

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

Express Ideas

Students will be able to:

1.1.1 express personal experiences and familiar events.

SAMPLE TEACHING AND LEARNING ACTIVITIES

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

Das bin ich

Mein Name ist ...

Ich bin ... Jahre alt.

Ich mag...

Ich kann gut... etc.

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

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

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express personal experiences and familiar events?

 Conferences

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

 Anecdotal Notes

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

 Show and Tell

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

Rules for Show and Tell**Speaker**

- bring one interesting object or something you made
- bring the same thing only once
- prepare three things to say
- speak so everyone can hear
- pass the object or work around

Listener

- show interest by watching the speaker
- pay attention
- ask questions about the topic
- say something nice

(Thompkin, 1995)

(continued)

General Outcome

1

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

1.1 Discover and Explore

GRADE

1

Specific Outcome

Express Ideas

Students will be able to:

1.1.1 express personal experiences and familiar events.

SAMPLE TEACHING AND LEARNING ACTIVITIES

Teacher's Notes

Express Ideas*Students will be able to:***1.1.1** express personal experiences and familiar events. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Checklists**

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

Does the student:

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

SAMPLE RESOURCES

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

Consider Others' Ideas

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students watch and listen to a classmate showing pictures of their family.
- Read a story in which the main character expresses preferences. After the story, students listen to and record their classmates' likes and dislikes on a variety of topics (e.g., television programs, books, sports, foods). Preferences are recorded on a tally chart.
- After key vocabulary has been presented and practised, students play a guessing game. One student acts out an emotion and another guesses what the emotion is.
- Read aloud stories with interesting characters so that students learn about experiences and feelings of others. After talking about the characters in a group, students draw pictures of the characters. They write a simple sentence (*Er ist(froh, traurig, etc., or Sie weint, sie schwimmen, etc.)*).
- Students listen to a student present a story based on a photo from home about a specific topic (e.g., party, pets, etc.).
- Students play *Simon sagt* using simple classroom vocabulary, "*Komm nach vorn!*" "*Setz dich hin!*"
- Each day, choose a student to share a personal experience.
- Provide opportunities for students to share personal ideas or experiences on a daily news chart. For example,

<i>Wann?</i>	<i>Wer?</i>	<i>Was?</i>	<i>Wo?</i>	<i>Warum?</i>
				
<i>am Abend</i>	<i>die Mutter</i>	<i>hinfallen</i>	<i>vor dem Haus</i>	<i>Ein Hund kommt</i>

(continued)

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

Does the student:

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

 Anecdotal Notes

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

 Checklists

Develop checklists, which may include the following.

Does the student:

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

(continued)

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

Consider Others' Ideas

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

- Use language cards dealing with emotions to develop vocabulary. Students are presented with the picture, and they express when they have personally felt this emotion. Scribe their responses. Students make a class book on each emotion (e.g., *Heute bin ich ...*).
Heute bin ich froh.
Heute bin ich traurig.
Heute bin ich lustig.
Heute bin ich ängstlich.
Heute bin ich schüchtern.
Heute bin ich aufgeregt.
Heute bin ich müde.
 Each student contributes her or his own page.
- Students play Emotion Bingo.

Consider Others' Ideas*Students will be able to:***1.1.2** listen to and acknowledge experiences and feelings shared by others. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)* **Self-Assessment**

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

Good Listening	
Name: _____	Date: _____
1. I listened to my partner (speaker).	☺ ☹
2. I asked good questions.	☺ ☹
3. I added my ideas about the topic.	☺ ☹
4. I took turns talking.	☺ ☹
5. I thought about my partner's ideas.	☺ ☹

 Conferences

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

SAMPLE RESOURCES

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

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

Express Preferences

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After learning the song “*Kommt ein Vogel geflogen*,” students contribute to a group poem by substituting words to create a new one.
Students use shared writing using predictable forms (e.g., *Ich kann ...*, *Ich mag ...*).
- After language development and practice, students develop and present puppet shows of familiar tales, such as *Hase und Igel* or *Die Kleine hungrige Raupe*.
- After language development, students use felt board or magnetic boards to retell a story.
- Students compose a message orally about a familiar event. Scribe it for them.
- Encourage students to write notes, postcards, or thank-you notes and send them to their classmates. Mailboxes can be created from milk cartoons.
- Students use a repetitive pattern (e.g., *Wo mag nur meine Katze sein?* or alphabet/number books).
- Publish students’ writing and illustrations using a multimedia computer program (e.g., ePearl).
- Students make flip books with vocabulary and illustrations based on a poem. Later in the year, students write sentences on a theme (e.g., *Der Regenbogen*).
- Students create alliteration sentences and acrostics. For example,

The student’s name:

M
O
N
I
K
A

The seasons:

W
I
N
T
E
R

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

Experiment with Language*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

 Checklist for Self-Evaluation

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

Does the student:

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

SAMPLE RESOURCES

- *Wo mag nur meine Katze sein?* Eric Carle.
- *The Mitten*, Jon Brett.
- *Die kleine hungrige Raupe*, Eric Carle.

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

Express Preferences

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After reading a story to the class, guide students in rating it with one, two, or three stars. The titles are then added to a “story tree.”
- Students make a mobile from which they can suspend their drawn versions of book covers—title, author, and illustration of favourite books.
- Students use modelling clay or snow to make models relating to favourite texts. They share and explain why they are favourites after practising the language.
- Using a collection of poetry, students recite their favourite rhymes, songs, riddles, etc., and, with support, tell why they are favourites.
- Invite a guest reader or storyteller to share their favourite text. The guest is asked why he or she selected this text.
- Students create posters promoting their favourite text (mostly illustrations, some guided text).
- Establish a corner where students place their favourite books. Every week, students can vote and choose their preference for the following week. Students should also have the opportunity to select texts they did not enjoy and explain why.
- Students rate the various texts shared as a class, using a star stamp.
- Students can draw pictures or make collages of their favourite texts. Individual pages can be combined to make a class book of favourites.

Express Preferences*Students will be able to:***1.1.4** express preferences for a variety of oral, literary, and media texts. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Can the student:

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

 Conferences

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

SAMPLE RESOURCES

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.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use graphic organizers (e.g., web) to retell and write their own story.
- Concept Books: After studying a new concept, students create a class book illustrating the concept (e.g., a class book on autumn includes illustrations and descriptions of activities you see or do in the fall). Students participate in a choral reading of the book.
- After listening to a story, students write their own story using patterned and modelled sentences.
- Writing Buddies: Older students work with Grade 1 students to help them compose a variety of texts (e.g., poems, boards, signs, books, and riddles). This could be done on a computer.
- Collaborative reading allows students to practise word recognition with a partner.
- Letter Writing (e.g., to St. Nikolaus): A form letter with blanks can be prepared. Students can fill in the blanks using pictures or words from a list generated by the class. These letters can be given to students in a higher grade who prepare answers from St. Nikolaus.
- Students write invitations and thank-you notes using sentence patterns and models.
- Students participate in echo-chanting activities.
- A home reading program with levelled books, guided reading, and reading buddies support reading at school.
- Model a write-aloud after a story (e.g., *Die Kleine Raupe Nimmersatt*) about the life cycle of a butterfly.
- Students participate in a substitution writing with a poem or song (e.g., *Alle meine Entchen schwimmen auf dem See, Köpfchen in das Wasser, Schwänzchen in die Höh*), or pattern stories (e.g., *Bär, brauner Bär*).

(continued)

Set Goals

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- participate in reading, writing, and representing activities?

 Portfolios

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

 Checklists

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

Does the student:

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

Note dates and context of the observation.

SAMPLE **RESOURCES**

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

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

Set Goals

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES *(continued)*

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

<i>Anfang</i>	<i>Mitte</i>	<i>Ende</i>

<i>Titel:</i> _____	<i>Problem:</i> _____	<i>Zuerst:</i> _____
<i>Dann:</i> _____	<i>Danach:</i> _____	<i>Am Ende:</i> _____

GRADE

1

Specific
Outcome

Set Goals

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Teacher's Notes

General Outcome

1

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

1.2 Clarify and Extend

GRADE

1

Specific Outcome

Develop Understanding

Students will be able to:

1.2.1 connect new experiences and information with prior knowledge.

SAMPLE TEACHING AND LEARNING ACTIVITIES

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

Explain Options

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to the story, “*Der Regenbogenfisch*,” students sculpt, paint, or sketch a representation depicting a part of the story.
- Class concept books can be prepared (e.g., families, shapes, alphabet, numbers, sounds after studying _____, etc.). These are great to take home to be shared with parents or shared with students of another class or grade.
- Picture Splash: Present a collection of pictures related to a text the students will be listening, reading, or viewing. Examine, discuss, and predict what will happen in the text.
- During a field trip, take pictures (digital if possible) and provide each student with a photo essay. Students then prepare captions together.
- Lead students in group charts or stories that can be developed with the class. These can then be produced on computer, copied, and shared with others. They can serve as a home reading project.

Explain Opinions*Students will be able to:***1.2.2** express new experiences and ideas. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

 Conferences

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

SAMPLE RESOURCES

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

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

Combine Ideas

Students will be able to:

1.2.3 group and sort ideas and information to make sense.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Sort transportation pictures into categories and divide students into small groups so they can organize them accordingly. Categories can include wheels/no wheels, land/air/water, or motor/no motor (*Räder/keine Räder; Auf dem Land/In der Luft; Motor/kein Motor*).
- Students listen to a familiar verse or song and identify a missing word.
- Students engage in sequencing activities using pictures or sentence strips to organize familiar texts. Students explain their sequencing.
- Students create picture maps of stories that are graphic representations of some key story elements.



- Throughout the year, students take pictures of special events in school. At the end of the year, students can label the pictures and make a personal yearbook.
- Using sorting boxes, students group objects and explain their thinking regarding the sorting.
- Guide the students to do a Picture Sort where picture cards are grouped according to initial sounds.

Affe, Apfel, Ameise, ...

Baum, Ball, Buch, ...

Combine Ideas*Students will be able to:***1.2.3** group and sort ideas and information to make sense. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- group information to make sense?
- sort ideas to make sense?
- understand that information can be grouped and sorted in various ways?
- group and sort ideas in different ways?

 Anecdotal Notes

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

 Conferences

Discuss with students how they organize information and ideas.

SAMPLE RESOURCES

- Songs, any familiar or favourite poems/verses

General Outcome

1

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

1.2 Clarify and Extend

GRADE

1

Specific Outcome

Extend Understanding

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- During show and tell, students ask questions about a specific object. Provide simple question words or phrases for the students.
- After a field trip, have students brainstorm a list of things they would like to know more about based on what they saw and experienced that day. List students' ideas in the form of questions. Work with students to find the answers to these questions.
- Students use a chart to create a picture or sentence to illustrate. For example,
Im Winter
Mein Opa
Meine Mama
Meine Schule
- Help students prepare and practise simple questions to interview their family. Students present the results to the class.
- Before reading a book, students look at the pictures. They formulate questions and make predictions.
- Set up a science discovery table where interesting objects are displayed for students to investigate through manipulation. W-M-L charts are set up for students to use. Word cards can also be included.
- Lead a guessing game for students to discover who or what the character is in a familiar story (e.g., *Märchenfiguren: Dornröschen, Rumpelstilzchen, Frau Holle, Schneewittchen, Rapunzel, Rotkäppchen*).

Combine Ideas*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

 Anecdotal Notes

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

SAMPLE RESOURCES

General Outcome

2

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

2.1 Use Strategies and Cues

GRADE

1

Specific Outcome

Prior Knowledge

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Guide students in using a KWL (WML) chart.
- When looking at the title page of “*Das schwarze Huhn*,” students guess some words that might be inside (e.g., *das Ei, das Küken, der Bauer*). Students draw what they think will happen.
- After listening to a factual story “*Lena und die Sonnenblume*,” the students retell what they know about the story.
- After going on a field trip or having a guest visit, students share what happened. Chart their thoughts.
- Going on a Gallery Walk allows students a tactile and visual understanding of new ideas. As they view and examine, they have the opportunity to integrate new information with what they already know.
- Conducting a Talk-Aloud allows students to share their knowledge on a topic and integrate the ideas presented by others. Students should also be encouraged to ask questions. Reinforce turn-taking. This is a good time to model how to ask questions.

Prior Knowledge

Students will be able to:

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

SAMPLE **ASSESSMENT** STRATEGIES

Focus for Assessment

Does the student:

- make connections between new knowledge and previous experiences?

 Checklists

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

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

Keep track of the date and context of the observation.

 Graphic Organizers—KWL (WML)

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

 Interviews

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

SAMPLE **RESOURCES**

- Eclare, M. *Lena und die Sonnenblume*, Reihe Lesemaus. Carlsen.
- Gersmeier, R. and Dreyer Engels, S. *Kleiner Igel Pit*.
- Holmer, F. and Kiehm, D. *Der Biber*.
- Otto, C. and Trachuk, C. *Der Waschbär*.

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

Comprehension Strategies

Students will be able to:

2.1.2 anticipate meaning and revise understanding based on further information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Story Maps: Have students use simple Story Maps to retell the beginning, middle, and end of a story they have listened to. Students draw pictures. Guide students to use the story maps to write the story.
- Students ask questions to identify the mystery object in a bag. Questions can be generated beforehand and recorded on a chart for reference (e.g., *Ist es groß?*, *Ist es rot?*, *Rollt es?*).
- Students look through the pictures in the story “_____.” Students then ask the 6W questions prior to reading the story.
 - *Wer ...?*
 - *Wo ...?*
 - *Warum ...?*
 - *Was ...?*
 - *Wann ...?*
 - *Wie...?*
- Students take a walk in the community to observe signs and environmental print. Discuss cues such as symbols, colour, and shape to help understand meaning.
- Create Story Vines: Students draw or write key events on individual leaf motifs and attach to a vine. Students can retell the story using the story vine.
- Work with small groups using a guided reading procedure to support development of strategic reading. As a group, students preview and discuss a text, and then are given individual copies.
- Students, while listening to a text, draft main ideas with given vocabulary and share them with the class.
- Story Artifacts: Students bring in objects or pictures to retell a story (e.g., *Das Plüschtier Socke*).
- Students make predictions about a text before listening, viewing, or reading.
- Viewing only the illustrations, students are encouraged to form predictions, ask questions, and make comments.

Comprehension Strategies*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- anticipate meaning?
- revise understanding based on further information?

 Checklists

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

Does the student:

- ask questions to anticipate meaning?
- make predictions?
- reread to confirm understanding?
- read on to clarify meaning using context clues?

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

 Interviews

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

 Portfolios

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

SAMPLE RESOURCES

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

Textual Cues

Students will be able to:

2.1.3 use textual cues to construct and confirm meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After previewing the book cover, students draw pictures to show what they think the book will be about. They check their predictions as you read the story.
- Students use capital letters and periods to locate the beginning and ending of sentences displayed in a pocket chart.
- Students read today's message and identify the beginning of the sentence by tracing over the upper-case letter with a green marker (Go), and circle the end punctuation with a red marker (Stop).
- Any picture book can be used to help students construct and anticipate meaning. Simple patterned books with cumulative patterns, recurring events, ABC or number books, or rhyming patterns are effective.
- Guide students in locating titles, headings, table of contents, index, glossary, pictures, graphics, and signal words. Guide students in activating prior knowledge and making predications based on these textual cues.
- Use wordless picture books to help students become aware of textual cues.
 - colour creates mood, feelings
 - arrangement of objects indicates what is important.
- Songs with simple words, rhythm, rhyme, and repetition provide an excellent vehicle for encouraging early literacy.
- Choose simple songs with repetition, and record the lyrics on chart paper so the students can follow the print as they sing.

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

Textual Cues*Students will be able to:***2.1.3** use textual cues to construct and confirm meaning. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

 Checklists

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

Does the student:

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

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

 Conferences

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

SAMPLE RESOURCES

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

Cueing Systems

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students match print to speech in big books by pointing to the words as they read them.
- Students break down words from their personal word lists, such as *Oma*, *Ball*, and *Hund* into sounds as in *O-m-a*, *B-a-ll*, *H-u-n-d*.
- Students repeat words such as classmates' names, and clap out the syllables (e.g., Nan-cy, Mo-ham-med, A-lex-an-der).
- Encourage students to reread texts in order to consolidate sight vocabulary and become fluent, confident readers.
- Students participate in group reading and choral reading activities.
- Students create personal dictionaries, word banks, or language ladders.
- Photocopy a text that students are reading and ask them to circle words with "au" in one colour, and "eu" in another colour. Similarly, this can be done with ö/o, ü/u, ä/a.
- Sound circle and game: "*Welches Wort beginnt mit "b"?*"
- Phonological Awareness: Help students to develop sound awareness with words that begin with the same sound, etc. Nonsense syllables can be fun (e.g., chanting *Zungenbrecher!*).

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

*Esel essen Nesseln nicht,
Nesseln essen Esel nicht*

*Pias Papa packt Pakete
in Packpapier ein*

*Konnis Kakadu kaut kleine Kerne,
Konnis Kakadu klaut keine Kerne*

Cueing Systems*Students will be able to:*

- 2.1.4** use syntactic, semantic, and graphophonic cues to construct and confirm meaning. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

 Checklists

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

Does the student:

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

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

 Running Records of Text Reading

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

 Conferences

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

SAMPLE RESOURCES

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

Experience Various Texts

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students listen to and join in reciting repetitive text or predictable words.
- Students look at an artists' work (e.g., Eric Carle in such books as *Chamäleon Kunterbunt*). As a class, students observe and discuss the style and technique, and then use it in their own pictures made with paints, oil pastels, crayons, or markers.
- Set up a reading log with the students. This may be checked after reading or listening to stories at home or as a part of a home reading program.
- Set up buddy reading with older German students. Direct the type of reading that could happen. The buddy can help track for the reading log.
- Use a pattern book (e.g., *Brown Bear, Brown Bear, what do you see?*). These pattern books can serve as a model for a class pattern book (e.g., *Gelbe Katze, gelbe Katze was siehst du?*).

Experience Various Texts*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

 Checklists

Develop checklists to identify whether the student:

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

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

 Detachable Labels

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

SAMPLE RESOURCES

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

Connect Self, Texts and Culture

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students draw pictures about events in their lives that they are reminded of when they experience a story.
- Students label parts of a picture from a familiar text.
- Dialogue Dramatization: Students bring items that relate directly to dialogue being dramatized from a familiar text.
- Direct students to bring in items related to specific text as a show and tell.
- Students begin keeping personal journals. They initially illustrate and label their experiences in relationship to the text. The teacher or another adult can scribe the pictures.
- Students interview family members, asking for their input after reading (e.g., after reading *Lauras Stern*, they ask “*Was machst du gern, wenn du allein bist?*” Or, after reading *Das Pfannkuchenbuch*, they can ask, “*Was isst du am liebsten?*”). If parents don't speak German, create an illustrated checklist for the student interview.

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

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

 Portfolios

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

SAMPLE RESOURCES

- Baumgart, Klaus. *Lauras Sternenreise*. Baumhaus Verlag. ISBN 3909480004
- Carle, Eric. *Das Pfannkuchenbuch*.

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

Appreciate the Artistry of Texts

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn words for feelings (e.g., *fröhlich, traurig, aufgeregt, schüchtern. Heute bin ich ...* (Today I feel ...).)
- Play different styles of music, and students identify their feelings (e.g., *Marschmusik, Weihnachtsmusik*).
- As an art activity, students draw from selected feeling words a happy picture and explain why it is a happy picture. Students then draw a sad picture and explain why it is a sad picture.
- Provide sentence starters like the following:
Ich bin _____ wenn ich ____.
Dieses Lied/diese Musik macht mich _____.
- After listening to a song, students identify feelings the song evokes.
- Students sketch their feelings or interpretations of a text and share with a partner.
- Keep on hand pictures depicting various moods. Students can refer to these pictures when needing to describe a mood. The pictures should be labelled with appropriate words.
- Prepare a chart with words and pictures identifying moods or feelings to be used for various classroom activities.

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

Does the student:

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

 Response Journals

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

 Portfolios

Collect work samples to check to see if students:

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

SAMPLE RESOURCES

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

Forms and Genre

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students create a collage of books and poems that they have read.
- After listening to a story, students identify whether it is fiction or nonfiction.
- Students use guide vocabulary and phrases to show an appreciation of art in a book.
- Students are involved in a home reading program where they and their parents fill in a card and colour in various reading genres.
- Students keep a reading log of personal or home reading.
- Read a text, and students guess the genre and explain their reasons.
- Students brainstorm all the different types of oral texts they can think of (e.g., songs, poetry, storytelling, jokes and riddles, radio programs, conversations, plays). Students think of examples for each type that they have experienced, and set goals for experiencing any new types.

Forms and Genres*Students will be able to:***2.3.1** recognize different oral, literary, and media forms and texts (*continued*)**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

 Checklists

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

Does the student:

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

Notes the date and context of the observation.

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

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

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

2.3 Understand Forms and Techniques

Techniques and Elements

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Following the events of a story, students create a tableau of the beginning of the story. They continue with the tableau for events from the middle and end of the story.
- Students create their own picture map, tracing the characters and the events when the characters entered the story.
- Students draw a picture to illustrate the character in the familiar story “*Elmar*.”

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

- Students prepare a story triad where a sheet is folded in three panels. Students then draw pictures and write sentences or labels depicting the beginning, middle, and end.
- Students prepare a three-part picture sequence of a story.
- Students make a TV out of a box and prepare a story sequence in filmstrip form.
- Students dramatize a role-play based on a simple story.
- Direct a story vine by asking students to draw a series of three to six pictures about a story. They then retell the story based on the pictures.

Techniques and Elements*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

 Checklists

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

Does the student:

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

The dates and contexts are noted.

 Retelling

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

 Picture Sequences

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

 Story Maps

Students use a simple organizer to relate a story.

SAMPLE RESOURCES

- Video: *Der Kleine Eisbär*.
- McKee, David. *Elmar Thienemann*.

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

Vocabulary

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Using individual letter cards, students combine them to spell colour words (e.g., r-o-t, b-l-a-u).
- Students become “sound finders”—looking through favourite stories and rhymes for words that begin or end with certain letters or letter combinations.
- Students group words according to sound patterns or word families (e.g., *klein, mein, dein, fein; der Schnee, es schneit, der Schneemann*).
- Students start personal dictionaries. There may be some core words included in their dictionary.
- Present a print-rich environment—labels, signs, charts, word walls, poems, songs, rhymes. The students read around the room.
- Learning Centres: Encourage students to engage in a variety of word play and word study activities in the writing centre. Have students build or copy favourite words or phrases in a variety of ways. Place a variety of manipulatives, such as sponge letters, magnetic letters, sandpaper, tactile letters, letter cards, cereal, or macaroni letters in a writing centre. Include a variety of writing materials, such as felt pens, crayons, pencils, letter stamps, slate boards, chalk, markers, white boards, and a variety of paper types and sizes. Change or add to the materials in the centre by including finger paint, sand, salt, alphabet pasta, and modelling clay. Post students’ work for others to read.
- Students experiment with nonsense syllables orally (e.g., *Das große Lalula (Christian Morgenstern)*).

Vocabulary*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

 Checklists

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

Does the student:

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

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

 Anecdotal Notes

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

SAMPLE RESOURCES

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

Experiment with Language

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After singing a short rhyming song, students make up actions to go along with the song. For example,
Auf dem Gummibaum sitzt ein Kakadu ...
Du, komm zu mir ...
- While students listen to stories, they chime in with repeated patterns.
 - *Wo mag nur meine Katze sein?*
 - *Der kleine Käfer Immerfrech*
- Students brainstorm rhyming words after reading a story such as *Die Riesenschlange Sansibar*.
- Students are involved in Echo reading and choral reading activities.
- Reread some favourite stories, and ask students to fill in and read repeated patterns.
- Students use repetitive/cumulative patterns to create classroom stories and songs.
- When learning new vocabulary, students clap out the rhythm of the words. Once students are familiar with the new vocabulary, they guess a word by its rhythm.
- Students select tongue twisters that they would like to master. They may try and draw a picture to match.
- Students learn and practice *Abzählreime*/counting rhymes.

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

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

Experiment with Language*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

 Checklists

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

Does the student

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

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

 Anecdotal Notes and Video Recordings

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

SAMPLE RESOURCES

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

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

Create Original Texts

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students change key words in a song to create original songs. For example,
One little, two little, three little snowflakes
Four little, five little, six little snowflakes
Seven little, eight little, nine little snowflakes
Ten little snowflakes falling from the sky.

[*Ein kleines, zwei kleine, drei kleine Kinder/vier kleine, fünf kleine, sechs kleine Kinder
sieben kleine, acht kleine, neun kleine Kinder/ Zehn kleine Kinder spielen*—substitute with
familiar nouns and verbs—the only problem is the ending of the first (singular) adjective]
- Use simple modelled sentences and have students write notes, cards, or invitations for special occasions such as:
 - Thanksgiving
 - Christmas
 - Valentine’s Day
 - Easter
 - Mother’s Day/Father’s Day
- Model the writing of simple persuasive writing (e.g., *Wunschzettel. Ich möchte einen Hund*).
- After Christmas, students use modelled sentences to write and illustrate a thank-you card to Santa.
- Model descriptive writing for situations such as *Wie baut man einen Schneemann? Wie macht man Obstsalat?*
- Story writing.
- Use wordless picture books as a guide for creating oral/written texts.
- Students use puppets or create skits to retell familiar stories.

Create Original Texts*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

 Self-Assessment

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

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

SAMPLE RESOURCES

General Outcome

3

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

3.1 Plan and Focus

GRADE

1

Specific Outcome

Use Personal Knowledge

Students will be able to:

3.1.1 contribute personal knowledge of a topic to gather information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students contribute to a discussion by brainstorming. Record ideas on charts, etc. These ideas can be grouped and labelled.
- When introducing a new topic, guide students and create a KWL (WML) and KWL (WML) Plus chart. Information may be added over time.
- As part of a morning routine, students may share Daily News that is of a personal nature or from other media sources. Record information in a 6W questions chart form.

<i>Wer?</i>	<i>Wo?</i>	<i>Was?</i>	<i>Wie?</i>	<i>Wann?</i>	<i>Warum?</i>

- Students are asked to bring in items about a topic of study. Parents are aware of the topic and can help their child prepare words or phrases for sharing.
- The Sharing Circle provides a time for students to contribute knowledge they have about a topic. Students must take turns and listen actively to others. Sentence starters should be provided and modelled.

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

Does the student:

- contribute personal knowledge of a topic to gather information?

 Checklists

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

Does the student:

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

 Detachable Labels

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

SAMPLE RESOURCES

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

Ask Questions

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students survey the class to find out which fruits the class prefers, and then students make fruit kabobs. They ask questions such as, “*Magst du Bananen, Äpfel, Weintrauben, Orangen oder Kiwi?*” The class graphs the responses and determines how much of each fruit is needed to make enough kabobs for everyone in the class.
- Students ask routine questions in German.
 - *Darf ich bitte zur Toilette gehen?*
 - *Darf ich bitte etwas trinken?*
 - *Darf ich bitte meinen Bleistift anspitzen?*
 - *Wie heißt _____ auf Deutsch?*
- During show And tell, students are encouraged to ask questions. Prepare a chart containing basic questions to which the students can refer.
- Sharing Box—*Erzählkiste*: Students take turns bringing an item from home that fits in the box. Three clues are given to the classmates. Students ask questions until they guess what is in the box.

Create and Follow a Plan*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

 Checklists

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

Does the student:

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

 Anecdotal Notes

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

SAMPLE RESOURCES

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

Participate in Group Inquiry

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

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

<i>Liest du gern?</i>	<i>Spielst du gern Fußball?</i>
<i>Schreibst du gern?</i>	<i>Spielst du gern im Schnee?</i>
<i>Rechnest du gern?</i>	<i>Schwimmst du gern?</i>
- Students are encouraged to use modelled or original questions for show and tell.
- Discuss set categories. Students are given an item and must decide where it fits. *Der Apfel gehört zum Obst. Der Apfel passt mit rot.*
- Place an item related to a topic or theme under study in a Mystery Box. Have students guess what is in the bag by playing Twenty Questions. Model how to ask categorical questions such as:
 - *Größe:* *Ist es größer als ein Bleistift?*
 - *Form:* *Welche Form hat es?*
 - *Farbe:* *Welche Farbe hat es?*
 - *Kategorie:* *Ist es ein Spielzeug?*
 - *Funktion:* *Spielt man damit?*
 - *Standort:* *Ist es in unserem Klassenzimmer?*
- Print five questions on index cards and place them in a Question Box. After discussing a topic, students take turns drawing cards out of the box and responding to them.

Create and Follow a Plan*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

 Checklists

Create checklists.

Does the student:

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

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

Does the student:

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

 Self-Assessment

Name: _____ Datum: _____

Thema: _____

- | | | |
|--------------------------------|----|------|
| 1. Ich habe Fragen gestellt. | ja | nein |
| 2. Ich habe geantwortet. | ja | nein |
| 3. Meine beste Frage war _____ | | |

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

SAMPLE RESOURCES

General Outcome

3

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

3.1 Plan and Focus

GRADE

1

Specific Outcome

Create and Follow a Plan

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Conducting Research:** Students, with teacher guidance, use questions to direct research about a specific topic. Help students develop a plan for selecting and gathering information. During library time, show them appropriate books in which they can find some information about the topic.
- Ask students to repeat directions, or to give routine directions.
- The teacher or a student leads a game of *Simon sagt* where students are asked to identify body parts.

Create and Follow a Plan*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- listen actively to directions?
- recall directions for gathering information?
- follow steps for gathering information?

 Response Journal

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

SAMPLE RESOURCES

General Outcome

3

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

3.2 Select and Process

GRADE

1

Specific Outcome

Identify Personal and Peer Knowledge

Students will be able to:

3.2.1 identify and share basic personal knowledge related to experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students discuss favourite foods, draw pictures, and label food items in German.
- Students bring favourite photos from home and arrange them to tell a story (e.g., a camping experience, a celebration, a trip). Students are encouraged to describe what is in the picture and to say what they learned during these experiences. If they describe a camping trip, they can talk about animals or insects they saw. If they visited another city, province, or country, they can talk about places they encountered. The large group sharing may be limited to two or three students per day.
- Students share and compare using the five senses (e.g., cookies or other treats). Construct a chart to record students' feelings and experiences. Students can make comparisons.
- Students draw and discuss personal experiences in which they have learned new things. Experiences can include helping out at home or participating in extracurricular activities (e.g., helping in the kitchen, doing yard work, working in the garage; taking music lessons, learning a new sport, taking dance lessons, enrolling in art classes). These can be shared with a partner or during a Sharing Circle after appropriate vocabulary has been provided.
- Students decorate a shoebox and fill it with items that they brought from home and that are special to them. Students share the contents with their classmates. Students can also bring in objects related to a topic being studied. Students should be given the necessary vocabulary and practice before they make a class presentation.

Identify Personal and Peer Knowledge*Students will be able to:***3.2.1** identify and share basic personal knowledge related to experiences. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share personal knowledge?
- stay on topic?
- take turns sharing knowledge with peers?
- develop confidence in identifying and sharing personal knowledge related to experiences and topics?

 Anecdotal Notes/Observations

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

SAMPLE RESOURCES

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

Identify Sources

Students will be able to:

3.2.2 seek information from a variety of sources.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students survey another German class (e.g., favourite colour, game, etc.).
- Students use word walls, magazines, dictionaries, or books to help with drawing and writing.
- Students prepare interview questions and interview school workers about the job they do in the school.
- When doing a theme, review various sources with students (e.g., books, videos, audiotapes, songs, poems, websites). This list may be charted or graphed as a reference chart for a class display.
- Guest speakers are invited to visit and share information about a topic.
- Field trips provide a source of information. The class discusses what was learned.
- Students become familiar with a reference chart.

Sehen 	Hören 	Lesen 
<ul style="list-style-type: none"> - Videos - Fernsehprogramme - Fotos - DVDs 	<ul style="list-style-type: none"> - Kassetten - Radio - CDs - Erzähler - Vorleser 	<ul style="list-style-type: none"> - Bücher - Magazine - Zeitungen - Plakate - Schilder - Karten - Diagramme

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

Identify Sources

Students will be able to:

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- seek information from a variety of sources?

 Checklists

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

Does the student:

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

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

 Conferences

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

SAMPLE RESOURCES

General Outcome

3

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

3.2 Select and Process

GRADE

1

Specific Outcome

Evaluate Sources

Students will be able to:

3.2.3 recognize when information answers the questions asked.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- For a whole-class project, students record information, gained from various sources, on index cards or self-stick notes. Read and categorize information with students. Students arrange their cards using various organizational patterns such as chronological or spatial order. Students work in pairs to determine what information is relevant, what information can be discarded, and what information can be saved for future use. Check the information to ensure that it answers the questions asked (Jansin 1995).
- After looking at three book covers, students identify which one would be about sports.
- Ask students multiple-choice questions.
- When working on a class project, students decide whether information should be trashed, saved, or regarded as a definite treasure.
- Students play a game involving a question and answer. A student gives the answer and the rest of the students guess the question.
- Students interview German-speaking family members, staff, or community workers about a specific topic.
- Students make riddles about people or objects in the class or school, or about animals. They challenge each other to answer the riddles.

Evaluate Sources*Students will be able to:***3.2.3** recognize when information answers the questions asked. *(continued)***SAMPLE ASSESSMENT STRATEGIES** *(continued)***Focus for Assessment**

Does the student:

- recognize when information answers the questions asked?

 Self-Assessment

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

Name: _____ Datum: _____	
Thema: _____	
1. Meine Frage _____	
2. Meine Antwort _____	
3. War meine Antwort richtig?	ja nein
4. Habe ich genug Informationen?	ja nein

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

SAMPLE RESOURCES

General Outcome

3

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

3.2 Select and Process

GRADE

1

Specific Outcome

Access Information

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students understand that German books are in one area of the library.
- Students understand that picture books are in one area of the library and informational books are located in another part of the library.
- Use the overhead and coloured markers to model how to locate key words for relevant facts. Use different coloured highlighters to highlight various categories of information. Repeat until students demonstrate a readiness to work more independently. In small groups, students read text to locate and highlight the key words that answer their inquiry questions.
- Take students to the library to explain different sections, especially the section where the German books are found.
- Ask an older class to give a tour of the library and explain how they use it.
- Label and number items in the library. Students are given a map and a list and are asked to locate ten items in the library. Call out the item and have students mark it on their map.
- The class labels sections of school and class library using visual and print cues.
- After realizing books are in alphabetical order, students arrange themselves in alphabetical order like books on a shelf.

Access Information*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

 Conferences

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

 Checklists

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

Does the student:

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

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

SAMPLE RESOURCES

General Outcome

3

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

3.2 Select and Process

GRADE

1

Specific Outcome

Make Sense of Information

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Stop in the middle of a story or video and ask students to predict what could occur next in the story.
- Students listen to a sentence about an object or picture. They are asked to identify whether the statement is accurate.
- Using wordless picture books, model for students how to create a text. Students should be provided with frame sentences.
- Students look at the title and cover pages of a book. Then, on a blank piece of paper, they illustrate and label their prediction of what they story is about. Students look through the illustrations and confirm or add pictures or labels. Finally, after hearing the story, students do a final analysis and share their predictions with the group.
- Students fold a paper into four squares. As they listen to a text, stop at four key points. When you pause, students predict what will happen next, placing words and sketches in the appropriate square of their folded paper.

Make Sense of Information*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

 Detachable Labels

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

 Conferences

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

 Checklists

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

Does the student:

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

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

SAMPLE RESOURCES

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

3.3 Organize,
Record, and
Assess

Organize Information

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students arrange pictures in sequential order to show the growth of a plant.
- Students are presented with a list of describing words. Then they complete a class T-chart or Venn diagram showing similarities and differences between two animals or two objects (e.g., tigers and bears; pencil and felt pen).
- Students compare and contrast two different holidays or cultural differences (e.g., *Ostern und Weihnachten*).
- Students sequence sentence strips to create a story (e.g., students sequence a dialogue text).
- Good News/Bad—*Etwas Gutes und etwas Schlechtes*: Students can look at a situation and find both good and bad aspects to it. Students can do these orally. Then each student prepares a sheet. At the end of the activity, the sheets can be put into a class book.
- After discussing a sequence activity, students are given a sheet which is divided into four squares. Students label and illustrate their squares in the order of the sequence (e.g., 1 to 4). Students then present their story to a partner (e.g., *Hier ist meine Reihenfolge*).
- Using sorting boxes, students categorize objects and orally explain their rationale for their choices.

Organize Information*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

Conferences

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

Checklists

Prepare checklists based on Focus for Assessment criteria.

Does the student:

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

SAMPLE RESOURCES

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

3.3 Organize,
Record, and
Assess

Record Information

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students represent their ideas by drawing or cutting pictures and placing them in the appropriate word box. For example, after reading a book about caterpillars, a student finds a picture of a leaf and places it in the box marked *Was frisst eine Raupe?*
- Students discuss their pets using the following areas of discussion:
Mein Haustier
Mein Haustier ist _____.
Es heißt: _____.
So sieht es aus. _____.
Es frisst: _____.
Seine Gewohnheiten: _____.
Das ist interessant: _____.
- Students use the 6W questions to present information.
- Students learn how to use webs to record their own key words, phrases, and images about a certain topic.
- Students make a model or shoebox diorama, and then present it to the class (e.g., *Mein Zimmer*).

Record Information*Students will be able to:***3.3.2** represent and express key facts and ideas in visual form or with words. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explain key facts in own words?
- represent ideas in a form different from the original text?
- record information accurately?

 Conferences

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

 Portfolios

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

SAMPLE RESOURCES

General Outcome

3

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

3.3 Organize, Record, and Assess

GRADE

1

Specific Outcome

Evaluate Information

Students will be able to:

3.3.3 use gathered information as a basis for communication.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After a neighbourhood walk, students record in pictures and words what they saw, heard, and smelled. They then share their work with their classmates.
- Students summarize and represent interesting information they have heard, read, or viewed. Provide a variety of journal prompts to encourage students to reflect upon and share information. For example, after listening to the story *Neues aus der Milchzahnstraße*, students illustrate what they learned about healthy teeth.
- Students prepare an audio or video tape presenting information on a concept that they learned. Alternatively, students can prepare a class booklet with illustrations and labels that depict the information.
- In a journal, students record something they learned in school. This can be shared with parents on a weekly basis.

Evaluate Information*Students will be able to:***3.3.3** use gathered information as a basis for communication. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use gathered information to communicate with others?

 Checklists

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

Does the student:

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

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

 Conversations and Conferences

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

SAMPLE RESOURCES

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

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

3.3 Organize, Record, and Assess

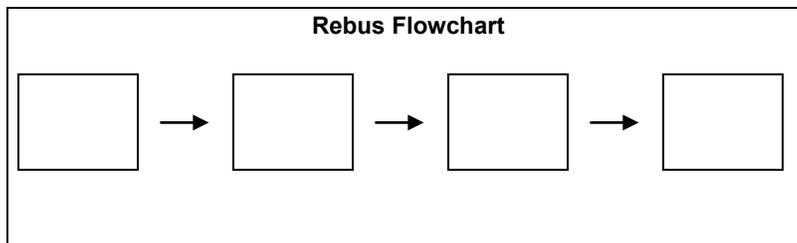
Develop New Understanding

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- During Fire Safety Week, students listen to a firefighter talk about fire safety. They record ideas in pictures and print. A map of the school is given to students to draw escape routes. Similarly, they prepare escape routes for their home with their family. Students present their routes using terms such as *nach links*, *nach rechts*, *geradeaus*.
- After doing an activity, students share in a circle what they experienced in the process.
- Students listen to a book, *Ich will auch Geschwister haben*, and they draw before and after pictures to show how families change.
- After completing a project or presentation (e.g., a diorama, an interview, a graph), students create a rebus flowchart representing the steps taken in making the final product.



- While studying a theme or unit, take pictures of various student activities to show the development of the concepts.
- After interviewing school staff, students match staff members and their responsibilities.
- As a whole class, students generate questions to ask their reading buddies. Then they choose four or five questions to ask their buddy. After interviewing reading buddies, students create a poster about their reading buddy.

Develop New Understanding*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

 Conferences

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

SAMPLE RESOURCES

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

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

Generate Ideas

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Brainstorm a topic with students. Then they write a class book.
 - *Im Winter können wir...*
 - *Wir spielen gern ...*
- During a school tour, students orally recall what they saw. Then they draw and/or write what they saw. *Wir haben uns die Schule angeschaut. Das habe ich gesehen.*
- Students create illustrated books on a topic and complete sentences for their illustrations. For example,
 - Mein Papa*
 - Mein Papa ist ...*
 - Mein Papa kann ...*
 - Mein Papa und ich ...*
 - Thanksgiving
 - Danke für ...*
 - Colours
 - ... ist rot*
 - ...ist blau*
 - ... ist grün*
- Students listen to a story (e.g., *Eulenrufe*) and illustrate “their favourite part of the story.” Students then share their illustration during a Sharing Circle.
- Students cut and paste objects of a specific colour to make their own book about a planet that has only one colour. Modelled after “*Riri im Farbenland.*”
- The class creates a language experience bulletin board using visuals and text. Students are given four pieces of paper, 4" x 5½". Give the students a theme (e.g., *Familie* or *Auf dem Bauernhof, Im Wald*) and they illustrate four different personal thoughts or ideas. As they compile each picture, they present it to the teacher. Label their picture using a word, phrase, or sentence, and then post it. Make large word or phrase labels for the group, and they recall ideas. In the end, present vocabulary and concepts that are missing.

Generate Ideas*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

□ Self-Assessment

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

Name: _____	Datum: _____
1. Ich spreche über meine Ideen.	
2. Ich höre Anderen gut zu.	
3. Ich habe etwas neues gelernt.	
4. So bekomme ich neue Ideen	
<hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/> <hr style="width: 80%; margin: 0 auto;"/>	

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

SAMPLE RESOURCES

- Schoenherr, John, and Yolen, Jane. *Eulenrufe*. Ravensburger.
- Reinl, Edda, and Wolfgang Neuper, Lois, *Riri im Farbenland*.

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

Choose Forms

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students share an experience (*Mein Schönstes Erlebnis*).
- Students create a simple flip book and read it to parents or a reading buddy.

In der Schule.

<i>Wer?</i>
<i>Macht was?</i>
<i>Wo?</i>

- Students use pictures or take photographs of the same object throughout each season. Students create a timeline using photographs of themselves.
- Students put on a puppet play. The script is written by the class.
- Students make dioramas of their room or house.
- Students make modelling clay sculptures of their family, a shape, favourite pet, an item of food, an animal, or a favourite story character. They talk about the sculpture using implemented vocabulary to describe it.
- Students make a model of an item that represents their favourite poem or song. The others guess the poem or song represented.

Choose Forms*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- share ideas and experiences following simple story patterns?
- share ideas through informal writing?
- share ideas through visual representations?
- share ideas through illustrations?

 Observation Checklists

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

 Rating Scale

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

SAMPLE RESOURCES

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

Organize Ideas

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students sequence the dialogue pictures from a familiar story.
- Students take a comic strip that has been cut up and sequence it into a story.
- Students use a computer paint program (e.g., *Kid Pix* and *Kids Work*) to produce a series of animated pictures to show movement. Afterwards, they present their mini-movie to the class.
- Students create, in sequence, pictures to show how to prepare a dish (e.g., *Pizza*, *Obstsalat*, *Gemüsesuppe*).
- Students make storyboards or wordless picture books to represent a series of ideas. Provide sentence starters that can be used for daily journaling.

An einem sonnigen Tag ...

Wenn der Sommer kommt ...

Manchmal wünsche ich mir

Mein bester Freund/meine beste Freundin ...

Mein Lieblingstier ...

Als wir zelten waren, ist ein Bär gekommen und ...

Organize Ideas*Students will be able to:***4.1.3** organize visuals and familiar print to express ideas and tell stories. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

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

 Rubrics

Develop a rubric to reflect whether the students could:

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

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

 Checklists

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

Does the student:

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

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

 Portfolios

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

SAMPLE RESOURCES

- German *Mücker* magazines for simple cartoons

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

4.2 Enhance and Improve

Appraise Own and Others' Work

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Post a list of compliments.

Das ist gut.

Prima!

Ich mag das.

Das hast du sehr gut gemacht.

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

- Post a list of characteristics of good poets and writers.
- Post an editing checklist appropriate for Grade 1.
- After a story is read, generate a list of what the students enjoyed about the text. Students use this as a basis for comments made to someone who has presented in the Author's Chair (e.g., *Das ist lustig. Ich mag deine Personen, deine Tiere, deine Bilder.*)
- Students talk about their own pictures (e.g., *Das habe ich gut gemacht. Das kann ich besser machen.*).

Appraise Own and Others' Work*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

Observation Checklists

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

Does the student:

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

Observe the students' active listening skills.

SAMPLE RESOURCES

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

Revise Content

Students will be able to:

4.2.2 ask basic questions to clarify meaning.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Ask calendar and weather questions as part of the morning routine. Later, students can take turns asking the morning weather questions.
- After show and tell, students use guided questions for information and clarification.
- Students play a game of 20 Questions (yes/no question prompts posted on a chart) to discover an item in the Mystery Bag (*Geheimtüte*).
- Students learn phrases that help them formulate questions to clarify meaning (see Appendix B, *Ausdrücke für Schüler*).
- Create a poster of the 6W questions. Students use these to ask questions after story time. Initially, model asking the questions, and then later the students take turns being the teacher.
- Students are introduced to simple adjectives or adverbs that could help extend their questioning skills (e.g., *Ist es groß? Ist es sehr groß? Ist es riesengroß?*).
- Each student holds a picture of an object pertaining to the theme or vocabulary being developed. Students take turns asking prepared questions.
- Students play games, such as the following:
“Wie spät ist es Herr Wolf?”
“Fischer, Fischer, wie tief ist das Wasser?” or *“Taler, Taler, du musst wandern”*
- Students role-play a dialogue. One character must ask at least three questions (see example between Tiger and Bär when Tiger is sick).

Bär: *Wie geht es dir?*

Tiger: *Nicht gut.*

Bär: *Was hast du?*

Tiger: *Mir tut der Kopf weh. Ich habe Kopfschmerzen.*

Bär: *Bist du müde?*

Tiger: *Ja, ich bin sehr müde.*

Bär: *Das tut mir leid. Geh schnell ins Bett.*

Revise Content*Students will be able to:***4.2.2** ask basic questions to clarify meaning. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

– ask basic questions to clarify meaning?

 Checklists and Comments

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

 Self-Assessment Checklist

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

SAMPLE RESOURCES

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

Enhance Legibility

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students practise forming all letters of the German alphabet, including *ß ü ö ä*. Students strive for consistency in size and shape.
- Students become familiar with and experiment using the Alt key and the appropriate number from the Number Pad to get the German letters *ß ü ö ä*, etc., on the computer.
- Each student is given a letter or number. The student will use a computer paint or word processing program to create a page for an alphabet or number book. The pages are then printed and compiled to form a class book (e.g., *A – ist für...., B – ist...*). The student uses a paint program to illustrate the letter. Students share taking the book home to read to family members.
- After typing one letter on the keyboard, each student experiments with different styles and sizes of the letter. Students do the same using their name.
- Provide explicit instruction and model appropriate letter formation. Mini-lessons should include:
 - moving from left to right
 - top to bottom of page
 - proper formation of upper and lower case

Enhance Legibility*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- form recognizable letters?
- use letter keys and basic keys on the keyboard?

 Portfolios

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

 Observation Checklists

Create checklists based on forming recognizable letters.

Does the student:

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

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

SAMPLE RESOURCES

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

Enhance Artistry

Students will be able to:

4.2.4 use familiar words or simple sentences to describe ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Together with students, compose a text discussing familiar words or simple sentences based on the students' common experiences. When the text is complete, students reread it to ensure the information is accurate and sequenced appropriately. Post the text in the classroom for reading practice.
- Students draw and colour their favourite ice cream, food, animal, etc., and use simple sentences to describe it.
- After you have read them a text, students illustrate three ideas and label each idea.
- After you have read them a story (e.g., *Der tapfere Theo*), students are asked to share similar experiences (e.g., describe when they are afraid). Scribe their responses and draw picture cues. Students choose their response, complete a sentence on a pre-made sheet, and illustrate their response. As a final copy, the sheets can be completed using a computer.
- After reading a story, ask the students to retell it in their own words, using prompts provided.
- After a field trip, the class composes a Language Experience chart. Guide and model appropriate sentence structures for the students.
- Students use pictures or photographs to describe familiar events (e.g., *Meine Geburtstagsfeier*, *Unsere Halloweenparty*, or *Mein Zahn ist nicht mehr da!*). Students label the pictures.
- Provide a simple sentence and chooses a noun, verb, or adjective that could be changed. Students brainstorm different possibilities (e.g., *Ich gehe jeden Tag in die Schule. Ich fahre jeden Tag in die Schule*).

Enhance Artistry*Students will be able to:***4.2.4** use familiar words or simple sentences to describe ideas. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- describe ideas using familiar words or simple sentences?

 Detachable Labels

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

Does the student:

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

 Anecdotal Notes

See sample blackline master in Appendix E.

 Rating Scale

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

SAMPLE RESOURCES

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

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

Enhance Presentation

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

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

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

Sentence Starters

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

Mögliche Themen:

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

- Students write a letter to their teacher by filling in the blanks on where they would like to go on their next field trip (e.g., *Ich möchte _____.* *Wir können _____.*).
- After watching a movie, such as *Der Kleine Eisbär*, students retell the story. Students receive sentence strips that describe the beginning, middle, and end of the story. They arrange the sentence strips in order. Students use simple sentences to change the ending of the story.
- After a discussion on winter activities, students illustrate their favourite activity. Students describe their illustration using familiar words.
- Students prepare simple rebus sentences. Initially this is modelled with familiar songs or poems. Students add their own illustrations later to the list of songs or poems.
- During a read-aloud time, pause periodically and encourage students to discuss how the illustrations contribute to the ideas and information in the text.
- During a read-aloud time, pause periodically to ask, “What will happen next?” (*“Was wird jetzt passieren?”*).
- Before the read-aloud, walk through the illustrations and ask the students to give words, phrases, and ideas about the story.

Enhance Presentation*Students will be able to:*

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

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

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

 Conferences

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

Does the student:

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

 Observation Checklist

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

SAMPLE RESOURCES

General Outcome

4

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

4.2 Enhance and Improve

GRADE

1

Specific Outcome

Grammar and Usage

Students will be able to:

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

SAMPLE TEACHING AND LEARNING ACTIVITIES

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

- | | |
|---|--------------------------|
| 1. <i>Ich lese es noch einmal.
Hat es einen Sinn?</i> | <input type="checkbox"/> |
| 2. <i>Habe ich am Satzanfang groß geschrieben?</i> | <input type="checkbox"/> |
| 3. <i>Habe ich Namen und der/die/das Wörter groß geschrieben?</i> | <input type="checkbox"/> |
| 4. <i>Steht Punkt oder Fragezeichen am Ende des Satzes?</i> | <input type="checkbox"/> |

- Write sentences that contain errors and students discuss and correct them.
- Write simple sentences and ask students to add more details.

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

Does the student:

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

 Anecdotal Notes

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

Does the student:

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

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

 Self-Assessment Checklist and Goal Setting

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

SAMPLE RESOURCES

General Outcome

4

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

4.3 Attend to Conventions

GRADE

1

Specific Outcome

Spelling

Students will be able to:

4.3.2 spell familiar words.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Use a word list of the 100 most used words in German children’s literature for a Word Wall. You may wish to create a Kindergarten 50-word list and a Grades 1 to 6 hundred-word list to eliminate overlap and to build continuity (see Appendix B for word lists).
- Students create their own picture dictionary and begin to refer to it for spelling.
- Students copy Word Wall words and theme words for food, season, actions, school, and family into their own dictionary.
- Students spell German words according to the semiphonetic stage of spelling.
- Students learn the song “*Auf der Mauer, auf der Lauer sitzt ‘ne kleine Wanze*” (models a word family).
- Students sing a song and go through all the vowels, a, e, i, o, u, in the text (e.g. *Drei Chinesen mit dem Contrabass*).

Spelling*Students will be able to:***4.3.2** spell familiar words. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- spell familiar words correctly?

 Portfolios

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

 Checklists and Comments

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

Does the student:

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

(See sample blackline master in Appendix E: Checklist and Comments 1 or 2.)

 Rating Scale

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

SAMPLE **RESOURCES**

General Outcome

4

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

4.3 Attend to Conventions

GRADE

1

Specific Outcome

Capitalization and Punctuation

Students will be able to:

4.3.3 know and use basic writing conventions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Use shared and interactive writing procedures to model capitalization and punctuation while scribing language experience charts. Have students listen for auditory cues that signal sentence boundaries. Show them how these auditory cues guide sentence boundaries and the use of capital letters and punctuation marks.
- Students use capital letters in the appropriate places for the greeting (e.g., *Geburtstagskarte, Weihnachtskarte, Osterkarte, Karte zum Muttertag und Vatertag*). Students also learn when not to use the capital letter.
- Students write a letter to fairy-tale characters after reading a fairy tale story (e.g., to *Frau Holle, Schneewittchen, Rapunzel*).
- In their daily work, students copy the date using basic writing conventions.

Capitalization and Punctuation*Students will be able to:***4.3.3** know and use basic writing conventions. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- know and use basic writing conventions?

 Conferences

Look for and discuss students' understanding of the use of capitalization and punctuation in written expression. Provide feedback to help students develop awareness of sentence boundaries.

 Checklists

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

Does the student:

- read familiar text using appropriate sentence intonation?
- direct scribes to begin sentences with capital letters and end with periods in early written expressions?
- direct scribes to begin proper nouns with capital letters in early written expression?
- use capital letters to begin sentences during independent writing; use periods to end sentences during independent writing?
- capitalize names during independent writing?

You may observe or check for some of these points.

SAMPLE RESOURCES

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

Share Ideas and Information

Students will be able to:

4.4.1 share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- A student brings a familiar object from home and shows peers how to use it.
- Students bring a toy or familiar object from home and with assistance present it to their peers using simple descriptive words. Students may seek assistance by asking ahead for vocabulary preparation.
- Daily News provides opportunities for students to share their news and experiences. Have students use the Daily News Chart to report their own daily news. Help students listen for answers to the 6W questions.
- After learning vocabulary from a modelled dialogue, students draw and label a picture to present to the class.
- Students cut out pictures of food from flyers and label the pictures. Students later take three paper plates, label them *Vorspeise*, *Hauptgericht*, and *Nachtisch*, and present their favourite meals by cutting out illustrations or drawing them.
- When using a Mystery Box, the teacher encourages oral language development by having students tell about objects in the Mystery Box. Base the objects on classroom themes. The items may be from the familiar theme vocabulary.
- Photographs without Cameras: Help students create photographs by placing small objects, with defined edges, on light-sensitive paper (available at camera or art supply stores) and exposing these to sunlight. Students compose captions or labels and use these for oral presentation. The captioned photographs are later put together for a class book.
- Students work in groups making thematic murals, writing labels, phrases, or sentences and presenting them to the class.

Share Ideas and Information*Students will be able to:*

- 4.4.1** share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- share information and ideas in a presentation to a familiar audience?
- use illustrations and other materials to aid the presentation?

 Conferences

Conference with students to encourage them to share ideas and information in presentations. Coach students in preparing and using descriptive words to describe toys or familiar objects.

 Checklists

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

Does the student:

- share willingly?
- need encouragement to share?
- share with a small group?
- share with the whole group?
- follow Show and Tell rules for presenting?
- support presentations with artifacts or illustrations?

Observe or check for some of these points.

 Rubrics

In collaboration with the students, create an outcomes-based rubric (see blackline master in Appendix E: Rubric or Checklist).

SAMPLE RESOURCES

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

1

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

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

Attentive Listening and Viewing

Students will be able to:

4.4.3 demonstrate active listening and viewing behaviours.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Think-Pair-Share: As they are listening to a German story, students THINK about what they are hearing. Students then PAIR with another student and discuss what they have heard. Finally, students are invited to SHARE their perceptions with the group.
- After listening to any story or poem, students pair up, draw a favourite or important part of this listening experience, and share with the class.
- Students mime or act out a part of a story. This can be done with a partner or as a large-group activity.
- For active listening, a quick reminder could be Sit, Listen, Give Me 5 (*Alle fünf bitte!—Augen nach vorne. Hände still. Füße still. Mund zu. Ohren hören*).
- A visual cue for listening and/or viewing behaviours could be:

	Aufpassen bitte
	Hände still bitte
	Leise sitzen bitte
	Mund zu bitte
	Überlegen und antworten

- Students listen to a set of directions for completing an activity. Suggested activities include:
 - making a snowflake
 - simple origami creations based on the theme being studied (in small groups)
 - playing *Simon Sagt* or other games.

Attentive Listening and Viewing*Students will be able to:***4.4.3** demonstrate active listening and viewing behaviours. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- demonstrate active listening and viewing behaviours?

 Checklist

When attending, does the student:

- look at the speaker?
- track the speaker?
- keep hands quiet?
- stay in one place?

When responding, does the student:

- retell key ideas?
- stay in one place?
- ask questions for clarification?
- ask questions to learn more?
- make positive comments?

Observe or check for some of these points.

 Anecdotal Notes

Observe students as they participate in the activity and record anecdotal notes (see Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

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

Share and Compare Responses

Students will be able to:

5.1.1 tell and draw about self and family.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- *Wir zeichnen.* Help students make life-size tracings of each other. Each student then paints his or her own features and favourite clothing. Post the life-size tracings. Encourage students to write labels on their own representation.
- *Ich helfe zu Hause.* Students draw how they help out at home. In pairs, students share their illustrations and “how to” story with a peer.
- *Meine Schachtel.* As part of the unit about themselves, each student prepares and presents a decorated box that includes objects inside that represent her or him.
- *Meine Zeitleiste.* Students prepare and present a timeline about themselves or their family.
- *Meine Lieblingssachen.* Students bring in personal items to share with their peers for show and tell.
- *Meine Familie.* Students make a family mobile or a mobile about themselves and present it to the class.

Share and Compare Responses*Students will be able to:***5.1.1** tell and draw about self and family. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share personal ideas and experiences through talking?
- share personal ideas and experiences through drawing or representing?

 Conferences

Conference with students during work in progress. Provide feedback and encourage students to communicate their ideas in clear, specific ways. Extend and expand upon ideas and illustrations, and assist students in enhancing their work.

 Rubrics

Create an outcome-based rubric with students to evaluate how well they are able to tell and draw about self and family (see sample blackline master in Appendix E: Rubric or Rubric and Checklist).

SAMPLE RESOURCES

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

Relate Texts to Culture

Students will be able to:

5.1.2 listen to stories from oral, literary, and media texts from various communities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- *Unsere Nachbarn:* Introduce videos in English that portray other cultures or communities. Guide students to correct any stereotypes they exhibit.
- *Wie war es damals?* Invite a guest speaker to present experiences from different cultures or eras (e.g., grandparents or older people in the community could talk about their first year of school, how they celebrated their birthdays, or a favourite song of their youth). Students can learn phrases in another language or make comparisons to their own cultures.
- *Andere Sprachen:* Invite another bilingual class to present and share their favourite songs, poems, and stories.
- *Ein Gast aus Deutschland:* Invite a guest recently emigrated from Germany and ask her or him to tell or read a story.
- *Wir erzählen die Geschichte:* Students view a video with no dialogue. Afterwards, the students dictate a story to the teacher (e.g., *Der Kleine Maulwurf*).
- *Kinderlieder aus vielen Ländern:* Students listen to children's songs from a variety of cultures.

Relate Texts to Culture*Students will be able to:*

- 5.1.2** listen to stories from oral, literary, and media texts from various communities.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- listen to stories from oral, literary, and media texts from various communities?

Anecdotal Notes

Observe and record students' behaviours in formal and informal situations as they listen to stories from various communities. Date all observations, and review students' patterns of listening behaviours.

Checklists

Develop checklists to observe students' skill in listening to information about others. Consider items such as the following:

Does the student:

- listen actively to familiar stories?
- listen actively to less familiar stories?
- make connections between texts from his or her own and others' communities?

Date and note the context of every observation, and note progress over time.

SAMPLE RESOURCES

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

Appreciate Diversity

Students will be able to:

5.1.3 connect aspects of stories and characters to personal feelings and experiences.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to stories with animal characters or heroes and villains, students discuss the stories so that they can make personal connections with the experiences and feelings expressed. Students' responses are recorded on a chart like the one below.

Helden und Bösewichte		
Titel: _____		
	Was macht er?	Wie denkst du darüber?
Held		
Bösewicht		

- *So etwas habe ich auch erlebt:* After watching a video about someone who reaches a goal, students discuss a time when they wanted to do something really well, or achieve a definite goal.
- *Meine Lieblingssportart:* After you read a sport story, students state their favourite sport and then present a sentence and illustration.
- *Gefühle:* While you read a story in which the character experiences a strong emotion, stop and discuss the feelings. At the end of the story, ask students to talk about situations in which they had similar feelings. For example, in the story “*Der Handschuh*,” stop and discuss how the boy felt having lost the mitten. At the end of the story, discuss how the boy felt when he found the mitten. Then ask students if they have ever lost something that meant a lot to them.

Appreciate Diversity*Students will be able to:*

- 5.1.3** connect aspects of stories and characters to personal feelings and experiences.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- relate story events to personal experiences?
- relate story characters' feelings and actions to personal experiences?
- describe feelings aroused by stories?

 Portfolios

Review Heroes and Villains charts that students completed independently. Note the connections they have made between their lives and experiences and the feelings and experiences portrayed in the text. Date the chart and place it in the students' portfolios.

 Anecdotal Notes

Observe students as they participate in the activity. Note the extent to which students are able to listen to connect aspects of stories and characters to personal feelings and experiences. Record anecdotal notes (see Appendix E: Anecdotal Notes).

SAMPLE RESOURCES

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

Celebrate Special Occasions

Students will be able to:

5.1.4 share ideas and experiences through conversation, puppet plays, dramatic scenes, and songs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Discuss special occasions, holidays, and classroom accomplishments.
- Students learn a German birthday song and sing it for each child's birthday.
- Students learn German songs for special holidays.
- Students record in pictures and words how they celebrate their birthdays.
- Students create simple puppet plays about common experiences like going to the doctor, the dentist, visiting relatives, getting lost in a store, etc.
- Students create short role-plays in which they practise ordering food in a restaurant, shopping for groceries, or getting a book from the library.
- Students draw and label what they did on the weekend. Afterwards, they present and share their drawings, with each student giving an oral sentence.
- The whole class personalizes a song by writing new words to a familiar tune. For example, the song "*Bruder Jakob, Bruder Jakob, schläfst du noch?*" could reflect the class experience by alternating names and verbs (e.g., "*Schwester Lisa, Schwester Lisa, spielst/schreibst/liest/lachst du noch?*"). The verbs can be acted out.

Celebrate Special Occasions*Students will be able to:*

- 5.1.4** share ideas and experiences through conversation, puppet plays, dramatic scenes and songs. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- share ideas and experiences in conversation?
- share ideas and experiences in groups?
- celebrate special occasions through conversations?
- celebrate special occasions through songs?
- celebrate special occasions through drama?
- celebrate special occasions through visuals?

 Anecdotal Notes

Observe students' behaviours in formal and informal situations as they share ideas and experiences. Possible areas of observation could include the following questions.

Does the student:

- share ideas and experiences in conversation?
- share ideas and experiences in groups?
- celebrate special occasions through songs?

Review students' records to note patterns in their use of supportive language.

SAMPLE RESOURCES

General Outcome

5

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

5.2 Encourage, Support, and Work with Others

GRADE

1

Specific Outcome

Co-operate with Others

Students will be able to:

5.2.1 work in partnerships and groups.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- *Zusammen geht's besser!* Help students plan a group mural. Students work in small groups to discuss and decide how to create a mural on a specific topic or theme, or each group may take responsibility for one section of the mural. As students plan, they need to consider what details to include, where to place the details, and what medium they will use.
- *Lesepartner.* Students are paired and/or grouped with older students for German buddy reading. They can also partner with older students for computer projects, interviews, gathering data, writing activities, or cooking projects.
- Students work in small groups to present role-playing activities of familiar stories.
- Students present puppet plays of familiar stories.
- Students work in small groups to collect information by measuring, surveying, counting, and experimenting.
- With a partner or in a small group, students sequence pictures to form a story.

Cooperate with Others*Students will be able to:***5.2.1** work in partnerships and groups. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- work in partnerships and groups?

 Sociograms

Observe the social interactions of a small group to focus on possible difficulties. List the group members and draw arrows to show interactions. Record the number and kinds of interactions, date the observation, and place the data in the students' portfolios. Use the data to help individuals develop effective group working skills.

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- participate as a group member?
- take a variety of group roles?
- co-operate with peers?
- listen attentively?
- speak with respect?
- help others?
- encourage and support others verbally?
- demonstrate a willingness to change behaviour when given constructive feedback?

Date and note the context of every observation, and note progress over time.

 Self-Assessment

Students assess their group work using models in Appendix D, 1-4.

SAMPLE RESOURCES

General Outcome

5

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

5.2 Encourage, Support, and Work with Others

GRADE

1

Specific Outcome

Work in Groups

Students will be able to:

5.2.2 take turns sharing information and ideas.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Help students identify and recognize turn-taking. Develop T-charts to show what taking turns looks like and sounds like. Use the chart during instruction and debriefing sessions.

Wir sind alle mal dran	
So sieht es aus Wir schauen den Sprecher an. Wir nicken mit dem Kopf. Wir haben ein freundliches Gesicht. Wir gehen der Reihe nach.	So hört es sich an “Bin ich jetzt dran?” “Ich möchte sagen ...” “Ich erinnere mich an ...” Eine Person spricht.

- In Sharing Circle, the teacher and students sit in a circle and share events and experiences, taking turns by passing an object. Only the person with the object may speak.

Work in Groups*Students will be able to:***5.2.2** take turns sharing information and ideas. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- take turns in sharing information and ideas?
- take turns when working with a partner?
- take turns when working in a small group?

 Debriefing

Review T-charts and debrief with students to determine whether they effectively worked in groups and took turns sharing information and ideas.

 Observation Checklist or Anecdotal Notes

See Appendix E for templates.

SAMPLE RESOURCES

- Graphic organizers (e.g., T-charts), see Appendix D

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

5.2 Encourage,
Support and
Work with
Others

Use Language to Show Respect

Students will be able to:

5.2.3 recognize that individuals adjust language use for different situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Provide opportunities for students to role-play situations that involve sharing, courtesy, respect, and encouragement. Role-playing may be done in response to texts that have been heard, read, or viewed. Scenarios may be real or imagined and may include the following:
 - a telephone conversation
 - with a dentist
 - grandmother
 - best friend
 - the parent of a friend
 - a salesclerk
 - meeting an adult for the first time
 - welcoming a new student into the class
 - how to borrow an object from a student or teacher
 - speaking to a librarian
- Post words of encouragement and greetings around the room. Points are given for use of the words during school time.

Prima!

Gute Arbeit!

Das hast du gut gemacht!

Hallo

Aufwiedersehen

Wie geht's?

Use Language to Show Respect*Students will be able to:***5.2.3** recognize that individuals adjust language use for different situations. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use language to show courtesy to others?
- use language to encourage others?
- identify language that shows courtesy and support?
- adjust language use according to the audience and situation?

 Self-Reflection

Have students complete a self-reflection. Sentence starters could include:

*Ich habe _____ geholfen.**Ich habe gesagt: _____.**Ich habe eine "Idee gehabt".**Ich habe dieses gesagt _____.**_____ (Name) hat mir geholfen.**Er/sie hat gesagt: _____.* **Observation Checklist**

Create a checklist to assess whether students are able to recognize that individuals adjust language use for different situations (see Appendix E: Observation Checklist).

SAMPLE RESOURCES

General Outcome

5

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

5.2 Encourage, Support, and Work with Others

GRADE

1

Specific Outcome

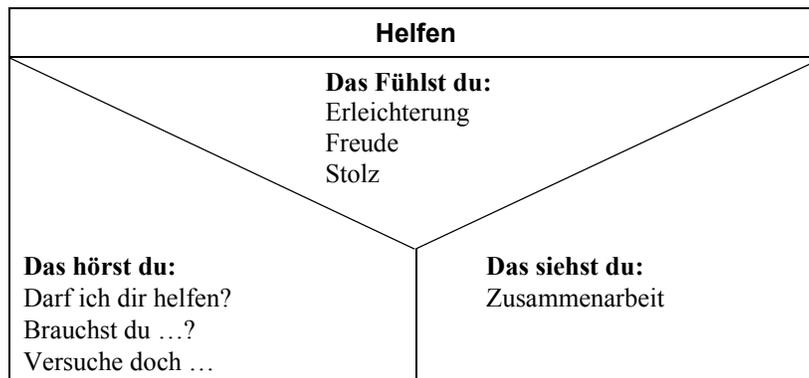
Evaluate Group Process

Students will be able to:

5.2.4 find ways to be helpful to others.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Provide positive feedback to recognize and celebrate how class members helped each other during group activities. Set up a Celebration Wall where students post sketches, poems, “bouquets,” or statements that highlight ways they were helped and how they helped someone else. Review and update the wall periodically. Ensure that each student’s name appears in a positive manner on the Celebration Wall.
- Brainstorm for words and phrases that describe positive and effective participation in group activities. Record these descriptions on T-charts or Y-charts, and post where they are easily referred to for instruction and assessment.



Evaluate Group Process*Students will be able to:***5.2.4** find ways to be helpful to others. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- find ways to be helpful to others?

 Celebration Wall

Review the Celebration Wall display to provide feedback to students for their help and good deeds that have benefited the classroom community.

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- help others?
- ask peers for help?
- ask teacher for help?
- identify group roles?
- assume group roles?
- contribute to group success?

Date and note the context of every observation, and note progress over time.

 Learning Logs and Conferences

Invite students to draw and label pictures of themselves helping others. Use these Learning Log entries when conferencing with students about the ways they help others in the classroom or school.

SAMPLE RESOURCES

- T-charts and Y-charts (see sample blackline masters in Appendix D)

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

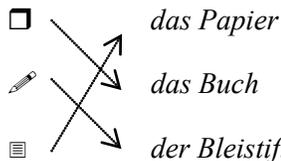
Sound–Symbol System

Students will be able to:

- 6.1.1** identify and produce all German sounds and connect them to the appropriate vowel combinations, consonant blends, diphthongs, and digraphs.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students connect pictures related to a unit of study with the appropriate German word.

Sample Matching Activity

- Use cards to play games that help students identify sounds. Students select a card and name as many objects as they can that begin with that sound.
- Students write their names and match each letter to an item they like, something that describes them, or something they have learned. For example,
 - N – *Nüsse*
 - I – *Igel*
 - N – *Nashörner*
 - A – *Affen*
- After brainstorming for words, each student is given a letter of the German alphabet and asked to produce the letter, illustrate the letter in a picture, and type a word starting with that letter using a computer paint program. The letters are compiled to form an alphabet book.
- Letter of the Day: After reading a familiar poem or song, students find the letter in the poem or song. Later, a similar procedure can take place with diphthongs (e.g., *au, ei, eu*) or digraphs (e.g., *sch, ch*).

Inside letter-labelled coffee cans, place miniature objects or pictures of things that have the initial sound (e.g., A—*Apfel, Ananas, Affe*). Later, small word cards could be added for matching, and students could add their own miniature objects from home.

- Share tongue twisters or poems based on the alphabet letter of the day.

Sound–Symbol System*Students will be able to:*

- 6.1.1** identify and produce all German sounds and connect them to the appropriate vowel combinations, consonant blends, diphthongs, and digraphs. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- clearly produce all sounds of the German alphabet?
- randomly identify the letters of the alphabet?
- connect German sounds to appropriate vowel combinations, consonant blends, diphthongs, and digraphs?

 Checklists and Comments

Develop checklists that assess whether students are able to listen to, identify, and produce basic sounds in the German language and can connect them to the appropriate vowel combinations, consonant blends, diphthongs, and digraphs (see sample blackline master in Appendix E: Checklist and Comments). Observe students' independent work and record observations on the checklists. Date each observation and review to note progress over time and to guide instruction.

 Anecdotal Notes

Observe students' independent work and record observations. Date each observation and review to note progress over time and to guide instruction.

SAMPLE RESOURCES

General Outcome

6

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

6.1 Linguistic Elements

GRADE

1

Specific Outcome

Vocabulary

Students will be able to:

6.1.2 use simple vocabulary and expressions in daily situations.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use modelled questions in class to meet their needs, based on 6W *Fragen* (*Wer? Was? Wo? Wann? Wie?*)
- The morning message includes everyday phrases and expressions used in class.
- Picture Walls are based on a theme and used to build vocabulary.
- Students maintain a personal illustrative dictionary adding vocabulary from every theme.
- *Neue Wörter Liste*. The class compiles a short list of new words every day (3 to 5). These are reviewed throughout the week and practised in various ways.

Vocabulary*Students will be able to:***6.1.2** use simple vocabulary and expressions in daily situations. *(continued)***SAMPLE ASSESSMENT STRATEGIES**

Does the student:

- use simple vocabulary and expressions in daily situations?

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- show knowledge of relevant vocabulary?
- orally use relevant vocabulary?
- show a desire to acquire new vocabulary by using various resources?
- express basic needs in question form?

Date and note the context of every observation, and to note progress over time.

 Detachable Labels

Use detachable labels when observing students' knowledge, attitudes, and ability to use simple vocabulary and expressions during morning messages.

 Self-Assessment Checklist

Create a self-assessment checklist. Students use the checklist to determine whether they are able to use simple vocabulary and expressions in daily situations (see Appendix E: Self-Assessment Checklist).

SAMPLE RESOURCES

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

Grammatical Features

Students will be able to:

6.1.3 use, in **modelled** situations, the following grammatical elements:

- *sein & haben* (1st, 2nd, 3rd person singular and plural, present tense)
- *dürfen, können & müssen* (1st, 2nd, 3rd person singular, present tense)
- simple questions using *wer, wie, was, wo*

use, in **structured** situations, the following grammatical elements:

- correct definite nominative articles of familiar nouns

SAMPLE TEACHING AND LEARNING ACTIVITIES

Note: The grammatical elements listed are not intended to be taught in isolation but within the context of the activities presented throughout the guide.

GRADE

1

Specific
Outcome

Grammatical Structures

Students will be able to:

6.1.3 Linguistic Elements. *(continued)*

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use linguistic elements?

SAMPLE RESOURCES

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

Mechanical Features

Students will be able to:

6.1.4 imitate and experiment with basic German mechanical features.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students write their names with the proper letter size.
- Students copy the date in German with the proper letter size for month and day.
- Together, the teacher and students compose text in German based on common experiences. Scribe students' ideas using simple vocabulary and sentences. When the text is complete, students reread the text. Students copy one sentence from the Language Experience Chart and draw an illustration to portray the meaning of the sentence.
- Students get a sentence frame to copy and write, or complete their own sentences after brainstorming ideas.

Mechanical Features*Students will be able to:***6.1.4** imitate and experiment with basic German mechanical features. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- imitate and experiment with basic German mechanical features?

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- communicate in written form?
- use complete sentences?
- use proper punctuation at the end of a sentence?
- demonstrate proper use of lower and upper case letters in words, names, beginning of a sentence?

Date and note the context of every observation, and note progress over time.

 Work Samples

Periodically collect work samples from students to assess their ability to correctly copy the date in German. Provide feedback and correct forms in a positive manner. Allow the review to guide instruction.

 Rating Scale

Create a simple outcome-based self-assessment rating scale and share it with students prior to beginning the activity (see sample blackline master in Appendix E: Self-Assessment Rating Scale).

SAMPLE RESOURCES

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

Discourse Features

Students will be able to:

6.1.5 imitate and experiment with basic German discourse features in oral interactions in the classroom.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use everyday greetings.
Guten Morgen! Guten Tag! Auf Wiedersehen!
- Students use apologies.
Verzeihung! Entschuldigung!
Das tut mir leid.
- Students use courtesies.
Bitte. Danke.
- Students imitate and experiment with inquiries.
Darf ich zur Toilette gehen? Darf ich etwas trinken? Darf ich meinen Bleistift anspitzen?
- Students imitate and experiment with disagreements.
Das mag ich nicht. Das gefällt mir nicht. Das ist nicht schön. Das ist nicht gut.

Discourse Features

Students will be able to:

- 6.1.5** imitate and experiment with basic German discourse features in oral interactions in the classroom. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- imitate and experiment with basic German discourse features in oral interactions in the classroom?

 Checklists

Create a checklist of basic discourse to track students' progress over time. Date and note the context of every observation, and note progress over time.

 Anecdotal Notes

Observe and record students' skills in the use of greetings at the appropriate times. Date all observations. Review students' records to note patterns in their use of basic discourse features of the German language.

SAMPLE RESOURCES

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

Listening

Students will be able to:

6.2.1 listen to and understand simple oral sentences in a variety of familiar contexts.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students follow simple one-two step instruction (e.g., pick up the scissors, then bring them to the table).
- Students are given instructions and demonstrate understanding by physical response (e.g., put the pencil in your desk; and other daily routines).
- After listening to a text, students represent ideas or words through illustrations or a variety of forms.
- Provide students with a list of statements that they use in order to clarify their understanding of new or unfamiliar words (e.g., *Heißt das...? Ist es.../Farbe/Größe/Form/Alter*).
- Use illustrations or rebus pictures to help students develop understanding of new vocabulary.
- Engage students in kinesthetic or tactile actions or activities that reinforce and assist in internalization of vocabulary.

Listening*Students will be able to:*

- 6.2.1** listen to and understand simple oral sentences in a variety of familiar contexts.
(continued)

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

Does the student:

- listen to and understand simple oral sentences in a variety of familiar contexts?

 Checklists

Develop checklists that reflect active listening and viewing skills.

Does the student:

- look at the speaker?
- track the speaker?
- ask questions for clarification?
- respond to simple oral requests?
- demonstrate active listening skills?
- demonstrate understanding of what is being said?
- ask relevant questions about what was heard?
- ask for assistance when he or she does not understand?

Date and record students' behaviours to note progress over time.

 Anecdotal Notes

Observe and take dated notes on student activities. Do students apply comprehension, vocabulary, or sentence frames to new situations?

 Rubrics

Develop rubrics based on observation criteria.

SAMPLE **RESOURCES**

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

Speaking

Students will be able to:

6.2.2 produce, orally, simple sentences in a structured situation.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Based on a theme such as school items, students tell a simple sentence about an object. Students also ask questions of each other.
- Students complete a sentence pattern based on a theme, story, etc.
- Students play 20 Questions (yes/no answers).
- Keep a post of 6W questions and model for students how to ask questions and show the key word being used. Encourage students to play the teacher's role and ask questions in daily routines (e.g., weather, calendar, attendance, show and tell, etc.).
- Students form riddles based on a theme using:
 - size
 - colour
 - shape
 - use

Speaking*Students will be able to:***6.2.2** produce, orally, simple sentences in a structured situation. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- produce, orally, simple sentences in a structured situation?

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- orally produce sentences on his/her own in a structured situation?
- require prompting for frequent repetition?
- demonstrate confidence in oral use of the language?
- use the vocabulary and structures taught in class in other situations?

Date and note the context of every observation to note progress over time.

 Anecdotal Notes

Observe and record students' ability to ask questions in German for basic needs. Date all observations. Review students' records to note patterns in their use of simple sentences in German in structured situations.

SAMPLE RESOURCES

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

Reading

Students will be able to:

6.2.3 recognize and understand simple words and sentences in a structured situation.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students read simple daily messages.
- Based on the theme being developed, students are given two words and select one word to match an object.
- The teacher and students create a Word Wall. A Word Wall also provides spelling support.
- Students each create a simple reader. They match sentences to a picture.
- Based on themes being developed, create a domino game (e.g., match pictures to words or jigsaw words and pictures).
- Create flash cards to post by various classroom furnishings. Give the students a word card and the students match their card to the object. Give oral cues.
- After learning a song or poem, ask students to locate words on a chart.

Reading*Students will be able to:*

- 6.2.3** recognize and understand simple words and sentences in a structured situation.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize and understand simple words and sentences in a structured situation?

Checklists and Comments

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- read words in one context and in isolation?
- apply phonetic knowledge?
- read words in a variety of contexts?

Date and note the context of every observation to note progress over time
(see Appendix E).

Conferences

Conference with students about how they understood the daily message. Provide feedback and encouragement to help students explain the strategies they used to recognize and understand the information.

SAMPLE RESOURCES

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

Writing

Students will be able to:

6.2.4 write simple words and sentences in a structured situation.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Provide picture cards about a text, event, or basic instructions. Students place the pictures in sequence to represent beginning, middle, and end. Students create their own version of the text by copying captions for each picture that were dictated by the class.
- The class uses themes to create shape books. Students choose from a variety of sentences they have brainstormed. Initially, students simply copy a single word.
- Students create a book about their classmates—what they like, their hobbies, and how they feel about them.
- Students create a book about what they like about each season—what they wear and what they like to do.
- Students write a poem.
Auf Wiedersehen Winter
Auf Wiedersehen Handschuhe,

Guten Tag Frühling
Guten Tag grünes Gras

- Students write what they like next to letters of the alphabet.
Was ich mag
Ananas essen
Baden gehen
Computer spielen
Dinoknochen suchen
Eier anmalen
Fernsehen

Writing*Students will be able to:***6.2.4** write simple words and sentences in a structured situation. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- write simple words and sentences in a structured situation?

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- write from left to right?
- form the letters correctly?
- leave spaces between words?
- use upper and lower case letters?
- copy complete words/letters?

Date and note the context of every observation, and note progress over time.

 Portfolios

Keep a portfolio with samples of rough drafts and good copies. The portfolio provides demonstrations of growth over time.

 Writing Conferences

Discuss ideas, sentence form, and the representation of work with students.

SAMPLE RESOURCES

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

Viewing

Students will be able to:

6.2.5 view and understand simple, familiar events and/or representations in the classroom context.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Use field trips and visuals (e.g., paintings, sculpture, dance, dioramas, plays, puppet plays, mime) to extend, generate, and reinforce concepts being developed.
- Maintain a daily timetable, showing clocks and/or time activities.
- The teacher and students maintain a weekly graph of favourite texts.
- The teacher and students prepare a Gallery Walk or develop a Picture Wall based on the theme being presented.
- Students view videos based on the theme being studied (e.g., *Little Bear* or *Die Sendung mit der Maus*).
- Before reading a story to the class, walk through the illustrations in order to assist students in using illustrations to develop comprehension.

Viewing*Students will be able to:***6.2.5** view and understand simple, familiar events and/or representations in the classroom context. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- view and understand simple, familiar events and/or representations in the classroom context?

 Checklists

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

Does the student:

- actively participate when viewing representations made by others, such as ask questions and give positive feedback?

Date and note the context of every observation, and note progress over time.

 Journal Learning Logs

Review students' journal or Learning Log entries to assess how they viewed the field trip and to see what they understood.

 Portfolios

Keep a portfolio with samples of student work. The portfolio provides demonstrations of growth over time.

SAMPLE RESOURCES

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

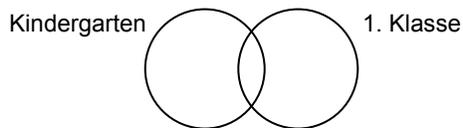
Representing

Students will be able to:

6.2.6 create simple representations of familiar ideas, events, and information.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- After listening to a poem or song, students create pictures using different media.
- Students create a modelling clay sculpture of a fairy tale.
- Students create a diorama from a favourite part of a book or event.
- Students mime a sentence or an action from a modelled dialogue.
- Students prepare a picture display.
- Students prepare a timeline about themselves using photographs.
- Students take pictures of special events in class and field trips using a digital camera.
- Students create a mobile about foods they enjoy, my friends, my family, etc.
- Students conduct surveys and graph their data.
- Students prepare a collage of magazine pictures on a story, character, theme, etc.
- Students create computer-generated illustrations.
- Students use modelling clay to form their name.
- Students contribute to a class Venn diagram. For example,



Representing*Students will be able to:***6.2.6** create simple representations of familiar ideas, events and information. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- create simple representations of familiar ideas, events, and information?

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- make representations/reflections of the topic/text?
- use a variety of forms to present ideas?
- require guided assistance?
- willingly create representations?

Date and note the context of every observation, and note progress over time.

 Rubrics

Develop rubrics on some of the checklist items and Focus for Assessment.

 Anecdotal Notes

Date comments on the details and ideas represented by students.

 Conferences

Conferences are held for some of the portfolio entries. During this time, discuss with students the ideas represented and the form chosen. This is a good time to encourage students how they might further enhance their representation.

 Portfolios

Originals, photocopies, photographs, or video recordings could be placed in the portfolios depicting the variety of representations.

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

Register

Students will be able to:

6.3.1 respond to tone of voice.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students respond appropriately to the teacher's tone of voice.
- Listen-Sketch-Draft: As they listen to a text in German, students sketch their thoughts about whether it is a happy, a sad, or an angry text. Then they share their sketches with a partner and add ideas and details they have missed.
- In conjunction with the study of emotion, use one or two sentences and change inflection to reflect emotion. Students guess the emotion. This can be used as a charades games. Post words expressing feelings with picture cues made with clip art.
- Students draw a picture of a situation and add one or two simple sentences to describe the situation.
- Students look through magazines, cut out a picture, and make up a sentence of conversation corresponding to the picture.

Register*Students will be able to:***6.3.1** respond to tone of voice. *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- respond to tone of voice?

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- respond appropriately to a given tone of voice?
- use appropriate tone in a given situation?
- use actions in addition to tone to reinforce feelings?

Date and note the context of every observation, and note progress over time.

 Anecdotal Notes

Keep anecdotal records to note students' skills and strategies when responding to varied voice tones used.

SAMPLE **RESOURCES**

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

Idiomatic Expressions

Students will be able to:

6.3.2 imitate age-appropriate idiomatic expressions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Provide opportunities for students to engage in conversations about familiar topics.
- Students create puppet shows about familiar objects.
- Students compare the literal meaning with the figurative meaning.
- Students collect expressions used in families.
- Students illustrate idiomatic expressions to reinforce internalization of the vocabulary.

“hundemüde sein”

“er hat vorn und hinten Augen”

“Hand aufs Herz”

Idiomatic Expressions*Students will be able to:***6.3.2** imitate age-appropriate idiomatic expressions. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- imitate age-appropriate idiomatic expressions?

 Anecdotal Notes

Record information about students' skills and knowledge of the use of age-appropriate idiomatic expressions. Date and describe the context of each situation. Review to note progress over time.

SAMPLE RESOURCES

General Outcome

6

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

6.3 Sociocultural/
Sociolinguistic
Elements

GRADE

1

Specific
Outcome

Variations in Language

Students will be able to:

6.3.3 experience a variety of voices.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students view video or film in German that portrays characters of all ages.
- Students use puppetry and drama to explore a familiar fairy tale (e.g., *Rotkäppchen*).
- Invite guests to read to the class. These guests represent different ages, sexes, dialects, and knowledge of the German language (e.g., parents, grandparents, visitors from Germany).
- When doing a Read-Aloud of stories to students, model the use of character voices.
- Invite older students to read to the class.
- Students use a Listening Centre developed by older students.

Variations in Language*Students will be able to:***6.3.3** experience a variety of voices. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experience a variety of voices?

Anecdotal Notes

Record observations during students' informal interaction to note how they group information in reference to variations of voices. Date and note the context for each observation.

Checklists

Develop a checklist using the Focus for Assessment criteria.

Does the student:

- demonstrate active listening when listening to a different speaker/voice?
- demonstrate comprehension when listening to a different speaker/voice?
- ask for clarification when experiencing a different speaker/voice?

Date and note the context of every observation, and note progress over time.

Conferences

Conference with students after a speaker or after watching an activity or video.

SAMPLE RESOURCES

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

Social Conventions

Students will be able to:

6.3.4 use basic social expressions appropriate to the classroom.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Think Aloud: Model your thinking when considering using basic social expressions appropriate to the classroom. This activity shows students how to connect new experiences and ideas with prior knowledge.
- Through the use of a T-chart, the teacher and students identify appropriate basic social expressions to the classroom.
- Students use role-playing to practise targeted expressions.
- Using puppets or skits, students demonstrate their knowledge and understanding of social expressions in appropriate situations.
- For birthdays, students make cards, write greetings, and sing “*Wie schön, dass du geboren bist.*”
- Before snack time or lunch time, students wish each other “*Guten Appetit*” and “*Danke, gleichfalls*”.

Social Conventions*Students will be able to:***6.3.4** use basic social expressions appropriate to the classroom. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use basic social expressions appropriate to the classroom?

 Anecdotal Records

Keep anecdotal records on students' use of basic social expressions appropriate to the classroom. Record observations during students' interactions. Date and record the context of the observations.

 Checklists

Develop checklists to observe students' skill in communicating information to others. Consider items such as the following:

Does the student:

- use appropriate greetings and farewells with individuals?
- use appropriate expressions to express disagreement or agreement?

Date and note the context of every observation, and note progress over time.

SAMPLE RESOURCES

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

Non-verbal Communication

Students will be able to:

6.3.5 understand the meaning of and imitate some common non-verbal behaviours used in the German culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Think-Aloud: Model your thinking when considering using common non-verbal behaviours found in German culture. This activity shows students how to connect new experiences and ideas with prior knowledge.
- Students use role-playing and model non-verbal behaviours such as shaking hands when greeting and leaving. It may be considered an insult if you meet someone and do not offer your hand. (Many of these behaviours are used throughout Canada.)
- Students create little skits where they use both verbal and non-verbal behaviours.

Non-verbal Communication*Students will be able to:***6.3.5** understand the meaning of and imitate some common non-verbal behaviours used in the German culture. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand the meaning of and initiate some common non-verbal behaviours found in the German culture?
- use non-verbal behaviours?

 Detachable Labels

Use detachable labels to record whether the students show, through imitation, an understanding of the meaning of some common non-verbal behaviours found in German culture.

SAMPLE RESOURCES

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

Non-verbal Communication

Students will be able to:

6.4.1 use simple cognitive strategies, with guidance, to enhance language learning (e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn simple rhymes or songs. They may also include actions to match the song or poem.
- Students are asked to do choral speaking to enhance sentence patterns.
- Model charades to build and practise vocabulary.
- Students use puppets or do simple skits to imitate sounds and sentence patterns.

Cognitive

Students will be able to:

- 6.4.1** use simple cognitive strategies, with guidance, to enhance language learning (e.g., learn short rhymes or songs incorporating new vocabulary or sentence patterns, imitate sounds and intonation patterns). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use simple cognitive strategies?

 Detachable Labels

Use detachable labels to observe students as they are repeating words. Date and include the context of each situation.

 Anecdotal Notes

Keep anecdotal notes based on observations made while the student is reading (e.g., echo chanting).

SAMPLE RESOURCES

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

Metacognitive

Students will be able to:

6.4.2 use simple metacognitive strategies, with guidance, to enhance language learning (e.g., make choices about how they learn).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Think-Aloud: Choose a reading passage on a topic that is familiar to the student and at the student's instructional level. Follow the Before-During-After process to focus on the use of simple metacognitive strategies that allow the student to construct meaning.
- Listen-Think-Pair-Share: After listening to a story or viewing a video, students think about the experience or ideas and then share their understanding with a partner. Students answer a provided checklist of metacognitive strategies to see which metacognitive strategy they used (see the Curriculum Framework under "Global List of Strategies").
- With guidance, the class generates a list of what a good reader does or what a good writer does.

Cognitive*Students will be able to:*

- 6.4.2** use simple metacognitive strategies, with guidance, to enhance language learning (e.g., make choices about how they learn). *(continued)*

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

Does the student:

- use simple metacognitive strategies, with guidance, to enhance language learning?

Metacognitive Reading Inventory

Use a Metacognitive Reading Inventory to determine which metacognitive strategies the student is using. Use this information to guide the student with further metacognitive strategies.

Metacognitive Reading Inventory

Name: _____ Date: _____

Place a checkmark in front of the strategies that you use before, during, and after reading.

Before I begin to read, I ...

- ___ find out who the author and illustrator are.
- ___ make predictions about the book.
- ___ pose questions about the book.

While I am reading, I ...

- ___ decide if what I am reading makes sense.
- ___ re-read and read on when it does not make sense.
- ___ try to understand the vocabulary used.
- ___ picture what I am reading in my mind.
- ___ get to know the characters.
- ___ predict what will happen next.
- ___ try to answer my questions.

After reading I ...

- ___ think back about what I read.
- ___ check to see if my predictions were correct.
- ___ answer my questions.
- ___ form my own opinions about the book.
- ___ ask new questions.
- ___ think about other similar books.
- ___ make connections with events in my own life.

SAMPLE **RESOURCES**

- German Blackline masters S-95

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

Social/Affective

Students will be able to:

6.4.3 use simple social and affective strategies, with guidance, to enhance language learning (e.g. participate in shared reading experiences).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Choral Reading: Select or compose a selection with appropriate rhymes, rhythm, language structures, and vocabulary. Read the selection aloud to the students as they follow along. Students read the selection together. Discuss with the students ways to use their voices effectively to make the selection more interesting. Discuss and model differences in volume, pace, pitch, and gestures. Students reflect on the effects they have achieved.
- Students share their written work with each other or with students in another German class. Encourage students to respond appropriately to the presentations of their peers.
- Students realize that making a mistake is normal and helps them to get better.
- Divide students into groups to work cooperatively on a project. Have students assign group roles and work together to complete the assignment.

Cognitive

Students will be able to:

- 6.4.3** use simple social and affective strategies, with guidance, to enhance language learning (e.g. participate in shared reading experiences). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use simple social and affective strategies, with guidance, to enhance language learning?

 Self-Assessment Checklist

Students review their participation during choral reading and complete a self-assessment on their use of simple social and affective strategies (see Appendix E).

SAMPLE RESOURCES

General Outcome

6

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

6.5 Language Use Strategies

GRADE

1

Specific Outcome

Interactive

Students will be able to:

6.5.1 use simple interactive strategies with guidance (e.g., interpret and use a variety of non-verbal clues to communicate).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Show and Tell: Individual students talk about an event in their lives or bring an object to show. Students are encouraged to use German as much as possible. However, they may use words from their first language to get their meaning across.
- During Sharing Circle, students have the opportunity to share experiences.
- Set aside a five-minute period where the class uses any means except verbal communication to communicate. Students may then share what they thought someone else wanted or meant.

Cognitive

Students will be able to:

- 6.5.1** use simple interactive strategies with guidance (e.g., interpret and use a variety of non-verbal clues to communicate). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use simple interactive strategies with guidance?

 Anecdotal Notes

Record observations based on whether students use simple interactive strategies and a variety of non-verbal cues to communicate. Date each observation and include specific examples of students' behaviours as they experiment with words and sentence patterns. Review these observations to note students' developing skills over time. Does the student use facial gestures, hand gestures, etc.?

SAMPLE RESOURCES

General Outcome

6

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

6.5 Language Use Strategies

GRADE

1

Specific Outcome

Interpretive

Students will be able to:

6.5.2 use simple interpretive strategies with guidance (e.g., make connections between texts, prior knowledge, and personal experience).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Experience-Text-Relationship: Select the material and formulate questions that will generate discussion to access students' prior knowledge. After determining prior knowledge, have the students make predictions. Students then read a portion of the text with the teacher and they confirm or refute their predictions. The teacher and the students continue with this method of summarizing the key ideas and relationships between the key ideas as a final step.
- To make connections to a text, students bring in artifacts, photos, etc., to generate discussion.

Cognitive

Students will be able to:

- 6.5.2** use simple interpretive strategies with guidance (e.g., make connections between texts, prior knowledge, and personal experience). *(continued)*

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

Does the student:

- use simple interpretive strategies with guidance?

 Checklists

Develop checklists based on whether the students are using simple interpretive strategies. Refer to the Global List of Strategies—Interpretive from the *Curriculum Framework* to develop criteria.

Does the student:

- participate in discussion on a text?
- make connections between text and prior knowledge?
- make connections between text and personal experience?
- after experiencing a text, demonstrate connection to a previous activity or text?

Date the observations and review to note progress over time.

 Anecdotal Notes

Make anecdotal notes based on observations of the student during group discussion.

SAMPLE **RESOURCES**

General Outcome

6

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

6.5 Language Use Strategies

GRADE

1

Specific Outcome

Productive

Students will be able to:

6.5.3 use simple productive strategies with guidance (e.g., copy what others say or write, use words that are visible in the immediate environment).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- “How To” Illustrations: Students draw a series of illustrations to show how to complete a simple and familiar procedure such as following a simple recipe, building a simple structure, making a patterned necklace, using the telephone, signing out a library book, or making cards for special occasions. Students add labels or captions to enhance the meaning.
- Word Walls help students in their writing tasks.
- Listen-Sketch-Draft is a process that leads students to making effective summaries.
- Word Lists about a topic provide writing support for students.
- Students keep lists of their spelling words. Students highlight or check words that are challenging. This activity supports writing and spelling.

Productive*Students will be able to:***6.5.3** use simple productive strategies with guidance (e.g., copy what others say or write, use words that are visible in the immediate environment). *(continued)*SAMPLE **ASSESSMENT** STRATEGIES**Focus for Assessment**

Does the student:

- use simple productive strategies with guidance?

 Conferences

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

 Anecdotal Notes

Make dated notes based on observation noting context or situations and detailing sentence structures of student partner conversations.

 Checklists

Keep a checklist of phrases that are frequently expected and used. You may also track these for the Focus for Assessment, which may include the following:

Does the student:

- use words from the immediate environment without assistance, either orally or in written form?
- copy what others say or write?

 Work Samples

Does the student use Word Walls or other sources (e.g., picture dictionary, charts)? Was this done without assistance?

SAMPLE **RESOURCES**

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

Cognitive

Students will be able to:

6.6.1 use simple cognitive strategies to enhance general learning (e.g., use models).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- KWL and KWL Plus (WML): Have the students brainstorm what they know about a topic. Record the information in the ‘K’ column of the KWL Chart. Then the students generate what they want to know in the form of questions. Record these in the ‘W’ column of the KWL Chart. After the students have gathered information, they categorize, map, and summarize what they learned in the ‘L’ column (see Appendix D).
- Students practise visualizing and verbalizing single words and then move on to doing the same with sentences.
- Frames such as webs, graphic organizers, thinking maps, and so on, are used to enhance general learning (see Appendix D).

Cognitive*Students will be able to:*

- 6.6.1** use simple cognitive strategies to enhance general learning (e.g., use models).
(continued)

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

Does the student:

- use simple cognitive strategies to enhance general learning?

 Rubrics

Develop rubrics to reflect the students' use of simple cognitive strategies to enhance their general learning. Discuss the rubrics with the students, and use small-group mini-lessons to help the students use the rubrics.

 Checklists

Create a checklist of phrases that should be modeled, and indicate the frequency of their use.

Does the student:

- follow simple models orally?
- follow simple models in written form?

 Anecdotal Notes

Write notes on how models are used, recording the date and context of the observations.

SAMPLE **RESOURCES**

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

Metacognitive

Students will be able to:

6.6.2 use simple metacognitive strategies to enhance general learning (e.g., choose from among learning options).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Goal-Setting:** Guide the students in setting goals that are attainable and appropriate. Use direct instruction to help the students develop skills at setting goals.
- Use learning journals and logs to help students reflect on their learning.
- Students pair with older students for Buddy Reading. Students can reflect on how this process works for them.
- Students write a simple letter to their parents (based on a model or form) summarizing their learning for the month, term, or year. Encourage parents to respond to their children's letters.

Metacognitive

Students will be able to:

- 6.6.2** use simple metacognitive strategies to enhance general learning, e.g., choose from among learning options. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use simple metacognitive strategies to enhance general learning?

 Conferences

Conduct conferences with the students to observe whether they use simple metacognitive strategies to enhance their general learning. Use the students' goals as the basis for conferencing.

 Checklists

Develop checklists based on the Focus for Assessment criteria. Date and note the context of every observation, and note progress over time. Consider items such as the following:

Does the student:

- use checklists (e.g., reading logs)?
- set goals?
- self-direct during optional periods?

SAMPLE RESOURCES

General Outcome

6

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

6.6 General Learning Strategies

GRADE

1

Specific Outcome

Social/Affective

Students will be able to:

6.6.3 use simple social and affective strategies to enhance general learning (e.g., seek help from others).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- T-chart or Y-chart: Develop a T-chart to help students understand the concept of encouragement for others. Students brainstorm for words that fit under each descriptor. Model and use role-play for guided practice to help students use verbal language and gestures to show encouragement to different people in a variety of contexts.
- Students work in small groups or with partners to practise and present a role-play about a familiar topic, story, or event. Targeted vocabulary charts may be available.

Social/Affective*Students will be able to:*

- 6.6.3** use simple social and affective strategies to enhance general learning (e.g., seek help from others). *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- use simple social and affective strategies to enhance general learning?

 Journals

Have students complete a peer assessment and self-reflection following a co-operative learning task. Use the T-chart or Y-chart that they developed to create prompts.

 Observations

Observe during students' independent work periods and group activities to see if students ask peers or adults for assistance.

 Peer-Assessment Checklist

Students use a checklist to determine whether their peers are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Peer-Assessment Checklist).

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Valuing German Language and the Cultures of German-Speaking Peoples

Students will be able to:

7.1.1 participate in cultural activities and traditions.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- As part of a weekly snack program, students sample various German foods. They may rank the food on a chart in their food books.
- Students listen to simple German poems and songs from traditional to modern music.
- Students learn about German instruments, historic and modern, through a presentation done by a parent, music teacher, or guest musician.
- Students participate in a *Karneval* party with costumes and parades. They may invite another class in to view it.
- Students learn a Christmas carol for presenting to other classes or for recording on video or DVD as a Christmas gift.

Valuing German Language and the Cultures of German-Speaking Peoples*Students will be able to:***7.1.1** participate in cultural activities and traditions. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in language and cultural activities?
- know some of the traditions involved in cultural activities?

 Conferences

Conference with students about their participation in the varied German language and cultural activities and traditions. Note students' attitudes in relating to the German language and cultural activities and traditions. Give feedback.

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.1 Self-Identity

GRADE

1

Specific
Outcome

Valuing Bilingualism/ Multiculturalism

Students will be able to:

7.1.2 participate in classroom and school cultural activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Have students bring in a variety of artifacts that they have at home or from their grandparents. Students share with the class, and in a simple form, present any symbolism associated with the item.
- Inform students of German community events that they can attend. This may be recorded in a daily organizer or in a class newsletter.
- Students participate in an exchange with students from a different language program.
- Students perform songs for a senior's home care facility.

Valuing Bilingualism and Multiculturalism*Students will be able to:***7.1.2** participate in classroom and school cultural activities. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in classroom cultural activities?
- participate in school cultural events?
- participate in community cultural events to which the school has been involved?

 Journals

Have the students write comments in their journals about how they participated in cultural activities. Give the students the option of sharing their reflections in a group response time.

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 German Culture

GRADE

1

Specific Outcome

Historical Elements

Students will be able to:

7.2.1 participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [*Weihnachten*], music, dance, art, literature, food, etc.).

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students celebrate *St. Martinstag* by making a lantern and discussing who St. Martin was.
- St. Nikolas will visit each classroom. Students sing and recite a poem for him.
- Students decorate eggs and create an *Osterstrauß*.
- Students learn German Christmas songs and participate in a Christmas concert that the parents can attend.

Historical Elements*Students will be able to:*

- 7.2.1** participate in activities and experiences that reflect traditional elements of the German culture (such as holidays and celebrations [*Weihnachten*], music, dance, art, literature, food, etc.). (*continued*)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- actively participate in language and cultural or historical activities such as Easter or Christmas?

 Detachable Labels

Use detachable labels to observe how the students participate in activities and experiences that reflect traditional elements of the German language and culture. Date and include the context of each situation.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Contemporary Elements

Students will be able to:

7.2.2 participate in activities and experiences that reflect contemporary elements of German culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Encourage students to attend German concerts in the community.
- Students look at pictures by contemporary German artists.
- Students look at German children's magazines.
- Students view and compare calendars from Germany and from Canada.
- During art periods, students listen to music by a variety of contemporary German musicians.
- Encourage students to bring in posters of community events written in German.
- Establish an audio library with a variety of German music, stories etc., which the students can borrow and listen to at home. Students share their favourite selections or post the title on a poster.
- Have students write comments in their journals about the similarities and differences between the historical and contemporary elements in German culture. Encourage students to write their reflections and share these in a group response time. Keep this simple (e.g., *Früher haben die Leute Brot gebacken. Heute kaufen wir Brot.*).

Contemporary Elements*Students will be able to:***7.2.2** participate in activities and experiences that reflect contemporary elements of German culture (see example above). *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in activities and experiences that reflect contemporary elements of German culture?

 Checklists

With assistance, students create a list of activities that will be done for this concept. As the activities are done, students check them and comment with a 😊 😐 😞 and/or perhaps a word or two to reflect on the experience.

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 German Culture

GRADE

1

Specific Outcome

Diversity

Students will be able to:

7.2.3 experience cultural elements of diverse origins from within German culture.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students view pictures or actual costumes native to various regions of Germany. They can discuss the differences and similarities.
- Students learn about diverse cultural groups of Germanic origin in Manitoba, such as Hutterites or Mennonites.
- Students view cartoons from Germany.
- Students share personal experiences and discuss the differences in celebrating holidays.
- Invite guest speakers so students have the opportunity to hear different voices, dialects, etc.

Diversity*Students will be able to:*

- 7.2.3** experience cultural elements of diverse origins from within German culture.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- experience cultural elements of diverse origins from within German culture?

 Checklists

Observe students in activities where there is cultural and linguistic diversity. Develop checklists based on the students' participation, recognition, and understanding of diversities. Observe the students as they engage in discussion. Date and include the context of each observation.

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.2 German Culture

GRADE

1

Specific Outcome

Change

Students will be able to:

7.2.4 illustrate that change occurs in one's immediate environment.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students learn that some Christmas traditions have changed.
- Students interview grandparents on how they celebrated special occasions.
- Students visit a local museum, view videos, or study pictures and then compare buildings from earlier days to buildings now (e.g., school houses).
- Students do self-assessment in reading and writing making observations in their learning of the German language.
- Students prepare a personal timeline using photos from home. These can be shared and discussed.

Change*Students will be able to:***7.2.4** illustrate that change occurs in one's immediate environment. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- observe changes in his or her immediate environment?

 Checklists

Develop a checklist based on the students' skills in illustrating that change occurs in the students' immediate environment. Date and record the context of each observation.

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.3 Building
Community

GRADE

1

Specific
Outcome

Valuing Diversity

Students will be able to:

7.3.1 explore diversity within one's own family and in the school.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students contribute ideas on family routines or rules and discuss how each member has a role and different responsibilities within the family. All families have them, but rules and routines will vary for each family.
- Students create a diorama of their birthday traditions. Class will discuss similarity and difference.
- The class invites other students in the school to express their likes and dislikes through surveys. Students build a school graph, and then make comparisons to their own class chart.

Valuing Diversity*Students will be able to:***7.3.1** explore diversity within one's own family and in the school. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore diversity within one's own family and in the school?

 Anecdotal Notes

In a variety of contexts, observe and record students' awareness of the diversity that exists within one's own family. Date all observations and note the context of the observations.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Valuing Similarity

Students will be able to:

7.3.2 explore similarities within one's own family and in the school.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- With assistance, students develop a survey on common interests. Students complete the survey. Help them tabulate the results. A discussion ensues about the similarities that exist among the students and their peers and the need to appreciate these.
- Students complete a survey at home of the birthplace of parents and grandparents. At school, the students discuss similarities.
- While studying families, students prepare a picture mobile or a Venn diagram. Students can talk about their mobiles.
- While studying hobbies, students prepare a class graph.
- Students bring in a baby picture of themselves and the class tries to guess who is whom.

Valuing Similarity*Students will be able to:***7.3.2** explore similarities within one's own family and in the school. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- contribute ideas about self?
- contribute ideas that express similarities between self and others?

 Journals

Review students' journal entries about this activity, noting the connections the students have made between themselves and their peers and the feelings they have about this.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Contributing to Community

Students will be able to:

7.3.3 participate and cooperate in, and contribute to, classroom and school activities.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Throughout the year, each student will have the opportunity to be a helper for:
 - returning library books
 - delivering attendance sheets to office
 - passing/collecting materials
 - being a leader to the music room or gym
 - placing recycle bin in the hallway.
- Students participate in school and playground clean-up.
- Students attend school assemblies.
- Students complete a fundraiser for a special event.
- Students participate in a school concert or evening class showcase.

Contributing to Community*Students will be able to:***7.3.3** participate and co-operate in, and contribute to, classroom and school activities.
*(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate and cooperate in and contribute to classroom and school activities?

 Anecdotal Records

Observe students as they engage in the different helper roles. Note how the students participate, cooperate in, and contribute to classroom and school activities. All observations should be dated and reviewed to note a pattern and be used in student-teacher conferences.

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Responsible Citizenship

Students will be able to:

7.4.1 demonstrate personal and social responsibility in the classroom and school.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students independently pick up paper or crayons found on the floor and are encouraged to keep items in the class organized.
- Students help a classmate experiencing difficulty completing an assignment.
- Students maintain an organized desk.
- Students are encouraged to volunteer names of peers who demonstrated Acts of Kindness. The names can be placed on a bulletin board. Each week the board is cleared.
- Students participate in borrowing books from the library, and learn their responsibility in caring for and returning the books.
- Create a T-chart generated by the students, demonstrating what a responsible student says and does.
- Discuss with the students and create a chart indicating responsibilities for Your Job/My Job.

Responsible Citizenship*Students will be able to:*

- 7.4.1** demonstrate personal and social responsibility in the classroom and school.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- demonstrate personal and social responsibility in the classroom and school?

 Self-Assessment Checklist

Students complete a self-assessment to show how they demonstrated responsible citizenship in the classroom and school. Use this information to conference (see Appendix E).

SAMPLE RESOURCES

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

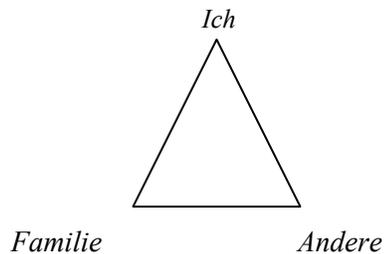
Interdependence

Students will be able to:

7.4.2 recognize own and others' contributions to a group.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Two Stars and a Wish: Students reflect on group activities and make two positive comments on their own and others' contributions to a group. They then state one wish or suggestion for improving group process.
- A student thanks a classmate for finding his or her missing pencil.
- Students identify positive behaviours of classmates.
- Students applaud a classmate's presentation.
- In the study of character education in which students explore characteristics such as responsibility, friendship, punctuality, etc., the students refer to the following triangle, which is available at all times.



Interdependence*Students will be able to:***7.4.2** recognize own and others' contributions to a group. *(continued)***SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and reflect on personal actions positively?
- recognize and reflect on thoughts and actions of others positively?

 Journals

Have students complete a peer assessment and self-reflection following group work. Consider some of the following prompts for student journals:

- *Anna hat mir beim Aufräumen geholfen.*
- *Ich habe Anna beim Lesen geholfen.*

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand, and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global
Citizenship

GRADE

1

Specific
Outcome

Intercultural Skills

Students will be able to:

7.4.3 work and play with others, recognizing that expectations can be different for different people.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Help students become aware of the importance of respect and safety. The class discusses food allergies, and why everyone needs to be careful.
- Students explore and acknowledge that some cultures avoid certain foods or celebrate with special foods.
- Read stories about children with disabilities. Students talk about the importance of inclusiveness.
- Read stories about children from newcomer families. Students talk about similarities and differences within cultures and how we can all learn from each other.

Intercultural Skills

Students will be able to:

7.4.3 work and play with others, recognizing that expectations can be different for different people. *(continued)*

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- recognize that rules can be different for different people?
- interact with all classmates positively?
- help others who may require assistance?

 Anecdotal Notes

Record students' behaviours as they work and play with others who are different. Review the anecdotal records to note patterns of behavior, and use this data to inform instruction.

SAMPLE RESOURCES

General Outcome

7

Students will explore, understand and appreciate the cultures of German-speaking peoples for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

7.4 Global
Citizenship

GRADE

1

Specific
Outcome

Future Opportunities

Students will be able to:

7.4.4 share or demonstrate personal strengths and areas for further development.

SAMPLE TEACHING AND LEARNING ACTIVITIES

- Students use a goal-setting sheet to set goals. These goals can be initially generated by the class as well as guided by the teacher. Every week, students have an opportunity to set a goal and explain how they plan to achieve it.
- Students maintain a learning journal to help them in their reflection and goal-setting.

Future Opportunities*Students will be able to:*

- 7.4.4** share or demonstrate personal strengths and areas for further development.
(continued)

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- share personal strengths?
- set goals for improvement?

 Conferences

Conference with the students to encourage them to share their personal strengths and areas for further development. Provide feedback and encouragement.

 Portfolios

Portfolios indicate whether the student is able to observe strengths or areas of improvement.

 Anecdotal Notes

Observe students as they discover and discuss personal strengths and are involved in setting simple goals for improvement. Date all observations and note the context of the observations. Anecdotal records should be reviewed to note progress over time.

SAMPLE RESOURCES