conflict in the classroom.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Read a story involving conflict, and then parallel the situation to one that the students may have experienced.

- Students listen with attention to the opinions of others.

- Students pass around a talking stick. The student with the stick can speak. Others listen.

- Students demonstrate personal and social responsibility in the classroom, school, and community by:
  - maintaining a clean desk and classroom
  - using problem-solving skills in discussing and solving problems
  - making a poster of current events
  - taking turns as classroom helpers
  - making a mural about acceptance with captions in German

Contributing to Community

Students will be able to:

7.4.3 identify and describe causes of conflict in the classroom. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– identify causes of conflict in the classroom?
– listen attentively to the opinion of others?

☐ **Anecdotal Records**

Use the Focus for Assessment criteria to comment on the student's progress. Observe the student in both formal and informal situations. The data collected can guide conferences with students and encourage the students to try a variety of strategies for identifying causes of conflict and possible solutions.

SAMPLE **RESOURCES**

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 identify personal strengths and areas for development.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students complete a self-evaluation chart.

I always listen.	☺	☹
I always cooperate.	☺	☹
I complete my work.	☺	☹
I do my best.	☺	☹

- Students set a goal for next month. Guide the sentence structure (e.g., *Ich möchte gerne …*).

- Students illustrate:
  - something they do well
  - what they want to do better

- Students choose a piece of work to submit to their portfolio.

- Students choose an item at the end of a week to submit to their portfolio. Students can conference with the teacher and explain their choice.

- Students create a photo feature. They bring photos from home that display an aspect of personal strengths and an area for improvement. For example, a student may perform a dance very well but feel that she or he needs to practise the piano more. Students explain their photo feature and entertain questions.

Future Opportunities

Students will be able to:

7.4.4   identify personal strengths and areas for development. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- identify personal strengths?
- identify areas for improvement?
- set simple goals for improvement?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Date and note the context of all observations.

☐ **Conferences**

Conference with students to encourage them to share their personal strengths and areas for further development. Provide students with feedback and encouragement.

☐ **Goal-Setting Booklets**

Students pick items for their portfolio and select a simple rationale for choosing each piece (e.g., I wrote neatly. I coloured nicely.).

☐ **Portfolios**

Use the portfolio to examine the choice the student has made to demonstrate her or his best work or growth. The portfolio can be used for further discussion with the students. Discuss with students a variety of ways in which they can achieve their goals.

Mein Portfolio

Warum ist diese Arbeit in meinem Portfolio?
- ❏ Hier habe ich deutlich geschrieben
- ❏ Hier habe ich schön gemalt.
- ❏ Hier habe ich schön gezeichnet.
- ❏ Das ist mein Lieblingsstück.
- ❏ _____

SAMPLE **RESOURCES**

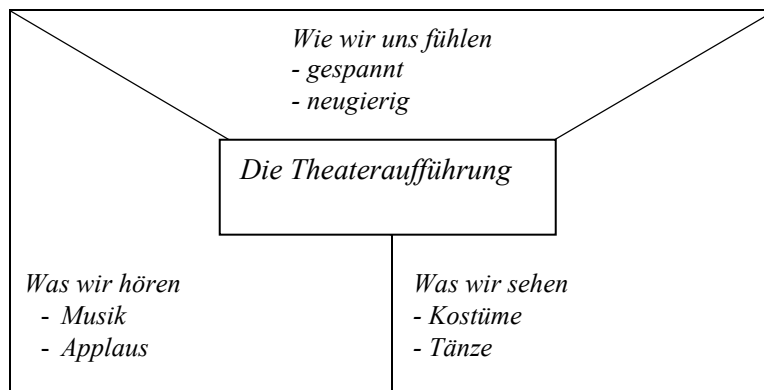| General Outcome **1** | *Students will listen, speak, read, write, view, and represent in German to explore thoughts, ideas, feelings, and experiences.* | **1.1** Discover and Explore |

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 describe personal observations, experiences, and feelings.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As a prerequisite to discussions, students have access to brainstormed vocabulary and models of sentence patterns.

- After reading a story, students share their feelings about the story. For example,

  Ich finde diese Geschichte _____ (lustig, traurig, doof, gut, nicht so gut).

  Ich mag <u>die Hauptperson,</u> weil _____ (er,sie) _____ (lustig, schlau, brav) ist.

- Students observe the growth of a plant in science class and keep a daily record of its growth. They then illustrate and label their observations.

- In a Sharing Circle, students share ideas. They speak or contribute when they are holding the stuffed animal or talking stick (e.g., sentence models for sharing their favourite Teddy):

  _____(Mein,Meine)_____ heißt ____.

  Wir _____(spielen,essen, schlafen) zusammen.

- Groups of students look at pictures of people from different cultures or countries. They make observations and discuss what they see.

- After listening to a poem, students express their feelings about the poem through a painting.

(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- share personal observations, experiences, ideas, and feelings with another student?
- share personal observations, experiences, ideas, and feelings in large groups?
- make personal observations?
- make predictions about what will happen in a story or event?
- initiate talk about predictions?
- listen to others' ideas, opinions and predictions?
- respond to others' ideas, opinions and predictions in conversations and class discussions?

☐ **Checklists/Rubrics**

Develop checklists or rubrics that reflect observations made during circle time. In addition, make notes on the accuracy of the students' use of the plural forms of verbs. Date and record the context of the observations, and review data to note progress and to guide individual conferences.

(continued)

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

Express Ideas

Students will be able to:

1.1.1 describe personal observations, experiences, and feelings. *(continued)*

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

- A different student is appointed "*Schüler der Woche*" each week and brings items for show and tell. The student then tells the class about herself or himself. Others ask questions such as, *Was ist dein Lieblingsessen? Wann hast du Geburtstag? Wie alt ist dein Teddy? Wer hat dir den Teddy gegeben? Wie heißt er?*

- Students share their personal observations and feelings about a cultural event they attended. Student observations and feelings are recorded on a class Y-chart. For example:

Wie wir uns fühlen
- *gespannt*
- *neugierig*

Die Theateraufführung

Was wir hören
- *Musik*
- *Applaus*

Was wir sehen
- *Kostüme*
- *Tänze*

- Students watch a video and then write in their journals about their favourite parts or exciting events.

- As a group, students listen to music, watch videos or slides, or look at pictures and then describe their feelings related to the listening or viewing exercise.

Consider Others' Ideas

Students will be able to:

1.1.1 describe personal observations, experiences, and feelings. *(continued)*

Erfahrungen beschreiben—Lehrercheckliste

Inhalt

Der Schüler/Die Schülerin:

- kann persönliche Beobachtungen auf Deutsch beschreiben
- kann in einer Kleingruppe persönliche Ideen und Gefühle ausdrücken
- kann in einer Groβgruppe persönliche Ideen und Gefühle ausdrücken
- kann sich die Gefühle oder Ideen anderer anhören
- kann sich auf andere Menschen einstellen und enstprechend antworten

Mündlicher Ausdruck

- Lautstärke
- Blickkontakt
- Anzahl an Sätzen
- Reihenfolge der Sätze
- angebrachtes Thema
- Genauigkeitsgrad der Grammatik
- Sprechgeläufigkeit

☐ **Anecdotal Records**

Record observations during students' informal interactions to note how they describe personal observations, experiences, and feelings. Date and record the context of the observations.

☐ **Conferencing**

Record interviews with students at different times during the year.

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

Consider Others' Ideas

Students will be able to:

1.1.2 consider others' ideas and observations to discover and explore personal understanding.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When reading a wordless book, students take turns telling their partners what they see on each page. At the end, they discuss what the whole story is about. This can also be done with specific social studies/health topics.

  Student 1: *Ein Hase schläft unter einem Baum.*
  Student 2: *Der Hase sieht einen Wolf und fängt an zu rennen.*

- Invite students to share their ideas about a topic of interest during a Talking Circle activity. Each student is encouraged to speak, and students are given time to reflect on what others have said.

- Before viewing or listening to a text, students are asked to make a prediction. As the story proceeds, they can make additional predictions or alter their original prediction based on the information presented. Record each stage of prediction with a different coloured marker.

- Introduce students to the language and pronunciation of a series of survey questions, and invite them to conduct a student survey. Surveyors complete a form with statements in German such as:

Wer in der Klasse …	Unterschrift
1. wohnt in einem weißen Haus?	
2. hat einen Goldfisch?	
3. mag Spinat?	

- Students write up interview questions based on the 6 Ws: *Wer/Wie/Was/Wo/Wann/Warum,* on the topic they are studying.

- Students role-play stories they read in class in which the characters are in conflict. At a given signal, they transform the plot into one where people try actively to listen to and understand the other person's point of view.

- The class brainstorms for vocabulary and expressions relating to "considering others." Class suggestions are recorded on chart paper and can be referred to in different contexts.

Consider Others' Ideas

Students will be able to:

1.1.2 consider others' ideas and observations to develop own personal understanding.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- listen to others?
- paraphrase what others have said?
- use ideas of others to extend knowledge?

☐ Checklists

Use observation forms to note the behaviours of the students as they engage in conversation when role-playing during a Talking Circle. Look for examples of behaviour that show students considering others' ideas to build their own understanding.

Schüler-name	hört anderen zu	stellt Fragen	spricht Deutsch freiwillig	bleibt am Thema

☐ Rubrics

Create a rubric for students' summaries using the W6 questions practiced in class. These rubrics may be used for students to assess their own performance.

☐ Anecdotal Records

Note the behaviours of the students as they consider others' ideas and observations to develop their own personal understanding. Date the observations. Writing on self-stick notes may be helpful as they can easily be moved to a student's file.

☐ Comprehension Checks

Give a pop quiz after a discussion circle to enforce accountability for listening and to check comprehension of other's ideas. (Example question: true or false. *Martin hat über seinen Hund gesprochen?*)

(continued)

General Outcome **1**

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

1.1 Discover and Explore

Specific Outcome

Consider Others' Ideas

Students will be able to:

1.1.2 consider others' ideas and observations to discover and explore personal understanding.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Teacher's Notes

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Observation**

After students have had an opportunity to practice role-play situations, they are assessed using criteria such as:

– language is understandable
– interaction is sustained
– pronunciation is accurate
– grammar is correct
– message is comprehensible
– language is appropriate to the context.

☐ **Conferences**

Individual students share samples of their work with the teacher (e.g., sample of their survey forms). Discuss with individual students the progress they are making in considering others' ideas.

OR

Pairs of students share their interpretations of the wordless picture book with the teacher. Discuss with individual students the progress they are making in considering others' ideas.

☐ **Self-Assessment**

Encourage students to tell about how they used others' ideas to help them learn more about a particular topic. This may be done in a Sharing Circle or as a personal thank-you note.

Heute habe ich von (name) *etwas neues gelernt.*
Er/Sie sagte dass _____.

Rollenspiele bewerten

5 – sehr gut, höher als erwartet
4 – allen Erwartungen entsprechend
3 – gut/ genügend
2 – einige Schwächen
1 – sehr schwach

- Der Inhalt ist verständlich.
- Die Sprache ist deutlich.
- Die Ausdrücke passen zum Kontext.
- Die Strukturen stimmen.
- Die Interaction wird aufrechterhalten.
- Die Sprecher unterstützen sich gegenseitig, durch Fragestellung, Stichwörter und nicht wörtliche Kommunikation.

General Outcome **1**	*Students will listen, speak, read, write, view, and represent in Ukrainian to explore thoughts, ideas, feelings and experiences.*	**1.1** Discover and Explore

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 experiment with language to express feelings, and talk about experiences and events.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As a prerequisite to discussions, students have access to brainstormed vocabulary and models of sentence patterns.

- Students describe a holiday.

  Mein Urlaub war _____. Ich war in _____. Ich habe _____ gesehen.

- Students discuss moods evolved by artwork or colours (e.g., *Wenn ich das Bild/die Farbe sehe, fühle ich mich _____.*).

- The class discusses and groups adjectives (e.g., feeling, colour, size, etc.)

- Students describe how they feel or how they act as story characters, or as people in flashcard pictures are feeling.

  Ich bin krank. Ich habe Kopfschmerzen.
  Ich habe Langeweile.
  Ich bin glücklich.

- Share a personal timeline of memorable experiences or milestones in your life, and invite students to create personal timelines that depict memorable milestones in their lives. These milestones may be accompanied by personal sketches showing how the students felt.

- After a holiday or long weekend, students are asked to prepare answers in German to *wo, wer, wie, was, warum, wann,* (6Ws) in point form. Then each student writes down the 6W question words. Each student finds a partner and proceeds to ask or answer one of the 6W questions.

  A: *Sage mir bitte wie.*
  B: *Es war sehr schön.*
  Trade: B asks, A answers
  B: *Sage mir bitte wann.*
  A: *Wir waren Samstag in Banff.*

  A puts a check mark beside B's *wie* question. B puts a checkmark beside A's *wann* question. Students find a new partner and so on until most have five checkmarks. Students then report one new thing they learned from a classmate.

- During a field trip, use a digital camera and prepare pictures that students can use to prepare a photo essay, by arranging the photographs and writing captions about the field trip.

(continued)

Experiment with Language

Students will be able to:

1.1.3 use a variety of forms to organize and give meaning to familiar experiences, ideas and information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– express personal thoughts, feelings, experiences?
– elaborate on ideas, feelings and experiences?
– experiment with expressive language?
– contribute positively during class discussions?
– actively engage in the interaction, using German to gain the required information?
– sustain interactions, taking risks with German?

☐ **Checklists/Rubrics**

Create a checklist or rubric using the Focus for Assessment criteria. Note the behaviour of students as they express themselves, contribute to discussions, and experiment with language. These tools may be used for students to assess their own performance.

☐ **Anecdotal Records**

The teacher is involved in a round of questions. Ask a question and answer it. Then ask the students question that they answer. Record the quality of questioning and answering. Writing on self-stick notes may be helpful as they can easily be moved to a student's file.

☐ **Conferences**

Conference with the students about how they share personal feelings and experiences when creating their personal timeline. Provide positive feedback and support to help the students develop and expand ways of expressing personal experiences.

(continued)

General Outcome **1**

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

1.1 Discover and Explore

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 experiment with language to express feelings, and talk about experiences and events. *(continued)*

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

- Invite students to share what they learned and what they found interesting from a field trip in which they recently participated. These ideas are recorded on sheets that are then posted in the classroom. Students use these ideas to help them complete a field trip summary sheet. Students may include illustrations with accompanying captions.

- Invite students to add expressive words and phrases to a class list. Students match and cut out pictures from magazines to illustrate the list.

- Students make a story vine to help aid storytelling about themselves, holidays, story recall, etc.

Specific Outcome

Experiment with Language

Students will be able to:

1.1.3 experiment with language to express feelings, and talk about experiences and events. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Reflection Logs and Journals**

Review journals and Reflection Logs to determine whether students are able to express personal thoughts, feelings, and experiences, and if they experiment with expressive language.

☐ **Work Samples**

Collect samples of student work to assess how well students are able to express personal thoughts, feelings, and experiences, and whether they experiment with expressive language.

SAMPLE **RESOURCES**

- mes-english.com (picture cards/flash cards for discussion or prompts)

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

Express Preferences

Students will be able to:

1.1.4 collect and share favourite oral, literary, and media texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As a prerequisite to discussions, students have access to brainstormed vocabulary and models of sentence patterns.

- Students share their favourite stories with a variety of audiences, such as other students and family members. Students bring in favourite books they had when they were younger for a special display.

- Students choose favourite German books from the library and create advertisements for them using illustrations, words, and short phrases that are posted on the bulletin board in the library. Students use vocabulary lists in the classroom from a brainstorming activity to assist them in creating advertisements to promote their book.

- Students create a new book cover for a favourite book or poem.

- Students view a short animated cartoon or movie in German. Invite students to share what they enjoyed about the cartoon or movie, and record these ideas on poster paper that is posted in the classroom. Elements such as characters, music, storyline, etc., should be addressed. Then students discuss their favourite animated movie with a partner.
  - *Mein Lieblingsfilm ist _____.*
  - *Die Hauptfigur ist _____.*
  - *Die Musik war _____.*

- Students bring in objects that remind them of a book, poem, or song. As they tell the story of their objects, they place them in memory boxes they have decorated.

- Set up a graphing activity to record what children identify as favourite oral, literary, or media texts for the week. Discussion follows about any observations that can be made from the graph.

- Students bookmark their favourite websites about a topic and then create a German poster that advertises the websites.

- Students sketch their favourite scene from a story they have heard, read, or viewed. Students display and give simple reasons for choosing the story and scene as their favourite, using vocabulary reviewed in class.

Specific Outcome

Express Preferences

Students will be able to:

1.1.4 collect and share favourite oral, literary, and media texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– choose a variety of texts?
– name favourites?
– give reasons for selecting text as favourite?
– share willingly?
– share confidently?

☐ Self-Assessment

Help the students note and talk about how they shared information regarding their favourite animated movie. Students use a self-reflection sheet such as the following:

Mein Lieblingsfilm	
Was ich gesehen habe:	**Was ich gehört habe:**
Am besten finde ich die Stelle, wo _____	
Das finde ich gut, weil _____	

☐ Conferences

Discuss with each student his or her growing collection of favourite texts.

☐ Recording of Oral Presentation

Both students and teachers use these for assessment.

Nach meinem Vortrag—Schülercheckliste

Schreibe D – Dieses Mal habe ich es gemacht!
Schreibe N – Nächstes Mal mache ich es bestimmt!

___ - Ich habe laut und deutlich gespochen.
___ - Ich habe viel Blickkontakt zu den Zuschauern gehabt.
___ - Ich war nicht zu nervös.
___ - Ich habe meistens frei gesprochen.
___ - Ich habe eine interessante Einleitung gehabt.
___ - Mein Vortrag war interessant u. lehrreich.
___ - Ich habe am Ende eine Zusammenfassung gehabt.
___ - Ich habe alle Fragen gut beantwortet.

SAMPLE **RESOURCES**

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

Set Goals

Students will be able to:

1.1.5 develop a sense of self as German speaker, reader, writer, and representer.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students take part in a Readers' Theatre and choral reading.

- Weekend Journal: On Friday, students write the 6W questions (*wer, wie, was, warum, wann, wo*) in their journal. On Monday morning, they write answers about their experiences (e.g., *Wann—Sonntag haben wir bei Oma gegessen*). Students practise the present-perfect form.

- Students complete a book report on a favourite story. Provide sentence starters.
  - *Die Hauptperson ist _____.*
  - *Das Problem ist _____.*
  - *Ich finde dieses Buch toll/gut/nicht so gut*

- Each day, a different student chooses a text she or he has read or written, and shares it with the class.

- Home reading: Students read at home and complete the following for each book they have read.

Datum: _____ Name:_____

Mein Buch

Titel: _____

Autor/Autorin: _____

Die wichtigsten Figuren: _____

Das hat mir besonders gut gefallen:

_____

_____

_____

- Post reading strategies in the room so the students can use these for setting goals.

Set Goals

Students will be able to:

1.1.5 develop a sense of self as a German speaker, reader, writer, and representer.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- show awareness of accomplishments as a reader, writer, illustrator?
- share accomplishments?
- set attainable goals for improvement independently?
- set goals with guidance?
- review goals?

☐ Checklists/Rubrics

Create a checklist or rubric using the Focus for Assessment criteria. Note the behaviour of students as they express themselves, contribute to discussions, and experiment with language. These tools may be used for students to assess their own performance.

☐ Conferences

Conference with each student to determine how he or she is developing a sense of self as a reader, a writer, and an illustrator. Review students' goals to assess whether they are realistic and manageable, and review their self-reflections to determine if their comments coincide with actual behaviours. Provide feedback and encourage students to continue to develop in these areas.

☐ Interviews

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

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

SAMPLE **RESOURCES**

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

Develop Understanding

Students will be able to:

1.2.1 examine how new experiences, ideas, and information connect to prior knowledge and experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As a prerequisite to discussions, students have access to brainstormed vocabulary and models of sentence patterns.

- After listening to a story, one student shares personal feelings, which triggers another student to do the same. For example, one student shares feelings of being afraid of a neighbour's dog. This reminds another student about his feelings when he first started to play hockey (e.g., *Martin hat Angst. Ich habe Angst wenn …*).

- The class uses a story or film as a base for an in-class interview activity. For example,

  Fragen
  Was isst du am liebsten?
  Welchen Film magst du?
  Hast du ein Haustier?
  Welches?

  After interviewing a number of classmates, students reflect in their journals about their findings.

  Das ist mir neu.
  Karla isst am liebsten Eis.
  Jayden hat einen Salamander.
  Das haben wir gemeinsam.
  Mike und ich essen gern Pizza.
  Leila und ich haben eine Katze.

- After reading a new story, students make comparisons of this work to stories, films, or pictures they have seen or read. Students use a Venn diagram to see areas of overlap.

  Story I   Story II
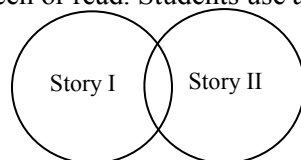
- Students, working in small groups, complete a K-W-L (W-M-L) chart prior to, during, and after the study of an assigned topic in class.

W-M-L Tabelle		
Thema: _____		
W	M	L
Das **wei**β ich schon	Das **m**öchte ich wissen	Das habe ich ge**l**ernt

Develop Understanding

Students will be able to:

1.2.1 examine how new experiences, ideas and information connect to prior knowledge and experiences. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- access prior knowledge?
- access personal experiences?
- connect prior knowledge experiences?
- connect prior knowledge/experiences with new ideas?
- record connections?

☐ **Checklists/Rubrics**

Create a checklist or rubric using the Focus for Assessment criteria. Note students' behaviours as they express themselves, contribute to discussions, and experiment with language. These tools may be used for students to assess their own performance.

☐ **Anecdotal Records**

Record observations to show examples of students making connections between prior knowledge and experiences and new knowledge. Observations should include information regarding the extent of:
- students' prior knowledge and experience
- connections between prior knowledge and new experiences
- recording of connections
- gaps in knowledge and experiences

☐ **Response Journals/Reflection Logs**

After viewing a variety of photographs, posters, or pictures, and discussing similar activities and feelings as a class, students will write in their journals one of the responses they gave during the discussion. Students add any further information. Respond personally to the journals with questions or suggestions to extend the students' thinking and to provide positive feedback.

☐ **Work Samples**

Collect copies of KWL (WML) charts to assess the students' ability to access and connect prior knowledge and experiences to new situations.

SAMPLE **RESOURCES**

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 explain understanding of new concepts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students share information about a new experience, and state how they feel about it (e.g., gym game):

  Wir machen einen Kreis.
  (Name) steht in der Mitte.
  Wir brauchen einen Ball.
  Wir wollen (Name) mit dem Ball treffen.
  Ich finde das gut/Es macht Spaß. Es ist doof.

- Students draw a picture of building a bridge. Students say three things about their experience of doing the activity.

  Es macht Spaß.
  Es war schwer.
  Ich brauche Papier.

- After reading a story about hobbies, students bring in and share their hobbies. Students can discuss which new hobby they would pick if they had a choice.

- Students talk about learning to play a new game at recess or make a variation of a game they are familiar with. Students can use a Venn diagram to compare the old version with the new version.

- Invite students to study, sort, and categorize a group of pictures and illustrations provided to them. Students must label their categories and be prepared to explain their rationale.

- After a study of community workers, students participate in a variety of field trips to become familiar with jobs performed by community workers (e.g., post office, newspaper, stores, police station). They write a simple paragraph about what they want to be when they grow up giving two or three reasons to support their choices.

- Working together, students create a Word Wall related to a specific topic or theme. They brainstorm for words or phrases and record these on self-stick notes, which they place on a large wall chart.

- Students hear a text being read to them three to four times. As they listen, they sketch their understanding of what they hear. They then write up a summary of what they heard.

Explain Opinions

Students will be able to:

1.2.2 explain understanding of new concepts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– explain her or his understanding of concepts?
– provide a clear explanation of understanding?
– explain rationale?
– give examples of concepts?

☐ **Checklists**

Develop a checklist that reflects the Focus for Assessment criteria. All observations should be dated and the context included.

☐ **Work Samples**

Collect students' paragraphs about their chosen profession or job.

☐ **Conferences**

Have one-on-one conferences with students to give them an opportunity to explain their understanding of new concepts covered in class.

SAMPLE **RESOURCES**

General Outcome **1**

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

1.2 Clarify and Extend

GRADE

3

Specific Outcome

Combine Ideas

Students will be able to:

1.2.3 arrange ideas and information in more than one way to make sense for self and others.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- For math, students participate in data gathering (e.g., who likes what for lunch). They then experiment with different ways to display the data using graphic organizers (see Appendix D).

- In the rock unit for science, students do a rock hunt of six specific types of rocks (e.g., two colours, see-through, smooth, rough, one colour, shiny). Students form groups and sort their rocks for two qualities (e.g., rough and one colour). Other groups are asked to identify the two qualities.

- Students use illustrations, labels, or hands-on materials to explain how to prepare their favourite food. They can present their work to the class.

- Students use story maps before writing a text or after reading a text.

- Help students understand that information can be displayed in a number of ways by modelling the use of graphic organizers such as Venn diagrams, webs, or mind maps (see Appendix D). Students practise organizing information from familiar text using a variety of graphic organizers.

- Students write step-by-step instructions for simple everyday activities. They read these to a partner who follows them exactly to see if the directions need additional clarification.

- Students complete an activity in six to eight steps. Then they sequence the pictures for the steps and write a sentence for each picture, explaining the activity. This is also an opportunity to use transition words (e.g., *zuerst, dann, danach, zuletzt*).

Specific Outcome

Combine Ideas

Students will be able to:

1.2.3 arrange ideas and information in more than one way to make sense for self and others. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- − arrange ideas and information in an organized way?
- − use a variety of organizational structures?
- − use organizational structures appropriate for the information?

☐ **Checklists/Rubrics**

Create a checklist or rubric using pre-established criteria for each organizational pattern or graphic organizer taught. Students should be familiar with the criteria before they begin a task.

☐ **Portfolios**

Students select work samples that show different ways they have arranged ideas and information. Students include their reasons for choosing each work sample.

☐ **Work Samples**

Collect samples of student work such as the Venn diagram, survey charts, and story maps as evidence of students' abilities to use a variety of methods to organize information.

SAMPLE **RESOURCES**

- • templates for story maps (see *Success for All Learners* [Manitoba Education and Training, 1996]*)*
- • step-by-step activities available in the English language arts curriculum framework.

General Outcome **1**

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

1.2 Clarify and Extend

GRADE **3**

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 reflect on ideas and experiences to clarify and extend understanding.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use sentence frames that clarify and explain new situations, such as:

  Wo ist ___?
  Was heiβt _____?
  Wer ist _____?
  Wie heiβt das?

- Social Studies Unit—Past, Present, Future: Students choose an item that does a job for us on a daily basis (e.g., iron). They share information about the item that did the same job in the past, using a picture or the real item. Students use their imagination to talk about how this item would work in the future (picture or item). This is done as a presentation. Students name the item, tell how it works, and compare the item (past, present, and future models). Sentence models are provided and editing of work is done.

- With students, build a chart of essential questions on a variety of survival themes (e.g., *Wo ist die Toilette? Wie finde ich das Büro?*).

- Review vocabulary to describe the physical characteristics of a person (e.g., hair colour, eye colour, etc.), and students practise asking questions about physical appearance (e.g., *Hat das Kind blaue Augen? Hat das Kind lange Haare*?). Students practise vocabulary and asking questions by playing the board game *Guess Who*.

Specific Outcome

Extend Understanding

Students will be able to:

1.2.4 reflect on ideas and experiences to clarify and extend understanding. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– reflect on his or her ideas and the ideas of others?
– reflect on personal experiences?
– use reflection to clarify understanding?
– ask questions that are beyond the literal level?
– ask questions that result in new understanding?
– extend thinking through asking questions?

☐ **Checklists/Rubrics**

Create a checklist or rubric using the Focus for Assessment criteria to note how students use questions to clarify understanding and extend learning.

☐ **Anecdotal Records**

Record the students' question-asking behaviour. Date and review notes to determine developing patterns of questioning.

☐ **Rating Scale**

At various points in the school year, students rate themselves along a continuum.

Ich denke über die Geschichten nach,
die wir in der Klasse gelesen haben.

| immer | oft | manchmal | nie |
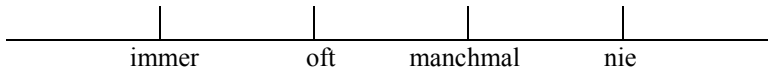
Ich bekomme neue Ideen,
wenn ich über etwas nachdenke
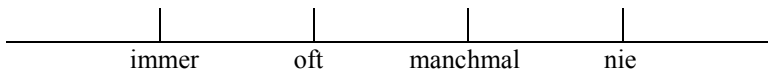
| immer | oft | manchmal | nie |

SAMPLE **RESOURCES**

General Outcome **2**

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

2.1 Use Strategies and Cues

Specific Outcome

Prior Knowledge

Students will be able to:

2.1.1 make connections between texts, prior knowledge, and personal experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As a prerequisite to discussions, sentence patterns may be modelled or words brainstormed.

- After reading a book on squirrels, students share stories about their own experiences.

    Student 1: *Im Park gibt es viele Eichhörnchen.*
    Student 2: *Bei uns im Hinterhof gibt es Eichhörnchen.*

    As they read stories about children in other parts of Canada, students make comments.

    Student 1: *Die Schule sieht aus wie unsere Schule.*
    Student 2: *Ich habe in B.C. auch hohe Berge gesehen.*

- Students record their responses to texts, using such sentence frames as:

    – *Ich bin so wie Sue, weil ich auch blonde Haare habe.*
    – *Ich weiß wie Sue sich fühlt, weil ich auch einen Bruder habe.*

- Students create photo essays on ideas presented in a story. They share their work by talking about their photos and the ideas they represent.

- After seeing examples of totem poles, coats of arms, maple leaf, etc., students discuss how the symbols represent important aspects of people's lives. Students then construct personal totem poles, etc., using a variety of materials, including photographs or drawings, to depict important events in their lives. When the totem poles are complete, students either write or tape an accompanying story.

- A box of clues is used to help students recall a story. Collect three or four artifacts related to the story. Students take turns withdrawing an item. After an item is withdrawn, students discuss the item. Later, they bring all the items together and discuss their relationship. Students make their own clues.

- Invite the students to make predictions about a story by previewing the front cover, illustrations, title page, etc. Students represent their predictions by sketching ideas to show what will happen in the story. Students listen to or read the story to check their predictions.

- At the onset of a new theme or topic, invite students to contribute their knowledge and experiences to a class KWL (WML) chart.

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

Specific Outcome

Prior Knowledge

Students will be able to:

2.1.1 make connections between texts, prior knowledge, and personal experiences. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– access prior knowledge?
– have sufficient prior knowledge?
– share personal experiences?
– make connections between new knowledge and previous experiences?
– discuss connection to other oral, literary, and media text?

☐ **Checklists/Rubrics**

Create a checklist or rubric based on the Focus for Assessment criteria to assess students' skills in making connections between their prior knowledge and personal experience and a variety of texts. Note progress over time.

☐ **Anecdotal Records**

Use self-stick notes when assessing students' skills and strategies in accessing prior knowledge and experiences in order to make connections with and comprehend text. Date all observations and review students' records to note patterns and progress.

☐ **Conferences**

Observe students as they complete graphic organizers and prediction activities. Discuss the links students make between prior knowledge and personal experience and the text. Students reflect on whether there is an improvement in the accuracy of predictions. Alternatively, interview students about a text using questions such as:

– *Worum geht es in dieser Geschichte?*
– *Was passiert in dieser Geschichte?*
– *Was weißt du über dieses Thema?*
– *Ist dir schon mal so etwas passiert?*
– *Hast du schon mal so eine Geschichte gelesen?*
– *Erinnerst du dich an ein anderes Buch?*

☐ **Work Samples**

Collect samples of students' work to observe links between their prior knowledge and personal experiences and texts. For example,

– sketches or title pages that represent prior knowledge
– personal photo essays

General Outcome **2**

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

2.1 General Comprehension Strategies

Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When reading, a student infers the meaning of an unfamiliar word from the context of the sentence and by using picture clues.

- After listening to a chapter, students talk about the book and make conclusions.

- While viewing a video segment, students predict what might happen next. Having viewed the video, and using sentence starters provided by the teacher, students discuss their predictions and draw conclusions.

- Social Studies Unit—Past, Present, Future: After studying past and present, students predict what our community might be like in the future (i.e., buildings, transportation, schools).

- Before reading a new story, the class discusses the title and predicts what the story might be about. Then, show only the pictures, and students draw conclusions and make inferences. Students sketch and label their predictions and conclusions.

- Students use a variety of reading strategies posted in the class. Students can use these for self-assessment.

- Students predict what will happen in a story by using the title, pictures, and background knowledge. Students silently read a set amount of pages to check their predictions. Students then find sentences in the story that either confirm or refute their predictions and read them out loud. Ask what they think will happen next. Continue this process throughout the entire story with students predicting, checking, and confirming or refuting predictions.

(continued)

GRADE
3

Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 anticipate meaning, recognize relationships and draw conclusions; and use a variety of strategies to confirm understanding. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- set purposes for listening, reading, viewing?
- make predictions?
- confirm predictions by referring to the text?
- adjust predictions while interacting with the text?
- retell main components of narrative text: setting, characters, problem or goal, and solution, or main components of informational text: identify topic, key idea, supporting ideas, and details?
- effectively use retelling as a comprehension strategy?
- sequence events chronologically when retelling?
- summarize key ideas when retelling?
- include details in retelling that are based on text?
- demonstrate confidence in retelling?
- demonstrate enjoyment?

Specific Outcome

Comprehension Strategies

Students will be able to:

2.1.2 set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning. *(continued)*

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

- Before, during, and after reading a story in class, model the Think-Ahead strategy. Make an overhead of the Think Ahead chart and record: predictions before reading; connections while reading; and check predictions after reading. While reading the text, stop to demonstrate what expert readers do when they verbalize what they think. Students, working with a partner, practise using the Think Ahead chart while reading a simple German text.

Vorausschauen		
Was kommt? (Predict)	Dein Beweis: (Connect)	Hat's gestimmt? (Check)

- Prior to viewing a video clip or cartoon animation, students receive an "identity card" that outlines a particular task (e.g., you are the main character's mother and you are watching to see whether your son deserves a special birthday present). After viewing, students recall the key points of the video. Students discuss whether having a specific purpose in mind when viewing the video affected their recollection of the film.

Comprehension Strategies

Students will be able to:

2.1.2 set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Response Journals/Reflection Logs**

After viewing a video, students reflect on the process of predicting what might have occurred next, as well as whether or not the prediction they made was correct. Students write about their comprehension processes. These entries may be open-ended or structured according to framed sentences. Structured entries may include the following:

– When I view, I _____.
– _____ helps me _____.
– I understand best, when _____.

Students may follow similar framed sentence structure to reflect on this reading comprehension strategy.

☐ **Conferences**

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

– What do you know about _____ (topic)?
– Why did you choose this text?
– What was your favourite part and why?
– What predictions did you make? Did you change your mind? Why?
– What was the text about?
– What did you do when it did not make sense?
– Did you find any hard words? Show me one of them. What did you do when you met this hard word?
– What did you do when you came to a word you did not know?
– Would you recommend this text to a friend? Why?

Record students' responses. Date and include the context of the conference.

SAMPLE **RESOURCES**

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

2.1 Use Strategies and Cues

GRADE

3

Specific Outcome

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students talk about what they do when they come to a word they do not know.

    Student 1: I look at the picture on the page and see if that helps.
    Student 2: I skip the word and keep going. Usually, I can go back and figure out what the word means.
    Student 3: I try to sound the word out first—especially if it's a word that's easy to sound out.

    From this discussion, draft a list of strategies in German and post it in the classroom.

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

- To find out what a character said to another character in a story, students look for the words in quotation marks and highlight them with a highlighter pen.

- After silent reading, students reflect and comment on the types of punctuation marks they notice and how they add meaning to the story.

- Write a passage on the board with no punctuation. Students read the passage and perform a specific action for each type of punctuation mark needed (e.g., where a period is needed, the students clap, tap for a comma, slap for a question mark, etc.).

- Model how textual cues such as titles, readings, table of contents, glossary, index, illustrations, graphics, and signal words help us construct meaning. Students work in small groups and practise using textual cues. Make a chart for reference.

- While viewing a video with the sound turned down, students make note of other cues that indicate changes to the plotline (e.g., lighting, etc.).

- Students complete a cloze exercise with or without a word bank. This can also be used to encourage students to use strategies. Do they read the title? ...read the next sentence? ...recall previous information?

GRADE
3

Specific
Outcome

Textual Cues

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- recognize textual cues?
- use textual cues to construct and confirm meaning when reading?
- use textual cues to construct and confirm meaning when listening?
- use textual cues to construct and confirm meaning when viewing?
- use textual cues to construct and confirm meaning when creating or composing text?
- participate actively?
- demonstrate enjoyment?

☐ **Checklists/Rubric**

Develop a checklist or rubric that reflects the Focus for Assessment criteria. The context of observations should be noted, along with the date in order to determine progress over time.

☐ **Conferences**

Observe students' responses during individual and small-group work to determine the extent of textual cues. Conference with students to determine how they were able to identify where punctuation and quotation marks needed to be placed. Conference questions may include:

- Tell me about _____. What cues told you to put a punctuation mark at _____ place?
- Tell me how _____ helps others understand the text.

☐ **Portfolios**

Students place copies of original text in their portfolios that show their knowledge of textual cues (e.g., highlighting of conversation in text).

SAMPLE **RESOURCES**

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

2.1 Use Strategies and Cues

GRADE

3

Specific Outcome

Cueing Systems

Students will be able to:

2.1.4 use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When reading words in context, a student identifies a word by breaking it into parts or syllables, such as *In-for-ma-tion*, associating sounds with each part and blending the sounds into the word.

- When reading and writing, students segment unfamiliar words in the following categories:
  - compound words, such as Kindergarten
  - prefixes, such as *un–, mis–*
  - suffixes, such as *–ung, –heit, –keit*

- Students play Hangman, using words from their environment.

- The teacher brainstorms and charts word attack strategies.

- Students, working in pairs or in small groups, are given a list of basic sight words. They are given 15 minutes to find as many of these words as they can in books, on posters, or on charts.

- Students use a variety of methods to improve their personal memory bank of common, grade-appropriate words.

- Visual learners may try to "see" the word in colours or on an imaginary screen.

- Kinesthetic learners may trace the words with a crayon, their finger, or "air-write" them.

- Auditory learners may say the word and say the letters out loud.

- When reading sentences, students use phonetic knowledge and skills, together with prior knowledge, meaning, and grammatical cues, to read the unfamiliar words and comprehend the meaning.

Cueing Systems

Syntactic Cues: Refer to word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.
Semantic Cues: Refer to meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.
Graphophonic Cues: Refer to sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.
Pragmatic Cues: Refer to the social and cultural context, purpose, and use of language. These factors affect how the individual constructs meaning.

Cueing Systems

Students will be able to:

2.1.4 use syntactic, semantic, and graphophonic cues to construct and confirm word meaning in context. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use semantic (meaning) cues to decode words?
– use syntactic (word order) cues to decode words?
– use graphophonic (sound-symbol) cues to decode words?
– rely predominantly on one cueing system?
– read for meaning?
– monitor and self-correct?
– read fluently and with expression?
– attend to punctuation?
– read confidently with enjoyment?

☐ **Anecdotal Records**

Observe and record students in authentic contexts to assess comprehension and determine how they integrate cues to construct and confirm meaning. Keep anecdotal records over time to help identify students' strengths and challenges, and indicate where further support is needed.

☐ **Miscue Analysis**

Record miscues as students read orally one-to-one, or are audiotaped. Miscues are analyzed to know how effectively students use cueing systems.

☐ **Running Records**

Record students' oral reading behaviours as they read text, and then analyze the record to determine students' use of cueing systems.

SAMPLE **RESOURCES**

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 listening, reading, and viewing experiences, using texts from a variety of genres and cultural traditions.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Select a genre and form for at-home reading. Students are asked to keep a genre graph and make a brief report at least twice a year.

- Students listen to other readers during reading week or do buddy reading.

- When talking about a topic, students find other books, pictures, or other texts related to the topic either from home or the library.

- Students listen to the teacher read different versions of the same story to demonstrate how authors from different cultures create stories using the same plot. The Cinderella stories are an example. Students compare the different versions.

- After reading or listening to a variety of short stories, poems, or song lyrics, students dramatize their favourite part.

- Students participate in a home reading program by incorporating daily reading in German.

- Students listen to daily teacher read-alouds of poetry. Students are asked to listen for language patterns, rhythms, and imagery. Poems are kept in a Poetry Corner for students to read, reread, and share.

- Place texts that have been used for read-aloud activities in a Story Centre. Students read, reread, and share texts with a partner and on their own.

(continued)

List of Sample Written, Oral, and Multimedia Texts: Division I

Adventure shows	Illustrations	Maps	Recipes
Animations	Illustrated Storybooks	Messages	Riddles
Cartoons	Informational Texts	Movies	Rhymes
Comic Strips	Invitations	Non-fiction Chapter Books	Rhythms
Conversations/Dialogues	Jokes	Photographs	Signs, Notices
Diaries	Journals	Pictures	Songs
Drama	Labels	Picture Books	Stories
Dances	Legends	Plays	Symbols
Fables	Letters	Poems	Video Programs
Fairy Tales	Magazines	Puppet Plays	Websites

Experience Various Texts

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- choose to listen to German texts from a variety of genres and cultural traditions?
- sustain focused attention for independent listening, reading, or viewing?
- sustain focused attention for shared listening, reading, or viewing?

☐ **Checklists/Rubric**

Create a checklist or rubric based on the Focus for Assessment criteria. Rreview the checklist to provide feedback to students and parents, and to guide classroom instruction.

☐ **Response Journals/Reflection Logs**

Review students' Reading Logs to look for patterns in book selections and to determine whether the students are choosing a variety of oral, literary, and media texts that expand their experiences with forms, genres, and cultural traditions. Observe students demonstrating an increasing confidence in appreciating a variety of texts.

☐ **Self-Assessment**

Students need to review personal reading logs and set goals for reading a variety of genres.

SAMPLE **RESOURCES**

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

2.2 Respond to Texts

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Specific Outcome

Experience Various Texts

Students will be able to:

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

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

- Invite students to study a selection of greeting cards for a variety of celebrations (e.g., birthday, thank you, Easter, Christmas, sympathy). Students are asked to identify some common expressions, and then use them to create cards for classmates or family members.

- Video record students reading, talking about, or dramatizing their favourite part of a text. These recordings provide a tool for sharing texts in the classroom. Students may share their video recordings with their parents.

Specific Outcome

Experience Various Texts

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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

Connect Self, Texts and Culture

Students will be able to:

2.2.2 describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, literary, and media texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students look at German magazines and compare the photos to those found in English magazines.

- Social Studies—Special Communities: Read about a special community, and then students fill in a chart listing and comparing how special communities express themselves. Each student then fills in a column to share with the class (e.g., Sam's father is from Chile).

	China	Germany	My Own
Essen	done as a class	done as a class	
Kleidung			
Ferien	↓	↓	
Sprache			
Gemeinschaft (Zeitungen, Radio, usw.)			

- The class creates a Venn diagram (see Appendix D) or a glyph (see Resources) to make comparisons between another community and their own community.

- Students create a mural to depict cultural traditions they have encountered in texts. Include texts about Canada. Students then create a mural about their own life. The murals are placed side-by-side to allow for a discussion on similarities and differences.

- Students interview a grandparent about their community when they were younger. Students then share and compare their data.

- After reading about Thanksgiving traditions, students prepare a presentation about their family traditions. After the presentation, students compare themselves to others (e.g., *Sam isst Truthahn. Ich esse auch Truthahn. Marie isst zu Hause. Ich bin bei Oma.*).

- Students establish a pen pal via email or letter correspondence with students in another community. Students discuss their life and traditions with their pen pals. Students share their communications with their classmates.

Connect Self, Text and Culture

Students will be able to:

2.2.2 describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, literary, and media texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– identify how his/her daily life is the same as the lives of characters in texts?
– identify how his/her daily life is different from the lives of characters in texts?
– identify how traditions in his/her life are the same as the cultural traditions in the lives of characters in texts?
– identify how traditions in his/her life are different from the cultural traditions in the lives of characters in texts?

☐ **Anecdotal Records**

Observe activities in which students compare their lives with those of others from different communities and cultures portrayed in texts. Observations should be dated and include the context in which observations were made.

☐ **Response Journals/Reflection Logs**

Upon completion of the mural activity, students write in their journals, comparing their own experiences and traditions with those from the murals. Review the journal entries to determine students' skills in comparing personal experiences and cultural traditions to those of others.

☐ **Portfolios**

Completed compare-contrast forms may be placed in the students' portfolios along with reflection sheets. Reflection sheets may focus on completing simple statements.

SAMPLE **RESOURCES**

- Bamberger, Honi and Patricia Hughes, *Super Graphs, Venns, & Glyphs (Grades 1-4),* Scholastic Books, 1999.
- www.mathwire.com/glyphys/glyphs.html

| 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

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify words that form mental images and create mood in oral, literary, and media texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When listening to a story for a second time, students listen for words or phrases that help them "hear" the sounds.

- Students watch for repeated familiar verses in stories:

  Spieglein, Spieglein an der Wand,
  wer ist die Schönste im ganzen Land?

- After listening to a story, students draw their impression of a character without having seen the illustration in the book. After completing their drawing, they add five descriptive words.

- Using interactive software such as *Hyper Studio* or *Photostory*, students create buttons so their reader can choose different endings to the story.
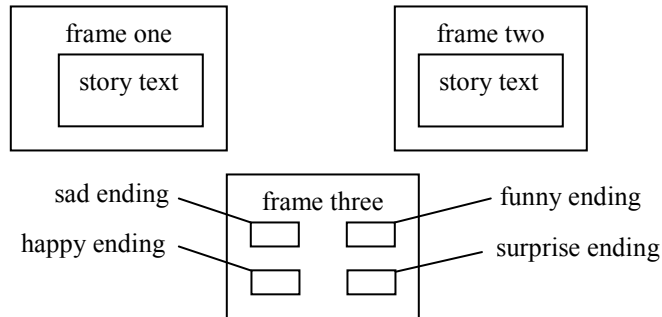
- With guidance, students examine how visual effects and auditory cues are used to create mood. Students are encouraged to observe how both music and the sounds of nature create the mood in a variety of texts. Follow up with a discussion or allow students to write their reflections in their journals.

- Using various media, read aloud a text in class. Students illustrate a portion of the text that evokes emotion and mood.

- Students choose a favourite German text and prepare to record the text, using effective narration, sound effects, and background music.

(continued)

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify words that form mental images and create mood in oral, literary, and media texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- recognize words that create mood?
- show appreciation for the techniques that artists use to create emotions and mood?
- show appreciation for the techniques that authors, poets, and filmmakers use to represent emotions and mood?
- use words and artistic techniques to create emotions and mood in his/her own work?

☐ **Self-Reflection**

Students complete a self-reflection following a discussion on how both music and the sounds of nature create the mood in a variety of texts. Respond to the students' self-reflections with positive feedback.

☐ **Portfolios**

Students choose samples of their work that convey emotion and mood, such as the recording of a text that they prepared.

SAMPLE **RESOURCES**

- Mobile 2, four repetitive verses stories, fairy tales
- Mobile 2, *Pfannkuchen* Readers' Theatre

General Outcome *2*

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

2.2 Respond to Texts

Specific Outcome

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify words that form mental images and create mood in oral, literary, and media texts.

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

- Students, working in small groups, prepare Readers' Theatre presentations focusing on conveying emotion and mood through voice expression, background music, and sound effects.

- Examine a variety of examples of concrete poetry. Invite students to create their own concrete poems using words and phrases familiar to them. While reading a short story or poem aloud, invite students to listen for descriptive words and phrases that are used to create mood in the text. These words and phrases are recorded on a class chart and posted for future reference.

Specific Outcome

Appreciate the Artistry of Texts

Students will be able to:

2.2.3 identify words that form mental images and create mood in oral, literary, and media texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

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 recognize the distinguishing features of a variety of forms and texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- A group of students look through two or three types of text, such as magazines, storybooks, or websites, and identify ways in which they are organized differently.

- Students recognize traditional story beginnings:
  - *Es war einmal…*
  - *Vor langer Zeit…*
  - *Eines Tages…*

- Students introduce traditional characters into their stories such as princesses, dragons, talking animals, friends, and family members.

- Students do a variety of novel studies for various genres (e.g., *Nick Nase stellt eine Falle*—a mystery—*Nate the Great*). Direct students to identify the characteristics of the mystery genre.

- Students use a Literature Daisy to clarify their understanding of different forms and genres. Label the central part of the daisy with the form and write a distinguishing characteristic on each petal (see sample below). Students use the Literature Daisy to determine whether a story they are reading has the features listed. Students may also use blank Literature Daisies to record specific events of a story they are listening to, reading, or viewing that correspond to the characteristics of the genre.
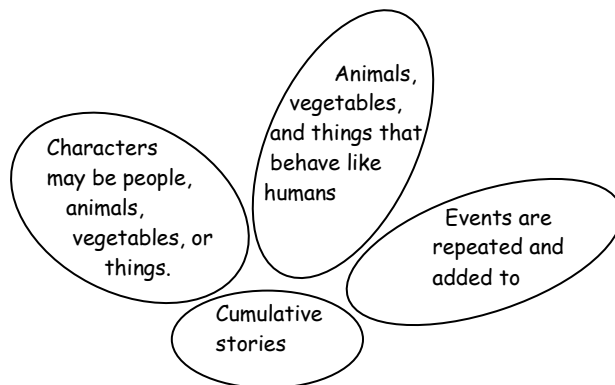
(continued)

Forms and Genres

Students will be able to:

2.3.1 recognize the distinguishing features of a variety of forms and texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– recognize the distinguishing features of a variety of stories, poems, plays, dances, and informational texts that were studied?
– recognize the distinguishing features of a variety of poems that were studied?
– recognize the distinguishing features of simple plays that were studied?
– recognize the distinguishing features of informational texts that were studied?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria and the specific text forms and genres studied.

☐ **Conferences**

Conference with students using a specific form or genre familiar to them to determine whether they can identify the distinguishing features of a piece of text. Provide feedback and encouragement. Observations are dated.

(continued)

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.
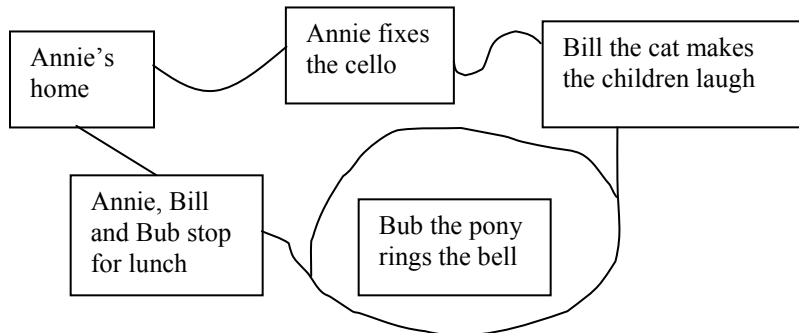
2.3 Understand Forms and Techniques

Specific Outcome

Forms and Genres

Students will be able to:

2.3.1 recognize the distinguishing features of a variety of forms and texts. *(continued)*

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

- Each day, one student chooses a text form to read. Students guess the genre and give the rationale for their choice.

- After studying the format used in writing friendly letters, provide students with a friendly letter that has been cut into sections (e.g., greeting, date, body, salutation). Invite students to apply their knowledge of friendly letter format and comprehension of text to correctly piece the letter together.

- After students have been exposed to a variety of forms and texts, invite students to engage in a Treasure Hunt. A variety of text forms and genres are posted throughout the classroom. Students are asked to go on a search to find examples of each genre and text form listed on a Treasure Hunt form provided to them.

- Students listen to excerpts of a German radio broadcast and identify the forms they hear (e.g., news, advertisements, weather, interviews, chit chat, etc.).

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Specific
Outcome

Forms and Genres

Students will be able to:

2.3.1 recognize the distinguishing features of a variety of forms and texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Portfolios**

Students select work samples that show their knowledge of the distinguishing features of forms and genres studied in class.

☐ **Work Samples**

Examine completed work samples used during instruction to determine students' skills at distinguishing the features of specific forms and genres.

SAMPLE **RESOURCES**

- *Nate the Great*
- *Nick Nase stellt eine Falle*

General Outcome **2**

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

2.3 Understand Forms and Techniques

Specific Outcome

Techniques and Elements

Students will be able to:

2.3.2 identify the sequence of events in oral, literary, and media texts, the time and place in which they occur and the roles of main characters.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Using an electronic storybook weaver, students retell a simple story in four to six screens.

- After doing a novel study or a story, the students are divided into groups with each group illustrating a different section of the story—diorama, stick puppets, skits, etc. The story is retold in a sequence of events.

- Students are given a sequence of pictures that they put in order and present to the class.

- A group of students chooses to draw a circular map labelling the events.

| Annie's home | Annie fixes the cello | Bill the cat makes the children laugh |

| Annie, Bill and Bub stop for lunch | Bub the pony rings the bell | |

- After reading repetitive stories, students write or tell a story that uses repetitive elements.

- After reading a story, a group of students creates a diorama to represent the different scenes to sequence the story. Another group makes stick puppets and retells scenes from the story.

- After silently reading a storybook, a student retells the story by describing characters and events.

- With students, create a web to describe the characteristics and role of a character in a story. For example,

ist dankbar weil der Jäger sie und die Großmutter rettet

liebt ihre Großmutter

hört auf den Wolf und pflückt Blumen

Rotkäppchen

trägt ein rotes Käppchen

denkt der Wolf ist lieb

bringt der kranken Großmutter Kuchen
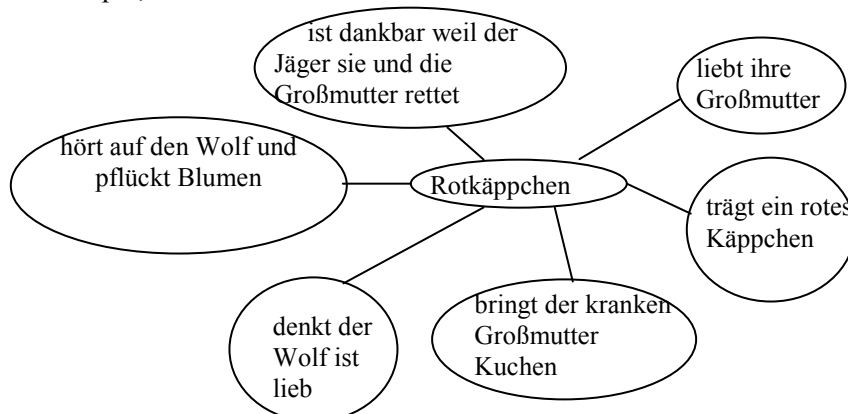
(continued)

Techniques and Elements

Students will be able to:

2.3.2 identify the sequence of events in oral, literary, and media texts, the time and place in which they occur and the roles of main characters. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– identify the setting in narrative text—where and when?
– identify the main characters in narrative text—who?
– identify the roles of main characters?
– accurately sequence main story events in narrative text?
– identify the "where" and "when" in informational text?
– identify the "who" or "what" in informational text?
– accurately sequence events or steps in informational text?

☐ **Checklists**

Create a checklist such as the following to determine students' developing skills in identifying and retelling the elements of both an informational and a narrative text.

Observation Checklist **(for identification of narrative elements)** Name: _____	Date: ____ Title: ____	Date: ____ Title: ____	Date: ____ Title: ____	Date: ____ Title: ____	Date: ____ Title: ____
Includes setting—tells time and place					
Names main characters					
States the main story problem					
Includes events in accurate sequence					
Explains how the problem was solved					
Describes the resolutions					
Conveys understanding of text					

(continued)

General Outcome **2**

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

2.3 Understand Forms and Techniques

Specific Outcome

Techniques and Elements

Students will be able to:

2.3.2 identify the sequence of events in oral, literary, and media texts, the time and place in which they occur and the roles of main characters. *(continued)*

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

- Assess the students' recall and understanding of texts by using story frames. Students complete a story frame like the one below to show their knowledge of story elements and their understanding of the relationships between important ideas and supporting details. Assess the students' recall and understanding of texts by using a Story Plot Frame (Cagney, 1988) or a Story Map (*Success for All Learners* [Manitoba Education and Training, 1996]).

> **Die Handlung kurz gefasst**
>
> Name: _____ Datum: _____
>
> Überschrift: _____
>
> In der Geschichte beginnt das Problem, wenn_____
>
> Danach _____
>
> Dann _____
>
> Als nächstes _____
>
> Das Problem ist gelöst, wenn _____
>
> Am Ende _____

- Students are given a story that is out of sequence. Working alone or in pairs, they rearrange it into a sequence that makes sense. Then, they compare their sequences with those of other students.

- Students read a story and imagine themselves in the role of a videographer working with a camera that includes the time filmed. They make a running list, minute by minute, of the key story events as they unfold.

  11.20   *Die Prinzessin spielt im Garten Ball.*
  11.21   *Der Ball rollt weg*
  11.22   …

Techniques and Elements

Students will be able to:

2.3.2   identify the sequence of events in oral, literary, and media texts, the time and place in which they occur and the roles of main characters. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Work Samples**

Collect samples of sketched stories, story timelines, story rearrangements, story retellings, etc., to check for students' ability to sequence events of a story effectively.

SAMPLE **RESOURCES**

- Mobile 2—Readers' Theatre, *Der Dicke Fette Pfannkuchen.*

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

2.3 Understand Forms and Techniques

Specific Outcome

Vocabulary

Students will be able to:

2.3.3 use knowledge of commonalities in word families to increase vocabulary in a variety of contexts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- With students, select important and interesting words that correspond with a topic or theme to display on Word Walls. Words may be clustered or grouped in a meaningful way. Students refer to the Word Wall during classroom conversations or when writing.

- Select a word for students to generate word families that can be posted on a word wall (e.g., *Freund, freundlich, Freundschaft; spielen, Spiel, Spielsachen, spiele, spielt*).

- Students work on using as many words as possible from a word family in a sentence. They share these with the class.

- Students record interesting new words in a personal dictionary/pictionary. Students periodically review their lists and illustrations to identify and discuss their favourite.

- With student input, choose a Word of the Day. At various times of the day, such as leaving for recess, lunch break, or at the end of the day, students must repeat the new word and use it in a sentence.

- With teacher guidance, students think of prefixes that can be added to a verb to slightly alter its meaning (e.g., *packen, wegpacken, einpacken, auspacken, umpacken, zupacken*).

- A range of words are written on individual cards. Each student receives one. All students place their card on a bulletin board. Tell students to silently sort the words into categories. One by one, students move a word card around until an arrangement appears. They then discuss their rationale for the categorization choices they made.

- To learn family words, students, in groups, create an extended family and introduce each other to the class (e.g., *Hallo, ich heiße __[Name]___ ich möchte meine Tante __[Name]___ vorstellen*).

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Specific Outcome

Vocabulary

Students will be able to:

2.3.3 use knowledge of commonalities in word families to increase vocabulary in a variety of contexts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- sort words into categories such as word families, prefixes, suffixes, root words, or word endings?
- use knowledge of word patterns, prefixes, suffixes, and root words for decoding and encoding in a variety of context?
- show evidence of expanded vocabulary while speaking, reading, or writing a variety of texts?
- show enjoyment for discovering and using new and interesting words?
- represent the meaning of new words?

☐ **Checklist**

Create a checklist using the Focus for Assessment criteria. Observations should include the date and content noted.

☐ **Anecdotal Notes**

Record observations to document students' developing skills in using new and interesting vocabulary.

☐ **Self-Assessment**

Students review their compositions and contributions to oral vocabulary selection activities in order to assess their own abilities to locate and learn to use new and interesting words. Students may complete self-assessment information similar to the chart below. Teachers provide feedback.

Meine neuen Wörter
Name: _____   Datum: _____
Schülerkommentar
Das interessanteste Wort, das ich jetzt verwende ist ...
Ich verwende dieses Wort, wenn ...
Ich verwende dieses Wort, weil ...
Lehrerkommentar

☐ **Anecdotal Notes**

Review students' personal dictionaries or pictionaries to search for evidence of expanded vocabulary and enjoyment for discovering and using new and interesting words.

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

2.3 Understand Forms and Techniques

GRADE
3

Specific Outcome

Experiment with Language

Students will be able to:

2.3.4 identify examples of repeated sounds and poetic effects that contribute to enjoyment; recognize humour in oral, literary, and media texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students listen to predictable, repetitive books, and recognize how the writer uses words and letters to create rhythm. They identify phrases and patterns that are repeated. Record these on a chart that is posted in the classroom.

- In groups, students share selected tongue twisters. They practise reciting some tongue twisters to present to another class.

- After listening to a story, students list the words that were especially interesting and added detail to the story.

- Students practise a choral reading of a poem and discuss the best ways to stress the repetitive lines.

- After reading a poem, students create sound effects that approximate vocabulary in the poem. They dramatize the poem using the sound effects they created.

- On a weekly basis, invite students to solve riddles on themes that are familiar to them.

- As a class, with teacher guidance, students prepare a rap about a familiar topic. Groups of students practise chanting it in different ways. Each group videos or audio records their version to be played back to the class. As a follow-up, students may be ready to write their own raps.

Experiment with Language

Students will be able to:

2.3.4 demonstrate interest in the sounds of words, word combinations and phrases.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– identify examples of poetic effects?
– identify examples of repeated sounds in poetry, prose, and song?
– identify humour in oral texts such as jokes, riddles, and puns?
– identify humour in literary text?
– identify humour in media texts such as children's programs?
– describe how humour is created using language and visual imagery?

☐ Checklists

Develop a checklist based on the Focus for Assessment criteria. Include the date and context of the observations.

☐ Anecdotal Records

Use detachable labels to record students' abilities to identify examples of repeated sounds and poetic effects. Date observations and record the context.

☐ Conferences

Conference with students to discuss their favourite work samples or an activity that illustrates how they use language and images to create effect and humour.

☐ Portfolios

Students choose work samples, including audio and video recordings, that show how they have experimented with language and created humour.

SAMPLE **RESOURCES**

• Mobile 2 Reader/workbook

General Outcome **2**

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

2.3 Understand Forms and Techniques

Specific Outcome

Create Original Texts

Students will be able to:

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After listening to a story, students use presentation software to retell the story in sequence (e.g., storybook weaver).

- In groups, students rewrite the ending of a familiar story, rehearse it, and present it to other groups.

- Students brainstorm for interesting story beginnings and post them on chart paper or the classroom bulletin board.

- Students choose one element from each plot and create a story. For example,

Schauplatz	Hauptfiguren	Problem
– Schloss – Wald – Bauernhof	– König/Königin – Kind – Tier	– arm – Angst vor Drachen – sich verlaufen

- Students use visuals to help them remember the idea of beginning, middle, and end, such as:

"Geschichtenkäfer"

Anfang

Hauptteil

Schluss

- After studying a number of friendly letters, students write an introductory letter to a pen pal in another school.

- Students take turns taking home the class mascot (e.g., stuffed animal), and write a letter in the voice of the mascot about his experiences in their home. Students read the letter to the class the next day.

Create Original Texts

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- create text according to a chosen form?
- incorporate literary techniques into original creations?
- use original language?
- show development in skills for creating original texts?

☐ **Checklist/Rubrics**

With students, generate descriptors for levels of performance that guide students in creating original texts using specific forms and genres. Specific behaviours may be outlined for each form and technique used. The checklist or rubric may identify levels of performance for the title, ideas and information, illustrations, organization, and oral presentation.

☐ **Checklist**

Friendly Letter Assignment: The student:
- offers clear, relevant, and appropriate information.
- includes interesting details.
- asks questions (uses questions practised in class).
- includes personal information.
- asks questions about comparable customs and lifestyle, etc.
- uses spelling and mechanics that do not interfere with meaning.
- uses a variety of vocabulary and language structures.

☐ **Conferences**

Conference with students to discuss their sharing of information on a given theme, their ability to create original text, and their understanding of forms and techniques. Discuss both process and product. Students are asked to explain the forms and techniques they tried. Provide feedback and encourage the use of other techniques.

SAMPLE **RESOURCES**

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 identify and categorize personal knowledge of a topic to determine information needs.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Theme Game: Choose a theme and students brainstorm ideas that fit the theme (e.g., animals with two legs).

- Students work in small groups to choose a topic of common interest and list everything they know about it. Then, they list ideas and facts on cards and group them into categories. They label each category, review the information to identify gaps, and question each other to find further information to add. Each small group shares their information with the class and further ideas may be generated from the class to create a collective knowledge base of ideas. Students use graphic organizers to organize the information.

- Students list personal ideas and information on a topic of interest on self-stick notes. Each idea is written on a separate piece of paper. Students cluster or group similar or related ideas and label each category. As a class, they review their ideas and information and ask questions in order to identify information gaps.

- Students use the W section (*Was ich schon weiß*) of the WML planner to record what they think they know about a topic. Working with the teacher, they share their W list, identify information gaps, and record these as questions in the M (*Was ich wissen möchte*) section (see Appendix D).

Use Personal Knowledge

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

–   verbalize knowledge of a topic when accessing prior knowledge?
–   record personal ideas and information during activities to activate prior knowledge?
–   maintain topic focus?
–   share ideas and information on a topic with classmates?
–   use self-questioning to identify information needs?
–   work cooperatively with classmates to identify information needs?
–   demonstrate enthusiasm for exploring topics?
–   demonstrate confidence for accessing prior knowledge?
–   demonstrate interest in generating questions?

☐ **Checklist/Rubric**

Develop a checklist based on the Focus for Assessment criteria. The specific contexts of each observation should be recorded.

☐ **Self-Assessment**

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

Untersuchungsplan
Name: _____   Datum: _____   Thema: _____
1.   Ich habe _____ Gedanken aufgeschrieben.   2.   Ich habe über meine Gedanken mit meinem Partner   _____ gesprochen   3.   Danach habe ich _____ andere Gedanken aufgeschrieben.   4.   Ich habe mir die Gedanken gut überlegt.   Ja   Nein   5.   Mein bester Gedanke war _____

SAMPLE **RESOURCES**

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

Ask Questions

Students will be able to:

3.1.2 ask topic-appropriate questions; identify and communicate information needs.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students review how to ask appropriate questions by watching and listening carefully as the teacher models how to develop and ask these questions using a Question Wheel. Students practise asking questions and generating a question using the word indicated by the arrow. Students can practise asking topic-appropriate questions by deciding on a familiar topic (e.g., a sport, animal, hobby) prior to using the Question Wheel.

Wer?
Was?   Wo?
Wann?   Warum?
Wie?
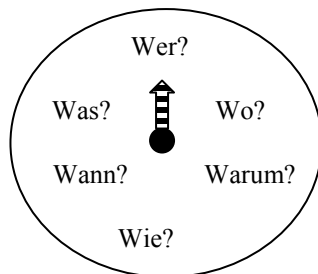
6 Ws

- Students brainstorm specific questions they have about rocks. They identify a purpose or application for each question.

- Students conduct a survey of their classmates or other classes on a question of particular interest, such as preferred recess activities.

- Students fill out a comparison survey sheet. Students go around to different students, ask questions, and record their answers.

  Ich mag grün und Susi mag braun.
  Ich mag Pizza am liebsten. Mark mag (noun) am liebsten.
  Ich bin groß und (name) ist größer.
  Aber (name) ist kleiner.
  Ich und (name) haben (adjective) Augen. etc.
  Ich und (name) haben den Film (title) gesehen.

- In a class project, students decide what is important to know. They add this question to the list of other questions on the bulletin board using a K-W-L/W-M-L chart.

- Students create a list of questions to ask a guest speaker or students from another class.

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

- Students receive a list of potential research questions on a range of topics and group them into the categories of broad or narrow (e.g., *Allgemeine Fragen/spezifische Fragen*).

Ask Questions

Students will be able to:

3.1.2 ask topic-appropriate questions; identify and communicate information needs.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– identify information needs?
– ask questions to address information needs?
– distinguish between broad and narrow questions?
– refine questions following small group discussions?
– refine questions with guidance?
– refine questions independently?

☐ **Checklist**

Use a checklist to determine students' developing skills in asking topic-appropriate questions, and identifying and communicating information needs.

☐ **Conferences**

Conference with students about the questions they asked on their WML planners, surveys, etc. Guide students to ask appropriate questions for their informational needs.

☐ **Self-Assessment**

Über meine Fragestellung nachdenken
Name: _____
Datum: _____
Thema: _____
Welche Angaben ich am Anfang noch nicht hatte_____
Welche Fragen ich gestellt habe_____
Welche Fragen ich am besten gestellt habe: _____
Diese Frage war besser gestellt als meine anderen Fragen, weil: ☐ sie spezifischer war. ☐ sie allgemeiner war. ☐ sie witzig war. ☐ sie ungewöhlich war. ☐ sie mich in neue Themenfelder gebracht hat. ☐ sie sich nur auf mein Thema bezogen hat. ☐ sie mir geholfen hat, am meisten zu lernen. ☐ _____

(continued)

General Outcome **3**

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

3.1 Plan and Focus

Specific Outcome

Ask Questions

Students will be able to:

3.1.2 ask topic-appropriate questions; identify and communicate information needs. *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Teacher's Notes

Specific Outcome

Ask Questions

Students will be able to:

3.1.2 ask topic-appropriate questions; identify and communicate information needs. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Work Samples**

Review examples of individually produced questions for clarity and focus on topic. Work samples are dated and compared to other lists as the year progresses. Work samples may be stored in students' portfolios.

SAMPLE **RESOURCES**

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 contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- In groups, students find an article, picture, book, website, or CD-ROM that relates to the topic being studied. They share and compare the information they have found to determine what is most useful to their purpose.

- Inside/Outside Circle can be used to initiate dialogue about a topic or text. The class forms two circles (inside/outside). After one minute, one circle moves to the right while the other remains stationary. Students share their ideas and questions with each other.

- Students participate in an activity entitled, *Wahrheit oder Lüge (*Truth or Lie*)*. Three students get up to share information, two tell the truth while the third student's information is not accurate. The other students must identify whose information is not accurate and explain why.

- Invite students to record or sketch key ideas, thoughts, feelings, words, or phrases, and questions from their explorations and observations on a topic under study. These are placed on a large class web posted in the classroom. They may be recorded on moveable pieces of paper to allow for categorizing and clustering.

Participate in Group Inquiry

Students will be able to:

3.1.3 contribute relevant information and questions to assist in group understanding of a topic or task. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– focus on the topic?
– discuss personal knowledge about the topic?
– attend to others when group members share personal knowledge about the topic?
– ask questions to help identify information needs?

☐ **Checklists**

Record observations on a checklist based on the students' ability to share personal knowledge and ideas for topics with classmates, and to ask questions to identify information needs as the class engages in a group inquiry. Date and include the context of each observation, and use the data to inform instruction.

☐ **Conferences**

Conference with students to discuss their contributions to group discussions and participation in class activities such as the Class Web, Inside/Outside Circle.

☐ **Self-Assessment**

Students assess their contributions and participation in group inquiry and reflect on their group interactions following an activity (see other assessment forms in *Success for All Learners* [Manitoba Education and Training, 1996]).

| **Über Gruppenarbeit nachdenken** |
|---|
| Name: _____ |
| Datum: _____ |
| Untersuchungsthema: _____ |
| Gruppenmitglieder: _____ |
| 1. Was war mein bester Beitrag zur Gruppendiskussion?
 Vorschlag: _____
 Idee: _____
 Frage: _____
 Tätigkeit: _____ |
| 2. Warum war das mein bester Beitrag? |
| 3. Was ich von meiner Gruppe gelernt habe: |
| 4. Eine Frage, die mir später eingefallen ist: |
| 5. Was ich beim nächsten Mal besser machen kann: |

General Outcome *3*

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

3.1 Plan and Focus

Create and Follow a Plan

Students will be able to:

3.1.4 recall and follow a sequential plan for accessing and gathering information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use webbing as a means to gather information about where to get information (e.g., *Wo findet man Information über Schokolade?*).
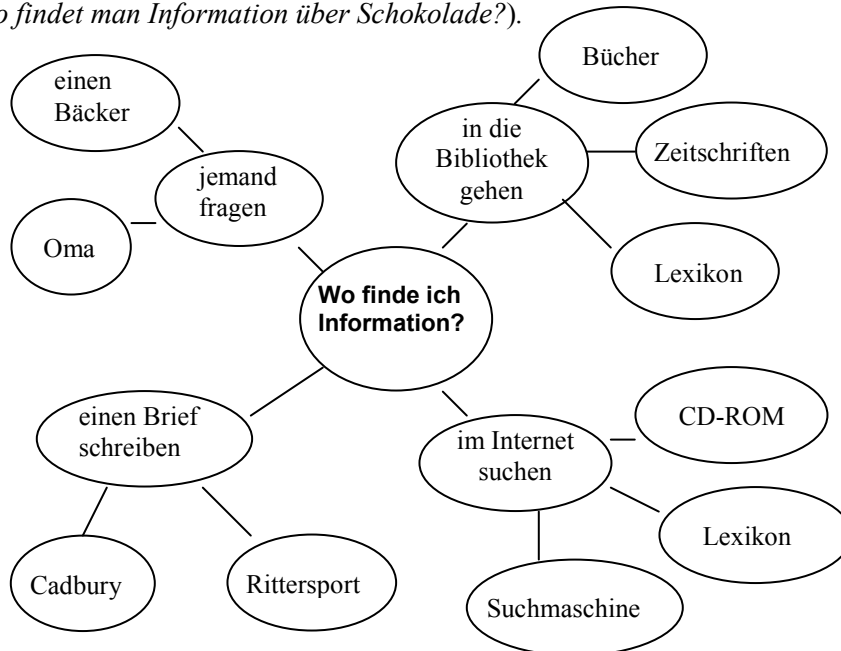
- Students prepare to research an animal by:
  - using a *What information do I need?* checklist
  - making a *Where do I look for data* list
  - preparing a timeline and recording progress "*we did _____*"

- A student reminds the group that they cannot print a whole website, and refers to a chart that has been prepared by the class on taking notes from a screen.

- Students look for key words when gathering information on a topic, and record them on a graphic organizer such as a web.

- Students prepare a timeline for a project.

- Students use graphic organizers for organizing information.

(continued)

Create and Follow a Plan

Students will be able to:

3.1.4 recall and follow directions for accessing and gathering information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- choose a plan for locating and recording information independently?
- choose a plan for locating and recording information with assistance?
- use a plan for locating and recording information independently?
- use a plan for locating and recording information with assistance?
- create a timeline for conducting the inquiry independently?
- create a timeline for conducting the inquiry with assistance?
- follow the inquiry time line independently?
- require assistance to follow the inquiry time line?

☐ Checklists

Develop a checklist based on the Focus for Assessment criteria.

☐ Response Journals/Reflection Logs

Students record personal accomplishments and reflections in a learning log at the end of each inquiry period. The focus of the entries may include questions such as:

Wie finde ich Information?
Wie sortiere ich Information?
Wie verwende ich Information?

Review these entries, and provide positive feedback and support where needed.

(continued)

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

Create and Follow a Plan

Students will be able to:

3.1.4 recall and follow a sequential plan for accessing and gathering information. *(continued)*

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

- Invite students to complete an Inquiry Response Sheet to assist them in researching the information needed to answer assigned questions.

Inquiry Response Sheet
My question is:
Things I already know are: 1. 2. 3.
I plan to find more information on:
Sources   Information I found in the source: 1.   1. 2.   2.
New information I discovered: 1. 2. 3.

Create and Follow a Plan

Students will be able to:

3.1.4 recall and follow a sequential plan for accessing and gathering information.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Anecdotal Records**

Jot down observations on self-stick notes as students create and follow a research plan. Date the observations and add them to the student's file.

☐ **Work Samples**

Review the Inquiry Response Sheets to determine students' skills in following a research plan. Inquiry Response Sheets are placed in the students' portfolios and can be reviewed to note progress over time.

SAMPLE **RESOURCES**

General Outcome **3**

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

3.2 Select and Process

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 record and share personal knowledge of a topic.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students prepare a diorama and a brief oral text to present to Grade 1 students, as well as to fellow classmates.

- Students use dialogue journals to communicate with peers, parents, or teachers to explain information they acquired during a listening, reading, or viewing activity. The selected partner responds to the ideas and information the journal writer has expressed.

- Students work in small groups to record ideas, facts, and other information on the topic under study onto a Brainstorming or Fact-Storming Sheet provided by the teacher.

- Students view a video and share three facts gleaned from their viewing with the rest of the class. Each student poses one question.

- Using "What will happen next?" illustrations, students share ideas based on their personal experiences. After generating a list, students discuss whether it is a possible, likely, unlikely, or impossible.

- Students use response journals or reflection logs to consolidate, question, or review what they have learned while researching a topic of interest. They may respond to prompts using vocabulary that was reviewed in class in order for this activity to be carried out in German. Some prompts may include: *Ich habe gelernt, dass ...., Ich habe ...., gefunden …, Etwas interessantes ist ....*

- Students gather required information on a topic. From jot notes recorded on a web, students, with teacher guidance, write facts into complete sentences. Students may add graphics, pictures, and illustrations to create a presentation that they can share with their classmates or with students in another German class.

- Divide an informational text into sections. Student "experts" share information found in their section with the rest of the group.

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1   record and share personal knowledge of a topic. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- share personal knowledge of topics under study?
- record personal knowledge of topics under study?
- listen to others?
- show respect for knowledge of others?

☐ **Response Journals/Reflection Logs**

Respond to the students' Reflection Logs to help them identify and clarify their understanding of specific concepts and topics. Use affirming statements to help students realize that their own knowledge and experiences are a source of information.

☐ **Anecdotal Records**

Observe students as they work independently and interact with their peers. Record examples of students' behaviour based on the Focus for Assessment criteria. Data collected should be used to conference with students and guide instruction.

☐ **Conferences**

Conference with students about work in progress to determine how they record and share information.

☐ **Portfolios**

With students, review work samples to determine whether they have made progress in developing skills and strategies for identifying and sharing personal knowledge and knowledge related to experience. Samples may include K-W-L charts, brainstorming, and fact-storming, or samples of recomposed texts.

SAMPLE **RESOURCES**

General Outcome *3*

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

3.2 Select and Process

Specific Outcome

Identify Sources

Students will be able to:

3.2.2 access information, using a variety of sources.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use book titles, indexes, and tables of contents in doing research or deciding whether a book has the needed information.

- Students open favourite Internet search sites such as Google.

- Students use library computers to do a book search and to locate call numbers.

- Invite students to help develop checklists to focus observations before a field trip. Students use notebooks to record observations as well as questions they have, both prior to the excursion and while they are on the field trip.

- Demonstrate how to prepare a plan for inquiry using a WML chart.

- Students record resources they have used when gathering data on a chart provided to them.

Wie ich Informationen finde	
Quelle	Datum
Buchtitel	
Lexikon	
Zeitschrift	
Website	
Sonstiges	

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

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

GRADE

3

Specific
Outcome

Identify Sources

Students will be able to:

3.2.2 access information, using a variety of sources. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- – use a variety of sources to answer inquiry questions?
- – select appropriate sources for particular inquiry questions?
- – record the sources of information appropriately?
- – use more than one source to answer an inquiry question?
- – select relevant data to answer inquiry questions?
- – demonstrate a positive attitude for locating information?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria.

☐ **Conferences**

Conference with students about the sources they used to answer their inquiry or research questions. Encourage and coach students to use a variety of sources. Conference with students individually during each step of the inquiry process. Review the field trip notebooks to determine whether the students are acquiring information on excursions.

☐ **Self-Assessment**

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

Was ich weiß/Was wir wissen
Name:_____ Datum: _____
Was wir gelernt haben: _____
_____
Wie wir es gelernt haben: _____
_____
Was wir jetzt damit machen können: _____
_____

☐ **Portfolios**

Students choose work samples such as research cards and notes and questions recorded after field trips for their portfolios. These samples, along with completed projects, show work in progress.

General Outcome *3*

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

3.2 Select and Process

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 match information to inquiry or research needs.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- While working on an animal report, students have a list of headings for the project (e.g., life cycle, food, enemies, etc.). Students match the information to the headings list.

- Invite students to record information gained from various sources on index cards or self-stick notes. Ask students to reread and categorize the information. Students might arrange their cards using various organizational patterns, such as chronological, spatial, etc. Students work in pairs to determine which information is relevant, which can be discarded, and which could be saved for future use.

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

Informationsquellen bewerten
Wer hat den Text geschrieben? (Laien? Experten?)
Wo wurde er herausgegeben? (im Inland? im Ausland?)
Wer hat ihn herausgegeben? (eine Privatperson? ein Verlag? eine Firma?)
Enthält er Abbildungen?
Enthält er Schaubilder?
Enthält er eine Quellenangabe?
Enthält er Texthilfen? (Erklärungen? Überschriften?)
Ist der Inhalt überschaubar?
Kann man den Inhalt gut verstehen?

- Students use self-adhesive notes with labels to place their data sources onto a chart provided to them by the teacher. A sample chart could include:

zum Wegwerfen

ein Schatz

Warte! Noch mal anschauen!

Evaluate Sources

Students will be able to:

3.2.3   compare gathered ideas and information to personal knowledge. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- − use the pre-established criteria to evaluate sources?
- − self-question to determine appropriateness of sources?
- − discard inappropriate sources?
- − differentiate between suitable and unsuitable information?
- − determine the relevance of the information?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Observations should be dated and the context recorded. Use collected data to guide instruction.

☐ **Small Group Conferences**

Using pre-established criteria, conference with small groups of students to assess their skills in determining the usefulness of information sources for inquiry. Observations are dated and the context of the observation is recorded to determine progress over time.

SAMPLE **RESOURCES**

Specific Outcome

Access Information

Students will be able to:

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students look up a topic in an index in German Encarta and gather information from pictures. This information is added to a class chart.

- Students are involved in a library hunt. From a list of descriptors about books to find, students go to shelves and record the book they find after the librarian has done a small-group orientation (e.g., find a book about a dog, find a book with "Mystery" in the title, etc.). This may be a mix of German and English.

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

- Students look at the covers and titles of books to see if they contain information on a topic of interest.

- Students find the location of a specific story in an anthology by using the table of contents to find the story title and page number.

- Students do an Internet search and learn how to narrow the selection. They learn that if they click on the "back" button while searching the Internet, they return to the previous site or page.

- Invite students to help generate a class list of "key words" to look for when searching for information on a specific topic (e.g., dinosaurs—eats, size, protection, lives, etc.). Students colour-code key words using highlighter pens.

- After surveying a class, groups of students are asked to present the data in various forms (e.g., picture graphs, bar graphs, concrete graphs, written in words, etc.). Students discuss which form is the most appropriate and why.

- Make an overhead of the table of contents from a non-fiction book, and review necessary vocabulary. The class can discuss what information would be found and what would not be found, or on what page they can find specific information.

- Invite students to practise using the table of contents, guide words, headings, labels, diagrams, captions, and the index in a Treasure Hunt game. Students participate in the game by working in small groups or in pairs to locate information to answer questions.

Specific Outcome

Access Information

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- use the table of contents to locate information?
- use the index to locate information ?
- locate and use headings?
- locate and use titles?
- locate and use guide words?
- locate and use table of contents?
- gather information from pictures?
- gather information from charts?
- gather information from diagrams?
- use library files to locate information?
- locate and use electronic media to gather information and ideas?

☐ **Checklist**

Create a checklist based on the Focus for Assessment criteria. Observations should be dated and the context recorded. The data should be used to guide instruction.

☐ **Self-Assessment**

Students complete a self-assessment questionnaire to determine their own skills at using visual cues to locate and gather information and ideas.

Locating and Gathering Information Self-Check				
Name:	**Super**	**Okay**	**Not Yet**	**Comments**
I use the computer catalogue to find the call number of books.				
I locate books on the shelves.				
I use the table of contents to find my topic.				
I use an index to find my topic.				
I use information from diagrams.				
I use information from maps.				
I use information from pictures.				
I use guide words to help me locate my topic.				
I find and use signal words in the text to help me gather information.				
I use CD-ROMs to help me find information.				
I use search engines to help me find information on the Internet.				

General Outcome **3**

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

3.2 Select and Process

Specific Outcome

Make Sense of Information

Students will be able to:

3.2.5 determine main ideas in information using prior knowledge, predictions, connections and inferences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students read a short overhead text. They are then asked to record key words and/or sentences and then record the main idea with a title for the text. Sharing and discussion follows.

- Two students role-play a telephone conversation using a prepared script. Directed by the teacher, classmates discuss the gist of the conversation and decide on the main idea.

- Invite students to share their prior knowledge on a topic of interest. Students listen as the teacher reads a short informational passage on this topic.

Make Sense of Information

Students will be able to:

3.2.5 determine main ideas in information using prior knowledge, predictions, connections and inferences. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- identify the main idea when it is explicitly stated?
- identify the main idea when it is implicit in the text?
- identify main ideas in pictures?
- identify main ideas in oral, literary, and media text?

☐ **Checklist**

Create checklists based on the Focus for Assessment criteria to assess students' skills in determining the main idea. Date and record the context of the observations to determine progress over time. Use the data to inform instruction.

☐ **Conferences**

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

SAMPLE **RESOURCES**

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

Organize Information

Students will be able to:

3.3.1 organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use a variety of graphic organizers, such as Venn diagrams, mind maps, sequence circles, *Klammerplan, Winkelplan, Flußdiagramm, Tabelle, Kreuxtabelle.*

- Students perform a task and record steps as they go along (e.g., in science, testing materials and designs).

- Groups of students create charts when learning about a specific topic.

BÄREN	
Was machen Bären?	*Was fressen Bären?*
Winterschlaf.	fressen Beeren
leben in Höhlen	Honig
kleine Bären	*Feinde*
klettern Bäume	Menschen
haben kein Fell	

- Students use mapping direction and vocabulary to direct their partners from point A to point B either in classroom, in the school, or in the schoolyard. Each person decides on A and B and provides a minimum of four directions (e.g., start at door, go east past pencil sharpener, etc.). Vocabulary ideas: *gehe geradeaus, nach links, nach rechts, an der Schule vorbei, an dem Park vorbei, östlich, westlich, südlich, nördlich.*

    Prior to directing their classmates, students prepare a map of the area including scale and directional markers.

- The class prepares a simple dish and records the recipe, using the words *zuerst, dann, und weiter, zuletzt.* Other step-by-step instructions could be created for art projects or game instructions.

- Health: Students use a mixed text of short sentences about washing hands. They sort, rewrite, draw pictures, and memorize the sequence.

(continued)

Organize Information

Students will be able to:

3.3.1 organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– organize ideas and information in a meaningful way?
– explain the organizational patterns chosen?

☐ **Anecdotal Records**

Record and date observations and examples of how students organize ideas and information.

☐ **Portfolios**

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

☐ **Conferences**

Conference with students using graphic organizers and visual representations. Invite students to share how they organized their ideas and information.

SAMPLE **RESOURCES**

• Deutschmobil 2 *Arbeitsbuch*

General Outcome 3

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

3.3 Organize, Record, and Assess

GRADE
3

Specific Outcome

Organize Information

Students will be able to:

3.3.1 organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing. *(continued)*

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

- Students use a Cloze text to fill in prepositions to use in the directions for decorating an Easter egg and hanging it from a twig. Students memorize text to reinforce their use of prepositions (from *Deutschmobil 2* workbook).

- Using a picture-paint program, students create a series of picture frames that show movement. Then they write or type a sentence for each frame.

- Using sorting boxes, students explain the rationale for their groupings, describing size, colour, and shape.

- Invite students to assist in creating short Echo acting series dialogues to practise important classroom routines (e.g., getting ready for gym class, steps in cleaning the board, watering plants, rules of a game, etc.). (See Instructional Strategies section, Gouin series.)

- As the class brainstorms names of mammals, scribe them onto strips of paper. When they are done, students decide that mammals could be grouped according to criteria, such as meat eaters, plant eaters, or types of habitat. After discussing the choices, they decide to group according to habitat because it would allow for more variety of categories. The class decides on the following category titles: farm, ocean, forest, desert, and mountains. Student secretaries write, in large letters, the name of each animal on a separate sheet of paper until all the animal names are written down. Each student takes one animal name and pins it to the bulletin board. Ask students to silently move the animal names around in order to categorize them according to the category titles they chose previously. Periodically, stop the process to get students to verbalize their thinking behind their category choices. Chart the various ways in which students determine an animal's category.

Specific Outcome

Organize Information

Students will be able to:

3.3.1 organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing, and sequencing. *(continued)*

Teacher's Notes

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Model the process of selecting key words and phrases by using markers in different colours to show the relationships between ideas. Key words relating to the same category of information are colour coded. Students may require extensive guided practice and support to learn to identify key words and phrases in a variety of texts.

- Students gather information from print, videos, and pictures on a topic such as frogs. They display the information in a graphic format using two paper or cardboard circles—one smaller with a pie shape cut out—attached with a fastener. Students choose categories of information, record them on the outside edge of the larger circle, and add one or two appropriate facts under each category. Students then turn the inside wheel to reveal the different facts about frogs.
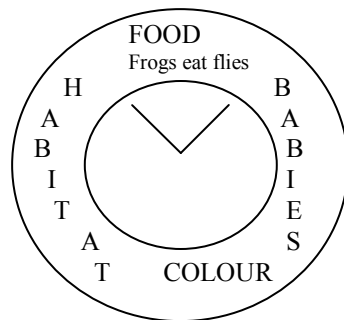
- After reading a text, students make five jot notes—notes written in point form using only key words (*Stichwortzettel anfertigen*) about the topic. Students then add the title of the book and the name of the author to the class chart.

- Students write in their Reflection Logs about the note-taking process—how do they know what the key points are?

Record Information

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– select and record facts and ideas?
– recognize key words and phrases in text?
– use key words and phrases to make notes of information?
– use organizational frames, outlines, webs, or charts to record facts and ideas?
– cite titles of sources?
– cite authors of sources?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria.

☐ **Conferences**

Conference with students to discuss how their note-taking methods suit their inquiry or research projects. Ask the students why they chose a particular organizational method for their notes. Use the students' response journal/reflection log to discuss the match between the questions posed and the notes compiled to answer them.

(continued)

Specific Outcome

Record Information

Students will be able to:

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

Teacher's Notes

Record Information

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Portfolios/Self-Reflection**

Students select samples of their notes along with completed projects. They include a self-reflection sheet explaining why they chose a particular piece of work. Work samples should be dated to show progress over time. A sample self-reflection sheet may include the following:

Notizen machen—Selbstbeurteilung

Name: _____ Datum: _____

Projekttitel _____

1. Wie ich Notizen gemacht habe:
   - in Stichpunkten, der Reihe nach
   - in Stichpunkten, mit Überbegriffen
   - in Tabellenform
   - in Igelform
   - gar nicht

2. Dann habe ich die Information so geordnet:
   - in Tabellenform
   - als Flußdiagramm
   - in Igelform
   - in Kreisform
   - auf Kärtchen
   - gar nicht. Ich habe mein Projekt geschrieben, ohne vorher die Informationen zu ordnen

3. Auf diese Leistung bin ich stolz:_____

4. Das kann ich verbessern: _____

SAMPLE **RESOURCES**

- Deutschmobil 2

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

Evaluate Information

Students will be able to:

3.3.3   determine whether collected information is adequate for the established purpose.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Usea graphic organizer to model the process of problem solving and critical thinking to evaluate and identify gaps in gathered information. Use questions to guide the students to evaluate the data, such as:
  - What is the inquiry question?
  - What are the predictions or possible answers to the question?
  - What information was found to support the prediction?
  - Does the information answer the question?
  - Is more information needed?
  - Does the question need to be changed?
  - What was learned so far?

  Review the process and the skills used. During the process, there is a need for repeated teacher modelling. Lead the class through the process, modelling each stage and providing opportunities for guided practice.

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

- Students present or share with their peers information gathered to date on a topic. Along with their peers, question, comment, and suggest areas where more information is needed.

- A student refers to a scoring guide to confirm that all the requirements for an excellent report have been completed. For example, the student checks the headings to be sure there is information on habitat, enemies, and the life cycle of a black bear.

Specific Outcome

Evaluate Information

Students will be able to:

3.3.3 determine whether collected information is adequate for the established purpose.
(continued)

Focus for Assessment

Does the student:
− use questions to evaluate suitability of information?
− find additional information if needed?
− delete irrelevant information if necessary?
− work collaboratively to evaluate information?
− listen actively and critically to determine suitability of information?

☐ **Checklist**

Observe and assess students' skills in deciding whether information gathered is suitable and sufficient to answer inquiry questions. Data should be dated and the context of the observation recorded. Review the data to inform instruction.

☐ **Conferences**

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

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 use gathered information and questions to review and add to knowledge.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use a Research Checklist to determine information needs during the research process to assess the research experience and skills.

Informationssuche—Schülercheckliste
Name: _____ Datum: _____
Untersuchungsthema_____
Planung
_____ Ich habe das Thema verstanden.
_____ Ich habe Fragen zum Thema gestellt.
_____ Ich habe einen Plan entwickelt.
Angaben sammeln
_____ Ich habe Informationsquellen angegeben.
_____ Ich habe Informationen gefunden.
_____ Ich habe die besten Quellen gewählt.
Notizen machen
_____ Ich habe Informationen kurz notiert.
_____ Ich habe die Angaben in eigenen Worten formuliert.
_____ Ich habe die Angaben kategorisiert.
_____ Ich habe nur die besten Angaben behalten.
_____ Wo Angaben gefehlt haben, habe ich weitergesucht.
Über meine Arbeit nachdenken
_____ Ich habe meinen Plan durchgeführt.
_____ Ich habe meine Fragen beantwortet.
Ich kann jetzt: _____
Das nächste Mal werde ich: _____

- Students check their report against criteria established by the teacher (i.e., science report checklist and check for data still needed).

(continued)

Develop New Understanding

Students will be able to:

3.3.4 use gathered information and questions to review and add to knowledge.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- understand the topic?
- ask topic questions?
- choose a plan?
- identify information needs ?
- find information?
- choose the best sources?
- record information by making notes?
- group information into categories?
- select the most suitable information for each category?
- add information where needed?
- follow chosen inquiry or search plan?
- answer inquiry or research questions?

☐ Anecdotal Records

Use anecdotal records to determine the students' information needs during the inquiry process and their skills at assessing inquiry experiences and skills. All observations are dated and the context recorded.

☐ Conferences

Conference with students using the Research Checklist along with work samples. Provide feedback on whether their self-reflection on the Research Checklist corresponds with their daily work. Provide guidance and direction for future work.

(continued)

Specific Outcome

Develop New Understanding

Students will be able to:

3.3.4 use gathered information and questions to review and add to knowledge.

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

- Model how to use a KWL/WML chart to record information. With students, analyze the recorded information by asking questions about information that is still required.

- Students use the 6Ws (*wer, wann, wo…*) to determine whether information provided is complete.

- Students read information provided and, in a group, discuss the question "What else do I want to learn about this topic?"

- Model how to complete an inquiry checklist with the class.

Informationensuche—Gruppencheckliste
Name: _____ Datum: _____
Planungsprozess ❑ Wir haben unser Thema verstanden. ❑ Wir haben etwas im Voraus gewusst. ❑ Wir haben gute Fragen gestellt. ❑ Wir haben einen Plan entwickelt.
Materialsammlung ❑ Wir haben Quellen gefunden. ❑ Wir haben die besten Quellen gesucht und benutzt. ❑ Wir haben die Informationen ausgewählt. ❑ Wir haben die Fragen beantwortet. ❑ Wir haben unsere Ergebnisse notiert. ❑ Wir haben neue Fragen entwickelt und notiert.

Specific Outcome

Develop New Understanding

Students will be able to:

3.3.4 use gathered information and questions to review and add to knowledge.
(continued)

☐ **Portfolios**

Students include completed research or inquiry projects along with their self-assessment checklists in their portfolios. Students reflect on the entire research process and make suggestions for future work.

Self-Reflection on My Inquiry or Research
Name: _____ Date: _____
Inquiry/Research Title _____
1. My best work was done for: _____ Planning _____ Collecting Information _____ Recording Information
2. It was my best because _____
3. I still need to work on _____

SAMPLE **RESOURCES**

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

4.1 Generate and Focus

GRADE
3

Specific Outcome

Generate Ideas

Students will be able to:

4.1.1 generate and contribute ideas on particular topics for oral, written, and visual texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students brainstorm a list of possible writing topics. These are recorded and posted in the classroom and/or kept in student journals. Students may also use story-starter pictures provided by the teacher.

- Students list possible scenes from a novel or story. Then, they make a diorama or collage with a brief written description.

- Generate a cluster web on chart paper on a specific topic with the class.

- When studying a specific topic, have students record a fact on a self-stick note. As a class, the students arrange their self-stick notes into subcategories.

Generate Ideas

Students will be able to:

4.1.1 generate and contribute ideas on particular topics for oral, written and visual texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- generate ideas fluently?
- focus on a particular topic?
- show respect for and value others' ideas and knowledge?

☐ **Checklists**

Develop checklists in order to observe students' skills in generating ideas on specific topics. The data is then used to provide feedback during conferencing.

☐ **Conferences with Work Samples**

Use student work samples and observations to provide feedback regarding students' skills in generating and contributing ideas.

SAMPLE **RESOURCES**

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 use a variety of forms for particular audiences and purposes.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- After asking classmates about their favourite books, two students either design a poster showing the top three favourite books in the class or create a graph of the types of books chosen.

- Students participate in a variety of writing forms and track them in a table (e.g., friendly letters, persuasive letters, autobiographies, research papers, etc.).

- Students write Haiku poetry, cinquains, *Elfchen*, or other short poems on the theme currently studied.

- Personal Narratives: Students are given regular times to tell their own stories. Storytelling stimulates imagination, expands language abilities, and helps internalize the characteristics of stories. When students read or tell stories, they are encouraged to consider facial expression, intonation of voice, body language, and ways to engage the audience's interest. Students prepare and share a favourite family story with the class, using photographs or props to help them tell their stories.

- After reading a published narrative story or informational text, students communicate by creating murals to represent the story. Time is given to plan the murals and to discuss roles if it is to be a group project.

- Students use puppet dialogues or other stories.

- Students prepare comic strips on their own or fill in sentences in blank bubbles.

- Students present a video clip of an interview or family traditions, etc.

- Students maintain a list of forms or genres that they have written and placed in their writing folder.

- Students, working in small groups, choose a story they are familiar with and prepare a Readers' Theatre presentation. Each student assumes a character and practises facial expressions and voice intonation for effect.

- Students prepare and share a favourite family story with the class, using photographs or props to help them tell their stories. They are encouraged to consider facial expressions, voice intonation, and body language.

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– use different forms to meet a variety of purposes and audiences?
– select forms that best communicate intended messages?
– engage the audience?
– include use of appropriate language to describe settings, characters, and plot (problem-solution)?
– convey meanings?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria. All observations should be dated and reviewed to note progress over time for the same forms.

☐ **Rubrics**

With students, develop rubrics that describe the different levels of performance relative to whether the students.
– Use appropriate voice volume.
– Use simple gestures to communicate text.
– Engage the audience.

☐ **Portfolios**

Students choose pieces they have composed for a variety of audiences. Students are encouraged to include sample planners with their final work.

☐ **Work Samples**

When students collect information from German materials and represent it visually by creating displays or collages, look for evidence that they are able to:
– communicate key ideas.
– include relevant and accurate details.

General Outcome **4**

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

**4.1** Generate and Focus

Specific Outcome

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes. *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Teacher's Notes

Choose Forms

Students will be able to:

4.1.2 use a variety of forms for particular audiences and purposes. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

☐ **Self-Assessment**

Students complete a self-assessment checklist to show what they have learned about particular forms. This information may be filled out before and after the study of a particular form, or the self-assessment may be completed following a study.

Was ich gelernt habe
Name: _____ Datum: _____
Vorher   Das habe ich schon gewusst: _____.
Nachher   Das weiß ich jetzt: _____   1.   2.   3.
Darüber möchte ich noch mehr wissen: _____ _____
Lehrerkommentar:

SAMPLE **RESOURCES**

Specific Outcome

Organize Ideas

Students will be able to:

4.1.3 order ideas to create a beginning, middle, and end in own oral, written, and visual texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use visuals to help them remember the idea of beginning, middle, and end, such as:

"Geschichtenkäfer"

Anfang

Mitte

Ende
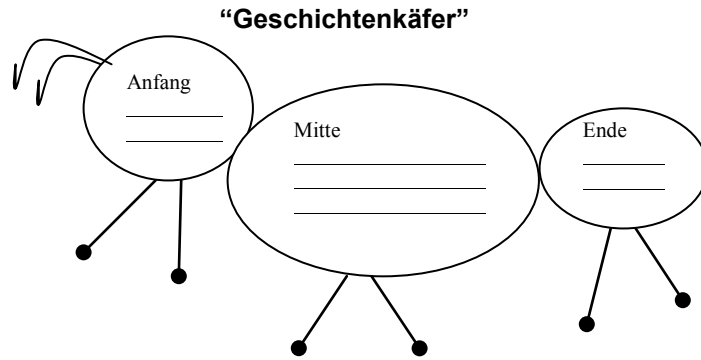
- Students underline verbs, circle nouns, and bracket adjectives in own sentences.
    - Is the sentence complete?
    - Can you stretch the sentence?

- Students fill in the plot chart when creating a story.

Wer? → Was? → Wo?

Warum? → Und dann?
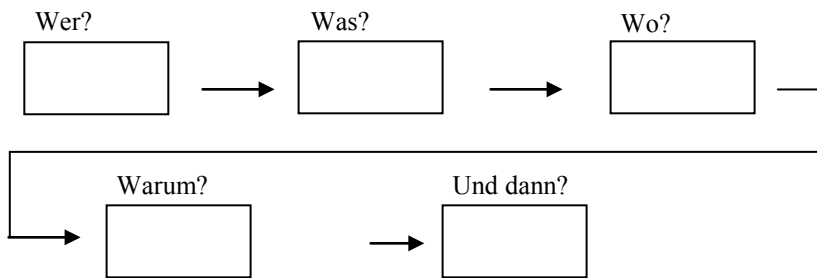
- Students prepare a storyboard of visual representations that include text. Students reproduce the storyboard using a computer paint program.

Organize Ideas

Students will be able to:

4.1.3 organize visuals and print to express ideas and tell stories with a beginning, middle and end. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- use graphic organizers to explain ideas and information?
- use graphic organizers to record ideas and information?
- use graphic organizers independently?
- use graphic organizers with assistance?
- use graphic organizers flexibly?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Use this data to guide instruction. Review data to note students' progress in using organizers to plan and develop their ideas and information.

☐ **Self-Assessment**

Students use completed graphic organizers they have seen modelled, such as the "Story Bug," to determine if all relevant information has been included in their own creations.

☐ **Conferences**

Conference with students to assist, direct, and assess their use of graphic organizers to develop and plan personal work.

☐ **Portfolios**

Students evaluate their own creations for completion—beginning, middle, and end. They select the form and the planning organizer they used to create the form for their portfolios. They share this with peers, parents, and teachers.

SAMPLE **RESOURCES**

- Storybook weaver, kids picks, computer programs

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

4.2 Enhance and Improve

GRADE
3

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 share own stories and creations with peers, and respond to questions or comments.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Brainstorm sentence patterns with students, or provide sentence starters to help students in their dialogues.

- In groups of four, students share their original texts with others. Have students make comments (e.g., *Ich mag deine Hauptfigur, weil sie lustig ist.*).

- Students, working in pairs, create a research poster, complete with information, graphics, and pictures (e.g., poster on street safety). Prior to presenting it to students in another grade, they ask for volunteer audience members and have a practice run-through in their own class.

- When involved in writing activities, students are given the opportunity to peer conference before and after, and sometimes even during. Provide guidelines, criteria, or self assessment sheets.

- Students create a modelled poem (e.g., Haiku, cinquain or *Elfchen*) on a particular theme. Students share the poem with their peers and invite feedback.

- Students share their own stories and creations in a daily Author's Chair activity. Students respond to the sharing by providing feedback in the form of "2 *Sterne und ein Wunsch*" (2 Hurrahs and an "I Wish").

- Students read their stories to another class in a buddy-reading setting.

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 talk about own creations and those of others, using commonly-used expressions.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– use pre-established criteria to plan and create original work?
– share work?
– discuss strengths of his or her own work and areas needing enhancement?
– provide appropriate feedback?
– show interest in others' work and ideas?
– show appreciation for others suggestions?
– use suggestions in revisions?
– show interest in other authors' works?
– show sensitivity to other authors?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. All observations should be dated and include the context in which observations were made. The data can be used for conferencing with students and should guide instruction.

☐ **Rubrics**

Use pre-established criteria for sharing to create rubrics for describing students' levels of performance.

☐ **Conferences**

Conference with students following the pre-established guidelines for sharing and for creating original text.

☐ **Self-Reflection**

Students reflect on their presentation of illustrations and texts and talk about:
– the reasons they selected a particular form for sharing information for a particular audience
– the things they have learned about that form
– the things they found they want to learn more about in that form
– what form they would like to try next

(continued)

General Outcome **4**

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

4.2 Enhance and Improve

Specific Outcome

Appraise Own and Others' Work

Students will be able to:

4.2.1 share own stories and creations with peers, and respond to questions or comments. *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Teacher's Notes

Appraise Own and Others' Work

Students will be able to:

4.2.1 share own stories and creations with peers, and respond to questions or comments. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Self-Assessment**

Students review their poem using a self-assessment questionnaire such as the samples below.

Meine Dichterkünste—Selbstbewertung zu einem Gedicht
Name: _____ Datum: _____
Titel:
Auf diese Leistung bin ich stolz:
Am besten mag ich die Zeile:
Am besten mag ich das Wort: _____ Jetzt kann ich besser _____ als zuvor. Das nächste Mal werde ich _____

Mit einem Korrekturleser arbeiten - Schülerselbstbewertung				
Name: _____ Datum: _____				
I = immer, M = meistens, S = selten, N = nie	I	M	S	N
Ich passe auf, wenn Klassenkameraden ihre Texte vorlesen.				
Ich lese meine Texte in der Klasse vor.				
Ich höre mir Vorschläge an und denke darüber nach.				
Ich überarbeite meinen Text, um ihn deutlicher zu machen.				

Meine Textgestaltung bewerten—Schülercheckliste		
Name: _____ Datum: _____		
Texttitel: _____		
Ich habe mir meinen Text selber vorgelesen.	Ja	Nein
Ich habe neue Gedanken dazugeschrieben.	Ja	Nein
Ich habe unwichtige Gedanken weggelassen.	Ja	Nein
Ich habe die Reihenfolge meiner Gedanken überprüft/geändert	Ja	Nein
Ich haben einen Partner um Hilfe gefragt.	Ja	Nein
Ich habe mir seine/ihre Vorschläge angehört.	Ja	Nein
Ich habe manche Vorschläge verwendet.	Ja	Nein

SAMPLE **RESOURCES**

General Outcome **4**

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

4.2 Enhance and Improve

GRADE **3**

Specific Outcome

Revise Content

Students will be able to:

4.2.2 revise own ideas to accommodate new ideas and information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- A student locates a short story or text in a computer file or writing folder written earlier in the year. The student likes the idea of this story and decides to make it longer and more interesting. More text is added and some changes are made so that the story reads better.

- Stretch-a-Sentence: The class brainstorms lists of nouns, verbs, and adjectives. Provide a bare-bones sentence. Students use lists to make the sentences more interesting or create topics related interesting sentences.

  Der Hund ist klein.
  Der _schwarze_ Hund ist _weich_ _und_ _sehr_ klein.

- Students use a checklist for editing and revising.

- Model revisions procedures using Think-Aloud to clarify meaning by adding, deleting, or rearranging ideas and information. After having received written permission, provide enlarged copies of grade-appropriate samples (no names) and use the overhead projector to demonstrate how to revise. Then, provide guided revision practice using short pieces of writing. Repeat guided practice frequently with the whole class, small groups, and individual students. The number of revisions for each piece of text should be limited.

- The student writes a story early in the year. The student is encouraged throughout the year to revisit the draft texts and make substantial changes. This can be done with peer conferencing. The student files a copy of each draft along with the most current version. At the end of the year, the student writes in a journal or Learning Log to reflect on the development the story has undergone.

Revise Content

Students will be able to:

4.2.2 retell to clarify ideas. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

–   reread drafts when working independently?
–   engage in self-questioning?
–   attempt to make changes on his/her own?
–   share first drafts willingly and confidently?
–   ask others for specific help?
–   listen to others' suggestions?
–   incorporate suitable suggestions?
–   listen to authors read during conferences?
–   provide positive feedback when conferencing?
–   ask relevant questions during conferences?
–   make appropriate suggestions to help others revise?

☐ **Anecdotal Records**

Throughout the year, observe students' willingness to revisit their first-draft texts and make substantial changes. As well, students should be observed when they conference with peers during the writing process. Each observation is dated and the context is included. The data should be used to guide instruction and to note progress over time.

☐ **Self-Assessment**

Students assess their revising skills according to a checklist. See sample below.

Meine Korrekturlesung bewerten—Schülerchekliste		
Name: _____ Datum: _____		
Texttitel: _____		
Ich habe mir meinen Text selber vorgelesen.	Ja	Nein
Ich habe meine Rechtschreibung überprüft.	Ja	Nein
Ich habe meine Groß- und Kleinschreibung überprüft.	Ja	Nein
Ich habe meine Zeichensetzung überprüft.	Ja	Nein
Mein Partner hat bei mir ____ Rechtschreibfehler ____ Gross-und Kleinschreibfehler ____ Zeichenfehler gefunden.		

☐ **Portfolios**

Students select work samples that show their skills in making revisions. All draft copies and related checklists should be included with these pieces. Have students provide simple annotation telling why they selected particular pieces.

General Outcome **4**

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

4.2 Enhance and Improve

GRADE **3**

Specific Outcome	**Enhance Legibility**
	Students will be able to:
	4.2.3 print or write legibly using a style that is consistent in alignment, shape, and spacing; demonstrate basic keyboarding skills.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- While editing a paragraph, a student deletes the extra spaces between words caused by holding down the space bar too long.

- Students cut a sentence strip apart between words. They pass them to a partner who leaves spaces between the words when reconstructing.

				.
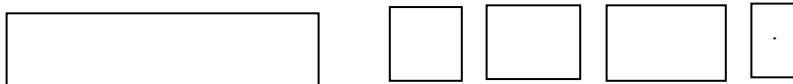
- Students use their fingers to mark spaces between words.

- When writing a good copy, students refer to a checklist. For example,
  - *Ist meine Druckschrift leserlich?*
  - *Lasse ich einen Seitenrand?*
  - *Halte ich den Seitenrand gleichmäßig ein?*
  - *Halte ich einen Abstand zwischen allen Wörtern*?

- Students write their names in the cursive style and decorate them for a special nametag, noting alignment, shape, colour, and texture.

- Provide explicit instruction and model appropriate letter formation in cursive writing in a weekly writing practice lesson.

- Make and laminate an alphabet strip in cursive writing. Students tape it to their desks and take a copy home.

- Students use the acronym HOW to help them organize their written work. H refers to the headings of name and date. O details how the page should be organized. W encourages students to write neatly and legibly. In German, a parallel strategy can be called *NaDaSeiLe* or *LeNaDaSei* as a reminder to students to remember the following: *Name; Datum; Seitenrand; Leserlich schreiben.*

- Students are introduced to keyboarding through software programs that provide instructions and self-monitoring. Instruct students on how to use word-processing software and guide their practice using cut-and-paste formatting features (e.g., typing tutor).

Enhance Legibility

Students will be able to:

4.2.3 print or write legibly using a style that is consistent in alignment, shape and spacing; demonstrate basic keyboarding skills. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- – use consistent spacing on a line and page or on an electronic screen?
- – demonstrate smooth flow in cursive writing letter formation?
- – form letters and numbers clearly?
- – use a legible personal style?
- – use keyboarding skills, manuscript printing, and cursive handwriting?
- – demonstrate confidence?
- – demonstrate enjoyment and pride in presenting legible work?
- – increase the amount of production within a set time?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and include the context of each observation to determine progress over time and to inform instruction.

☐ **Self-Assessment**

With student input, develop a self-assessment checklist to monitor progress in creating neat, legible work and to guide the students in increasing their proficiency with script and page formatting. Observe and discuss students' use of the checklist. Criteria such as the following may be included:

Welchen Eindruck mache ich schriftlich? Schülercheckliste		
Name: _____ Datum: _____		
	Ja	Nein
Meine Buchstaben sind alle deutlich.	☐	☐
Meine Buchstaben sind alle gleich groß.	☐	☐
Der Abstand zwischen meinen Buchstaben ist gleichmäßig.	☐	☐
Ich halte mich an die Linien.	☐	☐
Der Abstand zwischen meinen Wörtern ist gleichmäßig.	☐	☐
Ich radiere meine Fehler vorsichtig.	☐	☐
Ich streiche meine Fehler vorsichtig durch.	☐	☐
Am Computer kann ich jetzt besser tippen als zuvor.	☐	☐
Mit dem Computer kann ich jetzt besser Text formatieren als zuvor.	☐	☐

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

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 experiment with words and simple sentence patterns.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When students find interesting descriptive words or phrases, they add them to the correct category on class wall charts (e.g., *so spricht man, so sieht man aus, so fühlt man sich*).

- At a station in the classroom, students assemble word strips into complete sentences. The words come from stories used in class.

Der kleine Hund	spielt	mit dem Ball.

- Students memorize poetry to reinforce language flow, sentence patterns, vocabulary, etc.

- Students write exploding sentences:

Ich mag $\left\{\begin{array}{l} \textit{Wurst} \\ \textit{Schokolade} \\ \textit{Eis} \end{array}\right.$ *weil* $\left\{\begin{array}{l} \textit{sie} \\ \textit{sie} \\ \textit{es} \end{array}\right.$ $\begin{array}{l} \textit{gut schmeckt} \\ \textit{süß ist} \\ \textit{kühl ist} \end{array}$

- Students write shape poems.

Die lange Schlange schleicht wie ein Schlauch im Schlamm

They can be scanned and placed on the school web page.

- Students practise a variety of tongue twisters (e.g., *Sieben Schneeschipper schippen schnell sieben Schippen Schnee*).

- Students produce alliteration sentences (e.g., *Sonntags singt sie sechsmal*).

-

(continued)

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4   experiment with words and sentence patterns, with support. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use descriptive words?
– use a variety of sentence patterns?
– enjoy learning about and using descriptive vocabulary?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and include the context of the observations to note progress over time.

☐ **Conferences**

Conference with students about their original work. Encourage students to use descriptive and precise language and a variety of sentence patterns in their oral and written work.

(continued)

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

Specific Outcome

Enhance Artistry

Students will be able to:

4.2.4 experiment with words and simple sentence patterns. *(continued)*

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

- Students write poetry using brainstormed word lists.

- Provide a list of nouns, adjectives, and verbs. Students link appropriate words to produce sentences.

Wer/Was (Subjekt)

- ein Hund
- ein König
- ein Mädchen

Wie (Adjektiv)

- hungrig
- braun
- groβ

macht was (Verb)

- findet
- möchte
- isst

Was? (Objekt)

- einen Knochen
- ein Haus
- Schokolade

GRADE
3

Specific
Outcome

Enhance Artistry

Students will be able to:

4.2.4 experiment with words and simple sentence patterns. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Portfolios**

With teacher input, students choose work samples that reflect their experimentation with word choice and sentence patterns. Students highlight interesting words and sentences and explain their choices. Record their reasons and attach the record to students' work samples. All work samples are dated to note progress over time. Students could include a self-reflection like the one below with their work sample.

Mit Wörtern spielen

Name: _____ *Datum*: _____

Hier spiele ich mit Wörtern.

Wörter die ich besonders gut finde sind:_____

_____

Sie sind:

❏ *ruhig*

❏ *witzig*

❏ *grausig*

❏ *laut*

SAMPLE **RESOURCES**

General Outcome *4*

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

4.2 Enhance and Improve

GRADE
3

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 combine illustrations and written texts to express ideas, feelings, and information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students enhance their own presentations using such aids as storyboards, posters, or presentation software (e.g., *PowerPoint*).

- After an author study on Eric Carle, a student may choose to paint pieces of paper and cut them out in shapes to illustrate a story that the student has created.

- Model how to create the physical layout and organize a piece of work by using an overhead projector or large chart paper to plan and rearrange text format and illustrations. Demonstrate the thinking process for students by verbalizing as you work.

- Students produce brochures on their school, province, city, or community that is being studied. A template for a brochure can be prepared on a computer. Students add appropriate text and visuals. A hard copy can be printed.

- Students examine illustrations in various texts. Lead the students in a discussion on the moods created by the illustrations, the appropriateness of the illustrations, and the effectiveness of the illustrations.

- Students choose an appropriate medium, colour, size, and texture to illustrate a composition.

- Students use modelling clay to illustrate their story.

(continued)

Enhance Presentation

Students will be able to:

4.2.5 combine illustrations and written texts to express ideas, feelings, and information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- experiment with text format?
- create visuals?
- integrate visuals within text appropriately?
- have neat, legible compositions, reports, and charts?
- have well-organized composition, reports, and charts?
- use visuals effectively?
- engage and hold the attention of the audience during presentations?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Observe students during the composing process. Date and include the context of the observations to note progress over time. The data is used to guide instruction.

☐ **Rubrics**

With students, use rubrics developed during class instruction to assess the organization and neatness of final products. Students identify and discuss their strengths and needs according to the rubric. Assess students' skills at using the rubrics to guide their independent work.

(continued)

General Outcome *4*

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

4.2 Enhance and Improve

Specific Outcome

Enhance Presentation

Students will be able to:

4.2.5 combine illustrations and written texts to express ideas, feelings, and information. *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Teacher's Notes

Enhance Presentation

Students will be able to:

4.2.5   combine illustrations and written texts to express ideas, feelings, and information. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Self-Assessment**

Students use checklists to monitor and assess their work. A sample checklist may include the following:

–   I use visuals to explain my idea and information.
–   My visuals are in the right places.
–   My visuals are clearly labelled.
–   I have used appropriate text size.
–   I have examined the use of color, spatial arrangement, clarity of illustrations, graphs, or charts.
–   Generally, my work is neat and appeals to the eye.

☐ **Conferences**

Conference with students on their ability to enhance their presentation of ideas, feelings, and information. Students may wish to share some selections from their portfolios and indicate why the works were chosen. In conferencing, have students discuss the ideas, feelings, and information they were trying to convey.

☐ **Portfolios**

Students select samples of completed products that represent attempts to enhance their original text. Samples should reflect progress over time. Students provide reasons for their choices and annotate their entries.

SAMPLE **RESOURCES**

Specific Outcome

Grammar and Usage

Students will be able to:

4.3.1 edit for complete sentences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Read aloud to the students, focusing attention on how authors use complete sentences to convey their ideas. These models assist students in developing an understanding of complete sentences. Students are invited to think about how authors use complete sentences as they participate in shared reading and in writing original text.

- Provide students with a paragraph with key words missing. Students edit the paragraph individually or as a group. Initially model this procedure, verbalizing thoughts.

- Students participate in a daily edit. Write a brief message on the board or overhead transparency that contains incomplete sentences. Students identify the incomplete thought and reword it to make the meaning clear.

- Place words or phrases on cards. Students, working in pairs or individually, use these cards to construct interesting and complete sentences.

- Students participate in peer editing of their work with a partner. The partner monitors it for use of complete sentences. The authors then make the changes independently.

- Model writing for the students, verbalizing your thoughts to demonstrate how to write in complete sentences.

- Students read their own written texts out loud as an editing skill for punctuation and spelling.

- Play "*Wir kaufen Sätze.*" Provide a number of correct and incorrect sentences on a *PowerPoint* presentation or overhead. Students work as a group to bid on sentences they believe to be correct.

Grammar and Usage

Students will be able to:

4.3.1 edit for complete sentences. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- identify incomplete sentences in others' work?
- identify incomplete sentences in own work?
- use complete sentences in oral form?
- use complete sentences in written form?
- edit own work?
- recognize acceptable incomplete sentences in dialogue?

☐ **Checklist**

Develop checklists based on the Focus for Assessment criteria to record students' skills in editing for complete sentences.

☐ **Conferences**

Conference with students about their editing for complete sentences. Use teacher-completed checklists and students' work samples to guide the conferences.

SAMPLE **RESOURCES**

General Outcome **4**

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

4.3 Attend to Conventions

Specific Outcome

Spelling

Students will be able to:

4.3.2 spell familiar words, using a variety of strategies and resources; know spelling conventions.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students create word families (e.g., *ein, dein, sein, Bein*).

- Students have a handout of common Grade 3 words. After a student has spelled a word correctly to two partners who place a checkmark behind it, the student writes it a third time onto the master list. The word is then highlighted on the handout.

- Break up words into syllables and mix them up. Students put the syllables in proper order to create words.

- Invite students to play a game of *Hangman.* Students fill in the blanks
  (e.g., _ _ _   _ _ _ _ _ _ _   _ _ _ _ _ _).

- Students engage in word-play activities such as word searches, crosswords, word chains, scrambled words, bingo, and concentration, using German words and phrases.

- Present students with a daily message that they edit for spelling mistakes.

- Develop lists of high-frequency spelling words that have structural similarities and that students need in their daily writing. Post the lists at eye level for easy student reference.

- Invite students to keep a personal spelling dictionary in which they list words they have difficulty spelling. Students are encouraged to maintain their spelling dictionaries throughout the year and to refer to them when they edit their work or a peer's work.

- Encourage students to develop metacognitive awareness of their spelling strategies by keeping a spelling log. Students use temporary spellings while drafting and circle words that need to be verified or corrected. Students record their spelling attempts and their own reasons for their temporary spellings. They may include statements such as:
  - *Was habe ich diese Woche gelernt?*
  - *Was möchte ich lernen?*
  - *Ich bin mir nicht sicher über …*

Spelling

Students will be able to:

4.3.2 spell familiar words, using a variety of strategies and resources; know spelling conventions. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- show ability to recognize letter patterns?
- identify similarities and differences in words?
- conference with peers or teacher in revising and editing work?
- note spelling errors in written work?
- use personal dictionaries and reference lists?
- spell an increasing number of words correctly?
- use visual memory?
- pronounce words clearly and correctly?
- take risks and generate alternate spelling of words?
- take pride in spelling improvement and accomplishments?

☐ **Checklist**

Develop checklists based on the Focus for Assessment criteria to determine students' stages of spelling development and for assessing students' daily works to determine their developing skills and attitudes in using spelling strategies.

☐ **Self-Assessment**

Students complete self-assessment checklists after reviewing their first draft and published pieces. Monthly reviews help students remain focused on their spelling progress.

Meine Rechtschreibung—Schülerselbstbewertung				
Name: Datum:				
	oft	manchmal	selten	nie
Ich buchstabiere die Wörter wie sie sich anhören.				
Ich buchstabiere die Wörter so wie sie meiner Meinung nach aussehen sollen.				
Wenn ich ein Wort nicht buchstabieren kann, schaue ich es nach.				
Ich denke an Wörter, die ähnlich sind, die ich schon buchstabieren kann.				
Wenn ich unsicher bin, markiere ich das Wort. Dann schaue ich es nach.				
Wenn ich unsicher bin, schreibe ich das Wort mehrmals verschieden auf.				
Wenn ich unsicher bin, bitte ich um Hilfe.				
Ich führe mein eigenes Rechtschreibheft. Hier schreibe ich alle Wörter auf, die ich schwierig finde.				

(continued)

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

4.3 Attend to Conventions

GRADE
3

Specific Outcome

Spelling

Students will be able to:

4.3.2 spell familiar words, using a variety of strategies and resources; know spelling conventions. *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Teacher's Notes

GRADE

3

Specific
Outcome

Spelling

Students will be able to:

4.3.2 spell familiar words, using a variety of strategies and resources; know spelling conventions. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Conferences**

Conference with students to determine the spelling strategies they are currently using. With students, review written work to find out what they do well and what they need to work on with regards to spelling. During the conferences, use the following questions to determine students' spelling knowledge, strategies, and attitude.

– Why is spelling important?
– What do you do when you do not know how to spell a word?
– How do you know when you have spelled a word correctly?
– What do you do when you have not spelled a word correctly?

☐ **Pre- and Post-Spelling Tests**

Together with students, analyze pre- and post-tests to determine the pattern of misspellings and effective use of spelling strategies.

☐ **Portfolios**

Students select written work samples and photocopied pages of their spelling logs that show their monthly progress in spelling. Students may include a self-assessment spelling checklist with their work samples.

SAMPLE **RESOURCES**

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

4.3 Attend to Conventions

GRADE
3

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 know and use basic writing conventions when editing and proofreading.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Post a chart that students refer to when editing their own or someone else's work (e.g., *Großschreibung, Kleinschreibung, Punkt, Doppelpunkt, Komma, Bindestrich, Gedankenstrich, Fragezeichen, Ausrufezeichen, Anführungsstriche/Anführungszeichen*).

- Daily Message: Write a series of sentences with incorrect punctuation. Students, with teacher guidance, edit and correct sentences. When the students become increasingly competent with this activity, they may edit the message independently.

- Students edit each other's work using a guide established by the teacher.

- Use choral reading activities to model how punctuation signals pauses (periods), excitement (exclamation points), and inflections and intonation (quotation marks). Students practise in small groups.

- Use mini-lessons to teach appropriate use of capitalization and punctuation, such as periods, question marks, and exclamation points. Mini-lessons should be based on the needs observed as students are composing. Samples of students' writing may be used for a group editing activities provided permission is given and anonymity remains. Using an overhead, have the students insert capital letters and punctuation marks appropriately.

- After showing the students samples of correctly punctuated dialogue in texts, provide students with text where all quotation marks have been removed. Students, working with a partner, insert quotation marks in the correct places.

Capitalization and Punctuation

Students will be able to:

4.3.3 know and use basic writing conventions when editing and proofreading.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- use periods appropriately in written work?
- use exclamation marks appropriately in written work?
- use question marks appropriately in written work?
- proofread and edit own work for accurate punctuation?
- proofread and edit others' work for accurate punctuation?

☐ **Checklist**

Use checklists based on the Focus for Assessment criteria to determine students' developing proofreading and editing skills. Work with students to develop a self-editing checklist. Check students' editing work to look for evidence that progress is being made in students' ability to proofread their own work and the work of their peers.

☐ **Conferences**

Conference with students about their proofreading and editing skills, and provide feedback and encourage accurate punctuation usage. Help students listen as they read their work and insert the appropriate punctuation.

☐ **Portfolios**

Select samples of students' work that demonstrates their developing skills in proofreading and editing their own written compositions for appropriate use of periods, question marks, and exclamation points. Work samples should be dated to show progress over time. Use the data to inform instruction.

SAMPLE **RESOURCES**

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

Specific Outcome

Share Ideas and Information

Students will be able to:

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students plan an oral presentation. It may be a prepared or memorized text about a subject-related topic or one that is of special interest. Set clear parameters for the presentation (e.g., form, time, content). Students are encouraged to take notes and ask questions.

    Note: As a listening activity and/or for accountability and keeping class attention, the class may be given a quick oral quiz, especially if there are numerous presentations.

- After doing a novel study (e.g., *Nick Nase stellt eine Falle*), students choose to represent and present the story in one of the following ways: collage, diorama, poster, drama, dance, etc. Questions may be asked.

- A student brings in a collection and explains to the class why the collection is organized the way it is. Students share with the class their favourite piece of the collection.

Specific Outcome

Share Ideas and Information

Students will be able to:

4.4.1 share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
−   use an organized approach and a plan for his or her presentations?
−   follow a sequential plan?
−   engage a familiar audience's attention?
−   maintain audience's attention?
−   use clear, fluent, and expressive language?
−   make culturally appropriate eye contact?
−   assume a comfortable posture?
−   use appropriate gestures?
−   bring closure to the presentation?
−   make good use of presentation time?

☐ **Checklists**

Use checklists based on the Focus for Assessment questions to determine students' skills in planning, preparing, and delivering presentations. Date each observation and include the context of the observation. Observations are reviewed to note progress over time.

☐ **Anecdotal Notes**

Observe and record students' skills in sharing information and ideas in a variety of contexts. Note evidence of students' progress over time. All observations are dated and the contexts of the observations are noted.

☐ **Portfolios**

Students select presentation materials for their portfolios including planning outline, draft copies, cue cards, visual aids, photos of the presentation, feedback from classmates, and self-assessment checklists.

SAMPLE **RESOURCES**

•   Weinman Sharmat, Marjorie. *Nick Nase stellt eine Falle*. Ravensburger Buchverlag. 1995.

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

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 present information and ideas using appropriate volume, intonation, and non-verbal cues.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Lead a discussion about the importance of volume, intonation, and non-verbal clues in presenting a story or information. Model this, and then students role-play situations.

- To share a poem, students choose how to present it: as a choral reading to other classes, as a reading over the intercom, or as a posting on the school website.

- Students listen to various oral presentations (e.g., German commercials, news, a video of German folktales, etc.), and discuss what was effective and appropriate in each presentation.

- Students work in pairs to create a puppet show based on a familiar story. Before they present it to the class, students will plan the puppet play by deciding on a problem, the names of the characters, and what the characters will do and say.

- Students use a sequence of pictures as the basis for retelling a familiar story. Students sequence the pictures to explain how the story starts, what happens in the middle, and how the story ends. Students are encouraged to use storybook language and complete sentences as they retell the story.

- Working in groups or with partners, students prepare posters on a social studies topic and present them to the class.

Specific
Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 present information and ideas using appropriate volume, intonation, and non-
verbal cues. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– modulate voice appropriately for the ideas and information presented?
– adjust volume for emphasis?
– use appropriate intonation for the ideas and information presented?
– express ideas and information clearly?
– express ideas and information purposefully?
– use facial expression to enhance ideas and information?
– use gestures to enhance ideas and information?
– take risks in attempting to communicate effectively?

☐ **Checklists/Rating Scales/Comment Sheets**

Develop assessment tools based on the Focus for Assessment criteria. Presentations can be assessed
by the teachers, peers, or the presenters themselves. Samples are found in Appendix E of this manual.

☐ **Conferencing**

Record students' oral presentations and use them for individual conferences. Point out what the
students did well and make suggestions about what aspects they could improve on in their future oral
presentations.

(continued)

General Outcome *4*

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

4.4 Present and Share

Specific Outcome

Effective Oral and Visual Communication

Students will be able to:

4.4.2 present information and ideas using appropriate volume, intonation, and non-verbal cues. *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Teacher's Notes

Effective Oral and Visual Communication

Students will be able to:

4.4.2 present information and ideas using appropriate volume, intonation, and non-verbal cues. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Self-Assessment**

Students need to be encouraged to reflect on their oral presentations in order to improve their oral communication skills. Questionnaires like the following guide the self-reflection.

Mein Vortrag—Schülerselbstbewertung

Datum: _____ Name: _____

Mein Thema: _____

Dein Vortrag ist nun fertig. Wie fühlst du dich? Wähle den Gesichtsausdruck, der am besten passt.

1. Wenn etwas wichtig war, habe ich es mit meiner Stimme betont.
   ☺   ☺   ☹

2. Wenn etwas wichtig war, habe ich es mit meinem Gesichtsausdruck betont.
   ☺   ☺   ☹

3. Wenn etwas wichtig war, habe ich es mit meinen Handbewegungen betont.
   ☺   ☺   ☹

4. Wenn etwas wichtig war, habe ich es mit meinen Körperbewegungen betont.
   ☺   ☺   ☹

5. Meine Zuschauer waren aufmerksam.
   ☺   ☺   ☹

SAMPLE **RESOURCES**

- Deutschmobil 2, reader/workbook texts

General Outcome *4*

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

4.4 Present and Share

GRADE
3

Specific Outcome	**Attentive Listening and Viewing**
	Students will be able to:
	4.4.3 demonstrate appropriate audience behaviours.
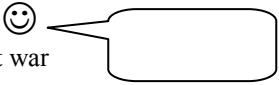
SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- A group of students creates a puppet play based on a book. Students make stick puppets and present the play to the class. Other students watch attentively and quietly, then clap at the end.

- Model appropriate or inappropriate audience behaviours. With a small group of students, role-play while other students observe quietly. The role-play is then discussed by the whole group.

- Create a chart, such as the one below, to cue students to use active listening behaviours.

Gute Zuhörer …
- sitzen still
- bleiben am Platz
- halten die Hände still
- schauen zu
- zeigen Interesse
- hören gut zu
- warten auf die Hauptgedanken
- denken über den Inhalt nach
- überlegen sich gute Fragen
- stellen ihre Fragen am Ende
- sagen am Ende, was interessant war
- unterbrechen nicht
- sprechen nicht untereinander

- Students view a sports game and audience behaviour is discussed. A discussion follows: Is this okay in church, at a funeral, or at a wedding. How do we behave there? What do we do at a concert—rock, opera, or symphony? Call on the students to share personal experiences and continue with class behaviour, assembly behaviour, etc.

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– focus on the speaker?
– use appropriate body language during the presentation?
– show engagement during the presentation?
– ask relevant questions?

☐ **Anecdotal Records**

Use the Focus for Assessment criteria to observe and record the behaviours of students' audiences. Date and note specific examples to determine students' developing skills in listening and responding to presentations.

☐ **Group Self-Assessment**

Record the class audience during presentations. With the students, view the video and discuss audience behaviours. Individual students focus on their own behaviour and complete a self-assessment.

War ich ein guter Zuschauer/Zuhörer? Schülerselbstbewertung	ja	nein
1. Ich war ruhig, als geredet wurde.	☐	☐
2. Ich habe den Sprecher angesehen.	☐	☐
3. Meine Körpersprache zeigt, dass ich zugehört habe.	☐	☐
4. Ich habe eine Frage zum Thema gestellt.	☐	☐
5. Ich habe aufgepasst, als andere Fragen stellten.	☐	☐
6. Ich habe positive Kommentare gemacht.	☐	☐
7. Ich war ein hilfreicher Zuschauer/Zuhörer.	☐	☐
8. Was ich als guter Zuschauer/Zuhörer gemacht habe: _____		
9. Was ich nächstes Mal machen kann, um ein besserer Zuschauer/Zuhörer zu sein: ____		

(continued)

General Outcome *4*

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

4.4 Present and Share

Specific Outcome

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours. *(continued)*

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Teacher's Notes

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate appropriate audience behaviours. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Conferences**

Conference with students about peer feedback received when presenting information in class.

☐ **Response Journals/Reflection Journals**

Students record entries in a Learning Log following each oral presentation and discussion. The entries may include what they learned about the topic, how they felt about the ideas and information presented, and other questions they may still have about the topic. These entries may be composed as a class with teacher guidance and support.

☐ **Peer Assessment**

After listening to a presentation by their peers, audience members complete a "*Nach dem Vortrag"* form, listing two things the group members did weakly, one thing they could improve, and three facts that were mentioned.

Nach dem Vortrag

Gruppe: _____, _____, _____, _____

Was die Schüler gut gemacht haben:

    1. _____

    2. _____

Was sie besser machen könnten:

    1. _____

Drei Dinge, die sie erwähnt haben:

    1. _____

    2. _____

    3. _____

Etwas, das sie nicht erwähnt haben:

_____

SAMPLE **RESOURCES**

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　record ideas and experiences, and share them with others.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- A student writes about and illustrates a personal experience in a journal as a special project and, from an Author's Chair, shares it with the class or a small group.

- Two students read the same story. Each student creates a diorama representing a favourite part of the story and shares it with the other. This can also be done as a class sharing.

- Invite students to brainstorm ways that ideas and experiences can be shared with others. These ideas are recorded and posted in the classroom.

Sharing Ideas
murals　　　displays　　　advertisements　letters　　telegrams oral stories　　role-plays　　　　newspaper articles and reports mobiles　　　graphs　　　posters　　　cartoons　　　diagrams puppetry　　　　drawings　　　songs　　　　tape recordings interviews

- Students use the Author's Chair to share their story writing with others. Students listening to the reader are encouraged to respond positively by naming a specific aspect of the story that appealed to them.

- Students create bulletin board collages representing personal ideas and experiences on a particular theme or topic. The class is divided into groups and each in group is given an opportunity to plan and complete a portion of the bulletin board display. The teacher encourages students to use a variety of recycled newspapers, magazines, etc.

- Given a topic, students prepare a brief oral presentation. After the presentations, students record their ideas into a daily journal.

- Students share visual arts representations with classmates following the completion of art lessons and art projects. Peers provide positive feedback. Artwork is mounted and displayed in the school or classroom art gallery.

- Students create "We" posters. The teacher builds a sense of community by spotlighting similarities among students and individual talents to establish shared interests and abilities.

Share and Compare Responses

Students will be able to:

5.1.1   record ideas and experiences, and share them with others. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- record personal ideas?
- record personal experiences?
- share personal ideas and experiences with a partner?
- share personal ideas and experiences with the whole class?
- share ideas and experiences confidently?
- share ideas and experiences when encouraged to do so?
- listen to others share personal ideas and experiences?
- respond positively when others share personal ideas and experiences?
- show respect for others' ideas and experiences without judging them?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations. Review the data to note progress over time.

☐ **Work Samples**

Analyze the students' work samples and representations to determine whether the students record personal ideas and experiences in a variety of ways.

SAMPLE **RESOURCES**

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 examine ideas within stories from oral, literary, and media texts from various communities.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When the class is learning about families from other countries, invite a parent to come in and play some music or show handicraft or artwork from the country. Students respond to what they have been exposed to by writing about it in their journals.

- Students make sketches to illustrate scenes from the lives of characters in stories they have heard, read, or viewed. Students share their sketches with classmates in groups. They write a sentence about how the characters' lives are similar to their own.

- After watching a video presentation about different kinds of communities, students talk about what they learned, through the use of prompts.

- Students watch a video filmed in another country (audio is not necessary). Students share observations, comparing community life and other differences.

- Students watch the film *Teach Me to Dance* and are asked observe cultural differences, then and now, with the German culture in Canada.

- Invite a guest speaker who has lived in a German-speaking community to talk about life and culture in that community. Students respond by writing thank-you notes in which they itemize things they learned and found interesting.

- Students play a co-operative learning game called *One and All,* which is designed to help students identify similarities and differences. Students can compare books, characters, or cultures, as well compare their own lives with the lives of characters or events in texts they have listened to, read, or viewed (Kagan, 1994).

- With students, complete a Venn diagram to compare and contrast their lives with the lives of characters they encounter in texts. Students share their comparisons with classmates in group discussions.

- Invite students to read and discuss the lyrics of songs from other cultures that have been translated into German. Students learn to sing these songs.

- As a class activity, and with teacher guidance, students write a letter to a character from a story they have heard, read, or viewed.

- Students, working in small groups, complete a Venn diagram comparing two similar stories from different cultures.

Relate Texts to Culture

Students will be able to:

5.1.2 examine ideas within stories from oral, literary, and media texts from various communities. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- identify key ideas in stories that are similar to his or her own ideas?
- identify key ideas in stories that are different from his or her own ideas?
- identify characters in stories who are similar to himself or herself?
- identify characters in stories who are different from himself or herself?
- show appreciation for similarities and differences in communities revealed in stories?
- stay on topic during discussions?
- contribute appropriately to discussions?
- listen to others during discussions?
- show respect for others' ideas?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

☐ **Work Samples**

Analyze work samples to determine how students discuss key ideas from stories.

☐ **Anecdotal Records**

Observe and record students' behaviours in formal and informal situations as they compare ideas within stories from a variety of oral, literary, and media texts from various communities. All observations are dated. Review students' patterns of listening behaviours. The data may be used for student-teacher conferences.

SAMPLE **RESOURCES**

- *Teach Me to Dance*, National Film Board, 1978.

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 situations portrayed in oral, literary, and media texts to personal experiences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students listen to stories about other children in different times and places, and relate their own experiences to each story.

- Students read a poem about two friends and complete a chart about friends.

What (Name) and (Name) like about each other.	What I like about my friends.

- After viewing a video about a child's home and school life, students describe the home and school life and discuss how they compare to their own home and school experiences.

- After watching a movie or reading a story such as *Nick Nase stellt eine Falle* and the English counterpart, *Nate the Great,* students record differences and similarities on self-stick notes. Students then come to the front of the class and sort their self-stick notes according to teacher-directed criteria (e.g., *Wie sind die 2 Texte gleich? Wie sind sie anders?*).

gleich	anders

- After reviewing and reading or listening to stories about Halloween, students draw and write a short description of their Halloween costume.

- Read a variety of texts that reflect different cultures as well as other communities. Following the reading, invite students to share personal connections they made with characters and events. Record these ideas in German on a chart or poster paper.

- Students participate in field trips to view cultural displays at different times and places. Prior to the field trips, engage students in activities to build prior knowledge, such as readings, discussions, and viewing videos. Students complete short, simple journal entries or Learning Logs during and after field trips. Students may do collages as a follow-up activity.

Appreciate Diversity

Students will be able to:

5.1.3 connect aspects of stories and characters to personal feelings and experiences.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- identify similarities between personal culture and situation, and those of characters encountered in texts?
- identify differences between personal culture and situation, and the culture of characters encountered in texts?
- show respect for own community?
- show respect for the communities of others?
- participate responsibility in the classroom community?

☐ **Anecdotal Records**

Record examples to show how students made connections between the portrayals of individuals or situations in oral, literary, or media texts and their personal experiences. Use the Focus for Assessment criteria to guide your observations.

☐ **Conference**

Conference with students to discuss participation and personal responsibility in the classroom and school community.

☐ **Portfolios**

Students choose work samples to show their connections between portrayals of individuals or situations in texts and personal experiences. Students state why a particular piece of work was selected to represent their understanding of their community.

☐ **Work Samples**

Review students' work samples to note their developing skills in relating the lives of characters and their feelings to personal experiences.

SAMPLE **RESOURCES**

- Weinman Sharmat, Marjorie. *Nick Nase stellt eine Falle.* Ravensburger Buchverlag. 1995.

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

Celebrate Special Occasions

Students will be able to:

5.1.4 acknowledge and celebrate individual and class achievements.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students make comments to recognize and praise an author's work on a comments page attached to the back of individually published stories.

- During a class meeting, students compliment each another on accomplishments or kindnesses shown to others. A ball is passed round a circle and is held by the person speaking. For example,

  Ich möchte (Name)
  – *ein Kompliment machen.*
  – *für etwas bedanken.*
  Er/Sie
  – *hat mir gestern viel geholfen.*
  – *kann so gut singen.*
  – *hat seine Geschichte vorgelesen.*
  – *hat so gute Ideen.*
  – *ist immer so hilfreich.*
  – *hat in der Pause mit mir gespielt.*

  (Name) replies politely.

  The ball continues moving around the circle until each student who wishes has had an opportunity to compliment someone.

- Model encouraging comments by acknowledging students with specific praise for their accomplishments and successes. Invite students' input in creating a list of words and phrases that can be used for giving praise and acknowledging success. This list is posted in the classroom for reference. Students practise giving and receiving praise.

- Students contribute to a collage about the student or students of the week.

(continued)

Celebrate Special Occasions

Students will be able to:

5.1.4 participate in shared language experiences to celebrate individual and class achievements. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- use language to acknowledge others' accomplishments?
- use nonverbal behaviours to acknowledge others' accomplishments?
- encourage others?
- help others?
- acknowledge personal accomplishments?
- accept praise and recognition graciously?

☐ **Checklists**

Develop checklists that assess students' skills in responding positively to their own and others' accomplishments. All observations are dated and reviewed to note progress over time.

☐ **Anecdotal Records**

Note students' responses that acknowledge and celebrate achievements.

(continued)

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

Celebrate Special Occasions

Students will be able to:

5.1.4 acknowledge and celebrate individual and class achievements. *(continued)*

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

- The Student of the Week is chosen randomly. This student is seated in the centre of a circle of classmates. Classmates use small cards to write positive comments highlighting the chosen students' strengths and accomplishments. Cards are given to the student to take home for her or his personal collection. Ensure that every student receives this recognition once before any repeats occur.

- Students participate in a Student of the Week activity. The student is seated at the front with the teacher. Compose text with the students based on the Student of the Week's accomplishments. Scribe the students' ideas. When the text is complete, reread it with students to ensure the information is accurate and sequenced appropriately. The text can be made into a book with illustrations and given to the student to take home.

- Students create, with teacher guidance and support, a photo album, banners, posters, songs, raps, or a classroom newsletter, to acknowledge and celebrate individual and class achievements.

GRADE

3

Specific
Outcome

Celebrate Special Occasions

Students will be able to:

5.1.4 acknowledge and celebrate individual and class achievements. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Self-Assessment**

Students complete self-assessments at regular intervals. These self-assessments may be placed in the students' portfolios.

Wie nett ich doch gewesen bin—Schülerselbstbewertung
Name: _____ Datum: _____
Beschreibe, was du getan hast: Ich habe _____ ein Kompliment gemacht. Ich habe mich bei _____ für _____ bedankt. Das war am _____tag. Ich habe _____ mit seinem/seiner/ihrem/ihrer _____ geholfen. Ich habe in der Pause mal mit _____ gespielt. Dann war er/sie nicht so allein. Ich habe am _____ eine gute Note für _____ bekommen. Da war ich froh!

SAMPLE **RESOURCES**

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

Cooperate with Others

Students will be able to:

5.2.1 co-operate in a variety of partnership and group structures.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students brainstorm the ways in which they can be helpful to their families. Each person in the group has an opportunity to express ideas.

- During a group activity, such as colouring eggs or planting bean seeds, the group completes the task using assigned materials and directions.

- Students create a group mural showing small animals that live in their community. Upon completion, reflect with students on the collaboration process used to complete the group mural.

- With students, generate a chart based on the roles and responsibilities required for a specific group activity or for groups generally.

- Provide a sheet for co-operative group evaluation and for self-evaluation.

- Students work as a group to write a thank-you letter to a guest speaker that visited their classroom. Students make use of vocabulary posted in the classroom from a brainstorming session preceding the letter-writing task.

- Model the language and behaviours of attentive listening to help students learn the language they need for co-operative group work. Give encouragement, praise accomplishments, and clarify ideas and responses. For student reference, post in the classroom the vocabulary necessary for co-operative group work in German. Students practise this vocabulary through role-plays and repetition.

Cooperate with Others

Students will be able to:

5.2.1 co-operate in a variety of partnership and group structures. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– co-operate during group work?
– collaborate during group work?
– demonstrate understanding of group guidelines?
– demonstrate understanding of the roles and responsibilities of group members?
– participate in self-reflection and debriefing?
– identify personal behaviours that contributed to group success?
– make an effort to use German during group work?

☐ **Checklist**

Develop checklists based on the Focus for Assessment criteria. Use checklists and circulate them among groups during small-group work to observe behaviours and monitor the use of German during group work.

☐ **Self-Assessment**

Students complete self-assessment forms to self-report on personal contributions to group success and use of German during group activities. Students can use checklists, diaries, or Learning Logs.

☐ **Quick Check (Thumbs Up/Down)**

Use a quick check to determine how students feel about the way they worked on a co-operative activity. Students show a "thumbs up" if their group worked well. They show a "thumbs down" if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick checks may be used when time does not permit using an extended checklist.

SAMPLE **RESOURCES**

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 take roles and ask others for their ideas, and express interest in their contributions.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- As new groups form, they work together to come up with a group name that is agreeable to everyone. All ideas are considered.

- Non-verbal Communication: Students are made aware that facial expressions and gestures contribute to communication. Students dramatize to convey nervousness, embarrassment, happiness, excitement, anticipation, rejection, and acceptance. Debrief following these dramatizations to help students focus on how they might use encouraging non-verbal communication to express interest in others' ideas.

- Make a statement to which students respond by arranging themselves along a value line that ranges from agree to disagree. Students then form discussion pairs from opposite ends of the value line. Students practise sharing information and asking questions about their different points of view. Debrief by having students explain to the whole group what they learned about their partner's opinion.

- After working with students to create a list of ways to disagree respectfully, use role-play situations to practise (e.g., Lion's Quest role-plays).

- When students work in groups, they make certain that there is a leader who makes certain everyone is heard and everyone has contributed.

- Model discussions where group members express interest in the thoughts and opinions of others.

- Invite students to brainstorm a list of behaviours that make discussions in the classroom work well. Compile the students' responses onto a chart that is posted, reviewed prior to discussions, and referred to during discussions. A sample chart may include:

Our Discussions		
Looks Like	**Sounds Like**	**Feels Like**
heads are nodding	one person is speaking at a time	I am important
people are interested	people disagree politely	My ideas are important
people leaning forward	questions and answers	What I think matters
people take turns	different people talking	I am learning from others
people looking at each other	soft, low voices	I can help others figure things out

Specific Outcome

Work in Groups

Students will be able to:

5.2.2 take roles and ask others for their ideas, and express interest in their contributions. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- − ask open-ended questions?
- − ask questions related to the topic?
- − ask questions without repeating what others have said before?
- − direct questions to specific group members?
- − acknowledge responses to questions?
- − express interest in contributions of others?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Observe students as they engage in small-group discussions. Record student's question-asking patterns.

☐ **Self-Assessment**

Students complete self-assessments that indicate their engagement in small-group or paired discussions. Questionnaires can be created based on the following sample:

In der Gruppe mitmachen—Schülerselbstbewertung			
Name: _____ Datum: _____			
Gruppenmitglieder: _____			
	immer	manchmal	fast nie
Ich stelle Fragen, die zum Thema passen.			
Ich beantworte Fragen ehrlich.			
Meine Antworten passen zum Thema.			
Ich höre zu, wenn andere meine Fragen beantworten.			
Ich warte, bis ich an die Reihe komme.			
Ich unterbreche andere, wenn sie sprechen.			
Ich mache negative Bemerkungen.			
Wenn ich einen Gedanken schlecht finde, reagiere ich gegen die Person, die ihn ausspricht.			
Wenn ich einen Gedanken schlecht finde, sage ich warum der Gedanke nicht gut ist. (Das geht nicht, weil...)			
Ich helfe meiner Gruppe, eine gute Diskussion zu haben.			

☐ **Conferences**

Conference with students to reinforce positive communication behaviours as well as to address discrepancies between student's self-assessment reports and the behaviours that are actually observed.

General Outcome **5**

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

5.2 Encourage, Support, and Work with Others

Specific Outcome

Use Language to Show Respect

Students will be able to:

5.2.3 show consideration for those whose ideas, abilities, and language use differs from their own.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students interview each other for finding similarities and differences. The worksheet includes questions and blanks for names and descriptors.

  Ich habe (colour) Haare und (name) hat (colour) Haare.
  Ich mag⎰ *sort of food und (name)* ⎱ *food.*
  colour *colour*
  sport *sport*

  Ich kann gut (activity) und (name) kann gut _____.
  _____ und ich habe beide ⎰ *den Film (title)* ⎱ *gesehen*
  und das Buch *gelesen*

  After the activity, each student shares something new or interesting she or he learned about someone in class (e.g., _____*spielt Klavier*). Students visit with numerous people. Later they share something that is different and something that is the same about two people.

- Provide opportunities to hear different spoken language from parents, teachers, media, etc. Observations are discussed and noted in chart form.

- Students review vocabulary for colours and feelings either through repetition or in a game context. Students are then divided into trios and are each given a different coloured crayon. Students decide what feelings they associate with each colour and create a sketch to show these feelings. Representations are shared with the class. Students recognize and accept differences among classmates.

- After learning language used to show respect through dialogue and discussions in class, students create personal cartoons that illustrate showing respect and consideration. Students use both speech and thought bubbles to make their cartoons explicit.

Use Language to Show Respect

Students will be able to:

5.2.3 recognize that individuals adjust language use for different situations. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

– use language that shows consideration toward others?
– use non-verbal cues that show consideration toward others?
– encourage others to participate?
– disagree with ideas rather than with individuals?
– show empathy for others whose ideas, abilities, and language differ from his/her own?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of the observations.

☐ **Conferences**

Conference with students to reinforce positive communication behaviours, as well as to address discrepancies between students' self-assessment reports and the behaviours that are actually observed.

☐ **Anecdotal Records**

Record examples of students' behaviours that show appreciation of variations in language use. All observations should be dated.

SAMPLE **RESOURCES**

General Outcome **5**

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

5.2 Encourage, Support, and Work with Others

Specific Outcome

Evaluate Group Process

Students will be able to:

5.2.4 understand how class members help each other.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students model for the class how the teacher and staff work co-operatively.

- Discuss how a family works together and why this is important.

- Students brainstorm and draw a list of possible ways the students help each other in class every day. Set up a Celebration Wall. Students complete statements, with teacher guidance, similar to the following and post them on the Celebration Wall.

Anerkennungswand
Datum: _____
Heute hat _____ (wer) _____(was getan) Das finde ich super!!!
_____(Unterschrift)
Datum: _____
Unsere Gruppe hat heute besonders gut funktioniert, weil, _____ (wer) _____(was gemacht hat). Das war toll!!
_____(Unterschrift)

- Students' goal is to complete one sketch about a text they listened to, read, or viewed. Each group member is given a different coloured marker to add his or her contributions.

- Students create one story map. One paper and one pencil are circulated. Students take turns writing down information to show that all in the group contributed.

- Create a "Helping Hands" tree. Supply traces of a hand. Students cut out green hands, write their good deed on it, and put it on the tree.

(continued)

Evaluate Group Process

Students will be able to:

5.2.4 find ways to be helpful to others. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– follow group instructions needed to complete a task?
– remain focused on the group's task?
– encourage group members to do their best?
– listen to the group members?
– contribute ideas and information?
– use group time wisely?
– celebrate group successes?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria or uses a grid like the following to record students' group behaviours.

Unsere Gruppenarbeit				
Datum: _____				
Thema: _____				
Namen	Zeit gut gebraucht	gut zugehört	Ideen geteilt	War hilfsbereit

☐ **Journals**

Students respond to prompts to write in co-operative learning journals. Such prompts could include:
– *Eine Gruppe funktioniert gut, wenn…*
– *Unsere Gruppe funktioniert am besten, wenn…*
– *Heute habe ich…*
– *Nächstes Mal helfe ich meiner Gruppe, wenn ich…*

Students engage in written dialogue to give positive feedback and suggestions for improving effectiveness of group work.

☐ **Sampling**

Assess students' accountability for assigned work by calling on individual students from each group to provide an answer to a question. Select randomly.

(continued)

General Outcome **5**

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

5.2 Encourage, Support, and Work with Others

Specific Outcome

Evaluate Group Process

Students will be able to:

5.2.4 understand how class members help each other. *(continued)*

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

- Provide each student in a group with separate pieces of information about a certain topic. Each group member must circulate and share his or her information with the group in order to discover the entire message of the topic.

- Students form co-operative spelling study groups to help each other study words for a spelling test. They may use word study strategies such as *verstecken, aufschreiben, vergleichen* (cover, copy, and compare).

Evaluate Group Process

Students will be able to:

5.2.4   understand how class members help each other. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Self-Assessment**

Students use a variety of self-assessments to become aware of group expectations and to provide personal information. Samples of self-assessments are provided on the following pages.

Unsere Gruppenarbeit—Schülerselbstbewertung

Datum: _____

Name: _____

Gruppenmitglieder: _____, _____, _____

_____, _____, _____, _____

Wie war ich:

1.   Ich stelle Fragen.

| immer | manchmal | fast nie |

2.   Ich höre gut zu.

| immer | manchmal | fast nie |

3.   Ich habe neue Ideen.

| immer | manchmal | fast nie |

4.   Ich unterstütze die anderen.

| immer | manchmal | fast nie |

Wie war die Gruppe?

1.   Wir stellen Fragen.

| immer | manchmal | fast nie |

2.   Wir hören uns gegenseitig an.

| immer | manchmal | fast nie |

3.   Wir lernen von einander.

| immer | manchmal | fast nie |

4.   Wir unterstützen uns gegenseitig.

| immer | manchmal | fast nie |

Beantwortet diese Fragen.

1.   Vor dem Gruppenprojekt: Wie findest du Gruppenarbeit?

_____

_____

2.   Nach dem Gruppenprojekt: Wie fandst du die Gruppenarbeit?

_____

_____

(continued)

General Outcome **5**

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

5.2 Encourage, Support, and Work with Others

Specific Outcome

Evaluate Group Process

Students will be able to:

5.2.4 understand how class members help each other. *(continued)*

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

Teacher's Notes

Evaluate Group Process

Students will be able to:

5.2.4   understand how class members help each other. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES *(continued)*

☐ **Self-Assessment** *(continued)*

Über Gruppenarbeit nachdenken

Datum: _____

Name: _____

Alle Gruppenmitglieder unterschreiben_____ , _____

_____ , _____ , _____ , _____

Wie war eure Zusammenarbeit? Diskutiert in der Gruppe, welches
Kästchen ihr anmalen wollt.

1.   Wir haben unsere Zeit gut ausgenutzt.

| immer | manchmal | fast nie |

2.   Wir haben uns gegenseitig geholfen, am Thema und bei der Arbeit
zu bleiben.

| immer | manchmal | fast nie |

3.   Wir haben uns gegenseitig geholfen, die Aufgabe zu verstehen.

| immer | manchmal | fast nie |

4.   Wir haben uns gegenseitig zugehört.

| immer | manchmal | fast nie |

5.   Wir haben uns gegenseitig unterstützt.

| immer | manchmal | fast nie |

6.   Wir haben alle mit Ideen und Meinungen beigetragen.

| immer | manchmal | fast nie |

7.   Wir haben die Arbeit gut aufgeteilt.

| immer | manchmal | fast nie |

Beantwortet diese Fragen.

1.   Ein Problem, das aufgekommen ist, war_____

_____

_____

2.   So haben wir das Problem gelöst_____

_____

_____

SAMPLE **RESOURCES**

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 use, in structured and oral situations, all elements of the sound-symbol system.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students, as a class or in small groups, play *Hangman* in German using words or items in the classroom.

- Students create a dictionary book of new words, common words, and frequently misspelled words. There can be a page for English and German words (e.g., *der, die, das* words can be colour coded).

- Develop a spelling program for the class. Students can each choose their own list based on their list of frequently misspelled words.

- Lead a game of ABC sounds bingo (e.g., the first letter of the word *Tanzen*, last sound of *Haus*, dipthong in *Frau*, vowel sound in *rot*). On a scrap piece of paper, students make their own 16-space box (model on board) and add 11 consonants, 3 vowels, and 2 blends. Say the word and students write it in the box with the letter. This reinforces spelling.

au	t	d	r
u	w	β	p
x	m	a	ie
g	t	f	e

- Each day a letter of the day is designated. Students circle the letter of the day in a given passage and discuss its placement.

- Students, working with a partner, generate a list of frequently used words that can be referenced during writing periods.

- In daily shared reading, the class reads together or follows along as the teacher reads. Through the shared reading, explicitly model pronunciation and inflection and support students' attempts at correct pronunciation and decoding new words.

- With students, choose words from texts to form the basis for thematic word study activities. Print the words on charts and post the charts on the Word Wall where students may refer to them during daily reading and writing.

- Code German books in the class library according to reading difficulty, and invite students to choose books appropriate to their reading level.

Specific Outcome

Sound–Symbol System

Students will be able to:

6.1.1 use, in structured and oral situations, all elements of the sound-symbol system.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– attempt to apply phonetic knowledge accurately when writing?
– pronounce words accurately?
– uses consonant blends accurately?
– use all vowel sounds accurately?

☐ **Checklists**

Observe the students as they work with words either orally or in written work to determine their abilities with using the German alphabet accurately. Create a checklist based on the Focus for Assessment criteria. All observations are dated and the context noted. Review the data to note progress over time and to guide instruction.

☐ **Anecdotal Records—Running Records**

Record students' oral reading behaviour as they read German texts. Record miscues as the students read orally. Analyze the behaviours to determine effective and efficient use of cueing systems.

☐ **Portfolios**

Students choose work samples to show their progress in applying phonetic knowledge of German. Samples can include pre-texts, post-texts, and rough drafts. Students can discuss their progress and make observations about areas that still require improvement.

SAMPLE **RESOURCES**

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

Vocabulary

Students will be able to:

6.1.2 use vocabulary and expressions appropriately in various contexts in the classroom and school environment.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Select an expression or question for the day.

- Students write a conversation based on questions and answers in a familiar classroom and/or school situation. Students then role-play the situation.

- Show and Tell/Daily News Activities/Sharing Circle: Provide daily opportunities for conversations, asking and answering questions, discussions, and listening.

  Students interview Grade 4 students to ask about what to expect for the upcoming year. Brainstorm questions on the board. Students copy off the board and prepare the questions to be asked at the interview with answers in German. For example, *Was gibt es für Ausflüge? Wir besuchen das Manitoba Museum.* (usually 10 questions).

- As students line up to have the daily organizer signed, they greet the teacher and say something that was decided the day before in class.

- At the end of the day, students leave class with a handshake (custom) and the target sentence of the day.

- Students, working in small groups, prepare their own Language Ladders on a familiar theme or add to the one prepared by the teacher.

- Prepare a number of situations in daily routines that students can act out. Each group should have the opportunity to act out each situation. If necessary, review dialogues or echo-acting from previous grades to review necessary vocabulary.

Vocabulary

Students will be able to:

6.1.2 use vocabulary and expressions appropriately in various contexts in the classroom and school environment. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- use the vocabulary from the Language Ladders?
- add more vocabulary than those found in the teacher generated lists?
- ask for assistance to build and develop new vocabulary, or uses other resources?
- apply vocabulary learned from one situation to another?
- address adults respectfully?
- actively participate in classroom activities?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Observe as the students present to familiar audiences or participates in Sharing Circle. Note the appropriate use of vocabulary and expressions. Date observations and note progress.

☐ **Individual and Group Conferences**

Students' role-plays may be recorded and used for individual or group conferences. Use the Focus for Assessment criteria to guide the conference.

☐ **Rating Scale**

During Sharing Circle time, observe students sharing personal information, experiences, and opinions on topics under discussion. Some criteria may include:
- application of classroom vocabulary taught or reviewed to the topics discussed
- willingness to take risks with using German
- correct pronunciation and intonation
- student is actively engaged in the activity

Prepare a scale from 0 to 5 for each criterion observed.

SAMPLE **RESOURCES**

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 Features

Students will be able to:

6.1.3 use, in **modelled** situations, the following grammatical elements:

- verbs *mögen, möchten, wollen, sollen*
- possessive pronouns *sein* and *ihr*
- *verbs (complete conjugation)*
- inversion for questions (*Hast du…?*) and adverbs of time and place (*Heute ist es…*)
- verb position in subordinate clause (*dass, weil*)
- comparison of adjectives

use, in **structured** situations, the following grammatical elements:
- plural of nouns
- correct indefinite nominative articles and possessive pronouns *mein* and *dein*
- compound nouns
- negation (*nicht*, *kein*)
- noun and verb agreement for plural nouns
- prepositions to define spatial relationships
- verbs (infinitive)
- *sein* and *haben* (present tense)

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Grammatical elements, which students able to use independently and consistently, are to be maintained for the duration of their bilingual programming.

Specific Outcome

Grammatical Structures

Students will be able to:

6.1.3 Linguistic Elements. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– use linguistic elements?

SAMPLE **RESOURCES**

General Outcome **6**

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

6.1 Linguistic Elements

Specific Outcome

Mechanical Features

Students will be able to:

6.1.4 use basic German mechanical features.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Print simple sentences that have capitalization and punctuation errors. Students read the sentences and identify the errors. Students work with unedited texts and put in corrections. Then, they rewrite them in a notebook.

- Students date all their work including the day of the week in the date, demonstrating awareness of capitalization of days and order.

- Students consistently use capitals at the beginning of sentences and for all nouns and names.

- Students use a question mark at the end of a question sentence.

- Model and point out in reading texts that quotation marks are different in German (e.g., „*Hast du Geld?" fragte die Mutter*).

- Use shared and interactive writing procedures to model appropriate use of capital letters and punctuation while scribing language experience charts.

- Through independent writing, provide support and encourage the students to experiment with and use basic mechanical features.

- Invite students to read a text passage containing dialogue. Students are asked to highlight the quotation marks and dialogue.

- As the students read an assigned passage on a familiar topic, they mark all punctuation marks and capital letters with a highlighter pen. They compare their work with that of a classmate. Particular attention is paid to examples such as *am Montag* vs *montags*.

Mechanical Features

Students will be able to:

6.1.4 use basic German mechanical features. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- properly write the months or days of the week, titles *Herr, Frau, Herr Doktor, Frau Pastor*?
- capitalize other proper nouns?
- recognized quotation marks and is beginning to apply their use?
- begin a sentence with a capital letter and end the sentence with a period, question mark, or exclamation mark?
- use a comma when listing a series of objects?
- use commas in a letter?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria and use the checklist to assess students' proficiency in using basic mechanical features. When this checklist is used regularly throughout the year, it shows progress over time.

☐ **Conferences**

Conduct conferences with students to determine their use of basic mechanical features, such as capitalization and punctuation. Refer to work samples available.

☐ **Work Samples**

Collect work samples from students to assess their progress in meeting the criteria set out in the Focus for Assessment.

SAMPLE **RESOURCES**

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 use basic German discourse features in oral, written, and visual texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students are asked to use appropriate German phrases at appropriate times. Model phrases needed for the subject or event (e.g., for an interview with Grade 4 students). "How do you introduce yourself?" *Hallo, ich heiße Tom und ich bin in der dritten Klasse.* Say "thank you" at the end of the interview, *Danke für deine Aufmerksamkeit. Auf Wiedersehen.*

- Students keep an "expression" list in the back of their word/spelling/dictionary booklet. Three to four expressions are recorded and practised per week. Students use their books to have a partner quiz them.

- A page of a story is photocopied. Students highlight the name of each character in a different colour. Then they find other discourse markers relating to those characters (e.g., pronouns, possessives, etc.), and highlight them in designated colours.

(continued)

Discourse Features

Students will be able to:

6.1.5 use basic German discourse features in oral, written, and visual texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
–   use basic discourse features orally?
–   recognize and use basic discourse features in written and visual texts?

☐ **Checklists**

Develop a simple checklist based on the Focus for Assessment criteria. When making observations, note the context and date all observations.

☐ **Anecdotal Records**

Use the Focus for Assessment criteria to observe and record students' recognition and use of basic discourse features in oral, written, and visual texts. Date and note specific examples to determine students' developing skills in this area.

SAMPLE **RESOURCES**

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

Listening

Students will be able to:

6.2.1 listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- The class develops a list of functional phrases of common expressions to be used in class.

- Students shake hands at end of the day with an appropriate leave-taking message and say something about the day.

- Students play Simon Says, responding to a series of instructions that students perform.

- Give students graph paper marked with an X to indicate where they are to begin. Students must listen carefully and follow the instructions, drawing lines, etc., as they are told. After this has been modelled, students create their own series of instructions that can be given to the class or shared with a partner.

- Students listen to a poem or brief passage that is read only twice. Students must then sketch and label three items that they recall from the text. Points are given for exact vocabulary reference.

- Use the Listen-Think-Pair-Share strategy. Students:
  - listen to a short oral presentation such as a video, lecture, or discussion.
  - think individually and make a list, map, or diagram of ideas in the presentation
  - pair to add to the ideas generated individually
  - share responses with the whole group

- Students listen carefully in order to follow specific directions. Some examples include:
  - creating a simple folded paper object
  - playing a new game
  - organizing a centre
  - giving a visitor directions to the office

- Once students are familiar with daily calendar activities, they listen to a weather forecast on a German radio station to determine what to wear the next day. Students can draw and label their clothing choices and write simple sentences.

- After watching a video, students create pictures to illustrate key points or to answer a question posed by the teacher.

Listening

Students will be able to:

6.2.1 listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– show complete comprehension through oral, visual and/or written methods?
– recognize key words in a presentation and use them to begin formulating an understanding?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria.

☐ **Conferences**

Meet with students to check on their understanding of key information they have heard.

☐ **Response Journals/Reflection Logs**

Students record entries in a learning log following each oral presentation and discussion. The entries may include what students learned about the topic, how they felt about the ideas and information presented, and other questions they may still have about the topic. Conference with students to review responses and assess how they use their knowledge and listening strategies to learn.

SAMPLE **RESOURCES**

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

Speaking

Students will be able to:

6.2.2 produce, sometimes spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students play "*Omas Schatzkiste.*" A student starts "*In Omas Kiste finde ich _____.*" The next student repeats what the previous student said and adds his own idea. It goes on and on.

- Speaking to a partner or the whole class, students talk about familiar topics such as their weekend, family, siblings, friends, etc. A timer is set for one minute and the students can say as much as they want about the topic to fill in the entire minute.

- Students brainstorm ideas on a familiar topic.

- One student begins to tell an oral story by supplying the first sentence. Students in turn provide sentences until the story is completed. Stories may be recorded and then played back and shared.

- A box of familiar objects is prepared. Students are in groups and pick an item out of the box. They are then asked to say as many things about it as they can to each other. After one minute each group shares what they have said. The group with the most statements wins.

- Students play *20 Questions* about a secret item.

- The Student of the Week gives a short presentation. Students ask questions using the 6W questions.

(continued)

Speaking

Students will be able to:

6.2.2 produce, sometimes spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− respond to a question without hesitation?
− volunteer to share ideas?
− ask questions?
− produce more than three sentences without guidance?
− produce more than three sentences with guidance?
− require prompting to produce?
− show confidence in subject matter?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

☐ **Anecdotal Records**

Record information about the students' skills and knowledge during specific sharing situations. Date and describe the context of each sharing. Review should be done to note progress over time.

SAMPLE **RESOURCES**

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 read and understand a series of interrelated ideas on a familiar topic.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- For a social studies topic, students copy a Cloze text off the board to reinforce comprehension and promote discussion. Vocabulary choices are given.

- Cut up a story or poem in parts for sequencing—beginning, middle, and end, sentence patterns, etc. This can also be an assessment.

- Students work with Read-Aloud and Choral Reading strategies.

- Students work on putting together a familiar story or topic from sentence strips. If applicable, they discuss which strip does not fit.

- Invite students to read and comprehend a daily morning message written on the black/white board. The content of the messages can vary to include humour, information, and interesting facts.

- Provide students with sentence strips on a familiar theme that they have to sequence to create a short and simple paragraph.

- Invite students to share personal experiences and opinions to contribute to class language experience charts. These charts are posted in the classroom.

- After reading a text that has minor or major points blanked out, initiate conversations with the students about the cueing systems and comprehension strategies they used to make meaning out of the remaining text.

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- read and understand a series of sentences in German on a familiar topic in structured situations?
- read and understand a short text in German on a familiar topic in structured situations?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment.

☐ **Conferences**

Conference with the students using a variety of short text and/or series of sentences. Talk with students about the strategies they used to construct and confirm meaning. Use this information to guide instruction.

☐ **Work Samples**

Students provide samples of their work (e.g., sentence strips sequenced correctly).

SAMPLE **RESOURCES**

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

Writing

Students will be able to:

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

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students are asked to record three or four sentences a day in a journal. Familiar and topic-specific words are displayed in the environment.

- After brainstorming, webbing, or using any other organizational tool, students compose a brief paragraph about the topic.

- Students write a patterned story by using their favourite repetitive pattern text to create their own texts (following the model presented).

- After students have made an oral presentation, they record their ideas in a journal.

- After a presentation on how to make a craft or follow a recipe, help students rehearse and write the directions. Students may also write the directions to play a simple game.

- Following step-by-step directions, students make a simple craft item. With a vocabulary list on the board, students write the directions, creating a paragraph. This is an opportunity to introduce transition words (*zuerst, dann, danach, zuletzt)*.

GRADE

3

Specific Outcome

Writing

Students will be able to:

6.2.4 produce, sometimes spontaneously and/or with guidance, a simple text on a familiar topic in a structured situation. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- write more than three sentences without guided assistance?
- write more than three sentences with guided assistance?
- show confidence when expressing his/herself in written form?
- require assistance to produce any written text?
- seek assistance or use other resources when producing written work?
- complete sentence frames?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date all observations and note the context of observations.

☐ **Rubrics**

With students, generate descriptors for levels of performance that guide students in creating simple texts on a familiar topic. Specific behaviours may be outlined. Students' performances based on the rubric may be placed in their portfolios.

☐ **Student Work**

Students provide completed projects (e.g., patterned stories, recipe instructions, costume projects, etc.).

SAMPLE **RESOURCES**

- Deutschmobil 2 workbook

| 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

Viewing

Students will be able to:

6.2.5 view and understand simple events and/or representations.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students look at pictures, story cover, etc., and discuss what they see, who is in the story, what is the story about, etc. Use authentic materials to show in class.

- Provide posters of German events and initiate a discussion about their significance.

- Students look at a wordless picture book for two minutes and then close it. They then list as many items as possible based on their ability to recall details.

- Students view a video and read a book following the same plot (e.g., *Aschenputtel—*Cinderella).

GRADE

3

Specific
Outcome

Viewing

Students will be able to:

6.2.5 view and understand simple events and/or representations. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− use visual cues to form an understanding after viewing?
− show comprehension through representation?

☐ **Checklists**

Develop a checklist based on the Focus for Assessment criteria. Date all observations and note the context of the observations.

☐ **Response Journals/Reflection Logs**

After viewing the video *Aschenputtel* and reading the text version of *Aschenputtel*, students write about what they liked the most about each.

SAMPLE **RESOURCES**

- Mitgutsch, Ali. *Das Riesenbilderbuch*. Ravensburger Verlag. 1980.
  ISBN 3-473-30600-2

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 use a variety of forms to create representations of ideas, events, and information.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students read a language and age appropriate story. They then draw pictures of the story on an overhead transparency and use the pictures to share the story with others.

- Students create an Advent calendar with symbols that represent a message that is personal to the student. They explain their representations to the class or group.

- Students use a Venn diagram to compare two characters in a story.

- Students listen to a story and later draw pictures to show the events in sequence.

- Students present a picture collage about themselves or another topic.

- Students use a camera and take pictures of events at school to create a class memory book. In groups, students prepare simple captions to accompany the photos.

- Students use a computer-paint program to create a representation of a text or event.

- Students make a video about their school community. They prepare a simple script to accompany the video.

- Students create a miniature community, using shoeboxes to represent buildings.

- Students present a map of their room, house, school, or classroom (math mapping unit).

- Students work in groups to represent the same piece of text in different ways. Each group may choose one way to present the same information. Groups share their representations with the rest of the class.

- Help students understand that information can be displayed in a number of ways by modelling the use of graphic organizers such as Venn diagrams, Webs, Mind Maps, Herringbone, and Concept Frames (see Appendix D). Then encourage the students to use a variety of forms throughout the year.

- Students partner with Grade 6 students to observe work on a *PowerPoint* presentation.

- Students draw and label a map of their bedroom, home, school, or classroom. Students share their maps with one another practising possessive pronouns (e.g., *Mein Bett. Mein Schrank*).

Representing

Students will be able to:

6.2.6 use a variety of forms to create representations of ideas, events, and information.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– capture the main ideas in his/her representation?
– in addition to the main ideas, include other relevant details?
– use a variety of forms to represent ideas, information, or events without guidance?
– use a variety of forms with guidance?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Record the context and date all observations.

☐ **Portfolios**

Students select work samples that show different ways they have organized ideas and information. Students include reasons for choosing each work sample.

SAMPLE **RESOURCES**

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

6.3 Sociocultural/ Sociolinguistic Elements

GRADE **3**

Specific Outcome

Register

Students will be able to:

6.3.1 recognize that some topics, words, or intonations are inappropriate in certain texts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use Readers' Theatre to present stories they have read in class.

- Invite German senior citizens or grandparents to visit the class. Precede the visit by modelling and discussing respectful language and encouraging students to use respectful language when interacting.

- While writing a text students are reminded to remain focused on the purpose of the text. Give examples of inappropriate texts and words.

- Present pictures of different places in a community (e.g., classroom, gymnasium, church, park, shopping centre, etc.). Students discuss acceptable volume level for discussion. Using the pictures, discuss with students topics which would probably not be discussed in this place.

- Read aloud a number of books that portray people in different situations. Lead a discussion about the language used by the story characters.

- Provide opportunities for students to role-play situations that involve appropriate topics. Role-playing may be done in response to texts that have been heard, read, or viewed. Scenarios may be real or imaginary. Discussion could follow role-plays.

- Students design a mini-poster showing appropriate language and behaviour in a particular context. These posters are shared in class and may be posted and discussed. The posters may be referred to prior to a class field trip or guest speaker.

- Students purposely use correct and incorrect intonation and have a discussion on the importance of correct intonation.

Specific Outcome

Register

Students will be able to:

6.3.1 recognize that some topics, words, or intonations are inappropriate in certain texts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– project voice at an appropriate level?
– remain on topic?
– use proper intonation to reinforce thoughts?
– use intonation to form questions?
– recognize when intonation is being used to present a question?

☐ **Checklists**

Use checklists based on Focus for Assessment criteria. Date all observations and note the context.

☐ **Conferences**

Keep notes on each student's successes and challenges in adapting language. Share notes with students and, together, make plans to improve. Conference with students to discuss participation and personal responsibility in the classroom and school community.

☐ **Response Journals/Reflection Logs**

Students reflect on what they have learned about the use of appropriate words and intonations by recording their thoughts in their journals. Model the process of reflecting and provide students with sentence starters to assist them.

SAMPLE **RESOURCES**

General Outcome **6**

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

6.3 Sociocultural/ Sociolinguistic Elements

Specific Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 understand and use a variety of simple idiomatic expressions as set phrases.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Present a number of idiomatic expressions (see Appendix B). Students, working in small groups, role-play simple situations provided to them by the teacher in which these idiomatic expressions can be practised.

Specific Outcome

Idiomatic Expressions

Students will be able to:

6.3.2 understand and use a variety of simple idiomatic expressions as set phrases.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
-   use idiomatic expressions in a given setting without assistance?
-   use idiomatic expressions in a given setting with assistance?
-   use idiomatic expressions as part of their daily conversations?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date all observations and note the context of the observations.

☐ **Anecdotal Notes**

Record information throughout the year about the students' ability to understand and use simple idiomatic expressions in German.

SAMPLE **RESOURCES**

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 accept individual differences in speech.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- If possible, invite a speaker, other teachers, or parents at least once a month to the classroom. Seek speakers who present a variety of voices, dialects, and knowledge of the German language.

- Have students buddy-up with students from a younger grade and teach their buddy a song or poem. Then repeat with Grade 6 students. This activity may be reversed, where a Grade 6 student teaches a Grade 3 student a song or poem. Discuss and compare differences in speech.

- Direct a discussion about personal and class experiences regarding observations regarding ways to say words (dialects) or in words themselves (regional differences).

- Students listen to audiotapes of popular German folktales read by various narrators.

- Students listen to stories narrated on the German Internet portal.

- Students listen to weather forecasts on German radio stations.

- Students listen to interviews with German athletes and musicians that are aired on German radio stations and TV stations.

Variations in Language

Students will be able to:

6.3.3 accept individual differences in speech. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- react positively when presented with differences in speech?
- show a desire to understand differences in dialects?
- positively encourage students who may not be as knowledgeable of the language?
- show a desire to improve upon personal weaknesses in language?

☐ **Anecdotal Notes**

Observe the students acceptance of differences in speech. Record and date the observations during and soon after the observation. Record what is seen, not what is inferred.

SAMPLE **RESOURCES**

- Parents, community as a whole
- Bilingual associations
- local radio stations

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

6.3 Sociocultural/ Sociolinguistic Elements

GRADE
3

Specific Outcome

Social Conventions

Students will be able to:

6.3.4 use appropriate oral forms of address for people frequently encountered.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Provide opportunities for students to role-play situations where different oral forms of address are used for frequently encountered people. Scenarios may be real or imaginary. See suggestions for role-playing below. What would you say to another person to show courtesy when:
  - There is a new student in your class?
  - A visitor in a wheelchair asks directions in the hallway?
  - Your friend wants you to play at recess?
  - Your teacher asks you where your homework is?
  - Your grandmother asks you to help?

- Introduce the concept of formal speech to strangers and out of respect.
  For example,

  Informal: *Guten Tag, wie geht es dir?*
  Formal: *Guten Tag, wie geht es Ihnen?*
  Informal: *Wie heißt du?*
  Formal: *Wie heißen Sie?*

- Students generate sentences or dialogues where there might be formal and informal situations. Record informal and provide changes in the formal. Students record. Note changes to verbs as well.

Social Conventions

Students will be able to:

6.3.4 use appropriate oral forms of address for people frequently encountered.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
− address adults formally?
− address classmates informally?
− address guest speakers or visitors such as St. Nicholas, formally and respectfully including their proper title, *Herr, Frau*?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Note the context of the observations. Date all observations.

☐ **Anecdotal Records**

Record students' behaviours when addressing people they frequently encounter.

SAMPLE **RESOURCES**

Specific Outcome

Non-verbal Communication

Students will be able to:

6.3.5 recognize that some non-verbal behaviours may be inappropriate in certain contexts.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Present examples of appropriate and inappropriate behaviours:
    - men's hats are removed when entering a building
    - doors are to be held open for the person following you
    - a greeting is always expected whether entering a store, a bus, passing someone on the street, etc.
    - when entering or leaving a room or group of people, you greet everyone with a handshake
    - addressing an adult outside of the family with "*du*" is extremely inappropriate
    - answering the phone without identifying yourself is considered rude

- Present examples of non-verbal communication in different situations, such as drama presentations, television shows, and commercials. Students identify specific features such as facial expression, hand movements, whole-body movements, and eye contact. In small groups or as a class, discuss how specific features aid in the presentation. When students have become familiar with non-verbal cues, give them a script to use in practising the cues in pairs or small groups.

- Play video clips with the volume turned off in order to focus on the use of non-verbal cues, being sensitive to the cultural practices and values. With students, discuss how these cues convey feelings, persuade, or express opinions. Students may be given situations to pantomime the use of non-verbal cues.

- Students who have visited in Germany are invited to share experiences with class.

- Invite guest speakers in to share cultural differences.

Non-verbal Communication

Students will be able to:

6.3.5 recognize that some non-verbal behaviours may be inappropriate in certain contexts. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– use appropriate non-verbal behaviours?
– use any inappropriate non-verbal behaviours?

☐ **Anecdotal Records**

Record examples to show how students applied knowledge of and communicated understanding of appropriate and inappropriate non-verbal behaviour both within and outside of the school context.

☐ **Conferences**

Conference with the students to check on their understanding of appropriate and inappropriate nonverbal behaviours.

☐ **Response Journals/Reflection Logs**

Have the students write about the difference between appropriate and inappropriate non-verbal behaviours, in certain contexts, based on what they viewed and following the class discussion.

SAMPLE **RESOURCES**

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
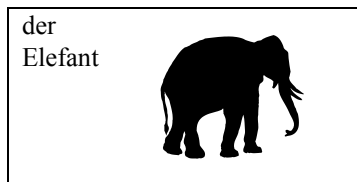

Specific Outcome

Cognitive

Students will be able to:

6.4.1 use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g., make personal dictionaries, experiment with various elements of the language).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students use a variety of methods to improve their personal memory banks of common, grade-appropriate words, such as putting them in expression books.

- Visual learners may try to "see" the word in colours or on an imaginary screen.

- Kinesthetic learners may trace the words with a crayon, their finger, or "air" write them.

- Auditory learners may say the word and say the letters quietly out loud.

- Students keep a short list of their most commonly misspelled words in a word-dictionary book.

- Students build their own personal dictionary.

- Students always record nouns with their article in their word books.

- Since German nouns each have a specific article, students are asked to make an association of that word to another previously learned word with the same article (e.g., the *der* model word is *Elefant*; the new word is *der Hund.*). Students picture the dog on the elephant's back to help remember *der Hund.*

der
Elefant

- A school-wide decision is made to consistently colour code articles and nouns—on all flashcards, charts, overheads, etc. For example,

  der (masculine)—blue
  die (feminine)—red
  das (neuter)—yellow or green.

Cognitive

Students will be able to:

6.4.1 use a variety of simple cognitive strategies, with guidance, to enhance language learning (e.g. make personal dictionaries, experiment with various elements of the language). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- use a variety of simple cognitive strategies with guidance?
- use a variety of simple cognitive strategies independently?
- does the student make contributions to personal dictionary?
- does the student use reference material ?
- use graphic organizers?
- group together sets of things (vocabulary/structures) with similar characteristics?
- associate new words with familiar ones?

☐ **Checklists**

Using a list of cognitive language learning strategies, keep a list of strategies used with guidance or independently and track some for frequency.

☐ **Portfolios and Conferences**

Students can select pieces where organizers were used or language patterns tracked, etc. Conference with students, reinforcing good use of strategies and encouraging the use of new strategies.

☐ **Self-Assessment**

Students can use a simple list of strategies for tracking usage and frequency (see samples in Appendix E).

SAMPLE **RESOURCES**

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

Metacognitive

Students will be able to:

6.4.2 use a variety of simple metacognitive strategies, with guidance, to enhance language learning (e.g., decide in advance to attend to the learning task).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual metacognitive strategies that were used.

- Students maintain a writing folder and are given the opportunity to reflect on their writing.

- Encourage students to plan their tasks or project. Initially, model how this can be done in a sequential way.

- Prior to using a graphic organizer (see Appendix D), review with the students how the organizer assists in grouping thoughts, ideas, and concepts.

- Students maintain a Learning Log of new words and phrases they learned that week.

Specific Outcome

Metacognitive

Students will be able to:

6.4.2 use a variety of simple metacognitive strategies, with guidance, to enhance language learning (e.g. decide in advance to attend to the learning task).
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- make plans how to attend to a task or project?
- reflect on tasks?
- self-assess their performance?
- monitor their own speech and writing to check for persistent errors?
- rehearse or role-play language?

☐ **Anecdotal Records**

Select four or five students per class to observe as they solve problems, monitor their language learning, reflect on their strengths and weaknesses, identify their own needs, and set goals for language learning. Observations should be made over different periods of time in different learning contexts. Date the information gathered and use it to enhance or modify future instruction.

☐ **Conferences**

Conference with students to share observations and to invite them to share their personal reflections on their progress as a German-language learner. Discuss with students areas they have identified for improvement, and provide direction, encouragement, and feedback in progress.

☐ **Self-Assessment**

Students can use a simple list of strategies for tracking usage and frequency.

SAMPLE **RESOURCES**

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 a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., reread familiar self-chosen texts to enhance understanding and enjoyment).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual social/affective strategies that were used.

- Provide opportunities to frequently make contributions to students' personal CD with favourite songs, poems, and stories.

- Provide opportunities for students to work in small groups and with a variety of partners.

- Provide opportunities for students to converse with more experienced speakers. This can be done by inviting guest speakers or buddying up with an older class.

Social/Affective

Students will be able to:

6.4.3 use a variety of simple social and affective strategies, with guidance, to enhance language learning (e.g., reread familiar self-chosen texts to enhance understanding and enjoyment). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- interact with others?
- participate in shared rewriting activities?
- ask others for help?
- work co-operatively with others?
- understand that making mistakes is a natural part of the learning experience?
- take risks with unfamiliar tasks?
- make use of new words or expressions in conversation?
- reread texts to enhance understanding?

☐ Checklists

Create checklists based on Focus for Assessment criteria.

☐ Anecdotal Records

When students are working on assigned tasks such as a newspaper assignment, note the extent to which they:
- approach tasks with confidence
- persevere, trying different approaches or strategies when having difficulty
- tolerate ambiguity, using the information they understand without being frustrated by gaps in their knowledge

☐ Portfolios

Students' interviews with experienced speakers may be recorded for more detailed observations or for review with students during conferencing.

☐ Self-Assessment

Students can use a simple list of strategies for tracking usage and frequency.

SAMPLE **RESOURCES**

| 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 |

Specific Outcome

Interactive

Students will be able to:

6.5.1 use a variety of simple interactive strategies with guidance (e.g., ask for clarification or repetition when they do not understand).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual interactive strategies that were used.

- Model phrases that indicate the message was not understood (e.g., *"Wie bitte?" "Ich verstehe das nicht."*). Post these key phrases on a poster.

- Model, using non-verbal cues (e.g., drama, pantomime, pictures, sketches), to confirm understanding.

- Students role-play with partners situations that require clarification.

Specific Outcome

Interactive

Students will be able to:

6.5.1 use a variety of simple interactive strategies with guidance (e.g. ask for clarification or repetition when they do not understand). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– indicate a lack of understanding?
– ask for clarification?
– realize when their message has not been understood?
– attempt a different tactic?
– use a simpler word similar to the concept to what they want to convey?

☐ **Checklists**

Develop checklists based on Focus for Assessment questions above.

☐ **Anecdotal Records**

Record phrases used to self-correct, note areas that require greater effort, and provide feedback for student-based checklists.

☐ **Self-Assessment**

Students can use a simple list of strategies for tracking usage and frequency
(see Appendix E for sample self-assessment tools).

SAMPLE **RESOURCES**

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

Specific Outcome

Interpretive

Students will be able to:

6.5.2 use a variety of simple interpretive strategies with guidance (e.g., determine the purpose of listening, listen or look for key words).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual interpretive strategies that were used.

- Encourage students to use a highlighter to focus on key or new words.

- Before reading, listening, and viewing, review key words or phrases that will assist students in comprehending the text.

- While watching a German video or while listening to a presentation, students are asked to take notes on key words and facts. These notes then become the basis for a student-led question period, using the notes taken by the students on the video, presentation, etc. Students are expected to have the correct answer. Each student prepares multiple questions.

- Before reading to students, walk through the illustrations and allow for students to make predictions. Record the predictions. Looking a second time, discuss with students which predictions are possible. Students read the story and assess predictions.

Interpretive

Students will be able to:

6.5.2 use a variety of simple interpretive strategies with guidance (e.g. determine the purpose of listening, listen or look for key words). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- use visuals to aid reading comprehension?
- use visual supports, intonation and gestures to aid comprehension?
- make predictions about what they expect to hear or read based on prior knowledge and personal experience?
- listen or look for key words?
- determine the purpose of listening?
- use knowledge of the sound-symbol system to aid reading comprehension?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date and record the context of all observations.

☐ **Anecdotal Records**

Maintain running records of how students self-correct, use context cues, and make predictions to aid comprehension before and during reading. Observe students after reading to check if the students can demonstrate understanding of what was read.

☐ **Self-Assessment**

Students can use a simple list of strategies for tracking usage and frequency
(see Appendix E).

SAMPLE **RESOURCES**

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

Specific Outcome

Productive

Students will be able to:

6.5.3 use a variety of simple productive strategies with guidance (e.g., use illustrations to provide detail when producing their own texts).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual productive strategies that were used.

- Provide students with a guide for self-editing.

- Provide students with accessibility to various dictionaries and resource materials in the classroom.

- Provide a print-rich environment with Word Walls, thematic posters, frequently used vocabulary, adjective and adverb lists, etc., which students refer to.

- Students use Internet dictionaries for translations of simple words.

- Invite students to assist in drafting a guide for editing written work. Students then use the editing guide to edit their own or their peer's written work.

- Using a patterned or repetitive story as a model, students write their own story.

Productive

Students will be able to:

6.5.3 use a variety of simple productive strategies with guidance (e.g. use illustrations to provide detail when producing their own texts). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– mimic what the teacher says?
– use non-verbal means to communicate?
– copy what others say or write?
– use words in the immediate environment?
– use resources to increase vocabulary?
– use resources to correct texts?
– use familiar repetitive patterns from stories, songs, poems or media?
– use illustrations to provide detail when producing their own texts?
– use knowledge of sentence patterns to form new sentences?
– attempt to revise and correct final version of text?

☐ **Checklist**

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation.

☐ **Conferences**

Conference with students to provide feedback and guidance as to the frequency and effectiveness of the production strategies that were taught and practised in class.

☐ **Self-Assessment**

Students can use a simple list of strategies for tracking usage and frequency (see Appendix E).

SAMPLE **RESOURCES**

- www.leo.org

General Outcome **6**

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

6.6 General Learning Strategies

GRADE
3

Specific Outcome

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning (e.g., experiment with and concentrate on one thing at a time).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students use the actual cognitive strategies that were used.

- Students brainstorm ways to enhance learning. For example,
  - check environment for clues
  - write down task
  - highlight key words
  - rephrase task
  - use contextual clues

- Provide opportunities for students to cluster ideas after brainstorming a topic. Initially this can be modelled or guided by the teacher.

- With students, use graphic organizers when developing understanding of a concept. These are posted as a reference for students to use.

- With teacher guidance, students generate simple questions to guide their research on an animal of their choice.

Cognitive

Students will be able to:

6.6.1   use simple cognitive strategies to enhance general learning (e.g., experiment with
and concentrate on one thing at a time). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
−   use a variety of simple cognitive strategies with guidance?
−   use a variety of simple cognitive strategies independently?
−   use graphic organizers effectively?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every
observation. Note to what extent students are able to use simple cognitive strategies independently
and which strategies require guidance.

☐ **Self-Assessment**

Students can use a simple list of strategies for tracking usage and frequency
(see Appendix E).

SAMPLE **RESOURCES**

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

6.6 General Learning Strategies

Specific Outcome

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning (e.g., decide in advance to attend to the learning task).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students identify the actual metacognitive strategies that were used.

- While working in groups, students set goals as to what they would like to accomplish in a set period of time.

- Encourage students to participate in a variety of activities that allow them to reflect on and realize their growth in language learning (e.g., formal spelling programs with pre-test and post-tests, Learning Logs, Reading Logs, genre graphs, goal-setting, and reflection activities).

- Invite students to contribute their ideas when creating class charts (e.g., what a good reader and writer does).

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning (e.g., decide in advance to attend to the learning task). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– reflect on learning tasks with guidance?
– realize their efforts can affect their learning?
– make a plan how to approach a task?
– identify their own needs and interests?
– manage the physical environment in which they work?
– keep a learning journal, diary, or log?
– decide to attend to a learning task?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria.

☐ **Self-Assessment/Self-Reflection**

Guide students to reflect on the activities and Focus for Assessment criteria. Assist students in focusing on how they are performing and to provide the language to reflect on and communicate information in German. Provide frameworks that include sentence starters and rating scales. It may be necessary to have students reflect and write journal entries or self-assessment in English on occasion in order for students to express their thoughts clearly and concisely.

Alternatively, students can use a simple list of strategies for tracking usage and frequency.

SAMPLE **RESOURCES**

General Outcome **6**

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

6.6 General
Learning
Strategies

GRADE
3

Specific Outcome

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning
(e.g., participate in co-operative group learning tasks).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

Note: As a part of strategic teaching, after each of the following activities, students discuss the actual
social/affective strategies that were used.

- Provide many opportunities for students to work in different group activities. Before the group
  activity begins, lead a discussion and generate a list of jobs and phrases that can be used in a
  cooperative group setting. For example,
  – *gut gemacht*
  – *lass uns weiter arbeiten*
  – *Schreiber*

- Explain the purpose and use of a daily organizer. Students will:
  – record required information
  – check daily organizer for assignments due, etc.
  – plan for movement of daily organizer and required materials between school and home
  – do the task

- When students are working in pairs, model for the pair how they can encourage each other or
  point out others where one student encourages another. Using heterogeneous groups would be
  helpful in this situation.

- Students write thank-you notes to others who have helped them. Those who are less willing to
  seek help may observe how students help each other.

- Invite students to brainstorm words and phrases that would assist them to work
  co-operatively with other students. Post these phrases in the classroom for future reference.

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning
(e.g., participate in co-operative group learning tasks). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- – watch others' actions and copy them?
- – seek help from others?
- – participate actively in co-operative group learning activities?
- – show willingness to take risks and try unfamiliar tasks and approaches?
- – provide support strategies for others to persevere?

☐ **Checklist**

Create a checklist based on the Focus for Assessment criteria. Date all observations and note the context of observations.

☐ **Rubrics**

With students, generate descriptors for levels of performance that guide students in creating simple texts on a familiar topic. Specific behaviours may be outlined. Students' performances based on the rubric may be placed in their portfolios.

☐ **Anecdotal Records**

Observe students as they work in co-operative groups to solve problems or complete assigned tasks. Target your observation by selecting four or five students per class and one or two specific outcomes to observe. Develop a data-gathering system such as a clipboard for anecdotal notes, a checklist based on the Focus for Assessment criteria, or a video or audio recorder. All observations are dated and the context of the observation is noted.

☐ **Conferences**

Conference with individual students or with a group of students to share observations, encourage students, and provide guidance and feedback.

☐ **Self-Assessment**

Students can use a simple list of strategies for tracking usage and frequency.

SAMPLE **RESOURCES**

<table>
<tr><td>General Outcome **7**</td><td>*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.*</td><td>**7.1** Self-Identity</td></tr>
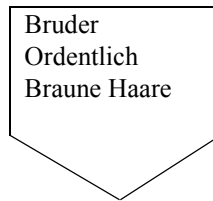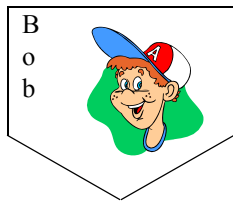</table>

Specific Outcome

Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

7.1.1 recognize and appreciate various elements of the cultures of German-speaking peoples.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Social Studies—Focus on Special Community Customs: Students bring in something special to discuss, such as family artifacts related to Christmas. Questions for presentation could include:
  - what it is
  - how long has this been a tradition or custom in our family
  - what happens
  - where it comes from

- At the beginning of the year, students make a banner about themselves. These banners are hung on a line across the classroom. One side has a picture and name, and the reverse side has descriptive words.

B o b		Bruder Ordentlich Braune Haare

- From the social studies topic on special communities, a chart on cultural expressions is completed in German (see sample chart below).

	Deutschland	China	
Essen			
Kleidung			
Freizeit (Tanz, Musik) Sport			
Feiertage			
Sonst noch etwas			

(continued)

Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

7.1.1 recognize and appreciate various elements of the cultures of German-speaking peoples. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− demonstrate an appreciation of the German culture in their life?
− appreciate other cultural influences?
− verbalize cultural influences?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Use checklists and circulate them among the class to observe behaviours. Each observation is dated.

☐ **Self-Assessment**

Students complete self-assessments that indicate their recognition and appreciation of the German language and culture. Guide the students by providing prompts.

☐ **Response Journals/Reflection Logs**

After each activity, students record personal reflections in a journal. Review these entries and provide positive feedback and support where needed.

☐ **Conferences**

Conference with students to discuss participation, recognition, and appreciation of the German language and culture.

SAMPLE **RESOURCES**

General Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-Identity

GRADE

3

Specific Outcome

Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

7.1.1 recognize and appreciate various elements of the cultures of German-speaking peoples. *(continued)*

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

- Students participate in German Immersion day or special event day by:
  - spending all day speaking German
  - bringing in German-speaking parents to read or sing
  - having a lunch movie in German
  - having German sausage lunch

- Students in school receive a shoe full of goodies on December 6, *Nikolaustag*. Discuss this and other traditions, holidays, or celebrations with the students.

Valuing German Language and the Cultures of German-speaking Peoples

Students will be able to:

7.1.1 recognize and appreciate various elements of the cultures of German-speaking peoples. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

| 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 understand the personal significance of a bilingual/multicultural education.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Lead a discussion about why it is important to learn about other cultures. What things do other cultures contribute?
  - values
  - food
  - sports
  - music, musicians,
  - stories and poems
  - movies
  - art and artists

- Students are encouraged to identify and share experiences about what they have learned about their culture as a result of their bilingual learning.

- Students discuss why it is important to know more than one language. Elicit anecdotes in which students communicated with someone who did not speak German.

- Students create a family tree with the help of their parents, indicating the family's connections to other countries.

Specific
Outcome

Valuing Bilingualism/Multiculturalism

Students will be able to:

7.1.2 understand the personal significance of a bilingual/multicultural education.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

− verbalize the significance of cultural differences?

☐ **Self-Assessment**

Students include completed projects along with their self-assessment checklists in their portfolios. Students reflect on the process and make suggestions for future work.

SAMPLE **RESOURCES**

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 German Culture

GRADE **3**

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 [*St. Martinstag*], music, dance, art, literature, food, etc.).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students read stories about St. Martinstag, learn the song *Laterne, Laterne*, and make their own lanterns. Then, they participate in a walk through the school with their lanterns and tell the story to other classes.

- Parents plan an Oktoberfest community dinner with *Bratwurst* and *Strudel.*

- Students work on an ABC *Weihnachtsbuch*. They use a half/half notebook to record thematic sentences and draw their own pictures to match the sentences. Sentences may be class-generated, teacher-directed poems, tongue twisters, or something they want to do on their own—a mix of historical and contemporary elements.

  V Viele freundliche Vögel feiern Weihnachten in vier vollgepackten Vögelhäusern.
  P Papa, Paula und Peter backen Plätzchen und Pfefferkuchen.
  X Max aus Xanten spielt "Stille Nacht" auf dem Xylophon. Axel und Alexa singen mit.
  Z Zu Weihnachten fahren zehn Ziegen mit dem Zug zum Zoo und schenken den Zebras zarte Zuckerplätzchen.

- Students learn one or more *St. Nikolaus* poems. They recite them as a choral speech at assembly or to another class. Students discuss the various cultural aspects of the poems, such as *die Rute*.

- Students have a dress-up day for Karnival. The class discusses the customs that take place. Students write and draw about their costumes using pattern sentences.

- Students learn to use appropriate greetings or wishes for various events.
  - *Frohe Weihnachten*
  - *Herzlichen Glückwunsch Zum Geburtstag*
  - *Frohe Ostern*, etc.

- Students are involved in writing cards and invitations for various holidays.

- Students write about Christmas traditions in their families. Then, they read about Christmas traditions in other countries and write a paragraph or two about them.

Historical Elements

Students will be able to:

7.2.1 participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [*St. Martinstag*], music, dance, art, literature, food, etc.). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– recognize traditional holidays in the German culture?
– recognize any historical German authors and state a few facts about their work or personal life?
– recognize any historical German authors, musicians, visual artists, performing artists?
– participate willingly in cultural activities?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

☐ **Anecdotal Records**

Observe how students participate in activities and experiences that reflect traditional elements of the German language and culture. The context of all the observations are included in notes.

☐ **Self-Assessment**

Students complete a self-reflection following involvement in a traditional German activity. Respond to students' self-reflections with positive feedback.

☐ **Conferences**

Cconference with the students to discuss and provide feedback regarding their participation and experiences in traditional German language and cultural activities.

SAMPLE **RESOURCES**

• Deutschmobil 2

General Outcome **7** *Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.*

7.2 German Culture

Specific Outcome

Contemporary Elements

Students will be able to:

7.2.2 participate in activities and experiences that reflect contemporary elements of German culture (see example above).

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students bring in postcards, magazines, flyers, etc., from Germany for sharing, comparing, and discussion.

- Students view and compare children's TV from Germany or in German (*Sesame Street*) and compare and discuss.

- Read parts of an old-fashioned fairy tale and a modern version of the same fairy tale. Students discuss and compare the two versions.

- Students email someone in Germany and share what they do on a daily basis. Students report back to class.

- Students research different kinds of bread and baking in Germany (or other countries). They create posters and attach a recipe. They draw and label the ingredients.

Contemporary Elements

Students will be able to:

7.2.2 participate in activities and experiences that reflect contemporary elements of German culture (see example above). *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– recognize contemporary elements of the German language and culture?
– participate willingly in cultural activities and experiences?

☐ **Checklists**

Develop checklists based on the Focus for Assessment criteria. Date and record the context of each observation. Review the data to inform and guide instruction.

☐ **Anecdotal Records**

Observe how students participate in activities and experiences that reflect contemporary elements of the German language and culture. The context of all the observations is included in notes.

☐ **Response Journals/Reflection Logs**

Students complete a self-reflection following involvement in a contemporary German activity. Respond to students' self-reflections with positive feedback.

☐ **Conferences**

Conference with students to discuss and provide feedback regarding students' participation and experiences in contemporary German language and cultural activities.

SAMPLE **RESOURCES**

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 identify diverse elements of German culture in school and/or local community.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students recall from personal experiences how the German culture is different or the same as their Canadian culture. They compare and contrast elements of the two cultures. For example,
  - clothes
  - homes

- Students share sample traditional German foods for a special event. They discuss the differences and similarities.

- When discussing traditions at Christmas and Easter, encourage students to share the various traditions practised in their families. Invite students to interview grandparents to determine how they celebrated Christmas or Easter when they were young. Students share the information they receive with their classmates.

- Students are assigned the task of finding articles with labels that read "Made in Germany" and items that are traditionally considered to be made in Germany (e.g., Cuckoo clock but made in Japan or China). They then compare and contrast similar contemporary items, including cost.

Diversity

Students will be able to:

7.2.3 identify diverse elements of German culture in school and/or local community.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- clearly identify elements of German cultures?
- actively participate in activities representing German culture?
- clearly characterize specific elements of German culture?
- show an understanding and appreciation for diversity in German culture in the school or local community?

☐ **Checklists**

Observe students in activities where there is cultural and linguistic diversity. Develop checklists based on student participation, recognition, and understanding of diversities. Observe students as they engage in discussion. Date and include the context of each observation.

☐ **Anecdotal Records**

Record examples of the students' behaviours based on the Focus for Assessment criteria. Use the data to conference with students.

☐ **Response Journals/Reflection Logs**

After each activity, students record personal reflections regarding the diverse elements of the German language and culture. Review these entries and provide positive feedback and support where needed.

☐ **Conferences**

Conference with students to discuss and provide feedback regarding their skills at identifying diverse elements of the German language and culture.

SAMPLE **RESOURCES**

| General Outcome | 7 | *Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.* | **7.2** German Culture | GRADE 3 |

Specific Outcome

Change

Students will be able to:

7.2.4 identify how people's actions and lifestyles change to accommodate the changing needs of people.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Invite guests from the community, such as a German-speaking grandparent, to discuss the lifestyles of people in the past. Create a Venn diagram to compare and contrast lifestyles today with lifestyles in the past.

- Students make sketches to illustrate scenes from the lives of people in the past. Students work in groups to share their sketches with classmates. Discussions centre on how people's actions and lifestyles change to accommodate changing needs.

Change

Students will be able to:

7.2.4 identify how people's actions and lifestyles change to accommodate the
changing needs of people. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
–   identify how people's actions and lifestyles change over time?

☐ **Checklists**

Develop checklists based on students' ability to identify how people's actions and lifestyles change to accommodate their changing needs. Date and record the context of the observations.

☐ **Anecdotal Records**

Record examples of how the students identified people's actions and lifestyle changes to accommodate changing needs. Date and record the context of the observations.

☐ **Conferences**

Conference with students to determine their skill in identifying how people's actions and lifestyle changes to accommodate changing needs. Provide feedback and guidance.

☐ **Quick Check**

To assess student comprehension of a discussion or changes, use a quick check to determine whether students were able to identify people's actions and lifestyle changes to accommodate changing needs. Make sure to prepare clear statements before conducting the quick check, such as left thumb up if this was done only in the past, and right thumb up if it is only done today. Discussion can ensue as to why changes occurred.

SAMPLE **RESOURCES**

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 explore diversity in the classroom, school, and local community, and reflect on its personal significance.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Because I am a *special person,* I do things differently. Students share with the class an individual holiday custom or tradition in their family. They bring in items to discuss (e.g., a picture, a decoration).

  Weihnachten essen wir Ente und Rotkohl. Bei uns essen wir Truthahn mit _____. Unsere Geschenke bekommen wir am 24. Dezember. Ich war in der Kirche. Ich war bei Oma.

- Data Management: Students complete a survey and a graph to show diversity. For example,

  Was machst du in deiner Freizeit?
  - *liest du deutsche Bücher?*
  - *siehst du deutsche Filme oder Fernsehprogramme?*
  - *hörst du deutsches Radio?*
  - *treibst du Sport? Welche Sportarten?*
  - *kochst du deutsche Rezepte?*

  They share the data with the class.

- Lead the class in a discussion of how students' families celebrate a special event such as birthdays, Christmas, Easter, etc. As students share their family traditions, note these on chart paper.

- With students, explore similarities and differences within the classroom or school through surveying students.

- With students, explore diversity in a community through a comparison of the local community with another community.

- Each student within a small group uses a labelled card that describes various traditions that her or his family celebrates every year. The student places the card in the centre of the group if it is true for all in the group, or places the card in another spot if it is true for one individual. Debrief this activity with the class.

- With students, use a Venn diagram to help them recognize similarities and differences within the school. Students then work in pairs to use a Venn diagram to compare similarities and differences between themselves and their classmates.

Valuing Diversity

Students will be able to:

7.3.1 explore diversity in the classroom, school and local community, and reflect on its personal significance. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– explore differences between himself/herself and others?
– reflect on how differences affect him/her?
– demonstrate understanding and appreciation for diversity?

☐ **Checklists**

Create checklists to determine the students' developing skills in exploring diversity and in reflecting on its significance to them. Provide positive feedback and suggestions to students.

☐ **Pair Conferences**

Conference with a pair of students to determine and discuss results of the Venn diagram they created. Provide feedback and suggestions.

☐ **Response Journals/Reflection Logs**

Respond to students' dialogue journals to help them identify and clarify their understanding of diversity. Students record their reflections on its significance to themselves. Review these entries and provide positive feedback and support where needed.

☐ **Self-Reflections**

Review students' self-reflections to determine if their comments coincide with actual behaviours.

SAMPLE **RESOURCES**

General Outcome 7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building Community

GRADE

3

Specific Outcome

Valuing Similarity

Students will be able to:

7.3.2 explore similarities in the classroom, school, and local community, and reflect on their personal significance.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- When sharing results with the class, students draw or write down five things they do on holidays. They categorize their activities into *same* or *different*. Students mention one of each.

- After the previous activity, students interview a number of people until they find one person who celebrates in the same way they do. Exchange partners after one minute. They then discuss the similarities and differences in their celebrations.

dieselben Traditionen	andere Traditionen

- With students, use a Venn diagram to help recognize similarities and differences within the school. Students then work in pairs to use a Venn diagram to compare similarities and differences between themselves and their classmates.

- Read a book about a traditional German Christmas. Students discuss which of the traditions are still practised today.

  OR

  Students read a story of a current German, Swiss, or Austrian family celebrating Christmas. Students discuss what some of the similarities are between this family and their own.

- With student input, compare students' daily lives with the lives of people they have encountered in their immediate community. The similarities and differences may be recorded on graphic organizers such as the Venn diagram—focusing on the similarities.

- Invite a guest speaker from the community, such as a bus driver, to speak to the students. Create a Venn diagram with students to compare and contrast the daily life of the guest speaker and their own. A discussion would then centre on similarities between members of the community and its significance to themselves.

- Encourage students to participate in or attend multicultural celebrations and concerts either during or after school hours. Students report back to their classmates about their experiences.

Valuing Similarity

Students will be able to:

7.3.2 explore similarities in the classroom, school and local community and reflect on their personal significance. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
- explore similarities between himself or herself and others?
- reflect on how similarities affect him or her?
- demonstrate understanding and appreciation for unity and diversity?

☐ **Checklists**

Create checklists to determine the students' developing skills in exploring diversity and in reflecting on its significance to themselves. This data can be used for conferencing.

☐ **Anecdotal Records**

While observing discussions, note and record the comparisons the students make between their lives and those portrayed by members of the immediate community. Date and record the context of observations.

☐ **Response Journals/Reflection Logs**

Respond to the students' dialogue journals to provide positive feedback and support in regard to their reflections on the activity and its significance to them.

☐ **Conferences**

Conference with students to discuss the results of the Venn diagram and its significance to them. Provide feedback and suggestions.

SAMPLE **RESOURCES**

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

Contributing to Community

Students will be able to:

7.3.3 participate co-operatively in daily classroom duties, and support peers and classmates.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Groups of students make posters in German for classroom rules. For example,
    1. *Augen nach vorne*
    2. *Füße still*
    3. *Mund zu*
    4. *Hände still*

- Students can verbalize and demonstrate the above. They use a checklist for the group activity, cooperative learning model.
    - *Heute habe ich zugehört*
    - *Ich habe mitgearbeitet*
    - *Ich habe geholfen.*

- Students do a self-evaluation after a task or group time.

Ich habe { *sehr gut*
gut
schlecht
nicht so gut } *gearbeitet*

- Class leaders take turns being responsible for various tasks on a daily basis.

- Lead students in a discussion about the roles and responsibilities students in Grade 3 might have at home and at school. Student contributions are recorded on white/black board. Students create a web using the words and phrases recorded by the teacher, showing at least five responsibilities they have at home and at school.

- Students are encouraged to keep a tidy atmosphere in the classroom by picking up paper scraps, etc.

Contributing to Community

Students will be able to:

7.3.3 participate cooperatively in daily classroom duties, and support peers and classmates. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
−   show respect for his/her school community?
−   participate responsibly in the classroom community?
−   cooperate during group work?
−   demonstrate understanding of the roles and responsibilities of self and group members?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date each observation and note its context. Use this data for conferencing with students.

☐ **Work Samples**

Assess students' posters, looking for evidence that the information is:
−   accurate and complete
−   displayed in a logical way to enhance meaning
−   written in understandable German

☐ **Self-Assessment**

Students complete self-assessment forms to self-report on personal contributions to group tasks. Students use checklists, diaries, or Learning Logs.

☐ **Quick Check**

Use a quick check to determine how students feel about the way they worked on a cooperative activity. Students show a "thumbs up" if their group worked well. They show a "thumbs down" if they were not happy with the way their group worked together. They show their thumbs to the side if they have mixed feelings. Quick checks may be used when time does not permit using an extended checklist.

SAMPLE **RESOURCES**

•   *German Blackline Masters*

•   *Success for All Learners* (Manitoba Education and Training, 1996)

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 recognize that growing up involves making decisions and accepting consequences.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Develop a theme on punctuality (e.g., When and where do you have to be on time? What are the consequences if you are late—catching bus, school, recess?). Students create mini-posters using illustrations and simple sentences to promote the theme.

- In correlation with health, students list foods that make bodies healthy according to the *Canada Food Guide*. Students study the lunch they have for that day to see if they have a healthy, balanced diet.

- Invite students to provide input in establishing classroom rules and consequences for not following the established rules. The rules are written in German using short, simple sentences and posted in the classroom.

- Record students' responses on the white/black board during a class-sharing session on decision making. Students share situations in which they made good choices and situations in which they made bad choices. In their journals or Learning Logs, students record three of these situations.

- Lead a discussion on acceptable and expected behaviour when commuting down hallways or using common areas (e.g., bathrooms, fountains, lunchrooms, etc.)

GRADE
3

Specific
Outcome

Responsible Citizenship

Students will be able to:

7.4.1   recognize that growing up involves making decisions and accepting
consequences. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

−   show a willingness to accept responsibility for his/her actions and behaviour?
−   recognize that decision making is an important part of growing up?

☐ **Checklist**

Create a checklist based on the Focus for Assessment criteria. Observe students as they engage in
activities that demand decision making and choices.

☐ **Conferences**

Conference with students to reinforce positive behaviour and to provide feedback on students'
abilities to make informed decisions. Check for discrepancies between students' self-assessments and
the behaviours that are actually observed.

☐ **Self-Assessment**

Students complete self-assessments that indicate their ability to make decisions and their willingness
to accept responsibility for their actions and behaviours.

☐ **Work Samples**

Assess students' posters, looking for evidence that the information is:

−   accurate and complete
−   displayed in a logical way to enhance meaning
−   written in understandable German

SAMPLE **RESOURCES**

| 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

Interdependence

Students will be able to:

7.4.2 identify the advantages and disadvantages of working collaboratively with a partner or group.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- As you introduce group work at the beginning of the year, students brainstorm strategies that they know contribute to cooperative and collaborative group work. Pose the question, "*Wie sieht gute Gruppenarbeit aus*?" Record student responses in German and post guidelines based on this discussion in the classroom for reference. Some suggested guidelines include:
  - *wir wechseln uns ab*
  - *wir sprechen leise*
  - *wir hören höflich zu*
  - *wir bleiben in einer Gruppe*

  These guidelines can be used for student self-assessments or peer assessments.

- In correlation with social studies, students do a variety of activities about how people in our community rely on one another (e.g., farmers provide food, police protect us, teachers educate us).

- When discussing the advantages and disadvantages of working with others, invite students to complete a class Y-chart.

Wie arbeiten wir zusammen?

Was sieht man?

Wie fühlt man sich?   Was hört man?
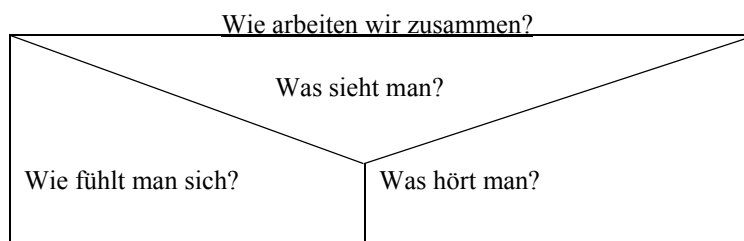
- Students make a pro and contra chart regarding group work.

Pro	Contra
Das geht besser in der Gruppe.	Das geht besser alleine.

Interdependence

Students will be able to:

7.4.2 identify the advantages and disadvantages of working collaboratively with a partner or group. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– identify the advantages of working collaboratively with others?
– identify the disadvantages of working collaboratively with others?
– collaborate during group work?
– demonstrate understanding of group guidelines?
– participate in self-reflection and debriefing?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Use the checklist during small group work to observe behaviours.

☐ **Self-Assessment/Group Assessments**

Students complete self-assessments and group assessments at various stages of group work. Criteria for the self-assessments should be based on the guidelines set for collaborative group work at the beginning of the year. These self-assessments may be placed in the students' portfolios.

SAMPLE **RESOURCES**

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global Citizenship

GRADE
3

Specific Outcome

Intercultural Skills

Students will be able to:

7.4.3 explore ways to resolve interpersonal conflict.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- Students decide if a situation is a big or small problem.

ein großes Problem - ein Unfall - ein Überfall - sich verlaufen Ich brauche Hilfe!	ein kleines Problem - jemand streckt dir die Zunge raus - jemand hänselt dich - jemand schubst dich Ich werde damit fertig!
- Lehrer rufen - Eltern rufen - 911 anrufen - bei einem Block Parent anklopfen	- einfach ignorieren und weitergehen - sagen, was du nicht magst "Vielleicht magst du deine Zunge, aber ich mag sie nicht sehen." - wenn es öfter passiert noch mal besprechen - dann, wenn es weitergeht, um Hilfe bitten.

- Students pick a person from class for an interview—someone they normally do not play or eat lunch with. The interview consists of questions like:

Was ist dein Lieblingessen?
Welchen Film magst du am liebsten?
They then make a date to play or eat lunch together.

Intercultural Skills

Students will be able to:

7.4.3   explore ways to resolve interpersonal conflict. *(continued)*

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
– explore ways to resolve conflict with others?
– show willingness and interest in initiating new relationships?
– demonstrate the willingness and ability to maintain new relationships?

☐ **Checklists**

Create checklists based on the Focus for Assessment criteria. Use the checklist during small groups to observe behaviours.

☐ **Conferences**

Conference with students to determine their skill in resolving interpersonal conflict, and use this time to discuss strategies in resolving conflict.

SAMPLE **RESOURCES**

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 identify personal strengths and areas for development, and set personal goals.

SAMPLE **TEACHING AND LEARNING** ACTIVITIES

- In correlation with a discussion about careers, web benefits to speaking and reading German.

Ich kann Deutsch sprechen

für eine deutsche Firma arbeiten

in Europa arbeiten

mit Touristen hier arbeiten

Ich kann Deutsch sprechen

Omas Rezepte lesen

deutsche Websites lesen

deutsche Internetspiele spielen

am Austausch teilnehmen (11. Klasse)

Verwandte besuchen

auf Deutsch Gedichte, Lieder, Videos, Filme schreiben

- Students brainstorm a list of possible personal goals. Record in German the students' ideas on poster paper and post it in the classroom. Students then write out one short-term goal they want to accomplish.

> **Zielsetzung—Schülerblatt**
>
> Name:_____ Datum: _____
> – Was? _____
> – Bis wann? _____
> – Warum? _____

- Read "Der Regenbogenfisch." Relate the glitter scale to something one can do well. Create a whole-class rainbow fish with each student making a scale of something he or she does well (e.g., *Ich kann gut malen. Ich kann gut Fußball spielen.*).

- Make individual "accordion style" *Ich kann* books, listing all the things a student can do. Add some goal-setting pages.

Future Opportunities

Students will be able to:

7.4.4 identify personal strengths and areas for development, and set personal goals.
(continued)

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:
–   identify personal strengths?
–   identify personal areas for improvement and/or change?
–   set personal goals?

☐ **Checklists**

Create a checklist based on the Focus for Assessment criteria. Date and note the context of all observations.

☐ **Self-Assessment**

Students reflect on their progress toward meeting their personal goals using simple sentence starters or forms.

☐ **Response Journals/Reflection Logs**

Using the monitoring sheet developed in class, students write a short sentence or two reflecting on their progress toward achieving their goals.

☐ **Conferences**

Meet with students to discuss their progress towards the goals they set for themselves at the beginning of the year. Provide feedback suggestions and encouragement.

SAMPLE **RESOURCES**

- Marcus Pfister, *Der Regenbogenfisch.*